

# Benedmo Event and Campaign report

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# Introduction

In today's complex information landscape, media literacy plays a crucial role in building resilience against disinformation. As digital technologies and generative AI increasingly shape how people access and share information, citizens need the skills to critically evaluate sources, recognise manipulation, and make informed decisions. Strengthening media literacy therefore remains one of the most effective and sustainable strategies to safeguard democratic debate, foster trust in reliable information, and empower individuals to participate fully in society.

The **BENEDMO partners** — **IMEC-Mediawijs**, **VRT**, **NISV**, and **Netwerk Mediawijsheid** — have implemented a diverse range of **events, campaigns, and activities** to enhance resilience against disinformation among the **general public, children, young people, and socially vulnerable groups** in Belgium and the Netherlands. These joint efforts aim to **empower citizens** to access credible information, think critically, and participate meaningfully in public debate.

This deliverable provides an update on BENEDMO's media literacy initiatives carried out within Work Package 5, which directly contributes to Objective 4: delivering media literacy initiatives that address concrete societal needs in the region and prioritise those most vulnerable to disinformation.

Between July 2024 and the present, the partners within WP5 have developed and expanded a broad set of campaigns, tools, and educational materials addressing key societal and technological challenges such as fake news, disinformation, and generative AI.

The following sections present an overview of these initiatives launched and implemented since mid-2024. Each initiative includes several interrelated actions — from educational workshops and classroom challenges to stakeholder labs and large-scale public events. Attendance numbers and impact vary according to the scope, target audience, and format. This structure provides a comprehensive picture of BENEDMO's outreach efforts and their contribution to strengthening media literacy and societal resilience across Flanders and the Netherlands.



## Overview Initiatives (KPI 4.1a)

nr.	Event or campaign	Involved	Status
<b>Media literacy in education</b>			
1	Edubox Fake News	VRT + Imec-Mediawijs	Done - nov. '24
2	Edubox AI	VRT + Imec-Mediawijs	Done - feb. '25
3	News in the classroom: annual teacher event	Imec-Mediawijs	Ongoing
4	News in the classroom: workshop series and pupil challenge	Imec-Mediawijs	Ongoing
5	Workshops Fake News	NISV	Ongoing
6	Lesson Up English Version	NISV	Done - oct. '25
<b>Media literacy for the public and vulnerable groups</b>			
7	Media Literacy Lab (FL)	Imec-Mediawijs + VRT	Ongoing
8	Media Literacy Lab (NL)	NISV + Netwerk Mediawijsheid	Ongoing
9	Civil Society Dialogue	All partners	Ongoing
10	Media Literacy Summit	All partners	Not started yet
11	Output vulnerable groups and professionals (based on 7-8)	Imec-Mediawijs + VRT	Ongoing
12	Output general public (based on 1-2)	VRT	Not started yet

Tabel 1 - Overview of the overarching initiatives. Each of these ten initiatives often includes multiple activities, events, workshops, meetings, and campaigns.

# Media Literacy in Education

*BENEDMO strengthens **local and national media literacy initiatives in Flanders and the Netherlands**, focusing mainly on **formal secondary education** and **civil society dialogue**. Building on existing infrastructures and expertise, the consortium does not impose a single, centralised programme, but instead supports **tailored actions** that reflect the distinct educational systems, funding models, and media literacy landscapes of both countries.*

All partners work within a **shared quality framework**, exchanging good practices, aligning priorities, engaging key stakeholders, and reviewing each other's initiatives to ensure coherence and complementarity. Cross-border collaboration was strengthened through a joint work conference between Mediawijs, VRT, NISV, and Netwerk Mediawijsheid in February 2025. During this full-day meeting, we exchanged educational materials, explored opportunities for reuse and recontextualisation across Flanders and the Netherlands, and shared good practices while reflecting on contextual similarities and differences. This exchange directly contributes to enriching the **BENEDMO Media Literacy Repository**, which will be updated in 2026 with new and relevant practices from both countries to support educators and professionals.

Mediawijs and NISV also jointly organised a [public webinar](#) in **June 2025**, aimed at both Dutch and Flemish teachers and media literacy professionals (32 attendees). In this session, a selection of the most effective practices from the BENEDMO inventory was showcased, along with new materials that respond to current challenges in the disinformation landscape. During this webinar, educators were encouraged to use materials across borders, while being advised to adapt examples to their local context where necessary.

The following sections highlight respectively several **educational initiatives** led by VRT and Mediawijs **in Flanders**, which aim to strengthen teachers' and students' **news literacy, critical thinking, and resilience to disinformation**. After this, we go deeper into initiatives in **the Netherlands**.



## 1. EDUbox Fake News

In December 2024, VRT Educatie, Mediawijs, and Artevelde University of Applied Sciences launched the [updated edition of EDUbox Fake News](#), one of the earliest and most widely used EDUboxes in Flanders. As an interactive digital lesson package for secondary school students (grades 1 and 2), it aims to help young people understand how misinformation spreads and how to evaluate information critically—directly supporting **BENEDMO’s educational objective of strengthening resilience against disinformation**.

The renewed EDUbox received both content and design updates, enhancing its digital functionality and relevance. It now features 5 chapters, with tips, [exercises](#), and videos featuring VRT journalists. A new module on health-related misinformation was added, reflecting current trends, and a dynamic CMS was introduced to allow real-time updates to the materials.



Binnenland Onderwijs

### VRT lanceert vernieuwde EDUbox rond nepnieuws voor jongeren

The launch of the renewed EDUBox on Fake News by VRT.

To reach teachers and students effectively, the launch was supported by VRT NWS newsletters, social media promotion, updates on KlasCement (platform for teaching resources), and outreach through Klasse (a magazine for teachers). The campaign was also linked to the Flemish government’s “Klopt da wel?” initiative on misinformation.

### Evaluation and impact

Between December 2024 and June 2025, the EDUbox recorded **14,603 unique visits** to the interactive site (reaching an estimated 60,000 students, as the material is often used in small groups of 4), **802 PDF downloads**, and **6,210 interactive video views**, positioning it among the most frequently used digital learning materials from VRT. Qualitative feedback gathered during classroom testing in the production phase, as well as through presentations and workshops at educational events, indicated that teachers experienced the updated format as more engaging and easier to integrate into classroom practice. The health misinformation module was particularly well received, offering timely and relevant discussion material. While this does not yet constitute a full evaluation study, a generic EDUbox survey is planned at the end of the school year to collect more systematic feedback and quantitative insights.

## 2. EDUbox Artificial Intelligence

In February 2025, VRT educatie, Mediawijs, Amai, imec, and Brightlab launched the [updated edition of the EDUbox Artificial Intelligence](#). This digital lesson package responds to the rapid evolution of AI technologies, particularly the rise of Generative AI and Large Language Models, and aims to help secondary school students (grades 2 and 3) understand how these systems work and how they shape society. By addressing questions of misinformation, reliability, and ethics, the EDUbox directly supports **BENEDMO's mission to strengthen media literacy and critical thinking among young people**.

The EDUbox offers a 2–3 hour digital lesson package, including a downloadable PDF, interactive online exercises, videos, and [six new educational GenAI games](#). Its hands-on format encourages active learning, exploration, and classroom discussion, helping students reflect on both the opportunities and risks of AI.

To ensure broad uptake in schools, the EDUbox AI was promoted through VRT's educational channels (Facebook, Instagram, VRT.be, VRT NWS), newsletters, Smartschool (most used digital learning and school management platform in Flanders), KlasCement, and various partner events. Dozens of teachers were introduced to the updated edition through presentations and workshops.





The launch of the renewed EDUBox on AI by VRT.

### Evaluation and impact

During the 2024–2025 school year, the EDUbox AI recorded **13,796 unique visits** (or more than 55 000 students) to the interactive site, **956 PDF downloads**, and **2,857 interactive video views**. Early feedback from educators highlights the high relevance of the Generative AI content, the usefulness of interactive formats, and the way the EDUbox sparks classroom discussions around AI ethics, reliability, and decision-making. A key insight is the continued need for regular updates, given the fast pace of technological change.

The updated EDUboxes Fake News and AI supports essential curriculum goals such as critical thinking, news and AI literacy, and responsible online participation. They will continue to feature in EDMO Labs and future media literacy campaigns, with versions for the broad public planned for release in 2026.

### 3. News in the Classroom

**News in the Classroom** is an annual programme by **Mediawijs**, **Vlaamse Nieuwsmedia**, and **StampMedia** that helps teachers and students strengthen their understanding of news, media, and disinformation. Through workshops, classroom materials, and challenges, it encourages **critical thinking and active engagement with journalism**. The project connects schools with media professionals and provides practical methods to integrate news literacy into everyday teaching.

## Annual teacher event

The News in the Classroom Teacher Event is the annual study day organised by Mediawijs, Vlaamse Nieuwsmedia, and StampMedia for primary and secondary school **teachers**. The event also attracts **school coordinators, ICT coordinators, support staff, and bridge figures** who work on digital and media literacy in education. Each year, a central theme is chosen around which tools are presented and guest speakers and workshops are organised. The aim is to support teachers in developing students' critical thinking and media literacy in relation to news and disinformation.



Keynote session at the Mediawijs News in the Classroom Day 2024.

The event is widely **promoted through multiple communication channels**: the *Nieuws in de Klas* and *Mediawijs* newsletters, partner communications, social media (LinkedIn and Facebook), and the networks of educational umbrella organisations. This broad outreach ensures that schools across Flanders are informed and encouraged to participate.

In the **2024–2025 school year**, the event took place on 26 September 2024 and focused on **active listening** - a vital skill in today's polarised media environment. 90 teachers participated in lectures and workshops exploring how newsrooms engage audiences and which skills contribute to critical thinking. Sessions included topics such as philosophising with children, addressing polarisation in the classroom, and learning debate techniques to encourage listening and dialogue.

In the **2025–2026 school year**, the event was held on 16 October 2025 with 110 teachers in attendance. This edition focused on **discussing societal and sensitive topics in the classroom**, a theme reflecting the growing need for teachers to navigate discussions



about complex issues such as freedom of speech, hate speech, ongoing global conflicts and social division. The keynote speaker, cartoonist Lectrr, opened the day with a lecture on freedom of expression, humour, and censorship. Workshops covered themes such as recognising hate signals, integrating social issues into lessons, using visuals to stimulate critical thinking, and the role of images in times of disinformation.

### Evaluation and impact

Evaluation and impact of both editions were **highly positive**. Participants indicated that the study days met their expectations, provided **new insights, practical skills, and inspiring classroom practices**, and introduced new tools and applications they could immediately translate to their own teaching context. Teachers particularly valued the hands-on format, the opportunity to test materials, give feedback, and have their needs heard, and expressed a clear interest in following more News in the Classroom sessions in the future. VRT, as a BENEDMO partner, was present at both editions, reinforcing the link between media practice and education. From 2026–2027 onwards, the study day will be integrated into a broader professional training offer to ensure continued impact and follow-up.

During the **2024 News in the Classroom Teacher Event**, Mediawijs also conducted a **needs assessment** to identify which topics teachers wished to explore further. The results revealed a clear demand for more **in-depth and practical training** on several media literacy themes. In response, a **workshop series of three additional full day workshops** was organised throughout the school year, offering teachers the opportunity to further develop their skills and apply new approaches in their classrooms.

### Workshop series

As mentioned just above, Mediawijs organised three training sessions together with (media) partners. During these sessions, teachers gained insight into the work and operation of different news media and/or organisations. Each session also included several hands-on workshops. In total, we reached **158 teachers**.

The [first training](#) was organised together with **DPG Media** for primary and secondary school teachers. During the day, teachers engaged in conversations with journalists and went on a guided tour of the newsroom. Afterwards, they participated in workshops where



they actively worked with newspapers and magazines and learned about different tools to analyse images critically.

The [second training](#) was organised in collaboration with **VRT Nieuws** for secondary school teachers. Participants spoke with journalists from the youth editorial team and learned how news for young audiences is produced. This was followed by a fact-checking workshop and the presentation of various educational materials, such as the updated EDUbox Fake News. A visit to the newsrooms was also included in the programme. VRT made [an aftermovie](#) and posted it on their educational channel on Instagram.

Together with **Artevelde University of Applied Sciences** and the **Ghent University Museum (GUM)**, **Mediawijs** organised a [third training session](#) on critical thinking and the concept of truth for secondary school teachers. Participants explored how to help students think critically about information and discussed what “truth” means in different contexts, from science to everyday life. The programme combined lectures and interactive workshops, including a session on how museums construct narratives and how educators can translate these insights into their teaching. The day encouraged reflection on how to foster open-mindedness and curiosity in the classroom.



The training session on critical thinkin, March 2025.

### Evaluation and impact

All **three events** were evaluated, and the results were **highly positive overall**. Teachers indicated that they intend to **use the session content in their classrooms** and **share insights with colleagues**, while many reported discovering **new practices, tools, and perspectives** for addressing news and disinformation. Participants also highlighted the **added value of on-site visits to media organisations and the museum**, and appreciated the **networking opportunities** that allowed them to connect with peers,

organisations, and experts active in media literacy and education.

The training sessions for the 2025–2026 school year are currently being developed. One of the upcoming sessions will be organised in collaboration with **DPG Media**, **Focus VTW**, **Het Archief voor Onderwijs**, and the **Photomuseum Antwerpen**.

### **Classroom challenges**

Being media literate and news literate goes beyond theoretical knowledge about news, disinformation, and diverse perspectives. News in the classroom promotes an active and hands-on approach by encouraging young people to apply these concepts in practice. Through annual **classroom challenges**, students take on the roles of journalists, fact-checkers, and opinion makers, strengthening their critical thinking, creativity, and understanding of how information is produced and shared.

For the third year in a row, three different competitions were organised for secondary schools in Flanders and Brussels. Teachers could register their classes at the start of the school year and participate throughout the whole academic year. The challenges have grown in popularity. In the most recent editions, **nearly 1,400 students from over 120 classes** took part.

#### **Nieuwsmakers (News Makers):**

For the first grade of secondary education (12–14 years), Mediawijs collaborated with HLN Regio for the first time. Students created a local news item (article, podcast, or report) for the regional news pages of HLN. The submissions were evaluated by a professional jury, with the [winning item published on HLN.be](#). The winning class also visited DPG Media and followed a workshop on creating news for TikTok, led by social media journalist Jonas Lips.

#### **Feitencheckers (Fact-Checkers):**

Together with StampMedia, Mediawijs organised the [Fact-Checkers Challenge](#) for the second grade of secondary education (14–16 years). Students had two weeks to fact-check online posts, after which a jury selected the ten best classes for a final round. During this final, participants completed fact-checking assignments against the clock. The winning class visited VRT, where they received an advanced workshop from the VRT Fact-Check team.

#### **Opiniemakers (Opinion Makers):**

For the third grade of secondary education, Mediawijs partnered with HUJO. Students wrote a speech on a topic they felt strongly about, which was assessed by a jury. The



winners presented their speeches at the Flemish Parliament, receiving feedback from politicians, and later visited Brussels for a guided tour of the BELvue Museum.



The winners of the Opinion Makers Challenge 2025 in the Flemish Parliament.

### Evaluation and impact

Based on evaluations from previous school years and an internal **Studio Data study (2024–2025)**, it became clear that not all secondary school challenges delivered the same added value for teachers and classrooms, which was also reflected in participation numbers. For Nieuwsmakers and Opiniemakers, teachers indicated that the themes did not always align with students' everyday experiences, the trajectories were time-intensive, and it was often unclear within which subject the challenges could be embedded, making them less feasible in an already demanding school context.

In contrast, the **Feitencheckers Challenge showed the strongest growth potential**. Fact-checking social media content and fake news clearly resonates with both teachers and students, as it directly connects to their daily media use and supports skills such as source evaluation, recognising AI-generated content, and critical reflection. The challenge was also perceived as more engaging and practical. For the 2025–2026 school year, we focused on the Fact-Checkers Challenge as the main competition, expanding it through collaboration with expert partners VRT. We expect that this approach will strengthen both the content quality and reach. The final event is planned for 6 May 2026.

#### 4. From EDUbox to Lesson Up

As part of a contextualisation process, the Dutch partners explored the existing EDUbox AI to identify which approaches could be adapted and reused for Dutch educational materials, with adjusted examples and references. In collaboration with Beeld & Geluid (Netherlands Institute for Sound and Vision), BENEDMO developed a lesson on Media Literacy & AI, targeting students in the upper levels of secondary education (HAVO and VWO). This lesson is supplementary and serves to deepen existing educational materials, including the VRT EDUbox on [Artificial Intelligence](#) and the SchoolTV chatbot ‘[Wat is AI?](#)’ They were launched publicly on October ‘25.

The lesson is specifically designed to encourage students to develop a **critical attitude towards the rapid development of Artificial Intelligence (AI)** and its **impact on the information landscape and media consumption**. The core learning objectives focus on enabling students to recognize and critically analyze the role of AI in the contemporary information landscape, allowing them to evaluate its impact on the reliability of media and make well-considered choices regarding responsible AI use for their personal information consumption.

The material is presented on the LessonUp platform, which is widely used by (approximately 10.000) teachers in the Netherlands. The format includes discussions, assignments, and leverages archival footage from the Sound & Vision media collection. The video items function as conversation starters and offer contextualization of the influence of AI on media and media consumption.

The lesson duration is flexible, ranging from 45 to 60 minutes. The material is primarily aimed at HAVO/VWO, but is designed for adaptation to other educational levels, such as MBO (vocational secondary education).

##### Online material:

- BENEDMO Publication (including LessonUp link):  
<https://benedmo.eu/2025/10/30/lessonup-over-mediawijsheid-ai/>
- NISV Publication ‘Kunstmatige Intelligentie’ (including LessonUp link):  
<https://www.beeldengeluid.nl/onderwijs/digitaal-lesmateriaal/kunstmatige-intelligentie>



The Lesson Up series on AI is available from October 2025.

The LessonUp was promoted through NISV’s teacher newsletter in the Netherlands, reaching 5,500 educators. The LessonUp channel, hosting the material, is utilized by over 10,000 teachers in the Netherlands. In addition, the lesson will be distributed through Netwerk Mediawijsheid’s newsletter, targeting 1760 media literacy professionals. Furthermore, a key focus will be to investigate dissemination via SchoolTV, aiming to leverage this platform for achieving maximum reach among educators across the Netherlands.

### Evaluation and impact

The qualitative impact is demonstrated by the flexible way educators integrate the content; teachers use the full lesson, specific fragments, or individual components to build their own curriculum. These elements are applied for direct instruction, classroom debates, or student assignments. The practical value of this approach is monitored through our dedicated teacher mailings. Based on these teacher evaluations, which use a rating system, the material receives an average appreciation score of 7/10, confirming a consistent level of teacher satisfaction.

## 5. Workshops Fake News

NISV offered workshops on disinformation for students in primary, secondary, and higher education, reaching more than **400** learners across 2024–2025. Participants in the workshops value the interactive nature of the sessions, which allows them to actively work



on assignments. Continuous knowledge exchange between BENEDMO and NISV ensured up-to-date content and strengthened trainer expertise. This is facilitated through biweekly internal meetings where insights and knowledge from research, media, education, and collection experts are shared. During these gatherings, BENEDMO contributes, EDMO-standards and new developments, providing valuable input to enhance the educational team's workshop offerings.

The disinformation workshops take place at Sound & Vision in Hilversum and demonstrate the **techniques and mechanisms that underlie disinformation** by letting students create and deconstruct fake news themselves. This approach is based on the inoculation theory, acting as a cognitive "vaccination" against future manipulative techniques. Within the lesson, students first explore examples of disinformation and analyse the core techniques and forms of disinformation as they appear on their screens. Three central techniques are highlighted: playing on emotion (e.g., using emotionally charged language to bypass rational thought), fabricating 'Facts' (e.g., inventing experts, statistics, or eye-witness accounts to gain trust), and polarising the audience. Common forms of disinformation like conspiracy theories, discrediting, and trolling, are also examined, along with the underlying motivations behind spreading misleading information.

In the second part of the workshop, students actively apply these methods by **creating their own fake news** using the ['Fictiefabriek'](#), an online tool developed by NISV in collaboration with DROG. By creating fake news in the controlled environment of the Fictiefabriek, students gain insight into how manipulation works from the inside out. This hands-on and playful exposure helps them recognise persuasive techniques more easily and strengthens their resilience to misinformation. This approach is consistent with inoculation theory, which shows that engaging with a "safe" dose of misleading tactics can build lasting media literacy and critical awareness.

# Media Literacy for the Public and Vulnerable Groups

*Within BENEDMO, special attention is given to the needs of **socially vulnerable adults**—e.g. people with limited digital access or skills, a migration background, or mental, physical, or social barriers that increase their exposure and vulnerability to disinformation. To determine which groups required the most targeted support, Mediawijs, VRT, Beeld & Geluid, and Netwerk Mediawijsheid held internal consultations and looked into existing research. The partners considered both the relevance across Flanders and the Netherlands and the availability of professional networks through which these groups could be reached.*

Based on this analysis, the consortium decided to focus on **low-literate adults** as a priority group. In both regions, around **one in six adults** experience low literacy, often combined with limited digital and critical-thinking skills—factors that heighten vulnerability to mis- and disinformation. As few tailored materials or interventions currently exist for this group, BENEDMO launched an **open call** to engage professionals in exploring how to reach and support them more effectively. This resulted in the organisation of **three BENEDMO Media Literacy Labs**—two in Flanders and one in the Netherlands—bringing together **over forty professionals** from healthcare, social work, libraries, education, and language development sectors.

The following sections present the key insights from the Media Literacy Labs in both the Netherlands and Flanders, outline the refined focus we adopted regarding target groups and thematic priorities, and describe how these findings informed our next steps. Building on these insights, we established sustainable trajectories with community organisations in Flanders, allowing us to work directly with vulnerable groups to co-create tailored, accessible materials that respond to their real needs.

## 1. Media Literacy Labs

### Organisation and scope of the Labs

- 3 Lab sessions (2 Flanders, 1 Netherlands)
- Focus: professionals supporting low-literate adults (NT1 & NT2)
- 20+ professionals per country
- Organisations represented across welfare, education, libraries, healthcare

Two BENEDMO Media Literacy Labs took place in Brussels on 28 November and 10 December 2024, bringing together professionals from Atlas, Vocvo, Maks vzw, CTO, the Agency for Integration and Civic Integration, several Ligo centres (Antwerp, Mechelen, Brussels, Ghent-Meetjesland-Leieland, and LiMiNo), the City Library of Aalst, Wablieft, Digibank Mechelen, and Elegast vzw.

The Dutch Lab session took place on 9 December 2024 and involved representatives from Stichting Lezen en Schrijven, Stichting ABC (with language ambassadors), Kennisnet, Pharos, and Amsterdam UMC, representing sectors such as welfare, libraries, education, and healthcare.

### Key Insights from the Labs

As a first step, through round-table discussions and brainstorms, participants explored the **needs, challenges, and vulnerabilities of low-literate adults**—and of the professionals who support them—in relation to disinformation. Questions included: How do people with low literacy search for reliable information? On which platforms do they encounter false or misleading content? What makes them particularly vulnerable, and how do professionals respond?

The Flemish labs revealed several insights about low-literate adults. Many perceive **news as inaccessible** and struggle to understand information. While some hardly assess content critically, others, often depending on their (educational) background, have become overly critical and distrust everything. Their search for reliable information often starts at a **disadvantage due to limited digital skills**: even basic tasks such as using the internet or searching for information are challenging, making it even more difficult to recognise trustworthy sources or understand online warnings. **Phishing emerged as the most common form of disinformation encountered**, compounded by the fact that part of this group still lacks access to technology, further widening the gap to reliable information.



A substantial part of the discussions during the labs focused on **low-literate individuals with a migration background who do not use Dutch as their first language**. The conversation naturally shifted toward this target group, as many participating professionals work closely with them, and even those supporting Dutch-speaking low-literate adults recognized their greater need for targeted support and tailored materials. They noted that many people with a migration background have difficulty accessing qualitative Flemish and Dutch news sources and face additional challenges due to limited language, digital, and critical thinking skills, a different frame of reference, and a lack of knowledge about the societal and institutional structures of Flanders and the Netherlands.

Participants of the labs agreed that **traditional educational channels** often fail to reach this audience. **Low-literate adults already tend to turn to social, cultural, and welfare workers for a wide range of practical and digital questions. This existing trust relationship makes these professionals key in strengthening resilience against disinformation.** Building on this mechanism, BENEDMO and Mediawijs decided to work with community-based organisations as essential, low-threshold entry points for dialogue, information, and support.

Overall, the Flemish Labs underscored that collaboration, tailored approaches, and personal guidance are key to effectively support low-literate adults in strengthening resilience against disinformation.



Round table session at the Flemish Lab, November 28.

## Complementary Insights from the Dutch Lab

While the fundamental challenges faced by low-literate adults were consistent across all sessions, the Dutch Lab provided specific and complementary insights crucial for effective intervention design. The session underscored two key barriers for this target group:

- **Strong reliance on offline and local networks:** Many low-literate adults are not active on social media and depend on local media and personal, physical networks for information.
- **The stigma of shame:** A significant barrier to seeking help, even at low-threshold locations like libraries, is the profound shame surrounding low literacy. Interventions must prioritize trust-building and use discretion to overcome this stigma.

The findings from the Dutch session were directly integrated into the subsequent action phases led by Mediawijs and VRT.

For a complete overview of all insights from the Labs and the region-specific recommendations, we refer to the [two dedicated reports: the Flanders Report and the Netherlands Report](#). These documents provide a full account of the findings, challenges, and opportunities identified in each context and have been shared within the BENEDMO consortium and across partner networks.

## From Insights to action: community trajectories and tool development

Building on all insights, we are now **renewing, adapting, and optimising existing materials, trainings, and methodologies** on phishing, reliable news and (dis)information and developing new ones where needed. An essential part of this process is the **direct engagement with the target group**.

As a second step in the process, and building on the findings of the Labs, we started a **trajectory of community visits and field testing**. Over the past months, Mediawijs visited several Flemish local community centres (three in Ghent and two in Antwerp) and engaged in structured conversations with both professionals and participants. In Antwerp, a longer-term trajectory was set up, allowing multiple return visits and deeper interaction with the target group. These sessions went beyond one-time encounters; they provided continuity, trust-building, and iterative feedback opportunities. Speaking directly with low-literate adults was not always easy - many were hesitant, needed time to build trust, or struggled to find the right words, but these ongoing exchanges proved invaluable. They confirmed the importance of listening to lived experiences, understanding everyday realities, and involving people actively in shaping solutions.



Following these first community visits, Mediawijs reworked existing tools and started developing new materials to support professionals and low-literate adults in discussing digital life, news, and online safety. Each prototype has already been tested at least once in the community centres mentioned earlier, and feedback was gathered from the advisory group consisting of professionals who participated in the Flemish Labs. Through this **participatory approach**, low-literate adults and professionals co-created materials and interventions within their own community settings. This method ensured that the outcomes are meaningful, accessible, and closely aligned with real needs, laying the foundation for more inclusive and effective media literacy practices.

Two new **conversation starters** are being created:

- An **accessible version of the “Digital Question of the Day”**, designed to spark dialogue about people’s online experiences and habits.
- A **news memory game**, encouraging discussions about news use—what channels and sources people follow, what they doubt, and where they seek information.

In addition, a **phishing tool for professionals** was developed to strengthen awareness and prevention of online fraud. It includes

- a **checklist** (for professionals, with an adapted version for end users)
- and an **informative brochure or presentation** explaining what phishing and online scams are, how to respond when someone has been targeted, who to refer them to, and how to prevent such incidents in the future.

The preliminary prototypes were already presented at several events, including the Learning Network on Digital Inclusion (20+ people), Inspiratiedag Digitale Inclusie (27 people), and, in December, the Learning Network of the Agency for Domestic Governance (ABB) (40 people). These presentations increased the project’s visibility. Starting in 2026, we’ll look into a dissemination strategy for the developed tools more widely—e.g. through existing community networks, the VVSG, and national campaigns such as Neighbour’s Day (May) and The Digital Week (October).

Mediawijs is launching a conversation starter, a news memory and a phishing toolkit tailored for professionals. In parallel, VRT is developing new video formats specifically aimed at adult learners who are non-native speakers with limited literacy skills and a migrant background.

The upcoming video themes include:

- **Phishing**
- **Get-Rich-Quick Scams**
- **Fact-checking Health Misinformation**

These videos will be produced in **clear and accessible language**, with a strong emphasis on **co-creation** with the target audience. Insights gathered from visits to community centers revealed that this group consumes news differently and relies on alternative sources. Several brainstorming sessions have already taken place with field experts, resulting in dozens of ideas.

The upcoming phase involves engaging directly with the target audience to explore the challenges they have experienced. This interaction will also serve to recruit participants to feature in the videos. Based on these conversations, the scripts will be revised accordingly. The videos will then be recorded and edited, with the aim of presenting them to experts during the next BENEDMO Lab in December. We also strive to establish as many synergies as possible with Mediawijs' conversation starters and toolkits.

### **Cross-border Scaling**

The future plans for NISV and Netwerk Mediawijsheid for the **Dutch context** focus on **national contextualization and adoption**. They will explore how these concrete outputs (co-created in Flanders based on collective lab findings) can be effectively utilized by professionals working with low-literate individuals in the Netherlands, ensuring the materials and methodologies are adapted and scaled to meet the specific needs of the Dutch audience and complementary to the existing offer of interventions.

## **2. Civil Society Dialogue**

Furthermore, NISV reached more than **600 professionals** working in libraries, social care, education, and local government through workshops on news literacy, civic participation, and dialogue around polarising topics.

These workshops draw on a flexible set of building blocks, selected according to the needs of each specific target group, that address different aspects of the disinformation challenge. The building blocks range for example from explainers on the complexities of the media landscape and examples from radicalisation cases, to disinformation quizzes and interactive conversation starters about the risks of generative AI.

This approach contributes to a growing network of informed intermediaries who can support citizens in developing their competencies, finding credible information, and using relevant resources and tools. In this context, BENEDMO also contributed (in an advisory role) to the development of a [manifesto](#) on news literacy, helping create momentum among stakeholders to promote a holistic and collaborative approach to news literacy.

Also Mediawijs aims to equip professionals in civil society with the knowledge and confidence to facilitate constructive dialogue around polarising and sensitive topics. In this context, Mediawijs co-organised the [Frictiefest festival](#) and contributed to its programming, including a session on fake news, online polarisation, and dialogue. The event brought together **120 intermediaries** from various sectors to exchange insights and strategies for promoting respectful debate. Mediawijs also delivered a workshop during the Mediacoach training day, which focused on news, disinformation, and misleading images online, reaching **50 professionals** from education, libraries, and the welfare sector. Both initiatives strengthened participants' capacity to recognise polarisation and engage in open, well-informed dialogue in their communities.

These activities contribute to BENEDMO's broader objective of empowering civil society actors to foster resilience, empathy, and constructive dialogue in the face of disinformation and division.



# Alignment with EDMO Central

## 1. Be Online Smart

BENEDMO contributed to the broader EDMO media literacy campaign [Be Online Smart](#), coordinated across all fourteen European EDMO hubs. This public awareness campaign focused on how algorithms influence our online experiences. In Flanders and the Netherlands, Mediawijs and NISV [adapted the campaign materials to national audiences by tailoring key messages on algorithmic awareness to local contexts](#). These were then distributed through libraries and media literacy organisations using posters and postcards. **In total, 500 posters and postcards were distributed across approximately 20 city and university libraries**, with **some libraries requesting additional copies** due to high interest. By aligning with this pan-European effort, BENEDMO strengthened public outreach and helped raise algorithmic literacy across borders. By aligning with this pan-European effort, BENEDMO strengthened public outreach and helped raise algorithmic literacy across borders.



Posters in the Ghent public library.

## 2. EDMO Guidelines for Effective Media Literacy Initiatives

In addition, BENEDMO supported the [EDMO Guidelines for Effective Media Literacy Initiatives](#), which serve as a shared quality framework for media literacy efforts across Europe. The guidelines were endorsed by Mediawijs and NISV, and the broad BENEDMO network. They are actively used as a reference in the development and evaluation of educational materials within the project. For example, the updated EDUbox AI was submitted as a good practice aligned with the principles of the guidelines. This recognition highlights both the quality of the materials produced and BENEDMO's close alignment with the broader EDMO network.

## Conclusion

This report shows how BENEDMO has strengthened **media literacy efforts** across Flanders and the Netherlands by combining education, civil society dialogue, and targeted support for vulnerable groups. Between July 2024 and the present, the BENEDMO Media Literacy partners **expanded and updated a broad set of tools, campaigns, events, and trainings** addressing key challenges such as **disinformation, fake news, and generative AI**.

### Up next

At this stage, the development of several tools and formats remains ongoing, and further refinement, testing, and alignment will continue throughout 2026. Looking ahead, the partners will explore practical ways to share and embed the developed tools and videos within existing networks and first-line organisations. BENEDMO will also examine how key outputs can be contextualised for the Netherlands, in collaboration with NISV and Netwerk Mediawijsheid. Also in 2026, BENEDMO continues to build on and sustain its media literacy offer for education in both regions, ensuring continuity for teachers, students, and educational partners.

In addition, the Media Literacy Repository will be updated with new and relevant practices on disinformation, while VRT will further expand outreach on fake news and AI towards the wider public. To consolidate visibility, learning, and exchange, BENEDMO will organise a Media Literacy Summit for professionals at the end of 2026, bringing stakeholders together to present key outputs and lessons learned.

*The contents of this publication are the sole responsibility of BENEDMO and do not necessarily reflect the opinion of the European Union.*

