

# Empowering Young People, Protecting Democracy: How to Address Disinformation at School

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Executive Director and founder, Lie Detectors

[www.lie-detectors.org](http://www.lie-detectors.org)



**Lie Detectors**

CRITICAL THINKING

# Mission and funding

**Lie Detectors** is an independent, award-winning and **journalist-driven** media literacy organisation in Europe whose remit is to counter the corrosive effect of online disinformation and polarisation on democracy.

To do this, Lie Detectors empowers **young people and teachers** to tell fact from fake online and understand how journalism works. It **trains teachers** to pass this knowledge to students safely and effectively.

Lie Detectors contributes **research** and findings from its practical work into **advisory and policy-making processes** in the fields of education and digital rights.

Lie Detectors is **non-partisan** and its remit universal. Its commitment to take no funding from political parties and none from large online platforms is cited by 77% of teachers as an important or very important factor in their decision to host Lie Detectors.

Lie Detectors receives core funding from the **Wyss Foundation** and is accredited as a charity by the King Baudouin Foundation US. Several of its projects are funded via **EU grants**.



# Lie Detectors training activities 2017-2023: journalists, children, teachers



450+ journalists  
trained for  
1,300+ visits per  
year



1000+ teachers  
trained in teacher  
training sessions



4 languages  
EN, DE, FR,  
PL



100,000+ students  
trained aged 10-15



4,300+ classrooms  
reached, hosted by  
3,000+ teachers



6 countries  
in person,  
EU+ online



Formats:

In person (AT,  
BE, CH, DE, LU, PL)



On screen





# Creating a virtuous circle

Cooperations, toolkits and policy advice



Student-journalist contact



Analysis and evaluation



Teachers as multipliers



# Collaborations with newsrooms

**EBU**

tagesschau<sup>1</sup>

**WDR**<sup>1</sup>

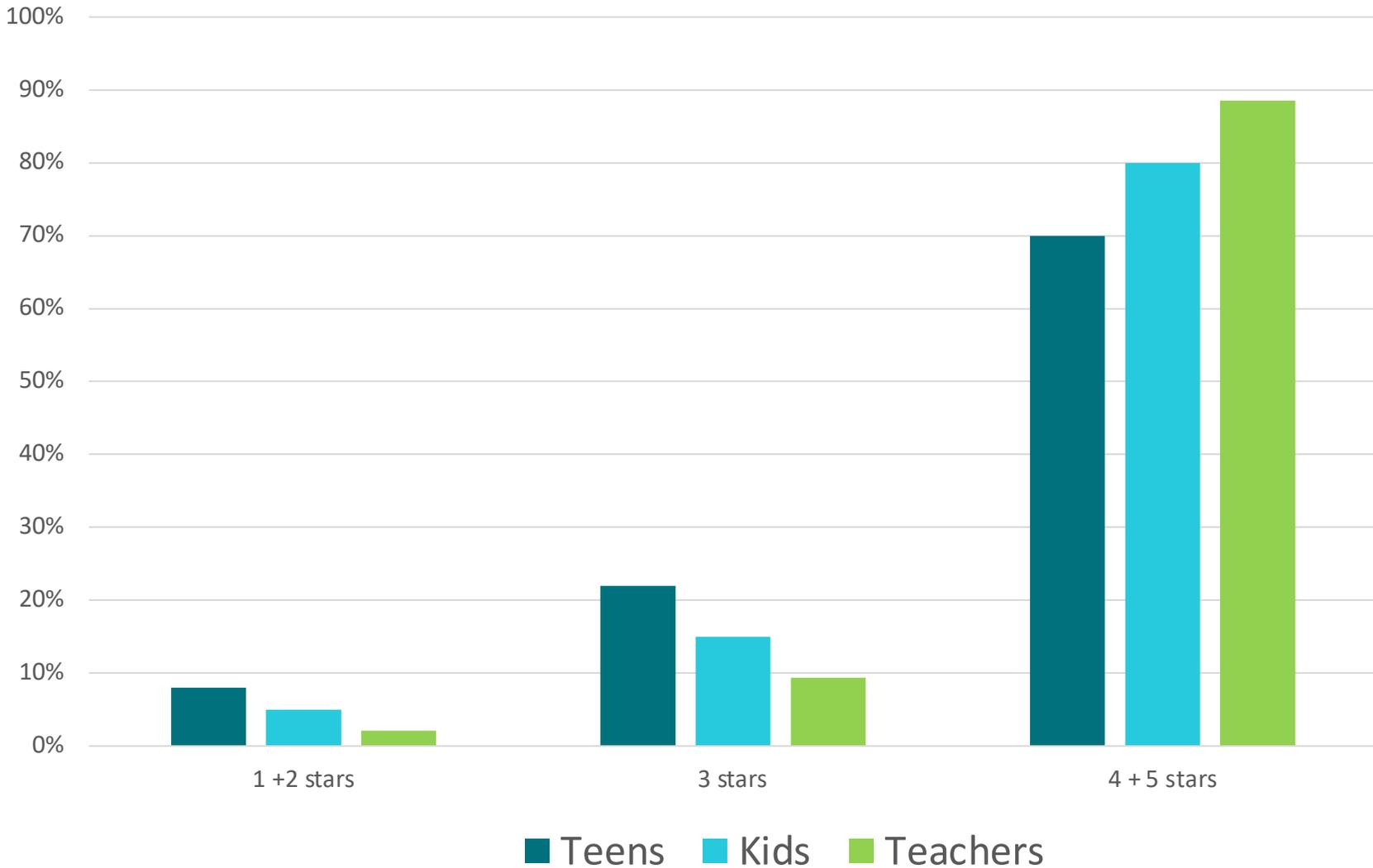
**SR**<sup>1</sup>

**La Libre** BELGIQUE



**SCHWEIZER MEDIEN**  
MÉDIAS SUISSES | STAMPA SVIZZERA | SWISS MEDIA

# Interest from pre-teens, teenagers and teachers



Base: responses from 4392 teenagers (14-15 yo) and 3747 pre-teens (10-11 yo) to the questions “How did you like the classroom visit? Five stars means it was very good, one star means not good at all” and 607 responses from teachers to the question “How did you like the journalist’s visit? (Five stars mean you liked it very much; one star means you didn’t like it at all)” from March – July 2023

# What journalist say about their work in the classroom



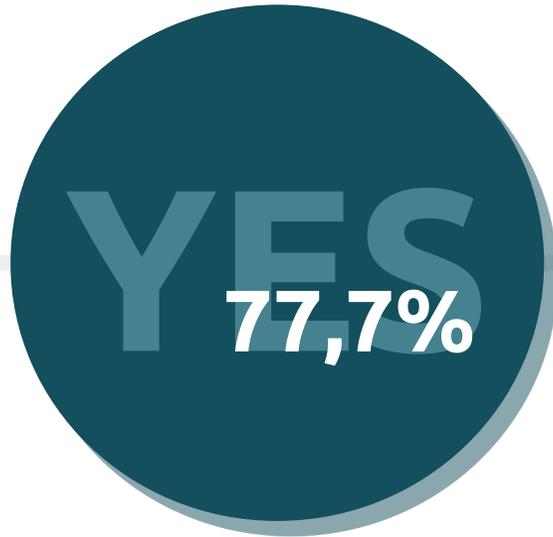
# Teachers as multipliers



# MOMENTUM: Teacher view of media literacy as an important topic

post- Covid

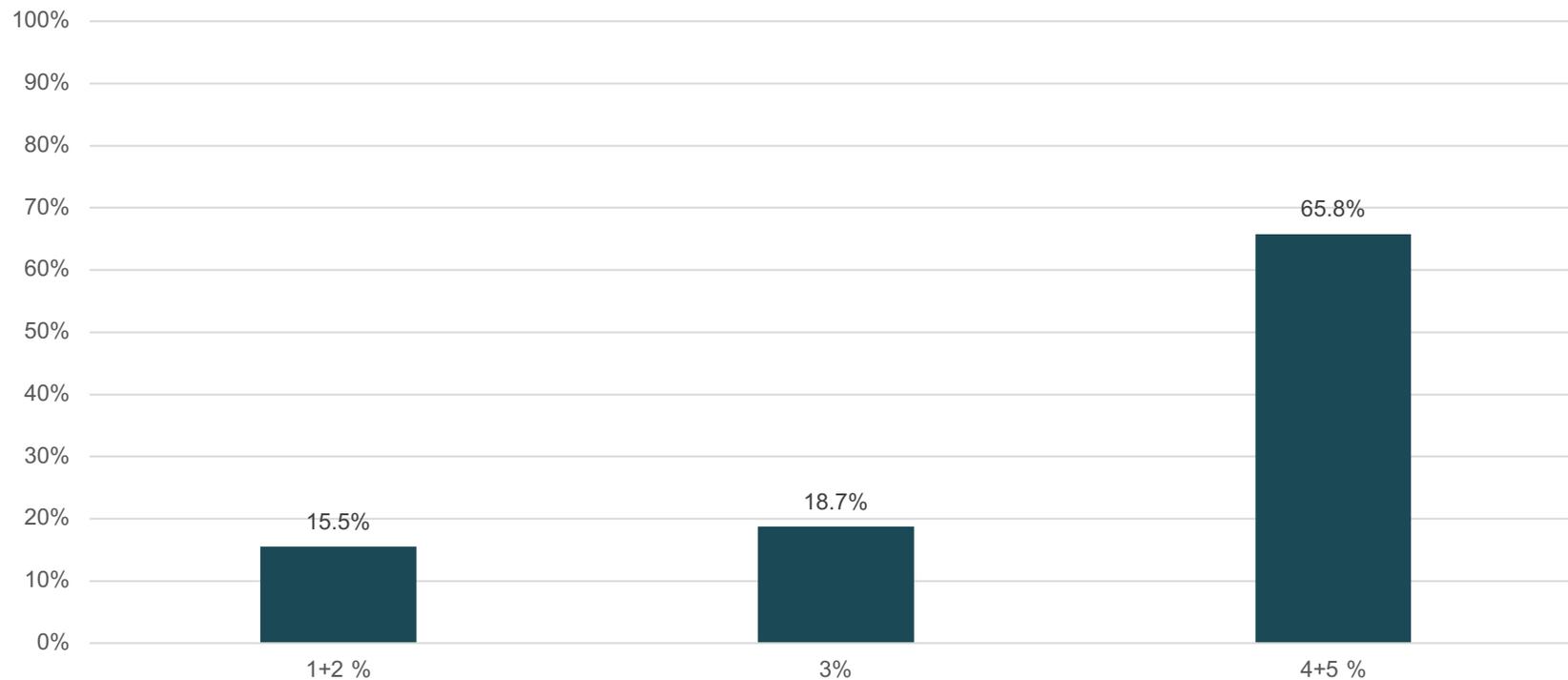
Pre-Covid





# How important is independence from party-political and commercial interest

*Lie Detectors accepts no money from political or commercial organizations and doesn't take money from large platforms such as Facebook and Google. How important is this financial independence for your decision in inviting us into your classroom?*



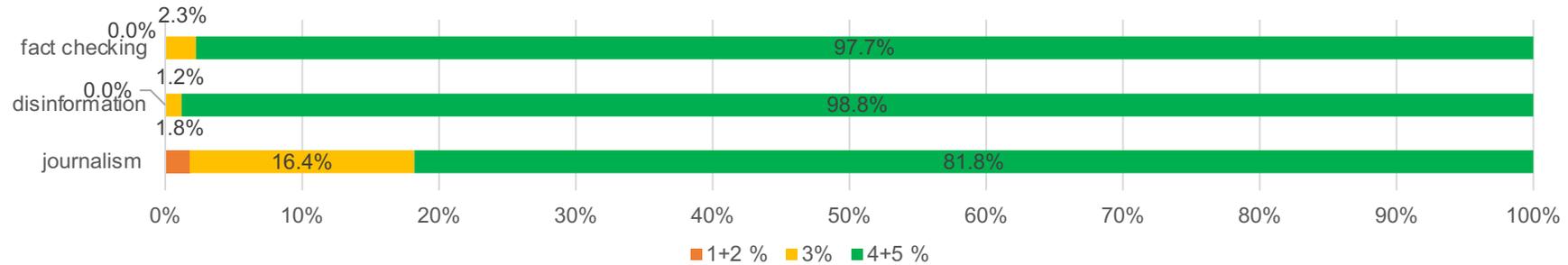
Base: 663 teachers' responses



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CRITICAL THINKING

# Teachers' interest is rising

In your opinion, how important is it that your students learn fact-checking/disinformation/journalism at school?



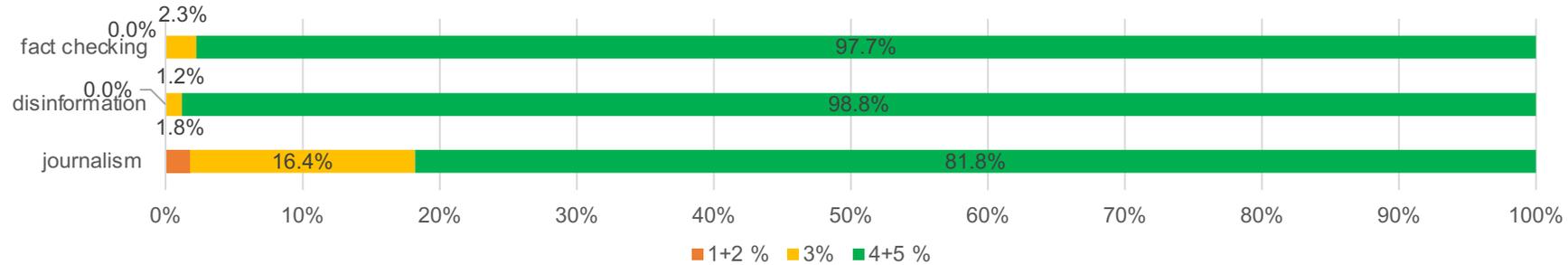
Base: 665 responses from teachers – Jan-July 2022



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CRITICAL THINKING

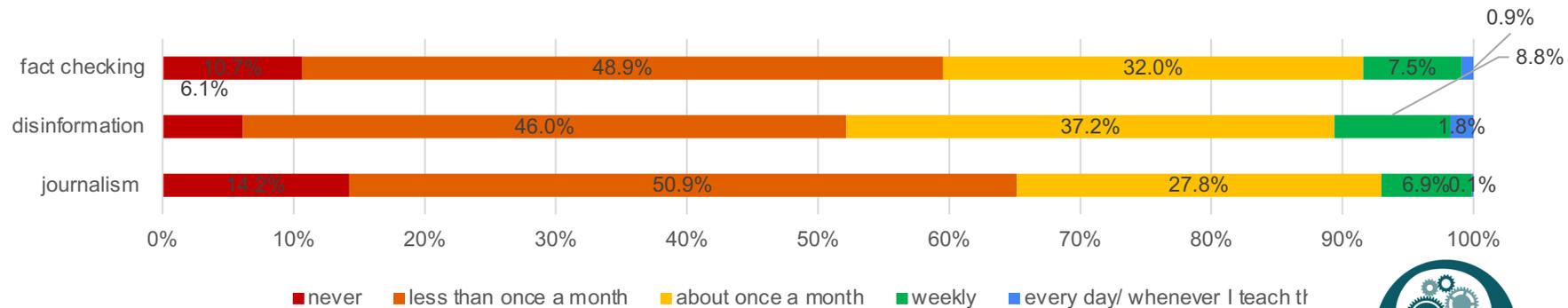
# Teachers' interest is rising

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## ... but action lags behind

How often have you raised the subject of fact-checking/disinformation/journalism with your students during the last year?



Base: 665 responses from teachers – Jan-July 2022

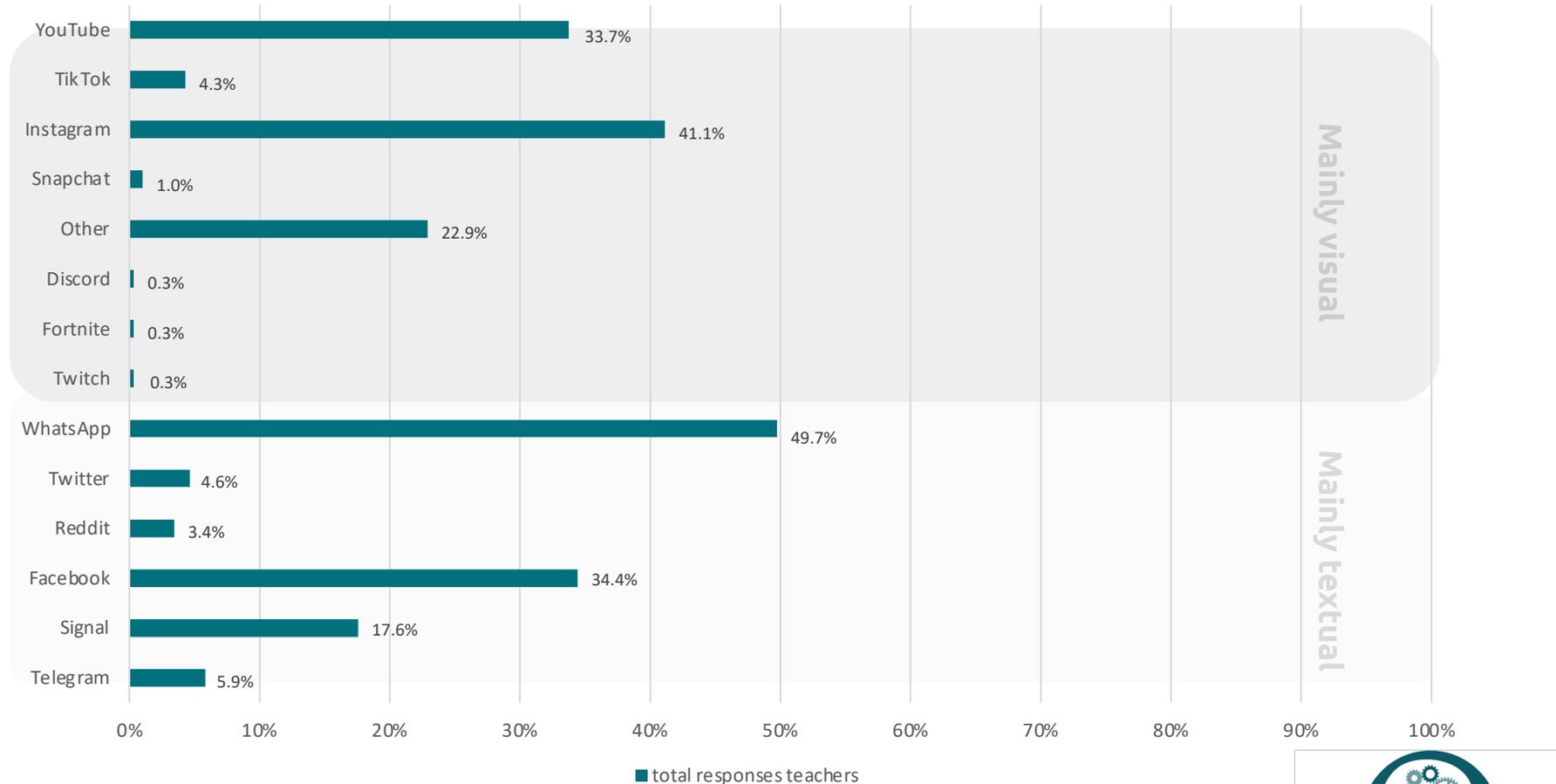


**Lie Detectors**  
CRITICAL THINKING

# Reasons for reticence

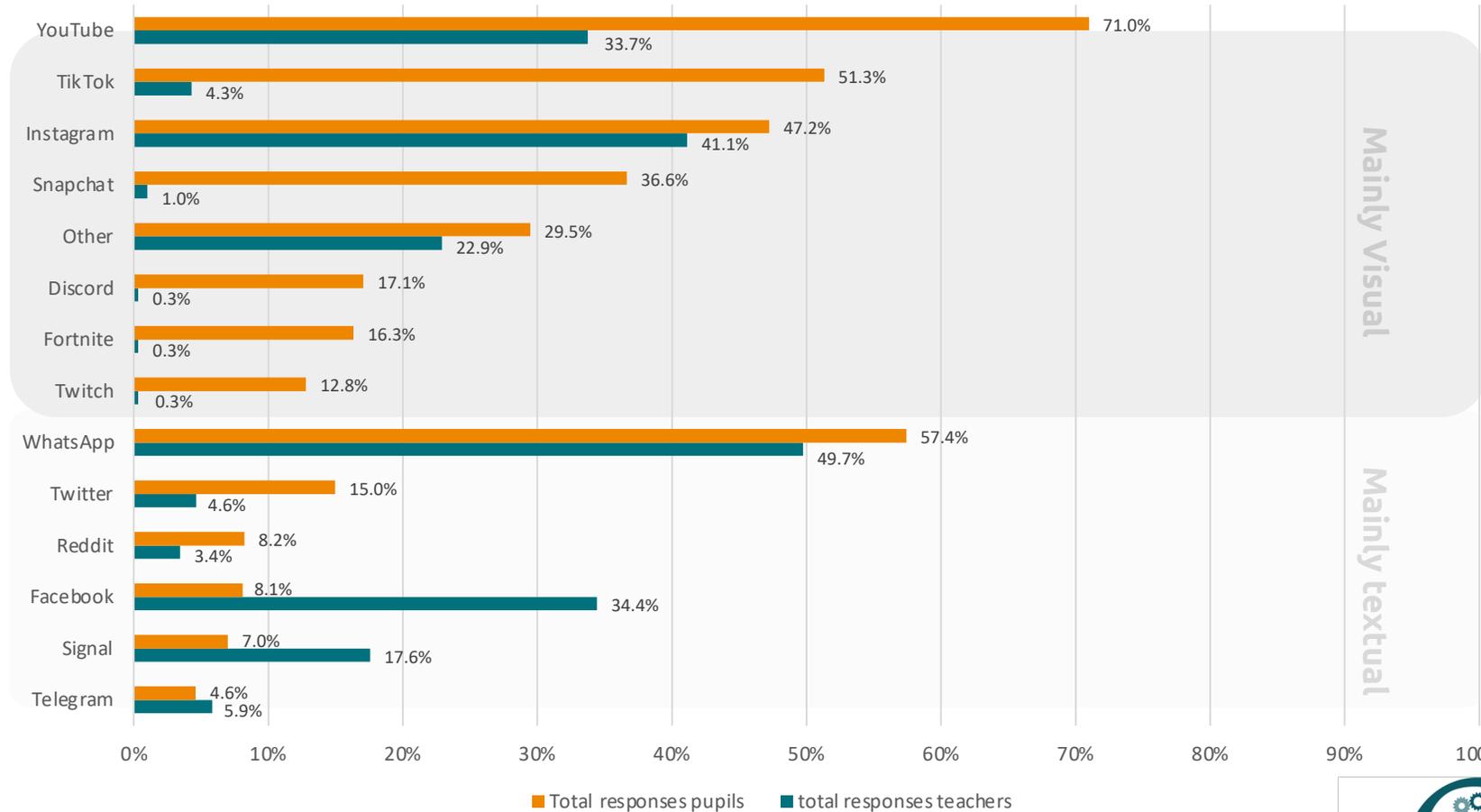
- Lack of time: no time to train and prepare; no time in curriculum
- Lack of recognition
- Self-perceived lack of expertise

# Challenges: generational gaps in information sources



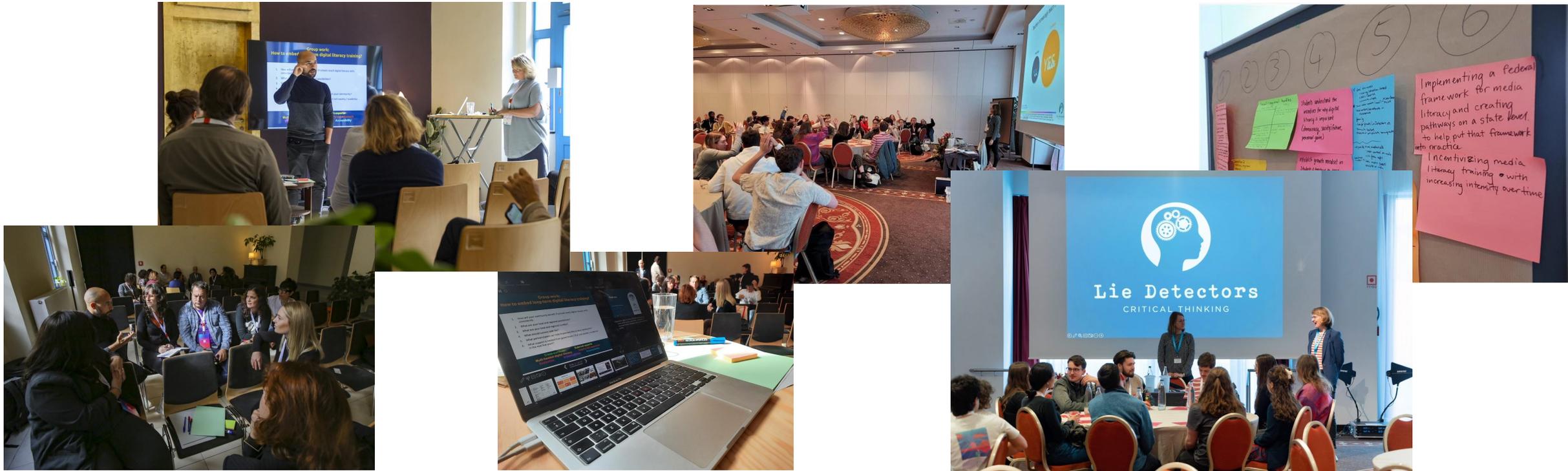
Base: responses from 581 teachers ; 11,219 students - January - July 2022. Question: \*To find out general information: what social media did you use last week to keep yourself informed? (Select all the boxes that you used last week.)

# Challenges: generational gaps in information sources



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# Teacher workshops on EU Digital Literacy Guidelines with Teachers



- More than 300 teachers and educators
- events with ALL DIGITAL, indicia and Fulbright
- in cooperation with Vitor Tomé (ISCTE) and others
- online and in-person
- Czech Republic, Germany, Slovakia

# Group work: How to embed long-term digital literacy training?

1. How will your community benefit if schools teach digital literacy skills consistently?
2. What are your local and regional possibilities?
3. What are your local and regional hurdles?
4. What should success look like?
5. What partners/peers can help implement this in your community?
6. What support is needed from government / EU/ civil society / academia in the next five years?

**Cross-curricular**  
**Multi-faceted digital literacy**  
**Evaluation**

**Independence**

**External experts**  
**Inquiry-led approach**  
**Accessibility**

1. How much is enough?

Is one shot enough?





What's the value of an intervention?

When have we done enough?

Or do we need a daily intake?



## 2. Take Context into Account



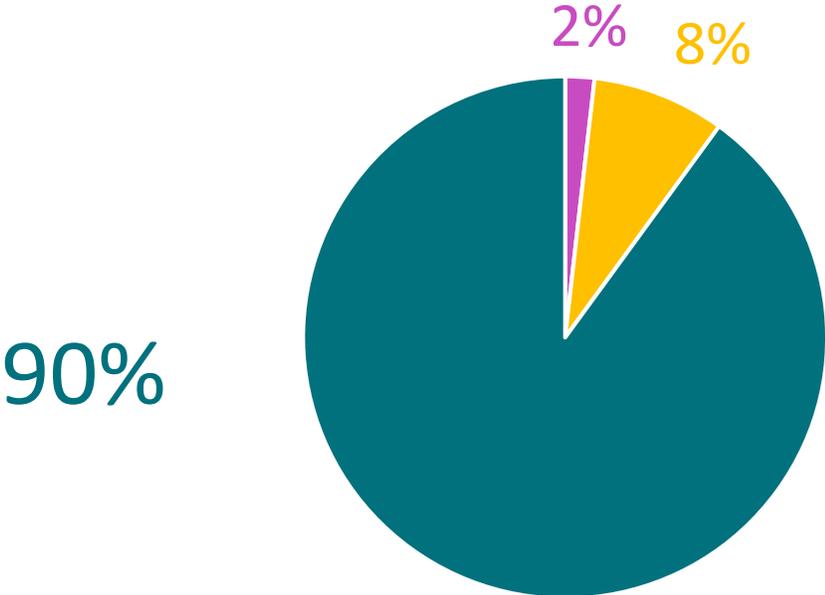
### 3. Access



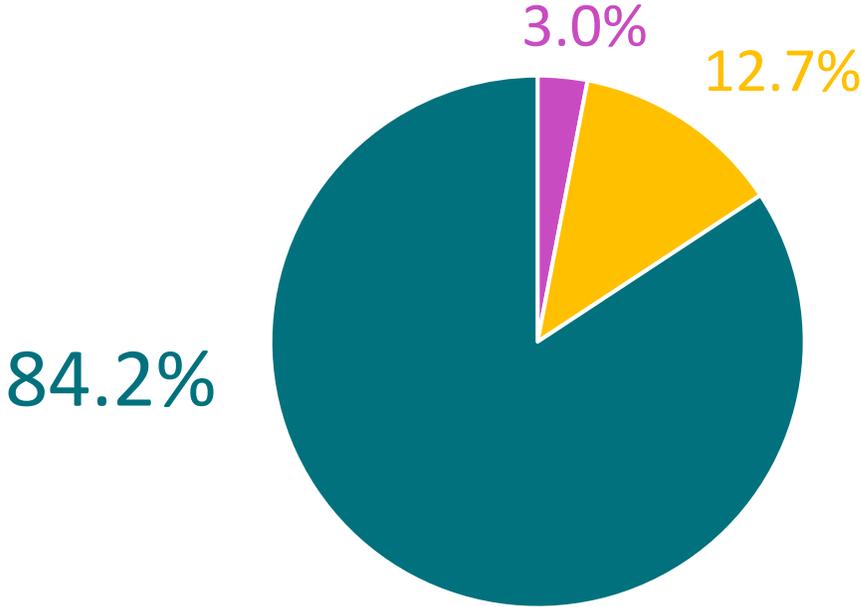
# Does format matter to teachers? Teachers rate in-person work

# and online work

How did you like the journalist's visit?



How did you like the journalist's visit?



■ 1+2 stars   ■ 3 stars   ■ 4 + 5 stars   ■ 1+2 stars   ■ 3 stars   ■ 4 + 5 stars



Base: responses from 441 teacher responses from analogue visits to the question "How did you like the journalist's visit? (Five stars mean you liked it very much; one star means you didn't like it at all)" from March – July 2023  
Base: responses from 165 teacher responses from digital visits to the question "How did you like the journalist's visit? (Five stars mean you liked it very much; one star means you didn't like it at all)" from March – July 2023

Steps to take

# Recommendations

**PISA:**  
Back OECD in  
adding digital  
citizenship into  
school rankings  
worldwide

**Close the gap:**  
work with  
mayors and  
local  
authorities

**Standardise:**  
facilitate  
planning and  
budgeting

**Access:**  
Work hard to  
get into remote  
regions

**Independence:**  
ensure the  
independence  
and credibility of  
media literacy  
teaching

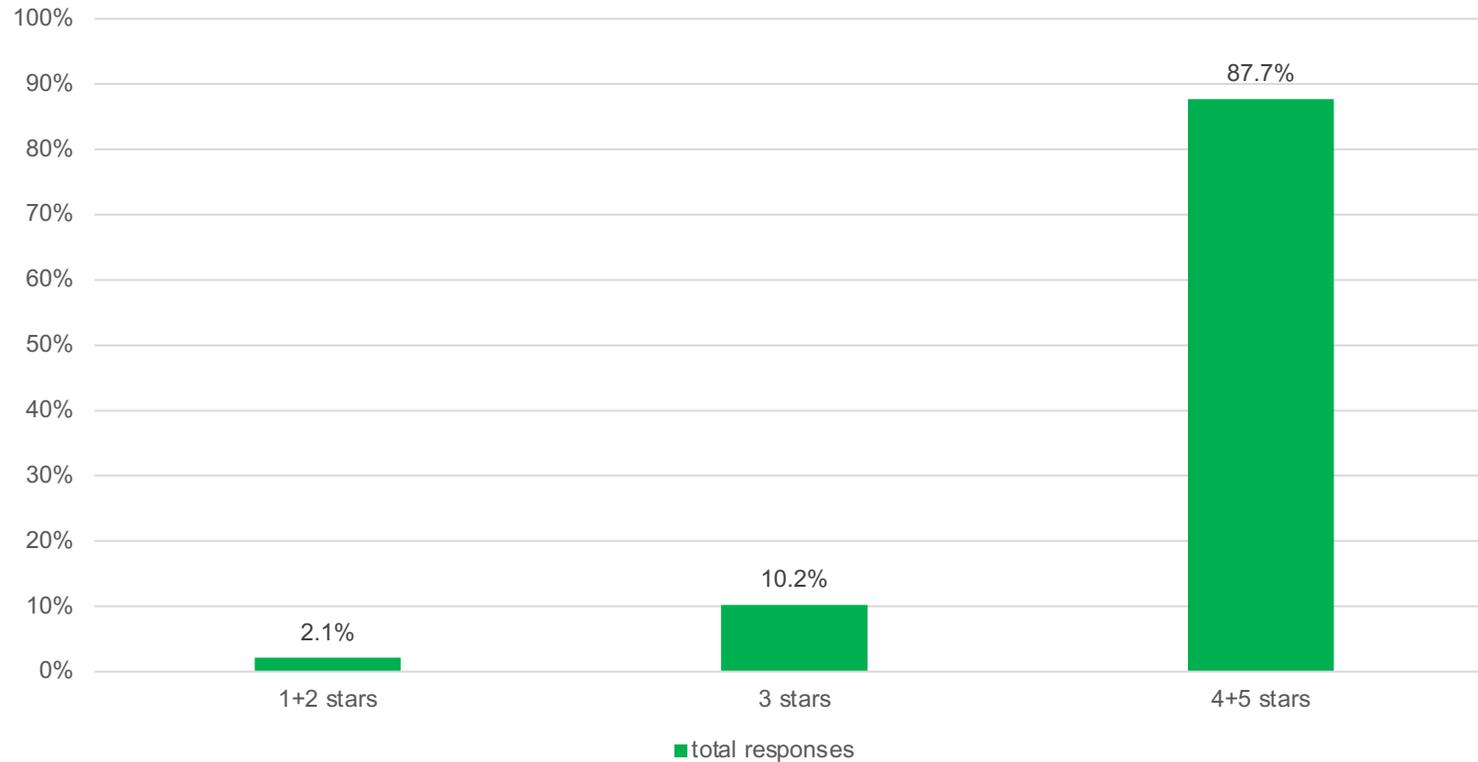
# Thank you.

[juliane@lie-detectors.org](mailto:juliane@lie-detectors.org)



# Is it important to have journalists doing this?

*How important do you think it is for a journalist to visit your class following your work on the News Challenge?*



Base: 667 teachers' response

# Why is it important for journalists to be doing this?

Why?

EN		FR		DE	
6	expertise	10	expertise	93	Expertise/Fachwissen
6	personal experience	6	lien reel/ concret	62	Externe Person = besonders
4	concrete/ real / tangible	5	professionalisme	52	Authentisch
4	professionalism	5	other	33	Über Berufsfeld lernen
4	context	4	reponses aux questions	33	Eigene Erfahrung
3	exciting / engaging	4	incarnation	30	Glaubwürdigkeit
2	answers to questions	2	intérêt pour intervenant extérieur	27	Persönlicher Kontakt mit Journalist/Journalismus
2	trust in journalism	2	mefiance/foi dans le journalisme	27	Greifbar/relevant/praxisbezogen
2	perspective	2	legitimite	26	Thema hat höheren Stellenwert durch Experten
2	interest for school externals	1	experience	26	Experten hat tieferes Fachwissen als Lehrkraft/Insiderwissen
2	meaning	1	importance du metier	25	Spannend/interessant
1	authenticity	1	impact	24	Fragen beantworten
1	importance	1	attention/engagement	17	Nicht-Journalist könnte das



# What surprised them during the session?

DE		FR		EN	
63	Interesse/Aufmerksamkeit/Motivatio n der Klasse	7	engagement avec les etudiants	7	students were engaged
57	Positiver Umgang mit Schüler*innen	7	interet des eleves	4	journalist's skills to talk to classroom
40	Eigene Erfahrungen/Offenheit Journo	6	travail du journaliste	3	journalist work
40	Journalismus Beruf	3	nothing	3	examples
33	Auftreten/Art von Journo (Positiv)	2	exercice des unes	3	journalist personal experience
27	Nichts	2	reaction des eleves	3	nothing
19	Gute Beispiele/Inhalte	1	format de session en ligne (negatif)	2	Ukraine examples
16	Sonstiges	1	faible capacite eleves	2	journalist openness and honesty
...	...	...	...	...	...
<b>514</b>	<b>TOTAL</b>	<b>35</b>	<b>TOTAL</b>	<b>39</b>	<b>TOTAL</b>
<b>331</b>	<b>RESPONSES</b>	<b>31</b>	<b>RESPONSES</b>	<b>35</b>	<b>RESPONSES</b>

Base: 397 teachers' response



# What stops teachers from getting trained

*What would stop you from participating in such a programme? (a training programme for teachers)*

DE		FR		EN	
107	Zeitliche Ressourcen	12	manque de temps	16	lack of time
64	Zeitaufwand	3	manque de materiel	14	scheduling conflict
40	Zu viel bestehende Arbeitsbelastung	2	le financement	6	nothing
31	Schulische Verpflichtungen	1	le lieu	6	location too far
29	Verbundener extra Arbeitsaufwand	1	nothing	6	too much work
28	Nicht passende Termine	1	la complexite	2	content irrelevant
26	falls (vor) Ort/weit weg	1	prevalence formations obligatoires	1	offline format
22	Sonstiges	1	incertitude fonction	1	one date for all content
17	Muss relevant/interessant für Unterricht sein	1	autre	1	journalists being disrespectful
15	Private Verpflichtungen	1	Charge de travail	1	financial costs
12	Falls an Wochenenden/Ferien	1	Manque d'expertise pour repondre aux quesdtions	1	superficial
11	Schon vorhandene Kompetenz der Lehrkraft			1	School management issue
8	Thema nicht so relevant für Lehrkraft				
Base: 177 (AT) / 90 (BE) / 113 (CH) / 280 (DE) / 1 (UK) / 2 (LUX) teachers' response					
7	Angebote in Unterrichtszeit				
7	"Siehe oben"				



# What do they say they need, most of all, in order to get involved in getting trained

*Q: How would we have to accommodate your teaching routine for you to be able to participate in such a programme?*

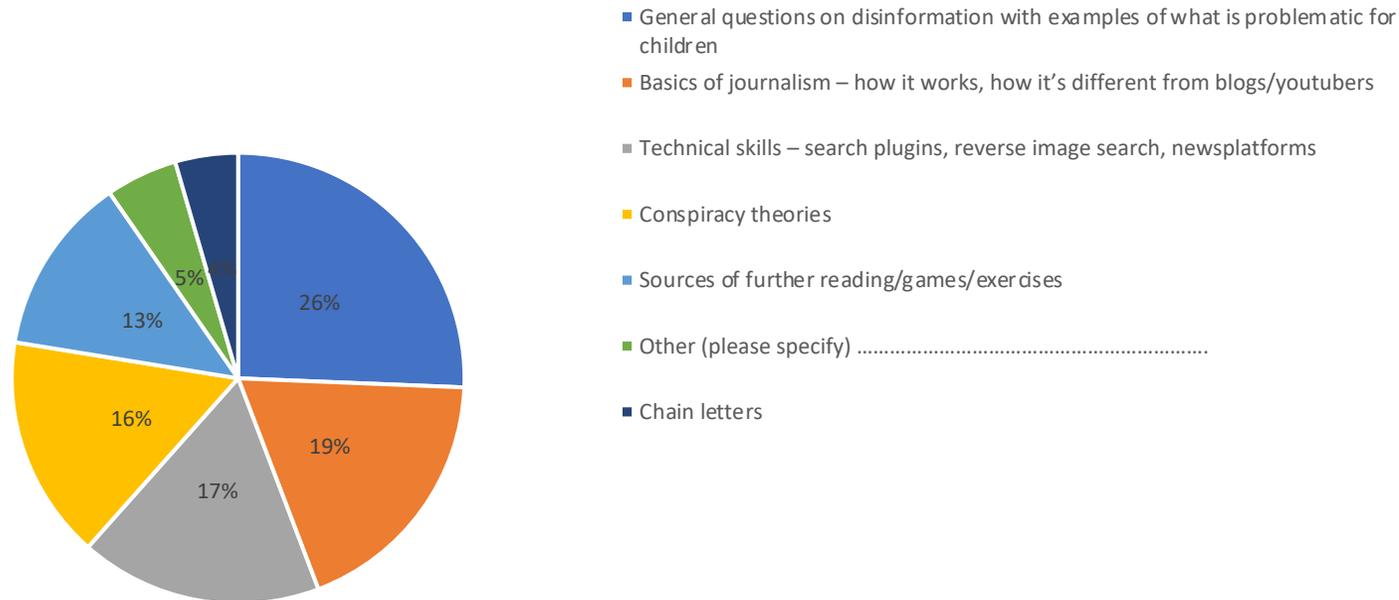
DE		EN		FR	
103	Online, ortsungebunden	13	after school sessions	4	un ou 2 jours de formation
62	(anerkannte) Fortbildung/Weiterbildung	7	online format	3	online
51	Nachmittags	6	other	2	plus de materiel
38	Abends	6	I don't know	2	au sein d'un projet
29	Dienstfreistellung	2	evening sessions	2	parler de l'actu
29	Sonstiges	2	communicating time in advance	2	pendant les congés
24	Ein/Mehrtägiges Seminar (Blockweise)	1	recorded sessions	2	en dehors des heures de cours
22	Fixer Termin genannt	1	free period sessions	2	integrer au cours
21	Ferien/Wochenende/Freie Tage	1	email communications	1	plus de temos
20	zeitlich flexibel	1	once a week	1	citoyenneté
20	Schulintern	1	im unterricht	1	deja fait dans mon école
19	Nicht zu zeitaufwändig/umfangreich	1	not too many	1	pas trop de journées
18	In Präsenz	1	practical	1	pas plusieurs par jour
18	Praktisch/einsatzbar	1	easy	1	reconnue par FWB
18	Vormittags/zu Unterrichtszeiten	1	accessible	1	pendant la journee
15	Selbststudium/Nachschauen			1	other
13	Kompatibel mit Stundenplan			1	travailler en collaboration avec les journalistes
12	Keine Teilnahme Zeit/Kapazitäten				
11	Außerhalb der Unterrichtszeiten				
10	Kürzere Einheiten über mehrere Tage				

Base: 383 teachers' response from teachers 2022 + 11 teacher



# What teachers want to get out of training

*Q: We are designing a teacher-journalist training format in which a journalist who has visited a school continues to accompany a small group of teachers [...] In such a format, what would be the areas you think you and other teachers may be interested in exploring (multiple choice question, several answers possible)*



Base: 42 teachers' responses