TackleDisInfo

TACKLING DISINFORMATION AND PROMOTING DIGITAL LITERACY THROUGH EDUCATION AND TRAINING

NATIONAL REPORT

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1. Introduction

1.1 Overview of Digital Literacy Landscape by Country

France

France has demonstrated a strong commitment to advancing its digital infrastructure. As of 2023, 81.4% of households are covered by Fibre to the Premises (FTTP), and 5G coverage has reached 93.2%, surpassing the EU average of 89.3% (European Commission, 2024). Despite these advancements, the digitalization of SMEs is lagging, with only 52% having at least a basic level of digital intensity, compared to the EU average of 57.7% (European Commission, 2024). This disparity suggests potential challenges in digital literacy, particularly among VET educators responsible for training the future workforce.

Cyprus

Digital literacy is a national development priority in Cyprus, reflecting the increasing importance of digital skills in education, employment, and daily life. While the country has made significant progress in digital integration, challenges persist, particularly in addressing the digital divide across different demographics.

Several initiatives have been implemented to promote digital literacy, aligning with the EU's Digital Compass 2030 strategy, which emphasizes digital inclusion and skill development. According to Eurostat (2022), 50% of individuals in Cyprus have basic or above-basic digital skills, slightly below the EU average of 54%.

The educational sector plays a critical role in advancing digital literacy. The Digital Education Action Plan (2021-2027) aims to integrate digital tools and innovative teaching methodologies into schools across Cyprus. However, disparities remain, with rural areas reporting lower digital proficiency levels compared to urban centers, reflecting inequalities in access to technology and infrastructure.

Key Statistics:

- **Internet penetration:** Over 92% of households in Cyprus have internet access, highlighting steady progress but also indicating gaps in remote or underserved areas (Eurostat, 2022).
- **Digital competencies:** Among younger individuals (ages 16–24), approximately 70% demonstrate proficiency in basic digital tasks, whereas only 30% of individuals aged 55 and older report similar capabilities (DESI, 2023).
- **ICT in education:** Cyprus ranks high in incorporating technology into education, with 75% of schools regularly utilizing e-learning tools (European Commission, 2023).

Despite advancements, the digital divide remains a pressing issue, particularly for older generations, lower-income households, and rural communities. Addressing these disparities is crucial for Cyprus to achieve a more digitally inclusive society.

Spain

Digital literacy has become a key priority in Spain's educational system, reflecting its significance in fostering critical thinking and technological adaptability. With increasing reliance on digital tools, educators play a central role in equipping students with the necessary skills to navigate the digital landscape effectively.

According to the 2023 DESI report, Spain performs well in connectivity but continues to face challenges in digital skills development. While 64% of Spaniards possess basic digital skills, exceeding the EU average of 54%—only 36% demonstrate advanced skills, underscoring the need for more comprehensive digital training programs.

Among educators, digital readiness remains a concern. Less than 30% of teachers feel fully prepared to integrate digital technologies into their pedagogy. A study by the Telefónica Foundation found that only 15% of VET educators feel confident in their ability to teach digital literacy effectively. The COVID-19 pandemic further exposed these gaps, as the

abrupt transition to online learning highlighted a lack of digital preparedness among many educators.

In response, Spain has launched numerous initiatives to enhance digital literacy among teachers, students, and the general public. However, disparities persist, necessitating targeted training programs and greater policy support to ensure the full integration of digital literacy into education and professional development.

Greece

In 2020, respondents to the European Commission's Open Public Consultation on the Digital Education Action Plan 2021-2027 highlighted that digital literacy skills such as identifying facts from misinformation, managing 'information overload,' and navigating safely online are among the top three essential digital competencies for the 21st century. Education and training play a crucial role in equipping citizens with critical thinking skills to navigate the online world, taking into account challenges such as algorithmic influence, 'information bubbles,' and 'echo chambers.'

The Digital Economy and Society Index (DESI) 2022 ranks Greece 25th out of 27 EU Member States, underlining significant challenges in connectivity, human capital, digital technology integration, and public digital services. Despite these challenges, Greece has made notable progress in recent years, showing signs of catching up with other EU countries.

The 'Digital Transformation Bible,' presented by the Ministry of Digital Governance in 2020 and enacted into law in July 2021, sets out a five-year strategic roadmap for Greece's digital transformation. It focuses on six pillars: connectivity, digital skills, digital state, digital business, digital innovation, and the integration of digital technology across economic sectors. Greece also participates in various European initiatives, including the Technical Support Instrument (TSI) and the Horizon 2020 Research and Innovation funding program (e.g., the GLASS project), to support its digital transformation efforts.

In terms of human capital, Greece ranks 22nd in the EU, scoring below the EU average. While 52% of individuals aged 16-74 possess at least basic digital skills, close to the EU

average of 54%, Greece performs significantly better among younger individuals. In the 16-24 age group, 88% have at least basic digital skills, surpassing the EU average of 71%. However, the percentage of ICT specialists in Greece remains low at 2.8%, compared to the EU average of 4.5%. The proportion of women ICT specialists in Greece (21%) is slightly above the EU average (19%). Additionally, only 12% of enterprises provided ICT training to employees in 2020, significantly below the EU average of 20%.

To address these gaps, Greece has developed a Digital Skills Strategy in collaboration with the Ministry of Digital Governance, the Ministry of Education and Religious Affairs, and the Ministry of Labour and Social Affairs. The strategy sets out three key objectives: enhancing digital knowledge, consolidating the National Academy of Digital Competences, and strengthening the Greek National Coalition for Digital Skills. It also prioritizes vulnerable groups, including people with disabilities, older individuals, and those facing challenges entering the labor market, such as women, the unemployed, and conscripts. The Greek National Coalition for Digital Skills will play a central role in coordinating these efforts, with a comprehensive Digital Skills Strategic Plan expected to be published by the end of 2022 to enhance digital citizenship and participation in the digital economy.

Belgium

Belgium's digital literacy landscape is shaped by its three autonomous education systems: the Flemish Community, the French Community, and the German-speaking Community. The federal government's role is limited to establishing minimum requirements, setting regulations, and guidelines, such as the duration of compulsory education and the minimum requirements for recognized qualifications. All educational institutions have the autonomy to develop their curriculum, assessments, and self-evaluations (OECD, 2023-a).

Lifelong guidance in formal adult education is managed by adult education centers (CVOs) and centers for basic education (CBEs), which offer study support, career counseling, and digital literacy initiatives. Non-formal adult education organizations also play a role in fostering digital literacy through socio-cultural projects.

The two main education systems relevant to digital literacy are:

- **Flemish Community:** There is no mandatory requirement for teachers to acquire digital competencies in teaching methodologies. In-service digital training is encouraged but not compulsory. In 2017, only 45% of teachers participated in ICT professional development, below the OECD average of 60%. However, initiatives like Datawijsheid (Data Wisdom) and VeiligOnline (SafeOnline) aim to educate citizens, parents, and students about digital literacy and online safety (OECD, 2023-a).
- **Wallonia-Brussels Federation:** Teachers are required to develop digital competencies as part of pre-service training and encouraged to continue professional development in digital literacy. The e-classe initiative provides educators with guidelines and practical tools to integrate digital skills into classrooms while ensuring compliance with data protection laws like the GDPR (OECD, 2023-b).

At the national level, Belgium's Ministry of Education is updating the curriculum to include digital skills as a core learning outcome. This reform integrates digital technology across disciplines and introduces a dedicated subject on digital competencies by the third year of secondary education. The curriculum builds on the DigComp Citizen framework and the Belgian High Council for Media Education's initiatives on digital literacy (OECD, 2023-b).

2. Findings

2.1. Digital Literacy Levels Among VET Educators

France

The digital literacy levels of Vocational Education and Training (VET) educators in France reflect both progress and challenges in integrating digital skills into teaching. According to the Digital Economy and Society Index (DESI) 2024, France ranks 9th among EU countries in terms of digital skills, with 58% of individuals having at least basic digital skills, slightly above the EU average of 54% (European Commission, 2024). However, specific data on VET educators remain limited, requiring an assessment based on broader trends in digital competencies among teachers and professionals.

A report by DataReportal (2024) highlights that 96.2% of the French population uses the internet, suggesting high digital adoption. However, digital literacy does not only encompass access but also effective usage, which remains uneven among educators. The French Ministry of Education's EdTech strategy has introduced several initiatives to support teachers, but adoption rates vary. A Statista (2023) survey found that only 49% of educators feel confident using digital tools for teaching, indicating a gap between access and practical digital proficiency. Furthermore, findings from the European Commission's Digital Decade Report (2024) show that while French schools and training institutions have access to digital infrastructure, the ability of educators to fully integrate digital tools into pedagogical practices is inconsistent. Only 30% of educators receive continuous professional development in digital education, which suggests that many VET trainers may lack structured training on digital pedagogy and media literacy.

While basic skills are relatively high, only 22.9% of French businesses adopt cloud computing, and 5.9% use artificial intelligence, indicating that exposure to advanced technologies remains low (European Commission, 2024).

Not all VET educators have equal opportunities to engage in digital upskilling programs, with rural areas experiencing more difficulties in accessing training resources.
While France has high-speed internet and digital tools in classrooms, many educators lack hands-on experience or pedagogical guidance on how to effectively integrate these tools into their teaching. Without targeted efforts to improve digital literacy among VET educators, there is a risk of an increasing gap between technological advancements and educators' ability to leverage them effectively. Strengthening digital training programs, fostering peer-to-peer learning networks, and providing continuous professional development will be essential to ensuring that VET educators can fully prepare students for an increasingly digitalized job market.

Cyprus

Digital literacy levels among VET educators in Cyprus remain uneven, with rural areas facing greater challenges due to limited access to digital tools and broadband. Studies indicate a moderate level of digital readiness, but gaps exist in advanced digital competencies. The Digital Education Action Plan (2021-2027) provides a framework, but targeted training is needed to bridge disparities and enhance educator confidence in digital teaching methodologies.

Spain

VET educators in Spain exhibit variability in digital skills, with less than 40% confident in using advanced digital tools. Disparities exist based on age, region, and educational background. Despite initiatives to enhance digital literacy, many educators struggle with digital integration, necessitating further investment in tailored training programs and access to modern digital infrastructure.

Greece

The rapid evolution of digital technologies necessitates continuous upskilling for VET educators. Digital literacy is now a core competency rather than an additional skill. Greece's 2022-2024 Strategic Plan for Vocational Education and Training (VET), aligned with the EU's VET Recommendation and the Osnabrück Declaration, sets objectives such as promoting digital transformation in VET, upgrading infrastructure, and strengthening lifelong learning. Despite progress, challenges remain, particularly in professional development, digital inclusion for vulnerable groups, and ensuring VET aligns with labor market demands.

Belgium

The Digital Decade 2024 report outlined that Belgium reached a basic digital skills coverage of 59.4%, surpassing the EU average of 55.6% (Kralj, 2023). This achievement brings Belgium to 74.3% of the overall EU target for 2030, which aims for 80% of the EU

population to have at least basic digital skills. The country has experienced an annual growth of 4.6% in digital skills compared to the previous year (Kralj, 2023).

According to the 2023 European Innovation Scoreboard, Belgium's performance in above-basic digital skills has remained stable between 2022 and 2023, with 28.3% of Belgians possessing above-basic digital skills, slightly above the EU average of 27.3% (DG CONNECT, 2024, p. 25). However, lifelong learning initiatives and ICT training remain areas needing improvement. In 2023, 10.3% of adults (aged 25-64) participated in lifelong learning initiatives in ICT, below the EU average of 11.9% (DG CONNECT, 2024, p. 25). Notably, the participation rate among low-qualified individuals was 4%, compared to the EU average of 4.3%**.**

Additionally, Belgium outperforms the EU average in ICT employment, with 5.4% of employed individuals working as ICT specialists, compared to the EU average of 4.8%**.** This number is projected to increase to 6.6% by 2030 (Kralj, 2024). However, despite this increase, the demand for ICT specialists remains high, reflecting a persistent digital skills gap in the Belgian job market. Only 3% of tertiary graduates in Belgium specialized in ICT in 2022, below the EU average of 4.5%**,** exacerbating shortages in STEM occupations (DG CONNECT, 2024, p. 25).

A significant gender gap in ICT persists. In 2023, women comprised 19.4% of Belgian ICT specialists**,** a modest increase from the previous year (18.7%), aligning with the EU average (19.4%) (DG CONNECT, 2024, p. 25). However, Belgium has one of the lowest percentages of female ICT tertiary graduates in the EU, with 27.4% of STEM graduates being women in 2021, compared to the EU average of 32.8% (DG CONNECT, 2024, p. 25). Given these gaps and labor shortages, Belgium may struggle to meet its goal of half a million ICT specialists by 2030**.**

Belgium's roadmap for improving digital literacy emphasizes increasing digital skills, expanding lifelong learning initiatives, and reducing the digital divide. The government has implemented measures to boost STEM and ICT graduates, though long-term evaluation is required to assess their impact.

2.2. Disinformation Challenges in Education

France

Disinformation in the educational sector presents significant challenges for VET educators in France. The rapid spread of false information through social media and digital platforms makes it increasingly difficult for both educators and students to distinguish credible sources from misleading content. According to a 2023 report by Statista, 72% of the French population uses social networks daily, increasing their exposure to disinformation, as social networks are a primary channel for the spread of misleading content. This further challenges the ability to distinguish credible sources online.

For VET educators, the impact is twofold. First, they must ensure that students develop critical thinking skills to evaluate digital content effectively. This requires integrating media literacy into curricula, which can be difficult without proper training and institutional support. Second, educators themselves may struggle to keep up with evolving disinformation tactics, particularly in sectors that rely heavily on digital tools and online learning materials. Moreover, the increasing use of artificial intelligence-generated content has made it easier for false information to appear authentic, further complicating efforts to verify sources. Without targeted interventions and professional development programs, VET educators risk unknowingly incorporating misleading information into their teaching, potentially undermining the credibility of educational institutions and weakening students' trust in factual information. Addressing these challenges requires a multi-level approach, including policy support, digital literacy training, and collaboration with fact-checking organizations.

Cyprus

Disinformation in education presents challenges for VET educators, who must verify online content while addressing digital literacy gaps. Limited media literacy and reliance on social media for learning materials increase exposure to misinformation. Efforts such as the Digital Education Action Plan (2021-2027) and the National Cyber Security Strategy aim to enhance media literacy and critical thinking skills.

Spain

Misinformation remains a significant challenge in Spain's educational system, particularly for VET educators who lack preparation in fact-checking and critical thinking. The European Commission reports that only 25% of VET educators feel equipped to teach students how to detect and analyze fake news. The spread of misinformation undermines the quality of education and reduces trust in educators, necessitating more structured training programs and integration of fact-checking methodologies in teaching curricula.

Greece

Disinformation is a growing issue in education, particularly in the digital era where misinformation spreads rapidly through social media. False information can influence attitudes, behaviors, and decision-making, often driven by motives such as propaganda, profit, political advantage, slander, or satire. Greece has established the National Alliance for Digital Skills and Employment to address digital literacy and counter misinformation. The National Cyber Security Strategy 2020-2025 also aims to improve public awareness and responsible digital engagement, ensuring safer use of digital platforms in education.

Belgium

According to Vanbuel from the Media & Learning Association, there has been a significant rise in the impact of fake news and disinformation since Donald Trump's first presidency and the COVID-19 pandemic. This increase highlights the need for young people to develop skills to discern truth from bias, making critical thinking an essential component of digital citizenship education (Vanbuel, 2021, p. 18).

Belgium faces unique challenges in tackling disinformation due to its territorial and linguistic divisions, which contribute to political and social tensions. This fragmentation prevents strong national initiatives from emerging (Alaphilippe, 2023, p. 6). Mediawijs' Baseline Study suggests that several factors influence an individual's ability to recognize and combat disinformation, including prior knowledge, engagement, trust, and developed critical thinking skills (Vanbuel, 2021, p. 4).

In Flanders, the media minister Benjamin Dalle acknowledged in 2021 that little structural research exists on disinformation within Belgium. He emphasized that everyone is susceptible to misinformation, reinforcing the importance of critical digital literacy (Vanbuel, 2021). The Belgian National Crisis Centre has since collaborated with EU initiatives to develop an action plan to combat disinformation, which includes:

- Enhancing transparency in political advertising
- Improving cooperation with fact-checkers
- Implementing an improved **Code of Practice on Disinformation**, introduced in 2022

Additionally, disinformation and fake news recognition are being integrated into multiple school subjects, including History, Social Studies, Science, and Languages, to foster media literacy and ensure students develop the ability to assess the credibility of online information (Deprez, 2020). Despite these efforts, Belgium still faces structural barriers to fully addressing disinformation, requiring stronger national coordination and more targeted digital literacy initiatives.

2.3. Existing Training Programs and Resources

Efforts to enhance digital literacy and critical thinking in vocational education and training (VET) vary across France, Cyprus, Spain, Greece, and Belgium. These programs address media literacy, digital skill-building, and strategies to counter disinformation, each with strengths and areas for improvement.

France

France has developed several initiatives aimed at improving digital literacy and critical thinking, especially within the context of education:

National Initiatives for Digital Literacy

1. **France's National Strategy for Digital Education (Stratégie nationale pour l'éducation au numérique)**

This national strategy was introduced to equip both educators and students with essential digital skills. A major component of this strategy is the **"Socle Commun de Connaissances et de Compétences" (Common Core of Knowledge and Skills)**, which includes digital skills as part of the curriculum. This strategy has significantly increased awareness of the importance of digital skills in education, making digital literacy part of the core curriculum. The Ministry of Education has provided resources and training aimed at improving teachers' competence in using digital tools in classrooms. While it addresses general digital literacy, it does not always focus on critical thinking skills or the ability to identify and counteract disinformation. As a result, while educators may be skilled in using digital tools, they may not always be well-prepared to teach students how to critically evaluate online content.

2. **The "École Numérique" Program**

This initiative is designed to digitize schools across France by providing teachers with tools, training, and support in digital education. The program has helped increase digital access in schools and has trained a large portion of educators in using educational technology effectively, but the scope of the program is also not tailored to Vocational Education and Training (VET) institutions specifically, limiting its applicability to the VET sector.

3. **France's Digital Transformation in Education (Transformation numérique dans l'éducation)**

This initiative focuses on enhancing the digital skills of both students and teachers through government-backed projects, including the development of online learning platforms and educational software. The program includes access to online platforms such as Fun-MOOC and Pix, which provide digital courses for teachers and students. These resources are helpful in improving digital literacy at all levels. Although the program promotes digital skills, the focus is more on technical abilities (e.g., how to use software) and less on critical evaluation of digital content. There is limited training on how to identify, address, and prevent disinformation, especially in the context of VET education.

Key Resources for Critical Thinking and Disinformation

4. **Media and Information Literacy (MIL) Initiatives**

France has implemented several initiatives under the **Council of Europe's Media and Information Literacy program**, which aim to enhance critical thinking and help people recognize disinformation.MIL programs encourage critical thinking, helping educators and students learn how to analyze the sources of information they encounter online.

While MIL initiatives exist, they are not yet universally integrated into VET programs, and there is a lack of a coherent, structured approach specifically targeting disinformation in educational settings.

5. **The "Décodeurs" Program by Le Monde**

This initiative, from the **Le Monde** newspaper, aims to educate students on the importance of fact-checking and to improve media literacy. It includes lessons on identifying false information and understanding the role of media in shaping public opinion. The "Décodeurs" real-world case studies and engages students with practical examples of how disinformation spreads and how it can be verified.Although it targets students directly, the program does not provide specific support or resources for VET educators, who might lack the time or expertise to integrate such lessons into vocational training.

Cyprus

In Cyprus, multiple initiatives focus on digital literacy and critical thinking. The Modern Greek curriculum incorporates critical literacy principles to help students analyze texts and media. However, its effectiveness depends on teacher acceptance and professional development. The Cyprus Radio Television Authority (CRTA) runs media literacy experiential workshops, primarily targeting primary students, but with limited adaptation for older learners and VET educators. Additionally, EU-funded projects aligned with the DigCompEdu framework support digital skill-building for educators, though long-term infrastructure investment is necessary for sustained impact. Another notable initiative includes digital literacy programs in prisons, aiming to enhance digital skills among detainees through non-formal education techniques, though scalability remains a challenge.

Spain

In Spain, several initiatives address digital literacy, though disparities exist among autonomous communities. The Spanish Digital Education Plan integrates digital literacy into the school curriculum, though implementation varies. Programs such as INTEF (National Institute of Educational Technologies and Teacher Training) provide educators with online resources for fact-checking and critical thinking instruction. Additionally, NGO-led initiatives like Maldita Educa and Learn to Check offer fact-checking training and digital verification tools, though they often rely on external funding, limiting long-term sustainability.

Greece

In Greece, the government prioritizes digital skill development to prevent a widening digital divide. The Greek Digital Strategy emphasizes investment in human resources, with specific action plans to upskill and reskill the workforce, integrate ICT in education, and promote digital training for unemployed individuals. Despite these efforts, a lack of comprehensive evaluation data makes it difficult to measure their effectiveness.

Belgium

Belgium also implements diverse digital literacy programs. DisInfoCheck (EDMO BELUX 2.0) focuses on media literacy education and disinformation monitoring, though its publicly available details remain limited. The ICDL Foundation provides internationally recognized digital skills certifications, aligning with EU DigComp standards, but struggles with accessibility in underserved communities. The CrossOver pilot project, led by EU DisinfoLab, features interactive quizzes and podcasts designed to educate students on search engine algorithms and social media disinformation, though its primary focus on secondary students limits its relevance for VET educators.

While these programs collectively contribute to advancing digital literacy and critical thinking, they share common challenges. Many initiatives lack nationwide implementation strategies, particularly in rural and underserved areas. Additionally, VET educators remain

underrepresented in digital literacy training, with most programs focusing on secondary education. Addressing these gaps through scalable, long-term digital education strategies will be crucial for ensuring digital resilience among educators and learners alike.

2.4. Tools and Technologies for Digital Literacy

Across France, Cyprus, Spain, Greece, and Belgium, various digital tools and technologies are utilized to enhance digital literacy in education. These tools range from collaborative platforms to media literacy resources and digital skill-building programs, each designed to support educators and students in navigating an increasingly digital world.

France

In France, several digital tools and technologies are used to enhance digital literacy in education. These tools help both educators and students develop essential skills for navigating the digital world.

1. Learning Management Systems (LMS) LMS platforms, such as **Moodle** and **CNED**, help educators manage courses, share materials, and assess student progress in both online and blended learning environments. **Example: Moodle** is widely used for managing educational content in French institutions.

2. Educational Apps and Platforms Apps like **Scratch** for coding and **Pix** for digital skills assessment support both students and educators in developing specific competencies. **Example: Pix** provides a platform for students to assess and improve their digital literacy.

4. Online Learning Platforms (MOOCs)

MOOCs like **Fun-MOOC** provide free online courses on digital skills, supporting self-paced learning for both students and educators. **Example: Fun-MOOC** offers courses on various digital topics, including digital literacy.

5. Social Media and Digital Citizenship Social media platforms like **Twitter** and **LinkedIn** are used to foster discussions, share educational resources, and promote responsible online

behavior. **Example:** The **"Café pédagogique"** online community allows French educators to exchange ideas and resources.

6. Cybersecurity Tools

Cybersecurity resources, like **Cybermalveillance.gouv.fr**, teach students and educators about online safety, protecting personal data, and recognizing cyber threats. **Example: Cybermalveillance.gouv.fr** offers resources for improving cybersecurity awareness in education.

Cyprus

In Cyprus, tools such as Google Classroom, Moodle, and Microsoft Teams have been widely adopted for flipped classrooms and language education. Platforms like Padlet and iMovie are used to support digital storytelling, fostering creativity and media literacy. Additionally, **State Institutes of Further Education (SIFE)** provide structured digital literacy courses utilizing the **European Computer Driving License (ECDL)** framework. Mobile applications like Google Docs and Zoom facilitate remote collaboration in higher education and teacher training programs, improving engagement and accessibility.

Spain

In **Spain**, online learning tools such as **AulaPlaneta, ProFuturo, and Santillana Compartir** offer interactive content aligned with national curricula. Learning management systems like **Moodle, Google Classroom, and Edmodo** enable digital collaboration, while fact-checking tools like **Check My Links and FactCheckEDU** support students and teachers in verifying online information. Additionally, Spain has invested in computational thinking programs using platforms such as **Scratch and Code.org,** as well as robotics education through **Bitbloq.** Public educational portals such as **EducaLAB** and **REDA** provide digital training resources to educators, ensuring continuous professional development in digital competencies.

Greece

In **Greece**, several platforms contribute to digital literacy. The **Digital Skills Observatory** monitors digital skills development through educational initiatives, while the **Hellenic Center for Safe Internet** raises awareness of online risks through platforms like **SaferInternet4Kids.gr** and a help-line offering support for digital safety concerns. Schools have increasingly relied on online learning tools such as **Webex** and **eTwinning** for teacher training, ensuring educators can integrate digital resources effectively into their classrooms. Government-funded initiatives also provide vouchers for students to access essential digital devices.

Belgium

Belgium has also developed several tools to support digital literacy. In **Flanders, KlasCement**, an open digital platform, provides teachers with educational resources and teaching materials. The **Het Archief voor Onderwijs** digital media bank enables interactive lessons using video and audio content. Platforms such as **ADIBIB and Bednet** support students with special needs, ensuring accessibility in digital learning. In the **Wallonia-Brussels Federation, E-classe** offers more than 8,500 curated digital resources for students and teachers, while **Happi**, a Moodle-based platform, provides an integrated learning management system with communication tools and virtual classrooms. **Fake News Hunt** and **EDUbox: Fake News** focus on media literacy by teaching students how to identify misinformation, while **Safeonweb**, operated by the Centre for Cybersecurity Belgium (CCB), educates citizens on online safety and digital threats.

While these tools and technologies play a crucial role in improving digital literacy, challenges remain in ensuring equitable access, especially for rural and underserved communities. Expanding infrastructure, increasing professional development opportunities for educators, and integrating digital literacy more effectively into vocational education will be essential to maximizing the impact of these digital resources.

2.5. Gaps in Current Training

Despite ongoing efforts to enhance digital literacy and address disinformation, several critical gaps remain in the education and training landscape across France, Cyprus, Spain Greece , and Belgium. These deficiencies hinder the effectiveness of current programs and highlight opportunities for improvement.

France

Despite the progress made in promoting digital literacy in France, there are still several gaps in how these skills are taught, particularly when it comes to combating disinformation and providing adequate training for VET educators.

One of the main issues is that most training programs focus on teaching basic digital skills, like using software or navigating the internet. While these skills are important, they don't address the growing need for critical thinking or the ability to identify disinformation online. Students are often not taught how to assess whether information is reliable or how to spot misinformation, which is a vital skill in today's digital world.

There's a clear opportunity here to create specific training programs that go beyond the basics. By integrating fact-checking, media literacy, and practical strategies for tackling disinformation into the curriculum, we can better prepare learners to think critically and responsibly in the digital space.

Another gap is the lack of tailored support for VET educators. These educators often work with adult learners who have diverse digital skills, yet the existing programs don’t always address their unique needs. VET educators may struggle to integrate digital literacy into their training in ways that are relevant to the vocational subjects they teach. Developing training that specifically supports VET educators would be a step forward, ensuring they feel confident and equipped to teach these crucial digital skills to their students.

Moreover, many of the existing programs focus primarily on theoretical knowledge, leaving little room for practical application. Students learn how to use digital tools in a classroom

setting, but they don't always have the chance to apply these skills in real-life situations, where they would have to critically evaluate online content or use digital resources for practical purposes. Incorporating more hands-on activities and real-world scenarios would make digital literacy more relevant and effective, enabling students to practice the skills they'll need in their everyday and professional lives.

Furthermore, while basic digital skills are well covered, there's a significant gap when it comes to more advanced topics, such as cybersecurity and digital ethics. As technology continues to evolve, these advanced skills are becoming increasingly important, yet they are often neglected in the current training landscape. By adding more advanced topics to the curriculum, we can ensure that learners are not only prepared for basic digital tasks but also equipped to navigate the more complex and risky aspects of the digital world.

Lastly, many digital literacy programs are taught in isolation, rather than being integrated across different subjects. This fragmentation can make it difficult for students to see how digital literacy applies to their broader education and future careers. There's a real opportunity here to integrate digital literacy more thoroughly into various subjects and vocational training, allowing students to understand how these skills are directly relevant to their personal and professional growth.

Overall, addressing these gaps could make a significant difference in how well France's education system prepares students to navigate and thrive in the digital age. By focusing on critical thinking, providing tailored support for VET educators, incorporating practical applications, and expanding the curriculum to cover advanced skills, we can build a more robust and comprehensive approach to digital literacy education.

Cyprus

In Cyprus, digital literacy training programs primarily focus on basic ICT skills, such as Microsoft Office and ECDL certification, rather than more advanced competencies like critical thinking and media literacy. There is a lack of targeted training that equips educators and students with skills to identify and counteract disinformation. Many educators lack

confidence in their ability to use digital tools effectively, and rural areas often have limited access to necessary infrastructure. Additionally, while the Modern Greek language curriculum includes critical literacy elements, their implementation is inconsistent. The use of innovative digital tools like flipped classrooms and digital storytelling remains limited, highlighting the need for expanded training on educational technologies. Opportunities for improvement include the development of training modules on evaluating online sources, recognizing misinformation, and understanding algorithmic biases. Workshops and interactive sessions focused on disinformation, coupled with professional development programs for teachers, could enhance overall digital literacy efforts. Expanding access to online learning platforms and developing inclusive training initiatives would also help bridge gaps in accessibility.

Spain

In Spain, while significant strides have been made in digital literacy, there is still a notable gap in equipping educators with fact-checking skills. According to a European Commission report, less than 30% of educators have received training in identifying misinformation, making it difficult for them to teach students how to navigate online information critically. Inequality in access to training is another major concern, with rural areas experiencing a lack of resources and educational support. Furthermore, the focus on digital literacy within the curriculum tends to be more theoretical than practical, limiting students' ability to apply knowledge in real-world scenarios. Training programs also lack systematic evaluation, preventing improvements in content and methodology. To address these gaps, new modules should focus on practical exercises, simulations, and continuous assessment mechanisms to keep educators up to date with evolving digital challenges. Implementing structured verification skills training and ensuring equal access to digital literacy education will be essential for fostering a more resilient learning environment.

Greece

In Greece, digital literacy and media information literacy (MIL) education remain inadequate in equipping students and educators with the necessary skills to navigate today’s digital

landscape. The rapid spread of misinformation, including the rise of AI-generated deepfakes and targeted advertising, has outpaced existing educational efforts. While some programs focus on awareness-raising and resource development, they lack comprehensive practical training. The disconnect between young people's ability to interpret news and apply it to daily life is particularly evident in low-income areas, where the digital divide remains pronounced. The growing reliance on social media as an information source has further exacerbated issues of misinformation and social isolation. Key areas for improvement include training educators in AI concepts and disinformation detection, developing critical analysis modules, and enhancing democracy-focused digital literacy education. There is also a need to incorporate ethical behavior training for online interactions and create a structured approach to teaching digital citizenship.

Belgium

In Belgium, the fragmented nature of the federal education system presents unique challenges to digital literacy training. With three autonomous regions (Flanders, Wallonia, and Brussels-Capital) independently developing and implementing training measures, strong national initiatives to combat disinformation are lacking. This fragmentation contributes to community and political tensions, further complicating efforts to address digital literacy gaps. The gap between pre-service and in-service continuing professional development (CPD) for educators is another key issue, as most training is focused on the initial phases of teacher education rather than ongoing skill development. Young people from disadvantaged backgrounds are particularly vulnerable to online disinformation, as they often lack support from family or educators in verifying online content. Additionally, overwhelming educator workloads and a lack of time hinder the integration of digital literacy and disinformation training into curricula. Bridging these gaps will require a more coordinated approach, with structured professional development opportunities, greater involvement of community leaders, and the creation of effective learning environments for digital literacy. Connecting educators with parents and community stakeholders could also play a crucial role in promoting digital literacy among young people.

Addressing the gaps in digital literacy and disinformation training across these countries will require a comprehensive approach, incorporating advanced training modules, increased accessibility, and targeted interventions for educators and students. Integrating critical media literacy more effectively into curricula, leveraging innovative technologies, and ensuring equitable access to digital education will be key steps in building a digitally literate and resilient society.

2.6. National or EU Policies on Digital Literacy and Disinformation

France

National and EU policies play a crucial role in shaping digital literacy and combating disinformation. **France's National Strategy for Digital Education (2021-2025)** focuses on integrating digital literacy and critical thinking in education, ensuring that students and educators can effectively assess online content—an approach that aligns with **TackleDisInfo's** goals. The **French Digital Republic Law (2016)** further supports this effort by promoting digital education, emphasizing internet safety, and encouraging responsible online behavior in schools.

At the European level, the **Digital Education Action Plan (2021-2027)** highlights the importance of digital skills and media literacy in countering disinformation, directly complementing **TackleDisInfo's** mission to equip educators and students with critical online assessment skills. Additionally, the **EU Code of Practice on Disinformation (2018)** encourages online platforms to take action against false information while reinforcing media literacy education as a key tool in combating disinformation. The **Digital Services Act (2020)** further strengthens this framework by regulating online platforms, fostering a safer digital space, and ensuring transparency in information dissemination—an essential element for effective disinformation education.

Together, these policies establish a comprehensive foundation that supports **TackleDisInfo's** objectives, reinforcing the need for structured media literacy programs and ensuring that digital literacy remains a priority across educational and policy frameworks.

Cyprus

Cyprus aligns its digital literacy efforts with key EU policies designed to combat disinformation and enhance digital skills. The EU Code of Practice on Disinformation (2018) promotes transparency in political advertising, closure of fake accounts, and reporting tools for users. The Digital Services Act (2022) strengthens platform accountability by requiring content moderation and transparency. The Action Plan Against Disinformation (2018) focuses on enhancing detection capabilities and fostering critical thinking, while the European Digital Media Observatory (EDMO) supports collaboration among fact-checkers and researchers. These policies provide a strong foundation for Cyprus's national initiatives, including the European Skills Agenda (2020), which promotes training programs to develop advanced digital competencies. By incorporating these policies into digital literacy education, Cyprus can strengthen critical thinking and resilience against misinformation.

Spain

Spain has implemented national strategies to complement EU initiatives on digital literacy and combating disinformation. The Digital Strategy 2025 prioritizes teacher training and digital competencies at all educational levels. The National Digital Competence Plan (2021) ensures that all citizens acquire basic digital skills, while the National Strategy Against Disinformation (2021) establishes a framework for public-private cooperation to detect and respond to disinformation threats. The General Audiovisual Communication Law (2022) regulates content on digital media to prevent the spread of misinformation. EU policies such as the Digital Education Action Plan (2021-2027), the Code of Practice on Disinformation (2022), and the European Digital Competence Framework (DigComp) are integrated into Spain's digital literacy programs. These frameworks support structured teacher training, the implementation of fact-checking mechanisms, and public awareness campaigns to enhance critical thinking and responsible media consumption.

Greece

Greece has structured its digital strategy around the Digital Transformation Book 2020-2025, which sets seven objectives, including digital skills development, digital government, and integrating modern technologies into education. The Greek National Academy of Digital Skills aims to accelerate digital literacy, with a focus on vulnerable populations and the workforce. The National Alliance for Digital Skills and Employment, coordinated by the General Secretariat of Digital Governance, promotes training programs for educators and citizens. The Ministry of Education has integrated digital literacy into the Informatics curriculum for secondary education, focusing on computational thinking, responsible internet use, and media literacy. Additionally, the National Cyber Security Strategy 2020-2025 outlines guidelines for safe online behavior and digital citizenship. These national policies align closely with EU initiatives, reinforcing Greece's commitment to fostering a digitally literate population capable of navigating misinformation.

Belgium

Belgium's digital literacy policies are shaped by a multi-tiered governance system, with national and regional strategies complementing EU initiatives. The Belgian Recovery and Resilience Plan (2021) prioritizes e-government and digital skills, including IT infrastructure investments in schools. The #SmartNation strategy focuses on digital transformation, trust and security, and public services. Regional initiatives such as the Flanders Resilience Strategy and the Wallonia Digital Strategy (2019-2024) address digital education and literacy. The W-B Federation's Digital Education Strategy includes teacher training, digital infrastructure, and resource development. EU policies, including the Guidelines on Tackling Disinformation and Promoting Digital Literacy (2022), the 2030 Policy Programme "Path to the Digital Decade," and the EU Digital Education Action Plan (2021-2027), provide additional support. Belgium's education system benefits from these policies by integrating digital literacy modules into teacher training, enhancing citizen engagement, and fostering resilience against disinformation.

National and EU policies on digital literacy offer a robust framework for implementing the TackleDisInfo Training Package. By leveraging these policies, the training package can equip educators with essential digital skills, align with EU priorities, and foster a digitally informed society capable of addressing misinformation effectively.

2.7. Key Stakeholders for Digital Literacy and Disinformation

France

The successful implementation of the TackleDisInfo training package in France will rely on collaboration with a range of influential stakeholders. Vocational Education and Training (VET) schools are essential in reaching adult learners, particularly those who may not have had access to formal digital literacy education earlier in life. These institutions provide the perfect setting for integrating digital literacy into vocational training programs, ensuring that adult learners develop the necessary skills to navigate the digital world, recognize disinformation, and use technology responsibly. Teacher training centers also play a vital role in the process. These centers focus on the professional development of educators, ensuring they are well-equipped to teach digital literacy and address disinformation in the classroom. By empowering teachers with the tools and knowledge to address these topics, the training package can have a more significant and lasting impact on students. In addition to formal educational institutions, NGOs and community organizations are key partners. For example, Internet Society France has long advocated for responsible digital use and can assist in promoting the TackleDisInfo package. Their expertise in digital policy and education could help in spreading awareness of the training program. Furthermore, local community groups can be incredibly effective in reaching individuals outside of formal education settings. These groups can help raise awareness about digital literacy and disinformation issues, ensuring that the message reaches a broader audience, including vulnerable or underserved populations.

Cyprus

The successful implementation of the TackleDisInfo Training Package in Cyprus depends on collaboration among government bodies, educational institutions, NGOs, private sector players, and international organizations. The Ministry of Education, Culture, Sports, and

Youth plays a central role in integrating digital literacy initiatives into formal curricula, while the Cyprus Pedagogical Institute leads teacher training efforts. The Digital Security Authority and the Office of the Commissioner of Communications contribute to digital safety policies and regulatory frameworks. Educational institutions such as the University of Cyprus and the Open University of Cyprus provide expertise in media literacy research and distance learning platforms. NGOs like the Cyprus Youth Board and the Mediterranean Institute of Gender Studies advocate for critical thinking and digital literacy, particularly among youth and marginalized groups. International organizations, including the European Digital Media Observatory (EDMO) and the Erasmus+ Program, offer funding and training resources. The Cyprus Broadcasting Corporation and tech companies such as Cyta and Cablenet support public awareness campaigns and digital infrastructure development. Engaging these stakeholders ensures that digital literacy and disinformation initiatives reach a broad audience across Cyprus.

Spain

In Spain, a combination of national and regional stakeholders supports digital literacy and disinformation initiatives. The Ministry of Education and Vocational Training leads national curriculum development and teacher training efforts. The Ministry of Economic Affairs and Digital Transformation coordinates the National Digital Competence Plan and oversees initiatives such as the National Observatory of Technology and Society. Universities and vocational training centers, such as the University of Cantabria, offer specialized training in media literacy. NGOs, including the Esplai Foundation and Maldita.es, provide fact-checking resources and workshops for educators and students. At the regional level, Cantabria's Ministry of Education and the General Directorate for Educational Innovation promote critical thinking in classrooms. The Network of Local Technological Dynamization Centers (CDTL) enhances digital access in rural communities, while Cantabria Digital works on digital transformation strategies. Collaboration among these stakeholders ensures a holistic approach to addressing disinformation and fostering digital literacy across Spain.

Greece

Greece has established multi-stakeholder partnerships to enhance digital literacy and combat disinformation. Key government entities include the Ministry of Education and Religious Affairs and the General Secretariat for VET, Lifelong Learning, and Youth, which oversee digital literacy policies and teacher training programs. The National Academy of Digital Skills and the National Alliance for Digital Skills and Employment coordinate efforts to bridge the digital divide and align training with EU frameworks such as DigiComp. Local and regional authorities collaborate with private-sector partners, including Microsoft Innovation Center, OTEAcademy, and Cosmote, to provide digital training and certification programs. NGOs play a critical role in grassroots media literacy initiatives, ensuring that digital resilience reaches diverse communities. Joint action plans with these stakeholders support the gradual integration of digital competencies into the education system, preparing citizens for challenges posed by disinformation and emerging technologies.

Belgium

Belgium's decentralized governance structure results in multiple stakeholders operating at federal and regional levels. The Belgian Recovery and Resilience Plan (RRP) supports digital skills and e-government initiatives, while the #SmartNation strategy advances digital transformation efforts. In Flanders, the Digisprong Action Plan provides ICT training and digital infrastructure for schools, while the W-B Federation’s Digital Education Strategy enhances teacher training and access to digital resources. NGOs such as Mediawijs and the European Digital Media Observatory contribute to fact-checking and media literacy efforts. Educational institutions, including universities and vocational training centers, develop curricula integrating digital literacy and critical thinking. The Brussels-Capital Region’s initiatives focus on economic digitalization, supporting companies in integrating digital tools. The involvement of private sector actors, including tech firms and media organizations, strengthens Belgium’s digital ecosystem by promoting innovative solutions for combating disinformation. By engaging these diverse stakeholders, Belgium can create a resilient framework for digital literacy and media education.

2.8. Cultural or Educational Barriers

France

In France, several cultural and educational barriers could impact the effectiveness of implementing digital literacy training. Cultural resistance to new technologies and digital learning methods, especially in rural areas, may slow adoption. Some individuals, particularly older generations, may feel disconnected from or distrustful of digital platforms, hindering their engagement with digital literacy programs.

Educational disparities also pose a challenge. There is a significant gap in digital access and quality of education between urban and rural regions, as well as between socio-economic groups. Students and educators in underprivileged areas may lack the resources or training needed to fully participate in digital education initiatives. Furthermore, language barriers can make it difficult for non-French speakers to access digital literacy content, limiting the reach of programs. To address these issues, targeted outreach, increased support for underserved communities, and inclusive, adaptable training methods are needed to ensure equal opportunities for all.

Cyprus

Implementing digital literacy training programs in Cyprus faces a variety of cultural, social, and educational challenges. Understanding these barriers is critical to designing effective and inclusive strategies that address the unique dynamics of the Cypriot context.

Cultural barriers include resistance to change, with traditional teaching methods dominating the education system. Many educators, particularly older ones, view digital tools as supplementary rather than essential, which hinders their widespread adoption (Karagiorgi & Gravani, 2012). There are also generational gaps in digital literacy, as rural communities and older educators often exhibit lower levels of familiarity with technology, creating disparities in access and engagement (Atkinson et al., 2016). Additionally, Cyprus's multilingual population, including Greek Cypriots, Turkish Cypriots, and immigrant communities, presents challenges in designing universally accessible training programs (Hajisoteriou & Angelides, 2017).

Social barriers include the digital divide, with unequal access to technology and high-speed internet, particularly in rural areas (Milioni et al., 2014). Economic constraints prevent many households from investing in digital devices or internet services, exacerbating this issue (Manesis, 2020). Furthermore, there is a limited understanding of digital literacy, with many perceiving it as basic ICT skills rather than encompassing critical thinking and combating disinformation (Steelman & Wallace, 2017).

Educational barriers include curriculum overload, as schools are already burdened with dense, exam-focused curricula that leave little room for additional digital literacy training (Giannikas et al., 2022). Educators also lack sufficient training in integrating digital tools into their teaching, resulting in inconsistent implementation across schools and regions (Karagiorgi & Gravani, 2012).

Spain

Spain encounters several cultural, social, and educational barriers in implementing digital literacy programs. Cultural barriers include resistance to technological change, particularly among older adults, and a general lack of awareness regarding disinformation. Intergenerational differences further contribute to varying levels of digital competence across different age groups.

Social barriers include inequality in access to technology, particularly in rural areas or among low-income families. Socioeconomic gaps limit community support and active participation in digital literacy initiatives. Educational barriers include outdated curricula that do not sufficiently address digital literacy or critical thinking, insufficient teacher training, and a reliance on temporary funding, making program continuity difficult. Additionally, Spain's decentralized education system creates disparities in the quality and accessibility of digital literacy programs between autonomous communities.

Greece

Greece faces similar challenges in implementing digital literacy training, particularly in adapting to the fourth industrial revolution. Digital transformation efforts must ensure that

citizens can work alongside emerging technologies while safeguarding democratic institutions. However, significant barriers remain.

A major challenge is resistance to adopting new teaching methodologies. Many educators and policymakers struggle to integrate digital tools into traditional teaching structures. Furthermore, disparities in digital access persist, with many segments of the population, particularly in rural areas, lacking the necessary infrastructure to engage with digital literacy training.

Limited investment in continuous digital education has led to gaps in the skills needed for both students and educators to navigate the digital landscape effectively. The lack of targeted digital literacy training hinders Greece's ability to equip citizens with the skills necessary to counteract disinformation and engage with technology responsibly.

Belgium

According to DNS Belgium, the Digital Inclusion Barometer survey published in 2023 by the King Baudouin Foundation (KBF) showed that 40% of Belgians aged between 16 and 74 were considered to be digitally vulnerable and lack digital skills. DNS Belgium continues that many Belgians are having issues with keeping up with the constant acceleration of the digitalisation in our society. "It is interesting to note that people on low incomes, those with health problems, the poorly-skilled and jobseekers are particularly at risk of digital exclusion" (DNS Belgium, 2024). Moreover, according to The Brussels Times, this group also has the least access to the so-called "essential" digital services such as banking, health portals, government sites, or e-commerce.

Furthermore, since Belgium is divided both territorially and linguistically, this segmentation is the source of many political and social tensions within the country, including problems of disinformation. Furthermore, according to Alaphilippe (2023, p. 6), from the EU DisinfoLab, *"the country's fragmentation in multiple communities prevents strong national initiatives from emerging."*

To conclude, one of the biggest problems in achieving digital literacy is low income. “Those who are most familiar with digital technologies, those who have more means to access and appropriate these tools, are the first to benefit from them, while the most disadvantaged groups have more difficulty accessing the same resources” (HeadMind Partners, 2022). As digital literacy and access to the digital services are interconnected, it can be concluded that the lack of this exposure to digitalisation naturally hinders digital literacy. Therefore, battling this issue is crucial in order to improve digital literacy of the people in Belgium.

2.9. Recommendations for Effective Implementation

France

1. **Expand Curriculum to Include Critical Thinking and Disinformation Detection**
   Integrate modules on media literacy and fact-checking to teach learners how to assess the credibility of online content and recognize misinformation, improving their digital critical thinking skills.
2. **Tailor Training for VET Educators**
   Develop specialized training for VET educators, focusing on how to teach digital literacy in the context of their vocational fields, ensuring they can address the unique needs of their students.
3. **Integrate Practical Applications**
   Incorporate hands-on activities and real-world scenarios, allowing learners to practice identifying disinformation and using digital tools in practical, professional situations.
4. **Incorporate Advanced Topics into the Curriculum**
   Add advanced topics like cybersecurity and digital ethics to the curriculum, ensuring learners are prepared for the complex challenges of the modern digital world.

Cyprus

To ensure the effective implementation of the TackleDisInfo Training Package in Cyprus, a series of targeted strategies must be adopted:

- **Comprehensive Educator Training Programs:** Professional development workshops should focus on building digital literacy and critical thinking skills among teachers, using gamified learning approaches (Karagiorgi & Gravani, 2012).
- **Localized Content and Multilingual Resources:** Developing resources in Greek, Turkish, and English will improve accessibility and engagement among diverse communities (Hajisoteriou & Angelides, 2017).
- **Strengthening Digital Infrastructure:** Expanding internet access and providing affordable devices in underserved areas will reduce the digital divide (Milioni et al., 2014).
- **Curriculum Integration:** Embedding digital literacy within subjects like history and media studies will ensure a structured approach to critical thinking and fact-checking (Giannikas et al., 2022).
- **Open-Access Digital Resource Center:** Establishing a central e-library with tools and research materials will support educators in combating disinformation (Zvozdetska, 2022).

Spain

Spain must focus on enhancing fact-checking skills and critical thinking in educational programs. Specific training modules should be developed to integrate digital ethics education, including topics such as data privacy and responsible social media use. Partnerships among key stakeholders should be encouraged to ensure a coordinated approach to digital literacy training. Additionally, a system of continuous evaluation must be implemented to adapt programs to emerging technological challenges. Public awareness campaigns and multilingual resources should also be developed to promote digital literacy across diverse communities.

By implementing these strategies, the TackleDisInfo Training Package can effectively address digital literacy challenges in Cyprus, Greece, and Spain, empowering educators and fostering digitally informed citizens.

Greece

Greece must prioritize digital skills development to reverse its low ranking in digital literacy. Key recommendations include:

- **Investment in Professional Development:** Targeted training for educators is needed to bridge digital skill gaps, ensuring teachers can integrate digital literacy into their instruction effectively.
- **Strategic Curriculum Reform:** Digital literacy should be incorporated into VET programs, ensuring alignment with labor market demands.
- **Expanding Digital Access:** Infrastructure improvements, particularly in rural areas, will enable equitable participation in digital education.
- **Public Awareness Initiatives:** Raising awareness about digital literacy's importance through nationwide campaigns will foster a stronger culture of digital resilience.

By implementing these strategies, the TackleDisInfo Training Package can effectively address digital literacy challenges in both Cyprus and Greece, empowering educators and fostering digitally informed citizens.

Belgium

Belgium is on the right track to digitalise its educational system successfully. However, as stated in the 2021 Belgian Federal Science Policy (BELSPO) report, *"although all three regions have a variety of measures to support entrepreneurship and to encourage engagement in innovation… there is less of an emphasis on scale-up and growth" (p. 192)*. Therefore, in order to truly have a transition towards digitalisation within Belgian society the suggested roadmap should include supporting R-D activities, promoting incentives as well as funding in education technology start-ups. Furthermore, to achieve an effective implementation of the TackleDisInfo training package the following recommendations include:

Basic digital skills consolidation: by continuously integrating digital literacy into all levels of training and education. As well as, fostering incentives to upskill and reskill adults' digital

competences and elevating lifelong learning initiatives as well as continuing professional development. For instance, developing specific training modules in line with VET providers' needs, flexible learning methods, interactive and practical digital solutions, or recognition of the training program.

Fostering inclusive training: by pursuing the inclusion of young people of ethnic minorities, increasing the number of women in the training and reaching people with disabilities and those from remote areas. Therefore, tailored training should be designed based on the target group, including the possibility of providing it in different languages, accessible formats or women-only cohorts if needed.

Collaboration among key education stakeholders across different communities in Belgium: establish partnerships with all kinds of education stakeholders across the three main regions in Belgium (Flanders, Wallonia, and BrusselsCapital), including teachers, VET providers, and researchers to enhance innovation in digital education and have a holistic approach in digital literacy training within the country, developing robust methodology and standards towards an effective digital transition in education.

Monitoring and evaluation: Develop a system to continuously monitor the quality of the training implementation in line with the relevant EU guidance and with the support of a robust methodology, in view of future policy development. In addition, collect and evaluate teachers' feedback, progress and insights to finally adapt the training curricula to the evolving needs of the educational system.

Trust and outreach: In collaboration with community leaders, role models and educational stakeholders carry out dissemination and awareness campaigns where they can provide successful stories to reduce cultural resistance and enhance the use of digital tools in the classrooms.

3. Conclusion

The findings of this report highlight the urgent need for improved digital literacy and disinformation resilience in Vocational Education and Training (VET) across France,

Cyprus, Spain, Greece, and Belgium. While progress has been made in enhancing digital skills, challenges remain, particularly in teacher training, digital infrastructure, curriculum integration, and equitable access to technology.

Significant gaps include limited advanced digital literacy training, a persistent digital divide, outdated curricula that do not prioritize digital literacy, and a lack of structured professional development for educators. Additionally, cultural resistance to digital tools remains a significant barrier, particularly among older educators.

To address these challenges, the TackleDisInfo Training Package should focus on expanding educator training through gamified modules, improving infrastructure for underserved communities, integrating digital literacy into national curricula, and fostering public awareness. Establishing open-access digital resource hubs and developing multilingual educational materials can enhance accessibility and inclusivity.

By implementing these recommendations, the training package can empower educators and students to navigate digital environments safely and critically, strengthening digital literacy and resilience against disinformation across France, Cyprus, Spain, Greece, and Belgium.

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