

WP5-A2: Development of the MIL Skills Toolkit for adult trainers/organizations and policy makers

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1. Introduction and purpose of this toolkit

The MIL Skills Toolkit for adult educators is developed within the Erasmus+ Media and Information Literacy Skills of Adults to Develop Critical Thinking and Combat Fake News (MIL SKILLS) project. It represents one of the key results of the project (WP5) and aims to provide practical resources, lesson plans and methodological guidance for adult trainers, educators, organizations and policy makers.

Nowadays, digital technologies and media profoundly shape how individuals' access, share and interpret information. For this reason, improving media and information literacy (MIL) becomes a crucial priority. The spread of fake news, misinformation and dangerous content are major obstacles, especially for adults and the elderly, who are often more vulnerable to digital exclusion.

The purpose of this Toolkit is therefore to:

Equip adult educators with ready-to-use materials and teaching strategies for enhancing learners' MIL skills.
Empower seniors and adult learners to critically access, evaluate, and use information across different media and platforms.
Support adult education organizations in designing high-quality MIL initiatives that foster inclusion, critical thinking, and civic participation.
Contribute to the creation of a sustainable European reference framework for promoting media and information literacy in adult education.

The Toolkit is designed for:

Adult educators and trainers, to support the design and delivery of MIL training.
Adult education organizations, to improve the quality and accessibility of learning opportunities.
Stakeholders and community actors, such as libraries, cultural associations, and NGOs working with adults and seniors.
Policy makers, as a reference for developing strategies to promote media literacy and digital inclusion.

The Toolkit is proposed as a practical and adaptable resource, which integrates the results of previous project activities (research, training materials, and digital tools) and translates them into actionable guidelines for trainers and institutions. In doing so, its objective is also to ensure the long-term transferability and sustainability of MIL SKILLS results, both at national and European level.

2. Context and relevance

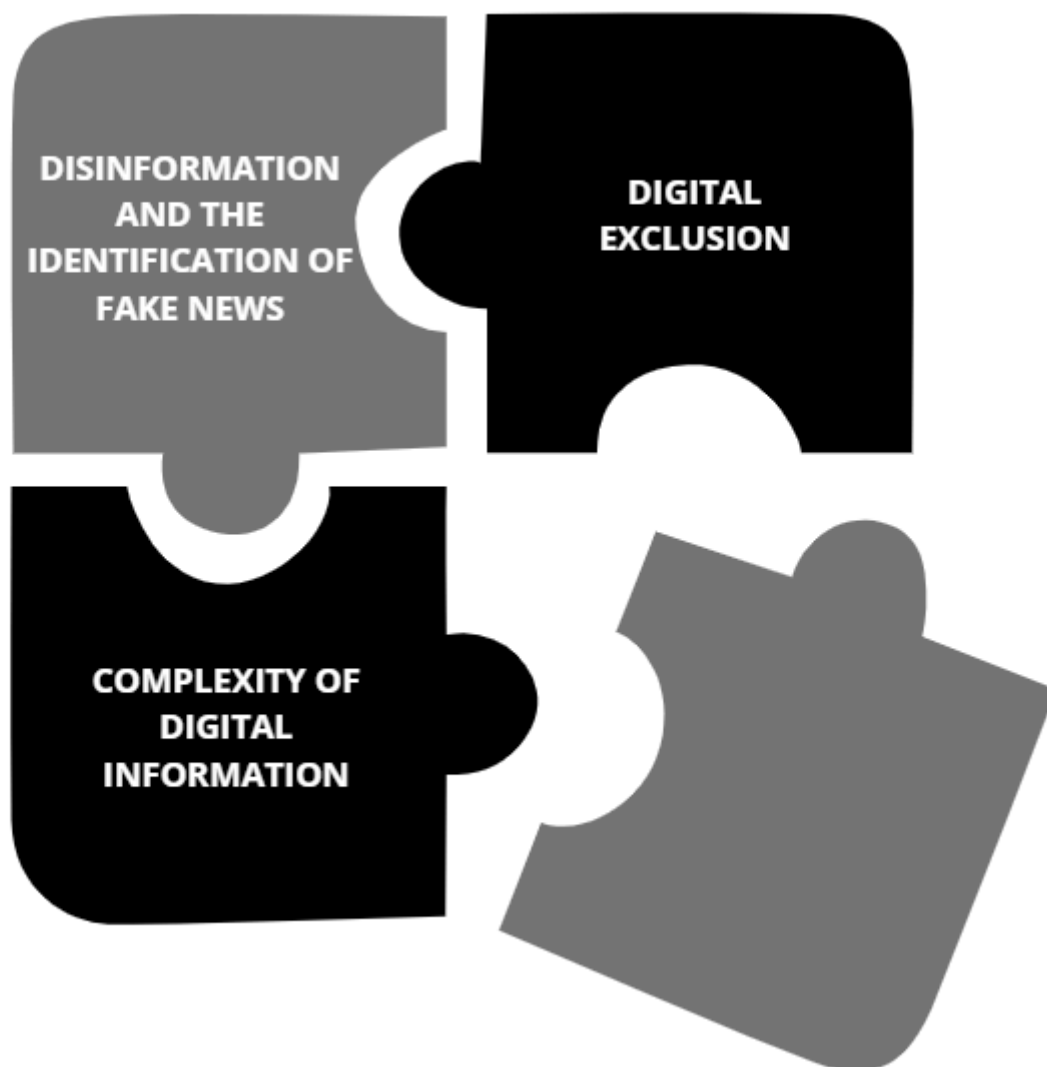
The Current Relevance of Media and Information Literacy

Media and Information Literacy (MIL) is becoming increasingly important in today's digital era where the amount of information we are exposed to daily is constantly growing. However, it is important to recognize that not all information is reliable. MIL provides individuals with the skills to find, evaluate and use information critically and responsibly. These skills are essential because:

- The fight against misinformation and fake news– False or misleading information spreads rapidly online. MIL helps adults recognize unreliable sources, identify manipulation, and make informed decisions;
- The promotion of critical thinking– MIL encourages learners to question and analyze media messages rather than accepting them passively, fostering independent judgment;
- Digital participation – Adults with MIL skills can interact safely and effectively on digital platforms, engage in civic life, and contribute to their communities;
- Reducing digital exclusion – Seniors and less tech-savvy adults often face barriers in accessing digital information. MIL provides practical tools to navigate media and online environments confidently.
- Lifelong learning support – MIL is not only about technology; it develops transferable skills such as research, evaluation, and communication, which are valuable in everyday life.

In summary, MIL is important today because it enables adults to access information safely, think critically and act responsibly, ensuring they can navigate the digital world with awareness and confidence.

Main challenges



The first challenge is linked to misinformation and the identification of fake news. The spread of false or misleading information is one of the most significant challenges of the digital age. Manipulated news, conspiracy theories, and sensationalist content can influence opinions and behaviours, undermining trust in the media and institutions. MIL helps adults recognize reliable sources, evaluate the accuracy of information, and develop a critical attitude toward online content.

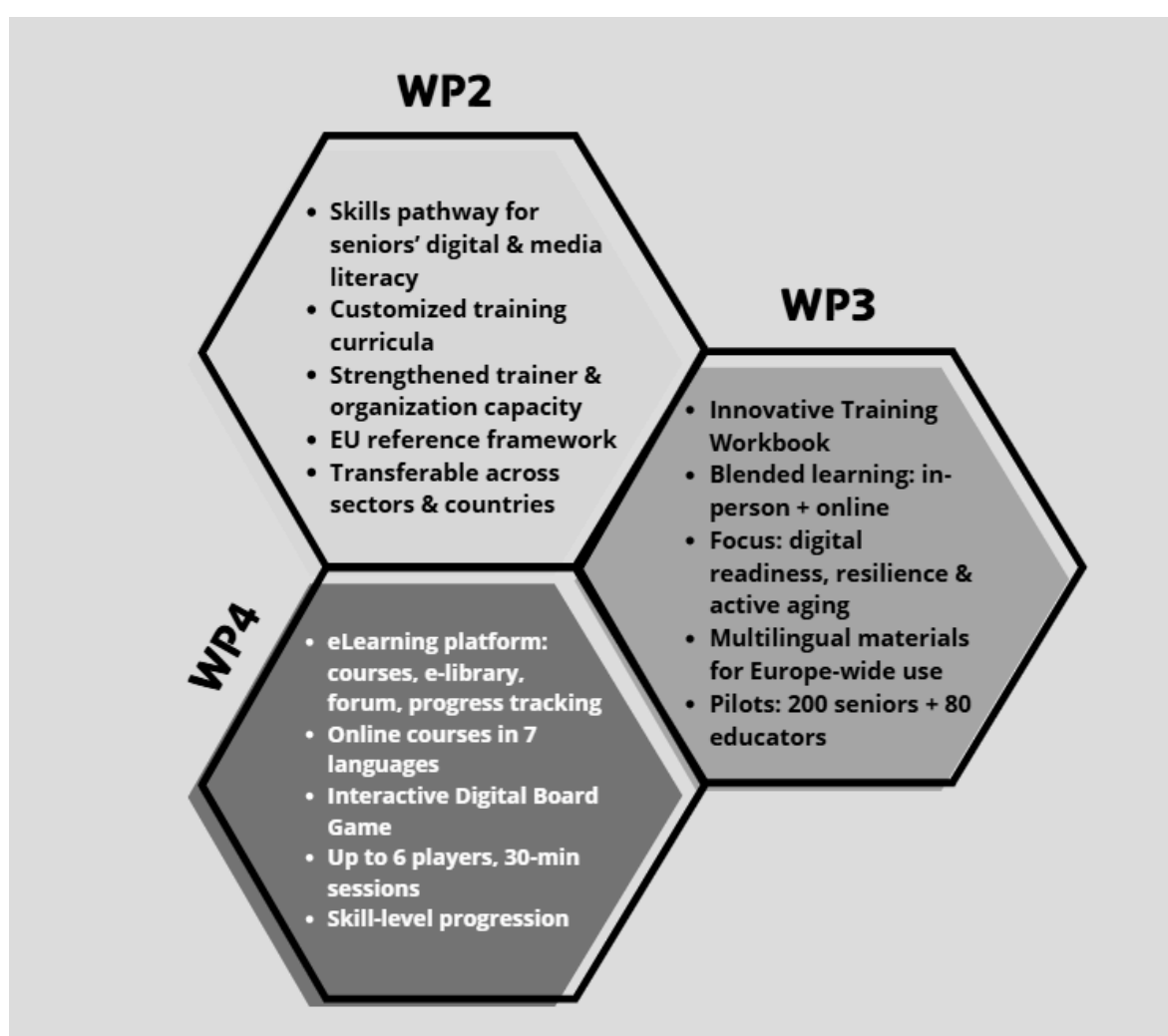
One of the challenges is the digital exclusion. Many adults, especially seniors and those less familiar with digital technologies, risk being excluded from accessing information and online services. This exclusion limits social, cultural, and civic participation. MIL provides practical tools to safely use devices, platforms, and digital media, reducing the digital divide and promoting inclusion and autonomy.

Another challenge is the complexity of digital information. The sheer volume and speed of

online information make it difficult to distinguish between reliable and unreliable content. Adults need to manage large amounts of data, recognize bias and manipulation, and make informed decisions in everyday life.

The Toolkit responds to these challenges by providing a practical, ready-to-use resource that empowers educators and organizations to build MIL skills, promote critical thinking, and support digital inclusion. It is also relevant for policymakers, as it demonstrates how MIL initiatives can be structured, sustained, and scaled across different contexts in Europe.

3. Summary of preliminary results (WP2, WP3, WP4) supporting the Toolkit



The development of the Toolkit (WP5) builds on the results of previous work packages. WP2 defined a clear framework of digital, media, and information literacy skills for older adults, providing the methodological basis and ensuring transferability across different European contexts. WP3 created a Training Workbook and supporting materials, tested with 200 older adults and 80 trainers, validating effective strategies and activities for developing MIL skills. WP4 developed the MIL Skills eLearning platform and Digital Board Game, demonstrating

how digital and interactive tools can make learning engaging and effective.

Together, the results of WP2, WP3 and WP4 form the basis, methodology and validated resources that the Toolkit translates into ready-to-use materials for adult educators. Thanks to these results, the Toolkit offers a comprehensive, adaptable, and sustainable resource to support older adults and adults in acquiring critical media and information literacy skills, addressing the challenges of disinformation and digital exclusion, and promoting lifelong learning.

4. Toolkit structure and guidance for implementation

The Toolkit has been designed as a modular and adaptable resource, allowing adult educators and organizations to select and apply the components that best fit their context and learners.

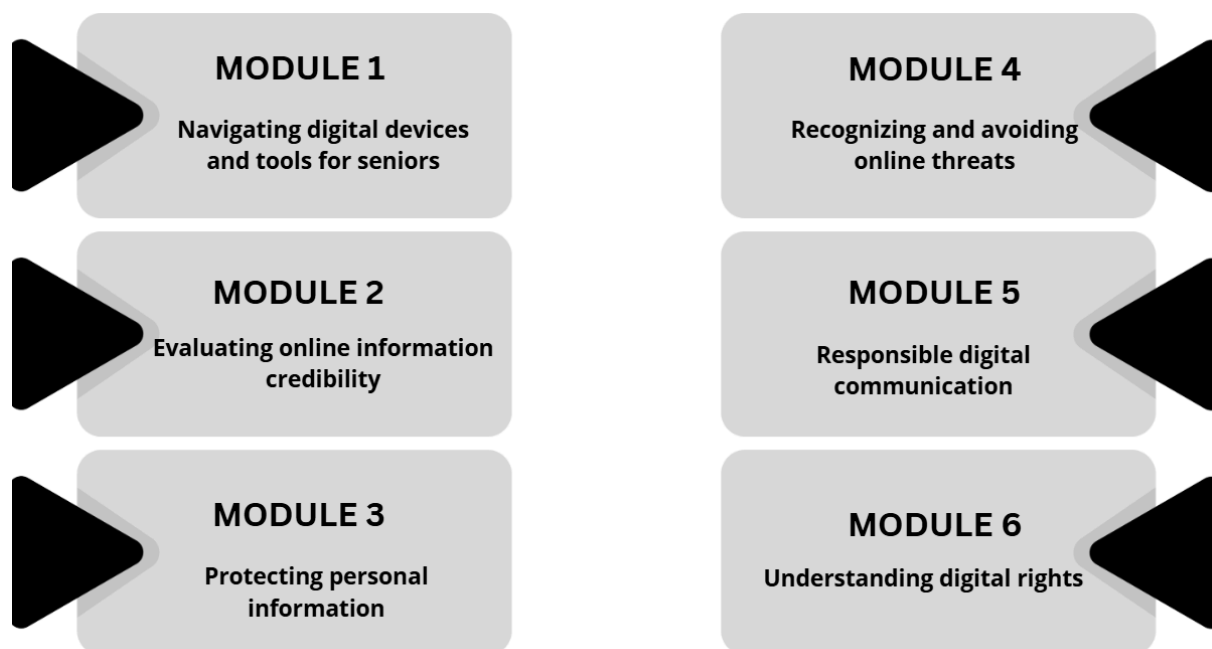
It is structured into the following main sections:

Training modules (lesson plans, exercises, and activities) to help educators deliver MIL content in a practical way;
Tools and resources, including checklists, worksheets, and digital materials that can be directly applied during training sessions;
Methodological guidelines, offering recommendations on teaching approaches, participatory methods, and how to use innovative tools such as the MIL SKILLS Digital Board Game and eLearning platform;
Monitoring and evaluation tools, enabling educators and organizations to measure the impact of MIL activities;
Practical guidance for target groups;
Conclusions and recommendations.

Each section is designed to be practical, flexible, and scalable. Educators can use the Toolkit as a step-by-step guide, but they are also encouraged to adapt it according to their learners' needs, cultural context, and available resources.

To facilitate its use, the Toolkit provides: clear instructions for each activity or tool, tips and examples based on the piloting activities carried out in partner countries and references to digital resources that extend learning beyond the Toolkit itself.

5. Proposed training module



Module 1: Navigating digital devices and tools for seniors

The module is an introduction to using digital devices and everyday online tools, with practical exercises tailored to seniors' needs. This module stems from the desire to provide older people with basic digital skills and awareness of their digital rights. Digital rights include privacy, freedom of expression, and access to information, which are essential for safe online browsing.

Module 2: Evaluation online information credibility

The module is designed to develop critical skills for verifying information, identifying fake news, and assessing the reliability of online sources. The module proposes strategies for evaluating reliable online sources and emphasizes the importance of assessing the author, publication, and expertise to determine reliability. By learning these strategies, individuals can critically analyse information and make informed decisions.

Module 3: Protecting personal information

Module 3 covers the topic of supporting older people in protecting their personal information online. It addresses topics such as digital identity, the dangers of oversharing, and practical measures to protect your accounts. The module offers advice on how to browse social media and secure websites, and how to protect yourself when using public Wi-Fi.

Module 4: Recognizing and avoiding online threats

Module 4 aims to explore the most common cyberthreats older adults may encounter, as well as other malicious threats phenomena associated with Internet use. This module provides

practical tips, activities, and guidelines on adopting good practices for secure online engagement.

Module 5: Responsible digital communication

Module 5 provides older adults and adult educators with the skills needed for effective and responsible communication education in the digital age. By developing good practices on digital communication, participants will confidently navigate messaging platforms, for example, promoting respectful interactions.

Module 6: Understanding digital rights

Module 6 focuses on key digital rights and principles, noting that some rights extend to the digital space, including the right of access, the right to privacy and the right to information. These rights they are critical to ensuring that individuals can navigate the digital world safely and freely.

6. Tools and resources

The MIL Skills Toolkit represents a comprehensive collection of practical tools and resources specifically developed to support educators and trainers working with adults. Its main purpose is to provide concrete support in the design and delivery of training activities, therefore facilitating learning and the development of specific skills.

Furthermore, the MIL Skills Toolkit was designed to ensure that the project results do not remain limited to its implementation phase, but can also be used, adapted, and transferred in different contexts and after the conclusion of the project itself.

In this way, the toolkit contributes to creating a lasting impact, promoting the sustainability of training initiatives and supporting the continuous development of the skills of the target adults, in line with the emerging needs of society.

In line with the project design, the Toolkit provides:

Lesson plans that trainers can directly implement or adapt to their learners' needs;
Practical checklists and worksheets to help seniors critically assess online information, verify sources, and practice digital safety;
Guidelines for fact-checking and evaluating media content;
Digital resources including: The MIL Skills eLearning platform , which hosts all project materials in English and national languages; The MIL Skills Digital Board Game , developed in WP4, which introduces MIL concepts in an interactive and engaging way for adults.
Reference materials at national and European level, offering links to institutions, organizations, and initiatives that promote digital literacy and MIL.

These resources are designed to be flexible and adaptable, meaning they can be used in different adult education settings (formal, non-formal, and informal). By combining printed worksheets with digital tools, the Toolkit encourages a blended approach, allowing trainers to address diverse learning styles and technological competences.

7. Teaching methodologies

To ensure effective use of the Toolkit, educators are encouraged to apply learner-centered and participatory methodologies. The pedagogical approach is based on the principles of experiential learning, critical thinking, and active engagement, which are particularly effective when working with adults and seniors.

Recommended methodologies include:

- Experiential and cooperative learning: engaging learners through group discussions, collaborative tasks, and peer-to-peer exchange, which build confidence and reinforce learning.
- Role play and simulations: using practical scenarios (e.g., identifying fake news articles, responding to phishing attempts) to develop hands-on problem-solving skills.
- Educational games: integrating the MIL Skills Digital Board Game and other gamified tools to make learning interactive, accessible, and motivating for seniors.
- Blended learning approaches: combining face-to-face sessions with digital resources from the eLearning platform, ensuring inclusiveness for both digitally confident and less experienced learners.
- Case studies and real-life examples: analyzing current events and examples of misinformation to connect training content with learners' everyday experiences.

These methodologies are intended to make MIL training practical, engaging, and directly relevant to adults' daily lives. They also ensure that learning is not limited to the classroom, but can be transferred to real-world contexts, thereby enhancing the sustainability of competences acquired.

8. Monitoring and evaluation

Monitoring and evaluation constitute fundamental elements to assure not only the quality and effectiveness of the MIL Skills Toolkit, but also its sustainability over time and the real transferability of the results. The evaluation activity is not limited to the simple collection of quantitative data, but also focuses on qualitative aspects to understand the degree of satisfaction of the participants, the relevance of the resources developed and the impact generated in the different educational contexts. In line with the provisions of Work Package 5 (WP5), the project defined a clear set of indicators and monitoring tools to measure progress and evaluate the effects of activities both at local level (in the individual communities and institutions involved) and at European level (in terms of transferability and scalability of results).

Key indicators The evaluation of the Toolkit and related activities is based on the following measurable indicators:	The evaluation tools include, for example:
Toolkit validation: the Toolkit is finalized, peer-reviewed, and made available in English and partner languages.	Structured participant satisfaction assessment questionnaires
Participation: at least 280 participants engaged across all multiplier events	Internal evaluations by project partners and external evaluations by members of the National Strategic Advisory Groups (NSAGs)
Satisfaction: 90% of participants express a positive evaluation of the Toolkit and related activities.	Attendance lists to monitor participation in national events and dissemination activities
Stakeholder engagement: at least 8 Memoranda of Understanding (MoUs) signed with external stakeholders to ensure sustainability and transferability	

Sustainability of evaluation

The monitoring process is designed not only to assess project outcomes but also to provide a replicable evaluation framework that can be used by organizations and policymakers to monitor future MIL initiatives.

Thanks to this systematic approach, the project manages to guarantee coherence between the activities carried out and the initial objectives set. Furthermore, this strategy allows the toolkit to be effectively used by recipients and positive impacts to be replicated and

maintained beyond the duration of the project. In this sense, monitoring and evaluation become not only control tools, but also strategic levers for continuous improvement and long-term sustainability.

8.1 Good practices from pilot activities

After the development of the training manual and materials, as part of WP3, pilot activities were conducted in all partner countries, involving a minimum of 200 elderly people and 80 adult educators. These sessions combined face-to-face workshops and online learning on the project's eLearning platform, with adult educators acting as online coaches to guide students throughout the course and ensure active engagement.

Key findings:
<i>Clarity and accessibility of materials:</i> The platform and digital game content were considered clear, well-structured, and easy to follow, with appreciation for practical examples and real-life case studies.
<i>Engagement and interactivity:</i> Participants responded positively to interactive workshops, practical activities, and group discussions. The digital game increased engagement and facilitated learning of key concepts.
<i>Relevance of content:</i> Topics such as online protection, digital scams, and information verification were highly relevant to participants' daily lives.
<i>Digital skills improvement:</i> Participants reported enhanced ability to evaluate online information and to use digital tools for communication and learning.

Challenges and areas for improvement:
<i>Accessibility and technical support:</i> Some participants, particularly seniors, faced difficulties accessing the platform and digital game independently, making facilitator or caregiver support useful.
<i>Timing and pacing:</i> Allowing more time for discussion and exploration improves learning outcomes and interaction.

Materials and game: Suggestions included simplifying longer modules, providing clearer initial instructions for the game, and increasing visual interactivity.

Practical recommendations for future sessions:
<i>Integrate</i> more hands-on activities and interactive exercises to reinforce key concepts.
<i>Ensure</i> the availability of adequate equipment or provide support from facilitators.
<i>Provide</i> step-by-step manuals or guides to support independent use of the platform and digital game.
<i>Adapt</i> content for group sessions with limited access to digital devices, using collective activities and support from caregivers or educators.
<i>Continue</i> collecting participant feedback to optimize module structure and interactivity levels.

The piloting phase of WP3 confirmed the effectiveness of the Training Workbook and digital materials in improving MIL skills among senior citizens and adult educators. These findings provide a solid basis for refining the course, ensuring accessibility, and promoting digital literacy, lifelong learning, and active aging across partner countries.

9. Practical guidance for target groups

The MIL Skills Toolkit is proposed as a flexible and inclusive resource, designed to support different target groups involved in educational processes. While maintaining a common structure of modules, tools and resources, the toolkit integrates a series of specific recommendations that allow its contents to be adapted to the needs of each reference group.



For trainers and educators, the toolkit provides operational and methodological tools useful for improving the design and delivery of training activities



For educational and civil society organisations, the toolkit offers a framework for implementing sustainable programmes, strengthening cooperation with other entities and enhancing their internal practices from a European perspective.



For policy makers and institutional stakeholders, recommendations are proposed aimed at fostering the integration of MIL skills into local, national and European strategies, thus promoting the transferability and long-term impact of project results.

9.1 For adult trainers:

Use adaptable lesson plans: start with the provided structures but adjust content, duration, and difficulty according to the learners' digital skills.

Engage seniors with practical examples: connect training activities with real-life situations (e.g., verifying a news article seen on Facebook).

Encourage peer learning: promote group activities where learners share their own experiences, strengthening motivation and confidence.

Combine digital and non-digital tools: for learners with low digital skills, integrate printed worksheets and offline exercises before moving to online platforms.

9.2 For organizations:

Integrate MIL into existing programs: embed Toolkit modules into ongoing adult education initiatives to maximize impact.

Build partnerships: collaborate with libraries, senior centers, NGOs, and local institutions to expand outreach and ensure inclusiveness.

Ensure trainer preparation: organize internal workshops to familiarize trainers with Toolkit materials before implementation.

Focus on sustainability: use the Toolkit as a foundation for developing long-term programs, beyond the project's lifecycle.

9.3 For policy makers:

Promote MIL in adult education policies: recognize media and information literacy as a key competence for active citizenship and lifelong learning.

Support funding and initiatives: allocate resources to scale up MIL programs and replicate the MIL Skills model in different regions.

Encourage cross-sectoral collaboration: involve education, culture, and digital innovation departments in supporting MIL actions.

Adopt EU-level reference frameworks: align national strategies with European recommendations on digital inclusion and media literacy.

10. Conclusions and recommendations

The MIL Skills Toolkit represents one of the key achievements of the Erasmus+ project Media and Information Literacy Skills of adults to develop critical thinking and combat fake news (MIL SKILLS). Its purpose is not only to provide immediate support to adult educators and organizations, but also to ensure that the project's outcomes remain relevant, sustainable, and transferable beyond its lifetime.

The Toolkit demonstrates that media and information literacy (MIL) can be effectively promoted among adults and seniors through a combination of practical resources, innovative methodologies, and strategic collaboration between education providers and policymakers. It highlights how a structured approach—combining research (WP2), training resources (WP3), digital innovation (WP4), and dissemination (WP5)—can lead to a comprehensive and replicable model for MIL in adult education.

Ultimately, the Toolkit seeks to build a bridge between individual empowerment (supporting adults to critically navigate the digital world) and systemic change (influencing organizations and policies to integrate MIL as a long-term priority).

Recommendations for adult trainers

The **MIL Skills Toolkit** is designed to support trainers in delivering effective, engaging, and learner-centered educational experiences for adult audiences, particularly seniors. To maximize its impact, the Toolkit encourages trainers to adopt flexible and adaptive approaches, tailoring content and activities to the specific needs, interests, and digital skill levels of participants.

The following recommendations provide practical guidance on how to use the Toolkit's modules, lesson plans, and digital resources to create meaningful learning experiences. By

focusing on real-life applicability, promoting active participation, and integrating interactive tools, trainers can foster a motivating and inclusive environment that encourages continuous learning and long-term engagement with Media and Information Literacy (MIL) skills.

FOR ADULT TRAINERS

- **Adopt flexible use of the Toolkit:** adapt modules and lesson plans to the digital skills, interests, and learning pace of seniors.
- **Focus on real-life applicability:** use examples from everyday media consumption (e.g., social networks, news sites, messaging apps) to make training more relevant.
- **Encourage active participation:** create safe learning environments where adults can share doubts and experiences without fear of judgment.
- **Integrate games and digital tools:** leverage the MIL Skills Digital Board Game and the eLearning platform to make training engaging.
- **Promote continuous learning:** motivate learners to keep exploring MIL topics beyond the classroom through online resources and peer groups.

Recommendations for organizations

To maximize the impact of Media and Information Literacy (MIL) initiatives, organizations must adopt a strategic and sustainable approach. The following recommendations provide guidance on how institutions can effectively integrate MIL into their regular activities, support trainers, and engage local communities.

By leveraging existing networks, planning for long-term sustainability, and promoting collaborative dissemination, organizations can ensure that MIL efforts are not only impactful in the short term but also embedded into the fabric of ongoing educational and community programs.

FOR ORGANIZATIONS

- **Institutionalize MIL training:** embed Toolkit modules into regular adult education programs to ensure long-term impact.
- **Provide trainer support:** organize preparatory sessions to familiarize staff with Toolkit resources and methodologies.
- **Engage local networks:** work with libraries, cultural centers, NGOs, and community associations to broaden outreach.
- **Leverage multiplier events:** use dissemination activities not only to share results but to build sustainable partnerships.
- **Plan for sustainability:** allocate resources to continue MIL activities after the end of the project, ensuring continuity and scalability.

Recommendations for policy makers

Media and Information Literacy (MIL) is increasingly recognized as a fundamental competence for active participation in society. Policy makers play a critical role in embedding MIL into national and regional lifelong learning strategies, ensuring equitable access, and fostering a supportive ecosystem.

The following recommendations outline key actions to promote MIL at a systemic level, including funding, inclusion, cross-sectoral collaboration, and alignment with broader European frameworks. By adopting these measures, policy makers can help build a digitally competent and resilient society.

FOR POLICY MAKERS

- Recognize MIL as a key competence: integrate media and information literacy into national and regional lifelong learning strategies.
- Support funding schemes: provide financial incentives and programs that allow organizations to replicate and expand MIL Skills training.
- Promote inclusion policies: ensure that seniors and low-skilled adults are prioritized in digital and media literacy initiatives.
- Encourage cross-sectoral collaboration: foster cooperation between education, cultural, and digital innovation bodies to strengthen MIL at all levels.
- Align with European frameworks: connect national initiatives to EU strategies on digital inclusion, active citizenship, and democratic resilience.

10.1 Transferability and replication of the MIL Skills Model

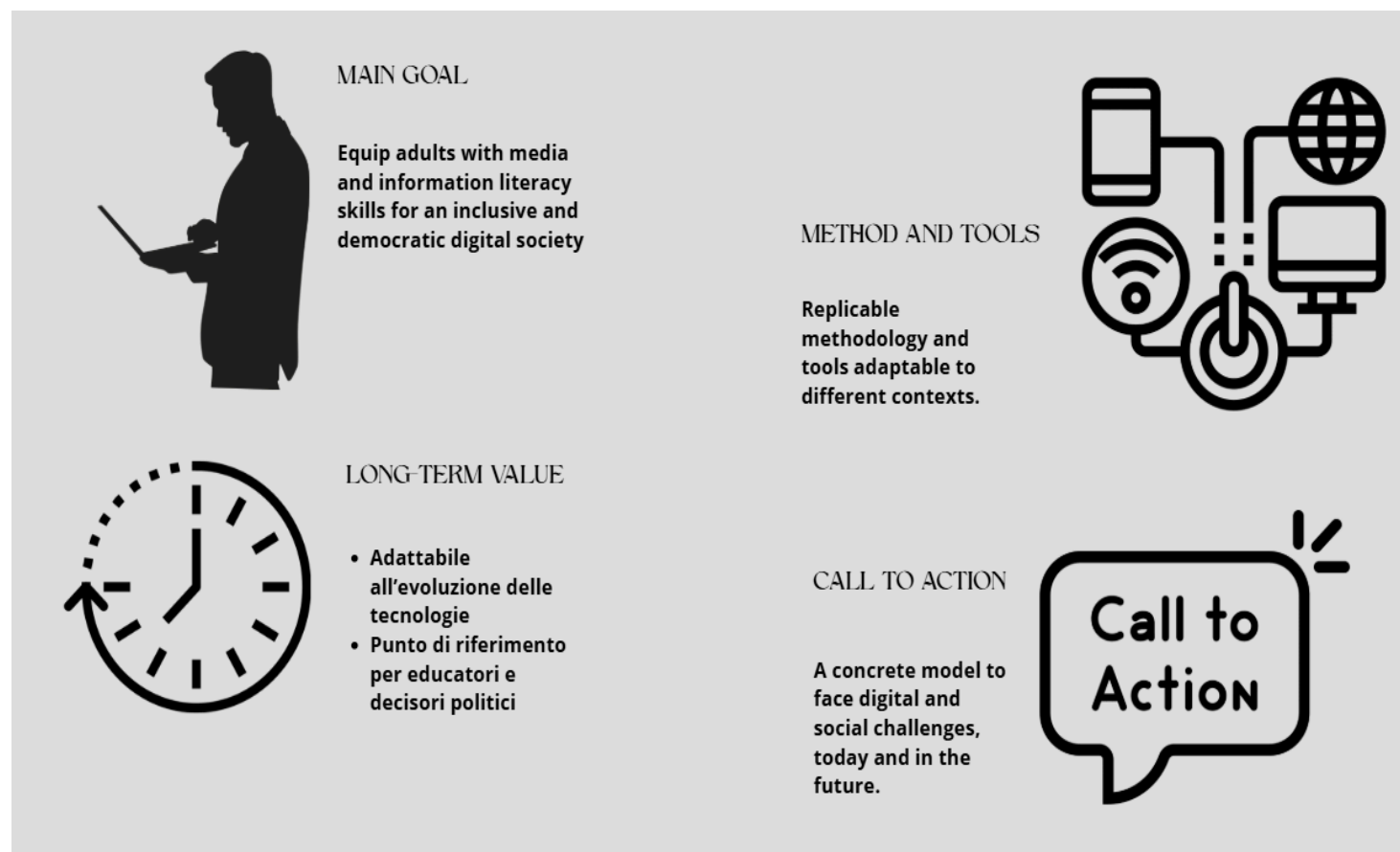
What gives value to the MIL SKILLS model is its ability to be adapted and transferred to different contexts. In fact, the strategies and methodologies described previously were not conceived as static products, but as flexible models, therefore adaptable to both educational, community and political contexts.

For example, at the local level, the Toolkit can be implemented both by adult education centres and by community organizations, libraries, and associations. Its structure allows trainers to adapt lesson plans based on students' skills, interests, and needs. Furthermore, resources such as the eLearning platform and the board game present themselves as engaging and inclusive learning opportunities, to lighten the information load.

Again, at the regional level, regional bodies can adopt the MIL Skills model as a reference point to guide the design of initiatives that aim to overcome the challenges of digital literacy and disinformation. This is certainly a way to make this learning model available to a wider audience, ensuring coherence and quality in all territories.

Instead, at European level, the MIL Skills Toolkit is an integral part of the program of digital inclusion, democratic participation and the fight against disinformation promoted by the EU. Political figures and institutions can replicate the model, integrating its methodology into European strategies to contribute to the improvement of adult learning.

11. Final consideration



WP5 activities were preparatory to the production of the MIL Skills Toolkit for adult trainers, adult education organisations, industry experts, stakeholders, and policy makers.

The goal was to produce output that included practical information on how to apply the MIL skills provided in their educational methodology, as well as additional resources and tools to support their students in developing media and information skills to effectively navigate online and counter the spread of fake news and misinformation.

Media and information literacy can help adult educators deliver engaging, effective and impactful lessons that meet the needs of their students and help them develop the skills and knowledge needed to confidently navigate the complex digital landscape.

The MIL Skills Toolkit, was born as a structured set of tools, guidelines, resources, and practical materials with the objective of supporting the implementation, management, or replicability of a project. This toolkit demonstrates that providing adults with the right media and information literacy skills is not only possible, but essential to building a more resilient, inclusive, and democratic digital society. Its methodology, tools and recommendations can be replicated and expanded in different contexts, ensuring that the project's legacy continues to inspire educators, organizations, and policy makers for years to come.

In conclusion, the Toolkit offers a roadmap for addressing the challenges of disinformation, digital exclusion, and lack of critical thinking skills in adult populations. Its replicability and long-term value lie in its ability to adapt to evolving technologies and social needs, remaining a point of reference for the future of adult education.

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