



Question what you get. Media education to fight Disinformation



Training for future teachers on the implementation of the materials developed by *Qyourself*

08/04/2025



Co-funded by
the European Union



AIMS

1. Understand the project: Learn journalistic methods to critically read information and counter misinformation.
2. Understand the materials designed for the project so you can use them.
3. Use learning situations to work with students.
4. Reflect on how to adapt the materials to the characteristics and needs of students and make any necessary adjustments.



Today's learning path...

PRESENTATION OF THE PROJECT

The application of
the journalistic
method to confront
disinformation



OPEN
EDUCATIONAL
RESOURCES
created by
QYourself



PRACTICE:
How to adapt these
resources to the
needs of our
students?



QUESTIONS

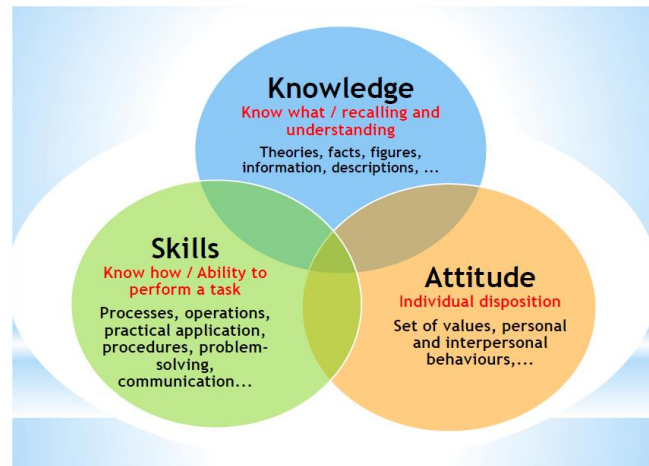
Competence based education



❑ In the field of education, competence refers to that which anyone needs to **solve the problems and challenges** they face in life.

❑ Being competent means **being able to integrate and mobilize** effectively and at the same time **conceptual knowledge, procedures and attitudes** previously learnt and trained.

Zabala, A. y Arnau, L. (2008): *Cómo aprender y enseñar competencias*.
Barcelona: GRAÓ, p.13.



Our ability to integrate and implement our knowledge with the goal of addressing the problems we encounter in real situations



Learning situations

- **What is a learning-situation?**

- A **complex activity**, it should pose certain level of difficulty (a **challenge**)
- Since there is not just one way of solving a problem, it requires to carry out **research** and **planification**.
- For this purpose students should **integrate and mobilise** their **knowledge and competences**.

- **COMPETENCES** → prepare students to give appropriate answers to the problems they face.

- Confront learners with **complex and meaningful situations**, so that they solve those situations or problems using the necessary competences.

- Develop the ability to **integrate knowledge** and learn to **apply it in new and different situations**.

CHARACTERISTICS:

- Complex situations
- Real situations
- Meaningful:
 - Connected to their interests
 - Adapted to their level of knowledge
 - Useful
 - Knowledge applied to a context
 - Interdisciplinary
 - Ability to measure what they know and what they need to learn
- Product
- Freedom to choose the solution



TITLE of the learning scenario	It should be a motivating or engaging title that suggests the topic and learning aims						
AREAS or SUBJECTS implied	It is supposed to be an interdisciplinary activity, so the different subjects or areas of knowledge should be briefly described						
TARGET GROUP	What is the target group of these activities, who was it designed for?						
DURATION	Amount of hours it takes to complete the proposed activities (sometimes we can create longer or shorter versions of the learning scenario, so that they can be adapted by teachers or trainers to their needs and available time)						
AIMS	Brief explanation of what are learners expected to do, how and why they are going to do it. It should be a brief description where the teaching and learning purposes are clearly described						
OERs—COMPETENCES—LEARNING OUTCOMES	<p>Choose from the LIST of 5 OERs and the respective competences and learning outcomes defined by the journalism team that will be trained and achieved in this learning scenario.</p> <table border="1"> <tr> <td>Identify and check sources of information</td><td> <ul style="list-style-type: none"> • Associates topics with documentary sources • Rigorously evaluates the reliability and quality of sources • Searches for, selects, and retrieves sources • Seeks alternative sources </td></tr> <tr> <td>Distinguish and understand the elements of information</td><td> <ul style="list-style-type: none"> • → Applies theoretical knowledge to concrete cases • → Assesses the informational elements of a text • → Learns about the strengths and weaknesses of news products in WW • → Hierarchises and prioritises web information • → Consumes texts critically </td></tr> <tr> <td>Analyze an apparently informative message</td><td> <ul style="list-style-type: none"> • Differentiates between the message sender and the source of information • Identifies authorized and reliable sources • Understands the importance of verifying information • Appreciates the value of information sources • Recognizes the relevance and appropriateness of an information source • Detects opinion in an apparently informative message </td></tr> </table>	Identify and check sources of information	<ul style="list-style-type: none"> • Associates topics with documentary sources • Rigorously evaluates the reliability and quality of sources • Searches for, selects, and retrieves sources • Seeks alternative sources 	Distinguish and understand the elements of information	<ul style="list-style-type: none"> • → Applies theoretical knowledge to concrete cases • → Assesses the informational elements of a text • → Learns about the strengths and weaknesses of news products in WW • → Hierarchises and prioritises web information • → Consumes texts critically 	Analyze an apparently informative message	<ul style="list-style-type: none"> • Differentiates between the message sender and the source of information • Identifies authorized and reliable sources • Understands the importance of verifying information • Appreciates the value of information sources • Recognizes the relevance and appropriateness of an information source • Detects opinion in an apparently informative message
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	<p>Distinguish information from opinion</p> <ul style="list-style-type: none"> • Distinguishes between informational and opinion texts • Identifies different opinion genres • Evaluates the informational elements of a text
CONTEXT AND INITIAL CHALLENGE	<p>The context created to prompt the need to solve the challenge posed to motivate and engage the learners should be explained briefly.</p> <p>Describe the challenge/question posed to the learners (it should make the learning scenario meaningful to the learners, it should give a purpose to the completion of the activities proposed)</p>
PRODUCT	<p>What is the final product that learners will create as an answer to the challenge posed? It can be a decision they take and express in a declaration or text, it can be an action they take, an exhibition they create, information they create to distribute or present to an audience, ... (sometimes learners can participate in the decision of the product they want to create, it does not need to be predefined by the teachers/trainers)</p>
METHODOLOGY	<p>Define use and needs regarding space and resources.</p> <p>Grouping of students (individual work, group work, ...)</p> <p>Kind of activities (lesson, interactive work, debate and discussion, cooperative work, ...)</p> <p>Role of the teacher/trainers</p>
ASSESSMENT	<p>If you plan or need to assess the learning acquired by the learners, how do you plan to assess it? Mention type of assessment, as well as assessment criteria and tools</p>
SEQUENCE OF ACTIVITIES (approximate duration of activities)	<p>START</p> <p>Presentation of the challenge/question</p> <p>Previous knowledge</p> <p>Planning (what we know, what we need to know, how we are going to do it...)</p> <p>DEVELOPMENT</p> <p>Research (if needed)</p> <p>Choosing and completing the activities following the model of the OERs created by journalism</p> <p>Maldita's suggestions and advice about what to consider questions learners should ask when facing disinformation</p> <p>FINAL PHASE</p> <p>Activities aimed at creating the previously defined product or giving an answer to the challenge/question posed in the beginning</p> <p>It is recommended to include a final reflection on the work done and results achieved, some kind of self-assessment</p>



Example of a learning situation in which the journalistic method is applied



- **1** The first thing you need to do: think of a situation that can imply a **CHALLENGE** as close to reality as possible to your students (target group), so that the activities they have to carry out result meaningful and students see the use that it may have in their everyday lives.

The challenge will vary depending on the target group (their interests, needs, age and maturity,...).

In this example, designed for secondary school, we suggest :

- *Students are working on climate change activism and there are comments in the classroom about a social media message containing a **hoax** that has gone viral among youth. The message undermines the work they are doing in the classroom. Some believe it, others don't, but they are all concerned about the consequences and want to know how to deal with disinformation.*



Another CHALLENGE, this time in Art History classes...

Propose a situation that involves a CHALLENGE as close as possible to the reality of the students we work with, so that the activities we propose are meaningful. Our students should identify it as a situation that allows them to learn something useful in their daily lives.

EXAMPLE of a situation presented in an **Art History class**: when talking about ancient Rome, the teacher mentions the smear campaigns that Octavian (the future Emperor Augustus) led against his opponent Mark Antony, one of Julius Caesar's trusted commanders.

*In Republican Rome, a civil war was raging between **Octavian**, the adopted son of the great general Julius Caesar, and Mark Antony. While victories in major battles were essential to winning the war, Octavian knew **he needed the support of the people to succeed as a ruler**.*

*To **garner this public support**, Octavian launched a **fake news campaign** against Mark Antony. He claimed that Mark Antony, who was having an affair with Cleopatra, the queen of Egypt, did not represent traditional Roman values such as loyalty and respect. Therefore, he declared him unfit to exercise power.*

*Octavian conveyed his message to the public **through poetry and short slogans printed on coins**. The coins circulated among the people, and the message spread, similar to how hoaxes spread today through social media.*

Octavian ultimately won the war and became Rome's first emperor, ruling for over 40 years.

Some students comment on the **parallels between past propaganda and current campaigns to discredit politicians on social media** and begin to mention current examples. The teacher takes the opportunity to lead a **class discussion about false accusations, their consequences, and how to address misinformation**. In the end, the students decide to delve deeper into this topic to learn what to do the next time they encounter this type of message.





Two examples of hoaxes related to campaigns to discredit politicians





- **2** The teacher, together with the kids, decides to organize a **CLASSROOM DEBATE** about disinformation:

- *what is the problem?*
- *what are the consequences?*
- *why is it important to face this problem?*



- One of the main questions in the end should be: **WHAT CAN WE DO ABOUT IT?**
- And here, if none of the students has come up with it already, the teacher could lead them to think about the professionals that deal with information, journalists. What if we try to learn from them?
- **Thinking like journalists** → Becoming **GATEKEEPERS**

In communication theory, gatekeeping is the process through which information is filtered before it is disseminated

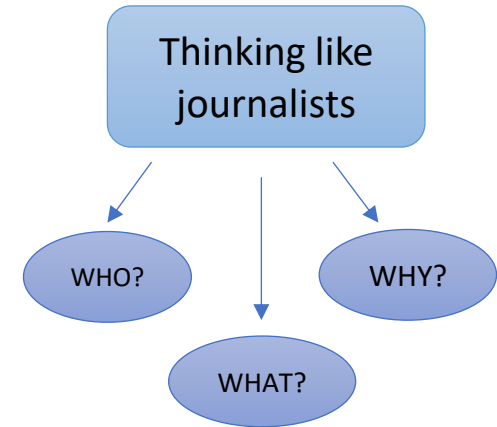


Can you think of a challenge you could propose to your students?





- **3** This is where the materials developed by the journalism team should be introduced. We have **5 open educational resources (OER)** that will guide us through the work and competences of journalists so that students are able to face the challenge posed in the beginning.
- According to the time available and the characteristics of the students, the teacher can **choose the ACTIVITIES to work on each of the 5 OERs**. Ideally, and to promote their protagonism in their own learning process, students should also be able to decide on their own what activities would be more useful for them; but in most cases it will probably be the teacher who decides.
- The 5 OER and their learning outcomes are presented in the table below, so that you can decide what is more appropriate. Again, the materials have been designed to **advance progressively**, so it is advised to follow the order of the OERs.





4 OERS	Learning outcomes
Identify and check sources of information	<ul style="list-style-type: none">• Associates topics with documentary sources• Rigorously evaluates the reliability and quality of sources• Searches for, selects, and retrieves sources• Seeks alternative sources
Distinguish and understand the elements of information	<ul style="list-style-type: none">• Applies theoretical knowledge to concrete cases• Assesses the informational elements of a text• Learns about the strengths and weaknesses of news products in W• Hierarchises and prioritises web information• Consumes texts critically
Analyze an apparently informative message	<ul style="list-style-type: none">• Differentiates between the message sender and the source of information• Identifies authorized and reliable sources• Understands the importance of verifying information• Appreciates the value of information sources• Recognizes the relevance and appropriateness of an information source• Detects opinion in an apparently informative message
Distinguish information from opinion	<ul style="list-style-type: none">• Distinguishes between informational and opinion texts• Identifies different opinion genres• Evaluates the informational elements of a text

OER1

Exercise 2.1: Classifying information sources (1)

EL PAÍS
EL PERIÓDICO DE ESPAÑA

Presented a document for the treatment of smokers

Many still refer to smoking as a "habit." This diminishes its true importance: it is a disease, and as such, it should be treated.

To address this, a document was presented this week with the aim of ensuring that anyone who wants to quit smoking receives healthcare support.

The idea is to identify the millions of smokers in Spain and offer them help to combat the leading cause of preventable premature death. Thousands of people die in Spain due to tobacco, and millions more around the world.

Classification table

Source	Type
Presented a document	Unknown Documentary Primary Unauthorized Irrelevant Non pertinent
Many still refer to smoking as a "habit":	Unknown Personal Non-organizational (particular) Unauthorized Irrelevant Non pertinent
A document was presented	Unknown Documentary Primary Unauthorized Irrelevant Non pertinent
...	More elementary or basic Qs, if necessary
	Source: Qyourself

OER2

EXERCISES

Identification of Simple or Elemental Ws

The best way to identify the elemental **Ws** is to rely on their syntactic markers. That is, to perform a morphosyntactic analysis of each sentence. However, this can be complicated for certain groups. Therefore, —honoring the name of the project: **Qyourself**— this phase can be substituted by asking about the **elemental Qs** in each sentence.

The Signle or Elemental Questions

• What:	Involves the events, actions, and ideas being reported.
• Who:	Refers to all the characters appearing in the news.
• Whom:	Indicates who is affected by the content.
• When:	Places the action in a specific time.
• Where:	Defines the space where the events take place.
• How much/many:	Indicates the quantity or quantities of the elements being reported.

Source: Qyourself

This method is by no means the most exhaustive, and it can lead to misunderstandings by overlapping, repeating, or mixing possible answers. However, it is simpler than resorting to a morphosyntactic analysis.

Example: Search for elementary Q's

"According to the World Health Organization (WHO), smoking is one of the leading causes of preventable death in the world, responsible for more than 8 million deaths each year"

What:	smoking (is one of the leading causes of preventable death)
Who:	the World Health Organization (WHO)
Whom:	---
When:	each year
Where:	in the world
How much/many:	more than 8 million

More elementary or basic Qs, if necessary

Sources: [EL PAÍS](#), [Qyourself](#), [Qyourself](#) & [Qyourself](#)

OER3

PHASE 2: The importance of being able to verify the information conveyed in a message



QUESTION: What makes the citizen John Smith a reliable source of information?

In this case, citizen John Smith becomes a reliable source of information because he has included the primary and authorized source (the Ministry's statement) in his message. The recipient can verify that what John Smith is communicating is true by directly (with a click) accessing the source of the information. Citizen John Smith, and of course the Ministry, are the most reliable sources here, ahead of the media outlet The Truth and the renowned sociologist from your university, because they still do not include the source of the information in their respective messages.

The goal in this second phase of the exercise is to delve into the concept of **verification**, the fundamental pillar upon which the credibility of any informative message is built. Verification of information is a process used in journalism—and in academia—to check the accuracy, validity, and reliability of the data and information obtained. Verifying is a key act in quality journalistic production, as it helps filter out false or misleading information and ensures the integrity of publications.

Remember: Information that cannot be verified indicates a lack of reliability and credibility.

OER4



Exercise 4.2: Manipulated text (1)

The original informative text has been manipulated by including judgments or opinions against the approval of the bill (highlighted in red). This serves as an opportunity to explain why an ostensibly informative message that disguises opinion within it should not be trusted (remember: a news piece must be neutral, as objective as possible, and should always avoid adjectives). It is worth noting that high-quality journalistic outlets always clearly differentiate between these genres. Conversely, disinformation often circulates through different channels (mainly social networks and messaging apps), where opinion is disguised as information, hence the message has been adapted to these types of platforms.

The German Bundestag approved on Friday the controversial law project proposed by German Health Minister Karl Lauterbach to legalize cannabis consumption, despite strong criticism from experts, the opposition, and even within Chancellor Olaf Scholz's ruling coalition, comprised of the Social Democrats (SPD), the Greens, and the Free Democrats (FDP). With this regrettable measure, set to take effect on April 1, the Government coalition advances a dangerous project that will jeopardize the health of thousands of German citizens.



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Source: Author's own work

Exercise 4.3: Manipulated text (2)

OER5



LEARNING SITUATION (we apply the previous ones)

Searching for Elementary Qs



Activity 1: Search for elementary Q's

Each group should read carefully the message they are analysing and identify the elementary Qs in it.

What:

Who:

Whom:

When:

Where:

How much/many:

Once you have identified the elementary Qs, answer the following questions:

- Ask yourself about the absence of elementary Qs: should they be present or not?
- Question the relevance and accuracy of the elementary Qs.
- Mark the sources in the elementary Qs and pay special attention to their relevance.

Source: Qyourself



The importance of distinguishing between source and sender



Activity 2: Distinguishing between sender and source

The objective of this educational resource is for your students to learn to differentiate between the **sender of a message** and the **source of information** (Phase 1); to understand the **need to verify the information** they receive (Phase 2); and to learn to **assess the relevance and appropriateness of a source** based on the information it provides in the message (Phase 3).

PHASE 1: SENDER vs. SOURCE

Before starting the exercise, it is worth recalling that the sender of a message and the source of information are not the same, although they may sometimes coincide. In this sense, the sender is the person or entity that transmits the message, while the source of information is the origin of the content used by that sender to craft their message. During the exercise, we will delve into some of these basic concepts—key notions to keep in mind before accepting any supposed information as true.

To achieve this, we will use the communication and journalism theories studied so far and progressively apply them to the analysis of a message circulating on a well-known social network—one of the main channels through which misinformation flows today. It is time for you to start thinking like journalists...

It is important for students to ask themselves two key questions during the analysis of the message:

**What information does it contain?
Who is issuing it?**

Remember: The sender of the message is not the same as the source of the information.

We can trust the senders of information who have the competence and legitimacy (authority) to issue this type of information. In those cases they are both the source of the information and the sender of the message.

HOWEVER: There may be several senders of information, but not all of them include the legitimate and authorized source in the supposed information they provide, and thus we cannot verify it directly. In those cases we should question the accuracy of the information.

Remember: Without a LEGITIMATE source in the information, the information may lack value.

- ✓ Importance of verifying information
- ✓ Learning to assess the relevance and pertinence of a source
- ✓ Distinction between source and sender

**What information does this
message contain?
Who is the sender?**



Verification of information contained in a message



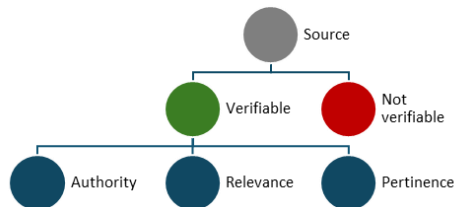
Activity 3: Verifying the information conveyed in a message

What makes a person or organisation a reliable source of information?

A RELIABLE source of information is one that includes the primary and authorized source in a message. The recipient can verify that what is being communicated is true by directly (with a click) accessing the source of the information.

The goal in this second phase of the exercise is to delve into the concept of VERIFICATION, the fundamental pillar upon which the credibility of any informative message is built. Verification of information is a process used in journalism—and in academia—to check the accuracy, validity, and reliability of the data and information obtained. Verifying is a key act in quality journalistic production, as it helps filter out false or misleading information and ensures the integrity of publications.

Remember: Information that cannot be verified indicates a lack of reliability and credibility.



What makes an organization or person a reliable source of information?

- ✓ It should include the primary and authoritative source
- ✓ Check the accuracy, validity, and reliability of the information (verification)

Are the information sources of the messages we are analyzing reliable sources of information?



Authority, relevance and pertinence

Activity 4: Recognizing the authority, relevance, and pertinence of an information source in a message

What makes a source of information PERTINENT?

Remember: *For an information source to be pertinent, it must be authorized, and its message must be relevant (Pertinence = Authority + Relevance).*

What makes a person or organisation a reliable source of information is their competence and LEGITIMACY (AUTHORITY) to speak on the topic at hand. (You can consult the OER: *Learn how to identify and check sources of information*)

Source: Qyourself

- ✓ What makes a person or organization a relevant source of information is their competence and legitimacy (authority) to speak on the topic in question.

Do these messages contain pertinent sources of information?





Distinguishing information from opinion

Activity 5: Distinguishing information from opinion

Explain whether this message qualifies as news (justify your answer).

REMEMBER:

- Opinion disguised as information biases the news and steers us toward a particular viewpoint. Distinguishing information from opinion is crucial, as those who spread misinformation often mask opinions as verified information, presenting something as news when it is not.
- A news piece must be neutral, as objective as possible, and should always avoid adjectives. An ostensibly informative message that disguises opinion within it should not be trusted. It is worth noting that high-quality journalistic outlets always clearly differentiate between these genres. Conversely, disinformation often circulates through different channels (mainly social networks and messaging apps), where opinion is disguised as information.
- Opinion itself is not negative but must be clearly identified as such so the audience can easily recognize it. High-quality journalistic outlets always label opinions as such, ensuring readers, listeners, or viewers understand that these are opinions and not information.

- ✓ News should be neutral and as objective as possible.
- ✓ Adjectives should be avoided.
- ✓ Quality news outlets always explicitly identify opinions as such.

Can these messages be considered news?





- **4** Once students have completed all the planned activities, they should be able to **MAKE INFORMED DECISIONS** about the disinformation they receive. In the case of the students of the example,

What is the answer they will give to the hoax that had become viral?

How are they going to interact with this message?



HOAX about Ada Colau, former mayor of Barcelona, refuted by Spanish Fact-checker MALDITA



También en redes sociales se hizo viral [un contenido](#) que recogía unas supuestas declaraciones de la alcaldesa de Barcelona, Ada Colau, asegurando que "implantar un toque de queda masculino por la noche puede ser positivo para Barcelona".

Pero, [como ya te explicamos](#), es un bulo: las declaraciones son falsas y el contenido procede de una cuenta que suplanta la identidad del periódico El País. Nos damos cuenta de ello, al fijarnos en el handle (el nombre que sigue al @) de la cuenta que publicó estas supuestas declaraciones, que no coincide con el oficial -y verificado- de El País.

No, este tuit sobre unas supuestas declaraciones de una asesora de Irene Montero sobre nacionalizar "a todos los inmigrantes" para evitar "noticias de violaciones a manos de extranjeros" no es de El Mundo: es una cuenta autodenominada parodia



No, este vídeo de Isabel Díaz Ayuso inaugurando la “Escuela Infantil Duque de Feria” no es cierto



“Nueva Escuela Infantil Duque de Feria”. Este es el espacio que habría inaugurado la presidenta de la Comunidad de Madrid, Isabel Díaz Ayuso, según los contenidos que se están difundiendo en redes sociales. Pero es un bulo: se trata de un montaje difundido por una cuenta parodia de la representante del Partido Popular (PP).

No, este vídeo de Isabel Díaz Ayuso inaugurando la “Escuela Infantil Duque de Feria” no es cierto

Publicado 7 mar 2023, 12:27:34

Actualizado 23 may 2023, 13:40:00

Claves

- Circula un vídeo de la presidenta de la Comunidad de Madrid, Isabel Díaz Ayuso, en la inauguración de una supuesta Escuela Infantil llamada 'Duque de Feria', pero es un bulo
- Estas imágenes fueron grabadas en la inauguración del nuevo edificio del Ayuntamiento de Tielmes (Madrid), en abril de 2022
- El usuario que ha difundido este vídeo en Twitter es una parodia de la cuenta oficial de Ayuso, de la que ya hemos advertido en *Maldita.es* en otras ocasiones

HOAX

No, this is not Isabel Díaz Ayuso (president of autonomous community of Madrid) opening a new school called “Duque de Feria”

Information about the HOAX given by the Spanish fact-checker MALDITA in its webpage



5 Besides, while they carry out all those activities students must have an aim that guides their learning progress and leads them to create a **FINAL PRODUCT**. In this case, this final product can be:

- the **decision** they take about the viral hoax
- the creation of a **decalogue or infographic to raise awareness** about the risks of disinformation and how to deal with it.
- The teacher can suggest what should be the final product, or students can decide themselves, but it should be an answer to the initial challenge (an **informed decision about how to interact with hoaxes**, how to develop a **critical attitude** towards information, how to detect and counter misinformation...).

HOAX about Greta Thunberg refuted by Spanish Fact-checker MALDITA



M MALDITA.ES
PERIODISMO PARA QUE NO TE LA CUELEN

Vídeo que se difunde



12:17 p. m. · 30 oct. 2023 · 165,1 mil Reproducciones

Captura de la entrevista original

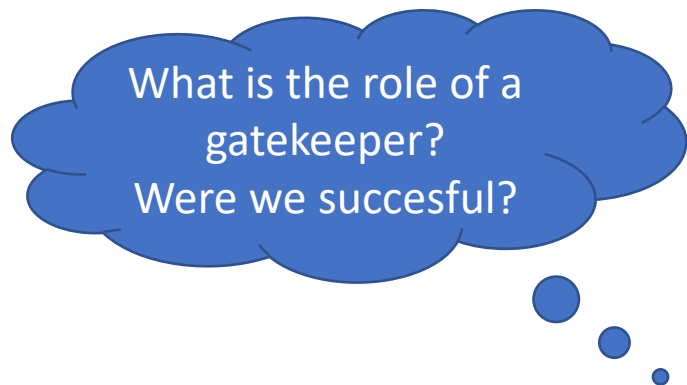




6 It could be a good idea to have a **FINAL WHOLE CLASSROOM DEBATE** before they take the decision. This decision can be collective or individual, but the debate is a good opportunity to **reflect on what they have learnt**, do a **recap and summarise** the arguments of their classmates based on the **journalists' strategies** they have just learnt.

SUMMARISING DEBATE DISCUSSION

Different opinions expressed and arguments used	
Main differences	Common ground for agreement
Final resolution	





? yourself

Question what you get. Media education to fight Disinformation



Erasmus+: Key Action 2, Cooperation partnerships in adult education

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