

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	101147983 - Januam gUG - JAN
PIC number:	882538108
Project name and acronym:	Immunising citizens against dis/misinformation - IMMUNE 2 INFODEMIC 2

EVENT DESCRIPTION	
Event number:	16
Event name:	Pioneering Innovations in Addressing Dis/Misinformation: Empowering Youth Voices with Innovative Strategies
Type:	Workshop
In situ/online:	in-situ
Location:	Darmstadt, Frankfurt, Germany
Date(s):	11.12.2025, 05.02.2026, 26.02.2026
Website(s) (if any):	https://januam.org/pioneering-innovations-in-addressing-disinformation-empowering-youth/
Participants	
Female:	43
Male:	10
Non-binary:	-
From country 1 [Germany]:	53
Total number of participants:	53
From total number of countries:	1
Description	
<p>WP16 was organised by Januam gUG in Darmstadt and Frankfurt am Main, Germany, and consisted of three workshops. The workshops were designed to strengthen digital resilience, promote media literacy, and empower young people and migrant communities to actively address disinformation through innovative, participatory strategies - directly supporting the aims of WP16.</p> <p>Overview of the Three Workshops</p> <p>First Workshop Date & Location: 11.12.2025, Rheinstraße 5, 64283 Darmstadt Target Group: Migrants who aim to improve their computer skills and digital knowledge Participants: 14 Format & Content: This workshop specifically targeted migrants participating in Januam's computer courses and others seeking to strengthen their digital and computer skills. The session introduced key</p>	

concepts such as misinformation, disinformation, and malinformation, and explored how false or misleading information spreads through social media platforms and digital channels.

Participants were guided through practical exercises on identifying manipulated content, recognizing unreliable sources, and understanding the role of algorithms in shaping online information exposure. Special attention was given to AI-generated content, including images and texts, and how such tools can be used both constructively and manipulatively. The interactive format allowed participants to connect digital skill development with critical media literacy, ensuring that technical competencies were complemented by analytical awareness.

In addition, the workshop introduced participants to innovative approaches for addressing disinformation, including simple verification techniques, fact-checking practices, and responsible sharing behavior in online environments. Participants discussed how individuals, including migrants and young people, can contribute to preventing the spread of misleading information within their communities by applying critical thinking and verifying sources before sharing content.

Results: Participants enhanced both their digital competencies and their ability to critically assess online information. They reported increased confidence in recognizing misleading content and demonstrated improved understanding of how algorithms and AI tools influence the information they encounter. The workshop strengthened their capacity to navigate digital environments more safely and responsibly.

Furthermore, participants reflected on their own role in the digital information ecosystem and discussed how they can actively contribute to reducing the spread of misinformation within their social networks. By combining digital skills with media literacy, the workshop supported participants in becoming more informed and responsible digital citizens capable of engaging with online information critically.

Second Workshop

Date & Location: 05.02.2026, Leipziger Str. 36, 60487 Frankfurt am Main

Target Group: Employees of Social Organizations and their Target Groups (Youths and Parents)

Participants: 9

Format & Content: The workshop addressed the concept of disinformation, the mechanisms through which algorithms amplify and circulate misleading content, and relevant real-life examples illustrating its societal impact. Particular emphasis was placed on the role of young people in the digital information ecosystem.

Young people, as one of the groups spending the majority of their time on social media platforms, are simultaneously among the most exposed and most vulnerable demographics in relation to disinformation. Awareness of the risks they face, ranging from manipulation and polarization to psychological and social consequences, was highlighted as a critical prerequisite for resilience.

At the same time, this demographic demonstrates a comparatively high level of familiarity with the functioning of social media platforms and digital tools. For this reason, youth were identified not only as a risk group but also as a strategic actor in combating disinformation. It was underlined that understanding the importance of the issue should begin within formal education structures, and schools were identified as essential environments for building foundational awareness.

Furthermore, it was discussed that once adequately informed, young people are capable of developing innovative strategies to counter disinformation. Proposed approaches included:

- Game-based awareness and learning tools
- AI-supported fact-checking mechanisms
- Meme-based identification and labeling of misleading content

Such initiatives were considered effective ways to actively involve youth in solutions rather than positioning them solely as passive recipients of information.

Results: The workshop brought together young participants and adults, ranging from teachers to concerned parents, thereby enabling an intergenerational exchange of perspectives. The discussions proved beneficial both in identifying potential actions and in enhancing awareness among adults regarding the scope and severity of the threat.

Various measures to address disinformation were debated. Reference was made to certain countries, such as Finland, where regulatory restrictions and limitations on specific platforms have been considered or implemented with the intention of protecting young users. These examples prompted reflections on structural and policy-based approaches.

It was emphasized that media literacy education should not be limited to students alone. Collaboration between schools, media educators, and families was identified as essential. Raising parental awareness was considered particularly important, not only for protective purposes but also for strengthening emotional trust and communication between children and their families.

An important observation shared by a participating teacher highlighted that young people are often more receptive to peer-to-peer communication than to authority-based instruction. In this context, the establishment of dedicated spaces within schools - similar in structure to a photography club - was proposed. Such groups could meet on a weekly basis to discuss misleading news encountered online, analyze how disinformation was identified, and explore ways to communicate these insights to others. This model was regarded as a promising and impactful approach, given that messages conveyed among peers are often perceived as more credible and relatable.

By the conclusion of the workshop, participants demonstrated a clear understanding of what disinformation entails and the risks it poses, alongside practical reflections on future action.

Third Workshop

Date & Location: 26.02.2026, Klappacher Straße 27, 64285 Darmstadt

Target Group: Migrants who have been learning the German language at levels B2 and C1 and attend a course

Participants: 31

Format & Content: This session focused on German language learners. Participants explored how misinformation, disinformation, and malinformation spread in digital spaces and how algorithms, social media platforms, and AI tools can amplify misleading or harmful content. The session included an introduction to key concepts, interactive exercises, and real-life examples that demonstrated the impact of false information on individuals, communities, and democratic processes.

Participants learned to identify manipulation in images, videos, and text, including the use of deepfakes, social bots, and AI-generated content. They practiced verifying sources using structured evaluation tools, critically assessing the reliability of online information, and understanding the emotional and persuasive tactics commonly employed in disinformation campaigns.

The workshop included structured group work in which participants were divided into three groups. Each group discussed and developed strategies to address disinformation in their daily lives and communities. Innovative approaches such as meme-based counter-narratives, gamified fact-checking exercises, and short video verifications were presented as practical tools for youth-led and community-based interventions.

Interactive discussions encouraged participants to reflect on their own experiences with online content and to share strategies for navigating digital information safely. The participatory format fostered collaboration, creativity, and collective problem-solving.

Results: Following the group work, each group presented the ideas and strategies they had developed. A joint discussion allowed participants to refine these ideas collectively.

The strategies proposed by participants included:

- Strengthening critical thinking skills
- Consciously selecting reliable sources and verifying information through multiple channels

- Sharing personal experiences and informed opinions responsibly
- Following official and trustworthy institutions
- Controlling emotional reactions before responding to or sharing content
- Engaging more actively with children and young people through discussions, examples, and educational games to increase awareness
- Avoiding the spread of false information and intervening when misinformation circulates
- Not ignoring problematic content but responding to it constructively

By the end of the workshop, participants demonstrated increased awareness of the risks of disinformation and greater confidence in applying practical verification strategies. The session reinforced their role as responsible digital actors capable of contributing positively to their communities.

Workshop Themes

The workshops were structured around five main thematic pillars:

1. Introduction to Disinformation

Participants explored the differences between misinformation, disinformation, and malinformation, including the role of intention. Psychological mechanisms such as repetition, emotional framing, and simplified language were discussed to explain why false information can be persuasive.

2. Artificial Intelligence and Disinformation

The sessions addressed how AI can generate and amplify misleading content, including deepfakes, AI-generated texts, and automated bots. Both the innovative potential and the risks of AI were highlighted.

3. Algorithms, Filter Bubbles, and Echo Chambers

Participants examined how algorithmic systems shape information exposure, reinforce existing beliefs, and contribute to polarization. Real-life examples demonstrated the societal impact of manipulated content.

4. Youth as Part of the Solution

A central focus of WP16 was recognizing young people not only as a group exposed to disinformation, but as key actors in combating it. Due to their high digital engagement and familiarity with social media platforms, youth are often among the first to encounter misleading content. At the same time, their understanding of online cultures and communication formats gives them strong potential to respond effectively.

The workshops emphasized the power of peer-to-peer influence, highlighting that messages shared among young people are often perceived as more credible and relatable. Participants explored innovative approaches such as meme-based counter-narratives, short-form fact-checking videos, gamified detection tools, and AI-supported verification methods.

By strengthening youth agency, creativity, and critical thinking, WP16 framed young people as active contributors to democratic resilience and responsible digital engagement.

5. Prebunking, Debunking, and Media Literacy

In this final section, real-life examples were presented to illustrate how disinformation spreads through social media and news sites, as well as its impact on individuals and society. The examples highlighted both the individual and societal consequences of disinformation, emphasizing its particularly negative effects on democracy.

Participants were introduced to structured evaluation tools for assessing news credibility, strengthening critical thinking, emotional awareness, and responsible digital engagement

Participants and Results Summary

- **First Workshop:** 14 participants

- **Second Workshop:** 9 participants
- **Third Workshop:** 31 participants

In total, **54 participations** were recorded across all workshops. However, **1 individual took part in more than one workshop**, resulting in **53 unique participants** overall.

Overall Results

Through WP16, Januam gUG created participatory learning environments that strengthened digital resilience among migrants, youth, educators, and parents. Participants improved their ability to recognize AI-generated and manipulated content, critically evaluate sources, and understand algorithmic influence.

The interactive and group-based format enabled participants to develop practical and innovative strategies to counter disinformation within their communities. The workshops reinforced the role of young people as proactive digital citizens and contributors to democratic resilience.

Three Key Suggestions from Participants

1. Integrate Disinformation Awareness into Educational Materials and Language Programs

Participants suggested that topics such as misinformation, disinformation, and AI-related manipulation should be integrated into school textbooks and educational curricula. In addition, similar content could be included in language learning programs and language meetings for newcomers. This would allow **students and young adults** to develop critical media literacy skills from an early age, while also supporting migrants who may face additional challenges due to language barriers and unfamiliarity with the local information environment.

2. Create Dedicated Learning Spaces in Schools

Participants proposed establishing dedicated spaces within schools where **students and young adults** can explore topics related to disinformation and digital media literacy. These rooms could provide educational resources, discussion materials, and interactive tools. Participants could use these spaces to exchange experiences, discuss misleading information they encounter online, and collaboratively develop ideas and solutions. Such environments would encourage open dialogue, critical reflection, and peer learning in a supportive setting.

3. Establish an International Awareness Day on Disinformation

Participants suggested introducing a global awareness day focused on misinformation and disinformation, particularly in schools and youth environments. Activities such as workshops, discussions, and creative projects could be organized to raise awareness among **students and young adults** and encourage responsible information sharing. A dedicated day would help make the topic more visible and stimulate ongoing discussions about digital responsibility.