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Our Voices: Misinformation and Debate in a Pluralistic World

IFM-SEI

in co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
4 -11th May 2025

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Participants during a plenary session about how to communicate in different scenarios

Executive Summary

‘Our Voices: Misinformation and Debate in a Pluralistic World’ was a 6-day study session with 30 participants aged 16-34 from 17 countries across 4 continents exploring the causes, impacts and responses to disinformation, and how to engage in healthy debate. The general purpose of the project was to train young people how to source truthful information and communicate it clearly and efficiently.

The project was created by International Falcon Movement – Socialist Education International (IFM-SEI) with the Council of Europe’s support and expertise, hosted in their youth centre in Strasbourg 4 – 11th May 2025. The session was led by 4 facilitators from IFM-SEI using non-formal education methodology combining digital and in-person tools. The general structure of the learning process was to begin by introducing theories and terms, give wider contexts, then showcase tools, ending in scenario-based learning to practice the previous sessions.



The Our Voices participants!

There were 4 sessions each day, each ending with 5 minutes dedicated to a 'Bitesize Breakdown', a time where participants will summarise the session into 3 key lessons. This helped participants remember the session and refer back to them in the future. The narrative flow of learning was designed to be a logical progression for the participants, allowing those with no prior knowledge and those with an intermediate level to learn in the same space. The progression of the session went as follows: key disinformation definitions and terms; sources of information; participants' experience with disinformation; case studies; online and offline tools to factcheck; healthy discussion habits; debate practice; causes of disinformation; responses to disinformation.

There were also 3 sessions dedicated to participants creating a video series of short clips sharing key lessons of the study session. This helped reaffirm the lessons for the participants, got them to practically engage in them and helps IFM-SEI to spread the lessons to more people outside the session itself.

Participants were also encouraged to verbally commit to hosting a Follow Up activity in their place of residence. This was not compulsory, and participants could team up if they wanted. During the final day a 1-hour session was dedicated to plan the follow up activities, with those not committed helping those who had.

At the end of the study session participants completed a 2-part evaluation with results widely positive. 86% said the training overall was either 'good' or 'very good', 93% said the facilitation was either 'good' or 'very good', and 86% said the session will help their organisations.



Team poster work discussing key terms and concepts

About IFM-SEI

International Falcon Movement – Socialist Education International (IFM-SEI) is a network of 46 youth organisations across 4 continents working together to make social change through education and youth empowerment. For 103 years, IFM-SEI has been an international education movement with the principles of non-formal education, equality and inclusion, and feminism.

Our mission is to contribute to the education of young people, through socialist values and non-formal education, enabling children and young people to become critical thinkers and active decision-makers in their lives and communities.

We have 6 priorities for 2025-2028:

1. Strengthening IFM-SEI's values and engaging in democratic life,
2. Empowering youth in digital spaces and educate on misinformation,
3. A strong IFM-SEI has strong members,

4. Women* and queer people's rights,
5. Strengthening communication, visibility, and outreach,
6. Mental health in a post-pandemic world.

Website: <https://ifm-sei.org/>

Instagram: <https://www.instagram.com/ifmsei/?hl=en>

LinkedIn: <https://be.linkedin.com/company/ifm-sei>

Facebook: <https://www.facebook.com/ifmseif/>



IFM-SEI International Committee, Vienna 2023

Introduction

Young people today are the first generation to live entirely in a digital-first world, and with each year, we witness the continued advancement of digital tools and interconnectivity across the world. With this, access to information and how information is communicated is rapidly changing. The benefits of this are vast with ever more opportunities to be informed and be able to communicate with people from across the world. However, the danger is there is limited awareness over how to know what information is true, what entities are manipulating information and stories to create negative impact, causing the relationship between the general public, sources of information and democratic institutions to weaken in consequence.

The 'Our Voices' Study Session is a response to the accelerating threat of disinformation and its impacts on young people, and to equip them with skills to communicate information in a clear and constructive way. In this report, IFM-SEI will evaluate the project, from its relevancy and design to the implementation and results. The information to reach these conclusions has

been sourced from participants' evaluations, feedback from facilitators, IFM-SEI's observations and findings from an evaluation between IFM-SEI and Council of Europe.



Beautiful Strasbourg

The Need

66% of European citizens report coming across 'fake news' at least once a week¹, 80% say they see it as an issue for the country and democracy, and half of the population aged 15-30 say they need help to develop their skills to combat it².

Even though disinformation is not a new phenomenon, the digital world creates an ideal environment for disinformation to thrive as information can spread more quickly, becoming viral within hours across the entire world. Furthermore, the modern globalised world allows more opportunity for people from different parts of the world to misinterpret information.

IFM-SEI is guided by its 46 members of youth organisation across 4 continents. Each year IFM-SEI conducts a survey amongst its members to gain insight into what the current needs and concerns of the youth network are. In 2024 the most common responses were centred around the dangers of disinformation and the polarisation of youth from democracy.

¹ Flash Eurobarometer 464, 2018, ([Link](#))

² Flash Eurobarometer 455, 2018, ([Link](#))

With this, IFM-SEI started to research the issues and explore what resources and projects have already been created. It was found that there were plenty of toolkits³, projects⁴, podcasts⁵, videos⁶, and research about disinformation including specific youth-focused work⁷. However, there was much less focus on getting young people to understand or engage with these pieces of work. 'Our Voices' was created to respond to this need.

While undertaking this review, IFM-SEI wanted to reach further into the discourse and not just explore how to evaluate information and fact-check but consider how that information is communicated to others. In an increasingly polarised world, debating skills are important and at risk of not being valued enough. Therefore, IFM-SEI decided to make 'Our Voices' an opportunity to train young people in how to source accurate information and how to communicate it effectively.

Aims and Objectives

The project aims to build young people's capacity to critically evaluate information and sources to identify misleading and manipulated information, and to develop young people's debating, listening and critical thinking skills to become active and engaged members of a constructive, healthy, pluralistic, and democratic society.

The objectives of this project are:

1. To explore the impact of misinformation and pluralism on young people.
2. To build the capacity of young people to critically assess different information points and sources available online and offline.
3. To develop young people's skills to initiate and participate in constructive, positive, and respectful debates, while being informed about the different bodies, institutions and organisations that deal with political, social and civic issues.

Main topics to discuss

The issues to be discussed during each session were: disinformation definitions and terms; sources of information; participants' experience with disinformation; case studies; online and offline tools to factcheck; healthy discussion habits; causes of disinformation; responses to disinformation.

The issues that were discussed by participants in response to the sessions were: the relationship between disinformation and politics; open conversations about unique interactions with disinformation; why disinformation is often easily believable; the current rise of right-wing extremism impacting information narratives; the changing relationship between trust of the general population towards information sources like newspapers, governments and social media.

Participant Profile

The criteria for a participant in 'Our Voices' was:

³ E.g., EU's Staying vigilant online toolkit, Learning Association's Social Media Literacy Toolkit

⁴ E.g., The Digital Democracy Initiative, European Partnership for Democracy's Digitalise Youth Project

⁵ E.g., BBC's Bans on social media and phone, The Economist's Why disinformation is more dangerous than ever

⁶ E.g., RADAR and TEPSA's Countering Disinformation in the EU, EU's Context is Everything

⁷ E.g., SALTO Youth's The digital security toolkit, 5Rights Foundation's Child Online Safety Toolkit

- Between 16 and 30 years old. Preference will be given to those under the age of 25 (a chaperone is required for those under the age of 18).
- Active in IFM-SEI member organisations, youth movements or grassroots organisations.
- People who are passionate about youth leadership, non-formal education, human rights and youth work.
- Confident in working in English, French or Spanish.
- People who are motivated to work as youth activists and committed to follow up the activity.
- We will give priority to participants from different regions and backgrounds, and ensure gender balance.

IFM-SEI welcomes applications from all young people regardless of gender, disability, marital or parental status, ethnic or social origin, colour, religion, belief or sexual orientation. We particularly encourage young people with fewer opportunities to apply.



Participants play a game during break time

'Our Voices' and Council of Europe

'Our Voices' will contribute to Council of Europe's Priority 1 'Revitalising Pluralistic Democracy' with the following programme orientations:

- Advocating and promoting young people's participation in political processes.
- Understanding the impact of artificial intelligence and supporting youth participation in artificial intelligence and internet governance processes.

The main objective of the proposed activity is to train young people to critically evaluate information online and offline and to empower them to participate in political, social, and civic debates and spaces. In this way, young people will be empowered to participate in political processes and democratic life, understanding the impact of digitalisation on their access to information and being equipped with the skills to use digital tools responsibly.

This programme wants to explore the impact on young people of the variety of sources available and to support them in critically analysing information to avoid misleading content and the dissemination of inaccurate or false statements. Furthermore, in our mission to educate and empower young people to be active actors in decision-making processes and democracy, the programme will enable participants to engage in honest and respectful debates and civic spaces.



IFM-SEI team discuss during the planning meeting

Results and Conclusion

Findings:

1. An all-encompassing issue

A consistent observation throughout the entire study session was how disinformation impacts everything from the local to the global level, and on all aspects of life from the mundane to the important.

For example, a geo-political issue that a participant shared as an example of online disinformation in their lives included the Russian propaganda machine against Ukraine to demotivate the Ukrainian population; to make them doubt their government and security and to try and promote Russian government narratives.

Another example from a different participant was how in-person rumour spreading during the Covid-19 pandemic in Peru led to a participant's mother encouraging her to drink an unknown liquid that was meant to be medicine but was very likely bleach.

Multiple participants had a shared experiences of the 'Blue Whale' social media phenomena starting in 2016. What started as a seemingly innocent and fun series of social challenges developed into cases of adolescent self-harming. Though the challenges itself were not an example of disinformation, the global reporting and subsequent media frenzy surrounding it exacerbated the situation leading to many cases of misinformation.



Starting the day with an energiser!

2. In-person tools versus digital tools

Participants were showcased various factchecking tools and tasked to use them in various scenarios. It was found there were different reactions and behaviours towards in-person and digital tools to factcheck.

In-person factchecking techniques are often based in using one's judgement and instinct to analyse the environment surrounding the information, for example if something has been sensationalised or the appearance of the text or image is distracting from the actual information. It is found participants were hesitant to trust their own judgements initially but when encouraged and shown that often their instincts were correct, they would then trust themselves more, but it would take a longer process to trust themselves than they did towards digital tools.

Comparatively, digital factchecking techniques were significantly more attractive for the participants to use. However, there was less of a reflex from participants to consider the potential limitations of the tool and would often take the digital tool answer at face-value. Additionally, the majority of participants preferred to use AI-based factchecking techniques

than software or websites designed for the same purpose and participants didn't share the same suspicion of their own instincts towards AI tools and didn't instinctively think about factchecking AI.

3. Need for Detail

All participants were aware of the concept of misinformation, and all were aware it poses a threat, but few could accurately define the term or knew the difference between misinformation, disinformation and malinformation. This was the expectation of the facilitators and highlights how imprecise conversations or lessons concerning disinformation is communicated and taught within education systems, institutions and wider society.

Once participants were taught the terms and the differences, they engaged in conversations with precision and with less difficulty. This is an important finding to show that a simple workshop concerning term definitions can have significant improvement in how people understand and approach an increasingly serious threat.

Suggestions for Council of Europe

Using the results, responses, conversations, and feedback of the participants, combined with the observations of the facilitators, the "Our Voices" project has two suggestions for the Council of Europe concerning the topics of disinformation and youth engagement:

1. Greater visibility of project results and resources

There has been an impressive amount of action, focus and resources dedicated to educating young people and the wider public about disinformation by institutions like Council of Europe, the EU and the NGO community. Furthermore, IFM-SEI's needs assessment while designing this project, and the research of the facilitators in preparation for the study session showed there is already a wide variety of resources such as toolkits, podcasts, info sheets and much more, youth focused and for the wider public. Notably, the Council of Europe has been efficient in responding to disinformation with multiple projects and helpful resources dedicated to it.

However, compared to this, there has been much less activity in sharing the resources and actions. There was very low awareness from all stakeholders on what resources are available, only limited awareness on the topic itself. Young people, facilitators and IFM-SEI alike were unified in their awareness of the topic, but not of what resources there are to support or

educate them or what tools exist to combat it. Almost all participants during the study session were not aware of the diversity of tools that exist, or the actions by Council of Europe concerning this topic.

“Our Voices” and IFM-SEI therefore suggest that future actions need to be more focused on not creating more resources, or leading more research, but dedicated to advocacy of resources and findings already created. In essence, the groundwork has been achieved, but now it needs to become widespread public knowledge of what is available. From there, further development of resources can progress. This is important because it increases the level of understanding, increases the sphere of impact and the responses of the resources can more efficiently influence what areas of interest and needs there are to develop from.

2. Steering Committee of Education (CDEDU)

It was unanimously agreed by all participants and IFM-SEI that disinformation needs to be integrated into Council of Europe N education frameworks.

The threat of disinformation will not likely disappear, and will most likely only grow more developed, harder to identify, and harder to counter, increasingly negatively impacting each future generation, deteriorating the principles of democracy and trust of institutions further and further. With this, there needs to be a more proactive approach to combat it and therefore there needs to be a uniform course of action and approach by all member states.

Even though “Our Voices” uses non formal education methodology, it is understood not all young people have access to it, however formal education systems involve every young person and therefore is the most efficient framework to utilise.

To achieve this, the Council of Europe should use its significant capacity and influence to guide its members states’ education policies. This top-down approach should help create a uniformed response as well as create a systemic change rooted in government acknowledgement of the dangers, as opposed to potentially limited, though still significant, capacities of civil society organisations in comparison.

Overall Evaluation

There were 3 evaluations during the study session, one on the third day for the facilitators to gage a general sense of participants’ mood, expectations and highlight any issues, and two during the final day, one as an in-person group activity, and one blind, anonymous online survey. This section will focus on the results of the online survey.



Participants explore how communication changes when you can't see a person

Of the 29 responses, 86.2% said their experience was either 'Good' or 'Very Good', 93.1% said the training 'Increased their capacity to recognise disinformation and the role of young people', 93.1% said the facilitation was either 'Very positive' or 'Positive', 86.2% put either 4/5 or 5/5 in agreement to they can apply the lesson to the own organisation.

The areas for improvement focused around two central points. The food was scored by 53.8% of people as either 'Average' or 'Bad', and from the written feedback about 15% of participants agreed that there needed to be more effort to get more participants to contribute more during sessions.



Participant selfie!

Programme

The programme of this study session was designed to have a logical narrative flow that accounted for participants having different education levels and understanding of the topics. The flow was designed to standardise the participants level of understanding and then

progress it further, with both theoretical and practical approaches, and allow further dissemination of the lessons beyond the participants after the study session had finished.

The flow of the programme is to consider and eventually be able to answer these three questions:

1. Where do I get my information from?
2. How can I trust this information?
3. How do I communicate this information?



The program began with participants' experiences of disinformation, an introduction to key concepts, different case studies of the concepts, and then progressed to providing tools on how to respond to the issues, practice of those tools, and a more in-depth analysis of the causes. At the end of each session (apart from sessions dedicated to creating videos) 5 minutes would be dedicated for the participants to choose 3 key lessons they learnt. This would be recorded and written a large poster so all participants could be easily and quickly be reminded of key lessons.

Participants were also told that they would be creating a video series to share the key lessons of the study session to IFM-SEI's and the participants online networks. The purpose for this was to help disseminate the lessons further and to use the Feynman Technique where having to explain something in simpler terms to a new audience helps refine and develop the speaker's own understanding. The following section about follow up activities will explain the video series in greater detail.

To summarise the key highlights of the entire programme, 3 sessions will be showcased:

Day 2, Session 1: Concepts

The session started with a warmup activity called “2 Truths and 1 Lie”, where participants in small groups had to make up truths and falsehoods about themselves and the rest of the group had to try and identify the lies. Aside from being a fun, interactive game, it also began the study session’s theme of how to assess information. During a brief plenary, an important point was made that participants could identify a falsehood because of reading human actions, such as eye contact, voice tone and body language, as well as using their own judgement of what is realistic. The warmup ended with the facilitator asking how hard it would be to identify a falsehood without those human characteristics to assess.

A history of disinformation was then shared, explaining how it is not a new phenomenon and has existed throughout human history, from Julius Caesar’s disinformation campaign about the national interests of Mark Anthony and Cleopatra in 1st century BC, to a fabricated story about monsters living on the moon to sell more newspapers in New York 1835, there has been plenty of examples. However, the modern disinformation environment is significantly more complicated due to a digital, globalised society of today’s world.

Then, the main activity of the session began with participants splitting into groups of 4 and given a blank sheet of poster paper. Spread across the room were 10 concepts concerning ‘information sharing’ with a hint given for each. The groups were tasked with having 2 minutes to write a definition for each concept. It was not expected for the participants to know each one, especially considering the range in education levels and language barriers. However, this task’s purpose was to get participants to think about the different approaches to how information is shared. It was also to introduce precise terms that participants would be encouraged to use throughout the study session. Importantly, participants now understood the differences between misinformation, disinformation, and malinformation.

Day 2, Session 3: Case Studies

Participants were divided into groups and were tasked with creating a short performance to portray an example of dis/mis/malinformation that they have experienced in their local context. They were asked to focus on what caused the event, how did the information spread and how did it impact people.

Examples some groups portrayed:

- Medical disinformation in Limbe, Cameroon. Through word-of-mouth and a popular WhatsApp group chat a rumour was spread saying people were becoming sick from cholera because an animal had died in a popular water source. It led to people stop drinking all water and there was general panic in the local community. No evidence was found, and it was later concluded to be a made-up story
- Covid-19 malinformation in Peru. From reading and watching posts on social media and WhatsApp group chats, a mother encouraged her daughter to drink an unknown liquid to act as a defence against Covid-19. It is likely the liquid was bleach mixed with other substances.
- Social Media fire hosing in Italy/worldwide. A worldwide viral social media trend encouraged young people to do random pointless tasks that escalated to become controlling tasks and encouraged self-harm.

The findings from this session showed participants how common and universal interacting with different forms of disinformation is. It also showed it can operate on a global or local scale, and what can seem like a small scale or low impact threat, such as a WhatsApp group of your neighbours can still be a risk.

During the final plenary of the session, a facilitator highlighted a key point about why disinformation can be so effective. Each case study performed were all unified because each they all manipulated people's fears or insecurities. It is an important psychological point that humans are more susceptible to manipulation when they themselves are worried or unsure, and if there is a confident response, even if it seems unrealistic, the strength or sincerity of the confidence will make it much more believable.



Participants during their performance

Day 2 Session 4: Tools and Techniques, Day 3 Session 1: Fact Not Fiction

These two consecutive sessions taught participants about online and offline/in-person tools to combat misinformation, how to fact check and putting it into practice with real-life and fake scenarios.

The first session taught about in-person methods and used 2 techniques. The first method was called '4 bums on a bench' and is 5 questions to ask yourself when receiving information. The name of the technique is referring to an image you can create using the 'W' from the first 4 questions to "sit" on a large 'H' acting as a bench:

- Who** is the author?
- What** is the story?
- Where** is the writer/newspaper based/ the provenance?
- When** was it written?
- How** does it make you feel?

The second technique was an acronym to use before believing a piece of information, focused on social media, called 'BREW':

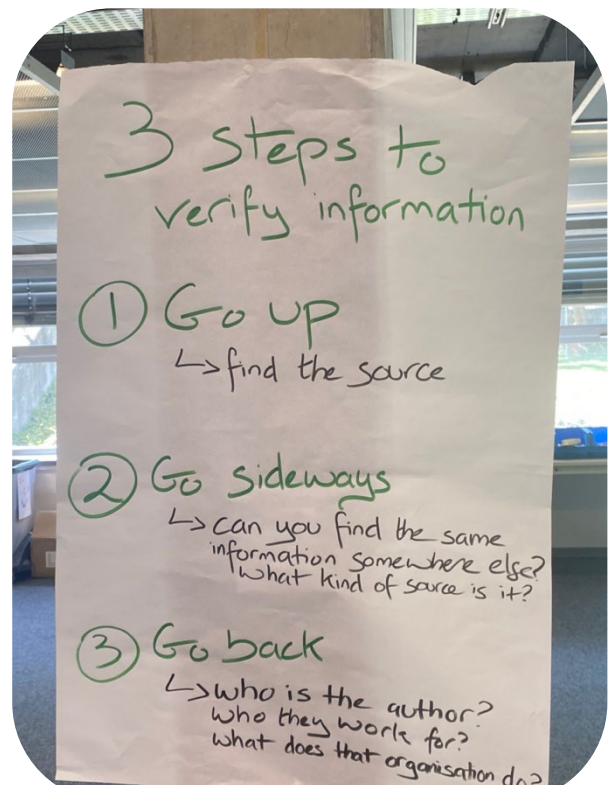
- Bubble:** Is it written by someone in your 'bubble' or echo chamber?
- Repetition:** be careful of the 'Illusory Truth Effect' where we can believe false information just because we have seen it repeatedly
- Exaggeration:** is the scale or impact accurate or is it being overly enhanced for dramatic effect?
- Woah!:** Is it trying to make you have a big reaction?

During this session, some participants struggled to think of questions for each point without using digital tools. Also, the self-reflection and analytical skills to make judgement on a piece of information was challenging for others. It should be noted that because English was the working language, some participants found it harder to analyse in a non-native language.

An interesting piece of feedback from the participants was many did not expect but valued the 'How does it make you feel' or 'Woah' concept of the acronyms. To check oneself if their emotions are being manipulated to make something believable or more consuming is an important and highly relevant behaviour in today's world of tabloid media and sensationalism.

The second session showcased a host of different websites and AI tools to fact check information online. The room was prepared beforehand to look like a newsroom with countdown music playing, a projection of a 'breaking news bulletin' and the facilitators acting as news presenters. Each participant then had to privately send to the facilitator one piece of real news from their local area and create a fake story too. Participants then divided into groups and the facilitators would 'release' a news piece through a WhatsApp group and they had to try using the different online tools to fact check.

This energetic and exciting session highlighted a few key points about how young people interact with online tools. Firstly, the participants were much more eager to practice these methods than the previous session's in-person tools. Many participants also displayed a



All key terms, lessons and concepts would be displayed on poster paper

sense of trust in the websites even if they did not know who had created or how it fact checks materials. AI platforms such as ChatGPT were by far the most popular tool the participants used and would use the platform by asking it directly to fact check a news story. No participants used different platforms for the same story to cross check. During the plenary at the end of the session, it was found that different AI platforms gave different answers for the same story.

These two sessions were very important for the participants to start to take a proactive approach and begin applying the lessons. It also proved helpful for the facilitators to understand further that there needed to be more focus on changing habits of evaluating information.

Key Conclusions:

If we take the group of participants as a sample of young people in society, which considering the diversity of the group is a reasonable action, though with obvious limitations such as no one was younger than 16, then the following key conclusions can be drawn:

1. Young people are very aware of the concept of disinformation and that it is harmful, but...
2. Very few young people demonstrated a clear understanding of the precise meaning/definition of it,
3. Dis/mis/malinformation is everywhere, effecting everyone no matter the country, urban or rural, old or young, political or social conversation etc,
4. Young people did not know about the available tools to help them,
5. The actions to counteract the threat of disinformation from institutions like Council of Europe or the EU were not known, even if youth-friendly materials had been made,
6. Young people are very eager to be equipped with the skills to combat disinformation,

Our Voices and Council of Europe

The 'Our Voices' study session and Council of Europe's actions share many connections and proves the importance of the topic.

Past projects of Council of Europe helped provide the foundation of knowledge for the 'Our Voices', with outputs such as 'We Can! Taking Action against Hate Speech through Counter and Alternative Narratives', or the 'Digital Citizenship Framework', and were adopted into the lesson plans of the study session. Plus, the report on "Information Disorder: Toward an interdisciplinary framework for research and policy making", or the conference "Strengthening Reliable Information and Journalism: The Council of Europe's Actions Against Disinformation" are examples of a joint vision.

Also, political actions related to combatting and understanding disinformation such as the research and standard-setting by the Steering Committee on Media and Information Society (CDMSI), as well as the two expert groups Committee of Expert on quality journalism in the

digital age and the Committee of Experts on Human Rights Dimensions of automated data processing and different forms of artificial intelligence. Furthermore, the 2022 Code of Practice on Disinformation, and the 2025 action to integrate it into the EU's Digital Services Act is an example of the Council of Europe's consistent focus on the issue.

Finally, Council of Europe's "youth perspective" focus, enshrined during the 2023 Reykjavik Declaration- not just a novelty tokenistic phrase but a committed-to policy and behaviour to ensure youth participation -has been proven by its actions. This focus is closely reflected by IFM-SEI and allows for efficient and enjoyable cooperation between the two organisations.



Plenary session

Follow Up Activities

Workshops

When participants registered their interest to join the study session, they were asked to show their interest and availability to host a follow up activity to share the lessons or tools learnt. Then, during the final two days of the study session, the question was revisited and

participants who wanted to host an activity, having registered interest before or not, put themselves forward.

There was not a fixed criteria on what the follow up should be, as long as it shared something from the study session that is relevant in the local context. The follow ups planned are:

1. UK: 30-minute podcast to be aired on local radio during the Woodcraft Folk Summer Camp, 27 July - 6 August, Northamptonshire, focusing on key terms and online tools.
2. Norway: June 15th, 2 hour in-person workshop focusing on disinformation, using the blind drawing activity from Day 3, hosted in Framfylkingen centre, Oslo.
3. Finland: in-person workshop, details TBC
4. Cameroon: full adoption of entire 6-day workshop into their summer programme, with a focus on disinformation concerning sexual health and reproductive care.
5. Zimbabwe: Half day, in-person theatre for development workshop, focusing on healthy debating skills and using the worksheets from Day 5. Will be held 18 June.
6. Italy: Half day, in-person workshop during the National Assembly of the youth organisation, to be held in autumn 2025 and involving around 30 young people.
7. Online: 1.5-hour workshop, focusing on key terms and online and offline tools, with multiple participants from the workshop acting as speakers. Will be held mid-July.

Video Series

During the study session 4 sessions were dedicated to creating a video series to share the lessons of 'Our Voices' to the wider public. Participants could choose to join one of three themes to create video/s for: Key Concepts/Definitions, Online Tools, In-Person Tools.

The participants could choose any style, format and method to provide these lessons and were encouraged to be creative. Here are the links to the videos via Instagram:

Digital tools:

<https://www.instagram.com/p/DK1-9nGNxSQ/?igsh=dGw2emFyb2VpN2c=>

In Person Tools:

<https://www.instagram.com/reel/DLZ75MuN1Ok/?igsh=MTc0anVvbG1obWI5eQ==>

Definitions:

<https://www.instagram.com/p/DLAUhQyN6Kw/?igsh=YTd1b3NoMGkwOGxh>

Appendices

Final Programme:

	4	5	6	7	8	9	10	11
7:30 - 9:15		Breakfast						

9:30 - 11:00	Welcome, introduction and Group Agreement	Introducing the concepts (misinformation, disinformation)	Fact not fiction!	Putting in practice	Building a counter-narrative ("We Can!")	Video series IV	DEPARTURE S
11:00 - 11:30	Break						
11:30 - 13:00	Teambuilding & Expectations	Consequences	Video series I	Plenary and debriefing	Building a counter-narrative ("We Can!")	Video series V	
13:00 - 14:30	Lunch						
14:30 - 16:00	Sources & Resources	Case studies	Free time	Techniques + Digital citiz. framework	Video series II	Planning follow-up	
16:00 - 16:30	Break						
16:30 - 17:30	(Mis)information & you	Tools & techniques	Free time	Free time	Video series III	Evaluation	
17:30 - 18:00	Bite-size Breakdown (BB)	BB		BB	BB	Free time	
19:00 - 20:30	Dinner						
21:00 - 22:30	Intercultural evening	Sightseeing	Free time	Games night	Free time	Farewell party	

ARRIVAL S