EVENT DESCRIPTION SHEET

PROJECT	
Project name and acronym:	SEED - Supporting European Youth Engagement against Disinformation
Participant:	STIFTUNG ZUR FORDERUNG DER JUGEND IN BADEN WURTTEMBERG (Jugendstiftung)
PIC number:	898109615

EVENT DESCRIPTION			
Event number:	WP4 - D4.1		
Event name:	Mapping weak spot and building trust networks #Germany		
Type:	Event		
In situ/online:	In-situ		
Location:	**Baden-Württemberg** (Stuttgart, Mannheim, Ludwigsburg, Künzelsau, Bad Liebenzell) and **Bayer** (Munich)		
Date(s):	15.04.2026 in Europa Zentrum Stuttgart (25 young people) 16.04.2026 in Europa Zentrum Stuttgart (20 young people) 18.05.2026 in Ludwigsburg University of Education, Baden Württemberg (13 youth workers) 16.06.2026 in Georg-Wagner-Schule Künzelsau Secondary School (19 young people) 18.06.2026 in MARCHIVUM Mannheim (85 youth workers) 04.07.2026 in Burg Liebenzell Bad Liebenzell (15 young people) 12.07.2026 in Münich (23 youth workers) 16.07.2026 in Bayerischer Jugendring – Münich (17 youth workers)		
Website(s) (if any):	https://icei.it/en/progetti/seed/		
Participants			
Female:	146		
Male:	70		
Non-binary:	1		
From country 1 [Germany]:	217		
Total number of participants:	217	From total number of countries:	1
Description			

Provide a short description of the event and its activities.

Between April and July, a total of eight on-site events were organized and conducted — four targeting professionals and four young people. Six of these took place in Baden-Württemberg and two in Bavaria. The locations ranged from mid-sized cities such as Stuttgart, Mannheim, Munich, and Ludwigsburg to rural settings like Bad Liebenzell and Künzelsau.

Thematically, the events focused on core topics including European and democratic values, as well as political participation.

As part of these events, a dedicated slot was focused on the topic of disinformation, and the survey we developed with the support of the Technical University of Munich (TUM) was conducted. A total of 132 participants fully completed the survey, which was created and implemented using the LamaPoll tool. Based on these results, we are further developing a workshop and conference format for WP 7. To this end, we have already developed flyers and firmly scheduled three conference dates in Stuttgart, Offenburg, and Biberach (a rural area), as well as confirmed binding dates for the upcoming school year with four schools.

The mapping dates targeting young people began with two initial sessions on April 15 and 16 at the Europe Center in Stuttgart as part of a mentoring program aimed at students aged 13 to 18 from all secondary school types. This initiative provided insights into the EU, its values, and the vital role of its democratic structures. Subsequently, a classroom workshop was held on June 16, focusing on democratic values, how citizens protect them, and how democracy must in turn defend those values—especially in an era dominated by disinformation. A final youth session took place on July 4 during a meeting with the local youth council.

The mapping dates with professionals comprised four targeted events. The first was a workshop at the Seminar for Teacher Training and Professional Development (spanning Secondary, Basic Secondary, Intermediate Secondary, and Special Needs Schools). Centered on practical approaches to democracy education, participants tested interactive exercises designed to foster democratic values, participation, and critical thinking, while exchanging methodological and didactic strategies to combat disinformation.

On June 18th the UN International Day for Countering Hate Speech—a conference was held in Mannheim titled *#StopHate – Together Against Disinformation*. The event gathered experts from academia, politics, and practice to center youth perspectives, explore the dynamics of disinformation, and develop strategies to strengthen democratic debate.

Finally, two concluding sessions took place in Munich with specialists working in right-wing extremism counseling and disengagement processes, covering topics such as extremist rhetoric and digital disinformation.

A primary challenge throughout these events involved documentation and note-taking among adult participants. Because many work in sensitive fields such as anti-extremism counseling, they were reluctant to disclose their identities and preferred to remain anonymous while attending.

Findings and reflections

The survey results add an important evidence-based perspective to the observations made during the mapping events. Among young participants, social media use is strongly video-centered: 87.57% reported that videos such as Shorts, TikToks and Reels are their main content format. At the same time, exposure to perceived disinformation is frequent, with 42.16% encountering it several times a week and a further 16.76% on a daily basis. This confirms that disinformation is not an occasional topic for young people, but part of the digital environment in which they routinely consume information.

A particularly relevant finding is the gap between recognizing problematic content and taking action. When young people are unsure whether a post is fake news, 68.65% report scrolling past it; even when they are certain that a post contains fake news, 71.89% still scroll past it. Independent verification is more common when uncertainty

remains, but active responses such as reporting, discussing or challenging false content are much less frequent. The results therefore suggest that awareness alone does not automatically translate into confident and constructive action.

The professionals survey points to a related gap on the educational side. Professionals generally assess their own ability to recognize disinformation positively, while perceiving clear verification deficits among young people. However, exchanges about the topic remain relatively infrequent: 41.10% report that young people never approach them about disinformation and 43.84% say this happens less than once a week. Likewise, 63.01% of professionals address the topic less than once a week, while 17.81% never address it proactively. This indicates that available knowledge and competence are not yet consistently transferred into everyday educational practice.

The barriers described by professionals help explain this discrepancy. The rapid pace of information and information overload is the most frequently mentioned challenge (73.97%), followed by the strong effect of emotionally charged content (57.53%), limited insight into what young people encounter on social media (50.68%), and insufficient time (46.58%). In addition, 63.01% state that they do not have sufficient methods and materials. The qualitative responses reinforce this finding: the strongest demand is for practical methods, concrete teaching materials and up-to-date digital formats, followed by opportunities for further training.

These findings support the further development of the planned WP7 workshop and conference formats. A useful next step will be to test methods that are short, practice-oriented and closely connected to the platforms and formats young people actually use, while also creating structured opportunities for dialogue between young people and professionals.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	27/08/2026	Initial version

Images from the implementations in Stuttgart

Selected slides from the survey presentation with professionals

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Participating Professionals

Gender distribution:
65% female, 33% male, 1% other.

Types of Schools and Educational Institutions:
a large proportion (56.94%) work outside traditional types of schools.

Age Distribution:
Average age: 38.9 years (ranging from 20 to 65 years).

Work location:
Most (53.42%) work in large cities (> 100,000 residents).

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Despite the high importance of the topic and the professionals confidence in their own skills, proactive engagement in everyday educational work happens only sporadically.

A high level of expertise does not automatically result in frequent interaction.

- 41.10% of young people "never" reach out to professionals; 43.84% do so less than once a week.
- 63.01% of professionals talk about the topic less than once a week, while 17.81% never raise it proactively."

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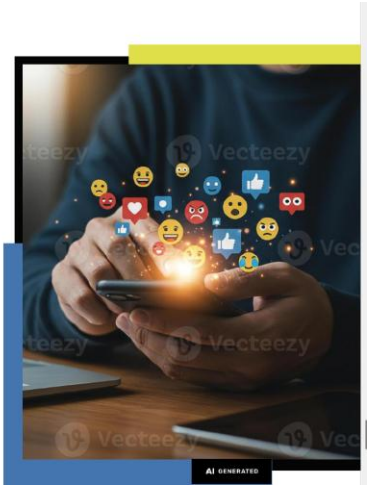
With nearly 69%, the primary demand clearly focuses on practical methods and concrete materials, followed by the desire for further training (approx. 22%).



Selected slides from the survey presentation with young people

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Participating Young People

Gender distribution:
69,35% female, 27,42% male, 3,23% diverse.

Types of Schools and Educational Institutions:
39.78% Grammar School, 27.42% Secondary School, Other: 29.03% (for example Voluntary Social Year/FSJ), 2.69% Comprehensive School

Age Distribution:
Average age: 16.84 (Median: 17).

Residence:
Respondents are relatively evenly spread across urban and rural environments:

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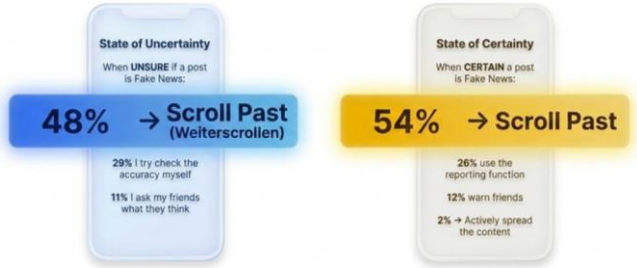
There is a notable gap between the recognition of fake news and the action taken against it.

Passivity is the primary reaction in both scenarios.



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Youth express a clear demand for platform-level solutions

Primary Needs:
Clear Identification/Labeling: 65.95%
Tools provided by the Social Networks: 49.73%
Educational themes in school: 33.51%
Checklists for verification: 24.86%

Qualitative Suggestions from Participants:
Integration of AI tools to verify claims.
Banning political advertising or "not serious" images.

Promotional flyer for the autumn implementation

Flyer about the conference for youth workers in Biberach