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About the brochure

European Union recognized disinformation (2018) as one of main threats to democracy and citizen information. In [Action Plan on disinformation](#), EU identifies main approaches to proactive suppression of disinformation. Some of them include: **better detection, analysis and publication of disinformation, joint response to disinformation, raising awareness and improving social resilience**. As one of the key stakeholders in this process, they see civil society.

Education about disinformation narratives is becoming important part of media literacy education programs, materials and workshops. Teachers, educators, journalists and youth workers in the field of media literacy play a significant role in this process.

This brochure was created as a result of an Erasmus+ training course for youth workers held from October 27 to November 2, 2024, in Vrsar, Croatia. Youth workers from eight countries discussed the consequences and problems of disinformation targeting minority groups in society. The project was led by CESI - Centre for Education, Counselling, and Research (*Croatia*), with partner organizations Building the Balkans (*Kosovo*), IKAR (*Bulgaria*), BeFem (*Serbia*), Chance (*Germany*), Mediterranean institute of gender studies (*Cyprus*), Youth Cultural Centre Juventas (*Montenegro*) and Centre for Bridging Communities (*Albania*).

The information, narratives, and recommendations presented in the brochure are the result of knowledge and experience shared among the mentioned organizations and participants. **This brochure is not a product of long-term research. Rather, it aims to serve as a starting point for youth workers in educating about media literacy, combating disinformation, and empowering young people to become more resilient to disinformation.**

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Co-funded by
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Intro

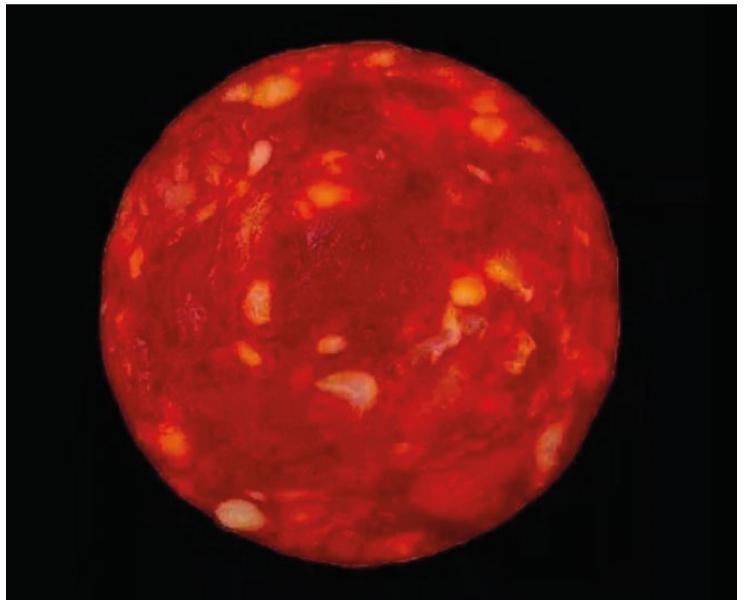
"Picture of Proxima Centauri, the nearest star to the Sun, located 4.2 light years away from us. It was taken by the James Webb Space Telescope."

– Etienne KLEIN (@EtienneKlein) July 31, 2022

Image from the \$10 billion James Webb Space Telescope, a collaboration between NASA and Canada and Europe's space agencies, [went viral](#) throughout July 2022 as its first images were released to the public.

But a few days later, Klein revealed that the photo he tweeted was not the work of the world's most powerful space telescope, as he had in fact tweeted a slice of chorizo sausage.

Klein told [French news outlet Le Point](#) that his intention had been to educate people about fake news online, adding that "I also think that if I hadn't said it was a James Webb photo, it wouldn't have been so successful."



Shocking, right? Every day, **headlines like this grab our attention, blurring the line between truth and deception.** This is the world of misinformation, disinformation, and malinformation.

But what do these terms really mean, and why do they matter? Let's break it down and see how these types of false information impact our lives and society.

What is Misinformation, Disinformation, and Malinformation?

All three of these falls under a larger issue called **Information Disorder**. This term describes the spread of false or harmful information in ways that disrupt trust and understanding within society.

→ **Misinformation**

is inaccurate or misleading information shared without the intent to harm. For example, someone might share a rumour they believe is true, unknowingly spreading falsehoods.

→ **Disinformation**

is false information intentionally designed and shared to misguide, manipulate and/or cause harm. It's created with the intent to mislead, like false news articles designed to shift public opinion.

→ **Malinformation**

is accurate information but it is shared to cause harm or provoke conflict. It is often taken out of appropriate context. Example can be leaking private details to damage someone's reputation.

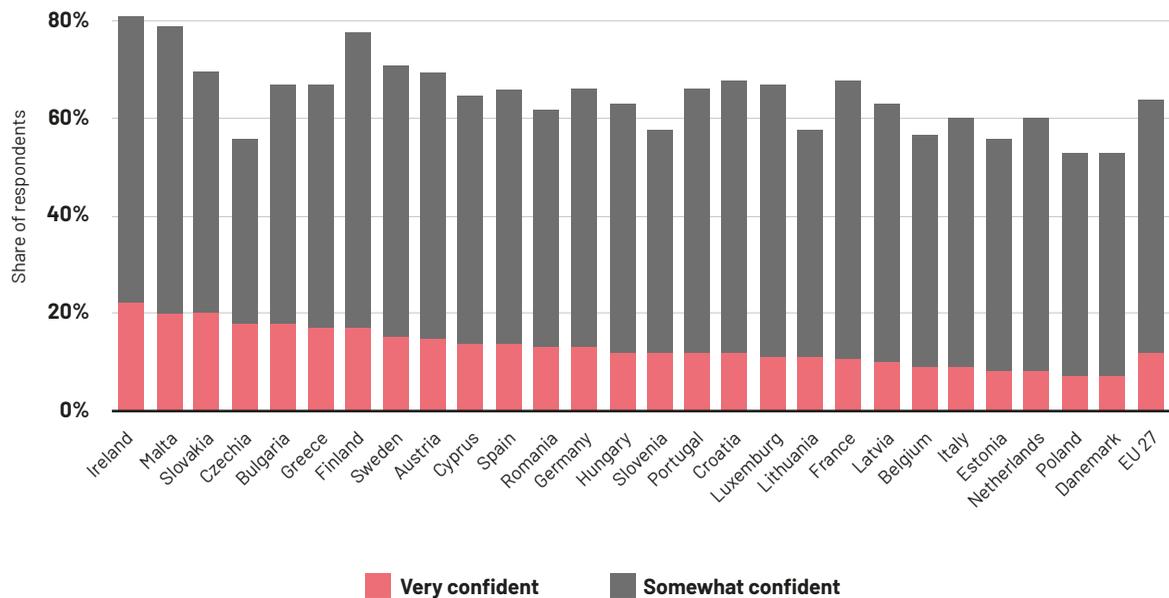
These types of false information can make people lose trust in other people, specific organizations, political actors, institution and the media. It can damage relationships and create confusion. When people do not know what to believe in, they may become suspicious and misunderstand each other more easily. On a larger scale, this can lead to fear, anger and even hatred between groups, making it hard for communities to come together. Over time, this division and tension can harm society, making it difficult to build a peaceful, inclusive and equal community.

Consequences of False Information

False information does not just cause confusion - it has serious, far-reaching effects that touch nearly every part of society.

One of the biggest impacts is on trust. When false information spreads, it makes people question what they hear and see, leading to mistrust. This decline in trust can lead to fear and irritation, making it harder for people to connect, understand each other, and work together. Over time, these divisions can leave communities isolated and disconnected.

False information also **weakens trust** in the media. In Europe, **less than 20 percent** of people in some countries feel they can trust the media most of the time. Many citizens across the EU now see false news as a direct threat to democracy itself. This **distrust harms** society's ability to stay informed and make collective decisions based on reliable information.



The **economic impact** of false information is significant, too. Misinformation about companies, products, or markets can lead to financial losses, as businesses lose customers, stock markets become unstable, and jobs are put at risk. In extreme cases, economic misinformation has led to **widespread insecurity**, causing people to lose faith in financial systems and the businesses they rely on.

Perhaps most concerning is the way disinformation **threatens democracy**. By shaping public opinion with falsehoods, disinformation campaigns can **unfairly influence** elections and shift policies, disrupting fair democratic processes. This manipulation weakens the principles of fairness and informed choice that democracy depends on, making it **harder** for people **to trust** in the democratic system itself.

Another concerning consequence of disinformation is its **profound impact on human rights and minority groups, spreading discrimination, social exclusion and violence. This issue is the crucial aspect of this brochure's purpose and dedication.** These types of disinformation often perpetuate stereotypes and negative narratives about minority groups, fostering xenophobia, racism and/or normalizing hate speech. Furthermore, those narratives and disinformation campaigns frequently question and delegitimize the rights of minority groups, most often those of **already marginalized communities**.

Constant exposure to alarming, exaggerated, or false news can also have **serious impact on mental health**. When people are surrounded by conflicting information, it creates anxiety, distrust, and fear, affecting their well-being and sense of security. Over time this can lead to a society that feels divided, stressed, and unsure of what to believe, making it difficult to rebuild trust and unity.

Types of False Information

According to Claire Wardle, there are **seven common forms** of disinformation, misinformation, and malinformation:

→ Fabricated content

Entirely false information or articles designed to deceive and do harm

Example: A fabricated article falsely claiming that the Pope Francis endorsed a political figure, intending to mislead readers. The story is entirely made up and designed to deceive the audience. The story picked up more than one million engagements.

HOME ELECTION

Pope Francis Shocks World, Endorses Donald Trump for President, Releases Statement

TOPICS: Pope Francis Endorses Donald Trump



→ False context

When genuine content is shared with false contextual information.

Example: In 2020, a photo of a crowded hospital with patients sleeping on the floor was shared across social networks. The posts claimed that South African patients suffered because foreign nationals were taking up hospital beds, promoting a political message. Photo was originally taken at a Nigerian hospital in 2019.





→ Imposter content

Fake sources pretending to be reliable, such as false news sites.

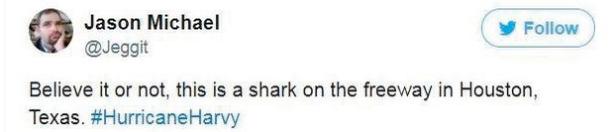
Example: It [mimics the style of The Washington Post](#) to present a false story about Donald Trump leaving office prematurely. Although it appears to be a legitimate news article, it is actually a fabricated piece designed to mislead or satirize.



→ Manipulated content

Real information altered to deceive, like edited photos or videos.

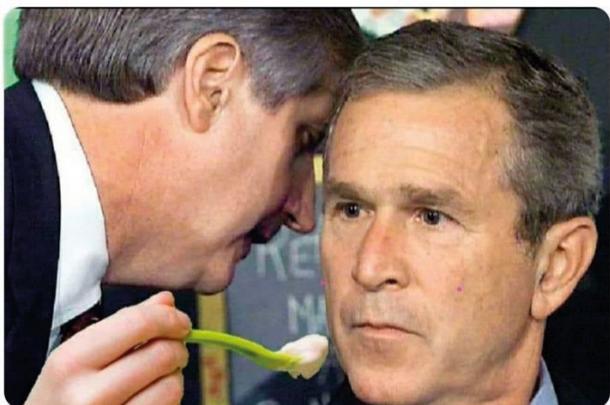
Example: A photo of a **shark swimming on a flooded highway** that circulated during Hurricane Harvey in 2017. The shark image had [been digitally inserted](#) to create a dramatic, but false, portrayal of the disaster's severity.



→ Satire or Parody

Often humorous content that can easily be taken seriously, especially when shared many times through social media.

Example: This satirical image is based on a serious historical moment - the moment President George W. Bush was informed about the 9/11 attacks. In the original photo, there is no spoon; however, [this edited version](#) humorously inserts one. While meant as a joke, this parody could be misleading for those who do not know the real context, potentially diminishing the gravity of the original moment.



7:47 PM · Jan 22, 2024 · 4.4M Views

→ False connection

When headlines, visuals and or captions do not support the content

Example: A video circulated through the social networks [claims it shows thousands of Muslims](#) praying on the streets of Paris, sharing islamophobia. The video was actually filmed in Moscow shows thousands of people gather for the prayer in the capital during Eid al-Fitr, a religious holiday marking the end of Ramadan (*event that happens for years*).



→ Misleading content

Misleading use of information to frame an issue or individual

Example: The photo of Florida lawmakers dancing “after passing anti-trans legislation” went viral on social media. But actually, they danced in the state House chamber when the House opened for session, the dancing [was not related](#) to the passage of any bill.



Florida lawmakers dance before the start of the legislative session on May 2, 2023. (The Florida Channel)

How False Information Spreads

During the training course “**Disinformation action**” we identified several ways of spreading disinformation. Here are some explanations that helps us recognize when we are being misled:

- **Social media platforms**
Social media spreads disinformation quickly and widely, especially when the content is emotionally charged and likely to go viral.
- **Messaging apps**
Closed groups on apps like WhatsApp and Telegram can spread false information quickly.
- **Influencers and bots**
Influential individuals and automated accounts, known as bots, can spread false content to large audiences, increasing its reach.
- **Public figures**
Public individuals, including politicians, can also spread disinformation. They occasionally do that with the aim of gaining an advantage in an election race or shaping public opinion on a specific topic, issue, and/or minority group.
- **Websites**
Not all websites are trustworthy, even if they are large or well-known. Some pose as credible news sources but publish false or misleading information, while others may occasionally share unverified stories. It's important to critically assess information, even from popular sites, to avoid being misled.
- **Conventional media**
traditional media outlets, like television and newspapers, can sometimes spread false information, which can give credibility to misinformation.

How Big is the Problem?

Disinformation is a global challenge that affects millions of people every day.

Study from 2018 shows that **false information spreads up to 70 percent faster and reaches more people than the truth**, making it difficult to control its reach and impact. In comparison, it takes true stories about six times as long to reach 1500 people as it does for false stories to reach the same number of people. Moreover, social media algorithms **are designed** to maximize user engagement and prioritize content that has the potential to go viral. **That can lead to the spread of false or misleading content faster than corrections or factual content.**

As we have introduced you to the theoretical background of information disorder and its consequences, now it is time to give you an introduction to the topic we addressed in the Erasmus+ "*Disinformation Action*" training course. It is related to the **impact that disinformation has on minority groups in society**. As we have already mentioned, these types of disinformation often perpetuate stereotypes and negative narratives about minority groups, fostering xenophobia and racism, and/or normalizing hate speech. Furthermore, those narratives and disinformation campaigns frequently question and delegitimize the rights of minority groups, most often rights of **already marginalized communities**.

To better understand this issue, through the brochure we will introduce you to disinformation narratives directed at minority groups that we have noticed in our countries. We will also present specific tools and organizations in our countries and across the EU working to counter disinformation, along with some useful laws and regulations. Moreover, we have included some practical strategies for fighting disinformation. Plus, we will share reliable sources, links, and recent research data so you can explore the topic further.

By understanding these elements and learning to think critically, each of us can play a role in combating the spread of disinformation and in building a more informed, inclusive and equal society.



Common disinformation narratives

Disinformation, information manipulation and interference pose serious threats to societies, including the media and public discourse. These phenomena can undermine democratic institutions and processes, such as elections, making it challenging for individuals to make informed decisions and further polarizing communities. Moreover, new technologies have enabled actors to disseminate disinformation on an unprecedented scale, making the fight against it a critical issue for the European Union.

In contemporary society, social stereotypes significantly influence perceptions of women and minorities, feeding disinformation narratives that can influence social dynamics. Youth workers must be aware of these narratives and their consequences in order to strengthen communities and foster dialogue that promotes inclusivity.

These narratives have serious repercussions, including the entrenchment of discrimination and social exclusion. For instance, heightened rhetoric about "taking" resources can lead to intolerance and conflict, as seen in various situations across Europe. Increased anti-immigrant rhetoric has fuelled the rise of far-right movements and violence against migrants and minority groups, further jeopardizing their lives and opportunities for integration.

The media plays a crucial role in shaping stereotypes. Reports often focus on negative incidents involving minority groups, emphasizing, for instance, the ethnic background of suspects. This creates a misleading perception that certain groups are prone to criminality, while positive stories, such as successful integration examples, are frequently neglected. Within the European Union, media coverage often fails to highlight the contributions of minority communities, thereby reinforcing prejudices.

Understanding and challenging social stereotypes and disinformation is essential for building a more inclusive society. Youth workers can play a pivotal role in promoting dialogue and education on these issues. By sharing experiences and utilizing digital fact-checking tools, we can strengthen communities and work towards dismantling prejudices, thus creating spaces for understanding and acceptance of differences.

In this brochure, **we have identified five dominant disinformation narratives related to human rights and minority communities common to our countries** – narrative about threatened traditional and family values, narrative about threatened society by migrants and/or ethnic minorities, narrative about minorities as a health threat, narratives undermining women’s reproductive health, and the narrative about threatened national sovereignty.

1

Narrative about threatened traditional and family values

Narratives that reinforce traditional and family values rely on themes of respecting tradition and preserving the nuclear family as the fundamental cell of a healthy society. These narratives appeal to basic values that, according to [S.H. Schwartz's theory](#), are present in all societies, relying solely on the dominant values of conservation, encompassing conformity and traditionalism.

These narratives highlight an idealized image of the past, portraying it as a time when family values were stronger and more stable, while the present is depicted as chaotic and dangerous. They use various forms of disinformation and misinformation to selectively present information and distort reality, reinforcing these ideas.

Emotional appeals, such as nostalgia, are often employed to create a sense of fear or insecurity regarding modern society. For example, claims may circulate about the decline of moral values or how modern technologies or changes in social norms negatively impact family relationships.

In these narratives, false stories about individuals or groups allegedly threatening traditional and family values are prevalent, further polarizing society and creating an "us versus them" mentality. The most common targets of this disinformation are the rights of women and non-traditional sexual/gender minorities.

→ **LGBTIQ+ RIGHTS**

When it comes to the rights of non-heterosexual individuals, the LGBTIQ+ community is depicted as the antithesis of the traditional family, with the aim of destroying fundamental family values. The LGBTIQ+ community is portrayed as "deviant" and "dangerous" to families through dual arguments: on the one hand, LGBTIQ+ rights are seen as something that **"comes from the West"** and is imposed on society for control, while on the other hand, **religious arguments** are presented regarding "unnatural depravity" and "Adam and Eve." **The family is represented exclusively as mother-father-children, while same-sex families are depicted as "unhealthy" for raising children.** The most extreme examples link the LGBTIQ+ community to paedophilia and zoophilia, placing narratives about LGBTIQ+ rights in a **"what's next" context** – if they are allowed to marry now, tomorrow they will adopt, and then we will normalize paedophilia.

→ **WOMEN'S RIGHTS**

Women's rights are also presented as the antithesis of traditional family values, particularly in the aspects of **economic independence** (threatening the traditional norm that women are primarily responsible for childcare and household duties), **reproductive rights** (the right to contraception and abortion is portrayed dualistically—as a cause of "white plague" and declining birth rates leading to "the extinction of the nation," but also as the greatest sin against religious doctrines), **the inability to balance work and family life, which alters gender roles** (men staying at home, "parental leave" as a right for men), and combating **violence against women** (legislative initiatives are said to undermine family dynamics and the family as a "private sphere").

→ **SEX EDUCATION**

Another important aspect of this narrative opposes the introduction of sexual education in schools. This narrative, based on the preservation of family values, uses various disinformation tactics to portray sexual education as **"teaching children about sex"** (which contradicts the principle of "modesty," particularly important for girls), claiming it imposes a **"homosexual ideology"** (by explaining sexuality, children will be empowered to "experiment") or **gender identity** (by rejecting gender roles, children will be pressured into "fluidity" and will want to change their sex).

Women's rights and the rights of LGBTIQ+ community are often depicted as a threat to traditional values, which can lead to conflicts between modern ideals and old norms. In such narratives, the struggle for equality is used as a means to justify fear of change and loss of traditional identities, while minority groups are often demonized and portrayed as "foreign agents" with a "hidden agenda" to undermine traditional values, family, and social community.

Narrative about threatened society by migrants and/or ethnic minorities

The term **ethnic discrimination** describes unjust treatment or prejudice against someone because of their race or ethnicity. Given that every European nation is structured as a nation-state, it is typical for the majority of population to believe that the state is solely theirs. Consequently, minority ethnic groups within nation-states face a variety of discriminatory practices and infractions as a result. Because of the fact that **religious commitment** is closely related to ethnicity, it is common for nation-states to have a dominant religion. That makes members of other religious communities seem threatening.

Ethnic, national and religious minorities, together with migrants, are often subjects of disinformation circulating throughout our countries and building a narrative that these groups pose a threat to the society by being primarily:

→ ECONOMIC THREAT

Ethnic and/or religious minorities are often accused of avoiding work and not contributing to social and economic development. Consequently, they are seen as **exploiting free state social services** and benefits, which are 'taken away' from the majority population. Although not every ethnic/religious minority is equally exposed to such stereotypes, in most European countries, it is the **Roma and migrants** who are specifically targeted by these narratives.

Furthermore, one of the most persistent stereotypes is that minority groups, such as Roma and migrants, are **unproductive and dependent on social assistance**. Therefore, we often read that Roma communities rely solely on state support. Such claims or stories overlook the successful individuals and initiatives within these communities, particularly among women. Romani women frequently lead projects focused on education and empowerment, but their stories are rarely shared in public, further entrenching stigma.

Another common narrative suggests that minority groups **"take" jobs and resources** from the majority population. Migrants are often portrayed as competition to local workers, with the media emphasizing that they "take" social resources. In reality, migrants contribute with skills and innovations that enrich local economies, especially in sectors like agriculture and construction, where local populations may be reluctant to work. These narratives harm not only migrants but also the broader society, which misses the opportunity to leverage their potential.

→ CULTURAL THREAT

The discriminating narrative related to the level of education emphasizes that a certain ethnic/religious minority is **less educated** because **'their tradition and culture'** do not allow or need educated people. In cases where we have separate school classes or entirely segregated schools, the justification of it tends to go in the direction of 'preserving peace or/and creating conditions in which children can achieve maximum results'.

All of the previously mentioned points are generally combined with the narrative of **refusal to integrate** into the majority population – refusal to learn the official language, living in a ghetto, moving in groups, and undermining the prevailing culture and customs.

→ SECURITY THREAT

Frequently, migrants and ethnic/religious minorities are accused of **petty theft, pickpocketing and attacks in the public space**. This narrative especially emphasizes the minority ethnic/religious background in cases of **sexual assaults** and rape to portray these groups as a source of crime. One of the most typical examples of this narrative links Muslims with **terrorism** and presents Islam exclusively as an extremist and fundamentalist religion.

→ HEALTH THREAT

There are false claims that migrants and refugees **bring diseases**, such as tuberculosis, hepatitis, or HIV, to the region. This is often amplified with alarming language to incite fear, despite there being no substantial evidence to support these claims. Furthermore, the narrative blames many ethnic minorities for not wanting to undergo preventive check-ups, spreading infectious diseases, and refusing vaccinations. In addition, it is often stated that due to their use of health services, the majority population cannot get timely access. Roma communities are often stereotyped as **"unclean"** and are wrongly blamed for spreading diseases like measles or COVID-19. These stereotypes are based on long-standing biases and are frequently weaponized during health crises.

Narrative about minorities as a health threat

In many countries, disinformation targeting minority groups often exploits historical prejudices, social insecurities, and lack of trust in institutions, impacting minority communities, especially concerning health. Besides the above-mentioned health-related narrative about migrants, ethnic and national minorities, some of the most common themes of the narrative that portrays minorities as a health threat to the society include:

→ **LGBTIQ+ COMMUNITY AND "HEALTH THREATS":**

The LGBTIQ+ community is sometimes portrayed as a source of disease transmission, especially regarding **HIV/AIDS**. This false association implies that LGBTIQ+ individuals are solely responsible for the spread of certain diseases, even though HIV affects people of all sexual orientations.

→ **PEOPLE WHO USE DRUGS AS "CARRIERS" OF DISEASES:**

There is widespread misinformation that people who use drugs are primary **spreaders of HIV, hepatitis, and other infectious diseases**. This narrative implies that their behaviours alone are responsible for health risks in society, ignoring factors like inadequate healthcare access and harm reduction resources.

→ **ALSO INFORMATION ABOUT HARM REDUCTION PROGRAMS:**

Harm reduction programs, such as needle exchange or safe consumption spaces, are sometimes framed as enabling or **promoting drug use**. There is also misinformation that these programs are **foreign "experiments"** forced onto the Balkans to spread **Western agendas**.

4

Narrative undermining women's reproductive health

In some cases, disinformation circulates claiming that certain health measures, including vaccines or birth control, are part of an agenda to control or harm women's reproductive health, especially targeting minority women. Furthermore, **disinformation around women's health issues, particularly contraception and abortion, is pervasive and often rooted in conservative or religious beliefs.** We have identified some of the most common themes building the narrative that undermines women's reproductive health:

→ CONTRACEPTION AS "HARMFUL" TO WOMEN'S HEALTH

There is widespread misinformation that **contraception (especially hormonal birth control) causes infertility, cancer, or other severe health issues.** Some sources claim that these methods "disrupt natural cycles" and are dangerous for long-term use, despite evidence showing that modern contraceptives are generally safe when prescribed appropriately. This kind of disinformation discourages women from using contraception, particularly in rural and conservative communities, leading to unintended pregnancies and fewer choices in family planning. It can also push women to use less reliable or unsafe contraception methods.

→ CONTRACEPTION AS "PROMOTING IMMORALITY"

Some claim that contraception enables "promiscuous behaviour," often labelling women who use it as **irresponsible or morally corrupt.** These narratives are frequently promoted by conservative or religious groups that oppose contraceptive access. This perspective stigmatizes contraception, discouraging open discussion and access, particularly among young women. It also **impacts sex education programs,** which may avoid discussing contraception for fear of promoting "immorality."

→ ABORTION DISINFORMATION AND STIGMATIZATION

Disinformation about abortion imposes stigma and hinders access to abortion, particularly in the Balkans. Key thematical aspects within this field include:

- a. **"Killing Babies" and Trauma:** Anti-abortion rhetoric labels abortion as "murder" and claims it leads to long-term trauma, guilt, or depression. In reality, many women feel relief and are mentally well post-abortion. This stigma fosters shame and fear, complicating access to safe services, especially in rural areas.
- b. **"Foreign" or "Western" Agenda:** Some narratives suggest abortion is part of a "foreign agenda" to reduce birth rates among Balkan populations, framing pro-choice movements as anti-national. This creates social tension and can lead to restrictive policies, limiting women's reproductive freedom and safe options.
- c. **Long-Term Health Risks:** Claims that abortion causes infertility or cancer persist despite evidence showing that safe, legal abortions do not increase these risks.
- d. **Abortion as Immoral and Against Religious Beliefs:** Some argue that contraception and abortion are fundamentally immoral or against religious beliefs, framing them as actions that devalue life and family. These arguments are used to advocate for bans or restrictions on reproductive health services.
- e. **Abortion as a Means of Contraception for Roma Women:** When discussing Romani women, a common prejudice is the belief that they have "too many children" and misuse abortion as a form of contraception, with some suggesting that abortion is acceptable in such cases. These harmful stereotypes dehumanize Romani women by reducing their reproductive choices to negative assumptions, and they promote discriminatory views that ignore individual circumstances and rights. Such narratives not only perpetuate stigma but also impact access to reproductive health services for Romani women, making it more challenging for them to receive respectful, equitable healthcare.

The above-mentioned disinformation narratives create significant barriers to women's health and autonomy, affecting access to contraception, abortion, and reliable information. This, in turn, impacts women's ability to make informed choices about their reproductive health, contributing to cycles of unintended pregnancies and restricted reproductive rights. **These narratives undermine women's autonomy and access to reproductive healthcare, highlighting the need for education and advocacy to combat disinformation and promote reproductive rights.**

5

Narrative about threatened national sovereignty

Disinformation about “foreign agents” often focus on the idea that individuals or groups are acting on behalf of foreign governments or entities to influence domestic affairs. Although one can find such a narrative in every society, it is mostly used in the states where governmental authorities feel threatened by actions of non-governmental organizations (NGOs), independent media or human rights activists. We have identified the following aspects of this narrative:

→ CONSPIRACY THEORIES LINKING MINORITIES TO GLOBAL AGENDAS

Many disinformation campaigns propagate the idea that minority groups (migrants, LGBTQ+, certain religious groups) are **agents of “Western” or “globalist” agendas** aimed at undermining Balkan culture or health. This is seen in false claims that HIV/AIDS or COVID-19 are used as tools for “population control” among non-majority communities.

→ FOREIGN MERCENARIES

This phrase is used to discredit the work of individuals, groups, or organizations by accusing them of carrying out **certain activities for personal gain**, often by state authorities and other social actors. Some examples include fighting against problematic changes to laws that could threaten human rights, protests against corporations, and changes to school curriculum (such as sex education).

→ THREAT TO THE STATE SYSTEM, UNDERMINING THE STATE SYSTEM

Authorities and other social actors use this narrative to accuse individuals, groups, or organizations of wanting to **undermine the existing state system and the entire legislation**. Claims often point toward espionage and working in the interests of other countries or ethnic groups, while the majority population is threatened and ignored.

→ **THREAT TO THE VALUE SYSTEM AND MORALITY**

Authorities and social actors often label individuals, groups, and organizations **advocating for human rights as threats to the traditional, dominant value system**. They accuse these advocates of contributing to the decline of morality and destabilizing a system undermined by foreign values. The concept of the **Westernization of societies** is common, along with claims that countries in Western Europe and the U.S. impose and introduce immorality and debauchery into the domestic value system.

Media Literacy

Media literacy is the ability to access, analyse, evaluate, and create media in various forms. **It involves understanding how media works and the impact it has on individuals and society.** [Media literacy empowers](#) individuals to discern credible information from misinformation/disinformation/malinformation and promotes informed citizenship.

In today's digital age, individuals are inundated with information from various sources, including social media, news outlets, and online platforms. Misinformation, disinformation and malinformation can influence opinions and behaviours, making media literacy essential for critical engagement with content. [It equips individuals with the skills to question media messages](#), fostering an understanding of their rights and responsibilities as consumers and producers of media.

Misinformation, disinformation and malinformation can significantly distort public perception, influence lives and manipulate decision-making processes. Understanding the prevalence of disinformation helps individuals recognize its [potential consequences on society](#). As we mentioned in the disinformation narratives part of the brochure, **youth workers can play a pivotal role in promoting dialogue and in educating young people on potential harm of misinformation/disinformation/malinformation, especially those related to human rights and minority communities.** In order to educate and to become resilient to false information, **it is very important to:**

- **Recognize Disinformation:** At the very beginning of the brochure, we explained that the term information disorder describes the spread of false or harmful information in ways that disrupt trust and understanding within society. It is essential to differentiate disinformation and malinformation from misinformation, which may be false or misleading information spread without malicious intent. **Being aware that not all news presented is accurate or trustworthy is vital for critical media consumption.**
- **Understand the impact of disinformation:** Information disorder and its components (*misinformation, disinformation, malinformation*) can cause panic, contribute to the misunderstanding of crucial issues, and erode trust in institutions. It also has serious, far – reaching effects that touch nearly every part of society, as mentioned at the beginning of the brochure. In the part on disinformation narratives, we explained in details the consequences of disinformation on human rights and minority groups (in our countries), leading to discrimination, social exclusion and violence. **Acknowledging the importance of media literacy skills and fact-checking is crucial for safeguarding individuals and communities against harmful narratives that can perpetuate confusion, division and exclusion.**

Key Media Literacy Skills

Developing [key media literacy skills](#) is essential for navigating today's complex information landscape. These skills empower individuals to critically engage with media content, enabling them to evaluate sources critically, identify bias, interpret messages accurately and analyse the intent behind messages. **Our role as youth workers is to develop or/and improve those skills within young people we work with.**

→ 1. Critical Thinking

Critical thinking encourages careful analysis of the sources of information, helping individuals to verify the credibility of content by evaluating the expertise of the author, the reputation of the publication, and potential biases in the presentation.

Evaluating Sources:

- Analyse the author's background to determine expertise in the subject.
- Investigate the publication's reputation for accuracy and reliability.

Identifying Bias:

Bias can manifest in language, selection of facts, and framing of a story. To identify bias:

- Look for emotionally charged language and consider its influence on perception.
- Compare different media outlets' coverage of the same story to see how different narratives are constructed.

Questioning Intent:

Media content is often created with specific intent. Ask:

- What message is the author trying to convey?
- What is the target audience?
- Is the content designed to inform, entertain, persuade, or provoke?

→ 2. Content Analysis

Content analysis involves examining how information is structured and presented. It includes examining headlines, main arguments, and the framing of stories. This skill helps individuals assess the accuracy and framing techniques used to influence public perception, ensuring a more comprehensive understanding of media messages.

Understanding Media Construction:

Media messages are constructed using specific techniques. To analyse content:

- Examine the headline for potential to mislead or sensationalize.
- Identify the main points and arguments presented, assessing their validity.

Framing Techniques:

Framing refers to how information is presented. Consider:

- How the same event is portrayed in different articles.
- The implications of various frames on public perception.

→ 3. Digital Literacy

Digital literacy is the ability to use technology effectively and responsibly, which includes managing privacy settings, distinguishing between types of online content, and recognizing the impact of one's digital footprint.

Navigating Digital Platforms:

- Adjusting privacy settings on social media to protect personal information.
- Understanding the difference between [organic posts and sponsored content](#).

Awareness of Digital Footprints:

- A digital footprint is the trail of data left by users online. Recognize that online actions can impact the future, including college admissions and job prospects. Think critically before sharing personal information or opinions publicly.

How Fact-Checking Works?

[Fact-checking tools](#) play a crucial role in verifying the accuracy of information. They follow a **systematic approach** that includes data collection and verification, analysing claims for context, cross-referencing with reliable sources, labelling information for clarity, and **publishing findings to educate users**.

→ 1. Data Collection and Verification

Fact-checking usually starts by gathering data from various sources, including news reports, official statements, social media posts, and public documents. They then verify this information using multiple reliable sources such as government databases, expert interviews, or independent research. This process ensures that the information provided is based on solid evidence.

→ 2. Analysing the Claim

The next step is breaking down the claim or statement to examine its context and wording. Fact-checkers often check the origins of the information, the background of the source, and any supporting evidence. They identify whether the claim might be fabricated, manipulated, misleading, exaggerated, or taken out of context.

→ 3. Cross-Referencing with Reliable Sources

Fact-checkers rely on a variety of trustworthy sources to validate information (*at least two different sources*). This may include academic research, official statistics, recognized news outlets, and expert opinions. By comparing the claim against these sources, fact-checking platforms can determine the claim's accuracy.

→ 4. Labelling the Information

Once the analysis is complete, fact-checkers assign a label to the claim. Common labels are **True**, **False**, **Misleading**, **Partially True**, or **Unverified**. Some platforms use a rating scale (*such as "Mostly True" or "Half True"*) to show varying levels of accuracy. This helps users understand the level of truthfulness in the information at a glance.

→ 5. Publishing and Educating

Fact-checking platforms then publish their findings, often with a detailed explanation of how they reached their conclusion (*so that users can repeat the process, if they want*). This transparency allows users to understand the fact-checking process and trust the results. Many platforms also include educational components, providing tips on recognizing disinformation and understanding media literacy.

Fact checking Tools

Through the Erasmus+ training course for youth workers (“Disinformation action”), we became acquainted with few fact-checking tools. Here, **we will mention some of the most commonly used tools for verifying information**, as well as some practical information that can help you in educating young people and creating media literacy programs. Furthermore, the tools can help you personally and empower you in the fight against disinformation. But keep in mind, fact-checking is based on search through the complex nature of Internet.

Making Search More Efficient

- **How to Use:** Searching the Internet is often a time-consuming task, but it does not have to be if you use the correct search methods and proper shortcuts, such as quotation marks, asterisk, minus sign etc.
 - Here you can find the list of advanced search tips: [AFP Fact – check!](#)

Reverse Image Search:

- **How to Use:** Use reverse image search tools to determine the origin of images:
 - [Google Image](#) and [Google Lens](#) – the most popular ones, upload the image or paste the image URL to find out where else it appears online. Google Lens can give you different results than Google Image.
 - [TinEye](#) – another reverse image search engine to check the image’s origin and usage, good to find identical or similar images

Other reverse image search engines are [Yandex](#), [Bing](#), [Baidu](#) etc.

Important: the quality of image can affect the search results, as well as if the image is flipped.

Reverse Video Search:

- **How to Use:** Validate video content by:
 - **Analysing Metadata:** Check the upload date and source of the video.
 - **Use reverse video search tools:**
 - **TinEye:** Capture a screenshot of a frame from the video and upload it to TinEye’s reverse image search to find original content or similar media for validation.
 - **Google:** Use a still frame from the video and upload it to Google’s reverse image search to find similar images and verify whether the content is original or manipulated.
 - **Cross-Referencing Content:**
 - [InVID – WeVerify:](#) A tool for verifying the authenticity of videos and images.
 - **YouTube Data Viewer:** Check the upload date and view statistics of YouTube videos.

T&T: For [effective](#) reverse video searches, select clear key frames, try multiple frames for varied results, and ensure high video quality. Use different search engines to broaden your search, filter through results to find relevant matches, and be patient with technology's limitations.

Geolocation (by deduction):

- **How to Use:** When encountering a claim related to a specific location, verify it by cross-referencing geographic details. You can use deduction – finding some useful “clues” on the video or photo as street names, historical buildings, car plates etc. This can be followed by:
 - **Google Maps:** Check location-related claims using street views and satellite images.
 - **Wikimapia:** Find user-generated content about specific locations and compare it with claims.

Fact-Checking on Social Media:

- **How to Use:** Analyse posts by:
 - **Investigating Sources:** Click on links or accounts to verify their credibility.
 - **Reviewing Comments:** Check for user feedback and additional context.

Social Media Fact-Checking Tips:

- **Twitter/X:** Use advanced search features to find exact phrases, exclude words, filter by hashtags, language, engagement level, date, and specific accounts.
 - [Twitter/X Advanced Search](#) or [Botometer](#)
 - You can see if an account [was verified pre-Musk takeover](#)
- **Facebook:** Search within specific groups or pages to find relevant posts. Note that chronological order may be disrupted, making specific profile searches more complex.
 - [Who posted what](#) – it allows you to search keywords on specific dates
- **Instagram:** Use hashtags or location tags to find content, though accuracy may vary.
 - Search using search operator – `inurl:instagram.com` to find specific posts
- **TikTok:** Analyse video upload times, captions, tags, and sounds.
 - Use search operator `site:tiktok.com` or `tiktok.com/tag` for specific searches
- **Telegram:** Use a Telegram search engine to find channels, bots, and groups. You can also use the desktop app for archiving content without removing metadata.
 - Consider tools like [IntelX](#) for more comprehensive searches.
- **WhatsApp:** Fact-checking here is challenging due to the encrypted nature of messages. Metadata extraction from shared documents may be necessary but is often limited.

General Strategies for Responding to Disinformation

Now that you are educated about information disorder and its components, disinformation narratives we have observed in our countries targeting minority groups in society, as well as the importance of media literacy and fact-checking, it is time to learn about the various responses to the growing influence of misinformation, disinformation and misinformation on society, especially on minority groups.

Here are **some ideas** we identified during the **Erasmus+ “Disinformation Action”** training course:

→ 1. Targeted Campaigns

- **Educational:** Introduce formal education on identifying and understanding disinformation, using resources and in-person teaching to build critical thinking skills.
- **Awareness (Digital & Print):** Use social media, posters, and events to highlight disinformation risks and spread awareness.
- **Media literacy:** Teach audiences to critically analyse media stories and assess their credibility, building skills to question sources and detect biases.

→ 2. Debunking through fact-checking

- Use trusted fact-checking sources to verify information and correct false claims. Encourage youth to fact-check before sharing content. Also, you can reach out those trusted fact-checkers and ask them to verify some information that you cannot do/find on your own.

→ 3. Collaborations

- **NGOs:** Partner with local and international NGOs to strengthen reach and credibility.
- **Media:** Work with reliable media outlets to promote verified, accurate and impartial information and journalism.
- **Fact-Checkers:** Collaborate with fact-checking organizations to access accurate information and resources.

→ 4. Research and Analysis

Utilizing insights and research from organizations to better understand disinformation patterns and trends.

Some organizations that do research and analysis about dis/misinformation:

- [CeMAS \(Centre for Monitoring, Analysis and Strategy\)](#): German NGO that focuses on online checking and contemporary research
- [ISD GERMANY \(Institute for Strategic Dialogue\)](#): The ISD Germany team is made up of experts in their respective fields, working on multi-year projects in the areas of digital regulation, disinformation, extremism and digital civic education.
- [Balkan Investigative Research Network](#): A network of NGOs that report, check and share knowledge about the current situation in Southern and Eastern Europe
- [EDMO \(European Digital Media Observatory\)](#): The EU's interdisciplinary network to counter
- [EFCSN \(European Fact-Checking Standards Network\)](#): Network of European fact-checkers who uphold and promote the highest standards of fact-checking and media literacy in their effort to combat misinformation for the public benefit
- [SEE Check](#): A network of six fact-checking organizations from five countries in South-Eastern Europe that work on the promotion of media accountability, improving media literacy and fighting misinformation and disinformation.

→ 5. Advocating for legislation on national and EU Level

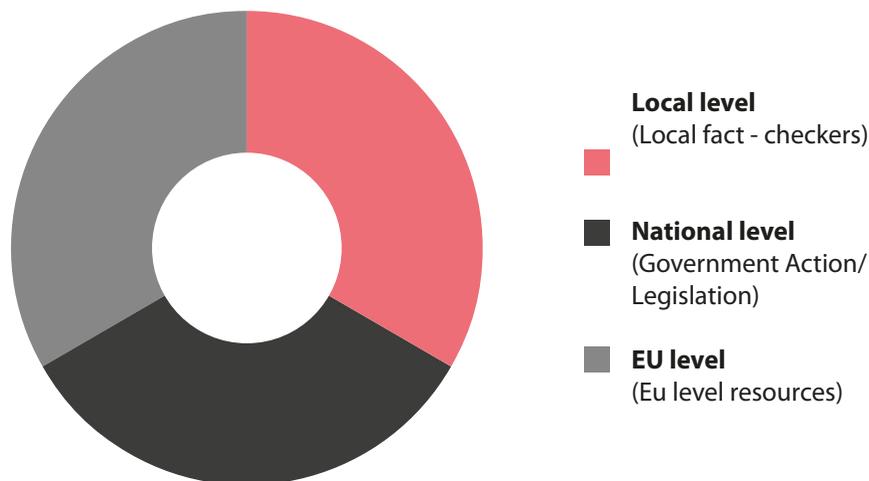
- Support campaigns pushing for stronger disinformation policies at both national and EU levels.

→ 6. Participative/ interactive campaigns:

- Campaigns that actively involve target audiences in the process, in decision-making, allowing them to play an active role in the campaign.

Practical Resources

In this part you can find practical resources that can help you when creating the strategy with young people on how to respond to misinformation/disinformation/malinformation. Furthermore, it can be helpful in targeting stakeholders who can help you with your campaigns, projects, research and/or in advocating. We have mapped a few of them (*based on our knowledge*) from our countries. Keep in mind this is not an exhaustive list of relevant stakeholders (as the list was created during the Erasmus+ training course) but rather a starting point for consulting local stakeholders (*fact-checkers*), national (*legislation*) or EU resources in developing your actions and projects.



→ 1. Local fact-checkers

This section refers to some examples of verified fact-checking websites that are related and refer to specific countries and regions participating in the Erasmus+ "Disinformation action" training course.

- a) **Kosovo - Krypometer**
 - **How It Works:** Krypometer examines statements made by politicians, public figures, and media outlets in Kosovo by analyzing local news sources, official reports, and expert interviews. Each statement is evaluated and labelled as "True," "False," or "Misleading," allowing users to quickly grasp its accuracy.

Another one is [Hybrid.info](https://www.hybrid.info/).

b) **Croatia - [Faktograf.hr](#)**

- **How It Works:** Faktograf.hr checks Croatian media content and public statements that may mislead the public. They verify claims by comparing them with official records and expert opinions. Each fact-check includes an in-depth explanation, providing context and clarifying why a claim is deemed accurate or not.

There is more fact-checkers in Croatia, but they are still not part of EFCSN or IFCSN network (*verified ones*).

c) **Germany - [Correctiv](#)**

- **How It Works:** Correctiv utilizes a network of journalists and fact-checkers to verify information on various topics. They publish detailed reports that explain the background of each claim, providing sources for readers to verify the information independently. Correctiv also offers workshops to educate the public on media literacy.

Other verified fact-checkers are [Deutsche Welle](#), [BR24 #Faktenfuchs](#) and [DPA-Factchecking](#).

d) **Serbia - [Istinomer](#)**

- **How It Works:** Istinomer fact-checks statements made by politicians and public figures in Serbia. They classify claims based on thorough analysis and provide ratings indicating their truthfulness, helping users identify recurring disinformation patterns.

Another verified fact-checkers are [Raskrinkavanje](#) and [FakeNews Tragač](#).

e) **Albania - [Faktoje](#)**

- **How It Works:** Faktoje investigates claims made by Albanian public figures and institutions. Each statement is verified through cross-referencing public data and reliable sources. Faktoje publishes detailed explanations that not only clarify the truthfulness of a claim but also educate readers on assessing similar claims critically in the future.

f) **Cyprus - [Fact-checks Cyprus](#)**

- **How It Works:** Fact-checks Cyprus monitors topics circulating in the media and on social networks in order to select content for analysis. It highlights cases of disinformation targeting vulnerable social groups. Fact-checks Cyprus has created subcategories to make it easier to search their fact-check content. The subcategories are false, misleading, lack of content, pseudoscience, conspiracy theories, altered image, altered video, AI and scam. Still, there are cases where a claim may fall into more than one subcategory.

- g) **Montenegro** – [Raskrinkavanje.me](https://raskrinkavanje.me)
 - **How It Works:** Raskrinkavanje.me analyses media content and posts on social networks in the field of international and regional politics, human rights and democracy, which are suspected of containing inaccurate information, disinformation, fake news or other forms of manipulation. Besides fact-check articles, Raskrinkavanje.me periodically provides analyses of media manipulations in the areas of their work.
- h) **Bulgaria** – [Factcheck.bg](https://factcheck.bg)
 - **How It Works:** Factcheck.bg is the only fact-checking platform in Bulgaria. Its aim is to verify claims on topics of public importance with the potential for social impact. At the end of each article, the summary of conclusions is provided and one of the following labels is ascribed to it: true, false, misleading, manipulated or no evidence.

→ 2. Government Actions/ Legislation

This section refers to some examples of government actions (*interventions and actions carried out by governments*) and legislation (*laws that are suggested and made official*) provided by the training course participants (youth workers).

- a) **Germany:**
 - [The Network Enforcement Act \(NetzDG\)](#)
The Act obliges social media platforms with over 2 million users in Germany to remove "clearly illegal" content within 24 hours and other illegal content within 7 days upon receiving complaints. Non – compliance can result in fines of up to 50 million euros.
 - [Volksverhetzung](#)
Is a concept in German criminal law that refers to [incitement to hatred](#) against segments of the population and refers to calls for violent or arbitrary measures against them, including assaults against the [human dignity](#) of others by insulting, maliciously maligning, or defaming segments of the population.
 - [Digitale-Dienste-Gesetz* \(DDG\)](#)
Among other things, the Digital Services Act (*German implantation of the [EU Digital Services Act](#)*) sets rules for digital service providers, including legal notice obligations and handling of user violations. It aims to ensure transparency, accountability, and user protection in online environments.
- b) **Montenegro:**
 - [Electronic Media Law](#)
This law regulates the rights, obligations, and responsibilities of legal and natural persons engaged in the production and provision of audio-visual media services, electronic publication services via electronic communication networks; the jurisdiction, status, and sources of financing of the Agency for

Electronic Media; the prevention of unauthorized media concentration; the promotion of media pluralism; and other matters of significance for the provision of services, in accordance with international conventions and standards.

- [Media Law](#)

This law regulates the fundamental principles of media freedom, freedom of expression, the free establishment of media, transparency of media ownership structure, transparency of advertising in media, protection of media pluralism, rights, obligations, and responsibilities in information dissemination, special protection of rights, the right to reply and correction, preservation and right of access to media records, and other matters important for the functioning of the media.

- [Criminal Code](#)

Anyone who, by spreading or disseminating false news or claims, causes panic or seriously disrupts public order or peace, or obstructs or significantly hinders the implementation of decisions and measures of state authorities or organizations with public authority, shall be punished by a fine or imprisonment for up to one year. The law aims to prevent misinformation that could threaten public safety and governmental operations.

c) **Kosovo:**

- [The law against defamation and insults](#)

Protects individuals from harm to their reputation through false statements.

- [The independent Media Commission IMC and the Kosovo Press Council](#)

The Independent Media Commission (IMC) in Kosovo is responsible for regulating and overseeing the audio-visual media sector to ensure compliance with legal standards and promote media pluralism. The Kosovo Press Council (KPC) serves as a self-regulatory body that upholds ethical journalism standards and addresses complaints regarding media conduct.

d) **Cyprus:**

Currently, Cyprus has no specific law (*as we are aware of*) directly targeting disinformation, although legislative efforts are underway. However, the [Combating of Sexism and Online Sexism and for Related Matters Law, 2020](#) indirectly tackles certain aspects of disinformation, particularly when it reinforces harmful stereotypes or creates hostile environments based on gender.

The **Combating of Sexism and Online Sexism and for Related Matters Law, 2020** aims to combat sexism and online sexist behaviour as forms of discrimination and human rights violations. Rooted in recommendations from the Council of Europe, it defines sexism broadly, including any act or expression that diminishes individuals based on gender, creates hostile environments, or reinforces stereotypes, with a particular focus on the impacts on women, girls, and LGBTQI persons. The law criminalizes both in-person and online sexism, imposing penalties of up to one year in prison or fines up to €5,000. Legal entities can also be held liable, facing fines and potential exclusion from public benefits or commercial activities. The law respects fundamental rights, including freedom of expression, and allows for oversight by designated bodies to promote gender equality and raise public awareness.

e) **Bulgaria:**

- [Radio and Television Act](#)

This act serves as the primary legislative framework for broadcasting in Bulgaria. It regulates the activities of radio and television operators, ensuring compliance with standards that prevent the dissemination of false or harmful content. The act was updated to align with the [EU Audiovisual Media Services Directive](#), incorporating requirements for cultural diversity and content standards.

f) **Serbia:**

Related legislation on digital rights and digital security:

Data protection and the right to privacy are guaranteed by [Convention 108+](#), [the Constitution of the Republic of Serbia](#) and [Law on Personal Data Protection](#) (compliant with [the General Data Protection Regulation](#)). Data protection authorities, established as independent bodies, are responsible to the National Assembly and in charge of personal data protection and for free access to information: [Commissioner for information of public importance and personal data protection](#).

Digital security is regulated by [the Council of Europe Convention on High-Tech Crime](#) and [Law on Information Security](#). These frameworks define measures to combat cybercrime, ensure the protection of critical infrastructure and impose cybersecurity obligation and private entities.

The legal framework for the work of digital media is provided by [Law on Public Information and Media](#) and [Law on Electronic Media](#). These laws ensure media freedom, regulate responsibilities of media entities and provide guidelines for audio-visual content

g) **Croatia:**

- [Media Act](#)

It is the fundamental legal framework of Croatia that regulates the field of media and public information. It guarantees freedom of expression and media independence, while also defining the rights and obligations of publishers and journalists. The law protects individuals' privacy by prohibiting the publication of personal information without consent, except when it serves the public interest. It ensures ownership transparency to prevent conflicts of interest and grants individuals the right to correction and response if they believe they have been harmed by published content. This legislation is harmonized with European standards and directives.

- [Electronic Media Law](#)

This Act regulates the preconditions for the exercise of principles of the freedom of the media, rights of journalists and other participants in public informing to the freedom of reporting and accessibility to public information, rights and obligations of publishers, publicity of ownership, exercise of the right to a correction and response, the manner of distribution of the press, the manner of protection of market competition, and the rights and obligations of other legal and natural persons acting in the sphere of public informing.

- [Amendment to the Criminal Code \(2024.\)](#)

A judicial official or civil servant within a judicial body, a police officer or official, the accused, a lawyer, a trainee lawyer, a witness, an expert witness, a translator, or interpreter who, during a preliminary criminal proceeding that is legally considered confidential, unauthorizedly discloses information from investigative or evidentiary actions with the aim of making it publicly accessible may face imprisonment of up to three years. However, the provision explicitly excludes journalists from liability when acting in their professional capacity, safeguarding press freedom and the public's right to information.

h) **Albania:**

- [Criminal Code Article 267](#) criminalizes the dissemination of false information intended to cause public panic or disorder. Individuals found guilty of spreading misleading information that may threaten public safety, order, or economic stability can face legal consequences, including fines or imprisonment

→ 3. Eu level resources

The following resources are examples that refer to and operate on a European level, meaning in collaboration with EU, national and international organizations, institutions and more.

1. [European Digital Observatory \(EDMO\)](#)
2. [International Fact-Checking Network \(IFCN\)](#)
3. [European Fact-Checking Standards Network \(EFCSN\)](#)
4. [AI4trust](#)
5. [Eufactcheck.eu](#) (Part of European Journalism Training Association)
6. [Euvsdisinfo](#)

Recommendations

Dealing with disinformation requires a strategic approach, focusing on identifying, countering, and reducing its impact. Here are some recommendations we created on Erasmus+ training course “Disinformation action” in order to help you manage and combat disinformation effectively:

- 1. Educate on recognizing disinformation:** Teach young people how to critically analyse sources, fact-check information, and recognize red flags like sensational headlines, lack of credible sources, and confirmation bias. You can do this through formal learning in schools or universities and non-formal learning.
- 2. Educate on the impact of disinformation on minority groups and human rights:** Teach young people how disinformation targeting mentioned groups can spread discrimination, social exclusion and violence. Those narratives and disinformation campaigns frequently question and delegitimize minority rights, most often the rights of already marginalized communities.
- 3. Encourage critical thinking:** Promote critical thinking to challenge information.
- 4. Use reliable fact-checking tools:** Promote platforms like Snopes or local fact-checkers to verify suspicious claims. Also, use some of the fact-check tools mentioned in this brochure.
- 5. Amplify credible sources:** Support reputable organizations, journalists, and subject matter experts by sharing their work and debunking misinformation with their insights.
- 6. Report and flag false information:** Platforms have mechanisms to report false information; encourage their use to help reduce the spread.
- 7. Partner with fact-checking organizations:** Invite professionals from credible sources to speak and provide resources.
- 8. Resource stations:** Set up dedicated areas in libraries with resources, guides, and tools for verifying information.
- 9. Regular posts and graphics:** Share quick, visually engaging tips on identifying disinformation, recognizing confirmation bias, and fact-checking sources.
- 10. Interactive content:** Use polls, quizzes, or challenges to raise awareness about disinformation tactics.

- 11. Partner with influencers:** Collaborate with local influencers to share awareness messages and reach diverse audiences.
- 12. Create hashtag campaigns:** Launch a catchy hashtag to promote the campaign and engage users in sharing tips and tools on fighting disinformation.
- 13. Clear infographics:** Use posters and flyers with concise, visual tips on identifying disinformation. Distribute these in schools, workplaces, libraries, and cafes.
- 14. Use local examples:** Adapt disinformation examples relevant to local communities to make content relatable.
- 15. Partner** with schools, local governments, libraries, NGOs, minority groups organizations, and media organizations for wider reach and credibility.

Each of these steps can help build resilience against disinformation on both an individual and community level. Encouraging education, vigilance, and respectful engagement with media can significantly diminish the influence of false information, especially those affecting minorities in the countries.

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