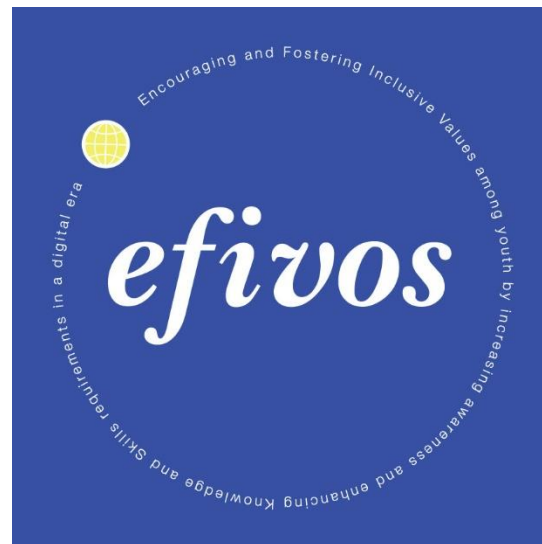


EFIVOS in Europe: Youth Participation in the Democratic Process through Journalism and Media



Work Package n°3: Training on Journalism and Media Literacy - Reports



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Network for Children's Rights (Greece)

1st Day of the Workshop

Location: Youth Center (part of Network for Children's Rights),

Konstantinoupoleos 198, Kolonos

Date: 09/10/23

Duration: 6h

No. of participants: 20 (9 girls, 11 boys)

Age of participants: 13-25

The workshop on Principles of Journalism proceeded successfully, with active participation from the attendees. The introductory activity of the workshop implemented in the framework of the Efivos II project aimed at creating a climate of open discussion and empowering the group. This was followed by exercises aimed at understanding the theoretical basis of journalism. The activities aimed at identifying information from journalistic articles and determining how the information is presented, as well as applying the principles of journalism to them.

The exercises also promoted the cultivation of mechanisms for identifying misinformation, countering propaganda and discussion on the topic. At the end of the workshop, a closing activity was carried out in order to enhance team spirit and strengthen cooperation. During the feedback, the participants reported that they gained new knowledge from the workshop, which could be useful in their daily life and in their personal development and growth.

The aim of the Workshop:

The workshop aimed to educate and raise awareness among the participants about journalism, its theoretical basis, its practical application, its basic principles and how to deal with misinformation.

Here are the answers to the questions based on the workshop:

Did they know about the topic & terminology?

Many of the participants had some previous knowledge about the subject of journalism, the obligations of journalists and how the journalistic process is carried out. However, the fact that they were unable to approach the topic in depth suggests that they may have had a general understanding of the topic but benefited from a more comprehensive exploration of the principles of journalism through the seminar activities.

Given that in the context of the workshop, through interactive and collaborative exercises (such as case studies), basic journalistic terminology was approached, the participants were able to understand terms such as "objectivity", "ethics", "news sources", "editorial independence" and others. Interactive activities, such as role-playing, encouraged participants to engage in discussions about journalistic issues

and dilemmas, to exchange views and think critically about journalistic principles, to take on and simulate journalistic roles, to come to grips with the new knowledge they had received and to apply it.

Did they know how is the situation in their country?

The young participants had some basic knowledge about journalism and journalists in Greece. Although they knew some basic information, such as the term "journalism", it seems that they did not understand the principles that govern journalism. Through the seminar activities, participants had the opportunity to understand not only what journalism is but also how it works, what are the ethical and professional principles that govern it, and the importance of independence and objectivity in journalists.

Did they find it interesting?

It is positive that the young participants of the workshop noted that journalism is interesting, engaging and that it is a means of expressing their views, enabling a creative approach to journalism. The enthusiastic response of the young people indicated that they were eager to learn and explore more about the world of journalism. As they indicated, their participation in the workshop may push them to pursue journalism and contribute to the creation of quality journalistic content in the future.

Did they mention any example?

The mention of examples about journalism by young participants was mainly related to their familiarity with social media and the articles they encounter there. This was used in the workshop as a basis for further exploration and understanding of journalism.

Is there any material produced during the training(s)?

Young participants had the opportunity to record their thoughts and engage in productive dialogues during the workshop. The opportunity to express their ideas and exchange views is important for their personal development.

Have they participated in a similar training?

It is noteworthy that several of the young participants had already participated in training programmes, even if they had different themes. This variety of training experiences can enhance their knowledge and skills in different areas and allow them to apply this knowledge to the field of journalism.

What is their opinion on social media & fake news? Which channels do they use?

The majority of young participants seem to have an increased awareness of the importance of critical thinking and comparative analysis of information in distinguishing between true and fake news. This is important as it contributes to a better understanding and evaluation of the information received from different sources.

Some of the participants, however, seem to be less skeptical about the existence of fake news in the articles. This may highlight the importance of journalistic vigilance and the ability to assess the credibility of sources and the information they obtain, issues in which their participation in the workshop will serve as a help.

Do they read news, listen to podcasts, and read news on social media?

It is interesting to note that the young workshop participants are informed and have preferences regarding their sources of information. Although they mainly make use of news on social media, their interests seem to be mainly focused on lifestyle and sports topics. This suggests a preference for entertainment topics.

However, it is positive that they were aware of and had been exposed to podcasts, as these can offer a variety of content and enhance their ability to listen to and understand different viewpoints. Negatives included their preference to listen to podcasts of their favourite influencers which lack news content.

What about the power of film, photos, video?

Young people said they believe in the power of photos, video and social media as journalistic tools. Their familiarity with social media and their ability to use new photo and video editing techniques is an important asset. At the end of the workshop they asked questions about the role of technology in journalism which would be addressed on a later day of the seminar.

Will they use the information learned?

The young participants were enthusiastic about the interactive exercises and that they were gradually becoming familiar with journalism and its principles. This suggests that they are likely to use the information learned in the future. Participants' statements about their desire to further explore journalism and new technologies are an indication that they will apply the new knowledge and skills they have acquired.

Do they know any EU media?

Although few participants were familiar with the European Union (EU) media, such as the European Broadcasting Union (EBU) and European Parliament News, those who were familiar with them and had browsed them shared their experiences with the rest of the group and asked questions which were discussed.

2nd Day of the Workshop

Location: Youth Center (part of Network for Children's Rights),

Konstantinoupoleos 198, Kolonos

Date: 10/10/23

Duration: 6h

No. of participants: 22 (10 boys, 12 girls)

Age of participants: 13-22 (1 girl 28 y.o)

The workshop on Journalism in the Age of Social Media proceeded successfully, with active participation from the attendees.

The introductory activity of the workshop, implemented in the framework of the Efivos II project, aimed at creating a climate of open discussion and empowering the group. This was followed by exercises aimed at understanding the theoretical basis of the use of social media and the purposes they serve.

The workshop started with the ice-breaker, the introduction game and the presentation of the day's theme. Then, the necessary atmosphere for open discussion and open expression of ideas was created, which was followed by exercises aimed at examining the concept of media and journalism and their correlation with social media. In this context, a discussion was held on the use of social media by the participants. Throughout this activity the participants' perception that social media was directly linked to journalism and information was evident.

The workshop continued with interactive teamwork exercises aimed at encouraging participants to create news stories by providing them with some basic information (leads) that they to convert them into content that could be published on social media. At this stage, the participants faced difficulties in understanding the different functions performed by social media and the different ways in which articles are posted on them.

In the next phase participants took part in an activity aimed at examining the different uses of social media and the differences between the content of posts made on: facebook, instagram, twitter. This interactive activity, implemented using supervisory tools, was completed through the expression of participants' questions about why each social media platform is used and what purpose it serves. The discussion concluded with the differences between these platforms and the realization that in addition to entertainment use, they can also function as media.

At the conclusion of the workshop, a closing activity was conducted in order to enhance team spirit and strengthen cooperation. During the feedback section, the participants reported that they had gained new knowledge from the workshop, which could be useful in their daily life and in their personal development and growth, as well as in the way they use social media. There was also a comprehensive review of the activities, encouragement to share views, and a conclusion with the usual retreat.

The aim of the workshop was to examine the relationship between media, journalism and social media, enhancing participants' ability to access information sources and create posts with informative content. It also aimed to develop skills in creating and understanding news articles and posts, as well as creating similar content for social media.

In conclusion, the youth's participation in the workshop revealed an interesting understanding of the use of social media. Although they had some familiarity with their use in everyday life, they did not fully understand the potential behind they held on a professional level. The recognition of the freedom that exists in Greece with regard to the use of social media was an interesting observation.

The workshop provided the participants with valuable information and knowledge, which proved interesting for their future presence in social media and the application of this knowledge at a professional level. They stressed that this information might even help them in the configuration of their personal accounts. During the workshops, material was produced since participants turned articles into posts, focusing on issues of everyday news reporting.

However, it was evident that participants had difficulty in distinguishing true from false news on social media. Furthermore, they admitted that the main content they follow are the channels of their favorite influencers, which often do not include news content.

The evolution of the educational process towards teaching how to critically analyze information and identify reliable sources can be an important step towards better use of social media as a source of information and a tool for professional promotion.

3rd Day of the Workshop

Location: Youth Center (part of Network for Children's Rights),

Konstantinoupoleos 198, Kolonos

Date: 11/10/23

Duration: 6h

No. of participants: 22 (11 girls, 11 boys)

Age of participants: 13-22 (1 girl 28 y.o)

The workshop started with the ice-breaker and the introduction game. The introductory activity of the workshop was aimed at creating a friendly environment and encouraging interaction.

This was followed by an activity aimed at introducing the participants to the concept of podcasts and comparing them to radio. The discussion about the differences between podcasts and radio showed the participants' ignorance about their usefulness. According to the opinions expressed, participants do not

prefer radio as long as they choose Spotify, which offers them the possibility to access music and interviews of their choice, follow artists they are interested in and keep up to date with their new releases. In terms of podcasts, some of the participants mentioned that they have watched podcasts on topics related to human relations, current affairs and podcasts about moments in the lives of public figures - inflection points.

Then, participants in a role-playing game were assigned in groups to prepare and conduct an interview. The aim of the exercise was to lead participants to conduct research on the persons they would represent in the interview, organize the plan of questions and answers and present them to the plenary. In this way, participants became familiar and experienced with the interviews, why they were conducted and the power of the questions in relation to the persons of interest.

The material formed during this workshop involved the podcasts created with the participants, who divided into groups and conducted research on their chosen topic and formed the recording plan. Once they had identified information and created the interview structure, they proceeded to record the podcasts - which had a specific duration - and decided on the musical mat that would accompany them. The aim of the activity was to develop and promote the participants' skills in creating podcasts.

The podcasts were followed by Reflections and Check-Out to review the workshop and conclude the workshop. In this context, participants exchanged thoughts about their experience and discussed their reflections and thoughts with the facilitators.

In conclusion, according to what emerged from the workshop and the participants

Enthusiasm and discovery of creativity

The young participants of the podcast workshop stated that it was a new experience for them, since they had zero experience about the subject. According to what they said they mainly follow from the podcasts of their favourite influencers. However, the freedom that Greece offers in terms of using media and creating digital content opens up new horizons for anyone interested in getting involved. The enthusiasm shown in creating their own podcasts is a clear indication of their interest in the world of content creation.

Creative Process and Expressive Freedom

During the workshop, young people had the opportunity to explore and develop their own ideas. Searching for information, choosing a topic, searching for music and creatively shaping their podcasts were all processes that enhanced their creative thinking and expressive freedom. Positives included the fact that they were given the opportunity to get in touch with and learn about EU media and channels.

Success and the desire to repeat

After the workshop, the adolescents stressed their enthusiasm. The experience of creating podcasts reinforced their desire to further explore and participate in similar activities. This success highlights the importance of promoting creativity and freedom of expression in the youth population, encouraging young people to discover their voices in a digital world.

4th Day of the Workshop – Articles & Interviews

Location: Youth Center (part of Network for Children’s Rights), Konstantinoupoleos 198, Kolonos

Date: 12/10/23

Duration: 6h

No. of participants: 18 (10 girls, 8 boys)

Age of participants: 13-22 (1 girl 28 y.o)

The workshop started with introductory and ice-breaking activities, with the aim of creating a friendly environment among the participants.

Then, activities were carried out in order to introduce the basic elements of the articles and interviews. In these, participants had the opportunity to discuss what articles and interviews are, to exchange views and to clarify in their minds whether all articles have the same concept and purpose, as well as how and when it is appropriate to write down their own views.

The activities that followed aimed to familiarise participants with the use and structure of articles and also to give them the opportunity to write articles themselves after researching topics of their immediate interest. After working on articles in group activities and with the help of the facilitators, the participants tried to identify the structure of the articles, the main information they provided to the readers and the central idea of the article. After the workshop, they were asked to create their own article, conduct research and find a title. Participants had the opportunity to learn the theoretical foundations of article writing, to practice writing articles, to develop creative skills and to exchange views with other participants.

Knowledge deficits and information sensitivity:

Participants, as evidenced by their participation in the workshop, started with knowledge deficits about the usefulness of articles, different types of articles and their structure. In addition, they appeared to have difficulty in identifying fake news from real news in articles published on social media.

Enthusiasm and learning:

Despite initial difficulties, participants expressed enthusiasm and a willingness to learn. It was evident that they chose to read articles related to their interests, sports news, articles about fashion and people in the public eye, while far fewer were exposed to journalistic articles on a daily basis. From the data obtained, the participants were willing to learn and train in article writing techniques and were keen to produce their own article.

Sensitivity and Future Prospects:

The findings from the data reveal the sensitivity of the participants and their interest in journalism and writing. Their willingness to be trained in article writing techniques and their decision to go ahead with their writing is a good prelude to their development in this field. Some of them expressed a desire to pursue journalism in the future, highlighting the interest generated by the workshop in their personal career choices. As well as stating that they had not participated in similar training and that this workshop had helped and motivated them on how they could express their views through journalism on burning issues of everyday life.

5th Day of the Workshop – Photography, Video & Journalism

Location: Youth Center (part of Network for Children’s Rights), Konstantinoupoleos 198, Kolonos

Date: 16/10/23

Duration: 6h

No. of participants: 21 (11 girls, 10 boys)

Age of participants: 13-22 (1 girl 28 y.o)

The fifth workshop was on photojournalism and started with the ice-breaking activities, which aimed to create a climate of cooperation and acceptance, which was be helpful in the workshop activities.

The aim of the workshop activities was to familiarize the participants with photojournalism through examples of photographs and discussions. In order to achieve this goal and to put into practice what was discussed about photojournalism, the participants took action and created their own stories through photographs. This was followed by activities on the use of video in journalism.

Participants in groups created their own concepts, decided on a particular theme, edited the script, shot footage and presented their ideas and concepts to the rest of the group. At the end of the workshop there was a comprehensive review, feedback and closing of the workshop with exercises.

This workshop gave participants the opportunity to practice photojournalism and video journalism skills, enhancing their skills, while encouraging them to share ideas.

In summary, the following emerged during the workshop:

Lack of Knowledge in Photojournalism and Use of Photos and Videos:

Participation in the workshop revealed that the participants had no prior knowledge about photojournalism and the auxiliary use of photos and videos in journalism. In addition, they found it difficult to identify fake news, and photographs did not help them in the identification process.

Enthusiasm and Willingness to Learn:

However, enthusiasm and willingness to learn was observed among the participants. From the data, it was found that they showed great interest in learning photojournalism and video journalism techniques.

Interest in Journalism and Future Prospects:

Participants expressed interest in the field of journalism and column writing. Their willingness to create their own material, such as photos and videos, reflects their interest in enhancing texts with multimedia. In addition, they said that this workshop helped them in terms of expressing their views on sensitive everyday issues. Finally, their exposure to cameras and learning techniques during the workshop highlighted their interest in the creative side of journalism.

Shortcomings in Information:

It is also significant that few of the participants chose to come in contact with journalistic content of articles on a daily basis, as the majority of them preferred social media for their information.

Wider interest in the European Union:

Finally, despite their lack of knowledge about the European Union media, participants showed an interest in broader information, and the workshop enhanced their willingness to explore new topics and sources of information, broadening their knowledge and perspectives for their future.

Crossing Borders (Denmark)

Workshop 1

Dates: 26th September, 2023

Participants (number, profile etc): 17 students

Location(s) Flakkebjerg Efterskole, Slagelse

The workshop on articles and interviews proceeded successfully, with active participation from the attendees. Here are the answers to the questions based on the workshop:

1. Did they know about the topic & terminology?

Participants in both workshops exhibited varying levels of familiarity with the topics and terminology discussed. Some had prior knowledge of the subjects, while others were less familiar, especially with detailed concepts.

2. Did they know how is the situation in their country?

Participants in both workshops shared insights about the state of journalism and media in their respective countries. They discussed various aspects, including the type of media content and journalistic practices in their local contexts.

3. Did they find it interesting?

Overall, participants in both workshops found the content engaging and valuable. They showed interest in learning about photography, video, journalism, articles, and interviews.

4. Did they mention any example?

Participants in both workshops cited examples related to the topics discussed, including specific articles, interviews, photographs, and videos they had encountered in their local or international media.

5. Is there any material produced during the training(s)?

During both workshops, participants actively produced content, including written articles, simulated interviews, photos, videos, and written pieces, as part of the practical exercises.

6. Have they participated in a similar training?

Some participants in both workshops had prior experience with training related to journalism, photography, video, and writing articles, while others were new to this type of workshop. Their previous experiences varied based on their field of interest.

7. What is their opinion on social media & fake news? Which channels do they use?

Participants in both workshops shared their opinions on social media's role in the dissemination of news, its impact on journalism, and the challenges posed by fake news. They discussed their preferred social media channels for accessing news and information.

8. Do they read news, listen to podcasts, and read news on social media?

Participants in both workshops described their media consumption habits, including reading news articles, listening to podcasts, and using social media as sources of news. They highlighted their preferences and patterns of accessing news.

9. What about the power of film, photos, video?

Participants in the Photography, Video & Journalism workshop acknowledged the power of visual media, such as film, photos, and videos, in conveying stories and eliciting emotional responses. They recognized the importance of visual storytelling in journalism.

10. Will they use the information learned?

Participants in both workshops expressed their intent to apply the knowledge and skills they gained during the training. They acknowledged the practical value of the information learned for their future work in journalism, photography, video production, and writing articles.

11. Do they know any EU media?

Participants in both workshops were asked if they were familiar with any media outlets or publications from the European Union (EU). They discussed their knowledge of and experiences with EU-based media sources.

Workshop 2

Dates: 29th September, 2023

Participants (number, profile etc): 20 students

Location(s) New Nordic Youth, Hundested

The workshop on Podcasts was successfully conducted, with active participation from attendees. Here are the answers to the questions based on the workshop:

1. Did they know about the topic & terminology? Participants had varying levels of knowledge about podcasting before the workshop. Some were familiar with the concept and terminology, while others had limited prior knowledge.

2. Did they know how is the situation in their country? Participants shared diverse insights into the podcasting landscape in their respective countries. Some were well-informed about the current status of podcasting, while others had limited awareness.
3. Did they find it interesting? Overall, participants found the workshop on podcasts to be interesting and engaging. They showed enthusiasm for learning about this medium of communication.
4. Did they mention any example? Participants mentioned various podcast examples, reflecting their interests and prior exposure to the medium. These examples ranged from educational podcasts to entertainment and news-related ones.
5. Is there any material produced during the training(s)? Participants actively produced podcast scripts and recorded podcast episodes during the training sessions. These materials served as practical demonstrations of their learning.
6. Have they participated in a similar training? Some participants had prior experience with training related to media and communication, including podcasting. However, others were new to this type of training.
7. What is their opinion on social media & fake news? Which channels do they use? Participants shared a range of opinions on social media and fake news. While some expressed concerns about the spread of false information, others emphasized the importance of critical thinking. Common social media channels used included Facebook, Twitter, Instagram, and LinkedIn.
8. Do they read news, listen to podcasts, and read news on social media? Participants varied in their media consumption habits. Some regularly read news, while others preferred listening to podcasts. Social media served as a popular platform for accessing news content.
9. What about the power of film, photos, video? Participants acknowledged the power of visual media, including film, photos, and video, in conveying information and evoking emotions. They recognized the significance of multimedia in storytelling.

10. Will they use the information learned? Participants expressed a willingness to apply the knowledge and skills gained during the workshop in their future endeavors, particularly in the context of podcasting and media communication.

11. Do they know any EU media? Many participants were aware of European Union (EU) media outlets, such as the European Broadcasting Union (EBU) and European Parliament News. They recognized the role of EU media in providing information about European affairs.

In summary, the participants displayed varying levels of familiarity with podcasting and media concepts. They found the workshop engaging and expressed a desire to apply the knowledge gained. Participants had diverse opinions on social media, consumed news through multiple channels, and recognized the power of visual media. They were also aware of EU media outlets and their role in reporting on European affairs.

Workshop 3

Dates: 3rd October, 2023

Participants (number, profile etc): 12 students

Location(s) Flakkebjerg Efterskole, Slagelse

1. Did they know about the topic & terminology? Participants had varying levels of prior knowledge about journalism in the age of social media. Some were well-informed about the subject, while others had limited familiarity with the terminology and concepts.
2. Did they know how is the situation in their country? Participants shared their insights regarding the state of journalism in their respective countries. These insights varied widely, reflecting differences in media landscapes and freedom of the press in their regions.
3. Did they find it interesting? Overall, participants found the workshop on journalism and social media to be engaging and thought-provoking. They showed a keen interest in understanding the evolving media landscape.

4. Did they mention any example? Participants mentioned various examples of how social media and journalism intersect, including instances of fake news, the use of Twitter by journalists, and the impact of social media on information dissemination.
5. Is there any material produced during the training(s)? Participants actively produced content during the training, such as sample social media posts and discussions related to journalism in the age of social media.
6. Have they participated in a similar training? Some participants had previous experience with training related to media and social media, while others were new to this type of workshop.
7. What is their opinion on social media & fake news? Which channels do they use? Participants expressed diverse opinions on the role of social media in disseminating news and the challenges posed by fake news. They acknowledged the power and reach of platforms like Facebook, Instagram, and Twitter.
8. Do they read news, listen to podcasts, and read news on social media? Participants varied in their media consumption habits. Some relied on social media for news updates, while others preferred traditional news websites or newspapers.
9. What about the power of film, photos, video? Participants recognized the significance of visual content, including images and videos, in conveying news and capturing audience attention.
10. Will they use the information learned? Participants expressed their intention to apply the knowledge gained from the workshop, particularly in terms of effectively using social media for journalistic purposes.
11. Do they know any EU media? Many participants were aware of European Union (EU) media outlets, acknowledging the role of EU news agencies and publications in covering European affairs and global events.

In summary, participants displayed varying levels of familiarity with the subject of journalism in the age of social media. They found the workshop engaging and relevant, with a keen interest in understanding the impact of social media on journalism. Participants discussed the challenges of fake news, mentioned examples from various social media platforms, and expressed their intent to apply the knowledge they

gained. They also recognized the significance of visual media in news reporting and were aware of EU media outlets' role in European and global news coverage.

Workshop 4

Dates: 6 October, 2023

Participants (number, profile etc): 24 students

Location(s) New Nordic Youth, Hundested

1. Did they know about the topic & terminology? Participants had varying levels of prior knowledge about the topic of photography, video, and journalism. Some were well-informed about these subjects, while others had limited familiarity with the terminology and concepts, especially related to video journalism and documentary filmmaking.
2. Did they know how the situation is in their country? Participants shared insights into the state of photography, video, and journalism in their respective countries. Some expressed concerns about the challenges faced by photojournalists, the growth of video content in journalism, and the status of documentary filmmaking in their regions.
3. Did they find it interesting? Overall, participants found the workshop on photography, video, and journalism to be engaging and insightful. They showed a keen interest in understanding the relationship between visual media and journalism.
4. Did they mention any examples? Participants mentioned various examples, including iconic photojournalism images that have made a significant impact in the past. They also discussed the use of video in journalism, referring to news reports and documentaries.
5. Is there any material produced during the training(s)? During the workshop, participants actively produced visual content, such as photographs and short video clips. They also worked on creating mini-documentaries, demonstrating their creative skills.
6. Have they participated in a similar training? Some participants had previous experience with training related to photography and journalism, while others were new to this type of workshop, especially in the context of video journalism and documentary production.

7. What is their opinion on social media & fake news? Which channels do they use? Participants discussed the role of social media in disseminating visual content and its potential for spreading both authentic and fake news. They shared their preferences for social media channels and their concerns about misinformation.
8. Do they read news, listen to podcasts, and read news on social media? Participants expressed varying media consumption habits, with some relying on visual content in news reporting and others preferring traditional news sources, including newspapers and online news websites.
9. What about the power of film, photos, video? Participants recognized the power of visual media, particularly in conveying emotions and telling stories. They discussed how photos and videos can be impactful tools in journalism and documentary filmmaking.
10. Will they use the information learned? Participants expressed their intention to apply the knowledge and skills they gained during the workshop, particularly in the context of photography, video journalism, and documentary filmmaking.

In summary, participants displayed varying levels of familiarity with the workshop's topics, including photography, video journalism, and documentary production. They found the workshop engaging and insightful, expressing their keen interest in understanding the role of visual media in journalism. Participants also discussed examples, created visual content, and expressed their intent to apply the knowledge they gained. They recognized the power of photos, videos, and documentaries in storytelling and conveying emotions. Additionally, they shared their media consumption habits and opinions on social media and fake news.

Workshop 5

Dates: 26 October 2023

Participants (number, profile etc): 15

Location(s) Flakkebjerg efterskole

1. Did they know about the topic & terminology?

The students had limited knowledge on the principles and ethics on journalism

2. Did they know how is the situation in their country?

No, the students were new to the information of how journalists deal with principles and ethics in Denmark

3. Did they find it interesting?

They found the topic very interesting and asked a lot of questions

4. Did they mention any example?

Since their knowledge on the topic was limited, they did not mention any examples

5. Is there any material produced during the training(s)?

Yes, they each gave an example of white, black and grey propaganda after explaining what these concepts meant.

6. Have they participated in a similar training?

They had not participated in a similar training before.

7. What is their opinion on social media & fake news? which channels do they use?

They had a lot of knowledge about the dangers of social media and how to be critical while using them. The platforms they use are the mainstream social media channels like Instagram, facebook, tiktok, and snapchat.

8. Do they read news, listen podcasts, read news in social media?

Yes, they read news on social media, especially on Instagram. However, a lot of them pointed out that they don't believe everything they read on Instagram that's why they try to also read news on local TV.

9. What about the power of film, photos, video?

They all agreed that visual news are easier for them to read than long articles.

10. Will they use the information learnt?

They will use the information they learned since they have an upcoming project in their class during their GLOBAL PROGRAM that they do on Thursdays. This month they will be working on projects related to digital awareness.

11. Do they know any EU media?

They did not know any EU media.

Dedalus (Italy)

The workshop on journalism and social media literacy provided for the Efivos II wp3 project took place at the Intercultural Center Nanà, managed by Dedalus Social Cooperative. The workshop was planned in five different meetings: each day had a weekly basis with a duration of five hours. All meetings were held on Wednesday, starting from the 4th of October and ending on the 10th of November. The only exception was the last meeting that took place on Friday. The activity involved a group of around 26 young participants, whose age ranged between 14 and 24 years old. The group was made up of both European youngsters and unaccompanied foreign minors coming from non-European Union countries such as Egypt, Pakistan, Mali, Tunisia, Ivory Coast, Gambia, Nigeria, Bangladesh and Morocco.

For the majority of the participants the topic and the sectoral language were unknown since they are not Italian speakers. Moreover, they were not very aware of the specific situation in their own countries, showing a lack of journalistic knowledge in general. That is why the youngsters found the training very interesting and useful for expanding their knowledge on journalism and media literacy. In particular, the young attendants of the project showed maximum interest in the process of creating journalistic material such as articles, interviews, podcasts and posts on social media. Most of the young participants had never taken part before in a similar training, with the exception of three participants. More specifically, Abou Bakayoko and Nikita Russo have recently taken part in a radio program by participating in Dedalus activity “Radio Gogo”, a laboratory focused on the production of podcasts and radio broadcasts. Furthermore, another participant, Laura De Pascale had previous experience with European workshops and training, since she took part in the first Efivos’ edition.

As far as it concerns the participants’ previous experience with media and journalism, some of them read the news and listen to podcasts in their own language, but the majority of them only use social media as a source of information. According to them, social media such as Instagram and Tik Tok are reliable sources of information and useful instruments. That is why the facilitators had to highlight the link between fake news and social media in order to give the youngsters the tools to recognize them and have a better understanding of the news they read and / or watch on social media.

The **first** meeting was on the principles of journalism and journalistic ethics”; it took place on the 4th of October 2023 with a group of 26 young participants. As an introduction to the workshop, the facilitators explained the main goal of the EFIVOS program and showed the planning of the 5 gatherings. With the support of a PowerPoint presentation, the facilitator explained to the audience what journalism entails and what a journalist does. Therefore, the discussion started with a brief introduction on journalism and

articles. To make clear what a newspaper article is, the facilitators handed to the young people articles in Bangla, Urdu, Arabic, English and French, in order to make everyone able to read an article in a language they are fluent in. Then, all of the participants were given a small exercise: they were divided into groups and were given an article in their native language. Each group was asked to explain what the article was about, by using the five W's (who, what, where, when, why). This turned out to be a rather difficult exercise. Most participants were able to find the answer to the five W's in their native language, but they had a hard time explaining it in Italian. After break, one of the facilitators explained the ethical guidelines a journalist has to follow while writing an article by using examples. The participants were actively taking part in the discussion and they were giving examples themselves. Most of them showed great interest in the ethics of a good journalist, asked a lot of questions and were involved in the discussion. The first meeting ended with a second exercise: some statements about the ethics of journalism were shown and the participants had to say if the statements were true or false. It was a great success.

The **second** meeting was an introduction to articles and interviews and it took place on the 11th of October with a group of 23 young participants. The lesson focused on the three types of articles and the different types of journalists. The facilitators explained the essential elements of the article's structure and handed to the youngsters different articles in their native language: the participants were asked to read the articles and to find its different parts. Next, the facilitators asked the youngsters what kind of journalist they would like to be: most of them showed great interest in international relations and politics; others stated that they would rather not report on cruel or sad things, but they preferred to talk about happy and entertaining things, such as sports or celebrities.

The last topic of the second meeting was the interview, indeed the facilitators explained to the participants what an interview is and how it is made. After showing an example, they asked the youngsters to do a mock interview themselves. One of the participants was enthusiastic about it and so he decided to interview one of the facilitators about an accident she had a few months ago. By doing so, the facilitators made the participants understand how hard it is to ask the right questions and to keep the audience interested. In conclusion, this second meeting was able to truly capture the interest of those participating especially when familiar examples were given to them.

The **third** meeting was on journalism in the age of social media, it took place on the 18th of October and involved a group of 20 participants. During the first part of the workshop, we discussed different categories of mass media focusing on the differences between asynchronous and synchronous media, and then we explored the differences between websites and social media. After explaining this distinction one of the facilitators explained in detail the meaning of "fake news" and their connection with social media. The facilitator pointed out that the dangers of fake news are higher on social media because on these platforms everyone is entitled to write about everything. Next, we talked about the

most common social media, such as: Facebook, Instagram and X (formerly Twitter), explaining their main characteristics and the correct way of writing posts on each of them.

Many participants pointed out their interest in Tik Tok which turned out to be the most used social media platform by the people involved in the workshop.

The second part of the meeting was much more interactive since it required every participant to do an exercise; they had the chance to choose between:

- posting on a social media of their choice;
- writing an article about an argument of their choice;
- making an interview.

Everyone had the opportunity to do the exercise in Italian or in their native language. Most of the participants chose to write articles addressing different themes, such as the Israeli-Palestinian conflict, the local host communities, life in Italy etc. Someone tried to have an interview, for example K. talked about his long journey from Gambia to Italy and M. talked about his hopes and dreams for the future. All of the participants carried out the task with a good result, proving that they all understood the fundamentals of journalism and the essential elements of social media. All the articles realized by the youngsters during this meeting will be assembled in one final product: “Il Giornalino del Centro Nanà”.

This third meeting in particular was a clear example of the learn by doing method. It gave the boys and the girls the possibility to put into practice what they have been learning about.

The **fourth** encounter was on the podcasts, it took place on the 25th of October and involved a group of 21 people. At the beginning, we briefly discussed the articles wrote by the participants during the last meeting. After that, the facilitators handed out the articles to each group, to make them realize some adjustments, so that the products would be finished and ready for publication.

Next, we discussed the main topic of this meeting. The facilitator explained to the participants what a podcast is and why it is a useful way of broadcasting news. There were some questions, as most participants did not hear about podcasts in their home countries.

Therefor the facilitator explained the difference between podcasts and radio an let the participants listen to an example of both of them. Then they were asked what they thought about it and we discussed it all together. At the end of the meeting, the facilitators suggested the participants to think about a topic for their own podcast and to produce it at a later time, following our guidelines.

The **fifth** meeting was on photography, video and journalism; it was held on the 10th of November and involved a group of 17 girls and boys. One of the facilitators started the lesson explaining the contents of the PowerPoint presentation prepared for the meeting. The facilitator showed to the young participants some pictures selected for their ability to communicate a meaningful story; amongst these pictures: “Migrant mother” by Dorothea Lange, “The Nakba” and many others. The participants were struck by the power of these images and the message they were addressing. Afterwards we asked the young

people what they thought about the pictures they saw and we discussed about it all together. Afterwards the facilitator explained the differences between photo-journalism and video-journalism, introducing the profession of the “cameraman”. In the end the focus shifted on the journalist’s need to be an expert in the process of photo and video-making, by using the right equipment, such as: tripod, microphone, reflex, enlightenment kit. As an exercise, the facilitator asked the participants to take photos of a story they would like to share. Eventually they took photos to be used in the final output we produced: “Il Giornalino del Centro Nanà”. After break the facilitator handed to the youngsters the final product of all the articles, interviews and photos realized during the previous meetings. We spent the last minutes of the workshop focusing on all of the things learnt during the training and on the products realized. After thanking the young people who took part in the meeting, we closed wishing them to find a way to employ these acquirements in their future. Indeed, the Efivos’ training was fundamental in providing them with alternative tools that they can use to make their voice heard.

GEYC (Romania)

1st Day of the Workshop

Workshop 1: Principles of Journalism and Journalistic Ethics

Date: 7.11.2023

Participants: 23

Location: Dimitrie Gusti Technical College, Bucharest

The workshop began with an engaging check-in session, setting the stage for a deep dive into the principles of journalism and the ethical considerations that guide the profession. Participants gained a comprehensive understanding of journalism as the gathering, assembling, and presentation of nonfiction information related to current events. Various types of journalism, including breaking news stories, features, investigative reports, editorials, and reviews, were explored to provide a holistic view of the profession.

Participants were introduced to essential dos and don'ts in journalism, emphasizing the importance of fact-checking, source validation, record-keeping, and responsible reporting. The workshop stressed the ethical responsibility of journalists toward the public, going beyond obligations to employers and public authorities.

In an interactive exercise, participants engaged in a true-or-false activity, simulating the challenges journalists face in verifying information. This exercise enhanced participants' critical thinking skills and highlighted the importance of accuracy in reporting.

The session “Journalistic Ethics” delved into the broader concept of ethics, defining it as the principles guiding individuals in distinguishing right from wrong. Journalism ethics were explored as a code of conduct that journalists adhere to, fostering trust between consumers and news outlets. The International Federation of Journalists (IFJ) and its Global Charter of Ethics for Journalists were introduced as key references for journalistic ethics. Participants engaged in group discussions, evaluating ethical scenarios and answering questions about the conduct of a good journalist. This exercise encouraged participants to reflect on ethical considerations and build a collective understanding of journalistic integrity.

Clear and concise principles for journalists were outlined, emphasizing fair methods, reporting status as a journalist, rectifying errors, observing professional secrecy, respecting privacy, avoiding prejudice, and refraining from interference or personal gain. The importance of adhering to commitments regarding off-the-record information, anonymity, and embargoes was highlighted.

Participants were educated on serious professional misconduct in journalism, including plagiarism, distortion of facts, and various forms of defamation. Understanding these ethical boundaries is crucial for maintaining the integrity of the profession.

Various propaganda and disinformation techniques, including guilt by association, appeal to ignorance, copaganda, whitewashing, pinkwashing, and greenwashing, were explored. Participants gained insights into recognizing and critically evaluating these techniques in media content.

In a group exercise, participants applied their knowledge of propaganda techniques to different news scenarios. This hands-on activity enhanced their ability to discern and categorize various propaganda techniques in real-world examples.

The workshop concluded with a reflective check-out, providing participants with an opportunity to share their key takeaways, express any lingering questions, and reflect on the importance of ethical journalism in the media landscape. The session equipped participants with a solid understanding of journalistic principles, ethics, and the challenges posed by misinformation and propaganda.

QUESTIONS (for every & all trainings)

- Did they know about the topic & terminology?
 - Yes, they were aware of the topic at large. They understood the elements that constitute both journalism and the ethics of journalism. However, they were not well versed in terminology (especially around propaganda) and didn't have much knowledge about the standard ethical practices of journalism.

- Did they know how the situation is in their country?
 - They had very little knowledge of the situation in their own country. They knew a few names of institutions as well as journalists, but didn't have too much context on the status of journalism.
- Did they find it interesting?
 - Yes. According to their own answers, it was the most interesting activity they've had this past few months.
- Did they mention any examples?
 - Yes, they mentioned RECORDER, GEN STIRI, PRO TV, as well as other smaller individual journalists in new media.
- Is there any material produced during the training(s)?
 - In this particular session, there was no particular material produced.
- Have they participated in a similar training?
 - No, they've never taken part in any trainings related to this topic.
- What is their opinion on social media & fake news? which channels do they use?
 - They were very skeptical of most news. Most of their news didn't come from mainstream media (such as TV), but rather from Instagram and especially TikTok.
- Do they read news, listen to podcasts, or read news on social media?
 - They mostly consume video news.
- What about the power of film, photos, video?
 - Through conversation, video was found to be exceptionally popular and attractive, as well as extremely useful in terms of giving news stories more context and relatability.
- Will they use the information learnt?
 - They will most certainly use the information provided in this workshop, especially on the topic of propaganda. They will be able to understand and evaluate the information as well as the sources and the intended usage of the information within any journalistic material.
- Do they know any EU media?
 - They were vaguely aware of the social media channels of the European institutions.

Workshop 2: Introduction to articles and interviews

Dates: 8.11.2023

Participants: 23

Location: Dimitrie Gusti Technical College, Bucharest

Schedule:

The workshop kicked off with a comprehensive check-in, setting the tone for an engaging session focused on enhancing participants' skills in online communication within the context of promoting European values and democratic principles.

The facilitator provided a clear overview of three fundamental article types: News articles, Interviews, and Opinion pieces. Participants gained insights into the distinct characteristics and purposes of each type, laying the foundation for effective communication strategies. A crucial aspect of journalism, the "Five W's" were explored, emphasizing their role in guiding journalists to comprehensively address key elements of a news story: Who, What, Where, When, and Why. Participants engaged in an interactive exercise, applying these principles to lead paragraphs from existing news articles.

The structure of articles was also discussed, covering components such as Headline, Byline, Lead/Lede paragraph, "The Body," "The Tail," and the Last Paragraph. This segment provided participants with a clear blueprint for constructing effective and engaging articles.

Participants were divided into groups for a practical exercise. Each group collaborated to analyze lead paragraphs from existing news articles, extracting information to answer the "Five W's." This hands-on activity aimed to reinforce the understanding of article structure and content.

The facilitator then guided participants through the article writing process, breaking it down into manageable steps. The importance of choosing a relevant, timely, and significant topic was highlighted, along with tips on researching, collecting sources, and classifying and prioritizing information. In a follow-up extended exercise, participants either individually or in groups crafted a 250-300 word article following the discussed structure. The step-by-step approach allowed for a practical application of the concepts covered.

Participants gained insights into different types of reporters, including Breaking News Reporters, Investigative Reporters, Crime Reporters, Politics Reporters, Health and Wellness Journalists, Arts and Lifestyle Reporters, and Editorial/Op-ed Writers. This segment set the stage for the subsequent exercise.

Participants also reflected on the types of reporters discussed and shared which field of journalism appealed to them the most, providing insight into their preferences and interests.

Structured, unstructured, and semi-structured interviews were explained, offering participants a nuanced understanding of the interview process and the flexibility required based on the context.

A detailed guide on conducting interviews was provided, covering research, preparation, question formulation, active listening, and post-interview steps such as transcription and text editing. This practical knowledge equipped participants with the skills needed for effective journalism.

In groups, participants engaged in an imaginary interview, simulating the process of researching, formulating questions, and responding as both journalists and interviewees. This exercise provided a hands-on experience of the interview process.

The workshop concluded with a reflective check-out, allowing participants to share their key takeaways and express their enthusiasm for applying their newly acquired skills in online communication and journalism. The session provided a holistic understanding of articles, interviews, and the broader journalistic landscape, empowering participants for future endeavors in the field.

QUESTIONS (for every & all trainings)

- Did they know about the topic & terminology?
 - They knew the anatomy of an article and were aware of the relevance good writing can have on readers.
- Did they know how the situation is in their country?
 - Yes, and their stance was that most articles are written for click-bait, or written in a style that promotes low-quality, high-speed journalism.
- Did they find it interesting?
 - Yes, they found this session extremely interesting, especially when they were proposing their own short-form articles.
- Did they mention any examples?
 - Yes, they mentioned various examples from the local celebrity gossip publications, as well as from higher quality journalistic endeavours, such as RECORDER.

- Is there any material produced during the training(s)?
 - Each participant proposed a short-form article to share a story of their choosing.
- Have they participated in a similar training?
 - According to them no. The closest thing to this training has been Romanian high school classes.
- What is their opinion on social media & fake news? which channels do they use?
 - They were very sceptical of most news. Most of their news didn't come from mainstream media (such as TV), but rather from Instagram and especially TikTok.
- Do they read news, listen to podcasts, or read news on social media?
 - A lot more options things were mentioned throughout this session. They mostly listed interview podcasts and online news published on social media.
- What about the power of film, photos, and video?
 - They mentioned how relevant photos are to an article, how an article with a very explicit photo can make almost any story believable.
- Will they use the information learnt?
 - They'll most certainly be able to create better stories from now on.
- Do they know any EU media?
 - In this certain session, it was not mentioned.

3rd day of workshop

Workshop 3: Journalism in The Age of Social Media

Dates: 9.11.2023

Participants: 23

Location: Dimitrie Gusti Technical College, Bucharest

Schedule:

The workshop kicked off with an interactive check-in session, setting a positive and engaging tone for participants to explore the evolving landscape of journalism in the age of social media.

The foundational session provided a comprehensive understanding of media, spanning from traditional print forms to electronic press and the internet. Categorization in relation to time, distinguishing

between asynchronous and synchronous media, laid the groundwork for understanding the evolution of media consumption.

A crucial exploration of social media versus websites ensued, emphasizing the distinctions between user-generated content on social media and professionally curated content on websites. Participants gained insights into the potential for fake news dissemination on social media platforms and the importance of critical consumption.

The following session delved into the dual nature of social media, serving as both a powerful tool for news consumption and a potential breeding ground for fake news. Participants explored tools and techniques for detecting fake news on social media, enhancing their media literacy skills.

An engaging exercise allowed participants to apply their knowledge in a simulated scenario, reinforcing their ability to critically assess news on social media platforms. This hands-on experience encouraged active participation and deepened understanding. Participants then explored the characteristics and nuances of major social media platforms – Facebook, Instagram, and Twitter. The session emphasized the impact of each platform on journalism, addressing issues like the spread of fake news and the evolving nature of content sharing.

A practical session provided valuable tips on crafting effective posts tailored to different social media platforms. Participants learned the nuances of maximizing impact on Facebook, Instagram, and Twitter, considering factors like hashtags, localized content, and visual elements.

In an interactive exercise, participants applied their newfound knowledge by creating posts on various social media platforms. This hands-on activity facilitated practical learning and encouraged creativity in utilizing social media for journalistic purposes.

The workshop concluded with a reflective check-out session, allowing participants to share their key takeaways, ask final questions, and express their thoughts on the intersection of journalism and social media. The check-out provided a platform for participants to reflect on the evolving nature of journalism and the challenges and opportunities presented by social media.

Overall, the workshop equipped participants with a holistic understanding of journalism in the age of social media, fostering media literacy, critical thinking, and practical skills for effective engagement in the digital landscape.

QUESTIONS (for every & all trainings)

- Did they know about the topic & terminology?
 - Yes, they were extremely aware of the topic.
- Did they know how the situation is in their country?
 - Yes, but succinctly, they followed a limited number of new media journalistic endeavors.
- Did they find it interesting?
 - According to them, it was the most interesting training this month.
- Did they mention any example?
 - Yes, they mentioned RECORDER, GEN STIRI.
- Is there any material produced during the training(s)?
 - In this particular session, there were no materials produced.
- Have they participated in a similar training?
 - No.
- What is their opinion on social media & fake news? which channels do they use?
 - They mentioned fake news being much more prevalent on social media, especially in smaller communities.
- Do they read news, listen to podcasts, read news on social media?
 - They mostly read the news on social media photo posts.
- What about the power of film, photos, video?
 - Videos and photos were mentioned as highly enhancing for stories.
- Will they use the information learnt?
 - This training session will most likely reshape their behaviours related to the interaction with social media posts.
- Do they know any EU media?
 - In this training session, they mentioned social media accounts of EU institutions.

4th day of workshop

Workshop 4: Podcasts

Dates: 10.11.2023

Participants: 23

Location: Dimitrie Gusti Technical College, Bucharest

Schedule:

The workshop began with an engaging check-in session, fostering a positive and collaborative atmosphere among participants as they embarked on a journey into the realm of podcasts.

Participants were introduced to the concept of podcasts, understanding them as digital mediums comprising audio or video episodes centered around specific themes. The terminology of "podcasters" for hosts and the multifaceted purposes of podcasts, ranging from education to entertainment and marketing, set the stage for a comprehensive exploration.

A comparative analysis between podcasts and radio elucidated key distinctions, emphasizing the permanence of podcasts, the pre-recorded nature of most podcasts versus live radio, and the monetization strategies employed in each medium. The idea of on-demand listening and subscription models in podcasts added depth to the understanding.

Participants engaged in a hands-on exercise, collaborating in teams to explore and analyze a podcast of their choice. The exercise encouraged critical thinking about podcast content, structure, and presentation methods, preparing participants for creating their podcasts later in the workshop.

The diverse landscape of podcast topics and types was explored, ranging from political and journalistic podcasts to true crime, business, comedy, and more. Participants gained insights into different podcast formats, including conversational, monologue, non-fiction storytelling, theatrical, repurposed, and hybrid.

Understanding the structure of a podcast was essential. The workshop delved into the introduction, main part, and closing components of a podcast episode, emphasizing the importance of setting the stage, delivering content effectively, and leaving a lasting impression.

In teams, participants engaged in a creative exercise to design and script a 5-10 minute podcast episode. The exercise encouraged collaborative research, brainstorming, and scriptwriting, allowing participants to apply the knowledge gained about podcast structure. Participants focused on branding their

podcasts, finding titles that encapsulated the essence of their content, adding a layer of identity to their creative projects.

An overview of podcasting equipment for both mobile and desktop/laptop setups was provided. From basic audio recorder apps for mobile users to dynamic microphones, pop filters, and audio recording software for a more professional touch, participants gained insights into the tools available for podcast creation. Teams embarked on the recording phase of their podcasts, implementing the knowledge gained and putting their creativity to the test.

The workshop concluded with a reflective check-out session, allowing participants to share their experiences, key learnings, and any challenges faced during the workshop. Participants left with newfound knowledge and practical skills for venturing into the world of podcasting.

QUESTIONS (for every & all trainings)

- Did they know about the topic & terminology?
 - Yes, they were mostly aware of the topic, but didn't have most of the terminology related to the pre-production, production and post-production of podcasts.
- Did they know how the situation is in their country?
 - Yes, they were aware of many romanian podcasts.
- Did they find it interesting?
 - Yes. In this training session, they were highly engaged in the topic and were enthusiastic to create something podcast-related.
- Did they mention any example?
 - Yes, they mentioned multiple podcasts, especially romanian comedians such as Micutzu or Bobonete, as well as Joe Rogan.
- Is there any material produced during the training(s)?
 - Yes, the participants worked together to create a 5-minute podcast episode on the effects of video games on young people.
- Have they participated in a similar training?
 - No, they've never taken part in a similar training.
- What is their opinion on social media & fake news? which channels do they use?

- They trusted most of the information provided on a podcast, especially given the fact that they share a lot of time with the individual they are listening to.
- Do they read news, listen to podcasts, or read news on social media?
- They mostly consumed short videos from podcasts.
- What about the power of film, photos, video?
- They were especially interested in podcasts that had video as well as subtitles.
- Will they use the information learnt?
- We can not say for certain that they will use the information from this workshop, but we do know that they were highly interested in the topic of podcasts.
- Do they know any EU media?
- They weren't aware of any EU specific podcasts.

5th day of workshop

Workshop 5: Photography, Video & Journalism

Dates: 11.11.2023

Participants: 23

Location: Dimitrie Gusti Technical College, Bucharest

Schedule:

The workshop commenced with a lively check-in session, fostering a collaborative and engaging atmosphere among participants as they prepared to delve into the realms of photography, video, and journalism.

The foundational connection between photography and journalism was explored, tracing back to the invention of the camera. The workshop emphasized the role of photojournalists in using images to convey news stories, paralleling the work of traditional journalists who use words. The powerful impact of photographs in storytelling, exemplified by Dorothea Lange's "Migrant Mother," was discussed.

Participants were divided into groups, tasked with creating a visual story through a series of 5-6 photos. The exercise was designed to encourage creativity, teamwork, and the ability to convey narratives through images. The subsequent challenge involved other groups guessing the story based on the visual sequence, followed by the revealing of the written paragraphs detailing each group's intended narrative.

The workshop transitioned to video journalism, defining it as a form of journalism where journalists shoot, edit, and often present their video material. The advantages and debates surrounding video journalism were discussed, highlighting its potential for a closer connection to stories and the challenges associated with cost-cutting measures.

The concept of documentary filmmaking as a form of non-fiction motion pictures intended to document reality for educational, informative, or historical purposes was introduced. Participants learned about documentary journalism, emphasizing its in-depth exploration of people, communities, and issues over time.

A step-by-step guide to creating a documentary was provided, covering aspects from idea generation to scriptwriting, equipment selection, shooting, checking footage, and the final montage. Participants gained insights into the documentary-making process, emphasizing the importance of careful planning and execution.

In groups, participants embarked on the practical application of the documentary-making process. They brainstormed ideas, identified main characters, and wrote scripts for their mini-documentaries. The session encouraged hands-on learning, teamwork, and creativity.

Groups actively engaged in shooting scenes for their mini-documentaries, putting into practice the knowledge gained about equipment, camera techniques, and storytelling. This practical exercise allowed participants to experience the challenges and rewards of capturing footage for a documentary.

The workshop concluded with a reflective check-out session, providing participants with an opportunity to share their experiences, key learnings, and any challenges faced during the workshop. Participants left with a deeper understanding of the interconnected worlds of photography, video, and journalism, equipped with practical skills for future endeavors in these fields.

QUESTIONS (for every & all trainings)

- Did they know about the topic & terminology?
- Yes, they knew most of the important things related to the topic.
- Did they know how the situation is in their country?

- Yes, they were aware of video & photo journalism, as well as the relevance it has on journalism as a whole.
- Did they find it interesting?
- Yes, they were highly intrigued to talk about the evolution of journalism to the current day.
- Did they mention any example?
- They didn't specify many examples on this topic.
- Is there any material produced during the training(s)?
- During this training session, there were no materials produced.
- Have they participated in a similar training?
- No, none of the participants have participated in similar trainings.
- What is their opinion on social media & fake news? which channels do they use?
- They were very skeptical about most things they would see, especially on social media.
- Do they read news, listen to podcasts, or read news on social media?
- Yes, they consumed most forms of media in almost all formats.
- What about the power of film, photos, video?
- They were most interested in videos and they paid very little attention to film.
- Will they use the information learnt?
- They will most certainly use the information from this training.
- Do they know any EU media?
- Over the duration of this training session, no specific names of EU media were mentioned.

Pacto Verde (Spain)

Introduction

Pacto Verde has organised a series of workshops during the month of November in Huelva, Spain. These workshops were placed in Montessori school. The sessions took place on 20th, 21th, 27th and 28th November. 20 students participated in these workshops. This school was selected among the many that we contacted since its teachers were pretty interested in the EFIVOS project and in this WP3.

These workshops have the objective to bring young people/adolescents in touch with the ethics of journalism and journalistic tools. The aim is to familiarise adolescents with these concepts so that they can express themselves and also develop the skills to write articles and produce podcasts in the next phases of the project.

Organisation of the workshops

As mentioned above, the workshops were held at the Montessori School of Huelva. However, up to this point we had to make a great effort to find schools and entities that were interested in carrying out the project in their entity. The main reason was not that the project was not interesting but that the course was quite long in duration. This has been a rather complex problem since there were schools that offered us individual workshops but not a long term course. Finally, fortunately, the Montessori School agreed to let us run WP3 in their facilities and with their students.

Objectives of the workshops

The objective of the training is to put young people/teens in contact with journalism ethics and journalistic tools. The goal is to familiarise teenagers with these concepts so that they can express themselves and also develop the skills to write articles and produce podcasts in the following phases of the project.

The workshops offer young people the opportunity to actively participate in issues relevant to their age group, learn about EU policies, express their opinions on important issues and become active agents of change.

The overall objective of the project is to empower young people to become agents of change and to mobilise their communities to become more aware of EU values and become active citizens.

The didactic material covers the following topics:

- Principles of journalism and journalistic ethics.
- Introduction to articles and interviews
- Journalism in the age of social media
- Introduction to podcasts
- Photography, video and journalism

Implementation of the workshops

The sessions took place on 20th, 21th, 27th and 28th November.

20. 11.2023: First of all we wanted to create a close atmosphere with the students as it was the first contact we had with them, for this we made dynamics of knowledge of the group and then began with the theme of the workshop: journalism. On this day we focused on talking about journalism, what it was and which journalists they read the most, whether it was in print or digital format, which journalists they knew and if any of them wanted to be a journalist. We also discussed what were the principles of journalism and what was ethics. We were quite surprised that almost none of the participants claimed to

read newspapers, but when we went deeper they did know journalists, most of them sports or news. And very importantly, the topic of clickbait and where are the limits of ethics in journalism came up.

21. 11.2023: To start the sessions we did a little brainstorming of the contents of the previous day and the key concepts that came up were "information" and "ethics". This makes us think that the students are not very happy with the way the Spanish media informs or at least that it is something that worries them. Today we focused on articles and podcasts as two forms of news reporting. We did a small theoretical introduction since it was something they had already dealt with in the classroom in the language class and then we did a role play of interviews. We divided the students into groups where there were reporters and interviewees, and they had to talk about current issues in Spain, such as the Latin Grammy held in Seville, Amnesty, or the rise in prices in supermarkets, among others.

27. 11.2023: To start the sessions we did a little brainstorming of the contents that had been discussed the day before and the key concepts that came up were "podcast" and "twitch". This is very interesting since they are two totally different media from the traditional ones. With this reflection we started this third session in which we would talk about journalism in social networks. From this session we should highlight the important debate about the limits of news and fiction and how the

new digital tools can distort reality creating fake news, confusing those people whose digital skills are basic. Something that did not surprise us at all was the fact that 100% of the students confessed that they had not used a traditional newspaper for years, but they did consume podcasts, news twitches, read the news on Twitter or Facebook, among other channels.

28. 11.2023: Finally we come to the last of the sessions in which we dedicate it to photography within journalism, where we talk about what a photograph can say, the message that may be behind it and how ephemeral journalism is in the sense that there are news updates at all times. With this we finished the WP3 sessions in which the students seemed very interested in the topic.

Reflection on the topic

Did they know about the topic & terminology?

The participants were familiar with the subject and its terminology, having previously studied journalism in the subject of Spanish Language and Literature. However, there were certain concepts they were unfamiliar with, which they learned in the workshop.

Did they know how the situation is in their country?

Not much, they have a vague idea of Spanish journalism, they know the most famous newspapers and the news on TV, but they don't have a great knowledge of it.

Did they find it interesting?

Yes, all participants were enthusiastic about the workshop, they really enjoyed learning about journalism, and the idea of generating content together in the project motivated them a lot.

Did they mention any examples?

Attendees mentioned examples linked to the topics discussed, covering specific articles, interviews, images and videos they had identified in their local or international media.

Is there any material produced during the training(s)?

Hardly any material was produced in these workshops, only small beginnings of unfinished articles.

Have they participated in a similar training?

No, they had never attended a workshop like this, the closest thing to this content would be the didactic content within the didactic units of the subject Spanish language and literature, which has a topic on journalism.

What is their opinion on social media & fake news? which channels do they use?

The participants are big consumers of news through social networks, especially TikTok, and claim to be informed about what is going on around them through this social network. They are aware that everything they see on the internet may to some extent be false, but they do not have the tools to check this information.

Do they read news, listen podcasts, read news in social media?

In general, no, most of the participants watch news through Tiktok videos. They are aware of podcasts, but few listen to them, and say they do not read newspapers, either physical or digital.

What about the power of film, photos, video?

Since they are young people who consume a lot of social media, they see the importance of photography and video, they consider it fundamental when it comes to sharing news, they feel it much closer to them than words.

Will they use the information learnt?

Some more than others. Some participants were really interested in the subject and enthusiastic about generating content, others, perhaps because of their age, were more reluctant.

Do they know any EU media?

No, the participants showed a rather poor knowledge of anything to do with the EU, much less the media.

Citizens in Power (Cyprus)

C.I.P. Citizens in Power has organised five workshops under the context of the WP3 Efivos in Europe. WP3 provided youth in Cyprus with insights into journalism and with information, knowledge and tips on the principles of journalism, ethics and how journalism has been transformed in the social media era.

Each of the five workshops focused on different elements and aspects of journalism, aiming to inspire young people to become more involved with journalism and write their own articles as part of the EFIVOS in Europe project.

The **first workshop** was called **'Becoming Young Journalists'** and it took place as part of the MAZ(ouhour)I Festival which was organised by Citizens in Power, with the support of the Larnaka 2030, on Sunday 24th of September 2023. It was particularly focused on younger children to help them identify fake news and misinformation, particularly through social media. The workshop included a game in which players had to conduct research on different topics and try to find out if the pre-given statements were true facts or fake news. Then, participants were offered a more in-depth discussion on the dangers of fake news and how it is widespread through social media platforms. The participants were given some tips on how to use their social media accounts to remain well-informed and avoid falling victim of misinformation. During the workshop, a total of 12 participants took place, including young persons between 10 and 12 years old and some a bit older between 17-24. All participants played the game and the older participants helped and mentored the younger ones, throughout the process.

The **second and third workshops** were called **'When Art meets Journalism'** and they took place on Monday and Tuesday 10th and 11th of October 2023. The workshops were part of a local project in a theatre class. 5 theatre students were responsible for writing a report on the cultural sector of Cyprus making reference to some of the most important cultural and art events that are taking place between November and December 2023. In the first workshop, participants focused on researching about local events and identifying potential people to interview in order to find out more about the cultural and arts sector in Nicosia. In the second workshop, the participants focused on structuring their interviews and reaching out to the people they identified.

The **fourth workshop** was called **'Fridays for Writing, Coffee and Mingling: An Insight into Journalism'** and it was the Kick-off event of the 'Fridays for Writing, Coffee and Mingling' series of workshops and trainings. It took place on the 3rd of November 2023. The event was divided into two parts and it was joined by: three local journalists, Kyriakos Pierides (journalist on EU affairs, who writes on Politis newspapers), Stelios Marathovouniotis (the editor-in-chief of the online Philelefttheros newspaper), and,

Andreas Paraschos (a freelance journalist with over 25 years of experience, who writes a column on Phileleftheros), and by 21 participants (young people with an interest in journalism). The first part of the event was a panel on journalism, ethics and principles and it was followed by training with tips and guidance on identifying sources for cases, how to treat primary sources, how to remain objective and what are the limitations and risks of self-censorship.

The **fifth workshop** was the second week of ‘**Fridays for Writing, Coffee and Mingling**’ and it took place on Friday, 10th of November 2023, with a particular focus on investigative skills, the increasing use of technology in journalism and the challenges and opportunities these entails. The workshop included a short Q&A session with the participants and two crime reporting, women journalists, which inspired the participants to create their own article drafts. The challenges of women in journalism was also discussed with some young students arguing that the women still face more challenges than men when starting their career as journalists. There was a total of 11 participants, including one migrant from a non-EU country and one student from another EU country. The participants were between 18-24.

Methodology of the workshops

The workshops were planned in such a way as to offer a comprehensive understanding of journalism, its main principles and ethics as well as its evolution and how social media affect the field of journalism. The workshops were organised mainly by C.I.P. and some of them were in cooperation with other local organisations and/or with stakeholders in the field of journalism or other associated partners.

All workshops were divided in two parts: a) the first part served as an introduction and it aimed at offering expertise from stakeholders and journalists/ and or involving the partners in engaging, informal activities; b) the second part of the workshops included the in-depth analysis and the training on journalism and media literacy.

To ensure the cohesive continuation of the workshops and the creation of a local team with the participants of the EFIVOS in Europe Cyprus, C.I.P. established a new scheme – the ‘Fridays for Writing, Coffee and Mingling’ workshops which will be active in November and December (as a start) and it will host some of the upcoming workshops and training of the project for WP3, WP4 and WP5. The aim of this initiative is to involve participants in different activities of the EFIVOS in Europe project including the training workshops, the writing of articles, the creation of podcasts, the national debates and the online conference. In addition to this scheme, C.I.P. will continue to cooperate with other EU projects and other local organisations for the completion of the project’s upcoming activities, workshops and other results.

So far, the participants that took place in the training on journalism and media literacy in Cyprus, learned how to identify and avoid fake news, how to use social media to remain informed about news in the EU and how to avoid fake news online. In addition, they gained practical skills in researching, identifying sources and creating skeletons for an article and/or writing piece. In addition, they had the opportunity to learn from experts in the journalism sector and from journalists themselves and get a real-life insight into the principles and ethics of journalism and what effects these might have on society.

Results of the workshops

The overall comments received by participants at the end of the workshops were very positive. Young participants had the opportunity to network with each other, exchange knowledge and talk about their previous experiences with journalism as well as about their aspirations and future plans. They were interested in finding out more about the principles and ethics of journalism and they showed great engagement, particularly in the 'Fridays for Writing, Coffee and Mingling' initiative as it offered them insight and networking with local journalists and stakeholders. The participants of this initiative have already started working on drafts and ideas for potential articles and podcasts, as part of the upcoming project's work packages.

HESED (Bulgaria)

Description

Which dates: 12.10-13.11.2023

Participants (number, profile etc)

Location(s): Hristo Botev and Filipovtzi neighborhoods, Sofia (capital city) and Kystendil.

Schedule: Three 5-modules trainings, each with 5 hours duration:

- 1) Principles of Journalism and Journalistic Ethics,
- 2) Introduction to articles and interviews;
- 3) Journalism in The Age of social media;
- 4) Photography, Video & Journalism;
- 5) Podcasts.

QUESTIONS (for every & all trainings)

- **Did they know about the topic & terminology?**

For most of the young people in the group in Kystendil, the journalistic topics such as photo and video journalism, creating articles and interviews, as well as documentary, were not familiar. Big part of the terminology was not familiar to them, and it took additional time to make it clear for them. Meanwhile it became evident that the young people are well aware with social media and podcasts. Three out of the 10 participants a regular listener of podcasts- both Bulgarian and foreign. They follow the: Jay Shetty Podcast, LOL podcast, I'm literally screaming, Two Hot takes, A better you Podcast.

In Filipovtzi the participants were acquainted with the concept of journalism, as well as with the channels through which journalistic news is disseminated. The young people were well oriented on issues related to fake news, as well as in the field of photo and video journalism. However, most of the terminology was new to them.

On the other pole were the participants in the group in Hristo Botev. They did not know none of the concepts that we discussed, and were curious to learn more. They stated that in generally they are not so much aware neither they care a lot about the things that are going out of their community, they are not interested in watching news and everything that they learn about the world – they learn from the social media.

- **Did they know how is the situation in their country?**

In general the participants in the three groups declared that they do not watch the news neither political talk shows, they do not read newspapers, or magazines, and their main source of information are the social media. This is how they are getting informed about the topics that interest them- sport, music, movies, science, lifestyle.

In Filipovtzi some of the young people mentioned that they form their opinion on different topics when they discuss them with their relatives and family members, also some of them mentioned that they are getting informed by the TV news. But again, the main source of information were the social media.

- **Did they find it interesting?**

K: The feedback after each of the 5 sessions was highly positive. They showed interest in learning new things, as well as working on things that are familiar to them. The opportunity to put in practice and apply the new knowledge was appreciated by them. The most interesting activities were the creation of an article, the photojournalistic task and the tasks to create a podcast and a documentary.

In Filipovtzi the participants found the training interesting. For them, the opportunity to create photo and video content themselves and to conduct interviews with each other and with outsiders was attractive. The young people were interested in being involved in the activities through games, discussions and group tasks.

The feedback from the participants in Hristo Botev was also positive, even though they choose the position of passive learners but not of active creators as the participants in the two other groups.

- **Did they mention any example?**

In the three groups the bigger number of examples concerned the fake news.

Examples of a good podcast were pointed out - Jay Shetty Podcast, LOL podcast, I'm literally screaming, Two Hot takes, A better you Podcas. From the Bulgarian Toto, who removed all the content from his channel because he was involved in a scandal in support of domestic violence against women, after a famous guest of his told the story how he cut his ex-girlfriend's hair as punishment for cheating on him with his best friend. The removal of the content of this podcast coincided with a large wave of public discontent against the frequent cases of domestic violence against women, and public pressure to change the legislation under the slogan #notonemore.

- **Is there any material produced during the training(s)?**

In Kystendil there are plenty of materials produced by the participants: Photos – divided into two teams chose topics for which to take photographs. One team focused on the topic of stray animals, and the other team chose to take photographs on 3 significant topics - LGBT+, sports for children with disabilities and excessive use of plastic in everyday life;

2 documentaries – one film was on the topic of early marriages and the other about the profession of a barber, they chose to shoot the personal story of a friend;

Articles – again divided into subgroups wrote articles on 3 topics: Chat GPT, Bulgarian rhythmic gymnastics and stray animals;

2 podcasts- in two teams worked. The first team chose to work creating a theater podcast. One of the participants took the role of a successful Hollywood actor, who was invited as a guest. The second group chose to do a podcast conversation. They wrote a theme: "The drama between Hailey Bieber and Selena Gomez"

In Filipotvtzi during the training, the participants filmed short videos in connection with the visit to Sofia University. They split into groups and took on the role of cameramen, journalists and interviewees, creating a report on the university experience. Also, each team created a photostory consisting of several photos and a brief description of their surroundings in the center of Sofia. The final product of the announcement is in the form of 2 podcasts in which young journalists interviewed and filmed residents of the neighborhood.

The third group in Hristo Botev, choose to keep the comfortable position of passive learners and did not produce any materials during the training.

- **Have they participated in a similar training?**

The young people had no previous experience with similar trainings, thus for big part of them the tasks and the activities were very challenging. Mostly because they had to write the scripts for the videos and the questions for the interviews. For young people from disadvantaged background, it could be useful if additional activities would be involved such as communication skills. Writing is not a strength for most of the young Roma. This is way they choose other mans for expressing their opinions and interests such as videos, photos and podcats.

- **What is their opinion on social media & fake news? which channels do they use?**

The young people in all the three groups pointed out that they use mostly „TikTok“, „Instagram“, „Facebook“ and „YouTube“. They received useful information, and some of them had one, about the ways to check the authenticity of the news disseminated on social networks. They shared as a common opinion that it is very important to keep track of what information they share, so as not to lead (unintentionally) into desinfrmation and their friends on social networks. They agreed that fake news is released for profit and manipulation of viewers' opinions.

- **Do they read news, listen podcasts, read news in social media?**

Young people are mainly informed through social media. They don't read the news, they don't watch the news. Three of the participants said they were watching podcasts.

They are mainly interested in fast and briefly exposed news, do not like to read, they would see them for no more than 30 seconds if video is available.

- **What about the power of film, photos, video?**

The young people chose the topics to work on. They are socially significant related to their lives and their surroundings. They tried to convey messages with their products.

- **Will they use the information learnt?**

The information learned will increase the digital competences of young people. It will help them better navigate the information content they use (read, share). It will change the way they form their opinion on important topics as well as they express themselves in social media and they participate in the digital communication online. It will broaden their worldview and help them navigate the world around them.

The training was practically oriented - the visit to Sofia University and the National Library and the discussion on the topic of education influenced the participants and made them think about their future. Increasing the skills in photo and video shooting, as well as training to recognize fake news and create articles will be useful for young people in the future.

But in general, without them being guided or mentored we are not expecting them to be active as young journalists.

- **Do they know any EU media?**

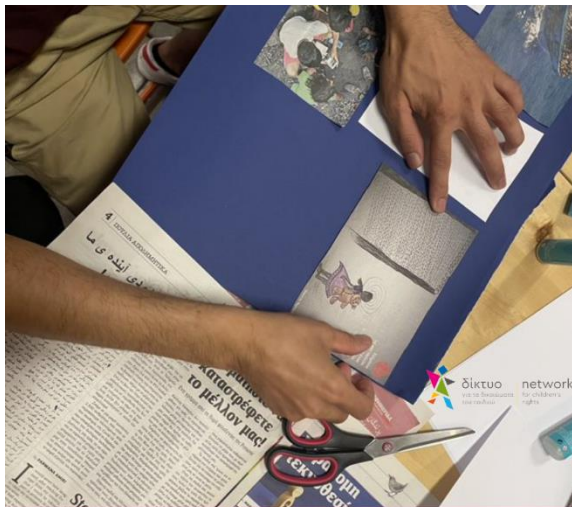
Participants in the group know and actively use only social media. They are their main and only channel for receiving and sharing information. The participants were not familiar with any media other than the Bulgarian ones.

Images





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