

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	Network for Children's Rights, Dedalus Cooperativa Citizens In Power, Pacto Verde, HESED, GEYC, Crossing Borders
PIC number:	937465231, 942198928, 940477275, 949600222, 945217859, 889495433, 918685934
Project name and acronym:	Youth Involvement in the European Democratic Debate through Journalism— EFIVOS in Europe

EVENT DESCRIPTION	
Event number:	9
Event name:	WP9
Type:	Workshops in schools
In situ/online:	in-situ
Location:	Athens, Nicosia, Naples, Campina, Huelga, Sofia , Flakkebjerg Efterskole
Date(s):	14/2/2024 & 28/3/2024, 20/2/2024, 05/03/2024, 15 & 16/ 5, 12/06/2024, 21/4/2024, 15/8/2024
Website(s) (if any):	https://efivosineurope.eu/ https://ddp.gr/efivos-in-europe-apotelesmata-ergastirion-programmatos/
Participants	
Female:	181
Male:	96
Non-binary:	
Greece	42
Cyprus	23
Italy	29
Romania	125
Spain	21
Bulgaria	20

Denmark	16		
Total number of participants:	277	Countries	7
<p>Description</p> <p>Provide a short description of the event and its activities.</p> <p>The report contains information per country on workshops in schools presenting the project and working on the deliverables.</p> <p>1. Greece</p> <p>In Greece there were 3 workshops organised, though only at the 2 of them, the students signed the attendance sheets.</p> <p>At the High School of Marathon, there was a conversation with the children about European values, which include human rights and therefore also the rights of the child. After analyzing the basic principles of rights and their importance in our daily life not only in Greece but also in Europe in general, it was discussed how these values are protected by the EU and how it is our responsibility to protect them through democratic institutions and therefore through our participation in the electoral processes.</p> <p>In the dialogue that took place on the occasion of the electoral procedures and the upcoming European elections, the children also mentioned the right of opinion and other ways, apart from the elections, in which this is exercised. The children talked about newspapers and the media in general, where different opinions and views are presented, and they also presented their own articles about democracy.</p> <p>The students sent to NCR questions for candidates; some of them were sent to the former MEP Mr Kirkos who replied them and were published in the website. https://ddp.gr/o-proin-eyrovoyleytis-miltos-kyrkos-apantaei-se-erotiseis/</p> <p>At the 3rd High School of Argyroupoli, the team and students talked about the subject of European values as an "expression" of rights. In this context, they also talked about the need for young people to participate in the procedures set by the EU for the representation of each country in it, that is, the European elections. A group of students participated in the organising committee and the debate with the candidate. Also, they create articles for the Efivos project as well as for the NCR project Migratory Birds.</p> <p>The project was presented in a common event with WWF at the Lycée Franco-Hellénique Eugène Delacroix with 100 students and therefore there are not attendance sheets.</p> <p>There was a very meaningful conversation with the children about the EU and the European elections. WWF representative (Theodota Natsu) also took part in the discussion. The discussion was about rights and the environment in the EU and how these two are at stake in this year's European elections.</p>			

They discussed what the basic principles of these rights are and how today they constitute the so-called "European values". They were concerned about the extent to which these values are in danger today from the rise of the extreme right and more generally extreme views that are gaining ground in the EU.

They also talked about the tendency to abstain from the public (and therefore also the elections) that many young people show and what this indifference to politics can mean and how it ultimately favors the prevalence of extreme views within the EU.

Moreover, they discussed the phenomenon of the nominations of people who are simply famous without having anything to do with politics and European issues.

Finally, there was a dialogue about the data that a candidate for the European Parliament should ideally gather and how a new voter should act in order to decide who to support.

2. Cyprus

The CIP team implemented the workshop at a private English-speaking school called 'The Grammar School' with students aged 18-19 years old.. It was an interactive workshop titled 'Combatting Fakes News and Racism in Today's Media Landscape'. The purpose of the workshop was to support students to:

1. Identify features of fake news articles on social media websites
2. Understand the principles of journalism and the media's role in countering racism.

The teachers of the class specifically requested a focus on racism, as the students recently completed an anti-racism week at school, and they believed this topic fit well within the course structure. Students were provided with some information to identify the reliability and accuracy of sources, and then given two activities to complete in groups. After being introduced to the topic, the students facilitated the workshop through activities and group discussions and presented their findings and ideas back to the whole class for an all in discussion. Participants engaged well, and overall presented a critical approach to mainstream media. Most participants obtained their news from TikTok, a common trend amongst this age group worldwide. Feedback forms were collected, and students showed a preference for the Kahoot! Activity, where they had to guess whether a news article was true or false from the title. Finally, as requested by the class teachers, the facilitator covered some tips to use ChatGPT ethically and responsibly. Almost all students use ChatGPT, so the purpose was to support them to understand the purpose of ChatGPT and be aware of potential bias, plagiarism, privacy concerns and how to use it appropriately.

3. Italy ([Centro Nanà - Lo scorso 5 marzo ci siamo recati presso la... | Facebook](#))

"Adriano Tilgher High School" hosted the "workshops in schools" with a group of boys and girls whose age range was between 16 and 24. The youngsters were coming from different European and non-European countries: Hungary, Italy, Ivory Coast, Gambia, Portugal, Germany and Belgium. The workshop was divided into two moments: the first part was

theoretical and mainly structured as a PowerPoint presentation, which summarized all the topics addressed in the previous wps by also using some parts of the training on journalism and media literacy. Moreover, the facilitator made a special focus on the topic of global warming and its connection to the Youth Agenda. With the support of Moustapha Camara who participant of Efivos in Europe project, they discussed three main sources of pollution: waste, deforestation, and industries. They concluded the discussion on climate change with a brief recollection of Europe's most important actions to counter global warming.

The second part was more practical and the youngsters, with the support of the facilitators, engaged in a writing activity. The facilitators asked the participants to split into different groups based on the topic they wanted to address in their articles. The participants of each group worked together to create an article concerning a topic of the youth agenda or a theme of their choice linked in some way to the EU's politics. The topics eventually chosen by the youngsters were: quality learning, inclusive society, and gender equality. The articles produced were published at the WP6 "Production of Articles". The youngsters showed a great deal of cooperation and succeeded in the production of the various articles. In total, we collected 4 articles, one in English and three in Italian. The multicultural environment greatly contributed to the stimulating atmosphere and created a climate of mutual exchange as well as new connections and relationships.

4. Romania

GEYC organized two events in two high schools in Campina, during which young people expressed their knowledge on a topic related to the EFIVOS project, but also learned more about European opportunities. The participants, high school students aged 15-18, demonstrated varying levels of pre-existing knowledge on the topics of EU Institutions and Policies, Climate Change and Use of Media. Students had a basic understanding, often influenced by school curriculum and media. There was a notable interest in learning about how the institutions directly impact their lives and the impact of social media on policy making and ethical considerations.

Students proposed more interactive educational programs to better understand EU mechanisms, suggesting virtual tours of EU institutions and simulation games, suggestions for campaigns to increase awareness and participation among young voters. and workshops on media literacy to combat misinformation.

5. Spain

The workshop took place at the IES Diego de Guzmán y Quesada high school in Huelva to students aged 15-16. The workshop aimed to empower them to identify fake news articles on social media, raise awareness about the Doñana Natural Park, and enhance their democratic participation through journalism and media.

The workshop started by introducing the EFIVOS project in Europe, highlighting the significance of youth involvement in social and environmental issues. The trainer and presented several fake news headlines related to climate change, chemtrails, and global warming denial. The students displayed a keen critical perspective on these fake news stories, recognizing the truth behind the headlines.

The workshop also had a positive impact on teachers. Through this interactive experience, teachers were able to engage with their students in a new and innovative way, fostering a sense of collaboration and community in the classroom. The workshop's focus on journalism and media literacy allowed teachers to explore new methods for teaching and assessing their students' understanding of these critical topics. Additionally, the workshop's emphasis on environmental awareness and democratic participation encouraged teachers to incorporate these themes into their curricula, enriching the educational experience for their students.

6. Bulgaria

Two classes of the 9th grade of the Vocational High School of Tourism "N. Y. Vaptsarov" participated in the workshop. The meeting was held with a brief presentation of the project and its goals, activities (past and planned), presentation of the created podcasts and a space for "questions and answers".

Two of the project participants were invited to the meeting to present the podcasts. They were very actively involved in the part with the questions. They managed to answer "in a youthful way", with personal experience and accumulated knowledge. There was an interesting discussion about the possibility of a positive change in the hands of the young man. The presentation of the podcasts was pleasant and calm. Some of the students were excited by the topics and watched with particular interest, others were not so "involved".

During the conversation about the articles, it turned out that there is a girl in the group who likes to write articles that she publishes on social networks. The topics she writes on are diverse, and the common thing she finds is "to be important/useful for me and others". Among the students there were several who, at the end of the meeting, shared their desire to participate in future similar projects. Teachers from the school shared that the silence in the hall for them shows interest. The classes were usually quite noisy.

7. Denmark

The workshop was designed for them to recap their knowledge of the European Union (EU) institutions and policies, encouraging them to engage critically and creatively with the material.

The session began with a warm welcome to the participants, followed by an introduction to the overall objectives of the workshop. The primary aim was for the students to write their knowledge about the EU, its institutions, and its policies, using a manual from previous working papers as a guide. Additionally, the role of media in shaping and communicating these policies was highlighted, providing the students with a comprehensive understanding of the subject matter.

The students were then divided into smaller groups of 4 people to facilitate interactive learning. Each group was provided with leaflets containing basic information on various EU topics, ensuring that all participants had a solid foundation to work from. The task was for each group to create a material—such as a poster, a short presentation, or another creative output—that reflected their thoughts on the EU.

Following the workshop, a discussion session was held where each group had the opportunity to present their material to the class. This segment was designed to allow students to take ownership of their learning and facilitate peer-to-peer education. The workshop concluded with a brief closing session where key insights from the discussions were recapped