



# CITIZEN

Citizenship Education and Media Literacy as tools to prevent political extremisms on social networks





Citizenship Education and Media Literacy as tools to prevent political extremisms on social networks

Erasmus+ : KA 1 – Learning mobility of Individuals – Mobility for youth workers Training Course

# PUBLIC REPORT

**Marina di Cinisi, 9-14 September 2019**



# PARTNER ORGANIZATIONS

**Coordinator:** Centro per lo Sviluppo Creativo "Danilo Dolci", Italy

**Know and Can Association**, Bulgaria

**UDRUGA VELIKI MALI ČOVJEK**, Croatia

**Continuous Action**, Estonia

**Inter Alia**, Greece

**Asociacion Building Bridges**, Spain

**LYKIA IZCILIK VE DOGA SPORLARI KULUBU DERNEGI**, Turkey

**Propósito Inadiável**, Portugal

**Asociatia Pentru Tineret Sakura**, Romania



**CENTRO SVILUPPO  
CREATIVO  
DANILO DOLCI**



**CITIZEN**  
Citizenship Education and Media Literacy for Youth in Informal and Non-formal Learning

9th - 15th September 2019  
MARINA DI CINISI - PALERMO, ITALY





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iCITIZEN



# INTRODUCTION

## ICITIZEN IN BRIEF

The Training Course “iCitizen – Citizenship education and media literacy as tools to prevent political extremism on social networks” was a 6 days international training course, from 9 to 14 September 2019. It involved the participation of 27 youth workers from 9 European countries (Bulgaria, Croatia, Estonia, Greece, Spain, Turkey, Portugal, Romania and Italy). The sharp rise in xenophobic and hateful discourses in the European political arena has recently brought a tendency towards the radicalization of political discourse, which has been frequently identified as one of the main reasons behind the current increase in racist acts. Social networks have acted as catalyst for many extremist groups with a worrying increase in reported hate-speech and violence-inciting content, threatening the European core values. In order to develop an educational strategy to curb and counteract the phenomenon of political radicalisation among young people, all activities are meant to improve the skills of youth workers through the use of non-formal and informal methodologies such as the Reciprocal Maieutic Approach and Creative Thinking, cooperative learning and teamwork. Participants acquired practical and innovative tools for the creation of audio-visual and textual content, allowing them to implement online communication strategies as ambassadors of positive narratives against violent extremism propaganda.

## ICITIZEN OBJECTIVES

- To contribute to the prevention of youth's political radicalization leading to violent extremism;
- To promote active citizenship and media literacy as tools for a peaceful and democratic living together
- To provide youth workers with non-formal education tools and competences in order to stimulate critical thinking
- To improve the potential of youth work to provide alternative education to convey European values and to stimulate young peoples ability to produce positive and alternative narratives on social networks.

***These objectives will be reached following a learning flow constituted by 3 main phases:***

- 1) Activities to create a general framework on the core topics of the TC (citizenship education; media literacy; political extremism; radicalization, protective ad vulnerability factors in the individual process of radicalization; social networks);*
- 2) Activities aimed to develop critical thinking, experimenting how citizenship education and media literacy are means to fight violent communication and extremist behaviours online and offline;*
- 3) Activities aimed to learn how to develop and spread positive narratives on social networks to counter violent political extremism, through the use of practical tools to create a campaign on social networks.*

## **CITIZEN METHODOLOGIES**

### **ACTIVE INVOLVEMENT OF PARTICIPANTS**

in the theoretical and practical sessions through non-formal activities, creative and team-building activities in order to enhance cooperation and self-group management;

### **INCLUSIVE AND COOPERATIVE LEARNING:**

participants were actively involved in the learning process; cooperation among participants was fostered through group work and interaction and stimulated during the training programme;

### **PEER LEARNING:**

participants were encouraged in sharing their knowledge, experiences and ideas, not only during the activities, but also in non-formal moments.

### **BRAINSTORMING:**

“Brainstorming is the process of free thinking and generating ideas without being bound by restraints such as “is this a good or mad idea?” (Slater and Cory, 2003). It is one of the best-known techniques available for creative problem solving, by amassing ideas spontaneously. It is a highly effective technique for maximising group creative potential.

### **MIND-MAPPING:**

is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping to better analyse, comprehend, synthesize and generate new ideas.

### **ROLE PLAY:**

is a game in which the participants assume the roles of characters and collaboratively create stories. Participants determine the actions of their characters based on their characterisation and the actions succeed or fail according to a formal system of rules and guidelines. Within the rules, they may improvise freely. Their choices shape the direction and outcome of the game.

### **WORKSHOPS:**

sessions of discussion or practical work on a particular subject in which a group of people share their knowledge or experience.

### **THE RECIPROCAL MAIEUTIC APPROACH (RMA):**

by experimenting this methodology, participants were provided with a tool to manage conflict situations and to foster dialogue. RMA fosters non-violent communication and tolerance towards others' viewpoints by valuing them.

RMA is a popular dialectic methodology of research and self-analysis tested by Danilo Dolci, starting from the 50s and by the Centre for the Creative Development within the educational and sociological field nowadays. This approach promotes a sense of responsibility in the communities and individuals and can be defined as a “collective exploration process that considers individuals' experience and intuition as a reference point” (Dolci, 1996).





## iCitizen – Citizenship education and media literacy as tools to prevent political extremism on social networks

Erasmus + KA1 – Mobility of Youth Workers - Training Course  
Marina di Cinisi, Italy – 09-15 September 2019

	9 <sup>th</sup> September	10 <sup>th</sup> September	11 <sup>th</sup> September	12 <sup>th</sup> September	13 <sup>th</sup> September	14 <sup>th</sup> September	15 <sup>th</sup> September
Morning 9.30-13h	Arrival - Welcome Participants	<p>Introduction to the TC: presentation of objectives, agenda and introduction of the Team</p> <p>Group Building Activities</p> <p>Ballot Box: Hope, concerns, expectations and contributions</p> <p>Tracing the framework (1): defining core terms (Brainstorming session)</p>	<p>RMA Workshop: What are the premises of togetherness? On which values are our societies built?</p> <p>Reframe the situation: an experience of political extremism and radicalization countered through citizenship education.</p>	<p>Media Literacy: Critical approach of the media</p> <p>Non-violent communication and positive/alternative narratives.</p>	<p>Become advocates of positive narrative II: Planning a campaign on social networks</p> <p>Creative workshop I: Creation of an online campaign to spread positive narratives.</p>	<p>Study Visits in Palermo: Meeting local organisation active in the field of promotion of alternative and positive narrative</p> <p>Preparation for the Public Event</p> <p>PUBLIC EVENT in Palermo city center</p>	Departures of participants
Afternoon 15-18:30h	Getting to know each other & and icebreaking activities	<p>Tracing the framework (2): defining core terms (Mind-map session)</p> <p>Radicalisation process: vulnerability and protective factors</p> <p>Mapping National Realities (World Café)</p> <p>Daily Evaluation</p>	<p>Observation of Online Social Network</p> <p>Three steps of critical thinking</p> <p>Veil Exercise: Social Networks, political radicalization and alternative narratives</p> <p>Daily evaluation</p>	<p>Empowering use of the media - Inspiring online practices: Tools and opportunities on social networks for online activism.</p> <p>Become advocates of positive narrative I: How to create a campaign on social networks</p> <p>Daily Evaluation</p>	<p>Creative workshop II: creation of an online campaign to spread positive narratives.</p> <p>Erasmus+, European funding opportunities - Plans for follow-up and networking</p> <p>Daily Evaluation</p>	<p>Youthpass, European Portfolio for youth leaders and youth workers</p> <p>Final evaluation</p>	Departures of participants
Evening 20h-22h	Welcome dinner	Intercultural night (I)	Intercultural night (II)	Organisation bazaar	Dinner	Dinner and farewell night in Palermo city center	

# ACTIVITIES IN DETAILS

## TRANSVERSAL ACTIVITIES

### Presentation of the project, of the team and learning environment

#### DAY 2

After the participants have been welcomed, the Coordinator presented the training course, its objectives and agenda, including an overview of the Erasmus+ programme. The hosting team, project Coordinator, trainers and support staff has been also presented. Finally, the coordinator proposed a set of rules, which has been discussed and agreed with the whole group (safety, respect of public spaces, behaviour during work and leisure time, timetable and active participation).

#### DAY 2 & 1

### Group building and ice-breaking activities

Group-building activities have been used in order to create an inclusive working and learning environment, through an exchange of knowledge and sharing personal information/ experiences, allowing for a better cooperation with the team. These activities were aimed to allow the personal development of each of the participants in terms of tolerance, self-esteem and cultural sensitivity.





### **LINE UP!**

Participants are asked to line up according to some indication the trainer gives, without talking between each other.

First step: to take position in alphabetical order by their name;

Second step: to order themselves according their age (month/year of birth), from the youngest to the oldest;

Third step: to line up according to the shoes size.

The trainer checks after each step that the order is correct, and this is a funny way to know more about the other people!

### **NAME PANTOMIME**

Participants stand in a circle, arms distance apart. Each person is asked to think of a verb, an adjective or an action which starts with the same letter as the person's first name and mime the gesture, e.g., "Jumping James". All people have to repeat the name and the action. The findings were very funny and creative!

### **UMAN BINGO**

Participants received a sheet with a table with different characteristics. They have to go around and to collect information and curiosities about others participants, to find at least a person who has each of the characteristic in the table. The only rule is that each name cannot be included twice in the table. The one who manages to fill all the table wins!

*An example of question for playing the Human Bingo*

Who has more than 10 letters in his/her name?	Who is born in 1981?	Who is sportive?	Who can touch his/her nose with the tongue?
Who knows more than 3 languages?	Who is in the board of an NGO?	Who lives in the country side?	Who has minimum then 3 brothers or sisters?
Who can tell a good joke?	Who can move his/her own ears?	Who has a child?	Who has already travelled in 4 different countries?
Who is afraid of highs?	Who has goldfish as pet?	Who plays guitar?	Who likes to cook?



## SHARED PORTRAIT

Participants are divided in two groups, sitting one in front of the other. One group will start drawing the portraits of the group in front, which will be the models.

At fixed time intervals the trainer asks to the artists to change seats rotating clockwise, leaving the drawing to the next artist coming. After this first round, the groups will change with the models becoming artists and viceversa.

The final portraits will be the result of the work of many hands and different perceptions of the members of the group. The portraits can be hung on the wall of a training room.



## Ballot boxes: concerns, motivation and contributions DAY 2

Three ballot boxes have been presented to the participants bearing three labels: expectations, concerns and motivations/contributions. Participants have been engaged in a personal reflection about their approach to the TC, their learning and personal development expectations, their concerns and fears about the TC, their motivation and contribution they thought they could give to the group during the week. They wrote down their answers on three different papers that they put in the corresponding ballot box. The Coordinator read some of the answers, encouraging the participants to discuss them.



### Some of their thoughts...

#### EXPECTATIONS

- Know new people and cultures
- To learn more about extremism and radicalisation
- To acquire new competences about social media and their role in the field of radicalisation prevention
- To learn how to plan and implement a social media campaign
- Get to know new organisations to share ideas and strengthen new partnerships.

#### FEARS

- Not to be able to contribute enough during the activities
- The rain!
- Not having enough time to deepen all the topics of the TC

#### CONTRIBUTION

- Ideas, best practices we use in our organisation, my experience
- Optimism, joyfulness and my positive attitude
- My technical knowledge and competences about IT-Tools for creating audio-visual contents
- My knowledge about online tools and social media.

At the end of this activity, a first introduction on Youthpass and the European Portfolio for youth workers have been given in order to encourage the participants to think about how to deal with self-assessment, by focusing on the 8 key competences they will develop during the training course.

## Intercultural nights

### DAY 3 & 2

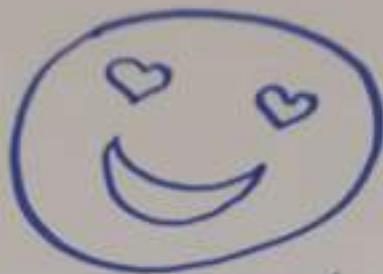
The dinner enabled an intercultural dialogue and the discovery of the different countries. The event was open to the local community as it was a chance to explore the project themes with people outside the partnership. Participants as well as guests from the local community have been able to learn more about each other's cultures and share their own traditions. All participants in turn introduced their own cultures creating more cultural sensitivity and awareness within the groups, through the presentation of traditional dishes and products as well as through traditional music and dance from the different countries. All the countries participant had the same space to express and present their own country in 2 intercultural nights.



## Daily evaluations

### EVERY DAY

The activities of the training have been evaluated daily by participants, in order for the trainers to be able to adjust their needs and provide the best possible experience and learning environment and for the participants to reflect about their learning outcomes and experience of the day. The evaluations have been performed at the end of each training day. The trainers prepared in advance a paper wall-sized Facebook wall, with each training day hung in the form of a Facebook post. The participants have been divided in smaller groups - which remained unchanged for the rest of the week in order to trace the evolution of their learning and mood -, and discuss within their groups in order to assess the activities of the day. They had at disposal a «comments section» to write any particular contribution they would like to share. The TC staff met at the end of the day to analyse and discuss the results of the groups' evaluation in order to understand the general mood of the group and detect specific needs.



Delicious meals, <sup>good</sup> energizers  
and <sup>amazing</sup> PEOPLE!

Nice place and friendly hosting



I loved the conversation about the practice, repetitive and interesting things about social media.

Another productive day, with great activities! ♥

Awesome conversations, entertaining activities, can't wait for the next day! 🤔

Critical thinking

Socrates method →

needs time to think <sup>seriously</sup> that missing nowadays

GREAT JOB.

11th

Happy birth

## What's on your mind?

I shared many ideas and learnt new perspectives on the social media's issues



Really interesting discussions about what makes a social campaign really successful! For me this was the best activity we did till now!

I love this place, the group work and the cooperative atmosphere

*Reflection sessions really really appreciated!*



The Wifi didn't work today 😞



# SECTION 1

## TRACING THE FRAMEWORK DAY 2

### DEFINING CORE TERMS

Brainstorming session: The participants have been divided in 5 groups. Each one has been assigned one flipchart with one of the following terms related to the main project's topics:

- 1) *civic education;*
- 2) *media literacy;*
- 3) *political extremism;*
- 4) *hate speech;*
- 5) *social networks.*

In order to engage them in a common reflection, exchanging opinions, ideas and point of view on the topics through the brainstorming technique, the groups have been asked to write for each topic a common definition including all the features they would relate with it.

In a second phase, each group shared the outcomes in a plenary session, hanging the flipcharts up in the wall. Finally, the trainer stimulated the reflection, asking per each definition if the whole group agrees, adding elements or making amendments accordingly.

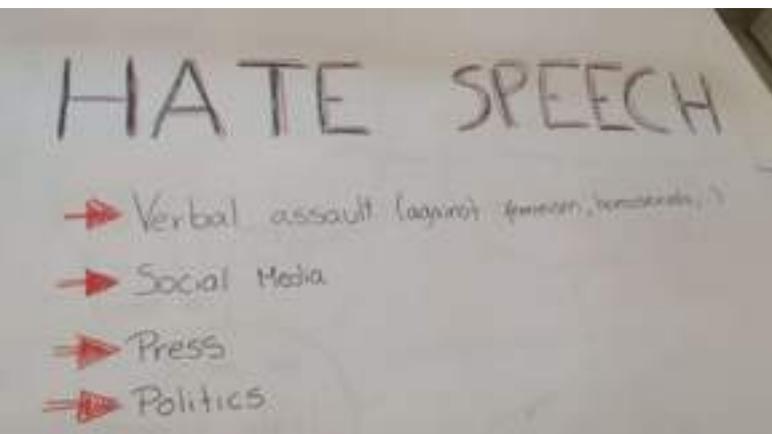
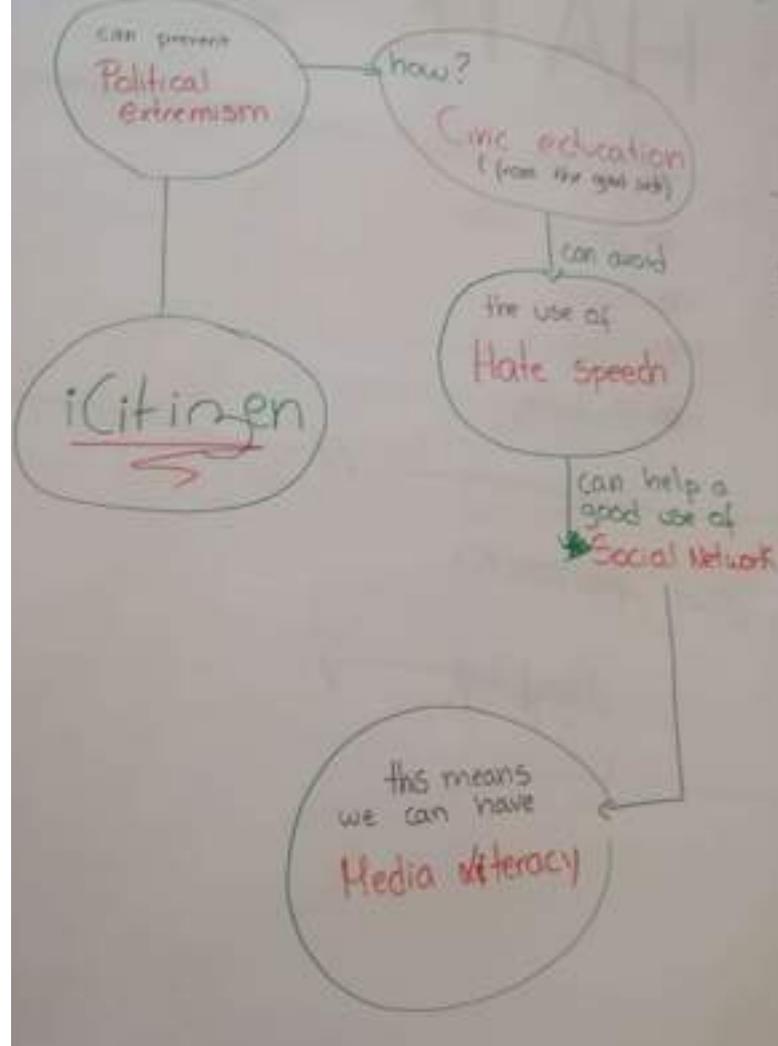


### Mind mapping session:

starting from the work and inputs of each group, the trainer asked the participants if they find any relationship among the definitions discussed.

Then, each group was asked to create a graphic mind map highlining the relations between the topics presented.

The groups shared the result of their work with the guide of the trainer who supported them in reflecting and going through the TC paths, highlighting the binds between radicalization, political extremism and citizenship education, media literacy and social networks.



### MAPPING NATIONAL REALITIES

In this session participants had the opportunity to share the situation of their country with the specific focus of the project's topics, in a creative and interactive way. A table for each country was prepared and participants were asked to move from table to table writing in a paper what they know and what they thought they know about the other countries, focussing about facts, curiosities but also making reference to the project's topics (political extremisms, hate-speech, media literacy, civic education). At the end of the session, the results have been presented by the representatives of each national group, who engaged the participants in a discussion, highlighting what was detected as true and what was the stereotypes of false myth about their own country.

In this way, each national group had the occasion to deepen its national reality through the deconstruction of stereotypes and misconceptions, but reinforcing and further elaborating knowledge coming from other people.



# SECTION 2

## THE PREMISES OF TOGETHERNESS

### DAY 3

#### RMA WORKSHOP

What are the premises of togetherness and the values our society is built on? In order to address this topic, participants had the opportunity to experience the Reciprocal Maieutic Approach – a methodology of research and self-analysis developed by Danilo Dolci, useful to develop creativity, communication, cooperation and active participation and to manage conflict situations and foster inter-cultural dialogue.



The RMA activated and developed in participants fundamental competences and values to live in society and learnt to share different point of view and to communicate with other people. It fostered democratic non-violent communication and the tolerance towards others' viewpoints. The facilitator Amico Dolci, son of Danilo Dolci and president of Centro per lo Sviluppo Creativo, introduced the topic and started a reflection about the differences between "transmission" and "communication" and about the fundamental values of our living together. The group discussion has been harmonized in order to allow each participant to express his/her opinion on the issue, according to his/her own style and personality. Participants thus experiment an approach that can be used to foster young people's participation and to provide an inclusive and safe environment where discussing issues related to interculturalism and radicalization.

## REFRAME THE SITUATION

After analysed what radicalism is and the process that breaks togetherness and leads to violent extremism, participant could experience through art a political extremism episode, reflecting and experimenting how reality can be changed if we employ citizenship education values and peaceful alternatives.

Role Play Game: participants, split into two groups, have been given two cards containing a basic plot concerning a story of extremism and including possible roles participants may play. They acted as a right-wing extremist, a policeman, a migrant, a left-wing extremist, a neutral character etc.

After working in groups to prepare the performance, they staged the story, one group at time. Finally, each group proposed peaceful alternative, using civic values and non violent communication.



# SECTION 3

## CITIZENSHIP EDUCATION AND MEDIA LITERACY AS THE BASES OF LIVING TOGETHER IN REAL AND VIRTUAL COMMUNITIES

(DAY 4 & 3)

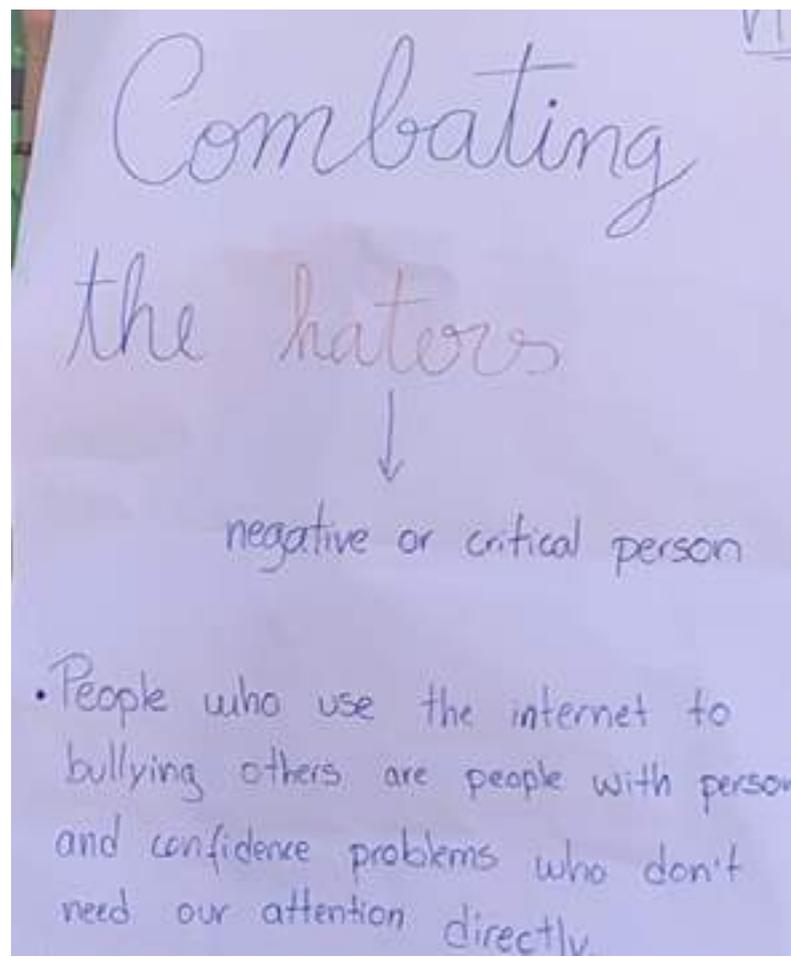
### OBSERVATION OF ONLINE SOCIAL NETWORK

Societies in 21st century are not only real, but also virtual. For this reason, besides citizenship education, it is necessary to improve media literacy to fight violent communication and extremist behaviours.

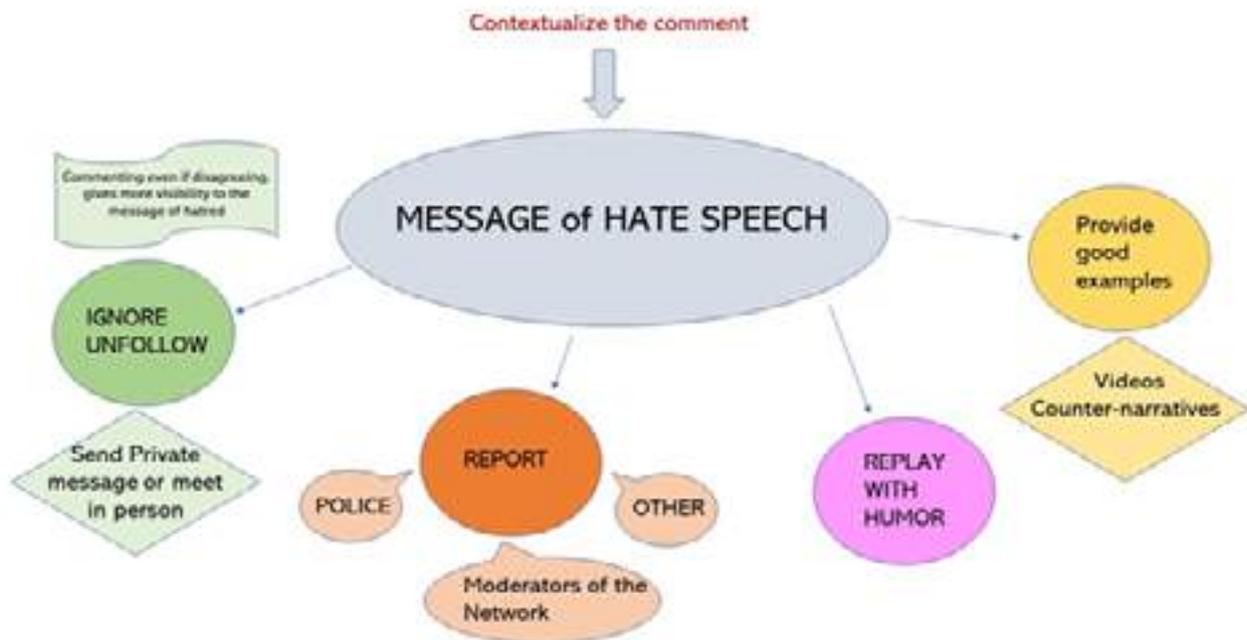
In this activity participants have been invited to reflect about the roles they use to have in social networks: 6 papers have been put on the ground, with different types of roles, such as: creator, conversationalist / discussor, critic, collector, "joiner", spectator; everyone had to go close to the paper that reflected his/her own usual way of acting in social network, and explaining why he/she had chosen to stay there. Participants initiates a discussion about different roles and way people and especially youngsters usually use social media nowadays. In a second step, participants received papers with expressions of hate-speech, taken from social network groups with extremist, racist, xenophobic attitudes. Participants were asked to re-position close to the paper representing what they usually do on the Internet, when they read some message like the ones they have received: when they read hate speech online, what they usually do?

In the final step, working in groups, the trainer asked to reflect about the most useful and effective strategies to counteract hate speech: when they read hate speech online, what they should do?

Each group presented a flipchart with their rules to combat hate speech online and to use the social network in a proactive way.



Here below some of the main rules for combating hate speech online



### THREE STEPS OF CRITICAL THINKING

Participants have been introduced to the topic of the session through a warm-up activity in which they were asked to stand in circle and throw around a ball of wool, sharing a short sentence about what social networks mean to them and holding on the thread. When everyone has received the ball and it will be over, participants have been asked to look at the network that was formed and to reflect together on the role social network have in connecting people.

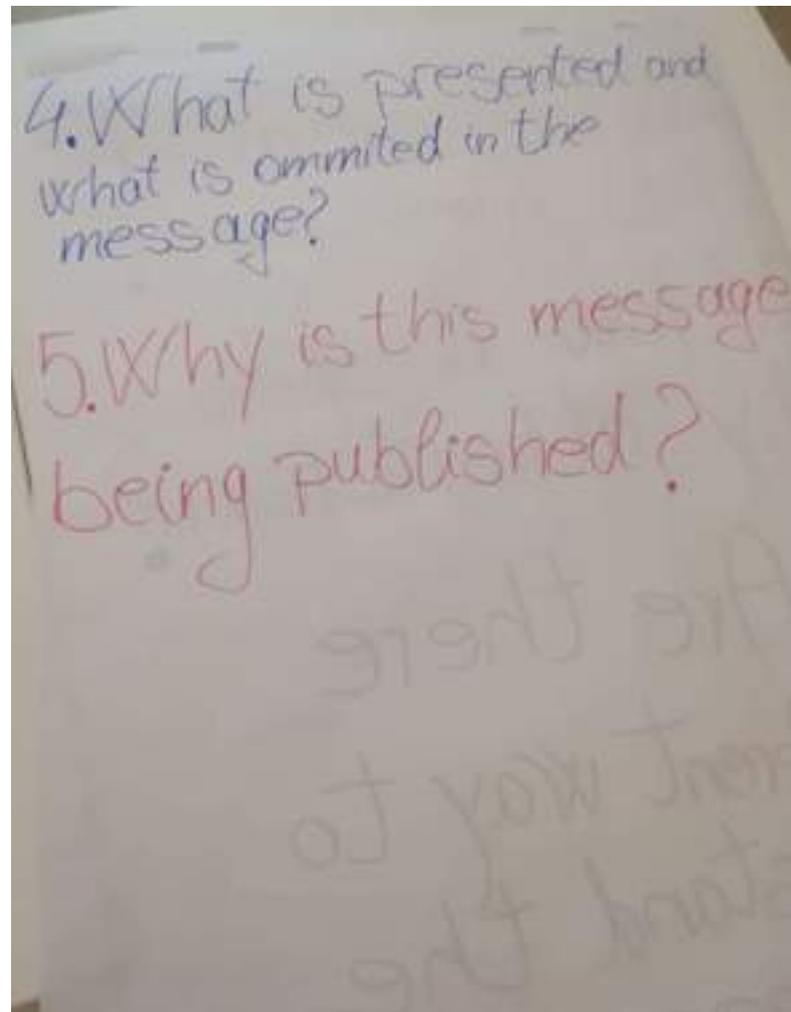
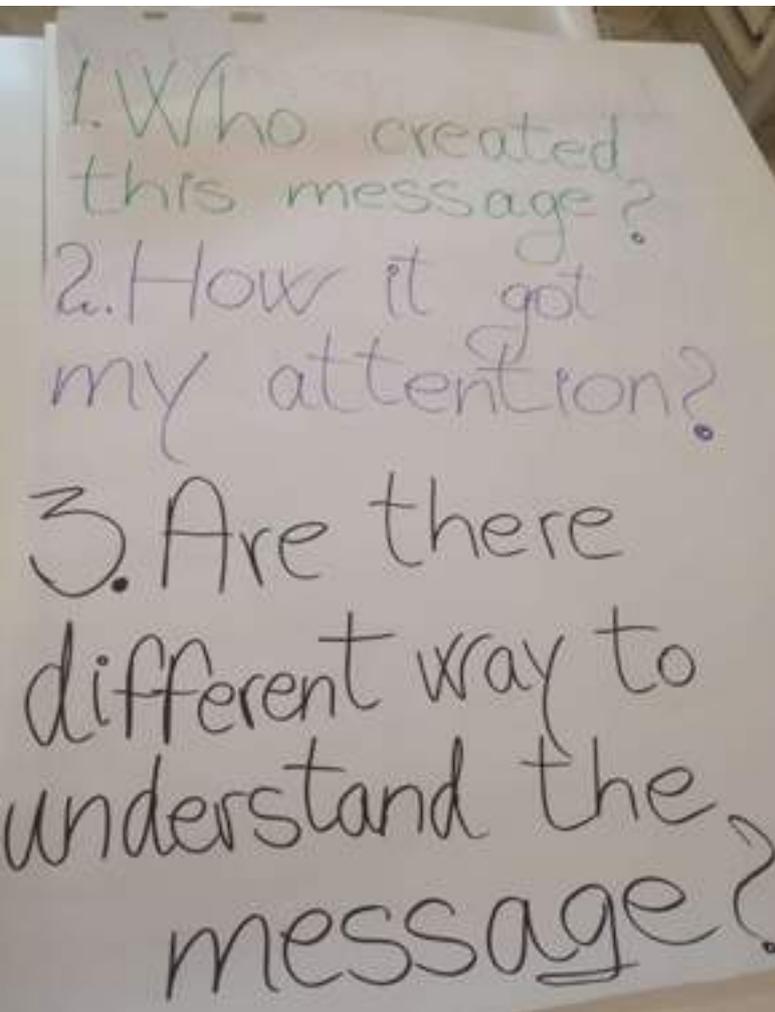
The group was encouraged to think about how social networks can be a source of protection from political radicalization. Participants were divided in small groups and asked to structure their reflection with the "Three Steps Critical Thinking Model". The activity consisted of dividing a flipchart paper into three columns, under which 3 aspects of the question were brainstormed: how social networks can provide protective factors, how they can be vulnerability factors and what interesting thoughts this topic arouses. They have been given a precise timing to fill each part of their flipcharts, in order to develop their ability to structure thought even when under pressure. This technique has been useful in order to focus and make one's reflection more effective and complete (as the issue has been analysed under different aspects), and can constitute a precious tool for youth workers to employ with the young people they work with, as it is a great exercise to improve critical thinking.



## CRITICAL APPROACH TO THE MEDIA

Working in groups, participants were called to analyse different online newspapers representing different political and ideological lines, applying the three steps of critical thinking already experimented in the previous activity. The trainer, in the debriefing sessions, guided the discussion, stimulating a reflection about how the same image, fact, event, can be interpreted and shared using different perspectives and how many factors can influence the perception that a news can create.

*Here below the 5 questions to ask for critically approaching a news*



## SOCIAL NETWORKS, POLITICAL RADICALIZATION AND ALTERNATIVE NARRATIVES – VEIL EXERCISE

Participants stand in a circle, one volunteer walked to the centre of the circle and the trainers distributed to the others seven veils and fourteen pieces of papers with a statement each. Participants read the statements describing a young person's process of radicalization towards political extremism through exposure to extremism on social networks. Those were read first and, for each one of them, one veil after the other have been put over the volunteer at the centre's head, symbolizing his/her isolation from society. Next, the remaining statements, introducing counter and alternative narratives on social networks were read, and for each one of them a veil was removed from the volunteer's head. The exercise was followed by a de-briefing session, in which participants were engaged in a discussion about the factors that leads a person towards radicalization and violence. Participants' reflections highlighted how the process leading to radicalization is shaped by multiple factors, personal and collective, social and psychological. In particular, it can be triggered, influenced or fostered by socio-political or socio-emotional circumstances that affect the individual directly or indirectly. When faced with political, social or economic malaise, above all on social networks, whether real or perceived, individuals may come to question the promises of togetherness (living together) and their sense of belonging to the community.

## EMPOWERING USE OF THE MEDIA: TOOLS AND OPPORTUNITIES ON SOCIAL NETWORKS FOR ONLINE ACTIVISM

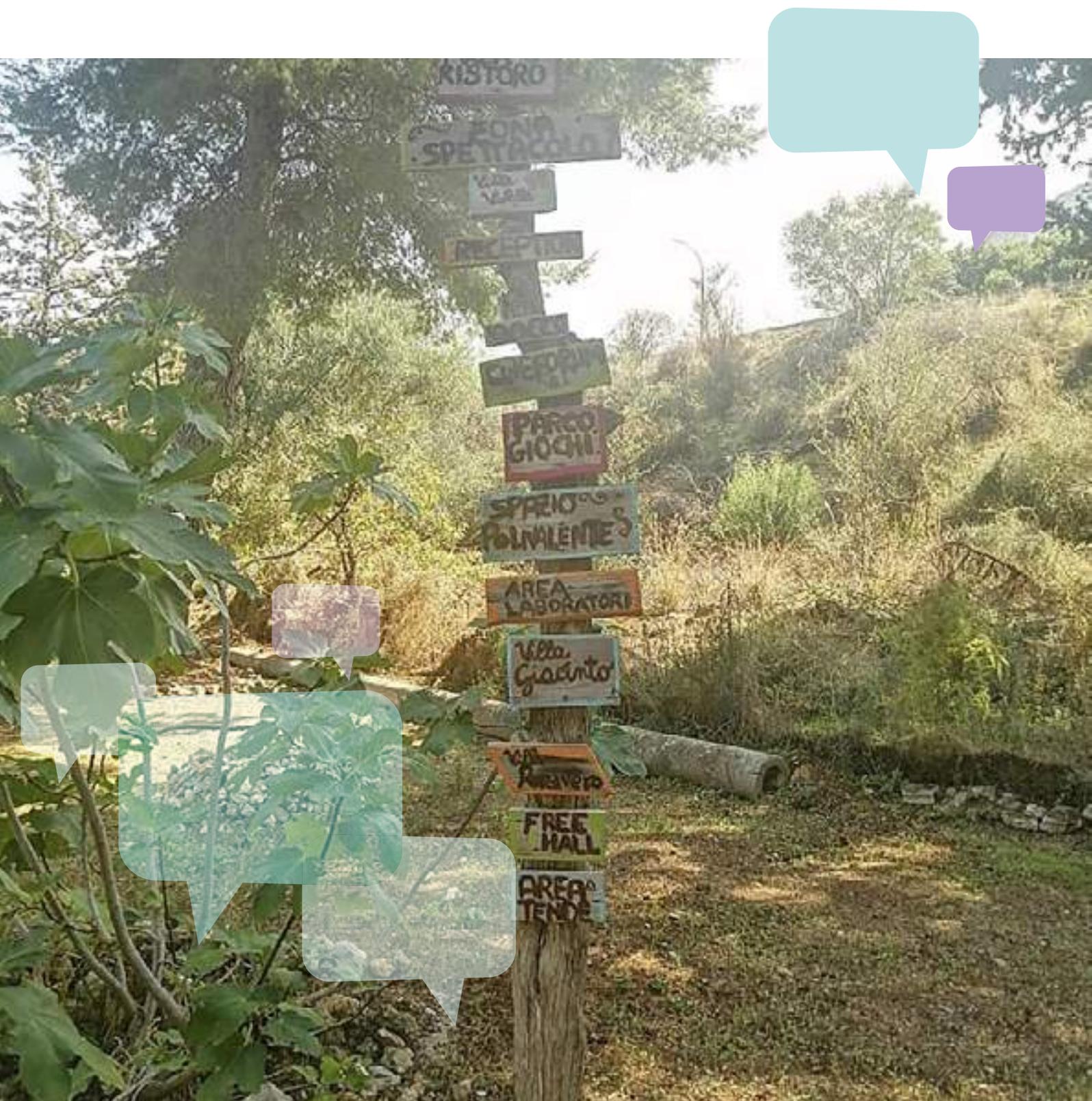
Once reflected and debated on what positive/alternative narrative means, the trainer presented 3 different social campaign online.

The trainer asked participants if they thought each of these campaign in their opinion was successful or not, giving afterward the real answer to the question, and the motivation why these campaigns actually reach their objective or not.

A debate started about what make a social campaign successful and what are the main aspects to take into account while creating an online campaign.

The session was the basis for the workshops held on the next day, for the creation and the launch of an awareness raising campaign.

The trainer expert in communication and online visibility collected the inputs from the participants and together with them drafted a chart with rules to be followed for creating and launching a successful campaign.



# SECTION 4

## BECOME ADVOCATES OF POSITIVE NARRATIVES (DAY 6 - 5- 4)

### HOW TO CREATE A CAMPAIGN ON SOCIAL NETWORKS

Continuing on the flow started on the previous day, the trainer went more in depth with the description of tools and elements useful to create an online campaign by using social networks (focusing on the main social networks used by young people: Facebook, Instagram and Twitter) and to create the contents to spread through each of them. The trainers introduced the concepts of Social Media Editorial Calendar, Analytics and explained how to spread the campaigns according to the social network chosen, the content, the time and the target to be reached.

### PLANNING A CAMPAIGN ON SOCIAL NETWORKS

Participants were split into three groups: Facebook group, Instagram group and Twitter group. Project's social media profiles have been created. Each team with the guidance of an expert trainer, reflected and planned the campaign on the social network assigned. They reflected about how to define the audience, the goal and the message to spread out in the campaign and how to create sharable content, composed by video, texts and visual. Each group appointed an "ambassador" with the role of coordinating the work of the groups: the three coordinators met to agree on the basic elements of the campaign to develop a coherent message and a more effective strategy of dissemination.



## STUDY VISIT IN PALERMO:

before the launching of the social campaign in the public event, participants visited Moltivolti. This is a restaurant with a Sicilian-ethnic and popular cuisine and coworking space dedicated to the third sector. This is a space created by persons from different culture experiences, structured and designed to welcome diversity. It was born as a model of social enterprise, putting diversity as base of development. The kitchen is a metaphor for a new recipe of domestic partnership and development support. Moltivolti shows how intercultural dialogue can prevent radicalization and political extremism and promote alternative dialogue. During the visit participants had the opportunity to listen to the testimony of Claudio Arestivo, one of the main exponents of *Mediterranea Saving Humans* – a project carried out by different realities of civil society engaged for more than a year in operations of monitoring, reporting and rescue at sea of migrants in situations of danger.



## LAUNCHING OF THE CAMPAIGN TO SPREAD POSITIVE NARRATIVES – PUBLIC EVENT

The three groups (Instagram, Facebook and Twitter) finalized the contents of the campaign and prepared the final event, held in Palermo city center.

Going around in one of the main streets of Palermo city center, via Maqueda till the Massimo Theatre, participants presented the product of the previous day's workshops becoming ambassadors of positive narratives in the framework of the campaign.

The message chosen for the launch of the campaign was the hashtag *"In your shoes"*: participants wanted to stress the idea that to understand and accept diversity in our society it is just needed to put yourself in the other's shoes, know other people and find out where they come from and where they want to go.

With a specific objective of raising awareness about the topic of migration and refugees' inclusion, the three groups created different content according to the specificity of the social network assigned to them.



During the launch of the campaign, participants involved people in the streets, distributing leaflets for promoting the campaign, asking people to follow the pages created in the social network; taking pictures of the shoes of the people, to convey the message of the necessity to stay #inyourshoes; launching the "challenge" of hugging strangers in the street, to send a message of peace, acceptance and union.

The double nature of the event (real and digital) reflected the idea of the interconnectedness of real and virtual communities and has been useful for participants to later implement what they have learned in their own communities, in order to encourage the youngsters they work with to become themselves ambassadors of positive narratives.





## SOME QUOTES FROM PARTICIPANTS' EVALUATIONS

- 🗨️ *A week plenty of useful information*
- 🗨️ *Great group work, I liked the cooperation*
- 🗨️ *Stimulating thoughts*
- 🗨️ *I got to know many people from different countries which was a great intercultural experience!*
- 🗨️ *So emotional!*
- 🗨️ *The methodologies used were interactive and stimulate the participation of all: I like it and also the trainers and all staff gave a great guidance. Thank you!*
- 🗨️ *I liked: group work, discussions, activities and energizers, good quality of meals and coffees:), warm-hearted and helpful organizers*
- 🗨️ *When I first arrived here, I was thinking «how am I going to work efficiently with these people, we are all from different ages, it might be too silent and boring» but the people and environment of the place changed my bias %100!! It was so nice and a pleasure to work with all of them, in such a diversity and age interval from 59-18. I've never thought that I'll have this much fun and learn a lot from each other!*





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