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FROM IDEAS TO ACTION: YOUTH-LED INITIATIVES AND BEST PRACTICES ACROSS ROMANIA, MOLDOVA, ARMENIA, AND SLOVAKIA



Photo source: Ustia Gymnasium, Ustia village, Dubăsari district / Ustia Youth Center, Moldova



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SUMMARY

As part of our EUTEAM project, we received 77 action plans from four countries (Romania, Moldova, Armenia and Slovakia) which means 77 groups of young people decided to take action and make a change in their communities. During the project, we worked with over 2,000 young people through workshops on civic engagement, media literacy, and diversity and inclusion. Using online sessions and group work, participants were encouraged not only to learn, but also to develop their own ideas and turn them into action plans.

In this report, we present 23 of these youth-led initiatives. We hope they can serve as inspiration and practical examples for other youths, schools, civil society organizations, local authorities, or informal groups who want to get involved. At the Romanian Center for European Policies, we would like to thank all the young people who took part, coordinated by their teachers or youth coordinators, as well as our partners—ProBono (Moldova), Adel (Slovakia), and Armenian Progressive Youth (Armenia)—for supporting, mentoring, and documenting these initiatives along the way.

All action plans started from a simple but important step: understanding what youths in their communities actually need. The topics they chose show just how diverse these needs are—from inclusion and anti-discrimination to all sorts of civic participation, mental health, well-being, and media literacy.

What really stood out, though, was how these ideas were put into practice. The groups showed a lot of creativity in the way they designed their activities. Some became “directors” and created short videos or even organized small film festivals, others used puppet theatre or storytelling to talk about difficult topics with younger students. There were mock election simulations, debates, community surveys, awareness campaigns, and school-wide activities that brought students together around a shared cause. Other creative methods were also very popular: turning news articles into short theatre performances, organizing comic strip competitions, or using poetry and art to explore social issues.

Another key element was the peer-to-peer approach. The youths were the ones organizing and leading the activities, creating spaces where others could share opinions, ask questions, and learn from each other. This made the whole experience feel more relatable and engaging. Many groups also adapted their methods depending on who they were working with—for example, using puppet theatre with younger students, and videos, debates, or workshops with older ones.

Some initiatives focused on understanding their peers better, using anonymous surveys or informal interviews to find out what students actually think and need. Others ran social media campaigns with clear messages or hashtags, or organized competitions—like video, poster, or photography contests—to get more people involved. In several cases, they also created safe and welcoming spaces in schools, like relaxation corners or creative hubs, where students could express themselves more freely.

What ties all of these together is that young people were not just participants—they were the ones making things happen. They came up with ideas, made decisions, organized activities, and in some cases even looked for ways to fund or expand their projects.



ROMANIA

1.1 REBEL HEARTS

School, City: “Tudor Jarda” Music High School, Bistrița, Romania

Plan Title: Map of Wellbeing and Democracy

Implementation Period: September 2025 – March 2026

Type of activities: participatory, creative, and wellbeing-focused activities (*theatre-newspaper format, comic strip competition*)

Themes: Well-being and youth empowerment



Context and identified need

The project responded to the increasing dependence of young people on digital screens. Studies show that 80% of Romanian teenagers spend more than 30 hours per week in front of the screens, significantly more time than the OECD average (67%). This excessive exposure contributes not only to physical fatigue but also to emotional challenges such as anxiety, lack of concentration, and social isolation. At the same time, schools often lack creative and collaborative activities that offer meaningful alternatives for self-expression and connection. Additionally, online environments can expose students to hate speech, discrimination, and intolerance, further affecting their well-being.

Activities implemented

The initiative focused on providing meaningful, non-formal alternatives centered on creativity, inclusion, and democratic values. The project team organized six *newspaper theatre workshops* across three high schools in Bistrița, introducing students and teachers to an accessible and engaging method that combines artistic expression with critical discussion. The workshops addressed relevant and in the same time debatable topics such as education policies (compulsory curricula for the Romanian baccalaureate or the closing of schools with poor performance), body image and peer influence, the role of arts in schools, etc., creating space for dialogue and reflection.

In parallel, a *comic strip competition on the theme of well-being* engaged was organized, while additional creative elements included the development of a *democracy-themed charades game and participation in workshops on fake news and youth empowerment*. These activities combined artistic methods with critical thinking, encouraging students to explore complex topics in a relatable and interactive way.

Who was involved

The newspaper-theatre activities were coordinated by a group of 4 students and managed to engage over 100 additional students from 5 classes, alongside 7 teachers who supported and facilitated the activities. Workshops were held both in schools and at the “George Coșbuc” County Library in Bistrița-Năsăud. The comic competition (120 students) was supported by the County Center for Educational Resources and Assistance (CJRAE), while prizes were provided by the local NGO Educatistic, showing a complementary use of resources to address the identified needs.

Impact and results achieved

The activities had a strong impact, particularly through the use of newspaper theatre, which encouraged high levels of participation and openness among students. Despite limited prior experience with such methods, participants were highly engaged and receptive, as reflected in their feedback and active involvement. Teachers also expressed interest in continuing similar activities, highlighting the clear need for initiatives that promote well-being while maintaining educational value. The project succeeded in creating a positive and collaborative atmosphere within the school community, demonstrating that even with limited resources, meaningful and engaging activities can foster connection, creativity, and reflection.

Communication and visibility

The project was promoted through a dedicated Instagram account ([mapofwellbeinganddemocracy](#)), as well as through the social media pages of partner schools and the local library. A physical poster was also created to promote the comic competition. In addition, creative challenges with a theatrical component were shared online to further engage students and connect the themes of well-being and democracy with everyday experiences.

Feedback from youths

Feedback from both students and teachers was very positive (*testimonials and short interviews are available on the Instagram account*), highlighting the value of combining artistic expression with critical thinking. Participants appreciated the opportunity to engage in meaningful, interactive activities and expressed a strong interest in continuing similar initiatives. Looking ahead, the team plans to build on this experience by further developing activities that combine art, creativity, and civic engagement. Although the core team members are graduating, they expressed their intention to return and mentor younger students, ensuring continuity and sustainability of the initiative.

“Although I almost missed enrolling in the project last summer (2025) due to lack of time, it turned out to be one of those decisions I’m really glad I made. It brought me a genuine sense of well-being and a lot of laughter (as you can see in the photos), and honestly, in today’s education system, we really need more moments that make us smile—with purpose. We even turned skipping classes into newspaper theatre, so there was an educational element at every step.

On top of that, I rediscovered just how engaged, creative, and funny my students are. We hope to continue collaborating in future projects as well”. Alina Tomi-Sătmar, coordinating professor.



1.2 THE VOICE OF GOOD

School, City: National College “Roman Vodă”, Roman, Romania

Plan Title: “Change Starts with Us”

Implementation Period: October 2025 – March 2026

Type of activities: awareness raising and participatory-activities (*school questionnaire, flash mobs, poster competition, role play and debates*)

Theme: Inclusion, diversity and antidiscrimination



Context and identified needs

An increase in verbal and psychological bullying was observed, including exclusion, insults, humiliation, and the spread of rumors, both offline and online. Many cases remained unreported due to fear or shame, despite their impact on students’ well-being, leading to anxiety, isolation, decreased academic performance, and, in some cases, school dropout. This situation negatively affected the overall school climate, highlighting the need for a coordinated response involving students, teachers, counselors, and the wider community.

Activities implemented

The team designed a series of complementary activities aimed at both understanding and addressing bullying. The initiative began with an anonymous questionnaire to assess the prevalence and forms of bullying in school and raise awareness on how to prevent it. Survey results show that all respondents are aware of bullying, indicating a high level of awareness. Half of the students reported having experienced or witnessed it (52% of boys and 59% of girls), confirming its prevalence. Differences emerge by gender: boys reported more physical bullying and non-involvement, while girls highlighted verbal, social, and online bullying more frequently. Most respondents consider bullying a serious issue (over 90%), occurring at least occasionally and it is often perceived as a group phenomenon, although many girls also recognize individual perpetrators. Notably, girls show a higher willingness to report the incidents or seek help from adults, while underreporting is linked to fear, shame, or lack of trust. 9 in 10 students agree that bullying should be reported.

Awareness was raised through presentations delivered in the school auditorium, complemented by a social media campaign that extended the reach of the initiative beyond the classroom and helped engage a wider audience. The students organized interactive activities such as flash mobs, role-playing exercises, debates, and guided discussions focused on emotional management and empathy. These created safe spaces for students to reflect, express their views, and better understand the impact of bullying.

In parallel, creative and visual activities played an important role in reinforcing the message. Students were involved in designing posters, participating in an anti-bullying drawing competition, and producing their own video and digital content. This combination of awareness-raising, participatory, and creative approaches made the initiative more engaging and accessible, while encouraging students to take ownership of the message.

Who was involved

The project brought together a diverse group of actors, including a team of five student ambassadors and their coordinating teacher, alongside school representatives such as the principal, teachers, and the school psychologist. Students from multiple classes participated in the activities, with an estimated total of around 300 participants.

Impact and results achieved

The activities led to an increase in awareness and understanding of bullying among students. Participants developed a better ability to recognize harmful behaviors and became more willing to intervene or report such situations. The interactive format encouraged reflection and contributed to more responsible attitudes within the school community.

At the same time, a decrease in bullying behaviors was observed, alongside improved openness in discussing difficult situations, contributing to a safer and more supportive school environment.

Communication and visibility

The initiative was promoted both within the school and online, using presentations, debates, and a range of visual materials. A dedicated Instagram page played a key role in disseminating messages and engaging a wider audience, while posters, videos, and digital content ensured the information remained accessible and engaging.

Youths' feedback

Students particularly valued the interactive elements of the project, which allowed them to express their views and better understand others' perspectives. Many reported feeling more confident in identifying and responding to bullying situations. Looking ahead, participants expressed interest in continuing similar activities, especially practical workshops and meetings with specialists.

This initiative highlights the potential of youth-led actions to address sensitive issues such as bullying and to create lasting change in the school environment.



1.3 PAEONIA

School, City: “Paul Bujor” Technological High School, Berești, Galați County, Romania

Plan Title: “Mosaic. But Without Labels”

Implementation Period: November 2025 – February 2026

Type of activities: awareness, participatory, and community engagement activities (*puppet theatre, thematic screened videos and debates, donation campaigns*)

Themes: Inclusion, diversity and antidiscrimination



Context and identified Need

While discrimination was known to exist within the school, its scale was unclear. To better understand the situation, the team conducted a survey completed by 120 high school students, which confirmed the presence of discriminatory behaviors. 1 in 4 youths reported to have witnessed often or very often forms of discrimination, while 1 in 3 reported to have witnessed rarely or sometimes. Only 1 in 5 youths reported not to have witnessed any form of discrimination. 4 in 10 youths reported to have been discriminated against on various occasions, once or multiple times. These findings highlighted the need for structured activities to raise awareness, encourage dialogue, and promote inclusion across different age groups within the school community.

Activities implemented

The project combined awareness-raising, educational, and community-oriented activities adapted to different age groups. Interactive sessions were organized across primary, lower secondary, and high school levels. For younger students, the team used *puppet theatre* to illustrate situations of discrimination and guide discussions on causes and possible solutions. For older students, *thematic videos* were screened, followed by *debates* that encouraged critical thinking and dialogue around discrimination and inclusion.

In addition to these educational activities, the project included strong community engagement components. A donation campaign was organized in partnership with the local church and municipality, providing gifts for 40 kindergarten children from disadvantaged backgrounds. The team also initiated a fundraising effort to support a fellow student facing serious health issues to contribute to medical treatment.

Who was involved

The initiative engaged approximately 300 students across all education levels—pre-school, primary, secondary, and high school—as well as representatives from vocational classes. A total of 36 teachers supported the implementation of activities, contributing to a whole-school approach. External partners, including local authorities and community institutions, also played a role in supporting the project’s outreach.

Impact and results achieved

The coordinating team identified concrete cases of students experiencing discrimination. With the support of teachers, these students are now included in *individual or group counselling programs led by the school counselor*. The project also helped shift attitudes by encouraging empathy, dialogue, and mutual understanding among students.

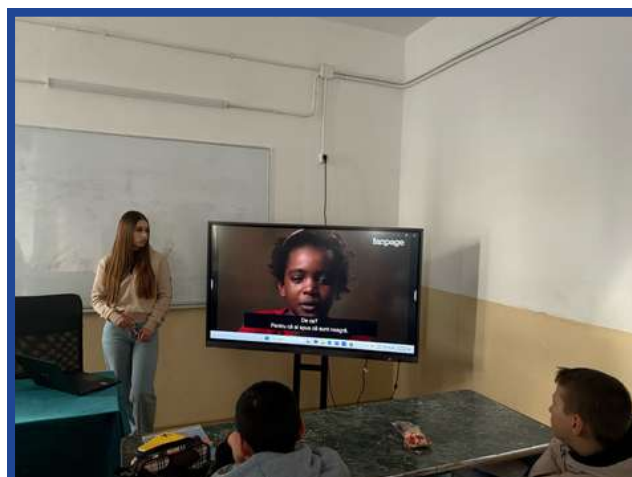
The initiative also raised awareness on discriminative behaviors and contributed to empowering students by recognizing and valuing their talents. Students were encouraged to use their skills in community and school events.

Communication and Visibility

Project activities were promoted through the school's social media page, where regular updates and photos were shared. The initiative also gained visibility through a local newspaper article written by participating students, further amplifying its impact within the wider community.

Feedback from the youths

The strong interest shown by both students and teachers is reflected in the project's expansion—from an initial plan of 3 activities to a total of 17 implemented sessions. Participants became increasingly engaged and aware of their personal development throughout the project. Students are now actively involved in organizing further initiatives, including the school's long-standing charitable event, and expressed a strong desire to continue participating in similar projects that support inclusion and community involvement.



1.4 TEXTURES & CULTURES

School, City: “Constantin Giurescu” Secondary School, Chiojdu, Romania

Plan Title: International Fair of Tastes and Traditions – Discover the World Through Culture

Implementation Period: October 2025 – December 2025

Type of activities: cultural, participatory, and community engagement activities (*multicultural culinary fair, costume-making, carol performances, short theatre performances*)

Theme: Inclusion and diversity



Context and identified Need

The initiative stemmed from the need to promote cultural diversity within the local community and to combat stereotypes caused by students' limited interaction with traditions from other countries. The team identified the need to create a space for experiential learning that encourages tolerance, inclusion, and a better understanding of the world through collaborative activities.

Activities implemented

The main activity of the project was the organization of the “Christmas Fair: emotion, taste and tradition” on December 17, 2025, at the Chiojdu Cultural Center. During the event, students formed 10 international teams, researching and presenting at stands culinary dishes, costumes, and visual materials specific to countries such as Italy, Japan, Mexico, and Romania. The program also included an artistic festival featuring a Christmas music playlist, short theatre performances (“The Pancakes”, “I Want a Beret”), and carol songs performed by students from grades 3 to 8, as well as dance & folk music performances.

Who was involved

The activities involved students from the Chiojdu and Bâsca-Chiojdului Kindergartens, as well as students from local secondary schools. Teachers and parents who contributed with recipes and traditional foods, local authorities, and the “Mugurașii Chiojdului” Folk Ensemble were actively involved. The event brought together a large number of members of the local community.

Impact and results achieved

By being directly involved in the planning and presentation of the project, students developed their communication, organizational, and civic skills. The action transformed the school into a space for intercultural dialogue and fostered a more tolerant and united environment. The community benefited from an educational event that celebrated European values and local traditions in an enjoyable way.

Communication and Visibility

The event was promoted through posters and local invitations, as well as through collaborations with local media. Online, they used the school's [Facebook page](#) and website to publish video materials showcasing preparations, recipes, and artistic moments captured during the fair.

Feedback from the youths

Students showed great enthusiasm, enjoying the experience of “traveling” culturally through the stands and artistic performances. In the future, they expressed their desire to implement more awareness campaigns or workshops that include direct cultural exchanges or multimedia projections about global diversity.



1.5 IN EQUAL MEASURE

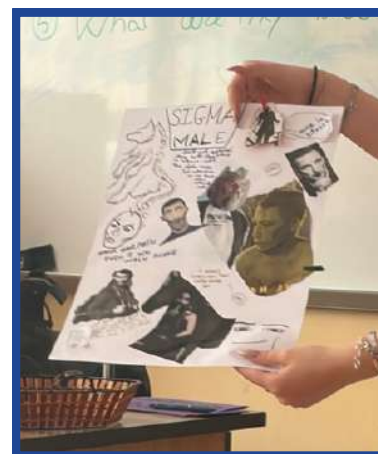
School, City: Miguel de Cervantes National Bilingual High School, Bucharest

Plan Title: Cervantes sin etiquetas (Cervantes Without Labels)

Implementation Period: November 2025 – March 2026

Type of activities: awareness, participatory, and community engagement activities (*awareness-raising workshops, media content critical analysis, public debate, multimedia – online & physical – informational content*)

Theme: Inclusion, diversity and antidiscrimination



Context and identified Need

The main issue addressed is the continuous presence and normalization of gender stereotypes in the school environment and in the public space. The team observed that interactions between students and teachers are often influenced by unconscious biases (for example, girls and boys are treated differently in everyday situations, such as asking boys to perform physical tasks based on the assumption that they are stronger). These behaviors, although seemingly harmless, contribute to maintaining a deeply ingrained inequality in many people's minds.

Activities implemented

The project was kicked off by establishing a partnership with the FILIA Center, which resulted in a series of workshops focused on combating street harassment, providing students with practical tools for response and prevention in public spaces. In December, they organized a debate to better understand the school community, assessing perceptions of gender-related topics. In addition, they launched the [project's official Instagram page](#).

In January, they got in touch with facilitator for guidance in creating a strategic action plan for the coordination team. Together with her, they organized and led a workshop on the gendered architecture of online algorithms and responsible media consumption. The activities aimed to deconstruct gender stereotypes promoted by digital media and included creative collage-based exercises to analyze media content promoted by influencers.

Who was involved

Approximately 100 students participated in the activities (mainly 11th grade), along with 7 teachers involved in debates and workshops. The project also had an international dimension, as 12 teenagers from Barcelona (participating in an Erasmus mobility program) attended the media consumption workshop. Key partners included trainers from the FILIA Center.

Impact and results achieved

The main immediate impact has been an increased level of awareness and the initiation of open dialogue on a topic previously overlooked in the school. Students showed a surprisingly high level of openness. They also produced valuable working materials, such as collages focused on deconstructing gender-based stereotypes.

Communication and Visibility

Communication was primarily carried out through the Instagram page, designed as a space for interaction and information. They created brochures and informative posts, as well as learning activities. In the future, they aim to implement at least two workshops for 9th and 10th grade students on gendered language and to develop an accessible guide for middle school homeroom teachers. This material will focus on protection against gender-based bullying and online vulnerability.



1.6 TEAM 3

School, City: Jacques M. Elias Technological High School, Sascut, Bacău county, Romania

Plan Title: Online Harassment

Implementation Period: October 2025 – June 2026

Type of activities: Awareness and community engagement activities (*interactive workshops, role-playing, guided discussions, visual materials*)

Theme: Inclusion, diversity and antidiscrimination



Context and identified Need

The main issue addressed through this action plan is the alarming increase in cases of online harassment (cyberbullying), which seriously affects social media users' emotional well-being and safety, especially among young people. The urgent need identified was to combat this phenomenon through prevention and rapid intervention measures, by providing clear reporting mechanisms and psychological support for victims.

Activities implemented

As part of the project against online harassment, interactive workshops were organized with students, aiming to raise awareness about different forms of cyberbullying, their consequences, and prevention methods. The activities included *role-playing, analysis of real-life situations, and guided discussions*, activities that encourage students to identify abusive behaviors and develop empathy towards victims.

In addition, *a school-wide awareness campaign was implemented that included thematic posters, classroom presentations and debates*. The goal of these activities was to promote responsible online behavior, encourage reporting of harassment situations, and foster a safe and respectful digital environment.

Who was involved

Approximately 80–100 high school students participated in the activities, along with 8–10 teachers involved in the organization and coordination process. Around 20 parents were also involved through information sessions, as well as representatives of the local community, including a specialist (school counselor) and, occasionally, a representative of local authorities and an NGO focused on online safety.

Impact and results achieved

Following the activities, students increased their level of awareness regarding online harassment, as they became better prepared to identify cyberbullying behaviors and their consequences. There was also an increase in open communication, with students being more willing to discuss their experiences and seek support in difficult situations. Additionally, they gained concrete prevention and response strategies, contributing to the increase in responsible digital behavior.

At the school level, the project had a positive impact on the educational climate, promoting values such as respect, empathy, and online safety. The activities encouraged collaboration between students, teachers, and parents, strengthening relationships within the school community.

Communication and Visibility

The project was promoted through various materials on cyberbullying that were posted on a dedicated Facebook page, that included the publication of case studies and a presentation on quotes against online harassment.

1.7 MIND BALANCE

School, City: “Jacques M. Elias” Technological High School, Sascut, Bacău county, Romania

Plan Title: Mental Health

Implementation Period: October 2025 – May 2026

Type of activities: Awareness and community engagement activities (*interactive workshops, online awareness-raising campaigns, surveys, creation of safe spaces*)

Theme: Health education



Context and identified need

The initial idea of the project came from observing that many students in the school face high levels of stress, anxiety, and emotional exhaustion, but often avoid talking about these issues. The lack of awareness and the fear of asking for help make students feel alone and misunderstood, which affects both their academic performance and their relationships with peers.

Activities implemented

To address this need, the youths organized *several interactive workshops together with the school counselor, focusing on stress management, emotional awareness, and building self-confidence*. These activities aimed to create a safe space where students could openly discuss their experiences and learn practical methods for coping with emotional challenges. In parallel, they carried out an *online awareness campaign using the hashtag #MindSafe*, through which they shared motivational messages.

Additionally, they set up a “*Listening Corner*” *within the school*, where students had the opportunity to talk to a trusted person. They also conducted an anonymous survey to better understand the needs of their peers.

Who was involved

Approximately 50–60 students from different classes participated in the activities, along with several teachers and the school counselor. Parents were also informed about the initiative, and some expressed their support for continuing such activities.

Impact and results achieved

As a result of the actions, they observed an increased openness among students toward discussions about mental health. More students began actively participating in workshops and expressing their opinions and emotions without fear. Additionally, the number of students reaching out to the school counselor increased, indicating that the fear of asking for help has started to decrease.

The overall atmosphere in the school became more friendly and empathetic. Students began supporting each other more, and the feedback received was largely positive, confirming that the initiative had a real impact.

Communication and Visibility

The project was promoted through the creation of a dedicated Facebook page, where they shared awareness-raising materials on mental health, as well as the creation of a mental health survey dedicated to understanding how student manage their emotions.

Feedback from the youths

Students especially appreciated having a safe space where they could be heard without being judged. Many said they felt understood and that the activities helped them better manage their emotions. They also found the practical examples and open discussions during the workshops very useful. In the future, students would like more frequent meetings of this kind, the involvement of external specialists, and the creation of peer support groups.

They perceived the activities as useful, interactive, and relevant to their daily lives. They mentioned that they learned to better recognize their emotions, communicate more openly, and manage stressful situations. They also valued the safe and trusted atmosphere created during the activities, which allowed them to express themselves freely and feel heard.

Regarding suggestions, students would like more practical and dynamic activities, such as role-playing, debates, meetings with specialists (psychologists), and personal development workshops. They also proposed organizing outdoor sessions and group activities that stimulate cooperation and interaction, as well as integrating interactive digital resources to make the learning process more engaging.

The team considers it important to continue and expand this type of project, given its positive impact on students' well-being and on the school's environment.

1.8 NEWS DETECTIVES

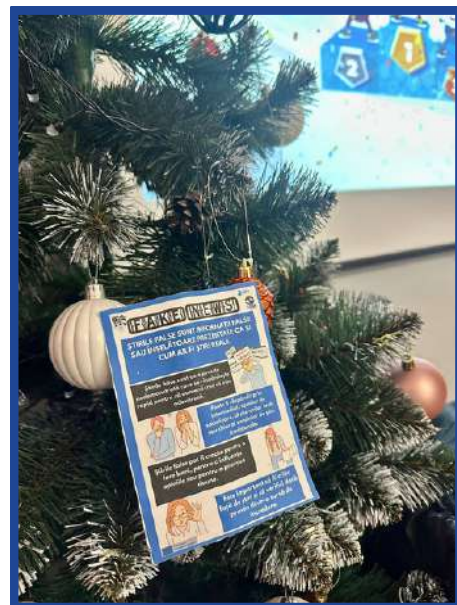
School, City: Retezat” Technological High School, Uricani, Hunedoara County, Romania

Plan Title: Searching for the Truth Among Piles of Lies

Implementation Period: November 2025 – March 2026

Type of activities: awareness, participatory, community engagement activities (*interactive workshops, quizzes, multimedia visual materials*)

Theme: Media literacy and combating disinformation



Context and identified Need

A very large number of students in the school and in their respective social circles rely on social media as their primary source of information, using platforms like Instagram, TikTok, or YouTube to stay updated on current

events, trends, and social issues. However, despite this high level of exposure, only a small proportion of them have the necessary skills to critically assess the credibility of the content they consume. Many students struggle to distinguish between reliable sources and misleading or biased information, often taking content at face value without questioning its origin or intent. This gap is largely due to the lack of structured media literacy education, which leaves students without the tools to verify facts, recognize manipulation techniques, or understand how algorithms shape the information they see. As a result, they become more vulnerable to misinformation, echo chambers, and the rapid spread of unverified content within their peer networks.

Activities implemented

Over the course of nearly four months, the project consisted of organizing *several workshops on the topic of fake news, how to recognize it, and the dangers it poses*. To prepare the activities, students created educational and informational visual materials (like flyers, Kahoot quizzes, presentations). The workshops were organized by a team of 5 students from 10th grade at the “Retezat” Technological High School in Uricani.

Who was involved

Approximately 250 students from both middle school and high school participated in the workshops. The project also benefited from the support of two NGOs: the Center for Independent Journalism (CJI) in Bucharest and the “YES to Children” (DA Copiilor) Association from Uricani, Hunedoara.

Impact and results achieved

Students were very impressed by the activities carried out by the project team, and to their surprise, there were classes where they held even 2 workshops. As word spread, they were also invited to a 4th-grade class, where some of the older students had younger siblings. For the students on the organization team, the largest gain was on a personal level, as they had the opportunity to develop new skills related to project management and teamwork. Another important outcome was that, for two future 6th-grade classes in the 2026/2027 school year, parents chose “*Elements of Digital Media Education*” as the optional subject.

Communication and Visibility

Communication was mainly carried out through direct discussions between the project team and the students participating in the workshops. Promotion was also done through the Student Council. Additionally, two social media accounts were created, on Facebook & Instagram, where photos and reels from the activities were posted, including the presentations and interactive quiz they created.

Feedback from the youths

The evaluation of the workshops was carried out using non-formal methods at the end of each session, as well as through Google Forms, where both the team's activity and the usefulness of the workshops were very well received by participating students. Students were interested in continuing with other activities, on topics such as include cyberbullying, human trafficking, and data and information security.



1.9 BRIDGE BUILDERS

School, City: “Gheorghe Munteanu Murgoci”
Theoretical High School, Măcin, Tulcea county, Romania

Plan Title: Stop Hate, Start Respect

Implementation Period: October 2025 – February
(March) 2026

Type of activities: Awareness, creative,
participatory activities (*interactive workshops,
multicultural culinary fair & costume show, public
debate, visual materials competition, guided discussions*)

Theme: Inclusion, diversity and antidiscrimination

Context and identified Need

Some students are marginalized or excluded because of differences (ethnicity, social status, academic performance). Many students do not fully understand what discrimination means or how to respond to it.

This impacts the school environment, motivation to learn, and relationships between peers. Through this project, the aim was to support students, together with teachers, the school counselor, and local authorities.

Activities implemented

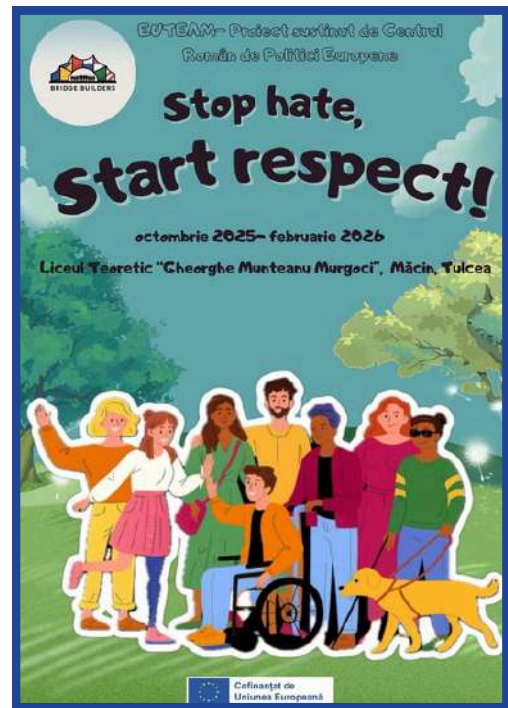
The project kicked off by creating an online survey to understand students’ perceptions of discrimination and how frequently it occurs in school. One of the main activities organized was *the “Intercultural Day” in local schools on November 14 (Dobrogea Day)*. Together, students analyzed the survey results and discussed how to contribute to a more respectful and inclusive environment. Team members presented the ethnic diversity of Dobrogea and explored traditional costumes from different communities. The activity concluded with tasting traditional sweets and pies, celebrating multiculturalism.

In February 2026, they organized *the “Dialogue Between Cultures”, a workshop on tolerance, with guests from different ethnic backgrounds and the school counselor*. The event also included *the launch of a poster and reel competition on discrimination*. Students from 11th grade, their guests, and representatives from other classes participated in open discussions about tolerance and inclusion.

However, the most appreciated activity was the competition *“The Colors and Images of Diversity,”* where both primary and high school students participated, with the best works being awarded by the organization team. The project concluded with a feedback survey and a final presentation summarizing all activities, shared on social media platforms.

Who was involved

Approximately 300 primary and high school students participated in the project, along with around 100 parents (through engagement on social media) and 20 teachers.



Impact and results achieved

The project generated a notable shift in students' perceptions and attitudes. An overwhelming majority of participants (84.6%) expressed a clear interest in the continuation of similar initiatives, highlighting a strong demand for sustained engagement rather than isolated, one-off activities. At the same time, more than half of the respondents (55.4%) reported a perceived improvement in the level of inclusion within the high school environment, suggesting that the project contributed meaningfully to fostering a more inclusive school climate.

Among the various activities implemented, *the reel competition* emerged as the most appreciated component, indicating the value of interactive and creative approaches in engaging students. Overall, the high level of positive feedback and the reported improvements in inclusion demonstrate that the project successfully met its core objectives while also underlining the importance of maintaining and expanding such initiatives in the future.

Communication and Visibility

The project and its activities was promoted online through the school's and the town of Măcin's social media pages, and they created dedicated project pages, both on [Facebook](#) & [Instagram](#), as well as through the public display of all created posters on the school notice board.

Feedback from the youths

Most students feel proud to be European citizens when they understand concrete benefits such as freedom of movement or exchange programs. Students also expressed interest in impactful activities such as volunteering and environmental projects. They emphasized the importance of being heard, not just taught, and resonate strongly with the idea of "Unity in Diversity," especially through tolerance and anti-bullying initiatives.

"The project was an interesting and educational experience that gave me the opportunity to learn new things and work in a team." – Serkan

"Thank you for the opportunity to participate in this project. It helped us develop our ability to organize activities and events, and understand the importance of teamwork and collaboration." – Ana-Maria

"During the project, we carried out several activities through which we learned about diversity, respect, and non-discrimination, while also developing teamwork and public speaking skills." – Daniela



1.10 IMPACTOPIA MASTACAN

School, City: Borlești Secondary School, Mastacăn branch, Borlești, Neamț county, Romania

Plan Title: Students Decide – Our Voice Matters

Implementation Period: November 2025 – February 2026

Type of activities: awareness and well-being focused activities (*workshops, debates, dedicated safe spaces*)

Theme: Inclusion, diversity and antidiscrimination.



Context and identified Need

Within the school, student involvement in both school life and broader community activities remained limited. Many students lacked the confidence and skills needed to express their opinions or to actively participate in decision-making processes. This low level of engagement contributed to a general sense of indifference toward structures such as the student council, as well as a declining interest in civic initiatives.

At the same time, instances of exclusion and bullying were observed, particularly affecting new students and those from diverse backgrounds. These challenges underscored the need for targeted efforts to foster a more inclusive, supportive, and welcoming school environment, where all students feel encouraged to participate and valued as members of the community.

Activities implemented

The team organized *workshops and information sessions about students' rights and the functioning of the student council*, as well as *debates where students expressed their opinions and proposals*. The goal was to show students that their voices matter and that they can influence school decisions.

The organizing team also collaborated with authorities and specialists to support a *safe and healthy environment*. The police and gendarmerie held sessions on preventing violence and bullying, a psychotherapist provided counseling and emotional support, and the local priest led activities promoting mutual respect and community values. The team also created a *relaxation corner* with cushions, games, plants, and creative materials, where students could unwind and socialize during breaks.

Who was involved

Students from all school years participated actively engaging in workshops, debates, and consultation sessions by sharing ideas and suggestions for improving school life. Teachers, parents, and representatives of local authorities also participated. In total, approximately 120 people were directly involved.

Impact and results achieved

Students became more interested in student council initiatives and participated more actively in decision-making processes. Through workshops, debates, and consultations, they gained knowledge about their rights and developed greater confidence in expressing their opinions. Cases of exclusion and bullying decreased significantly, while relationships among students became more respectful and friendly.

The relaxation corner provided a safe and pleasant space for students during breaks, contributing to reduced stress and improved well-being. The project strengthened the sense of community and civic responsibility, encouraging students to engage not only in student council initiatives but also in other school and community activities, helping create a more inclusive and harmonious educational environment.

Communication and Visibility

The activities and results of the project were communicated through multiple channels. Posters and announcements were displayed in the school, and photo-video materials documented each stage of the project. Information was also shared through the school's official page, the local newspaper "Roznov," the personal Facebook pages of team members, and through parents in the community, as well as an official team page, Impactopia Mastacan, where photos, videos, and updates were posted, receiving positive feedback from students, parents, and community members.

Feedback from the youths

Students appreciated the opportunity to be heard and to express their opinions in a structured and respectful way. Many said they felt more confident, knowing their suggestions contributed to improving the school, with the relaxation corner quickly becoming a favorite space. I. As students expressed a desire for these initiatives to continue and expand, the project will be continued and replicated in the coming years with new activities aimed at strengthening student involvement and building a united and responsible school community.



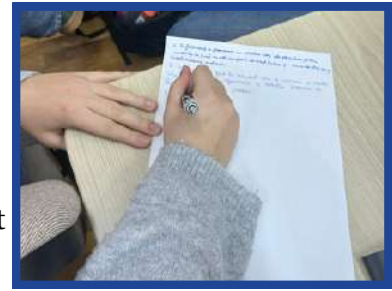
1.11 NO BOUNDARIES

School, City: National College “Ioan Slavici”, Satu Mare, Romania

Action Plan Title: “No Boundaries”

Implementation Period: 2025–2026

Type of activities: Awareness, participatory, and civic engagement activities



Context and Identified Need

The initiative responded to the need to promote respect, inclusion, and active citizenship within the school community. While diversity is present in everyday school life, there is often limited space for structured dialogue, reflection, and practical activities that help students understand and embrace differences. The project aimed to create such spaces and strengthen a culture of mutual respect and collaboration.

Activities Implemented

The project combined educational, creative, and community-oriented activities. It began with the workshop “Together, Equal in Diversity”, where students engaged in *guided discussions on diversity and equal opportunities*, analyzed real-life situations of inclusion and exclusion, and participated in *role-play exercises* to develop empathy and non-discriminatory communication. These activities laid the foundation for a more inclusive classroom environment.

To extend the impact at school level, students organized an *online awareness campaign*, “Respect is Learned”, creating motivational messages, testimonials, and digital content promoting positive behaviors both offline and online. The project also included reflective and creative components, such as *the debate “Me and the Other – How Can We Live Well Together”*, where students explored cultural, social, and personal differences and how these can become resources rather than barriers.

In addition, the initiative adopted an interdisciplinary approach by involving families through the activity “My Family, My World”, which created a space for intergenerational dialogue on tolerance, values, and the role of family in shaping attitudes. Students also engaged with external partners, including NGOs and local institutions, notably through collaboration with the Eliezer Association, gaining direct insight into social responsibility and solidarity.

Who Was Involved

The project involved students from class 10A, working as a cohesive team, alongside teachers, parents, and external partners. Through dissemination activities, including presentations during “Green Week” and “Different School Week”, the initiative reached a broader audience within the school community.

Impact and Results Achieved

The project had a strong impact on both participants and the wider school environment. Students demonstrated high levels of engagement, teamwork, and responsibility, while developing social and civic competencies. Activities encouraged reflection, dialogue, and a better understanding of diversity, contributing to more inclusive attitudes and behaviors.

At the school level, the initiative helped strengthen a positive climate based on respect and collaboration. By sharing their experiences with other classes, students extended the project's impact, encouraging peers to adopt similar values and approaches in their daily interactions.

Communication and Visibility

The project was promoted through internal school activities, awareness campaigns, and presentations during thematic school weeks. Final activities, such as the flashmob "Respect Unites!" and the digital panel "Respect Continues", contributed to increasing visibility and reinforcing the project's key messages.

Feedback from Youth and Future Plans

Students responded positively to the project, appreciating the opportunity to express themselves, engage in meaningful discussions, and collaborate with peers and adults. The experience strengthened their confidence and motivation to remain involved in civic and community activities.



2.1 SCHOOL FILM FESTIVAL

School, City: Gymnázium duklianských hrdinov, Svidník, Slovakia

Plan Title: School Film Festival

Implementation Period: November 2025 – December 2025

Type of activities: awareness-raising and creative activities
(*school film festival and the production of short films*)

Theme: media literacy, youth empowerment, inclusion



Context and identified needs

The initiative addressed the need to explore important social topics in a way that is engaging and relevant for young people. Traditional teaching methods often do not provide enough space for open discussion or personal connection to such issues. The School Film Festival responded to this gap by creating an interactive and reflective learning environment where students could express their perspectives and engage with meaningful topics.

Activities implemented

The School Film Festival was built around short films produced by students, structured into three thematic blocks: “Not everything you see is true” (media literacy), “What kind of city do I want in 10 years?”, and “Heroes among us”. Each block brought together student-created films exploring these topics, encouraging reflection and critical thinking. Six short films were produced.

The event combined creative production with participatory learning. Students were actively involved not only as filmmakers but also in organizing the festival, while screenings were followed by discussions that created a safe space for sharing opinions and perspectives. This approach transformed the activity into both a learning and a dialogue experience.

Who was involved

The main participants were the school students, who took on active roles in both content creation and event organization. Teachers supported the process by guiding students and participating in the evaluation of the films, contributing to a collaborative and inclusive environment.

Impact and results achieved

The School Film Festival had a strong impact in raising awareness and stimulating critical thinking on key social topics. Students showed high levels of engagement and demonstrated the ability to reflect on complex issues in a thoughtful and creative way. Many participants found the format more engaging and impactful than traditional classroom activities.

In addition, the event strengthened the sense of community within the school, bringing students and teachers together in a shared learning experience. It also created a platform for ongoing dialogue and inspired interest in continuing similar initiatives. The use of film proved to be an effective tool for fostering empathy, expression, and mutual understanding.

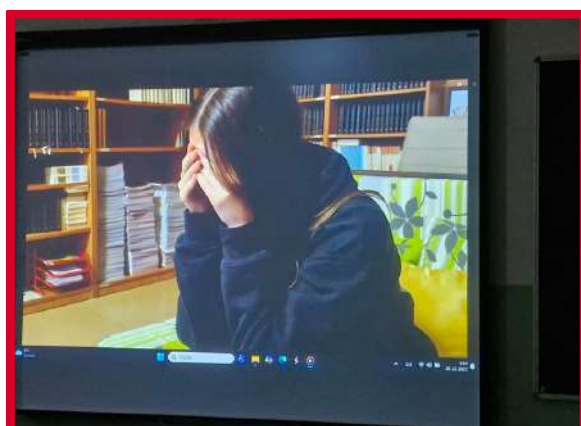
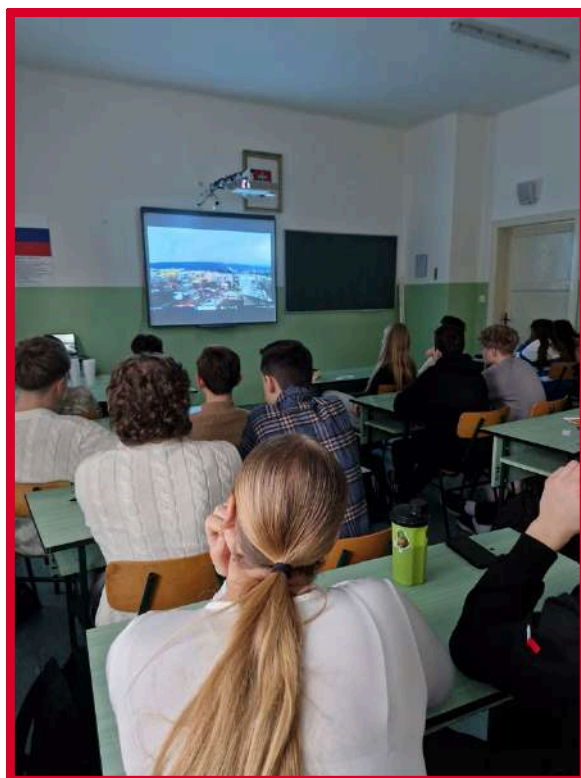
Communication and Visibility

The event was promoted through in-school announcements and social media.

Youths' feedback

Student feedback was highly positive, with participants appreciating the opportunity to create and engage with meaningful content and discuss topics that are not often addressed in regular classes. The screenings and discussions were described as engaging, respectful, and inspiring, offering space for diverse perspectives.

Looking ahead, students expressed interest in continuing and expanding the initiative, including introducing new topics and transforming the festival into a recurring school event. There is also interest in involving more participants and exploring partnerships with external organizations to further develop the concept.



2.2 HELPING PAWS

School, City: Súkromná spojená škola EDURAM Krompachy, Slovakia

Plan Title: Helping Paws

Implementation Period: November 2025

Type of activities: awareness and charity-oriented activities (*collection of goods, donations, promotional materials*)

Theme: charity and donation, animals' rights.



Context and identified needs

The initiative identified a need to support a local animal shelter that lacked sufficient material resources, as well as a need to develop empathy, responsibility, and volunteerism among young people. The project addressed both by combining charitable action with educational engagement.

Activities implemented

The main activity was a public collection of pet food, hygiene products, and other necessary materials for animals. The collection took place from 3 November to 30 November 2025 across multiple locations, including schools and a youth center. Prior to and during the collection, students created and distributed promotional materials such as posters, leaflets, and information boards to raise awareness and encourage participation among students, parents, and the wider public.

Students sorted donated items, recorded and organized materials, prepared packages for the shelter, and assisted with transportation of the collected goods. They also participated in awareness-raising activities focused on responsible pet care and the importance of helping animals.

Who was involved

The project involved students, teachers, youth center staff, parents, and members of the public. There were more than 30 participants from Eduram and CVČ Prima Krompachy were directly involved, with additional participants from Základná škola Maurerova.

Impact and results achieved

The project successfully provided significant material support to the animal shelter in Spišská Nová Ves. A substantial amount of food, hygiene supplies, and other essential items was collected and delivered, directly improving the living conditions of the animals.

Equally important was the educational and social impact. Participants developed empathy towards animals, strengthened their sense of social responsibility, and gained practical experience in volunteering and teamwork. The project also reinforced community spirit by connecting schools, families, and the public around a shared goal.

Communication and Visibility

The project was promoted through posters, leaflets, and informational panels displayed in schools and community spaces. Students were directly involved in designing the project logo and visual identity, which was later developed into printed materials (posters, stickers, bags, and other items). Communication also took place through school channels and word-of-mouth within the community, ensuring strong visibility and participation.

Youths' feedback

They appreciated the opportunity to engage in a meaningful activity that had a visible and real-life impact. Many highlighted that they enjoyed the practical aspects of the project, such as organizing donations and preparing packages, as well as the sense of helping animals in need.

Participants expressed interest in continuing similar charitable initiatives in the future. Suggested activities included regular collections, visits to animal shelters, volunteering directly with animals, and expanding support to other community causes.



2.3 TOGETHER FOR JOY

School, City: Súkromná spojená škola EDURAM
Krompachy, Slovakia

Plan Title: Together for Joy

Implementation Period: November 2025

Type of activities: participatory and creative activities
(*crafts workshops, discussions, interactive activities*)

Theme: Inclusion and intergenerational connections



Context and identified needs

The team identified a need to strengthen intergenerational connections and provide more opportunities for meaningful social interaction for clients of social care facilities. At the same time, there was a need to develop empathy, communication skills, and social awareness among students through real-life experiences.

Activities implemented

The project consisted of a *one-day visit to the Social Services Home IDEA Prakovce*, where a variety of interactive and creative activities were organized. These included creative workshops (such as making greeting cards, Christmas decorations, and mandalas), board games, conversations, and experiential activities designed to encourage participation and interaction. The objective was to engage clients in enjoyable, stimulating activities while fostering natural communication between participants.

Students played an active role in facilitating the activities, assisting clients, and creating a welcoming atmosphere. The program also included informal discussions and shared moments that allowed participants to connect on a personal level. Additionally, students documented the event through photos and videos, which were later compiled and provided to the facility on a memory card as a lasting memento for clients and staff.

Who was involved

A total of 44 participants were involved in the project, including students, teachers, and clients of the social services home, staff members, volunteers.

Impact and results achieved

Clients of the social services home actively engaged in the activities and expressed joy and appreciation for the visit. The handmade items created during the workshops remained with them as meaningful keepsakes, reminding them of the shared experience.

Students demonstrated a high level of empathy, patience, and willingness to help. The experience contributed significantly to their personal development, particularly in terms of social skills and emotional intelligence. The feedback from all participants confirmed that the objectives of the project were successfully achieved.

Communication and Visibility

The project was promoted through posters, visual materials, and internal communication within the school community. Students designed the project logo and visual identity, developed into printed materials such as posters, stickers, and small promotional items. The event was also documented through photos and videos, which were shared with the facility and used to present the results of the project.

Youths' feedback

Feedback from students was very positive. Students valued the opportunity to interact directly with clients of the social services home and described the experience as meaningful and enriching. Many students highlighted that the project helped them better understand the importance of empathy, patience, and human connection and expressed interest in continuing similar activities in the future.



2.4 MEMORY, IDENTITY AND DEMOCRACY – DISCUSSION WITH A HOLOCAUST SURVIVOR

School, City: Stredná zdravotnícka škola, Bratislava, Slovakia

Plan Title: Memory, Identity and Democracy – Discussion with a Holocaust Survivor

Implementation Period: February 2026

Type of activities: awareness-raising activities (*interactive lecture, followed by discussion*)

Theme: Remembrance, Holocaust and Second World War



Context and identified needs

The team identified a need to strengthen young people's understanding of historical events, especially those connected to the Second World War and the Holocaust. Many students have only theoretical knowledge from textbooks, which often lacks the emotional depth and personal perspective necessary to fully grasp the consequences of intolerance, discrimination, and the loss of human rights.

Activities implemented

The activity was carried out in the form of *an interactive discussion and lecture* for 3rd and 4th grade students of the Secondary Medical School in Bratislava on the 11th of February 2026. The session offered a structured overview of the historical timeline of the years 1938–1945 in Slovakia, providing students with essential context related to the Holocaust and the Second World War.

The main part of the activity consisted of a discussion with Alice Fruhwaldová, a second-generation Holocaust survivor, and her daughter Mirka. Alice shared personal stories of her Jewish family, including the experiences of her parents who survived the war in hiding, as well as the tragic fate of her aunt who died in a concentration camp at the age of 16. Mirka complemented the discussion by offering a perspective on intergenerational trauma and life as a Jewish family in Slovakia. The session concluded with an open discussion, where students actively asked questions and engaged with the speakers.

Who was involved

A total of 52 students (3rd and 4th grade) were involved in the project.

Impact and results achieved

The activity significantly contributed to deepening students' understanding of the Holocaust and its consequences on both an individual and societal level. Through authentic personal stories, students were able to develop a more emotional and meaningful connection to historical events, going beyond textbook knowledge. The discussion helped bridge the gap between historical facts and real human experiences.

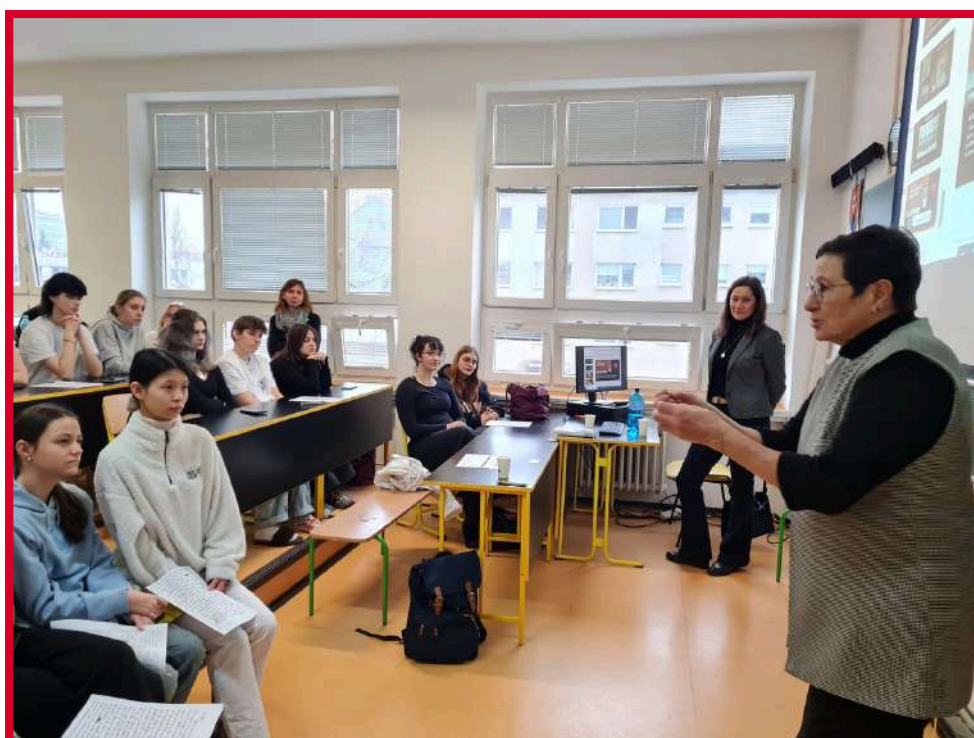
At the same time, the activity strengthened students' awareness of the importance of protecting human rights, democracy, and tolerance. It encouraged them to reflect on current societal issues and supported the development of their critical thinking and civic awareness. Overall, the activity contributed to shaping empathetic, informed, and engaged young citizens.

Communication and Visibility

The activity was communicated within the school through internal communication channels and coordination with the teaching staff. Information about the event was also shared through ADEL Slovakia's communication platforms, helping to raise awareness about similar educational initiatives and opportunities for student involvement.

Youths' feedback

Students particularly valued the personal dimension of the discussion, as well as the opportunity to engage with first-hand accounts from a family affected by the Holocaust. The session was widely perceived as engaging, thought-provoking, and very emotionally impactful, contributing to a deeper understanding of the subject matter.





3.1 SIPAN KIRAKOSYAN, SIRARPI MKRTCHYAN, LUSINE DAVTYAN

School, City: Gavar, Gegharkunik Province, Armenia

Plan Title: Gavar Youth Media Lab & Opportunities Hub

Implementation Period: November 2025 – March 2026

Type of activities: participatory, community-engagement and capacity-building activities (*training sessions, group discussions, case-based workshops*)

Theme: civic involvement and youth empowerment

Context and identified needs

Young people in Gavar are not sufficiently involved in community life, often due to a lack of practical knowledge on how to design and implement initiatives, as well as limited access to platforms where such opportunities are shared. This results in low levels of youth-led action and reduced participation in local decision-making processes. From a grassroots perspective, there is also a need to empower young people to take ownership of local challenges and actively contribute to community development. The project aimed to address this gap by equipping young people with practical skills in project development and civic engagement, while also creating a sustainable information-sharing platform to connect them with relevant opportunities.

Activities implemented

The project consists of a structured series of capacity-building and practical learning activities aimed at empowering young people to become active members of their community. So far, 5 training sessions have been organized in both offline and online formats, covering topics such as civic participation, community activism, project management, and media literacy. These sessions aimed to equip participants with essential knowledge and practical tools to understand local governance processes, identify community needs, and develop their own initiatives. Interactive methods, including group discussions, teamwork, and case-based learning, were used to ensure active engagement and peer learning.

In parallel, participants have been supported in developing their own community-based projects in teams, with regular follow-up meetings and mentoring sessions guiding them through the design process. A Telegram-based platform has also been initiated as an opportunities hub, connecting young people with local and international programs and fostering collaboration with NGOs and other stakeholders. The project is currently ongoing, with several activities still to be implemented, including two additional meetings and the finalization of participants' projects.

Who was involved

The project has engaged approximately 30 young people from Gavar and surrounding communities, with 25 to 30 participants per session. The primary target group consists of students and young individuals interested in community development and civic engagement, including those with no prior experience in project implementation.

Impact and results achieved

Participants have developed practical skills in project design, teamwork, and civic engagement, and have gained a clearer understanding of local governance processes and available opportunities. *One of the key results is that participants have formed working teams and developed their own community-based project ideas, moving from passive participation to active initiative.* Feedback collected from participants further indicates a strong interest in continued learning and engagement, with beneficiaries expressing a need for additional thematic trainings in areas such as cooperation and negotiation with partners, and conflict management.

Communication and Visibility

A dedicated communication channel was established as part of the project, serving both as an internal coordination platform and as an opportunities hub where information about educational, civic, and professional programs is regularly shared, as well as the usage of social media platforms.

Youths' feedback

Feedback from project beneficiaries has been consistently positive, with many highlighting the practical and interactive nature of the sessions as particularly valuable. Several participants noted that this was their first experience being actively involved in community-focused initiatives, which increased their confidence and motivation to take further steps in civic engagement. Notably, some participants have already taken proactive steps by applying to the climate action sub-grants announced by Armenian Progressive Youth, demonstrating their readiness to independently seek funding and implement community-based initiatives.

3.2 TIMOFEY TOROSYAN

School, City: Bagramyan, Armavir Province, Armenia

Plan Title: Legally Aware Youth as Future Active Citizens

Implementation Period: November 2025- March 2026

Type of activities: awareness-raising, community-engagement, and participatory activities (*group discussions, role-playing, mock court simulations*)

Theme: Human Rights



Context and identified needs

Young people in the Baghramyian community of Armavir region have limited access to structured and practical education on human rights, which affects their awareness of their civil rights and responsibilities as active citizens. This often results in low levels of civic engagement and a limited ability to recognize and respond to rights-related issues in their daily lives. From a grassroots perspective, there is a clear need to strengthen youth legal awareness, critical thinking, and understanding of protection mechanisms. The project was designed to address this gap by providing non-formal educational opportunities on human rights and by encouraging young people to actively engage with these topics and raise awareness within their communities.

Activities implemented

The project consisted of a series of non-formal educational activities aimed at strengthening youth awareness and understanding of human rights. The sessions covered key topics such as *fundamental human rights concepts, rights and responsibilities, examples of human rights violations, and existing protection mechanisms*. Interactive methodologies, including group discussions, role plays, and simulation exercises (such as a mock court session), were used to encourage active participation and critical thinking, allowing participants to engage with the material in a practical and applied way.

The project included a media-based awareness element, through which participants were supported in creating short videos and social media content on human rights topics. This approach aimed to extend the project's impact beyond direct participants by promoting peer-to-peer learning and raising awareness within the wider community. The project is ongoing, with 3 additional training sessions planned, as well as a final study visit to a human rights institution.

Who was involved

The project has engaged a group of approx. 17 young people from Baghramyian village, with participation ranging from 15 to 17 individuals across all 5 sessions. The primary target group consisted of students and young individuals interested in human rights, civic engagement, and community involvement, including participants with limited prior exposure to these topics. In addition, the project indirectly engages the wider community through the planned dissemination of participant-created media content, aimed at raising awareness on human rights issues beyond the immediate group.

Impact and results achieved

Communication of the project activities has primarily been carried out through direct engagement with participants and within the local community through short videos on human rights topics, shared on social media platforms. This approach aims to raise awareness beyond the immediate group of participants and promote peer-to-peer learning within the community. As the project progresses, these communication efforts are expected to further increase the visibility of the initiative and contribute to broader public awareness on human rights issues.

Communication and Visibility

A dedicated communication channel was established as part of the project, serving both as an internal coordination platform and as an opportunities hub where information about educational, civic, and professional programs is regularly shared, as well as the usage of social media platforms.

Youths' feedback

Several participants noted that the project increased their confidence in expressing their opinions and discussing sensitive issues, while also encouraging them to think more critically about their role in society. Participants also expressed interest in continuing their engagement beyond the current project and expanding their knowledge in related areas. The planned development and dissemination of participant-led videos is expected to further strengthen this engagement and extend the project's impact to a wider audience.



3.3 ANI VARDANYAN

School, City: Tsaghkunk, Gegharkunik province, Armenia

Plan Title: Speak with Confidence

Implementation Period: November 2025 – March 2026

Type of activities: participatory and community-engagement activities (*discussions, debates, film screenings, simulations, thematic workshops*)

Theme: Youth empowerment



Context and identified needs

Young people in Tsaghkunk community of Gegharkunik province face limited opportunities for developing communication, critical thinking, and digital skills in a structured and supportive environment. This often leads to low self-confidence, limited participation in community life, and insufficient engagement in civic and social initiatives. From a grassroots perspective, strengthening youth agency and providing platforms for active participation is essential for fostering a more engaged and resilient community. The project was designed to address these gaps by combining non-formal education, community-based activities, and practical engagement opportunities to empower young people as active contributors to local development.

Activities implemented

The project consisted of a set of non-formal educational and community-based activities aimed at strengthening young people's communication, critical thinking, and civic engagement skills. *A series of interactive sessions were organized, including needs assessment meetings, open discussions and debates, thematic workshops, film screenings followed by guided discussions, and simulation-based activities.* Topics covered included social media use, volunteerism, self-development, communication skills, and community participation. These activities were designed to create a safe and engaging space where young people could express their views, develop their analytical thinking, and actively participate in group discussions and decision-making processes. In addition to offline activities, the project incorporated online learning and networking opportunities through platforms such as Google Meet and Zoom, *including sessions on grant writing and the use of artificial intelligence.*

Who was involved

The project engaged a diverse group of young people from the Tsaghkunk community, with 12 to 22 participants per session. The primary target group consisted of students and young individuals interested in personal development, communication, and community engagement. In addition, the project involved other stakeholders, including parents, invited experts and trainers, and indirectly local community members through open discussions and awareness-raising activities. The use of both offline and online formats also enabled the inclusion of participants with different needs, including young people with disabilities, ensuring broader accessibility and participation.

Impact and results achieved

Participants have become more confident in expressing their views, engaging in dialogue, and collaborating with others. The project has also encouraged greater initiative among youth, with participants actively engaging in community discussions, exploring opportunities, and developing their own ideas. Participants have also engaged in external learning opportunities, including grant-related trainings and competitions, and have strengthened their ability to develop and present project ideas. Notably, a team of participants successfully secured a small-scale grant to implement their initiative, highlighting the project's effectiveness in translating learning into concrete action. Overall, the project has contributed to fostering a more active, skilled, and connected youth community, with the potential for continued impact beyond the project's duration.

Communication and Visibility

Social media, particularly Facebook, was used to inform young people about upcoming activities, encourage participation, and increase awareness within the community, as well as open discussions and community-based events. The project also incorporated participant-led content and discussions, contributing to peer-to-peer communication and the dissemination of key messages related to youth engagement, communication, and responsible use of social media.

Youths' feedback

Feedback from participants has been highly positive, with many highlighting the diversity of activities and the interactive learning environment as key strengths of the project. Participants expressed strong interest in continuing their involvement and further developing their skills in areas such as public speaking, leadership, project development, and digital tools. The fact that some participants successfully applied for external opportunities and secured funding for their own initiatives demonstrates a growing sense of ownership and initiative among youth. Building on this momentum, future activities could include advanced trainings, peer-led initiatives, and continued support for youth-led projects.





REPUBLIC OF MOLDOVA

4.1 DISTRICT PUPILS' COUNCIL

School, City: Dondușeni District, Moldova

Plan Title: One Image, One Voice, One Community

Implementation Period: 2025–2026 school year

Type of activities: participatory and creative activities (*trainings, photography contests, creation of multimedia materials*)

Theme: youth empowerment, journalism



Context and identified needs

Within the District Pupils' Council, there is a mass media department responsible for documenting and promoting activities at the district level. This department did not have its own equipment and had to rely on external resources (a professional camera owned by a club coordinator). This dependency limited the educational value of the activities, as pupils participated only as “actors” in front of the camera, without having the opportunity to decide how events were presented or to develop technical skills in photography and editing.

Activities implemented

- *Professional training* by a specialist in the “photo-video” field, an extracurricular club coordinator from the Dondușeni Children and Adolescents Creativity Center. The training focused on the use of professional equipment and helped pupils develop practical skills in filming and editing.
- *Establishing a functional team* consisting of 18 pupils representing educational institutions from across the district, elected through popular vote. The mass media department is responsible for reporting and promoting the activity of the District Pupils' Council by capturing moments from the events organized and other media content to promote the events.
- “*Passion in Focus*” contest representing a district-level photography contest aimed at stimulating young people’s creativity and promoting the wide range of initiatives carried out within the community, where students were invited to share photos that captures moments from the school environment, stimulating their creativity.
- *Multimedia production:* Creation of multimedia materials reflecting non-formal activities, meetings, district-level actions, and other events.

The District Pupils' Council has also received an award for their activity during the Ambassador Gala of European Values. The final event summarizing the activities will be carried out during the 2025–2026 school year, scheduled for the end of May and is already at its 7th edition.

Who was involved

The project directly involved 36 members of the mass media department and 18 members of the District Pupils' Council. Indirectly, it targeted pupils from all educational institutions in the district who participated in photography contests and benefited from the informational materials created.

Impact and results achieved

The initiative increased the department's autonomy and decision-making, as it became an active structure where pupils now have a decision-making and creative role, rather than just passive participation. They create video materials and promote the activities carried out. Moreover, the members of the Mass Media Department have acquired essential technical skills for the future in the digital and media fields.

The project allowed students from the “Mihai Eminescu” Theoretical High School, Sudarca village and “Oleg Pupeza” Gymnasium, Corbu village to create video materials that explore the theme of national identity during the educational fair “For the country, for the nation”. Moreover, a significant improvement was observed in both the quality and quantity of visual materials, diversifying media products and enhancing the online presence of the Student Councils in the district.

Communication and Visibility

The results were communicated through photo exhibitions organized during district-level events and constant online presence, demonstrating that pupils can be promoters and creators of their own image.

Youths' feedback

The positive impact was confirmed through feedback from the community, as well as through the distribution of the materials created by the student councils within the solidarity campaign launched by the Ministry of Education and Research. The success is validated by the fact that pupils demonstrated their ability to be not only consumers but also creators of authentic content, laying the foundation for a sustainable media structure within the District Pupils' Council of Donduşeni.

They clearly expressed their interest in further developing the mass media department, emphasizing the need for appropriate technical equipment (microphones, audio-video equipment).



4.2 MGD TIMP MĂGDĂCEȘTI

School, City: MGD Timp Măgdăcești, Măgdăcești village, Criuleni district, Moldova

Plan Title: Media4Pupils

Implementation Period: January – April 2026

Type of activities: awareness-raising and participatory activities (*info sessions, presentations, film screenings, quizzes*)

Theme: media education, combating disinformation



Context and identified needs

At Măgdăcești Theoretical High School, where 1,027 students study, an intensive use of the online environment has been observed, but not always in a responsible or informed manner. Many students are not familiar with methods for verifying information sources, identifying fake news, or avoiding media manipulation. At the same time, student involvement in civic and media education activities is limited to a small group of young people- mainly the 48 members of the Student Council. The rest of the students do not have enough opportunities to participate in interactive and collaborative educational activities. This situation affects the development of critical thinking and civic responsibility among students.

Activities implemented

In the first stage, *information sessions were organized for students*, during which basic concepts of media education and its impact were discussed through visual presentations created by the students. At the same time, a series of thematic posts and Instagram stories (carousel format) were published on the Student Council's page, providing information on identifying fake news and verifying sources.

In the second stage, an interactive digital quiz was organized on *JoinMyQuiz*, with the participation of 24 students, who tested their knowledge on fake news and critical thinking. Additionally, two group discussion workshops were held, where students analyzed concrete examples of media content and discussed the influence of social media on young people's behavior. Subsequently, an educational video on media education was created, and for the final stage, a "movie night" activity is planned (April 3), during which approximately 120 students will watch a thematic video and take part in a guided discussion based on it. Throughout the project, "pre" and "post" Instagram posts were created to highlight student involvement and the impact of the activities.

Who was involved

Approximately 200 students of Măgdăcești Theoretical High School participated directly in the activities, including around 120 in the movie night event, while over 300 students were indirectly involved through online and interactive activities.

Impact and results achieved

As a result of the activities carried out, students demonstrated a better understanding of the concept of fake news and how to verify information in the online environment. Participation in quizzes and discussion workshops highlighted their ability to identify misleading headlines and distinguish between opinions and facts. Moreover, their active involvement in discussions showed an increased interest in the topics addressed.

The online campaign generated engagement among students, and the posts contributed to informing a larger number of beneficiaries. Through the implemented activities, students became more attentive to the content they consume and share, developing a more responsible attitude in the digital environment.

Communication and Visibility

The project activities were promoted on the Student Council's Instagram page, where stories, informative posts, and visual materials were regularly published. Stories were posted before the activities (for information purposes) and after (to reflect the results), as well as interactive content that engaged students (polls, quizzes).

Youths' feedback

Students reacted positively to the activities carried out, actively engaging in quizzes and workshop discussions. They appreciated that the examples used were drawn from real-life situations and that they had the opportunity to freely express their opinions. Many participants mentioned that they have become more attentive to the information they consume online.

Following the project, students expressed interest in organizing similar activities in the future, such as debates on current topics or inviting special guests to speak about online safety and media.



4.3 MIND SPACE

School, City: IP Theoretical High School “B.P. Hasdeu”, Drochia, Moldova

Plan Title: Action Project: Preventing Disinformation and Among Youth

Implementation Period: February – March 2026

Type of activities: participatory, community-engagement and creative activities (*educational escape rooms and challenges, debate simulations, book discussions, student initiatives campaign*)

Theme: youth empowerment, multiple themes (media literacy, combating disinformation, youth well-being, diversity and inclusion)



Context and identified needs

A questionnaire conducted among students revealed a significant gap between formal participation and their actual engagement in school activities. Although approximately 70% of students participated in mandatory school activities, only about 18% showed active and consistent involvement in extracurricular activities carried out on a voluntary basis. This difference indicates a low level of motivation, interest, and initiative among students, as well as the lack of an attractive framework that would encourage genuine participation.

Activities implemented

In collaboration with the “Ana” Center, *interactive sessions with psychologists were organized, focusing on adolescents’ mental health, stress management, and the development of interpersonal relationships*. Volunteers from the organization “Women for Women” informed students about *gender equality, combating stereotypes, and preventing gender-based violence*. Representatives of NORDA presented *educational opportunities, volunteering options, and future career paths*, while the Drochia Youth Center organized *creative workshops and thematic campaigns (e.g., preventing discrimination through art, activities dedicated to cultural events such as Dragobete)*, contributing to the development of civic spirit and inclusion.

On the disinformation prevention component, interactive activities were implemented, such as the *“Fake News Challenge” (identifying false news), an educational Escape Room (proposing solutions to combat fake news), and Kahoot quizzes on types of disinformation*, following training sessions on topics such as disinformation, malinformation, misinformation, deepfakes, and different types of fake news.

At the same time, simulations were organized, including a *mock trial on intolerance and discrimination, as well as debates similar to those in the Youth Parliament and European Union contexts*, focusing on topics such as the digitalization of education. The campaign “Vote for Your Idea” gave students the opportunity to propose and select activities, both offline and online, through a questionnaire completed by 119 students. The activities were complemented by *cultural initiatives (book discussions, debates based on films and documentaries, “Living Library”)*, as well as a strong online component: promoting activities on social media, creating a *vox populi on volunteering*, and implementing a weekly segment on the school radio, where opportunities, results, and initiatives were shared.

Who was involved

Students, teachers, and the school administration were involved, facilitating the organization and delivery of activities, with an estimated number of approximately 20–30 participants for each activity. Representatives of partner non-governmental organizations and local institutions also participated, contributing with expertise and educational resources.

Impact and results achieved

According to the feedback, approximately 89.1% of participants rated the activities 5/5, and 8.4% rated them 4/5, indicating a high level of satisfaction. Qualitatively, students developed critical thinking and information analysis skills, learned to identify types of disinformation and apply solutions in practical contexts. The impact of the project is reflected in the increased level of active student involvement in school life and the reduction of the gap between formal and voluntary participation. Students are now more informed, more engaged, and more capable of critically analyzing information and participating in civic initiatives.

Communication and Visibility

The activities and results of the project were consistently communicated through various information channels, both online and offline. The school's social media platforms (Facebook and Instagram) were used to share posts, videos, and stories from the activities, many of which were later reposted by students on their personal pages, contributing to increased visibility.

In addition, multiple channels of communication were used: a weekly segment was implemented on the school radio, direct announcements within the school, the involvement of teachers in informing students, the creation of vox populi on volunteering among students, and active promotion within the school community.

Youths' feedback

Out of 119 responses, 97.5% rated the project with 4 or 5 out of 5 points. These results highlight a high level of satisfaction among participants, as well as the relevance of the topics addressed. At the same time, respondents emphasized the practical usefulness of the activities and expressed interest in continuing and expanding them in the future.

Within the questionnaire regarding future needs, over 35% of students indicated interest in developing artistic clubs (music, theatre, painting), 20% requested the organization of more competitions, 16% expressed a desire for volunteering activities and civic projects, and 12% mentioned interest in scientific and technical activities. Additionally, through the offline campaign "Vote for Your Idea," students frequently proposed the creation of dedicated recreational spaces, the development of thematic clubs, and the organization of activities on topics such as business, entrepreneurship, and healthy nutrition.



4.4 MEDIASMART USTIA

School, City: Ustia Gymnasium, Ustia village, Dubăsari district / Ustia Youth Center, Moldova

Plan Title: Think Critically, Post Responsibly – #PostResponsibly

Implementation Period: February – March 2026

Type of activities: awareness-raising and participatory activities (*info sessions, interviews, campaigns, debates, multimedia materials*)

Theme: media education, youth empowerment



Context and identified needs

The identified need was the lack of awareness among young people regarding the risks of improper use of social media, such as the spread of false information, exposure of personal data, and negative behavior in the online environment. They observed that many students do not verify information sources before sharing them and are not fully aware of the consequences of their actions in the digital space, which highlighted the need for an educational intervention focused on critical thinking and online responsibility.

Activities implemented

The team conducted thematic lessons in several classes, focused on internet safety, where students learned about the risks of the digital environment, personal data protection, and the importance of verifying information. To reinforce the knowledge gained, they organized interactive quizzes, which served both to assess understanding and to make the learning process more engaging and accessible for young people.

They created informative leaflets about responsible online behavior, which were displayed in the gymnasium hallways and at the youth center, contributing to informing a wider audience. The team conducted mini-interviews (more can be found on their Facebook page) with gymnasium students to understand their perceptions of social media use and to encourage critical reflection. In addition, they carried out awareness campaigns and debates on this topic, providing participants with the opportunity to express their opinions, analyze real-life situations, and become aware of the impact of their actions in the online environment.

Who was involved

The information was delivered directly to a group of approximately 50 students. Among them, around 30 young people were directly involved in carrying out the activities (creating materials, implementing the campaign, conducting interviews, and facilitating debates). However, the impact of the action was much broader, as the campaign messages were distributed on social media and reached thousands of people.

Impact and results achieved

Through the implementation of the action plan, a visible increase in awareness was observed among students at the Ustia village gymnasium regarding the responsible use of social media. Students who participated in the activities began to show greater attention when sharing information, verifying sources, and avoiding the spread of questionable content. Additionally, following the lessons and debates, more students stated that they had become more mindful of protecting their personal data and their online behavior.

At the school community level, the impact was amplified through informative materials displayed in the gymnasium and at the youth center, as well as through the campaign carried out on social media, which reached over 1,000 people. The initiative contributed to creating a more responsible and open environment for discussions about online safety, and the students directly involved became active promoters of the #PostResponsibly message.

Communication and Visibility

The organizing team used social media to publish informative posts, photos, videos, and messages from the #PostResponsibly campaign, which helped reach an audience of over 1,000 people. At the local level, they communicated through posters and leaflets displayed within the gymnasium and at the youth center, ensuring the visibility of the message in the community.

Youths' feedback

The students appreciated the interactive nature of the activities and the fact that they had the opportunity to actively participate, not just receive information. Additionally, practical activities were considered interesting and useful, as they gave them the opportunity to express their opinions and directly contribute to informing their peers.

Young people expressed their desire to get involved in other areas of interest for the community. Among the proposed ideas are organizing volunteer activities (environmental clean-ups, tree planting), health and healthy lifestyle campaigns, personal development workshops (communication, emotional management), as well as cultural or sports projects that bring students together.



4.5 YOUNG ACTIVISTS

School, City: Zagarancea Gymnasium, Moldova

Plan Title: EVERY VOICE MATTERS – EDUCATION FOR HUMAN RIGHTS AND GENDER EQUALITY IN SCHOOL

Implementation Period: January – March 2026

Type of activities: awareness-raising, creative, and participatory activities (*social theatre, workshops, poetry sessions, online questionnaires*)



Context and identified needs

The initiative's aim was to change the perceptions, attitudes, and behaviors of students and the school community regarding human rights and gender equality. The team sought to eliminate stereotypes, discrimination, and inequalities that may arise in the school environment and to promote a culture based on respect, empathy, and equity, as well as to increase the students' level of information and awareness regarding their fundamental rights and the responsibilities that come with them.

The goal of the project is to develop a culture of respect and equality within the school by educating students and teachers in the spirit of human rights, gender equality, and non-discrimination.

Through educational activities, awareness campaigns, and collaboration between students, teachers, and parents, they aim to build a safe, inclusive, and equitable school environment where every student feels respected and valued, regardless of gender, origin, or social status.

Activities implemented

At the current stage, the project carried out the following activities: *online questionnaire on children's rights, anti-bullying social theatre, activity on children's rights, workshop, poetry creation, open lesson, posters, meetings with the Ungheni Police Inspectorate on the topics of bullying and equality ("We are all equal"), demonstration lesson with a representative from the Ungheni Court on the topic of children's rights and protection, interviews with community members about the respect of human rights.*

Who was involved

The core group consisted of students (lower secondary classes) and teachers, but the impact was extended through the active involvement of parents and local authorities (representatives of the Police and the judicial system). Additionally, interviews conducted with residents of Ungheni and Zagarancea ensured the project's outreach to the wider community.

Impact and results achieved

The most visible result is the improvement of the school climate, with students reporting a better understanding of the concept of bullying and the mechanisms for reporting it. Through practical activities, they managed to increase the level of empathy and reduce the use of discriminatory language during breaks and in classes. The initial questionnaire and the feedback survey indicate an approximately 40% increase in the level of legal literacy among young people regarding their rights.

At the community level, the interviews and displayed posters generated increased awareness of gender equality, turning students into ambassadors of human rights. The close collaboration with state institutions strengthened young people's trust in authorities, helping them understand that the law is a tool for protection, not just restriction.

Communication and Visibility

To ensure transparency and amplify the impact, they used a mix of digital and traditional tools. The results and key moments were actively promoted on social media, using platforms such as Facebook to share videos from the Social Theatre and practical activities. They also collected data and displayed the posters created by students in the school's common areas, turning the hallways into a gallery of human rights.

Youths' feedback

Young people expressed great enthusiasm for the Social Theatre approach, mentioning that "it was much easier to understand bullying when they saw it performed, not just read about it in books." They also appreciated the direct interaction with police officers and judges, feeling heard and respected as citizens with full rights.

As for future plans, students expressed their desire to establish an "Ethics Debate Club" and to organize more "Living Library" activities, where they can engage in discussions with people who have experienced discrimination. There is also increased interest in expanding the awareness campaign by creating a school podcast dedicated to gender equality. Additionally, they have the initiative to further develop this project and collaborate with psychologists in order to provide support sessions for girls who have experienced gender inequality.





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