

## EVENT DESCRIPTION SHEET

PROJECT	
<b>Participant:</b>	Network, Dedalus, CIP, Pacto Verde, HESED, GEYC, CB
<b>PIC number:</b>	937465231, 942198928, 940477275, 949600222, 945217859, 889495433, 918685934
<b>Project name and acronym:</b>	Youth Involvement in the European Democratic Debate through Journalism— EFIVOS in Europe

EVENT DESCRIPTION	
<b>Event number:</b>	1
<b>Event name:</b>	Work Package 1 WP1
<b>Type:</b>	Focus Group
<b>In situ/online:</b>	in-situ
<b>Location:</b>	Athens, Naples, Nicosia, Sevilla, Samokov, Sofia, Kyustendil, Bucharest, Slagelse
<b>Date(s):</b>	05-06.2023
<b>Website(s) (if any):</b>	
Participants	
Female:	98
Male:	80
Non-binary:	6
From country 1	Greece, Italy, Cyprus, Spain, Bulgaria, Romania, Denmark
Total number of participants:	184 countries 7
Description	
<i>Provide a short description of the event and its activities.</i>	
<p>Focus Groups organised by the 7 partners in their countries in youth centers, shelters and boarding schools. In two countries participated students with educational hardships (Dyslexia, colour-blindness).</p> <p>The facilitators followed the same methodology to assess the level of knowledge that the students possess in regards to European institutions, the EU decision making process and the EU Agenda for young people.</p> <p>When asked about what European institutions do they know, none of the students have heard about</p>	

all the European institution that we wanted to point out.

In order to approach European decision-making institutions, pictures were used and shown to the participants. In a first step they were asked to identify the institutions depicted, there was a big confusion since the majority of them did not know the institutions, the most identified institution was the Parliament, followed by the Commission. Most of the participants stated that through social media and television, they could identify the names of at least some of the above mentioned institutions. However, they did not know what the responsibilities of each were.

They were also asked about European decision-making bodies such as (the European Parliament, the European Commission, the Council of the European Union, the European Council and the Court of Justice of the European Union) and how do they think that decisions at the EU level are taken but there was a clear mix-up in the minds of the students between the role of the institutions in the EU decision making process and, in the end, no student was fully informed on the subject. In terms of leaders, some of them recognised Ursula von der Leyen but no one recognised Charles Michel or could name anyone else that was part of the given institutions.

Most of participants didn't know how European policies are shaped and did not know the basic aspects of the European Institutions.

Lastly, the students were asked about the EU Youth Strategy and showed its agenda with 11 objectives. The majority-almost none of the students had heard about it and they admitted that they saw the goals on it for the first time as no one in their personal circle, on social media or in the news have mentioned it before. They were also unaware that there was a strategic plan in the EU that addressed young people. Many of the participants wondered why they had not been consulted themselves in order to shape this agenda. They also suggested that there could be a pole on social media to mobilize young people to participate in the shaping of the above list and they believe should be included in school curricula to empower young people. They mentioned there is not enough information about European youth programmes and are willing to learn more about them and how they could benefit from them.

They were then asked to choose one point that they considered the most important for themselves young people chose "Mental health & Wellbeing", "Quality Learning", "Equality of All Genders" and "Quality Employment for All"

In conclusion:

1. Young people are little aware of EU institutions as well as of their functions.
2. Their knowledge of European policies and the process for forming them is intuitive rather than factual.
3. Young people note only programs (Erasmus) in which they have participated in person or in school participation
4. Although they are not familiar with the agenda of European youth programs, they believe that there should be more active participation of young people in the preparation of youth policies and prioritize the topics of mental health, youth employment and equality;
5. Young people are interested in European youth programs and the opportunities they offer