Engage, Empower, Encourage

3E Project in Thessaloniki
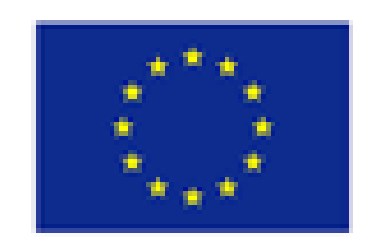
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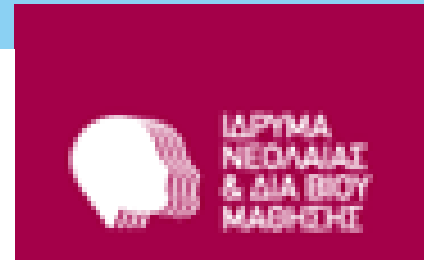
Empower

Engage
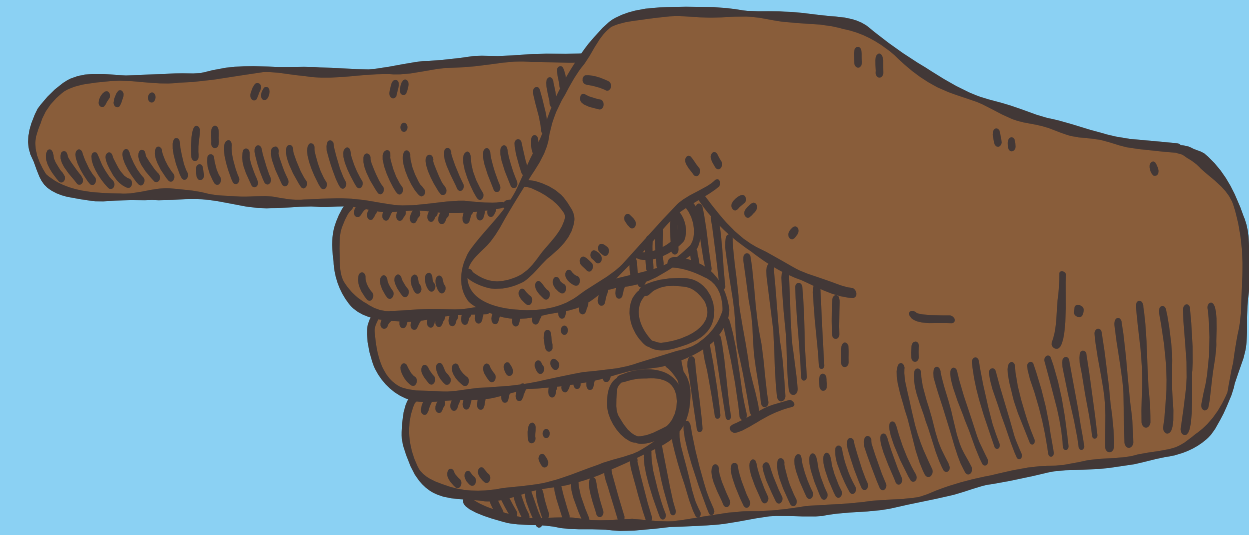
Encourage

ΙΔΡΥΜΑ ΝΕΟΛΑΙΑΣ & ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ

Erasmus+
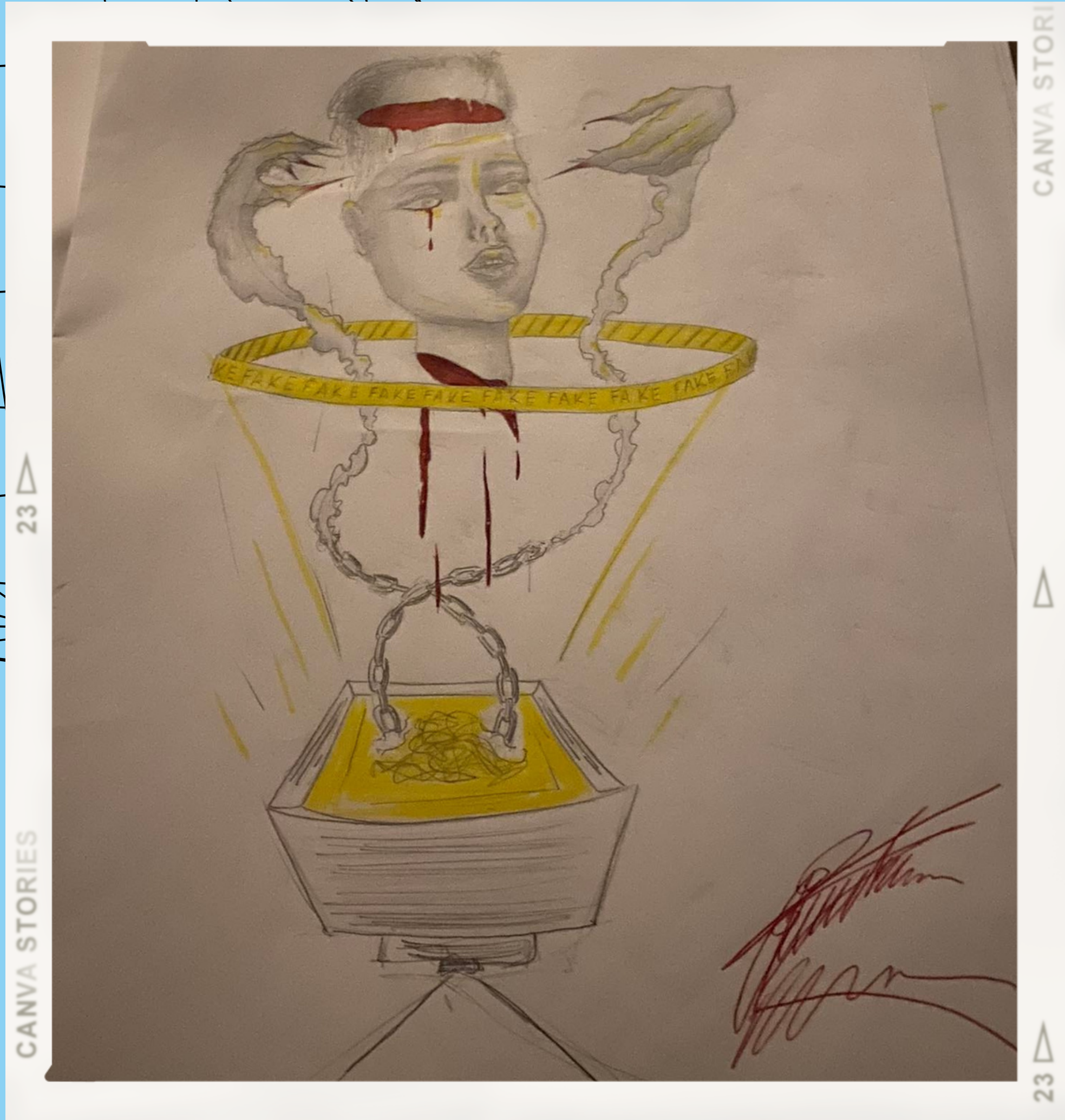
Social Media keep people "attached" to them, getting them addicted. Most people believe anything they see without, using critical thinking methods.
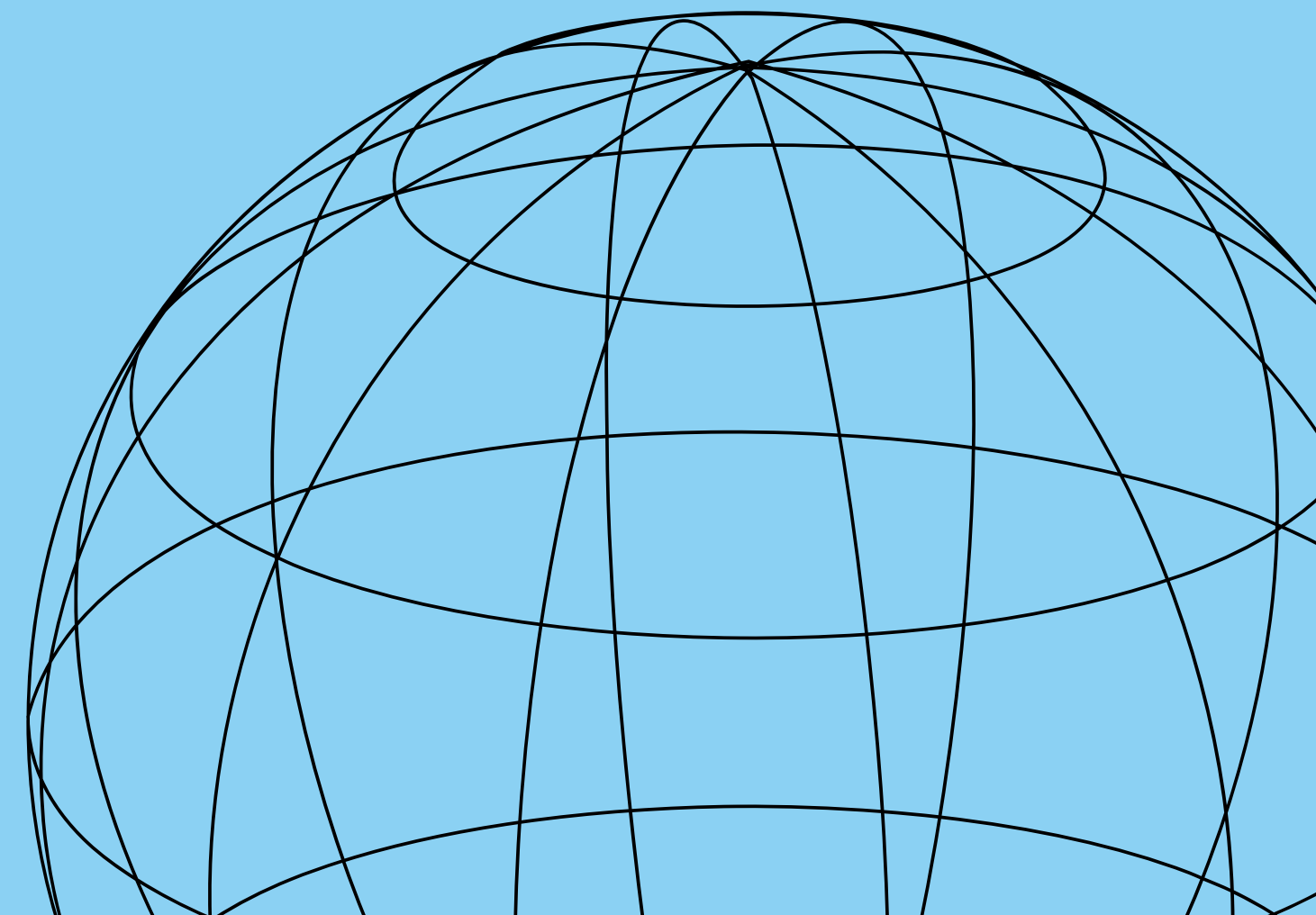
PARTICIPATING ORGANIZATIONS

SPAIN
EUROPEAN INTEGRATION
AND TRAINING CENTRE
ALPHA

ROMANIA
ASOCIATIA DOMINOU

JORDAN
LEADERS OF LIFE
SUSTAINABLE DEVELOPMENT

GEORGIA
YOUTH ASSOCIATION
DRONI

ITALY
MINE VAGANTI

MOLDOVA
INSTITUT DE INSTRUITE
IN DEZVOLTARE
"MilleniuM"

ARMENIA
FUTURE IN OUR HANDS

LITHUANIA
ASOCIACIJA TAVO
EUROPA
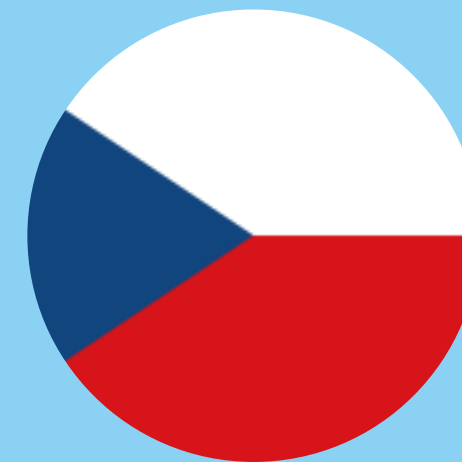
CZEZH REPUBLIC
CM JINDRICHUV
HRADEC Z.C

GREECE
AENAO

TABLE OF CONTENTS
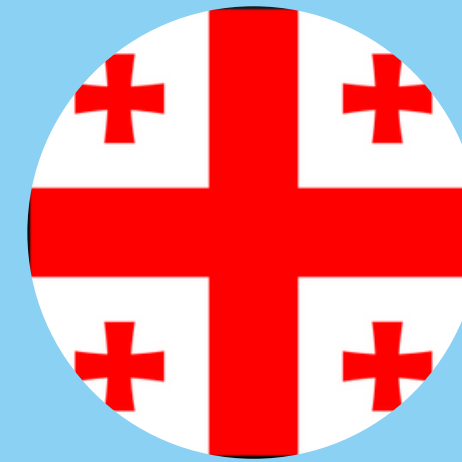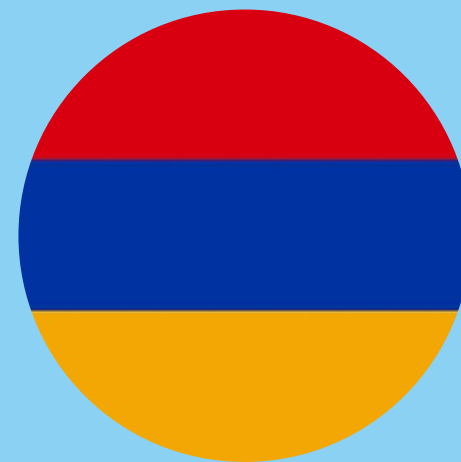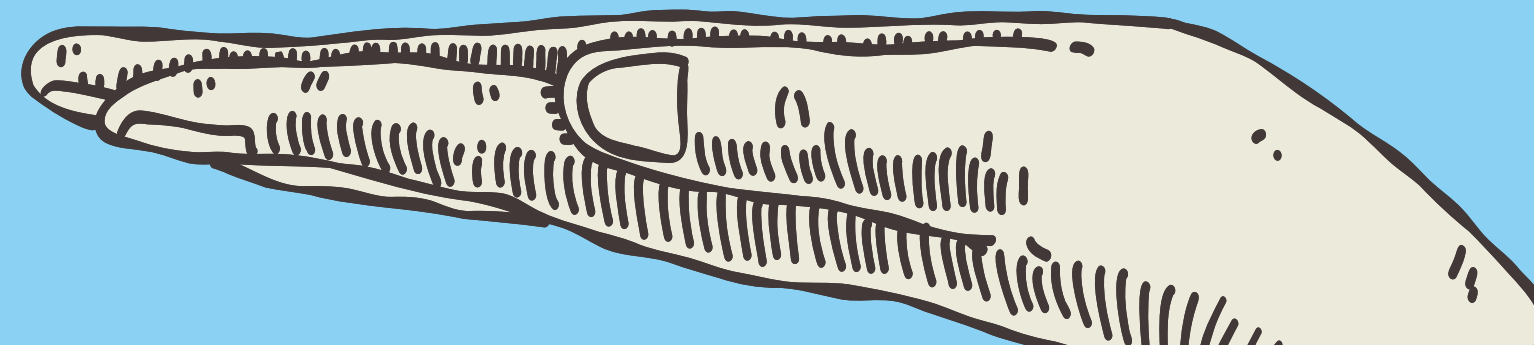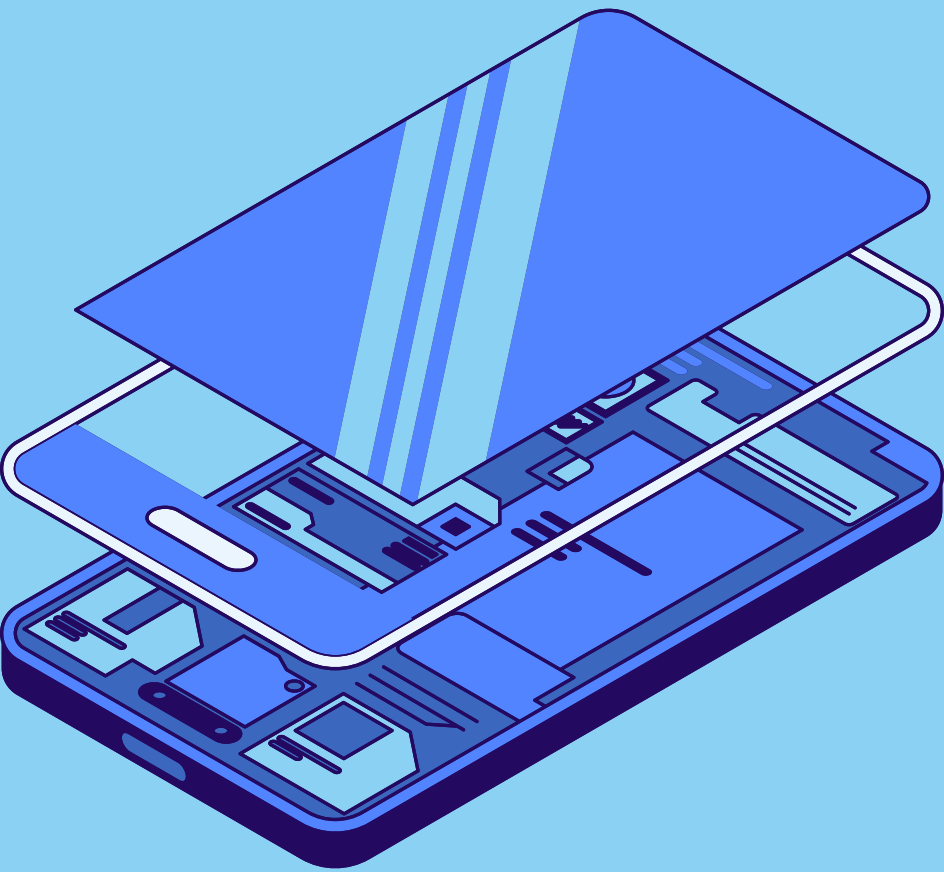
Introduction

About the program

The project 3E aimed to provide the youth workers with skills and knowledge on pros and cons of digital tools, critical thinking and active engagement in community development. The acquisition of skills was certified by Youth Pass .It consisted of 3 parts:

The 1rst part was held in Thessaloniki from 9-19 of May 2002. 36 youth workers attended the TC and they developed the following competencies:

• Continuous critical thinking, both digital and non-digital, and the ability to make decisions;

• The critical attitude towards fake news and the huge amount of information circulating on the internet.

• The transmission of media so that young people are diligent and active agents of today's society.

• Connecting and networking responsibly in a broad context;

• Building young people into active citizens and gaining confidence in community development.

• The cultivation of cultural consciousness.

In the 2nd part the participants ran local workshops as outreach activities at their countries of origin , acting as multipliers
The third part of the project was held in 12-17 December, in which only one of the previous participants took part. It was related to workshop presentations and manual creation.Thus the personal and professional development of the youth workers was presented.In this seminar the participants unfolded their skills about the pros and cons of digital tools, cultivated their critical thinking and promoted their active participation in their local communities.

About the manual

This manual is the result of the efforts of the participants to disseminate the project and ensure its sustainability
It is a collection of non-formal methods for Youth Workers to promote Use of digital tools, Critical thinking and Active engagement. During the time spent in the project we have searched for the best tools which we tested during the time we've been in Greece, and also in our follow up projects at home.

We are eager to share the findings of our work with other youth workers and adolescents across Europe and to use these techniques ourselves to new activities with youth in upcoming initiatives dealing with the same issue.

Let's participate and influence our communities Together!

DISCUSSED TOPICS & TRAININGS

civic engagement

fake news

critical thinking
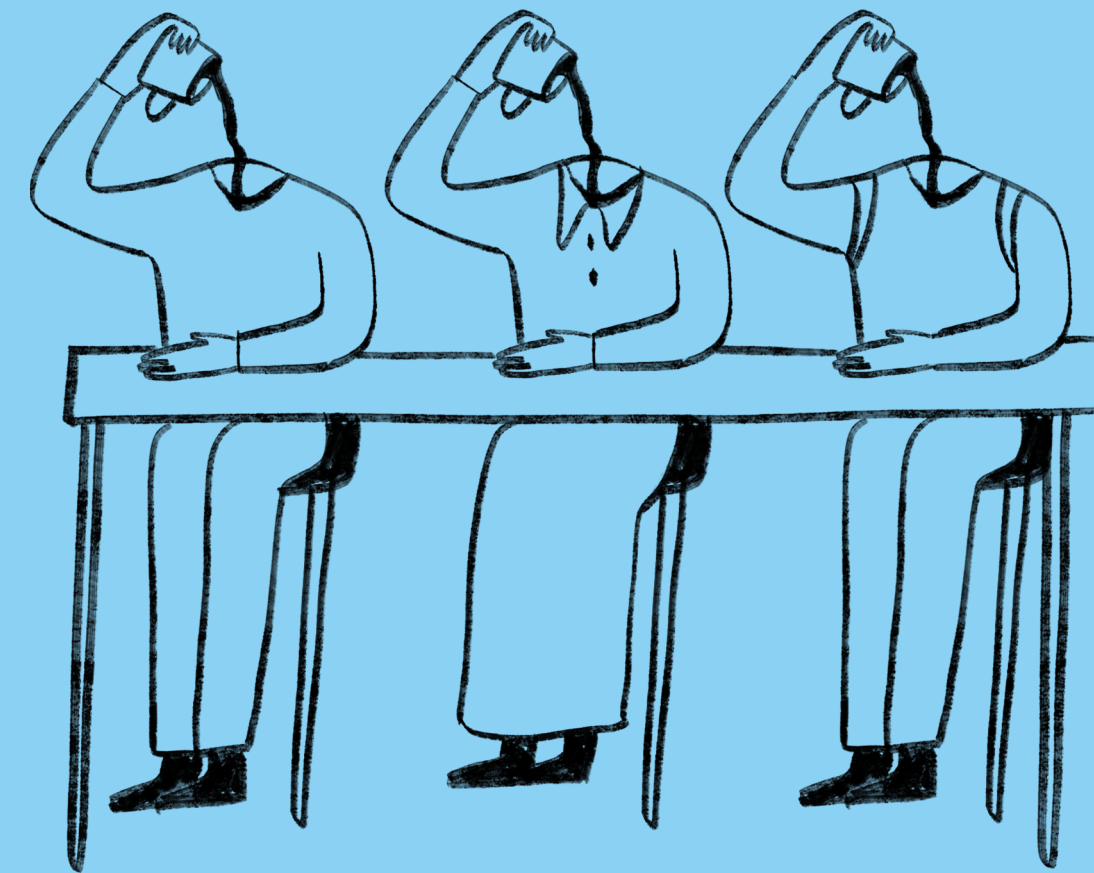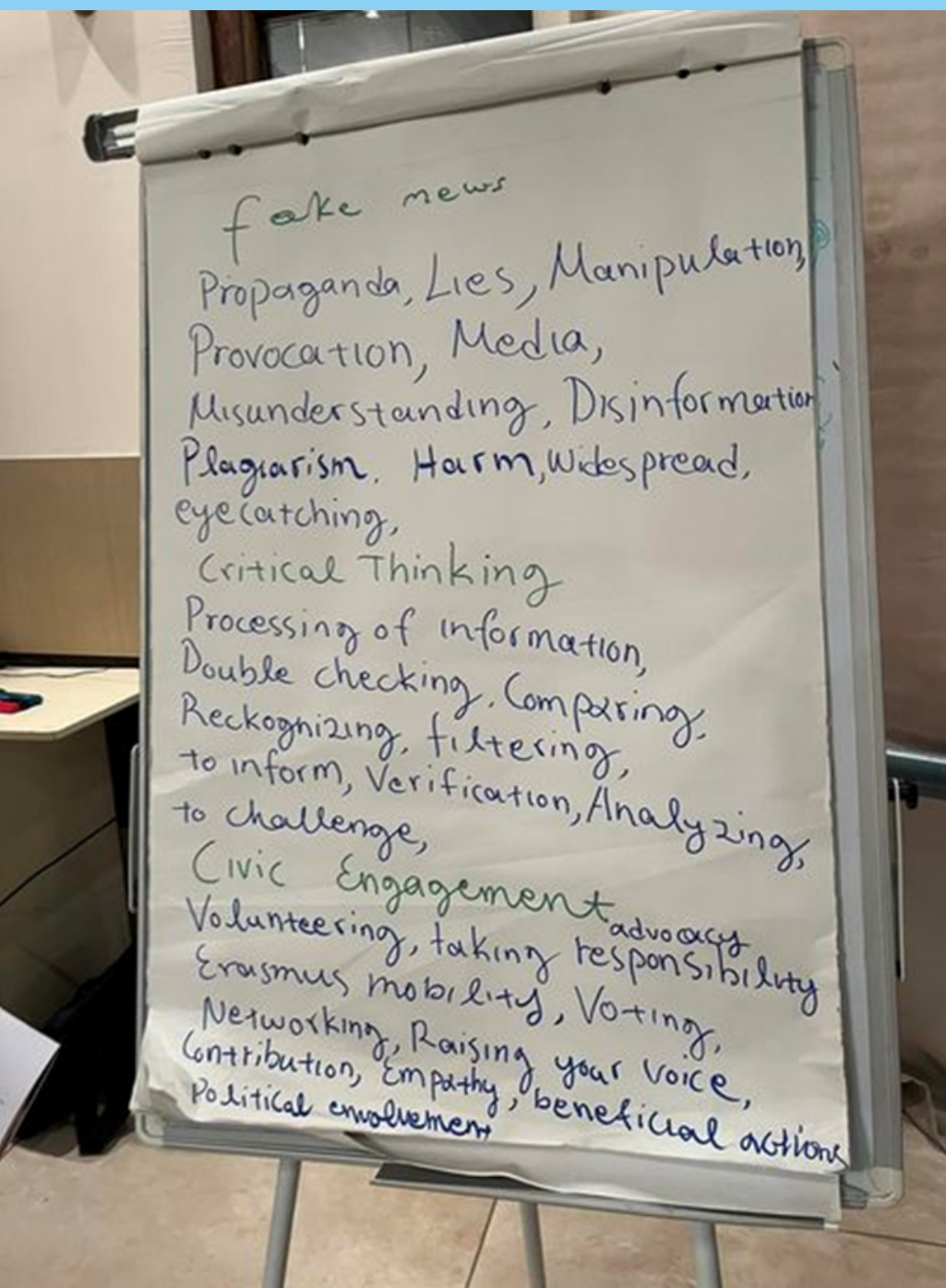
Civic engagement

- Civic engagement can also be referred as any individual or group activity addressing issues of public concern. This includes communities working together or individuals working alone in both political and non political actions to protect public values and to raise community developmement. It includes both paid and unpaid forms of political activism, environmentalism, etc. National service, volunteering and service learning are all forms of civil engagement and the goal is to address public concerns and promote the quality of the community.
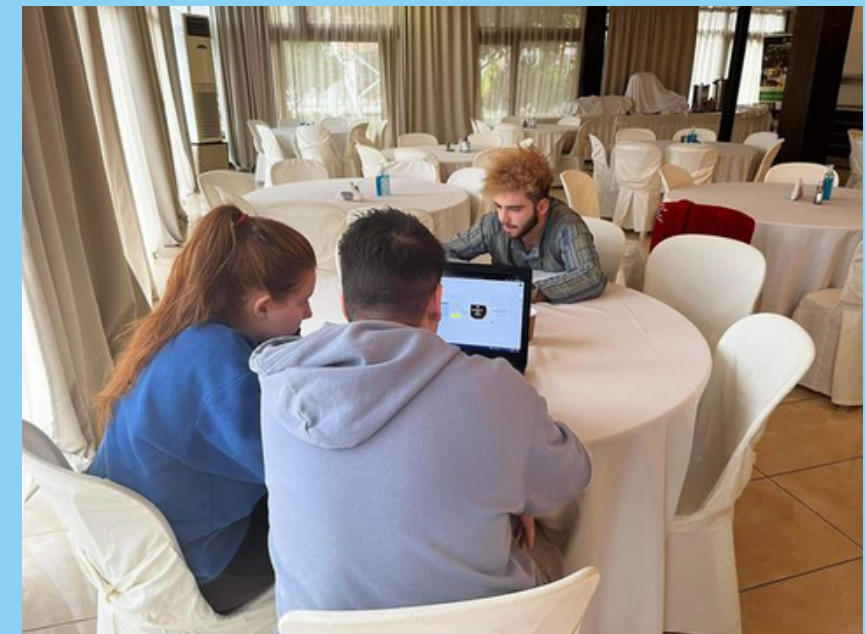
As it has been already proved in countries like Brazil, Kenya, Lebanon and Bangladesh, the role of civil engagement is pretty big in transforming and improving the way people are governed and engaged at local, national and why not even global level.
Other benefits of the involvement in this kind of activity could be:

- Engendering trust between citizens and government which improves public behavior.
- Developing more creative ideas and finding better solutions.
- Implementing programs and policies faster and more easily.
- Creating involved citizens.
- Building a community within a city.
- Making jobs easier to find.

Collaboration within a community involves democratic forums where individuals are free to voice their concerns about specific issues of public interest and ways to implement the necessary changes. These places are frequently informational hubs, such as neighborhood associations or school boards, where residents can learn about the neighborhood. Universities and colleges are also providing more chances and expecting more students to serve in the community.

Participation by youth is crucial for four areas: democratic decision-making, community cohesiveness, equity, and youths' own personal growth. The sharing of information and the promotion of its transmission and popularization are made possible by domestic and international educational cooperation, which may have the impact of fostering social advancement and improving both the living standards of citizens and the environment. Public services and programs encourage the participation of the next generation of citizens, which changes government patterns in the future and aids in the mental development of rebellious and vulnerable young groups. These educational initiatives seek to use social science and psychology to pique the interest of the youth population in taking part in public undertakings, so advancing the sustainable development of society.

By giving individuals the opportunity to participate in local government from the comfort of their homes, online engagement enables citizens to participate that they otherwise would not have.

depending on the # of participants
15-20 minutes

Description

Participants are presenting their organizations and countries. Due to this game they will be able to get to know each other. The practical part is presented as a box which is getting delivered to each other by saying the names and the home countries of the participants. By this activity all of them are engaged in the process.

Aim

To solve the barriers to civic and social engagement in minority communities, to experience benefits of civic and social engagement to community municipalities. The importance of increasing minority youth participation in community activities.

Material: any kind of object

Needs and Hopes

of   10-

15- 30 minutes

Description

Participans are divided into groups of 5 and given two sheets: one "our wishes" and the second one "our needs". They have to make up ideas about what they consider as an important thing to challenge themselves and make a difference, and also what they wish to change and be the beginning of the change they want to see in the world.

Materials: pencils, paper

Aim

To help individual recognize himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own.

World resources
of   4-

30 minutes for the preparation and 5 minutes each team
to present.

Description

Participants are divided into groups of 5. The task is
presented as a jar of candy, they are an example of the
inhabitants of the earth. The group members have to
take those elements, considering the future and the
availability, as much as they consider needful, the
remaining resources being doubled each round. The
game has 10 levels and at the end the point is to realize
how much they need and how much they consume
because if they are not careful with the consumption,
they would run out of everything. Moreover, they set
the priorities and measure how beneficial were
different amounts of elements for them. After all, they
present and share their points in the plenary

Aim

Participation in civic and social
engagement among community
members to promote community
growth and strengthen. To begin
with creating and maintaining a
sense of trust among all
stakeholders.

Materials: bowls, pencils, paper, candies.

Visiting the municipality

of   4-

1,5 hour

Description

Participants visit the municipality building. They have an opportunity to meet the mayor of the city , who presents the information to the participants, and they make a tour inside. At the end of the meeting,the president of youth council leads a little conference, where he tells the participants about the youth works in the town. The question-answer run, there is also a competition that helps participants to be more involved in the civic engagement.
Materials: no specific item

Aim
To promote Political participation through voting, voter registration, or being an election judge. To Volunteer with organizations that build community's well-being or participating in community's service projects.
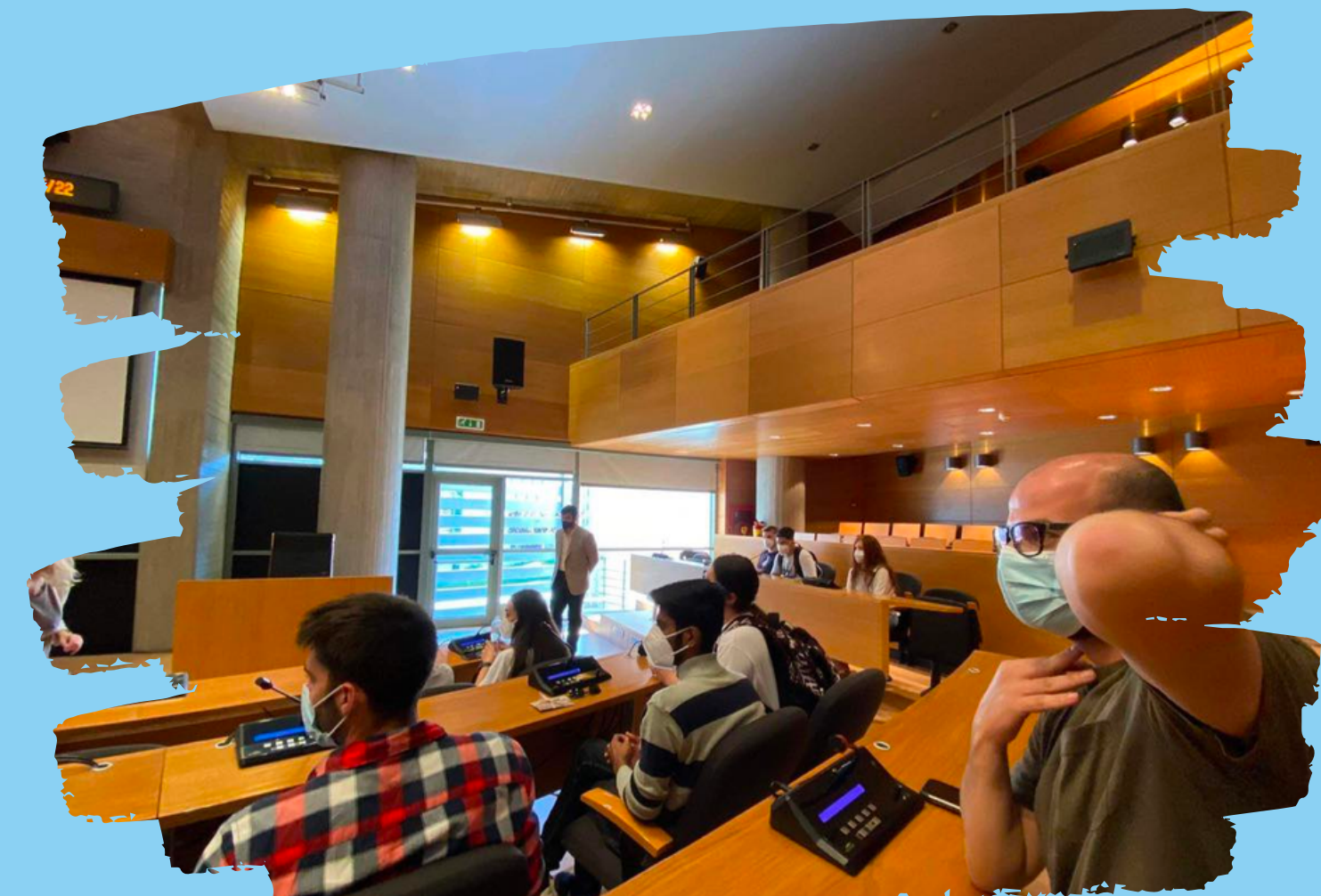
Critical thinking

Critical thinking can be viewed as having two components: First, it's a set of information and belief generation and processing skills, and the second one is the habit, based on intellectual effort, of using those skills to guide behavior. On the other hand to put contrast in with guided behavior the mere acquisition and conservation of information alone isn't enough, because it involves a particular way of searching for and processing information. The term critical comes from the Greek word kritikos meaning "able to judge or discern

Critical-thinking skills connect and organize ideas. Three types distinguish them: analysis, inference, and evaluation. People who think critically usually do the following things:
Pose questions.
Find relevant information.
Focus on solutions and conclusions.
Think in alternative ways.

Moreover, some of the questions critical thinkers ask are, for example: How Do You Know This?, What's a suitable solution for this problem?, Why do you agree?, Why do you disagree?, etc.
Some of the characteristics that characterize a critical thinking are: to be open minded, to be skeptical, to be logical, to respect evidence and science etc

"My superpower is turning anything I don't
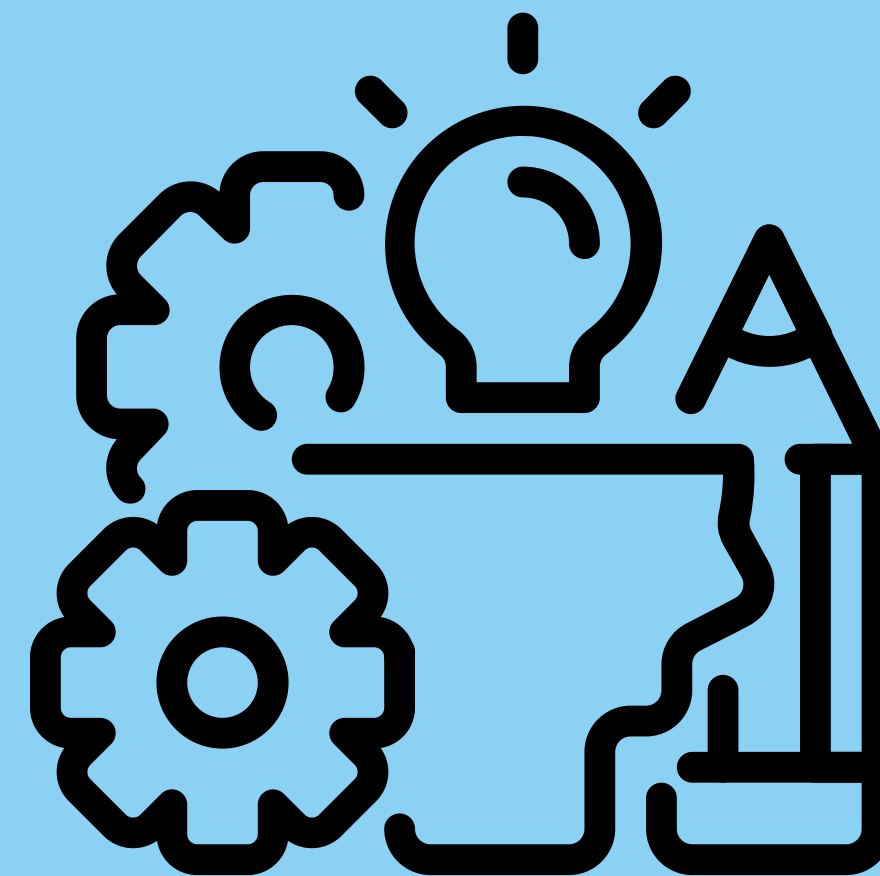
Becoming skilled in problem-solving and critical thinking gives you a significant advantage in your personal, academic, and professional lives. The processes of critical thinking encouraged by research and writing will benefit you for years to come. The " engage, empower, encourage" project also known as 3e in Thessaloniki helped the participants to develop critical thinking and searching techniques to avoid fake news and its harms.

Cerebrito

of   2-10

30 minutes for the preparation of the teams and 5 minutes each team to present.

Description

Think of a problem that bothers you during your daily life. Bring the topic to the floor and tell people why is it a problem, bring 2 arguments and explain in details.

Aim

- Learn how to talk in front of the public
- How to impress thoughts and arguments in front of the group
- Try to prove social skills and engage the people with your speech

Material: brain is helpful

Reading articles in groups
of   5-35

45 minutes for the preparation of the teams and 5 minutes each team to present.

Description

To understand the need and importance of reading articles with awareness. Discuss the purpose/s of the published article and find the authority. What exactly the writer tries to explain and enlighten

Material: news paper, articles and pencils

Aim

- To begin a conversation on the various media literacy skills that we possess;
- To raise awareness of the reader and the media crap

Save yourself in the air balloon

 # of 5-10

1 hour

Description

The activity is to stand up 10 people together and start discussing their arguments and "why their life is important". For this, the participants have to say what profession they have, what will they do if they stay alive in the balloon. By bringing arguments they have to stay their ground and be "saved". Material: good will

Aim

- bring good arguments and learn standing the ground
- beat competition in discussion

Fake News
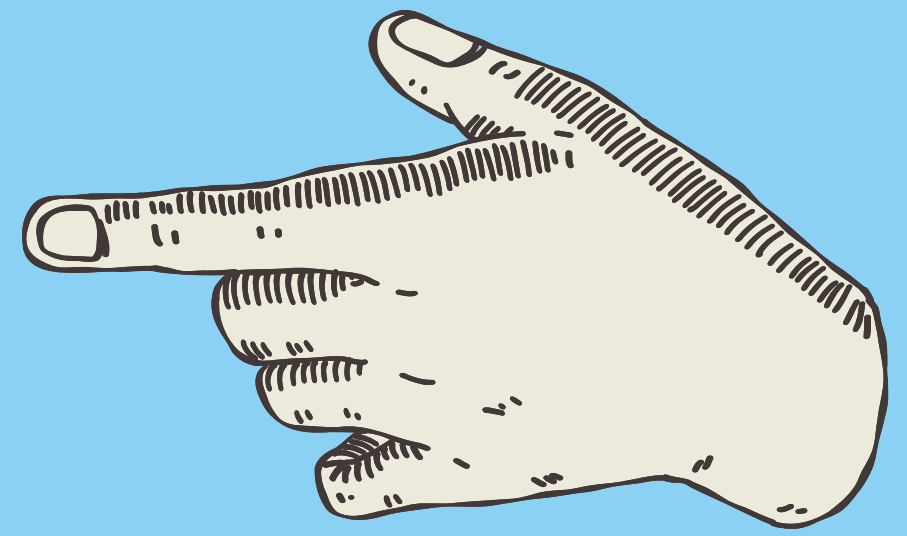
Nowadays the internet comes with an overload of information. Applications like photoshop show you pictures of things that didn't actually happen, websites have articles with fake content, and amateur journalists invent impressive statistics that are actually a hoax. Today on the internet, anything may look real, but it isn't. Its important to think twice before you cite.

What is actually fake news?

Fake news is defined as news stories that are false. The story is fabricated and there are no. verifiable facts, sources or quotes. It can be propaganda that is intentionally designed to mislead the reader, or may be designed as "clickbait" written for economic incentives. Think about advertisements, or writers that profit on the number of people who click on their story or picture.

The Dangers of fake news
Fake news stories comes with many disadvantages. Just how harmful are little lies? A little
bit of fake news is nothing new, right?
Wrong. The ability to distort reality has taken an exponential leap forward with this new
trend: "deep fake" technology.
It's possible to create audio and video of real people saying and doing things they
never said or did. Deep fakes are more realistic and resistant to detection.

Takeaways

1. Fake statements can influence business
2. Fake news can influence politics
3. Fake multimedia can ruin personal lives
4. Fake news feeds a conversation
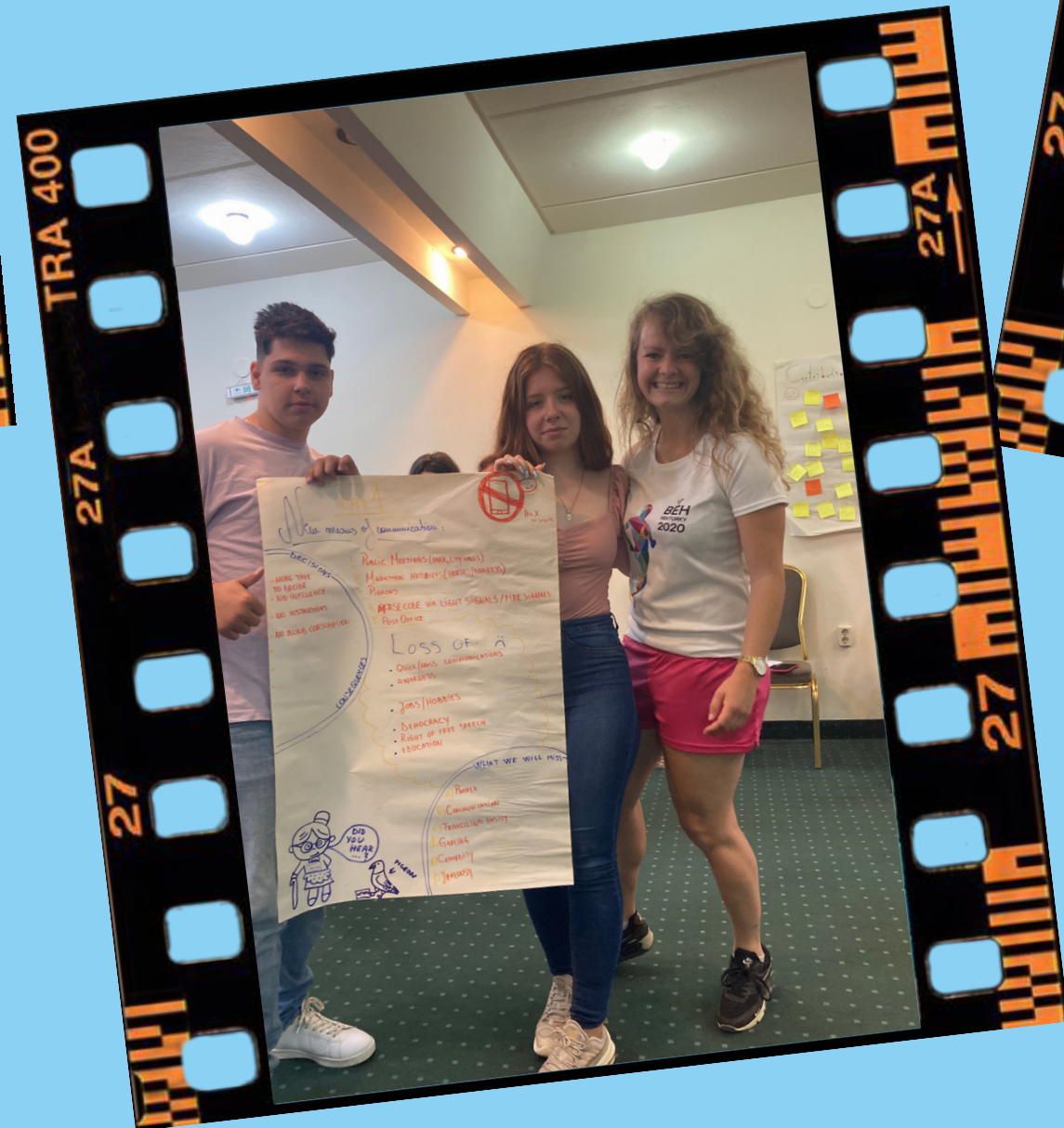
SWOT Analysis of the internet in groups

 # of 5-10

30 minutes for the preparation of the teams and 5 minutes each team to present.

Aim

- The aim of this activity is to familiarize participants with the internet, its pros and cons. The reason behind doing this activity is so that the participants get to know it

Description

This activity requires the participants to do a SWOT analysis of the internet. SWOT analysis is when someone takes a term, like, for example. the internet, and finds its strengths, weaknesses, opportunities and threats. Each of the groups are given a big paper, they have to split it in four parts and write down their findings. In the end of this activity the groups have to present to the other participants their findings.

Material: Flipcharts and colored pens

Writing down the means of communication and their advantages in groups

 # of 5-10

30 minutes for the preparation of the teams and 5 minutes each team to present.

Aim

The aim of this activity is to familiarize the participants with all the means of the communication that humans have come up with. This will enable them to understand when exactly Fake News infiltrated the media, as a first step to understand and combat them.

Description

This activity requires the participants to split into groups and write in Flip charts all the ways of communication that they can think of, even the most primitive and add if they can, some advantages of communication methods they have found. Then they have to present their findings to the plenary.

Material: Flipcharts and colored pens

Imagine a world without internet in groups

 # of   **5-10**

30 minutes for the preparation of the teams and 5 minutes each team to present.

Aim

The aim of this activity is to help the participants imagine a world without internet, and then find out how this would affect their everyday lives, the way in which their lives might be improved or made more difficult.

Description

This activity requires the participants to split in groups and write in Flip charts how and in which ways their lives would be changed if they had no access to the internet. Then they have to present their findings to the rest of the groups.

Material: Flipcharts and colored pens

CONCLUSION

So, this project's main goals were to foster participants' critical thinking, develop their awareness of the advantages and disadvantages of digital tools, and encourage active participation in their local communities.

By educating today's youth on how to use digital tools, as well as their benefits and drawbacks the project had a great impact on the participants. All of those outcomes were achieved victoriously by the participants and the aims that the project hoped for were successfully fulfilled.
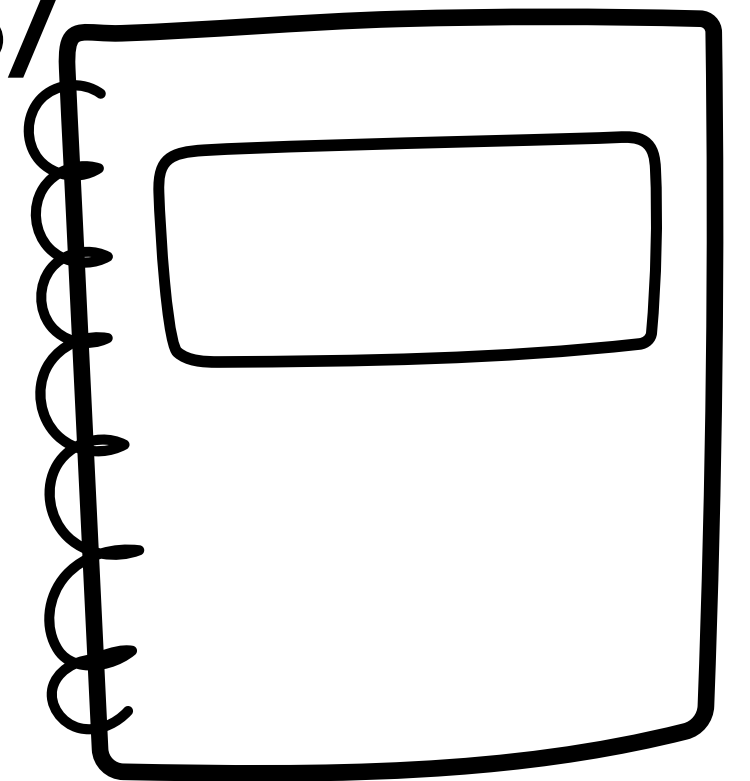
https://aenao.org/wordpress/3e-video/

LOCAL WORKSHOPS

GREECE

On Sunday, November 13th, 2022, in the city hall of Thessaloniki, the NGO AENAO organized a local workshop open to the public in order to disseminate the results of the seminar mentioned above. The target groups were people aged 15-24, which are the ages that use the internet extensively and can be potential victims of digital fraud. In this project, 45 young people, mostly scouts from Thessaloniki and Kilkis participated. This local workshop lasted for 5 hours, with one 15-minute break. The aims of this workshop were to help the participants understand that the internet comes with dangers as well as benefits. They were taught about the ways in which they can be harmed in the internet and how to protect themselves. They were also taught to use their critical thinking when surfing through the internet, especially when reading something, because many things written on the web can be Fake News, and thus critical thinking is required in order to distinguish fact from lie.
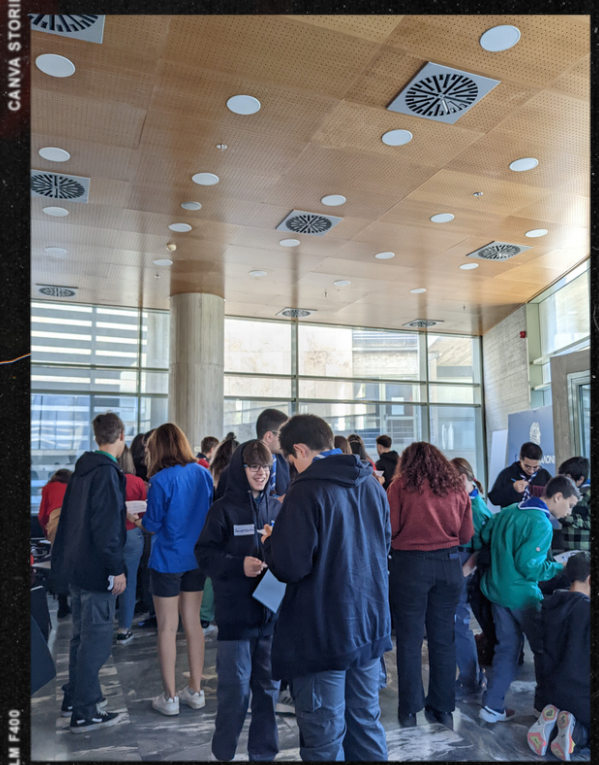
To help the participants get to know each other, some ice breakers took place. The first icebreaker is called Bingo. In this activity, the participants were given a paper with twelve different human characteristics and they had to talk to each other in order to find out which participant had this special characteristic. The first participant who finds people with these characteristics is the winner.

The second activity is named Spectrum. In this activity, participants stood in a line and they heard some sentences. If they agreed they went to the right and if they disagree they went to the left. Then they discussed why they agreed or disagreed. Then some other activities were introduced in order to facilitate the learning process. This first activity is called Matchmaking. For this activity each of the participants received a paper containing either a title or a description of dangers that they might encounter on the internet. Then they had to match the titles with the respective descriptions and each couple had to write ways with which people can avoid the dangers that are written in their paper. Afterward, the participants were asked to present to the rest of the groups their findings.

In the second activity, the participants were split into ten groups. Five of them received an article in which they should find out the personal opinion of the writer. The other five groups were asked to see videos about safety on the internet and then they had to answer questions based on real-life scenarios. Then the five first groups saw the same videos as the previous group and answered the same questions and the other five groups had to read the articles and find the opinion of the writer. Then the groups had to present their findings and comment upon their different answers. In the end of this workshop the participants were asked to evaluate their experience in this workshop, by writing in small post it notes what they liked, what they did not like and if they would tell their friends about it and why.
This workshop was facilitated by Katerina Amoutzia, Natassa Timologou, Niki Matskou, Maria Chara Matskou and Nikolas Kazaklaris.
some dissemination links:
https://www.instagram.com/reel/Clv8A2bJyC4/?igshid=MDJmNzVkMjY=
https://youtu.be/iAMZz2f9iLQ
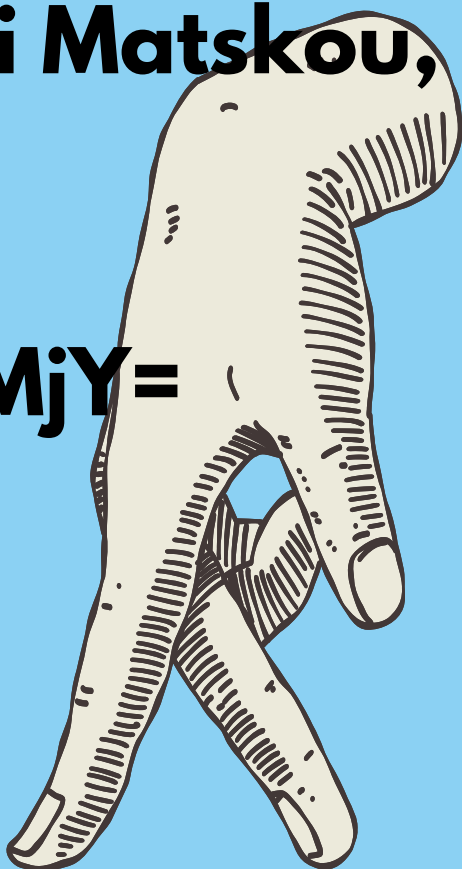
SPAIN

From the Spanish team we decided to divide the social workshops into 2 parts.

1. 12/11/22 N.Persons 8 Target- 21-30 years 2h duration Aims: Give the knowledge of the fake news and the critical thinking to the participants of the workshop. Description: Small introduction about the topic, make question to the participants of what they know about it, let them to explain what point of view they have of that. Results: We made some activities to see how they manage different news with this new critical way of thinking. Dissemination: Share in social media.

2. 14/11/22 N.Persons 20 Target- 20-/ Duration 2h Aims: Reflect the knowledge about critical thinking and show the importance of it. Description: Introduction to the topic, ask the participants what they know, have a reflection and open debate to end in a conclusion. Results: Show how important its to develop this tools and skills in our life in general and in the daily situations that we need to face it. Dissemination: Social media to share with more people and split all the new information.

ARMENIA

The workshop in Armenia took place in the fall of 2022. A participant from Armenia Team named Vanik Avetisyan served as the project's trainer. It was hosted in the Yerevan office of the non-profit organization "Feature in Our Hands." One day of the workshop was open for participation. Our goal was to increase people's critical thinking abilities, help them comprehend the value of it, and understand that the internet is a dangerous area that should be used with caution and seriousness. The audience of 18 to 30 years old. We discussed both negative and positive political propaganda in various nations. Each political party has its own subtle methods of propagandizing, which typically involve unnatural links, fake news that is primarily shared on Facebook, and fake advertising on news websites. The process of actively and successfully conceiving, applying, analyzing, synthesizing, and/or evaluating knowledge as a basis for belief and action is known as critical thinking. Of course, snacks and water were available to attendees throughout the class, and they also took breaks to allow them to absorb the new material fully. The session was widely publicized on each participant's personal social media, and one video was posted to the "3e project (empower encourage engage)" facebook group.
https://www.instagram.com/tv/Ci2oHajo3M1/?igshid=YmMyMTA2M2Y=
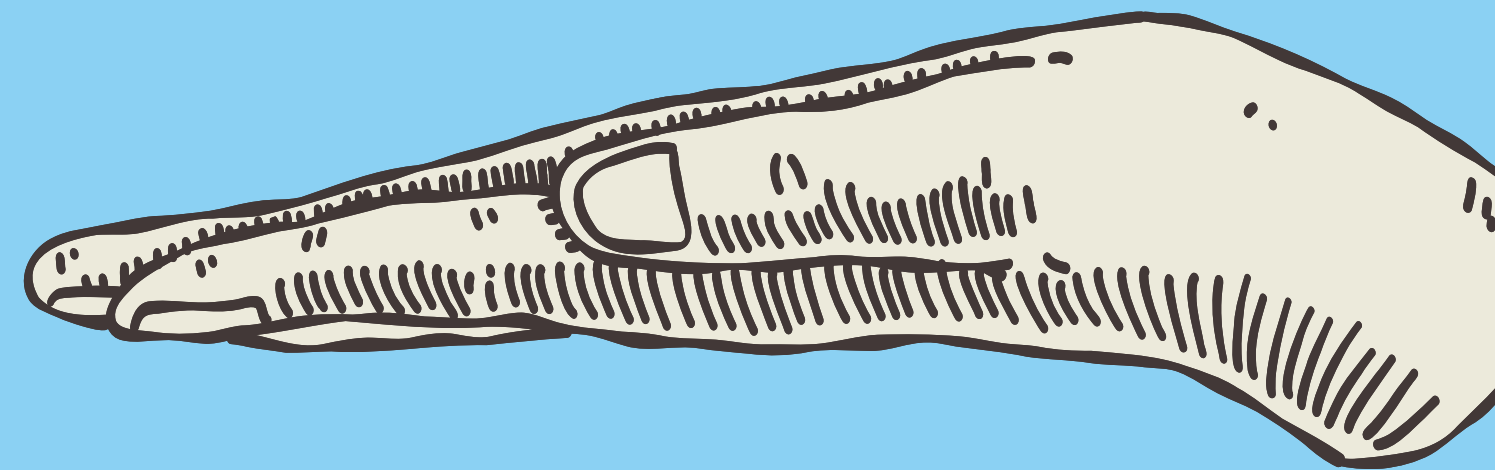
LITHUANIA

Date: November 15, 2002
Location: Kaunas university (library)
Students: 17 migrants with different backgrounds
Project" Empower, encourage, engage"
Presentation
Sandoth, one of the youth workers, served as trainer , and acting as multiplier disseminated his skills.

At the workshop was a discussion among the students, and they declared that they prefer to get their news from a variety of media sources to avoid spreading fake news.
It was introduced and talked about the business of fake news and how critical thinking helps to analyze news

Finally all participants understood why critical thinking is important.

JORDAN

The workshop organisers/facilitators (name of 3E participants active in local workshop) are Ghaith Halabi, Ahmed Zghool and Safa'a Momani. The workshop was organized by Leaders of Life organization in Jordan in 2022.08.06.for 3 hours and 14 participants took part in the activities. The target group of the workshop were people aged between 18-35.

The aims of this workshops were : -Enhancing the concept of verifying information sources, news before re-publishing it. -Stop the spread of fake news. -increase participants skills and knowledge about the most updated digital tools and websites to verify news. -The concept of verifying the news and information will become a necessity and priority for each participants before re-publishing it.
Description of activities : "Identify the training most important topics needed Identify the workshop place, timing, and recruit the participants. Prepare the session designs and materials. Prepare all needed logistics. Prepare the workshop poster and presentation. Draft an announcement post with registration form. Train a group of young people on a set of skills related to the Digital tools based on the results the rapid assessment. Document the outcomes of the workshop and to draft a future follow up. Edit a short video for the workshop and publish it in the social media pages. Press release. " The results of the activity were disseminated here :
https://aenao.org/wordpress/3e-project-empower-encourage-engage-videojordan/
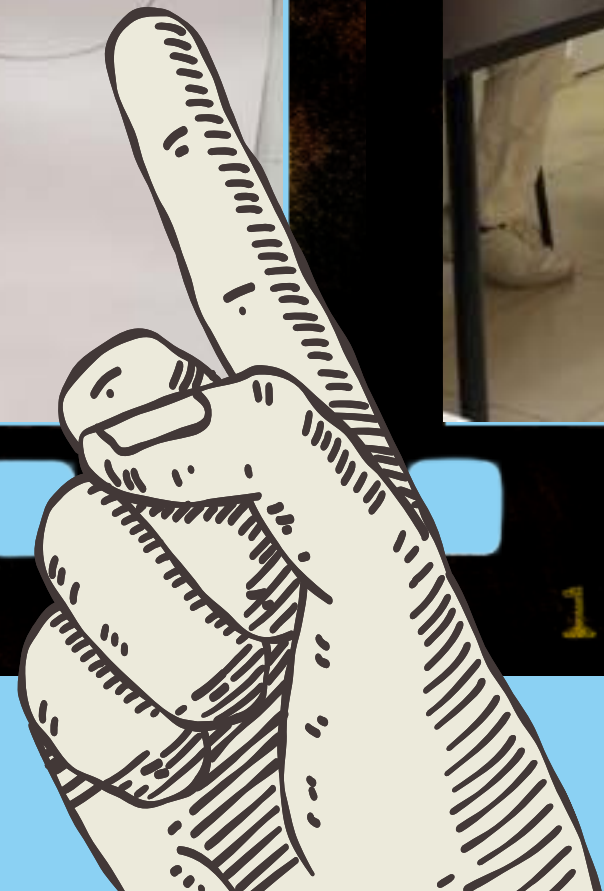
MOLDOVA

Local workshop in Moldova took place at „Anticafenea Bălți". Which is located inside a Youth Center named "CRAT" and is administrated with the help of volunteers from „AO CIDP Anima". At the local workshop participated in total 18 pupils from schools from Bălți municipality, 17 where aged between 16-18, and 1 was 22 y.o. Distribution by sex was: 16 females and 2 males. 2 participants were NEET (Not in Education, Employment or Training). Local workshop was held during 3 days, 4 hours per day, in the period of 20-22 of October 2022. This workshop was facilitated by Aliona-Irina Ceban with the help of Nonna Mihalcean and others from the center. The main topic was Media Literacy, and the agenda of the workshops was as follows: Day 1 Presentation of 3E Empower Encourage Engage course; GTKEO Making a Social Media Profile; Energizer; Expectations, Fears, Sugestions; Group roules; Brainstorming about media; Discussion about media: how media influences us, traffic of humans (in the context of a week of awareness about this subject); Energizer & Reflection on the day.

Day 2 Energizer; Analysis of their SM profiles created on paper, and in the reality; Brainstorming & discussions about Infoobesity, Fake news, Manipulation; Energizer; Reflection Day 3 Energizer; Teambuilding; Practical exercise, identifying a fake news between 3; Energizer; Reflection about the day and the workshop in general; Feedback on the workshop. The evaluation was held mostly on a flipchart paper, where all the pupils could write or draw what they think about the workshop. Some of the key aspects from the feedback was that participants needed more time in order to deepen their knowledge in this field. And also, some participants were asking about concrete steps in order to protect their accounts, and to share safely information with others. As results: 3 other teachers wanted workshops on this subject for their pupils which were held in the next weeks; Participants became involved in the organisation, as beneficiaries or even volunteers; Participants made visible changes (on their SM profile); IT specialist has the needs of youngsters in this field, and can address them in his „IT Club".
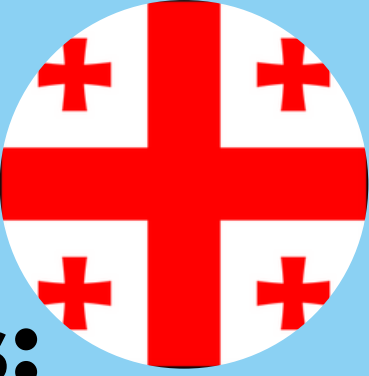
GEORGIA

Target group: students Where: Tbilisi, Georgia Names of facilitators: elene, Anano and Elena Date:11.12.2022 Name: Fake news Duration: 2 hours Number of participants: 17

We all face the huge problem of the 21st century, which can catch the attention of the viewers, which is published in several media such as in televisions, traditional newspapers and online on social media websites. The social media platforms include Facebook, Twitter, Instagram, Reddit and many other websites. Additionally, individuals who create fake news are commonly experts who know how to manipulate and gain the attention of people towards their articles or videos they broadcast. Online news is practically everywhere. It is shown on websites and has been pushed on by social media platforms. People can easily read and share fake news even though they are aware of current atmospheres on the internet.

Because anyone with access to the internet can post their opinions online, an individual's personal belief and emotions can affect or change a fact, and mark itself as a fact. More importantly, much misinformation on social media platforms is driven by commercial profits. Activities N1 Group numbers:3 groups/5 -6 people each Aim:participants are aware of the tools, which helps to recognise fake and real pictures. Description: the participants will be divided into groups. They will get the pictures and the device to use as a tool. They need to check the origin of the pictures from different articles.

The sum up Fake news can further be described as an epidemic. Once it has been in contact with the public, it will keep on spreading until it gets fully exposed or resolved. Most misleading news are omnipresent and observant in distinguishing and difficult to circumvent them; however, some people become sensitive and emotionally concerned without trying to understand if the news is factual or not. Social media websites are reasonably not ideal methods for looking up news, especially, since people simply browse through them by merely reading the headlines. It is better for people to act intelligently to gather analytical data from various sources, particularly from references that have the best records of trustworthiness journalism https://aenao.org/wordpress/3e-project-videoitalygeorgiaarmenia/

ROMANIA

Romanian workshop was held in autumn from 12 th of September to the 14 th of September 2022. The trainers were Mrs. Mariana Stoineac,
Ms. Ioana Docea and Mr. Mihai Nedelcu, participants from Romanian Team and volunteers for" Dominou Association" Romania. It was held in ''Traian Vuia'' Theoretical Lyceum in Craiova, Romania. The workshop was available to join for 3 days and the sessions lasted 2 hours each. Our aim was to develop the people's skills in detecting fake news by the use of critical thinking, to understand the importance of it and also to make people aware that the internet is a dangerous place and should be
treated seriously and with caution. On the first day Ms. Mariana held her own local workshop about fake news exclusively. She talked about the importance of fake news and
impact of it upon the population of Romania. She had an audience aged between 28-40. Fake news contributes in bad and good political propaganda in Romania; different political parties have their own subtle ways of propaganda using fake links, fake news shared mostly on Facebook, and fake advertising on news websites. With the help of a PowerPoint, her humour and her good oratory skills from being a talented warm-hearted teacher, Mrs. Mariana succeeded her goals and the people participating understood the ''fake news'' subject.

On the second and third day of the workshop Ms. Ioana and Mr. Mihai presented the ''critical thinking '' materials they had prepared.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. They had prepared two PowerPoints, one regarding WHAT is critical thinking and the S.W.O.T. Analysis to help them understand the concept better and one regarding HOW to use critical thinking in detecting fake news. They presented cases of fake news around the Romanian websites, social media sites to youth between 18-33 year old that were willing to be taught how to escape the trap of ''fake news'' using the critical thinking analysis (s.w.o.t.). Then, after a short brief on what fake news are, they explained the ''ways'' to catch fakes using critical thinking.
Seeing and sensing that something is off based off incomplete statements, unreasonable arguments, poor Photoshop, fabricated content and senseless phrases. Of course, while attending the workshop the participants were provided with snacks and water, also they had breaks so they can assimilate all the new information.

As it is commonly known, the workshop was disseminated on their personal social media and one video was uploaded on "Asociatia Dominou"'s facebook
https://aenao.org/wordpress/3e-videoromania/

ITALY

On 31th of October 2022: MOHSIN JAN presented the project 3E to the post graduate students of the university Degli Studi di Roma acting as multiplier and unfolding his personal skills.
He put emphasis on non formal education and he explained the methodology leading to achieve the targets set by the project 3E.
the topics that were analyzed were the pros and cons of media literacy and how individuals can become critical thinkers to avoid fake news.

Dissemination link
https://youtu.be/STAwMcZd-nw
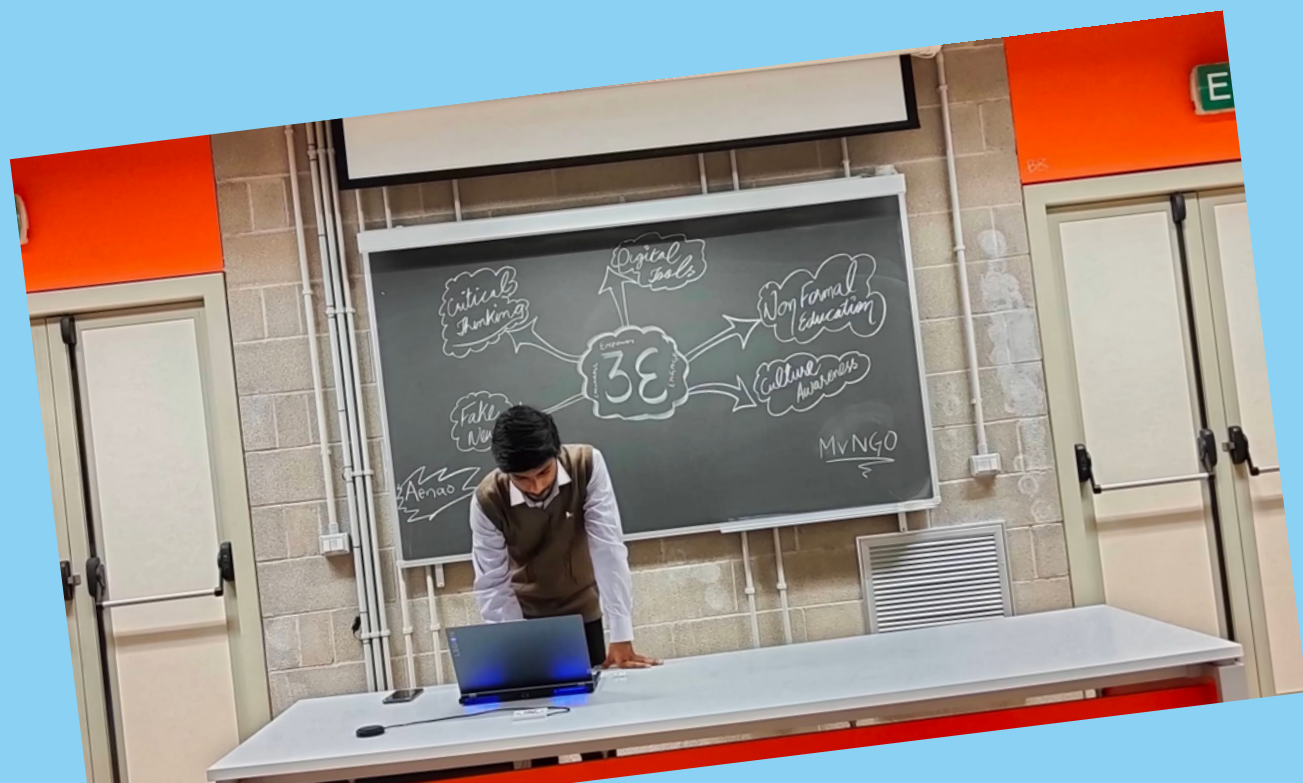
Czech Republic

On November 27, 2022, a 3E workshop on "How to defend against fake news, cyberbullying and cyberattacks" took place in Jindřichov Hradec. The workshop was attended by 2 groups of Business Academy students aged 17-18, a total of 40 students. At the beginning, we introduced the students to what awaits us, who we are, the support of the Erasmus+ educational program and what our organization can offer young people.

Ice break followed – participants in a circle throw a ball to each other, they have to move to the place where the person to whom they threw the ball was standing. Subsequently, the participants lined up, the first to receive a text of 5 sentences from the facilitator. He read and whispered to his neighbor. The last one in line said out loud what he had learned from his neighbor. The facilitator read the original text. There was a discussion among the participants about the distortion of news and how to defend against fake news. Technical support recorded the results of the discussion on a flipchart.
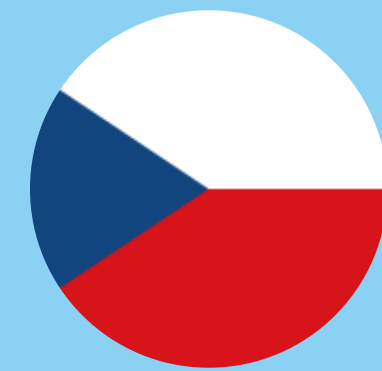
After the discussion, the participants formed groups of 5 people, the facilitator identified one person in the group and gave him the task of choosing one participant in the group. The participants then started a group chat on the topic of attending a social event. The designated person attacked the participant he chose during the chat.

After this part, there was a self-reflection - how did you feel during the chat? How did the attacked person feel? Each participant painted a smiley - then joined people with the same smiley. The facilitator evaluated the participants' discussion about their experiences with cyberbullying and cyber-conflicts and how to defend against them. We continuously wrote down the concepts of cyberbullying, cyber conflicts and the results of the discussion on the flipchart.

At the end, we evaluated the workshop in the form of a "meta" evaluation game - the facilitator asked the participants questions and the participants stood on targets marked with text / boredom - nothing new, I learned something, I already know how to defend against fake news, cyberbullying and cyberattacks, I agree, I don't agree, I don't know/: 1. I would like to learn this form more often 2. Did you learn something new? 3. Will you be able to advise a friend if they turn to you for advice on cyberbullying? 4. I always check whether the published information is not fake news.

- community trust
- consult with your community
- see people face to face
- keep them in loop
- be organised and reliable
- follow up internally
- be informal
- talk their language
- small things matter
- show the progress

1. Connecting EU with Youth
Foster the sense of youth belonging to the European project and build a bridge between the EU and young people to regain trust and increase participation.

11 EUROPEAN YOUTH GOALS

2. Equality of All Genders
Ensure equality of all genders and gender sensitive approaches in all areas of life of a young person.

3. Inclusive Societies
Enable and ensure the inclusion of all young people in society.

4. Information & Constructive Dialogue
Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue.

5. Mental Health & Wellbeing
Achieve better mental wellbeing and end stigmatisation of mental health issues, thus promoting social inclusion of all young people

6. Moving Rural Youth Forward
Create conditions which enable young people to fulfill their potential in rural areas.

7. Quality Employment for All
Guarantee an accessible labour market with opportunities that lead to quality jobs for all young people.

8. Quality Learning
Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.

9. Space and Participation for All
Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

10. Sustainable Green Europe
Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lifes

11. Youth Organisations & European Programmes
Ensure equal access for all young people to youth organisations and European youth programmes, building a society based on European values and identity.

Engaging youth

SPECTRUM OF ACTIVE PARTICIPATION
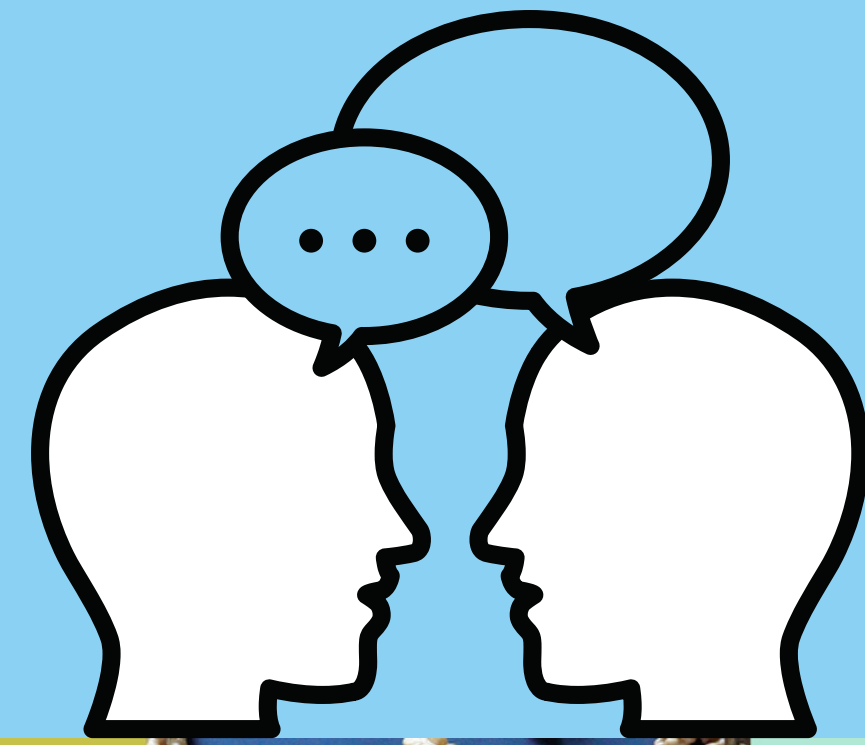
Community engagement

Process, dialogue, relationship, partnership or any other active interaction and ex change of views and ideas or actions. The goal is to obtain some positive changes in the society or a part of the society community (ATSDR, 2011)

- inform
- consult
- involve
- collaborate
- empower

To be able to engage we need to know how to communicate (ATSDR, 2011)

CRITICAL THINKING

"The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you" (Cambridge Dictionary)

The term "critical" comes from the ancient Greek "kritikos" meaning "able to judge or discern". Critical thinking is about making reliable judgements based on reliable information.

"It is a question of making choices and knowing why you are making that choice, respecting the choices and opinions of others, communicating about these, thereby forming your own opinion, and making it known"

Ennis' distinction

SKILLS (analyzing arguments, judging credibility of sources, identifying the focus of the issue, and answering and asking clarifying and/or challenging questions)
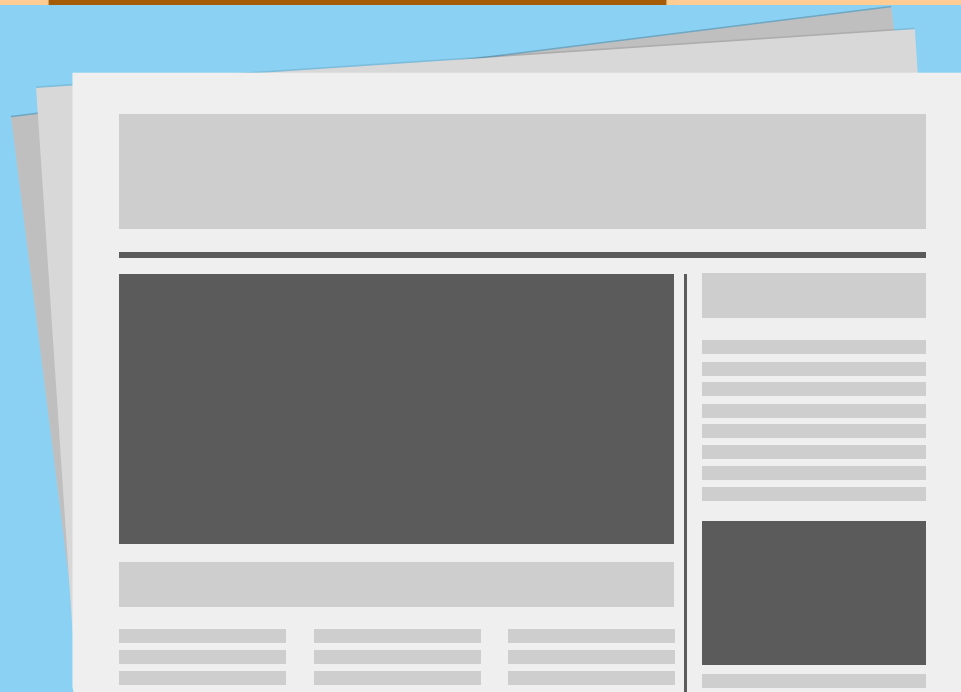
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DISPOSITIONS (be prepared to determine and maintain focus on the conclusion or question, willing to take the whole situation into account, prepared to seek and offer reasons, amenable to being well informed, willing to look for alternatives, and withholding judgement when evidence and reasons are insufficient) (Ennis, 1987, 1991; Kennedy, Fisher, & Ennis, 1991)

Enhancing critical thinking

- Paying attention to the development of the epistemological beliefs of students;
- Promoting active learning;
- a problem- based curriculum;
- using real life problems.

SOURCES
• G. ten Dam, M. Volman (2004), Critical thinking as a citizenship competence:
teaching strategies, in Learning and Instruction 14 (359–379
• Critical Thinking in dictionary.cambridge.org (https://dictionary.cambridge.org/it/dizionario/ingle se/critical-thinking)
• "What is critical thinking?" in monash.edu (https://www.monash.edu/learnhq/enhance-your-thinking/critical-thinking/what-is-critical-thinking)

Empower

Engage

Encourage

About Erasmus+

Erasmus+ is the EU's program to support education, training, youth and sport in Europe. Mainly this covers opportunities in different fields, such as school/higher/adult education, as well it offers learning and development experience to everyone, who is eligible to participate in such projects at their age range. Participants can be picked from different backgrounds, for example those, who are having issues, low income, health problems or other disabilities, which could exclude them from a proper interaction with society and multicultural environment. One of the goals is to open national and foreign abilities for the youth, while getting a proper budget for travelling expenses, accommodation and catering. In this case, you are getting an "all-included" week, full of workshops, topic related activities and games, and creative seminars. In addition, not only YOU widen your knowledge and deepen your perception about the main topic, YOU also get to spend some days with people from different countries, learn from them, share experience together, work in a team and achieve common goals. It is a life changing opportunity, which should be taken by everyone, who is at least a bit interested in non-formal education and self-development

About Erasmus+

One of the questions for "new comers" is how can a person participate and where to start from? Since you already heard and read a few things about Erasmus+ program in general and decided to join a project abroad, you should start looking for local NGOs in your country, which send a whole team to a venue. Every country makes its rules, regarding participants' application forms and etc., but mainly every single person, who wishes to come and participate, needs to fill in a form online, answer some questions and then wait for the answer from ate organizer. If you haven't been selected, don't worry and try again with upcoming projects, if you have been selected, get ready for the adventures! Every project attracts with its own topic and activities every day. It can vary from ecology and environmental aspects to self-development, personal growth, entrepreneurship or even sports, religions, artificial intelligence and so on. Projects differ from each other not only by their topics and learning outcomes, but also their duration, country, venue place, number of countries and participants in the project

About Youthpass
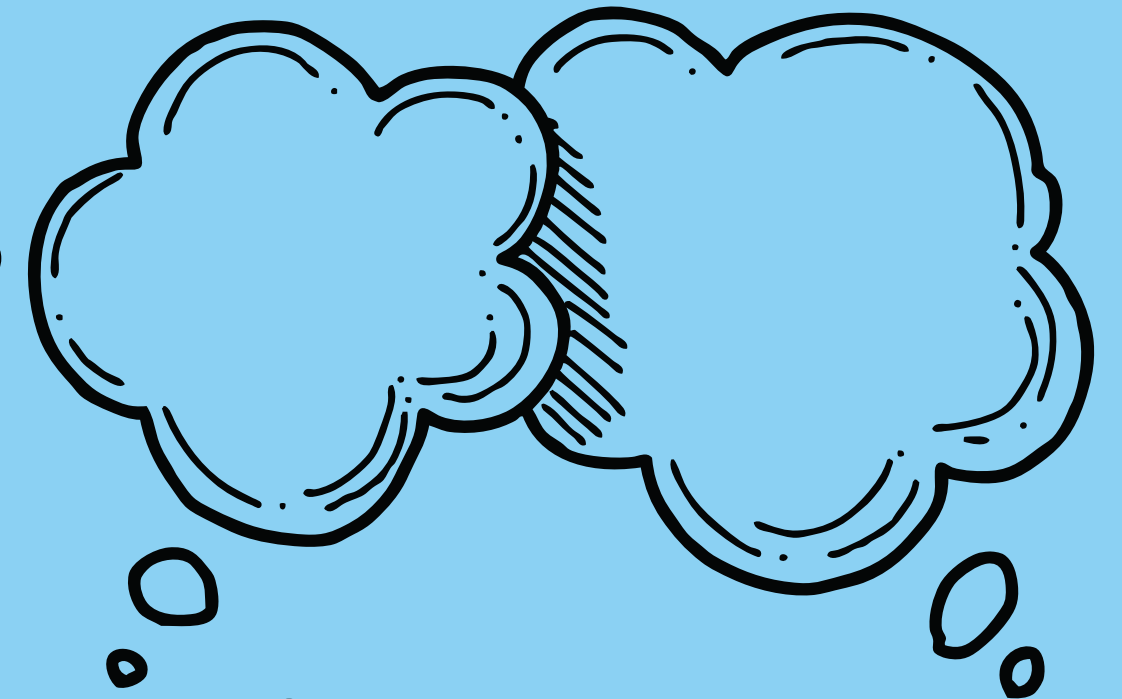
The recognition tool known as Youthpass was created for work, completed through European youth programs. Participation in E+ projects can be acknowledged as educational experience and a period of informal and non-formal learning through the Youthpass certification.It envisions a procedure being used during the project's lifespan to promote participants' learning. It also acts as a tactic to raise the status of non-formal education in Europe. Of course, participants of "3E Project" had to complete their own Youthpass and fulfill its template-wise with the information regarding what they learnt about the topics of "fake news", "critical thinking" and "civic engagement".

What we have learned?

Collaborating in teams
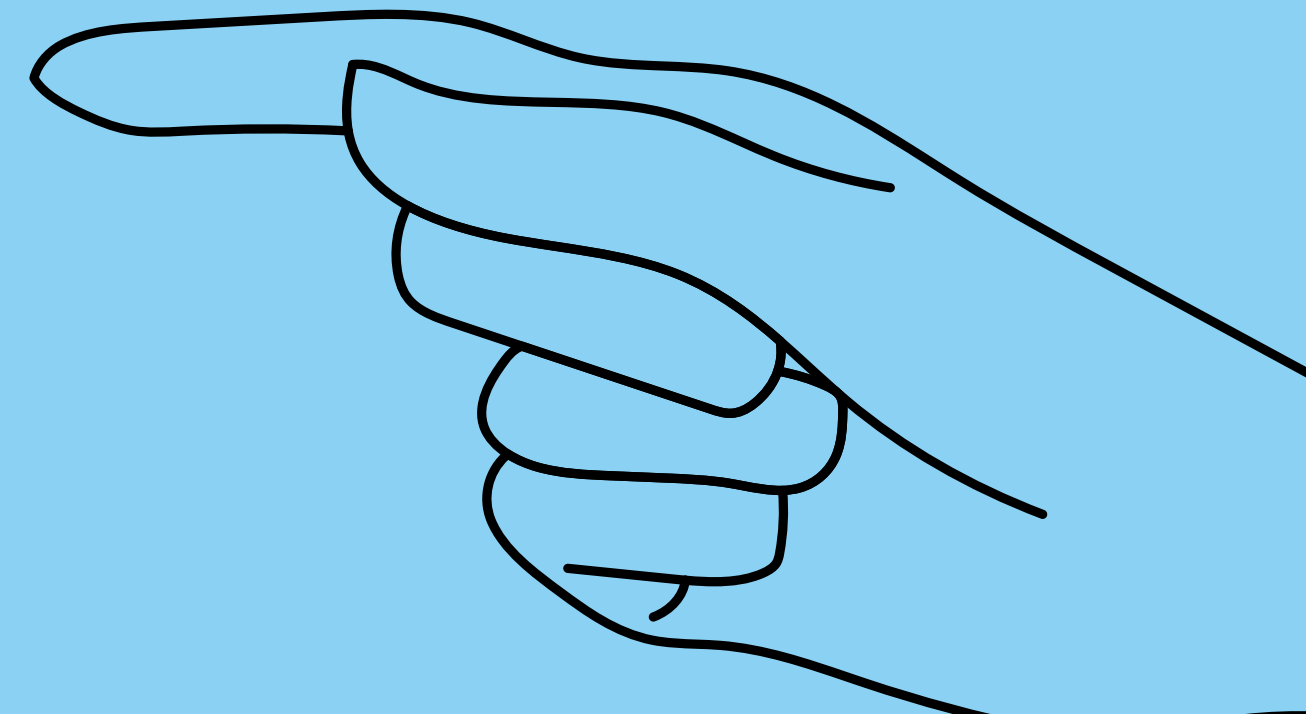-Learned about the different symbols that other countries use and their alphabet

Communicating meaningfully
-Learned new words, especially about the Internet and technology in general
- Listening to others
-New words in different languages

Displaying intercultural sensitivity
-Discovered similarities within cultures
-Learned about different religions
-Tried different foud from all the countries

Networking and advocating
-Learned about the good and the bad hackers of the internet
-Exchanging ideas with others and learn new aspects of the topic

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Future in Our Hands
Youth NGO

TAVO EUROPA

ICM
Jindřichův Hradec

DOMINOU
ASSOCIATION

Leaders Of Life For Sustainable Development

YOUTH ASSOCIATION DRONI

Training and Development Institute ❋ Institutul de Instruire în Dezvoltare
MilleniuM

Mine
Vaganti
NGO

aenao
center of non-formal education

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