EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

⚠ *Please provide one sheet per event (one event = one workpackage = one lump sum).)*

PROJECT	
Project name and acronym:	Empowering youth Participation for Inclusive and plural Communities — EPIC_IDEA
Participant:	Istituto Cooperazione Economica Internazionale (ICEI)
PIC number:	932287177

EVENT DESCRIPTION			
Event number:	D8.1 (WP8)		
Event name:	National Youth Camp in Italy #1		
Type:	Event		
In situ/online:	In situ		
Location:	Turin, Italy		
Date(s):	10-12 September 2025		
Website(s) (if any):	https://icei.it/en/progetti/epic_idea-empowering-youth-participation-for-inclusive-and-plural-communities/		
Participants			
Female:	29		
Male:	33		
Non-binary:	0		
From country 1 [Italy]:	62		
Total number of participants:	62	From total number of countries:	1
Description *Provide a short description of the event and its activities.*			

INTRODUCTION

The National Youth Camp in Italy took place in Turin from 10th to 12th of September 2025, with the participation of a total of **62 people between young activists, youth workers and technical staff** from 7 Italian Cities (Milan, Reggio Emilia, Turin, Montesilvano, Pontedera, Portomaggiore, Casalecchio di Reno). The event benefited from the support of the Municipality of Turin, which granted its patronage, and participants had the opportunity to meet the Councillor for Educational and Youth Policies and to visit the City Hall during a dedicated meeting. This collaboration is part of the work that ICEI is carrying out as coordinator of the Italian Network "Città del Dialogo" part of the Intercultural Cities Programme of the Council of Europe, which involves active cooperation with the City of Turin on events and initiatives addressing discrimination and promoting youth participation.

The **Objectives** of this activity were:

1. Sharing of experiences among young people, enabling peer exchange and sharing of practices and ideas.
2. Provide moments of in-depth training on topic such as the participatory processes, the anti-rumours and the future thinking methodologies, the inclusive communication, etc.
3. To define objectives-activities-methods of work for the following local anti-rumours actions.
4. Develop contents for the communication campaign.
5. With the youth workers, prepare the participation to the Transnational Youth Summit and updates about the anti-rumours actions.

AGENDA OF THE EVENT

EPIC – IDEA
Empowering youth Participation for Inclusive and Plural Communities
Programma 1° Youth Camp
Torino, 10 12 Settembre

	Day#1 Mercoledì 10 settembre @Cartiera	Day#2 Giovedì 11 settembre @Cecchi Point	Day#3 Venerdì 12 settembre @Cartiera
Mattina#1 09.30 - 11.00	Intro progetto Group building	1° sessione su Future thinking *A cura di InTra*	Workshop su comunicazione
Mattina#2 11.30 - 13.00	Group building	2° sessione su Future thinking *A cura di InTra*	Valutazione e conclusioni
Pausa pranzo			
Pomeriggio#1 14.30 - 16.00	1° sessione su Antidiscriminazione e Anti Rumours	Ipotesi **saluto istituzionale** Assessora Salerno presso Palazzo Civico + breve eventuale tra realtà giovanili Visita a palazzo Civico	**Partenza**
Pomeriggio#2 16.30 - 18.00	2° sessione su Antidiscriminazione e Anti Rumours	Pomeriggio Libero	
Attività serale	serata al Cecchi Point	Cena presso il Mercato Centrale	

#Day 1: 10th of September 2025

#Day1- Activity 1.1 - Introduction to the project and group building

The first day of activities started with a comprehensive introduction to the EPIC_IDEA project. This session outlined the project's overall objectives and activities, ensuring that participants had a clear understanding of the project roadmap. Following this, **team-building activities** were launched, fostering collaboration, mutual trust, and the establishment of a positive group dynamic from the very beginning. These activities also included a first introduction to the concept of rumours, setting the stage for the thematic focus to be further explored in the subsequent sessions.

The **goals** of the day were:

- To build a positive atmosphere within the group and foster connections among young people from different youth centers.
- To share some basic guidelines regarding essential concepts for the project, such as the definitions of stereotype, prejudice, discrimination, rumors, hate crime, and their interrelations.
- To reflect on the dysfunctions generated by a society based on rumours and to empathize with those who directly experience them.

Icebreaker game #1 -"Your Name and a Rumour About You"
The activity was designed to introduce the theme of rumors in a participatory and engaging way. Each participant was invited to introduce themselves by stating their name followed by a rumor about them (e.g., *"It is said about me that…"*). After each presentation, the participants exchanged their name and rumour with another person. At the end of the activity, the group gathered in a final circle. Each participant presented themselves using the **last name** and **last rumour** they had heard during the exchanges.
This dynamic enabled a collective reflection on the mechanisms of rumour transmission:

- Were the names and rumours the same as the original ones?
- How had they changed during the process?
- Which types of rumors tend to circulate most frequently about us?

The exercise effectively illustrated the distortion and transformation that occur when information is passed from person to person, highlighting how quickly and easily inaccuracies and stereotypes can spread within a group.

Some quotes:

"People say that I am messy"

"They say that I am meticulous/punctilious"

"They say that I have my head in the clouds"

***Icebreaker game #2 -* "The Magic Stick"**
This small-groups activity was designed to highlight the dynamics of scapegoating and to foster reflection on the social impact of rumours.
Participants were asked to engage in a cooperative task using a symbolic "magic stick." The structure of the exercise inevitably led to moments of frustration and tension within the group. These dynamics were then intentionally debriefed to reveal how, in challenging situations, groups often identify a scapegoat to blame for collective difficulties.

The subsequent reflection session encouraged participants to connect the activity to broader social mechanisms:

- How do rumours place additional "weight" on groups that are already stigmatized or discriminated against?
- In what ways does the spreading of rumors reinforce prejudice and exclusion?
- How can individuals and communities respond constructively to such dynamics?

The activity provided a concrete and experiential way to explore how rumours, when directed at marginalized groups, can exacerbate discrimination and perpetuate systemic inequalities.

Icebreaker game #3 - "Paper pyramid"
In the final phase of the morning, participants worked in small groups to build a **stable paper pyramid** in a creative and efficient way. Inside the pyramid, they were asked to embed key concepts—**rumours, stereotypes, prejudice, discrimination, and hate crimes**—thus giving symbolic structure to the interconnections among these elements. Each group then presented their completed pyramid to the others, facilitating peer-to-peer learning and shared reflection.

#Day1 - Activity 1.2 Anti-rumours

"Role playing activity"
During the afternoon, participants engaged in a structured **role-playing activity** designed to simulate the dynamics of a dystopian society. The fictional scenario was set in a fantasy world where **social relations were dictated by rumours**, and where an **unequal distribution of power** systematically generated discrimination and the violation of fundamental rights.
The design of the activity followed a **non-formal education methodology**, making use of **experiential learning** techniques. By immersing themselves in a narrative context, participants were encouraged to adopt specific roles and to navigate challenges that mirrored, in symbolic form, the dynamics of rumour-driven societies. The fictional setting created a "safe space" in which participants could explore these dynamics without the risks of real-world repercussions, while still allowing for deep emotional and cognitive engagement.

The activity concluded with a **facilitated reflection in small groups**, where participants analysed the experience collectively. Overall, this activity contributed significantly to the **learning outcomes of the training day**, by transforming abstract concepts—rumours, prejudice, discrimination, and rights violations—into tangible and emotionally resonant experiences. The combination of role-play and reflection enhanced participants' ability not only to understand these dynamics intellectually but also to internalise their human and social implications, thereby laying the groundwork for the development of **proposals and strategies** to counter rumours and their harmful effects in real communities.

The activities implemented during the day successfully met the intended objectives. Participants engaged actively and consistently, contributing to the creation of a **positive and inclusive group atmosphere** characterised by mutual listening, respect, and collaboration.

#Day 1 - Activity 1.3 – Parallel Session for Youth Workers

To continue on the work initiated during the March event (WP3), a dedicated working session with youth workers was organised. It aimed to providing youth workers with opportunities to connect, take stock of previous and future project activities, and exchange opinions and ideas on the main challenges and strengths encountered in working with young people.

1.3.1 Thematic icebreaker
As an icebreaker activity, participants were asked to pair up with people from different cities and youth centers: each pair had to reflect on "if you were a rumour, what rumour would you be? What would be your superpower but also your kryptonite, your weakness that could be used against you?" and then share their thoughts with the whole group. The activity was considered useful and of particular interest as it allowed educators to get to know each other better and to engage in intense, albeit brief, self-analysis. Further feedback indicated that this activity can also be a useful tool with groups of young people who are particularly mature in their development, as it allows them to reflect on themselves and their potential role as perpetuators of stereotypes and prejudices.

1.3.2 What are our weak spots and to handle them
Participants were divided in groups of three people and asked to answer the following questions:

- Which group are you going to work with (age, composition, etc.)?
- What are the two most critical issues or the two issues that concern you the most?

The youth workers discussed with their groupmates, recounting their experiences and describing the types of young people they work with, in order to establish common ground for responding to the next question, which was the focus of most of the discussion.

The main difficulties that emerged and that are common to several youth groups were:

- The contrast between groups/individuals who are particularly mature in their journey and young people who, on the other hand, show difficulties in maintaining a constant, consistent commitment and sustaining structured activities that go beyond free association or recreational activities.
- Young people often show little or only passive interest in the issues (especially in less engaged groups), which makes it difficult to propose in-depth reflections.
- This partial interest is also linked in part to the difficulty of setting realistic goals: groups often set ambitious goals that they are then unable to achieve, which creates a sense of disenchantment and detachment from the entire project.
- Three factors of difficulty external to the groups have also been identified, namely: young people do not perceive public bodies as trustworthy, and this often compromises civic engagement and action when institutions are asked to collaborate with or support young people's efforts, which does not happen; the second factor is the lack of accessible public spaces dedicated to young people in cities, which affects their ability to plan, organize, and freely gather; the last factor that should not be underestimated is relationships with families, which in some cases, especially with younger children, can make it difficult to participate in activities that are not exclusively related to the school environment.

1.3.3 Handbook on the Anti-rumours methodology in the youth field

The last activity of the session was dedicated to the presentation of the outline for the Handbook on the Anti-rumours methodology in the youth field (WP7) coordinated by the Spanish partner ACI. The goal was to gather input from those who work on anti-discrimination issues with young people on a daily basis so that it is as realistic and useful as possible and with a view to multiplying resources.

Youth workers were presented with the handbook outline, with particular attention to:

- Engagement strategies and motivations in order to become an active part in social change.
- Main tools they identify to foster social change.
- Main areas of creativity, actions and events they feel comfortable with or are familiar with.
- Level of self-confidence in addressing different audiences and, in particular, key stakeholders in society
- Role they are willing to play in the long term sustainability of the project.

Preparation for #Day 2

The second part of the afternoon session also saw the presence of a representative and expert from the INTRA association, who was in charge of the training session the following day. In this afternoon session, INTRA prepared the youth workers for the activities of day 2, in which their active support would be required. The workshop on future studies saw the young people working in subgroups according to their youth center of belonging: the youth workers were involved in facilitating the activities for their own groups, and the session was dedicated to the presentation of potential risk factors to be taken into particular consideration.

The **first day ended** with a social dinner followed by a karaoke evening, which provided the young participants with an opportunity to enjoy themselves while simultaneously strengthening interpersonal bonds and fostering a spirit of friendship and cohesion within the group.

#Day 2: 11th of September 2025

The second day was divided into two sessions: In the morning, the focus was on **Future Thinking methodology**, where participants explored methodologies for strategic foresight and planning. In the afternoon, the participants had the opportunity to **meet the Councillor for Educational and Youth Policies of the Municipality of Turin and to visit the City Hall.**

#Day2- Activity 2.1 – Introduction to Future Thinking

The activity, building on the work initiated during the first day of the Youth Camp, consisted of a multi-phase workshop in which participants applied futures studies, futures thinking, and speculative design methodologies, enabling them to envision better futures and reflect on how these could be achieved. These methodologies are specifically designed to invite participants to imagine and materialize alternatives to the status quo, critically analyse it, and explore possible pathways towards more desirable futures.

The session was facilitated by social researchers and experts from INTRA Association, who supported ICEI for the elaboration of the Report of Analysis (WP2) and took part in the dedicated training organised during the Event for Youth Workers (WP3). Their expertise ensured methodological consistency and provided participants with high-quality guidance throughout the workshop.

The overarching aim of the workshop was to allow young people and youth workers to strategically apply the aforementioned methodologies in order to contrast social and cultural discriminations.

GOALS AND MAIN CONTENTS

The objectives were the following:

1. Involve young people in a small project that should disrupt social barriers and enhance their agency.
2. Make young people familiarize with futures studies, thinking, and speculative design methods through hands-on and practical activity.
3. Enable youth workers to understand how they can apply futures studies and speculative design methods in their own practice.
4. Inspire actual, local interventions that should be enabled and conducted by young people and youth workers in their context.

During the workshop, the participants, divided into city groups, developed:

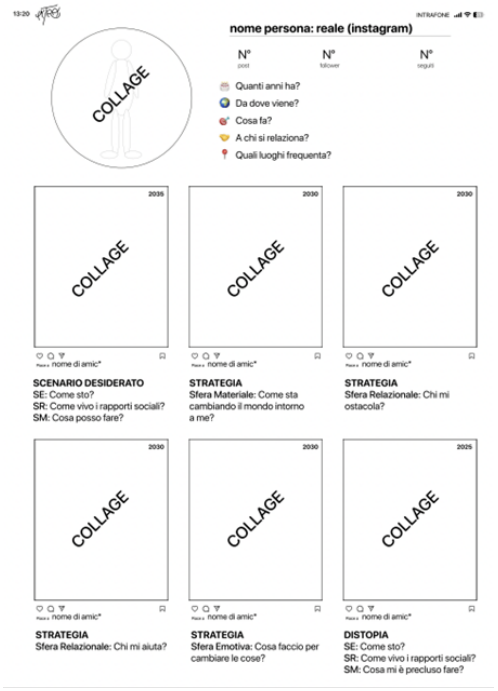
i) A fictional character that should represent and mediate between the group members.

ii) A dystopic present (inspired by the reflections that emerged during the previous day), highlighting how their characters feel, what their relationships are, and what is precluded to them.

iii) A desirable future (2035) in which the dystopia has been overcome, highlighting how differently their characters feel, what their relationships are, and what they can do.

iv) A path (2030) from the dystopic present toward the desirable future, defining what their characters are doing to change their life, who can be of help and who instead could work against them, and how the world around their characters is changing.

Each of the outcomes of these sub-activities has been visualized through collage technique and drawings.



RESULTS
Although some differences were observed among the groups, all successfully completed the proposed activities within the allocated timeframe, delivering high-quality outputs (see Annex). Despite only receiving a brief introduction to the applied methodologies, participants engaged with enthusiasm, critically reflecting on their own situations, contexts, aspirations, and concerns. This outcome is fully aligned with the objectives typically pursued through the application of futures studies, futures thinking, and speculative design approaches.
Through these activities, each group was able to articulate their individual perspectives, thereby fostering a sense of ownership over their future. At the same time, participants were introduced to an initial methodological toolbox that can be further applied to transform their present circumstances and contribute to the creation of a more inclusive society.

EVALUATION
Overall, the activity successfully met its objectives. Participants engaged actively with the methodologies, demonstrating the ability to translate abstract reflections into tangible narratives and visual outputs. The process not only highlighted the effectiveness of futures studies and speculative design in tackling social and cultural discriminations but also revealed the potential of such methods to inspire concrete local actions. The workshop confirmed that participatory futures approaches can be powerful drivers for inclusion, collective visioning, and strategic action and can stimulate critical thinking, agency, and the capacity to imagine and plan for alternative futures.

FOLLOW-UP
The work carried out in this workshop allowed the young people to think about the space and context in which they live every day from a transformative perspective: not just a city in which they live, but a city in which they can be agents of change. Anchoring the application of these methods to the local area will be useful and interesting for the planning of subsequent anti-rumour actions at the local level (WP12) and in the Future Visionaries Gallery (WP17), so that they are not just demonstrative actions, but also convey a vision of a desirable, accessible, and achievable future.

#Day2 - Activity 2.2 – Meeting with the Councillor and visit of the City Hall

During the second day, participants were welcomed at the City Hall by **Mrs Carlotta Salerno, Councillor for Educational and Youth Policies, Urban Regeneration and Suburbs of the City of Turin**. In her address, she underlined the importance and central role of younger generations in shaping more inclusive, participatory, and forward-looking communities. After this institutional greeting, participants took part in a **guided visit of Palazzo Civico**, discovering its historical and cultural significance. The activity offered valuable insights into the role of local institutions in promoting inclusion, diversity, and active citizenship, while also reinforcing the connection between civic spaces and democratic participation.

The second day concluded with a **treasure hunt** across the streets of Turin, followed by a social dinner.

#Day 3: 12th of September 2025

#Day3 - Activity 3.1 – Workshop on Communication

The workshop on Communication was designed as first step in gathering inputs for the **Youth Led Communication Campaign** (WP15), as foreseen by the project, while also serving as a journey of reflection and creativity for the young participants, encouraging them to explore themes of identity, belonging, and the social dynamics surrounding them. Through participatory activities and multimedia tools, participants engaged with the issue of hate speech and transformed shared challenges into proposals and/or messages to be shared.

The activity aimed to strengthen young people's sense of connection with their community, encourage collective reflection on challenges related to hate and discrimination, provide space for expressing both personal and collective needs, and transform these challenges into creative messages and concrete proposals, shared through digital tools for wider outreach.

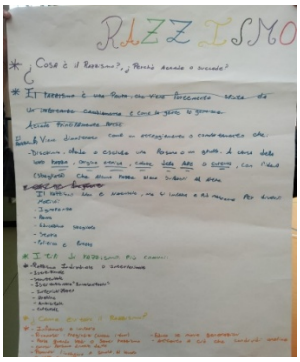
The workshop was based on non-formal education methods, combining moments of individual reflection, group work, and creative production. The central activity was the creation of *Reels* videos, chosen as a communication tool close to the language and platforms used by young people.

The workshop began with the facilitator introducing five key challenges that young people face in relation to hate speech. These included the (1) rise of online hate, persistent issues of (2) racism, (3) discrimination based on sexual orientation and gender identity, (4) mental health, and (5) the pervasive presence of sexism. This introduction set the stage for participants to reflect on how these forms of hate affect their lives and communities, and to begin thinking about ways to respond creatively and collectively.

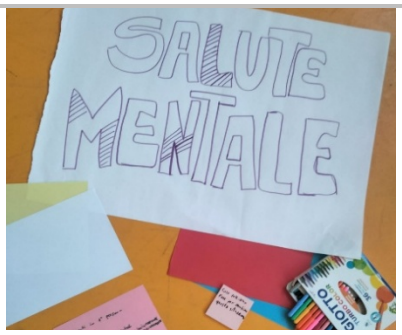
After the presentation of the 5 key challenges participants were divided into small groups and invited to choose one of the identified challenges. Within their groups, they reflected on possible solutions and crafted advocacy messages, guided by questions such as *"What can we do to change this situation?"* and *"What do we want to advocate for?"*

From the group reflection:

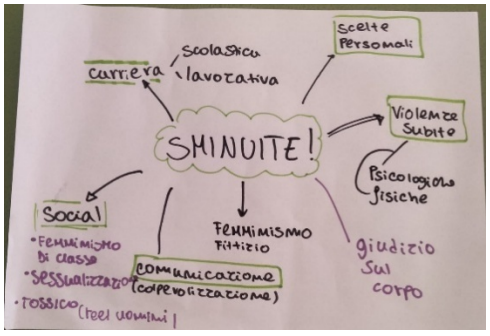
One group focused on **racism**, with four to five participants engaging in a thoughtful conversation about its origins and manifestations. They recognized that racism is not natural, but something learned, often fueled by ignorance, fear, distorted education, historical legacies, and political agendas. They distinguished between different types of racism—individual, institutional, structural, environmental, and cultural—and reflected on strategies to counter it, such as seeking knowledge, acknowledging personal prejudices, and fostering education that equips future generations to resist discriminatory patterns.



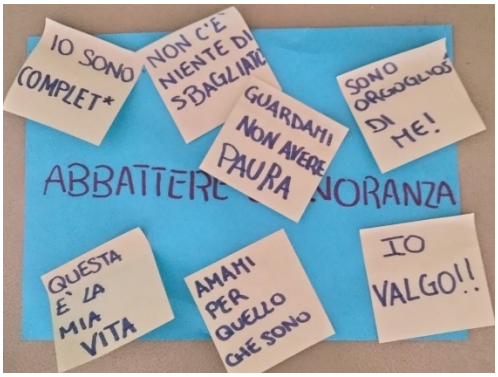
The largest group, composed of thirteen participants, chose **mental health** as their topic. Their reflection centered on the tendency to downplay or dismiss mental health problems, highlighting the lack of awareness and the persistence of taboos surrounding the issue. They proposed the creation of psychological support services within schools, community-based initiatives to provide help, and campaigns to normalize asking for support. For them, education was key: reducing stigma, building acceptance of mental illness, and raising awareness that mental health issues can be addressed with the right resources and care.



A group of seven young women worked on **sexism**, analyzing its sources and manifestations in daily life. They identified family, friends, and strangers as potential perpetrators and emphasized how sexism pervades multiple spheres—career opportunities, personal choices, communication, and both physical and psychological violence. Particular attention was paid to the online sphere, where issues such as class-based feminism, body sexualization, and toxic discourse frequently emerge. For the group, sexism was not confined to specific spaces but embedded in both everyday life and digital interactions.



Another group focused on **homophobia and transphobia**, with seven participants reflecting on the challenges faced by LGBTQIA+ individuals. They stressed the importance of breaking ignorance, encouraging open conversations, and promoting understanding and acceptance. They pointed out how prejudices are often reinforced by family dynamics, misinformation about sexually transmitted diseases, and ingrained stereotypes. To counter this, they suggested amplifying personal stories, highlighting scientific progress, and dismantling generalizations and sexist attitudes that sustain exclusion and discrimination.



The group addressing **online hate speech** explored how digital spaces often amplify hostility and discriminatory language. Their discussion underscored the urgent need to develop critical awareness of how online communication shapes behavior, as well as to promote empathy, accountability, and responsible use of social media as a shared space for dialogue rather than division.

Building on these reflections, each group then moved into the creative phase, producing a short Reel of 30 seconds to 2 minutes.

They were free to decide on the format, setting, and artistic style, using the materials available to them. Once completed, the Reels will be uploaded to the Instagram page and later shared in a collective viewing, allowing all participants to see and celebrate each other's.

RESULTS

The workshop on Communication proved to be a meaningful step in collecting inputs for the Youth Led communication campaign while empowering young people to reflect critically and express themselves creatively. The group discussions highlighted how deeply issues such as racism, sexism, homophobia and transphobia, mental health, and online hate affect their daily lives. At the same time, the participants demonstrated resilience and imagination in proposing concrete solutions—ranging from education and awareness-raising to community-based support systems and digital advocacy.

The creation of the Reels represented a powerful moment of synthesis, translating reflections into short yet impactful messages designed for social media. By using a medium familiar and accessible to young people, the activity not only amplified their voices but also allowed their messages to reach a broader audience beyond the workshop. The collective viewing further reinforced a sense of community, pride, and shared responsibility among participants.

The results confirm that when young people are given space, tools, and trust, they can transform personal and collective challenges into creative and inspiring messages for change. These contributions will serve as valuable building blocks for the Youth Led communication campaign, ensuring that its narrative remains authentic and rooted in the lived experiences of young people themselves.

#Day 3 – Activity 3.2 – Project next steps with youth workers

The parallel session was dedicated to discussing upcoming project activities with Youth Workers. In particular, the **Transnational Youth Summit** (WP16) in Hungary was discussed in depth: logistical issues and participant selection criteria were addressed. This was particularly relevant because it allowed for an accurate assessment based on what emerged during the national event. In addition, the youth workers presented an overview of what had been done so far in local contexts to the whole group, with a focus on the involvement and activation of youth groups and the work of identifying and mapping rumours.

The last part of the session focused on setting up the evaluation process of the national youth camp and the next project activities.

#Day3- Activity 3.3 – Final Evaluation of the Event

The final session of the workshop served as a reflection and evaluation activity, aimed at gathering participants' opinions and impressions regarding the event. Through the interactive exercise *"Bin, Washing Machine, Suitcase"*, participants were invited to express what they wished to leave behind, aspects they wanted to improve, and the key takeaways they would carry forward from the experience.

- **Bin** – Participants identified elements they wished to leave behind, such as the chaos of a large city, long walks, food-related issues (frequently mentioned), tight schedules, few breaks, fatigue, rain, distances between venues, video activities, personal prejudices, shyness, organizational shortcomings, lack of free time, noisy nights, limited preparation for navigating EU-level discussions, feelings of abandonment, and poor communication from some organizers.
- **Washing Machine** – This category focused on aspects that participants wanted to improve or reflect on. These included socialization within new groups, food, what they had left behind, the length of travel between activities, the treasure hunt, tight timing, activity difficulty, maintaining personal energy, building new friendships, the environment and atmosphere that had been created, considering the needs of more vulnerable participants, limited depth in some activities, and time management.
- **Suitcase** – Participants highlighted the experiences and positive elements they intended to carry forward, such as shared energy and joy, unexpected bonds, the beauty of Turin, pub evenings, city visits, role-playing activities, learning from others' experiences, community and solidarity, socializing, new tools to bring back to their local centres, friendships, diversity as a complex theme, hostel life, listening, sense of belonging, shared objectives, support and encouragement, karaoke, dancing, new knowledge, cohabitation, idea exchange, and the drive and enthusiasm of new participants.

These activities provided valuable insight into the participants' experiences, highlighting both personal reflections and shared perspectives, and offering feedback for the design of futures workshops.

Conclusion and final remarks

The National Youth Camp in Turin proved to be a meaningful and transformative experience, successfully combining training, peer exchange, and creative reflection. Over the course of three days, participants not only deepened their understanding of rumours, stereotypes, prejudice, discrimination, and hate crimes, but also developed concrete tools and ideas to counter them through local actions and communication campaigns. The active involvement of institutions, such as the Municipality of Turin represented by Councillor for Educational and Youth Policies, Urban Regeneration and Suburbs further strengthened the link between young people and civic spaces, highlighting the crucial role of youth in shaping inclusive and democratic communities. Beyond the immediate outcomes, the camp has the potential to generate lasting impact by fostering stronger connections among youth centers and empowering young people as agents of change.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).