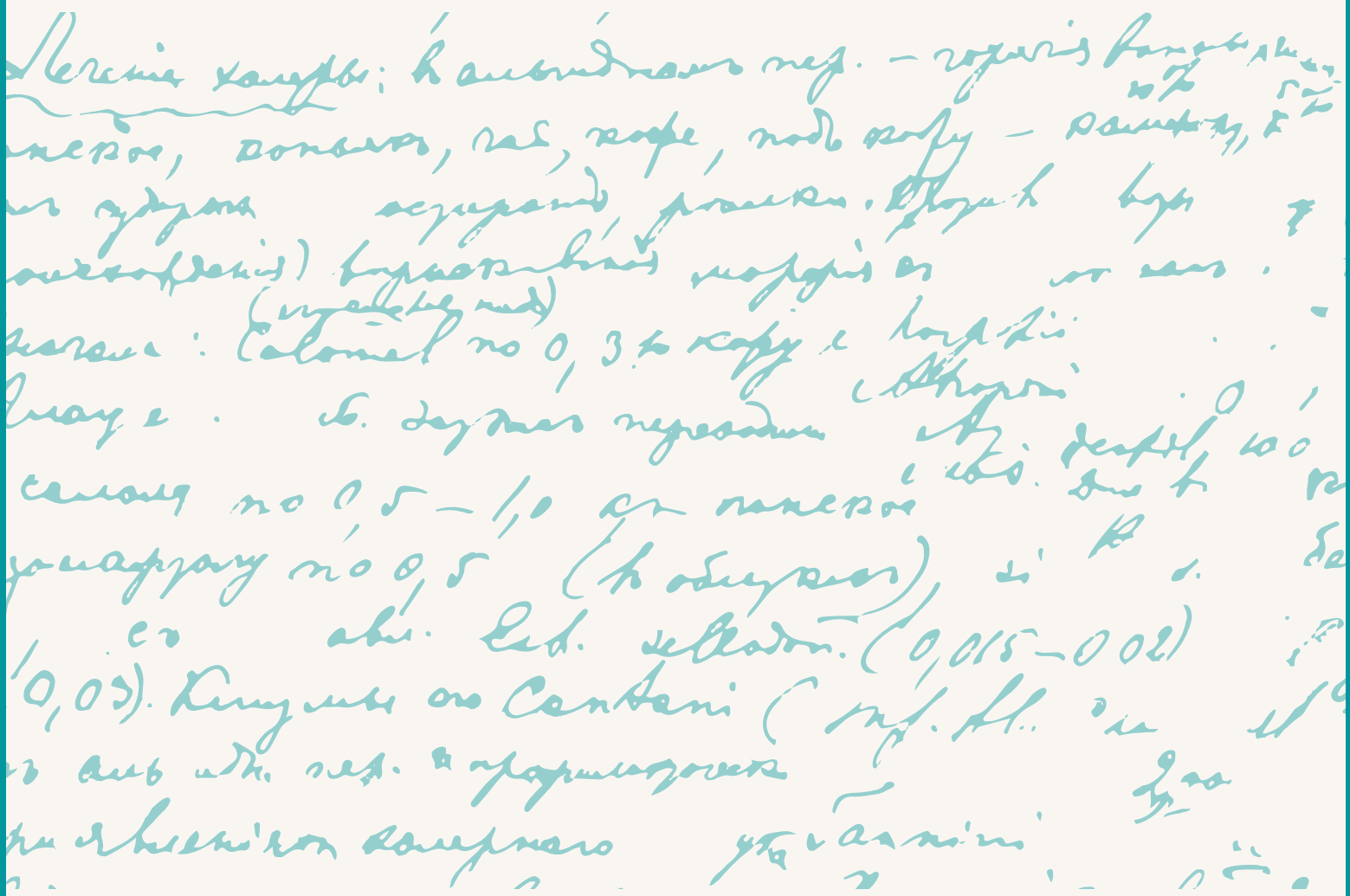
COUNTRIES SCRIPTS



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VISYON

DISCLAMER



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ABOUT THE PROJECT

In the vibrant Europe's diversity, the opinions, views, and aspirations of its youth form an essential thread. The VISYON (Values, Ideas and Stories from Youth ON stage) project, funded by the Erasmus+ program, has embarked on a remarkable journey to unravel this narrative, offering young Europeans the tools and platform they need to engage, empower, and express themselves, and aims to support the implementation of the EU Youth Strategy (2019-2027).

VISYON project unites youth organizations from 8 European countries – Bulgaria, Greece, Italy, Malta, Netherlands, Romania, Slovakia and Spain. Throughout the project implementation, in each partner country, local youth groups were established and formed the main core of the project, as young people are the main protagonists of project activities and expected project results.



Values, Ideas and Stories from Youth ON stage

Erasmus+ KA3 European Youth Together project

FIND MORE

The VISYON project's journey commenced with a fundamental mission: to equip young participants with the tools and knowledge necessary to effect change in their communities and beyond. Through local workshops, debates, and training sessions, young individuals were empowered to understand the Youth Goals, engage in critical reflection, and become active citizens. The project aims to prepare them to navigate the modern media landscape while engaging them in the political discussion regarding the European Youth goals through an innovative approach – the creation of short movies, which will be produced and published by the end of the project.

ABOUT SCRIPTS

The scripts presented in this document were created by the local groups of the VISYON project established in Greece, Italy, Bulgaria, Slovakia, the Netherlands, Romania, Spain and Malta. All of the scripts are dedicated to the 11 European Youth goals, and each VISYON team had one specific goal they were working on. The script writing process was complex and challenging, as these scripts were based on the European Youth Diary. **The European Youth Diary** is a result of the collaboration among the VISYON youth local groups around Europe, which were actively engaged in the discussion about the European policies related to the 11 European Youth Goals by conducting interviews with their peers. The **European Youth Diary** is more than just a collection of stories - it's a reflection of the current state of European policies and an invitation to dive into new possibilities. This document presents the voices of 267 young European citizens resonating with a common purpose - to assess the effectiveness of European policies in achieving the 11 Youth Goals, and to propose a roadmap for their improvements.

European Youth Diary is divided into 11 chapters – one chapter for one **European Youth Goal**s and presents the general overview of the collected interviews and highlights interesting suggestions, stories, views, and recommendations for improvements. After a careful analysis, the country's scripts are the results of a creative process: in order to develop the scripts, each local VISYON group, supported by partner organizations, engaged in script writing workshops. Moreover, to support young people in this challenging task, the team of Tanino Films - a professional movie agency from Italy, was actively involved in the script development process by providing continued support and feedback for the local VISYONers.

The VISYON project does not stop here - in February 2024 all local groups of VISYON project from partner countries will meet in Athens, Greece, in the international dimension will create 2 more scripts (for Goal #5 Mental Health and Goal #9 Space and participation for all), and will start bringing the scripts into screens! It is foreseen that the short movies will be published by the end of August 2024.

Project PARTNERS

EKO Greece - Coordinator

VisMedNet-Malta

Youthfully Yours -Slovakia

yEUth-Netherlands

CIAPE-Italy

MONOMYTHS-Romania

FECE-Bulgaria

AELV-Spain

8 COUNTRIES SCRIPTS

In the next pages of this document, the readers are invited to explore the creative approach to the interesting and complex Youth Policy topics. Moreover, before each script, the readers will find conclusions and insights from the European Youth Diary, which will allow them to better understand the context of each European Youth Goal through the eyes of European Youth!

CLICK TO EXPLORE!

VISYON

EUROPEAN YOUTH DIARY



Co-funded by the European Union

COUNTRY SCRIPT

BULGARIA

#Connecting EU with Youth

The European Youth Diary's first chapter shows that although young people are eager to interact with the EU, there is a gap in their knowledge of and involvement in EU policy, with 60% of them feeling uninformed. Formal education, digital media, and youth organizations are the main sources of information about the EU, while many people also heavily rely on social media and their own research. Although programs like Erasmus+ are praised for helping people develop personally and for strengthening their sense of European identity, there is a demand for the EU to increase its accessibility and appeal. Respondent recommendations centre on incorporating European citizenship into school curricula, utilizing social media to increase participation, and raising awareness of EU-sponsored activities. When taken as a whole, these observations highlight the need for a youth population in Europe that is better informed and connected, and they urge the EU to improve its strategy in order to guarantee a more involved and cohesive European community.

EXT. GREY SOCIALIST BUILDING - NIGHT

Grey socialist building filmed from the outside.

INT. IVAN'S BEDROOM - NIGHT

IVAN, an 18-years-old boy is in his room playing computer games.

INT. KITCHEN - NIGHT

VIKI, 45, Ivan's mother is preparing the dinner.

VIKI

Ivan, the dinner is ready!

INT. KITCHEN TABLE - NIGHT

Viki and Ivan are sitting on the table having their meal.

IVAN
(excited, smiling)
Mom, I just got an invitation to visit Brussels.

VIKI
(surprised)
But how? Who invited you?

IVAN
My friend Thibaut. I met him online and he is my age. He lives in Brussels and we like the same video games.

VIKI
This is very nice, Ivan!

IVAN
We made a video call and he invited me to visit him in Brussels, can I go please, please?

VIKI
(worried)
You know we cannot afford it! We haven't paid the electricity bill in the last two months and with this inflation and all of our expenses…and you need to start work. School is over!

IVAN
(sounding sad)
Okaaay!

Ivan leaves the dinner table with head down.

EXT. IN FRONT OF THE SOCIALIST BUILDING - DAY

birds singing

IVAN joins a group of young people in front of the building. (His friends - Yanitsa, Mirela, Elina)

IVAN
Hey guys, how are you? Guess what happened to me….

YANITSA, a 17-years old girl, standing next to Ivan.

YANITSA
Hi, Ivan, what happened?

IVAN
I met a friend online; his name is Thibaut and he lives in Brussels. He invited me to go, but my mom told me we can't afford it.

MIRELA
(laughing)
Yeah, and it is a real person?

IVAN
Yes, he is real, he is in Brussels and invited me to go visit him. But my mom refused and said we can't afford it.

YANITSA
Ivan, don't get discouraged, try different ways. Perhaps you will be able to collect the money.

IVAN
I don't know, it seems so hard.

ELINA
You have to work a lot for this trip, Ivan. How are the job applications going on?

IVAN
No job on the horizon. Fingers crossed that my applications will pass through!

Ivan leaves very sad (head down, sad expression, almost crying) that his friends do not support him as well and goes up to his room.

INT. IVAN'S BEDROOM - DAY

Posters, action figures, a computer.

Ivan picks an envelope from his desk and opens it. Another job refusal inside.

Ivan starts typing on his computer.

The computer screen (messages pop up).

IVAN
Hi, Thibault! How are you, my friend? My parents refused to pay for my trip to Brussels. And told me I have to work to pay for Uni and everything .

THIBAUT
Hey, Ivan, I am good, thanks! Oh, I am sorry to hear it, but you can try something.

IVAN
What?

THIBAUT
https://youth.europa.eu/discovereu_en Check this out! It is an initiative by the EU for people our age and if you apply you can win a travel through Europe pass.

IVAN
No way! That sounds awesome I will check it out.

INT. IVAN'S BEDROOM - NIGHT

Ivan is on his computer scrolling.

His screen is shown. He reads about DiscoverEU.

INT. IVAN'S BEDROOM - DAY

Ivan is still on his computer. He yawns.

His computer screen is shown again.

The screen shows that Ivan applied for the DiscoverEU initiative.

INT. IVAN'S BEDROOM - DAY

Birds are singing outsight, a sense of expectation.

Ivan is in his room and receives a notification for an email.

Notification sound.

Computer screen.

Ivan opens the email and finds out that he received a DiscoveryEU pass to go through Europe.

INT. KITCHEN - DAY

Viki, Ivan's mother is sitting in the kitchen doing her tasks.

Ivan runs into the kitchen.

IVAN
(happy, smiling, vivid expression and gestures)
Mom, you won't believe…I won a DiscoverEU European Youth Card to travel to Europe. Now I can finally go and meet Thibaut.

VIKI
(sceptical tone)
Oh congratulations, dear, but are you sure it's not a scam? They say on the TV that there are telephone scams and people…

IVAN
No, no, mom, this is an EU initiative. With DiscoverEU you can travel across Europe and learn about diversity, culture and history and connect with other people from all over the continent.

VIKI
(happy, smiling)
Ok, ok, son. You can go, I will help you with a bit of my salary.

IVAN
Thank you, mom, you are the best!

EXT. RAILWAYS STATION/METRO - DAY

Ivan is with a suitcase. His mother is with him, pouring water on the floor in front of Ivan (In Bulgaria this is a tradition for good luck for a journey).

VIKI
Let your travel flow like the water! Be safe, son! Write to me to tell me how your journey goes.

IVAN
(excited, smiling)
Yes, mom, I will send you photos. Bye!

VIKI
Bye!

Ivan hops on the train.

INT. TRAIN - DAY

Ivan is reading.

MARTI - A girl, in her twenties enters Ivan's train compartment.

MARTI
Hi, where are you travelling to?

IVAN
Hi, I am travelling to Belgium! And you?

MARTI
I am going to Hungary! What are you going to do in Belgium?

IVAN
I won a DiscoverEU pass and I am going to meet my new friend Thibaut in Brussels.

MARTI
Oh, DisciverEU. I tried it, it was awesome. I went through Europe and met with many nice people. I also tried some amazing European food, visited cultural and artistic places.

IVAN
Oh, nice! What about you? Where are you going?

MARTI
(excited)
I am going to a Youth Exchange in Budapest, it's my 4th!

IVAN
A youth exchange, what is that?

MARTI
You don't know?! Youth exchanges allow groups of young people from different countries to meet, live together and work on shared projects for short periods. They are funded by the Erasmus+ programme. The biggest programme for training and education at a European level. You should definitely try it; you will make so many new friends.

IVAN
Hmm, interesting! Thanks for sharing!

MARTI
Sure, and have fun!

INT. TRAIN - DAY

Ivan continues travelling.

Another girl is sitting in his train compartment.

Radi, a girl in her twenties.

IVAN
Hi, do you know which country are we passing through now?

RADI
Germany. Where are you going to?

IVAN
To Belgium, Brussels.

RADI
Sehr gut! I was in Brussels last week. I work in a youth NGO and I went to a final conference at the European Parliament, are you also going under a project?

IVAN
I am going with DiscoverEU.

RADI
Oh nice, I heard of it, but never tried it! There are so many initiatives for young people that the EU provides. There is the European Youth portal for opportunities in Europe and beyond. There, you can also find other initiatives such as the Erasmus+ programme, the European Solidarity Crops for

volunteering and you can join an EU youth dialogue.

IVAN
Oh, nice! Thanks, I will check it out!

ENT. TRAIN STATION IN BRUSSELS - DAY

Ivan arrives in Brussels.

Thibaut is waiting for him at the train station.

They meet and shake hands.

IVAN
Thibaut, I can't believe I made it! Nice to meet you!

THIBAUT
Hello, Ivan, very nice to finally meet you in person! How was your trip?

IVAN
It was very nice. I passed through Hungary and Germany. I saw nice place and met with two girls.
(MORE)

IVAN (CONT'D)
They told me of so much that the EU does for young people. I am so surprised that I didn't know about all these opportunities before.

THIBAUT
Yes, the EU is great, it does so, so much for its young people. I am currently participating in a petition to the European Parliament. We are in the process of collecting 1milionsigns from 7 different countries, you can join us! The petition is for standard time in the EU, removing time changes forever.

ENT. IN FRONT OF IVAN'S BUILDING - DAY

Ivan meets his friends. (Yanitsa, Mirela, Elina)

YANITSA
Hi Ivan. You were missing for so long. Got a job?

IVAN
Not yet, but I am just back from Brussels!

YANITSA
No way! So, you got money from your parents?

IVAN
No, I got them from the DiscoverEU, a youth programme for travel.

ELINA
Wow! So, it really works!

MIRELA
And how was it in Brussels?

IVAN
Oh, it was great! I met so many nice people and they told me so much about what the EU does for young people. Like, do you know that you can go to a Youth exchange or to work in a youth NGO?

ELINA
No way! Won't they just use free workforce this way?

IVAN
No, it's all paid by the programme, so you'll have a nice wage for your work!

YANITSA
And will they cover travel and accomodation?

IVAN
Not sure, but you will be able to use DiscoveEU for the travel.

MIRELA
Let's see it toghether and pick some. Anything else you have?

IVAN
Oh yes! You can also send petitions to the European Parliament. Thibaut is participating in one, I want to get signed as well, do you guys want to start an informal group?

YANITSA
Sure thing. We will!

MIRELA
Yeah, let's do it!

INT. IVAN'S ROOM (1 YEAR LATETR) - DAY

"1 YEAR LATTER" tittle pops up

Ivan is sitting in his room actively working on something. His friend Desi is also in the room.

YANITSA
Ivan, I love how you've changed since you started working for a youth NGO. How is that application going?

IVAN
It is going great. I am preparing an application for active citizens under the Erasmus+ programme.
(MORE)

IVAN (CONT'D)
I am so happy that I was able to find my dream job in this very filed and all thanks to my ride through Europe!

END

COUNTRY SCRIPT

SLOVAKIA



#Equality for all gender

The second chapter of European Youth Diary summarises the perspectives of European Youth on gender inequality, bringing to light urgent issues like the gender pay gap, job stereotyping, and prevalent sexual harassment. Respondents' suggestions highlight the need for educational reforms that encourage practical discussions on gender topics and call for increased EU support in raising awareness of gender-based violence and improving mental health services. There's also a strong call for integrating gender education into school systems. While most interviewees acknowledge the importance of education in fostering empathy for gender issues, they criticize the current curriculum's lack of addressing gender discrimination, harassment and inequality pushing many people towards self-education.

INT, HIGH SCHOOL, MORNING

LEXI(16) is a hardworking, ambitious, extroverted, natural leader. LUKE(17) golden boy, not really sociable, but has a soft spot for his best friend Lexi. They grew up together and come from the same social class.

A teacher was handing out exams when suddenly Luke came in late for the class. He is out of breath and feels sorry for being late.

LUKE
Good morning. I am really sorry for being late, but my bus didn't come.

TEACHER
Good morning to you, too; take a seat. Next time, just make sure to be on time!

Luke sits down next to Lexi with confusion on his face.

LUKE
Hi! Where were you? I have not seen you on the bus.

LEXI
Oh, my dad was taking his cab to the mechanic, so he gave me a ride.

A teacher is handing tests to students. They are getting their exam results with the same grade.

LEXI (CONT'D)
I got an A+! What did you get?

LUKE
A+ as well, obviously. (giggles)

LEXI
Oh, I thought I was better. Well, it was just dumb luck anyway. (giggles)

INT, UNIVERSITY GRADUATION, DAY

The teacher calls Lexi and Luke to the podium, giving them space for their speeches as both of them are at the top of the class. At first, we do not hear what Lexi is saying, but we start to hear her at the end of the speech.

LEXI (CONT'D)
…but mostly, I would like to thank my best friend, Luke.
(MORE)

LEXI (CONT'D)
I saw myself in him. He is the one who has been pushing me forward since day one. He is the best friend I could ever wish for. And it is a pleasure for me to stand by his side on this special day.

He looks touched by the speech. (Luke)

HEADMASTER
Thanks to our top students for their speeches. Congratulations to you all, and I wish you well in your future careers!

The students throw their graduation hats. The camera focuses on the cap in the air and fluently transitions into the bunch of papers on Lexis table.

INT, FINANCE COMPANY OFFICE, DAY

Office noises - talking, phone ringing, sounds of writing, clicking etc. Lexi is sitting behind her desk. She shares an office with Luke. They both got their paycheck, but something is wrong. They find out they are not being paid equally, which confuses them.

LEXI
How much do you get paid?

LUKE
…

LEXI
We are not paid equally, I just got… less than you

LUKE
Damn, that’s unfair, maybe they just made a mistake

LEXI
Yeah, maybe. I have to work a bit more this month.

A month later, the same situation occurs. They share the same confused face as last time. She starts to be frustrated because she is working without rest and she is not as appreciated as she should be. She comes to Luke really upset.

LEXI (CONT'D)
He rejected my day off request again. I do not know what to do.

LUKE
Really? That is weird. I asked him about the same thing yesterday. He agreed with no problem. He was super chill about it.

Another month later, the same situation occurs. Lexi decides to go directly to the boss. She goes to his office and knocks on the door politely.

BOSS
COME IN!

Lexi walks into his office and sits right opposite to him.

LEXI
Hi, I am really sorry to bother you, but I would like to talk to you about one thing. May I?

BOSS
Give me a second, sugar (checks his schedule). Yeah, but just for a few minutes. I have a serious meeting, so hurry up.

LEXI
Well, there is one thing that has bothered me for some time. I have noticed that my paycheck is not the same as my colleagues, even though I work the same, sometimes even more.

BOSS
I see your point but look at it from my perspective. Every paycheck is an investment. When I know that someone is going to stay in this company for a long time, the investment is credible. But if there is a possibility that someone will leave my company, for instance, for maternity leave, then the investment is not logical.

LEXI
But sir I,...

BOSS
I am very sorry, I do not have any more time for you today. I have a meeting, remember? There is nothing we can do.

INT, FINANCE COMPANY OFFICE, DAY

As LEXI storms off to the office, there is a tinnitus sound playing. She shouts swear words, marching down the hallway and being extremely angry at the system and what happened. As she bumps into LUKE, the tinnitus sound stops, and everything sounds normal again. LUKE is confused, but cannot help in any way, as she storms off. Luke follows her and screams, but she doesn't answer.

LUKE
What happened ?! Lexi, please !

Lexi storms off, and leaves the office.

EXT, BOARDWALK, DAY
LEXI is running to clear her head off, as she runs, she stops and starts heavily breathing. While the sound of heavy breathing plays, viewers can see all BOSS scenes with blur.

INT, HOUSE ENTRYWAY, DAY

LEXI comes home from a run, and a notification interrupts her mindflow. As she looks at the phone, she sees DM from LUKE saying:

LUKE(message)

Hey LEXI, I'm so sorry for what happened. You might wanna take a look at this

Screen focuses on the TikTok screen, where there is a video of another girl explaining her story of inequality. Suddenly the screen cuts to the LUKE hitting the record button.

INT, LIVINGROOM, AFTERNOON
LUKE records LEXI as she is about to start talking about what happened. Camera focuses on LEXIs face

LEXI
Hey Im LEXI, and this is my story.

X/transitionScreen transitions from LEXIs face to another flashing set of womens faces.

LUKEs actor

Inequality against women happens everywhere. An average European woman gets paid 12,7 % less for the same amount of work as her male colleagues. This percentage remains unchanged for the last decade. Cases of inequality like this can happen to anyone, your sister, mother, girlfriend etc. Don't be silent, speak up. What happens now is up to you.

INT, recording studio, DAY

Screen shows actors recording this in the studio, sitting behind microphones.

ACTORS portraying LUKE and LEXI (At the same time):

…speaking in distance… GENDER EQUALITY MATTERS.

COUNTRY SCRIPT

ITALY



#Inclusive Societies

Despite some doubts about its feasibility, European Youth interviews on inclusion show a complex knowledge of what an inclusive society implies, emphasizing acceptance and active promotion of diversity, empathy, and equality of opportunity. They emphasize the distinction between equality and equity by identifying a variety of exclusion criteria, ranging from physical appearance to structural barriers like healthcare and economic disparity. There is a need for greater education on anti-discrimination policies as there is a wide range of awareness of these resources, and many people are not familiar with specific initiatives. Experiences of social exclusion differ, and while some people realize their privilege, others attribute their marginalization to social behaviours, personal beliefs, and physical appearance. The LGBTQI+ community, individuals with disabilities, and ethnic minorities are among the most marginalized groups, according to the interviewees. Prejudices against these groups typically originate from upbringing or societal standards but can evolve with personal development. Interviewees emphasize the value of education, mental health care, fair employment practices, and community forums in fostering diversity. They also support policies and programs that uphold rights and foster tolerance, highlighting a shared demand for concrete steps towards more inclusive societies.

#3 INCLUSIVE SOCIETY (ITALY)

DIANA A STUDENT ON HER FIRST ERASMUS EXPERIENCE

BEATRICE A STUDENT OF THE HOSTING COUNTRY

EXT. STREET - DAY

DIANA, 22 years old is walking carrying her trolley and stops in front of a building

DIANA
And yes, it can be a little scary to take risks and try new things, more so to be true to oneself. Here I am, a new country, a new language, a new adventure. I am excited and happy to have tried. But I cannot deny it, it is also a little scary. Will what I am be enough? Will it be a problem?

DISSOLVE TO:

INT. BEDROOM - DAY

DIANA opens her bag and starts packing her things on the bed. Her room is empty and very blank. Beatrice her roommate is in the background on the phone. We can see that Beatrice's room side is colorful but we can not hear what she is saying.

DIANA
I am Diana and she is Beatrice, my roommate. She is a very active girl full of school initiatives and extra-curricula activities but social few, at least with me. Well, I know I don't help much either, I'm finding it a bit difficult to adapt to new experiences and to give way to interactions.... mmmmmmh, I mean, maybe I never will...

DISSOLVE TO:

EXT. CAFE' - DAY

DIANA is alone drinking a coffee and reading a book.

EXT. PARK - DAY

DIANA is doing yoga, alone.

INT. BEDROOM - EVENING

DIANA is on her bed watching a series on her pc. Alone. She looks at her phone, no messages received.

EXT. STREET - DAY

DIANA is walking, alone.

DISSOLVE TO:

INT. BEDROOM - DAY

DIANA is alone listening to music and dancing. BEATRICE comes into the room and DIANA suddenly stops dancing, showing embarrassment.

BEATRICE
Nice music! And nice dance! Would you show me some moves?

DIANA
Yes... of course.

BEATRICE
But, there isn't enough space here.

BEATRICE moves a plant (or another object depending from the location) from her side of the room to the DIANA's side. DIANA smiles and plays the music again.

DIANA and BEATRICE start to dance together.

BEATRICE
Nice, it is the very first time I dance on this kind of music. Is it a typical rhythm of your country?

DIANA
Yes, it is a very famous song.
(MORE)

BEATRICE A STUDENT OF THE HOSTING
It's happy and it helps me when I am a little bit sad.

BEATRICE
Yes, true!
Why do not we organize something together for tomorrow? Do you like yoga?

DIANA makes a big smile.

DISSOLVE TO:

DIANA
Instead, and fortunately, I was wrong.
Within our differences and the things that make us unique, there are also (and many) things that unite us.
Only sometimes, as Saint-Exupéry says, you just have to try and look beyond, the essential is invisible to the eyes.
Because we are simply differently capable of living, feeling, appreciating and doing every single thing in life, and that is exactly what makes the world so rich and special, where there is room for the uniqueness of everyone and everything.

EXT. CAFE' - DAY

DIANA and BEATRICE are drinking a coffee and discussing/laughing. They take a selfie together.

EXT. STREET - DAY

DIANA and BEATRICE are walking together. They take a selfie.

INT. ROOM - DAY

DIANA and BEATRICE are watching a movie eating pop-corn. They take a selfie together.

EXT. PARK - DAY

DIANA and BEATRICE with some other friends are discussing and having fun together on a bench. They take a selfie.

DISSOLVE TO:

INT. BEDROOM - DAY
DIANA is packing up her trolley because she is going to leave on the day after. The ERASMUS experience is at its end. She is very sad and disappointed also because all the selfies and pictures taken during the weeks before and that she put on the wall of her room side had been thrown away.

BEATRICE
From the first moment
I saw you with your big luggage I
knew we would get along.
However, I saw in your eyes that
same feeling of fear I felt when I
was in the same position and a
series of flashes came up to my
mind.
At first, I chose to live in my own
bubble hoping that nobody would
notice me just like you did
drinking your coffee and doing yoga
all alone.
But my roommate at the time saw me
and as I did with you we found that
we actually had lots of things in
common.
She helped me make the most out of
this experience and I hope that in
one way or another I was able to do
the same for you.
Don't think of this room as it is
now, empty and dark as it was when
you first came in, but try to
remember every moment we shared
laughing and even crying in our
little home.
Now it's time for you to go but I
hope that you will never forget
this wonderful experience and your
crazy roomie of course.

DISSOLVE TO:

EXT. STREET - DAY

DIANA is ready to go and all her new friends want to say bye with a surprise. They give to DIANA a photo album were inside there are all the selfies and pictures taken together.

FADE TO BLACK

COUNTRY SCRIPT

ITALY



#Information & constructive dialogue

The individuals who participated in the interviews provided a wide range of perspectives on Goal #4, "Information & Constructive Dialogue." They highlighted different opinions on the state of education readiness for the digital era. While some questioned the flexibility of schools and the judgment of their teachers, others proposed that schools offer a foundational framework within which students can grow their information literacy, which can then be further developed through university education. An urgent need for educational guidelines and proactive digital solutions to monitor and reduce hate speech occurrences was suggested by experiences of discriminating practices in schools and toxic behaviour online. These incidents brought attention to the widespread problem of hate speech. The interviewees agreed that digital skills are important, and recommendations for ethical online behaviour and responsible use of digital platforms were made along with a heavy focus on the need for digital literacy for social inclusion and professional success. The interviewees also emphasized the critical role that discussion and debate play in personal growth, applauding both formal educational environments and unofficial forums for cultivating these abilities. Finally, initiatives like Erasmus+ were recognized for their potent influence on fostering cross-cultural relationships; nevertheless, a lack of knowledge and accessibility regarding other EU programs aimed at advancing diversity and inclusivity was observed. When taken as a whole, these ideas show that in order to properly prepare people for an interconnected digital world, there is a need for planned progress in information literacy, digital competencies, constructive conversation facilitation, and international participation.

#4 INFORMATION AND CONSTRUCTIVE DIALOGUE (ITALY)

DAVIDE A 18 YEARS OLD STUDENT

GIRL

EXT. STREET - DAY

DAVIDE, 18 years old is walking outside his school after the normal lesson day. He is carrying his backpack.

He is walking to go home and the environment around him is extremely noisy: cars honking, traffic jam, voices of other people, adv.

DAVIDE's smartwatch receives a message but he doesn't care about it, he takes his phone and calls someone:

DAVIDE
So, we have to complete this research for tomorrow… yes ok but I really don't know where to start…
-pause-
Ok but it is too generic, where can we find the information about the youth participation to the European elections!
-pause-
Ok, ok, let's talk later. Bye

DAVIDE is still thinking about the call and along the street he meets a girl distributing leaflets.

GIRL
Hey! Why don't you come this afternoon? We are going to discuss about the importance of participation to combat fake news and misinformation. We need to know more…

DAVIDE
Hi, …ok but I have to study a lot… this afternoon… I don't know… thank you.

DAVIDE looks at the leaflet without attention, puts the paper in his pocket and continues on his way. Davide's phone receives another message notification.

DISSOLVE TO:

INT. BEDROOM - AFTERNOON

DAVIDE is in his bedroom and starts preparing the books and the necessary to complete his homework. He hears a sound coming from his phone, he notices 2/3 pop ups but ignores them. He switches on also the pc. Suddenly the screen of the pc starts to be filled with pop-ups.

DAVIDE decides to have a look also to his phone now and he sees lots of messages and notifications from several apps.

DAVIDE opens one of these pop ups which says “Aliens are here!”

DAVIDE
It is not possible. It is not true…
what’s going on?!?

DAVIDE looks worried and frustrated about the event. He remembers about the paper in his pocket and takes it to read it better. Then suddenly he prepares himself to go out again without saying anything.

DISSOLVE TO:

EXT. STREET - AFTERNOON

DAVIDE walks again on the street with a quick step and enters into a palace and then into a room. On the room door there is the poster of the event he saw on the leaflet and he meets the same girl of few hours before.

GIRL
Wow! So you find the time to come.
Welcome!

INT. ROOM - AFTERNOON

The room is full of young people discussing. Davide also is speaking with other youth and he now appears happy and relaxed.

DISSOLVE TO:

INT. BEDROOM - AFTERNOON

DAVIDE's pc is still on his desk and all the pop-ups and windows which were opened before slowly start to close.

INT. BEDROOM - EVENING

Davide is writing on the pc at his desk and launches the printing of the document he is writing.

ZOOM ON THE PRINTER AND ON THE PRINTED PAPER. THE LAST ONE SHOWS THE TITLE OF THE DOCUMENT "INFORMATION AND CONSTRUCTIVE DIALOGUE: THE IMPORTANCE OF PARTICIPATION".

FADE TO BLACK

COUNTRY SCRIPT ROMANIA

#Moving rural Youth Forward

In terms of the 6th goal, the majority of respondents' perspectives came from metropolitan areas, indicating that a more accurate representation of rural realities is needed. Interviewees acknowledged the unique challenges faced by young people living in rural areas. Rural youth had difficulties because they had less access to cultural, educational, and job opportunities. This resulted in social isolation, stunted personal development, and a continuation of cycles of unemployment. The proposals that were put up focused on using youth centres, technology, and better transportation to increase access to culture and education. The cultural significance of regional customs at risk of disappearing was highlighted by 64% of respondents, who recommended tactics like festivals and educational programs to involve young people in heritage preservation. A recurring subject was infrastructure, which was found to be essential for involving rural youth and bridging the divide between rural and urban life. The interview results revealed a consensus on the need for infrastructure investment to improve rural living conditions, cultural interchange, and economic prospects for young people in these areas, with 80% of interviewees supporting community-centric improvements and improved connectivity.

EXT. BUS STOP - DAY

The bus arrives at the station. The bus doors open. ANA, 21, and ION, 21, can be seen trying to get off the bus with lots of luggage on them. Ion gets off the bus first, then he helps Ana to get off by offering his hand out to her. Smiling, Ana takes Ion's hand. They both stand next to each other on the sidewalk.

ANA
(letting out a sigh of relief)
Finally, home sweet home.

ION
(nodding his head in approval and smiling)
Yeah, it feels good to be back.

ANA
(extending her arm in the direction they should be heading)
Let's go!

EXT. STREET - DAY

ANA and ION walk hand in hand slowly through the village. Shortly, they come across a neighbor, MR. GIGI, who is cutting the trees in front of his house.

ANA AND ION
(in unison, excited to see a familiar face)
Good day, Mr. Gigi!

MR. GIGI
(turning around to see who is behind him, his face lights up when he sees Ana and Ion)
Hello! What are you doing, children? I haven't seen you for several years... What brings you to the village?

ANA
We finished college this year and decided to move back home!

ION
And most importantly, we secured European funds to restore my family's old mansion. We will turn it into a cultural center where we can organize

cultural events and where we can accommodate tourists!

MR. GIGI
(excited)
That is great news! In the old times, with its rich history and traditional architecture, that mansion used to be the pride of our village!

My dears, I'm glad to see you again and I hope your plans go well!

ANA AND ION
(both smiling and starting to slowly walk away)
We thank you a lot, Mr. Gigi! Have a good day!

ANA and ION continue on their way through the streets of the village pulling their luggages behind them.

FADE TO BLACK.

CUT TO:

EXT. AND INT. OF THE MANSION - DAY

The camera captures ANA and ION during a period of a few weeks. Each shot showing them engrossed in their work to renovate the old mansion. The passage of time is subtly conveyed through them changing attire and rooms, showcasing their dedicated efforts needed for the mansion's restoration.

The camera captures Ion on top of the roof, dressed in work gear, skilfully repairing and replacing worn-out shingles.

Ana, in her work overalls, is seen meticulously laying bricks for the fireplace.

On another day, Ion is hammering nails into the wooden beams in the ceiling and sanding the door leading to the main entrance. In the meantime, Ana, with a paintbrush in hand, adds vibrant strokes to a newly restored window frame.

As the timelapse progresses, Ana and Ion are seen adding finishing touches. Ana can be seen planting vibrant flowers around the mansion's perimeter, bringing color and life to the landscape.

The timelapse concludes with Ion hanging a colourful sign - "Cultural Center/Youth Center" - above the entrance, symbolizing the renovation is now complete.

ANA
(smiling and hugging Ion)
We did it, Ion! The mansion looks incredible.

ION
(excited, nodding)
Absolutely. Now, let's invite everyone to the grand opening.

ANA
(smiling and moving her hands energetically)
And what first event could be better than a business incubator to help local youngsters kickstart their entrepreneurial journey? I am so excited!

EXT. STREET - DAY

Ana and Ion, armed with enthusiasm, distribute colorful posters and fliers in the village. The camera follows them as they affix posters to community boards and hand out fliers to curious villagers.

FADE TO BLACK.

CUT TO THE FOLLOWING WEEK:

EXT. GARDEN - DAY

The day of the inauguration party and launch of the business incubator at the newly renovated mansion has come. An overview of the garden reveals the mansion decorated with balloons.

As the crowd gathers, Ana and Ion approach the main entrance. A red ribbon awaits, marking a symbolic moment. The courtyard sign reads "Cultural Center/Youth Center," emphasizing the mansion's purpose beyond tourism and leisure.

The crowd cheers as Ana and Ion cut the ribbon, a pivotal gesture marking the official opening.

ANA
(addressing the group)
Today, we're not just inaugurating a place; we're launching dreams. Welcome to our youth center!

ION
(smiling)
Thank you everyone for being here! Now we can go inside to start the business incubator!

INT. CONFERENCE ROOM - DAY

The event space is filled with local young people who want to become entrepreneurs. VALERIU, MIRELA, and MARCEL enter the room and take their seats in the first row. The Incubator program kicks off.

ANA and ION take the role of charismatic facilitators. In front of the chairs where the participants sit, there is a flipchart with information about how to open a business. Ana and Ion take their place standing up by the right and left of this flipchart. While the two enthusiastically discuss the steps needed to start a business, Valeriu, Mirela and Marcel sit in front of them with notebooks and pens ready to take notes.

The camera captures glimpses of VALERIU, MIRELA, and MARCEL raising their hands to ask questions, engaging in discussions, exchanging ideas, and absorbing valuable insights from the mentors, Ana and Ion.

VALERIU
(raising his hand)
What advice do you have for us, given your experience?

ANA
(serious)
The most important thing is not to be afraid of failure. It's a natural part of the process. Learn from each experience and adapt your strategies accordingly.

ION
(nodding in approval with Ana)
And don't underestimate the power of networking. Relationships with other entrepreneurs and the local community

can bring you many opportunities.

MIRELA
(noting in her agenda)
Excellent. Thank you for your valuable advice. We are excited to start this entrepreneurial journey!

ION
(smiling)
We wish you good luck! We're here if you need further advice!

As the session concludes, everyone rises from their chairs, exchanging smiles and goodbyes before leaving the conference room.

CUT TO A YEAR LATER:

INT. WINERY - DAY

VALERIU turned his dream into reality by opening a local winery. Valeriu can be seen wearing a nice suit, proudly standing amidst rows of wine bottles.

With a confident smile, he holds up a bottle of wine with his business's name on the label, symbolizing the realization of his dream.

EXT. LAVENDER FIELD - DAY

MIRELA turned her dream into reality by opening a local beauty store that sells homemade creams and perfumes. The essence of her creations lies in organically produced lavender. Therefore, Mirela can be seen proudly standing in front of a blooming lavander field.

With a confident smile, she holds up a basket with various beauty products with her business's name on the label, symbolizing that she managed to launch her company and create her frist products.

EXT. NEXT TO BEE HIVES - DAY

MARCEL turned his dream into reality by becoming an apiculturist and starting his own beekeeping business. Marcel can be seen proudly standing inbetween multiple bee hives.

With a confident smile, wearing a beekeeping suit, he holds up two jars filled with honey with his business's name on the label, symbolizing that he managed to turn his dream into

reality.

CUT TO THE NEXT DAY:

EXT. GARDEN – DAY

ANA, ION, MARCEL, VALERIU and MIRELA stand in front of the manor house in an atmosphere of gratitude, holding glasses in their hands.

ANA
(smiling)
It's wonderful to see you all here again! What brought you here?

VALERIU
We are all connected to this beautiful building and village. But more than that, we are linked by our entrepreneurial spirit and love for our community!

MARCEL
(nodding in agreement, gratefully)
We have all opened businesses that have a positive impact in our community. It's time to thank you for paving the way!

MIRELA
(excited)
Yes, we're here to high five and celebrate our collective success. Thank you, Ana and Ion!

Everyone gives a high five and raises their glasses in a toast to their prosperous future and to helping their local communities.

FADE TO BLACK.

COUNTRY SCRIPT

MALTA



#Quality Employment for all

The young respondents agree that the emphasis should be on treating people ethically at work, and they define great employment broadly to include fair pay, secure and moral working conditions, work-life balance, and opportunities for advancement. More than half emphasize the need for appropriate pay and recognition, while others concentrate on work-life balance, safety, and management communication. Transitions from education to the workforce are viewed as critical, and calls for curriculum integration and other forms of educational reform are made in an effort to bridge the knowledge gap between academic learning and the demands of the labour market. Internships and other real-world work experiences are highly recommended for bridging the theoretical-practical divide; yet, there are serious concerns that unpaid internships may restrict entry for those from less privileged backgrounds. Although 29% of interviewees confirm Erasmus+'s beneficial influence in boosting employability and skills, most participants are not aware of the program, and questions remain regarding the program's practical relevance and recognition in the labour market.

INT. RESTAURANT - NIGHT

FRANK, 50, a man with a weathered face wearing chef attire rings the bell in the kitchen whilst placing meals on the kitchen counter.

FRANK
Order up.

EMMA, a young girl in her early 20's, quickly walks in, with her hair tied up, wearing the restaurant uniform and an apron tied at her waist. She is stressed but still determined to keep up.

FRANK (CONT'D)
Table 23. Go.

Emma grabs all three plates and balances them on her arms.

FRANK (CONT'D)
Don't forget to smile.

EMMA
(rolls her eyes)
Yes dad.

CUT TO:

BEGIN MONTAGE
THE FOLLOWING IS INTENDED TO BE SHORT SCENES AND FAST CUTS SO THE DESCRIPTION OF THE SCENE MIGHT BE LONGER THAN THE INTENDED SCREENTIME

INT. OFFICE - DAY

ANGIE, a well-put together young woman wearing a suit ushers Emma into the office and introduces her to everyone.

ANGIE
(Positive, smiling)
Everyone, welcome Emma. She's our new intern.

Emma smiles bashfully at her new colleagues.

Some of the employees stand up to shake her hand.

INT. RESTAURANT - NIGHT

Pasta is being boiled in a pot. Vegetables are being cut. Meat is put on the stove. Plates being presented on the counter.

Emma enters the kitchen holding empty plates.

Setting them down, Emma gives a piece of paper with an order to JACK, the sous-chef. Jack hangs the paper next to a plethora of other orders.

INT. OFFICE - DAY

Emma is standing by a mood board covered with logos and inspiration photos. She is holding colour swatches overlooking them. Her boss, Angie walks up next to her.

Emma holds up the swatches and shows them to Angie.

Angie nods her head, places her hand on Emma's shoulder and smiles at Emma before continuing on her way.

INT. RESTAURANT - NIGHT

Jack takes an order paper from Emma and glances at it.

JACK
(holding up the order)
How do they want the steak cooked?

EMMA
Ah, crap - I didn't ask. One sec.

Emma hurries out of the kitchen.

Frank glances over to where Emma was standing with a very frustrated look.

INT. OFFICE - DAY

Emma is engrossed in her laptop.

Angie approaches holding a glass of water. She places the water on Emma's desk and tells her to "straighten up".

Emma laughs lightly but obeys.

INT. RESTAURANT - DAY

Emma, with 3 plates in hand, meets MONICA in the kitchen doorway.

Monica takes the plates from Emma.

EMMA
Thanks mum.

Emma turns back into the dining room.

INT. OFFICE - DAY

Emma gives a presentation in front of her colleagues - presenting different logos and fonts.

Angie, with her arms folded, stands at the back of the room admiring Emma's work.

Emma holds up colour swatches and points to the different colour samples.

Emma mouths the words 'thank you' as she closes the presentation. The board behind her says 'Thank you for listening'.

Her colleagues start clapping.

Emma is regrouping her folders and files.

As her colleagues leave the room, some go up to congratulate her.

Angie is seen patting Emma's back.

The sound of the kitchen bell is heard being rung along with the sounds of food being fried - the sounds become louder.

Emma notices the time from the clock on the wall. It reads 6:15 pm.

EMMA
Oh shh....

END OF MONTAGE

INT. RESTAURANT - NIGHT

Frank stands over a frying pan full of sizzling vegetables. He and Jack are working quickly to get through the orders. They are both stressed.

Frank scowls up at the clock. It is 6:55.

Emma bursts into the kitchen in her work clothes.

FRANK
(angrily)
Where the hell have you been?

Emma removes her button up shirt. Underneath, she is wearing a T-shirt with the Frankie's logo.

EMMA
Sorry dad! My presentation ran late and-

FRANK
(interrupting)
I don't care! You're half an hour late! Stop letting that hobby distract you!

Emma scowls as she pulls her hair back. Jack brings her apron over and hands it to her.

JACK
(jovial)
You woke the beast.

Emma laughs as she ties her apron.

EMMA
How's Amy?

JACK
She due any day now. She's-

FRANK
Jack!

Emma and Jack share a look before Jack heads back to work.

MONICA walks into the kitchen.

MONICA
Frank, order for Table 6.
(to Emma)
Hi! How was the presentation?

EMMA
It went great! They loved it.

MONICA
(handing Emma a notepad)
That's amazing. So will they employ you?

EMMA
I don't know ma.

MONICA
If you did well they should!

FRANK
(annoyed)
Mon, she's wasted enough time on that internship.

Frank places two plates on the counter.

FRANK (CONT'D)
(to Emma)
Take these to Table 5.

Emma grunts but takes the plates and leaves.

INT. OFFICE - DAY

The clock on the wall shows 8:10.

Emma enters the office quickly, rushing to take out her laptop and papers. Angie is nearby talking to another colleague, but turns to greet Emma.

EMMA
(to Angie; embarrassed)
Morning! Sorry I'm late, the restaurant was packed yesterday and-

ANGIE
Wooaahh take a breath. It's only ten minutes.

Emma relaxes.

ANGIE (CONT'D)
Come on. Let's have a coffee.

INT. OFFICE KITCHEN - DAY

Angie leads Emma to the coffee machine and pulls down two mugs, preparing both of their drinks.

ANGIE
So, how did you find your first presentation?

EMMA
Nerve-wracking but exciting.

ANGIE
(amused)
They get easier. I believe you're ready to work with real clients.

Emma smiles bashfully as she follows Angie to a table.

ANGIE (CONT'D)
Is this something you want to keep doing?

EMMA
I think so? My dad wants me to take over his restaurant but this is a bit more my speed.

ANGIE
Two very different options. Do you want to take it over?

EMMA
Yes and no. I would like to keep his dream alive, it's just...

ANGIE
His dream? Not yours?

EMMA
(laughing to herself)
I'm honestly not sure.

ANGIE
(nodding slightly)
Well, from what I've seen you definitely have a future in design if you work for it.

Emma doesn't reply but smiles gently to herself. Angie finishes her coffee and stands up.

ANGIE (CONT'D)
Let's get started. We have to finish those banners today.

Emma nods, standing up. The two walk back towards the office together.

INT. RESTAURANT - DAY

Monica hands Frank an order, which he adds to the large collection in the kitchen. It is a busy night.

JACK (V.O.)
(panicked)
Are you sure? Now? Ok, yes, ok. Frank! Amy's gone into labour. I gotta go. Now!)

Frank stammers, glancing at the long list of orders.

FRANK
(flustered)
Ok, ok, go. Wish her my best!

Jack pulls off his apron as he rushes out of the kitchen, almost running into Emma as he does.

FRANK (CONT'D)
Emma! Jack's leaving, you gotta help me in here. Start with the onions.

Emma nods, quickly tying her hair back before grabbing a chopping board.

Monica hurries back into the kitchen.

MONICA
Frank. Two more tables just arrived.

FRANK
Emma, go help her.

Emma throws on her apron, tying it as she goes to walk out of the kitchen. Frank calls her back.

FRANK (CONT'D)
Take these to Table 8 on your way. And hurry up I need you to start the sauce as well.

Emma exhales sharply, frustratedly. She grabs the plates. As she turns to leave she stumbles against the counter and drops both plates, smashing them.

FRANK (CONT'D)
For God's sake! What's wrong with you? Get the mop, quickly.

Emma, shaken, grabs the cleaning supplies from the corner.

Monica takes the mop from Emma.

MONICA
I'll clean it don't worry.

Emma starts heading out of the kitchen.

FRANK
Where the hell are you going?

EMMA
I was going to...

FRANK
We need to remake those plates.

EMMA
What about the new customers?

FRANK
They wait. Get the sauce done and get me more onions. Chop chop!

EMMA
(exasperated)
Just wait! I'm doing two jobs! Give me a second!

FRANK
(still working)
I thought you could handle two jobs. Isn't that why you disappear every morning.

EMMA
(chopping onions)
What does that have to do with anything? I do manage both jobs.

FRANK
Sure. If you call being late, screwing up orders, and dropping plates managing. You need to take this seriously.

EMMA
I do! -

FRANK
(interrupting; yelling)
No! You don't. You spend all your time at that internship, you're always distracted...

Emma angrily scrapes the onions into a pan and begins making a sauce.

FRANK (CONT'D)
Is this how you're going to act when you run it?

EMMA
(shouting)
I don't want to run it!
(MORE)

EMMA (CONT'D)
How can't you see that? I keep telling you I don't want to-

Emma reaches for a pan and screams. Dropping it to the floor.

FRANK
What now!
(beat; calmer)
Lemme see it.

Frank grabs Emma's wrist to see her hand. He guides her to the sink and holds her hand under the water.

FRANK (CONT'D)
Keep it there.

Monica comes over to help Emma.

INT. PARALLEL LINES OFFICES - DAY

Emma knocks on the door of Angie's office with a bandage crudely wrapped around her hand.

EMMA
You wanted to speak with me?

Angie motions Emma over to a chair.

As Emma walks to the chair, Angie notices that Emma's bandage is not properly wrapped.

ANGIE
What happened to your hand?

EMMA
Just a small burn from the restaurant.

ANGIE
(grabbing a first aid kit)
It's not even wrapped up properly. Let me.

Angie and Emma continue their conversation whilst Angie rewraps the bandage.

ANGIE (CONT'D)
A French company has hired us to rebrand their entire image.

EMMA
Wow, that's great news!

ANGIE
It's a year-long project, so they want a small dedicated team in Nice to oversee the project.
(beat; Angie smirks)
And I want you to join us.

EMMA
(stunned)
What?! That's- Wow, I'm honoured!
(Emma furrows her brows)
It's just, the restaurant - I don't know if I can be away for that long.

Angie takes a moment to think, finishing up Emma's bandage in the process. Looking back up at Emma, she gives her a reassuring look.

ANGIE
I understand. It's a big decision so take some time to think on it. Just make sure you choose what's best for you.

Emma nods and sits back in her chair, looking down at her newly bandaged hand.

ANGIE (CONT'D)
This is your shot!

CUT TO BLACK.

COUNTRY SCRIPT

GREECE



#Quality Learning

Interviewees' direct comments on the eighth goal, which centres on quality learning, support an educational revolution as a whole. According to the interviewees, quality learning is seen as a dynamic, multifaceted process that fosters an ongoing intellectual and personal development journey. Beyond memorization, this ideal style of education emphasizes the integration of free thought, real-world application, and a variety of formal, informal, and non-formal teaching methods. A wide range of educational resources are available, including both established academic institutions and recently developed digital platforms. A key focus of these resources is the importance of critical thinking and fact-checking material. There is broad agreement that the existing educational system falls short in developing soft skills. In order to address individual learning styles and practical involvement, respondents call for a structural shift that encompasses a more comprehensive skill set, including life skills, emotional intelligence, and critical thinking. While some participants noted that access to these opportunities might be inconsistent, the importance of non-formal educational experiences—such as those offered by EU programs like Erasmus+—is recognized for its role in skill development outside of the traditional classroom.

SCENE 1 - INT. UNIVERSITY CLASSROOM - DAY

A professor is giving a lecture at a class full of university students. The students are all extremely bored, some talking to each other, some throwing things around, some having their heads on the table. The camera comes closer and zooms to SOPHIA, student of Pedagogy. She is looking down, visibly bored and with her mind somewhere else, doodling something in her notebook. On her table are pens, books and the notebook that has "school psychology" written on it. Sophia is slowly falling asleep.

PROFESSOR O.S.
(monotonous voice)
It is important to teach children discipline. Homework and structure are crucial. You have to understand that children do not want to learn and that...
(sound becomes blurry)

Sophia is falling asleep. She lets her head fall on the table.

DREAM TRANSITION

SCENE 2 - INT UNIVERSITY CLASSROOM DAY

Sophia is in the same position she fell asleep in, in the same classroom, but now the room is empty. There are leaflets on the floor. A chanting noise echoes in the room. Louder and louder. Sophia wakes up.

UNCLEAR SOUND OF AN ONGOING RIOT. PEOPLE ARE SHOUTING.

Sophia looks around to hear where the noise is coming from. She looks to the window, looking confused, she remains sitting, trying to turn and see what is going on. Still sitting, she looks down and notices the papers around her. Sophia picks a leaflet up.

SOUND OF THE ONGOING RIOT CONTINUES NOW LOUDER AND CLEARER,

PROTESTERS CHANTING THE SLOGAN OF THE PROTEST

PROTESTERS
educate to elevate, educate to elevate

Camera shows the leaflet, which makes it clear that the protest is about an educational reform. She nods while she reads the paper, showing clearly that she agrees.

SOPHIA
(joining the chanting in thoughts and mumbling)
Educate to elevate

(now more curious, looking towards the window)
Educate to elevate

Sophia wants to get up to check out the protest but she realises that she is chained to the chair. She panics and desperately wants to break free and falls over as soon as she tries to get up.

FALLS OVER IN REAL LIFE AND THATS HOW SHE WAKES UP

SCENE 3 - INT UNIVERSITY CLASSROOM DAY

SOPHIA WAKES UP CONFUSED, LAYING ON THE GROUND. HER CLASSMATE TALKS TO HER BUT ALL SHE HEARS IS A MUMBLED, BLURRY VOICE.

SOPHIA
(whispers, still in her dream)
Educate to elevate. educate to elevate...

CLASSMATE
(confused)
Sophia, are you ok? What are you saying?

SOPHIA
Uhm, eh...We need to talk!

BELL RINGS

The students stand up, ready to leave the classroom.

SCENE 4 - MONTAGE OF ACTIONS UNDERTAKEN TO REFORM THE EDUCATIONAL SYSTEM

A INT. SOPHIAS APARTMENT - NIGHT

Sophia opens her apartment door, goes straight to her laptop.

As she opens it the music starts playing, montage starts: time passes, she walks around, writes notes, a small lamp is on, its getting dark outside, the desk is messy and it looks like she has been there for hours. She drinks something out of a cup.

TRANSITION WHILE SHE IS DRINKING

B INT. CAFE - DAY

She drinks out of a cup, now in a café. Puts the cup down. Sophia sits with four friends, explains her ideas, showing her notes. Her friends are listening, close up to her notes.

TRANSITION FROM NOTES

C INT. UNIVERSITY ROOM - DAY

Transition to notes she shows to professors, they listen interested, but still seem to want to improve something and point at her notes.

D INT. SOPHIAS ROOM - NIGHT

Sophia is back in her room, her room is super messy, paper and books everywhere, she sits and is doing more research, you can see she hasn't slept, is scratching her head, looks frustrated, comes up with new ideas, writes more in her notes.

E INT ROOM AT HOME - DAY

Family gathering - Discussing with a group of young children at home (cousins, siblings, also their parents) shows alternative ways of teaching - sitting with books at a table, showing the kids something

F INT. SOPHIAS ROOM - NIGHT

Sophia is back in her room and is doing more research. Finalizing a paper, looking proud at it.

G INT. BOARD ROOM AT SCHOOL - DAY

Creation of a youth club, same professors as earlier, same friends as before, all sitting together (youngsters, x2 professors) in which they are signing a formal document (signature list) to establish the youth club.

END MONTAGE

SCENE 5 - INT PRINCIPAL OFFICE DAY

CLOSE UP TO THE SIGNATURE LIST, WHICH IS BEING PUT ON THE PRINCIPALS OFFICE, CAMERA GOES UP TO THE PRINCIPAL, WHO LOOKS BUSY.

PRINCIPAL
Yes, yes I will look at it...

The Principal picks up the phone, writes something, puts the papers on a stack of thousand other documents. She walks out and looks at the copies of papers she has in her hand. Sophia is thinking but then shrugs her shoulders and looks determined to continue.

She is getting rejected four more times. Door after door is being closed in front of her face. The last door closes and she is looking defeated for a second. This feeling then changes to anger and determination.

SCENE 6 - INT SOPHIAS ROOM

Sophia is coming home with the paper still in hand and puts in near the laptop. She hurries to her laptop and types something on it.

SOUND OF PRINTING

She walks over to the printer and smiles as she picks up the leaflets that are coming out of the printer. The camera shows the leaflet with the title: "Break The Chains: Educate to Elevate!"

ZOOM IN TO THE LEAFLET. ZOOM OUT AND WE SEE IT HANGING ON THE UNI WALLS AND ON THE FLOOR.

SCENE 7 - INT UNIVERSITY HALLWAY DAY

REBELIOUS/REVOLUTION SONG IS PLAYING

All the doors are closed and chained.

Sophia walks through the hallway, directly to the principle's office in which all the principles/teachers (who rejected her) are waiting for her.

She goes to the door holding the paper of the youth club. The door closes behind her.

SCENE 8 - INT AMPHITHEATER DAY

PLACE: AMPHITHEATER, ACTORS: 20 STUDENTS, 5 ON THE TEACHER'S AUDITORIUM, 5 PRINCIPLES.

SOPHIA
Okay, so let's get started! We will start with practices that are close to what you will experience in your future jobs.

She delivers a lesson with her teaching methods to a classroom, including the principles in the back.

The principles seem very content with the work Sophia has done.

- THE END -

COUNTRY SCRIPT
NETHERLANDS



#Sustainable Green Europe

In the course of investigating the tenth goal—building a Sustainable Green Europe—young people offered their perspectives on environmental sustainability and how they fit into achieving this goal. Their knowledge of EU-led efforts such as the European Green Deal varies; some are well-informed, while others identify a knowledge gap and advocate for more communication. While the great majority participate in environmentally beneficial activities and see themselves as agents of change, they see that their peers' awareness and involvement levels are not evenly distributed. In order to reach their full potential, the youth recognize that they play a crucial role in bringing about change and demand comprehensive support from the corporate, governmental, and educational sectors. There is a varied level of familiarity with the Sustainable Development Goals (SDGs) and eco-citizenship, which suggests that stronger educational frameworks are required. The youth have a forward-thinking vision for a sustainable future that emphasizes the need to coordinate individual efforts with larger, globally-driven environmental policies and actions.

EXT. NOORDWIJK BEACH - DAY

NOTE: OBJECTS USED IN THE RECORDINGS CAN BE MADE BY US OUT OF THE CARDBOARDS.

[Black background, cinematic low pitch trembles, sharp violin sound breaks the silence]

SHOTS OF 6 ACTORS IN GREEN, STANDING ON THE BEACH, ONE SHOT FOR EACH OF SIX, ONE SHOT SCENE, CAMERA GOES FROM LEFT TO RIGHT

ALL 6 ACTORS: DEAR, DEAR, DEAR [ONE SECOND-SHOTS PER PERSON]

Introductory shots of the 6 actors, from The Netherlands, growing up in 2023 including shots of faces, waking, standing etc.

Opening shots of the beach; miniatures of houses on sand; Dutch and EU flags

ULLIE (VOICEOVER): IN THE HEART OF EUROPE, A VISION FOR A SUSTAINABLE FUTURE TAKES ROOT.

Transition to scenes of actors running on the beach; riding bikes

LUKA (VOICEOVER): IN A WORLD THAT NEEDS CHANGE, CAN WE UNITE AND BECOME THE CHANGE WE WISH TO SEE?

[Shot of actors building sand castles]

ADAM OSCAR (VOICEOVER): THIS IS THE STORY OF OUR JOURNEY TOWARDS A GREENER TOMORROW.

EXT. NOORDWIJK BEACH - DAY

WHAT DO I WANT PART?

[SHOTS OF INDIVIDUAL REFLECTIONS ON GREEN EUROPE - NOT SCRIPTED]

(- What is your idea on Green Europe?)
(- What are your expectations(Green Europe?)

(– explaining the ideas, ideal situation on Green Europe – the expectations)

ACT I: THE INDIVIDUAL DILEMMA

EXT. NOORDWIJK BEACH – DAY

[FULL SCREEN TEXT WITH A SOUND CUTTING THE MUSIC]

[Scene: MEL is struggling to choose between eco-friendly and non-eco-friendly products (Products are made of cardboards, scene on the beach)]

MEL (VOICEOVER): EVERY DAY, WE FACE CHOICES , PERSONAL CHOICES.

[Scene: Garbage/cardboard garbage scratted on the sand, IKRA walking on the beach]

IKRA (VOICEOVER): BUT CAN OUR INDIVIDUAL ACTIONS REALLY MAKE A DIFFERENCE WHEN SYSTEMIC CHANGE IS LACKING?

[Scene: A realization moment, ASMIN starts picking up trash]

ASMIN (VOICEOVER): SOMETIMES, IT ONLY TAKES ONE PERSON TO INSPIRE CHANGE.

ACT II: THE DIVISION

EXT. NOORDWIJK BEACH – DAY

[Scene: Both sides argument/ protest on the beach – all actors apart from ULLIE; camera moves back from the protest to ULLIE speaking]

ULLIE (VOICEOVER): IN THE PURSUIT OF A GREENER WORLD, WE OFTEN FIND OURSELVES DIVIDED.

[Scene: Young actors engaging in constructive dialogues, discussion in pairs/small groups]

MEL (VOICEOVER): BUT WHAT IF WE STARTED LISTENING, UNDERSTANDING, AND FINDING COMMON GROUND?

[Scene: The divided crowd coming together for putting seeds / origami tulips in the ground (sand)]

ASMIN (VOICEOVER): UNITY CAN BE OUR STRENGTH.

ACT III: THE GREENWASHING TRAP

EXT. NOORDWIJK BEACH - DAY

[Scene: ADAM OSCAR at a beach stand examining "eco-friendly" products; JORGE selling stuff]

ADAM OSCAR (VOICEOVER): GREENWASHING - WHEN COMPANIES DECEIVE US WITH FALSE PROMISES OF SUSTAINABILITY.

[Scene: IKRA is finding plastic/non sustainable parts in the products]

IKRA (VOICEOVER): CAN WE SEE THROUGH THE LIES, AND DEMAND GENUINE ECO-FRIENDLY PRACTICES?

[Scene: A successful boycott of a greenwashing company; it can be even more theatrical - silent protest at the Noordwijk beach: all actors with cartonboards signs, and faces taped with brown-paper tapes]

LUKA (VOICEOVER): TOGETHER, WE CAN HOLD THEM ACCOUNTABLE.

[Scene: All actors sitting on the beach, with pencils, books, calculators made out of cardboards]

ASMIN (VOICEOVER): ENVIRONMENTAL EDUCATION IS THE KEY TO CHANGE.

IKRA (VOICEOVER): LET'S EMPOWER OUR YOUTH WITH THE KNOWLEDGE THEY NEED.

[SCENE WITH ALL THE ACTORS EXPLAINING WHAT IS HAPPENING, THEY ARE INTRODUCING THE PROBLEM WITH THEIR OWN WORDS; EXPRESSING THE FEELING OF WORKING AGAINST IT ALL; SHOWING THE PROBLEM OF SINGLE ACTIONS BEING DIMINISHED BY THE BIG PLAYERS]

(- What do you think is the biggest struggle on Green Europe?)

CONCLUSION:

EXT. NOORDWIJK BEACH - DAY

[Scene: All characters standing together at a serene Dutch beach]

MEL (SAYING STR8 TO THE CAMERA): THE POWER TO CREATE A SUSTAINABLE FUTURE IS IN OUR HANDS.

IKRA(SAYING STR8 TO THE CAMERA): TOGETHER - WE CAN TRANSFORM OUR WORLD.

ALL ACTORS DIRECTLY TO THE CAMERA (ONE BY ONE): TOGETHER, TOGETHER, TOGETHER

[Scene: The European Union and VisyiON project logos]

ULLIE (VOICEOVER): WITH THE SUPPORT OF THE EUROPEAN UNION'S VISYION PROJECT, WE EMBARK ON THIS JOURNEY TOGETHER.

[THE FILM ENDS WITH A CALL TO ACTION AND INFORMATION ABOUT HOW TO GET INVOLVED IN LOCAL ENVIRONMENTAL INITIATIVES AND PROJECTS.]

AFTER-CREDITS SCENE: ALL OF THE ACTORS GOING TO THE SEA

- THE END -

COUNTRY SCRIPT

SPAIN



#Youth organizations and EU programmes

To evaluate the influence and involvement of young people with youth organizations and European programs, like Erasmus+ and the European Solidarity Corps a series of questions was asked. The results indicated that young people were highly familiar with these initiatives. Only 25% of respondents explicitly mentioned EU programs, while 84% of respondents were aware of such initiatives and appreciated their significance for civic engagement and personal growth. The opinions of young people are crucial to the development of these programs, and they support the use of social media, storytelling, and school partnerships as means of accomplishing effective outreach. Participation challenges prompted requests for more effective benefits and objective communication, the use of relatable spokesmen, and the provision of financial incentives. Although the participants' worldviews were profoundly impacted by Erasmus+ projects as youth exchanges, as seen by their personal stories, 38% of them were not aware of all the opportunities available, indicating a need for improved promotion. Suggestions for improving EU-level programming included making them more accessible, particularly to youngsters from rural and island areas, and expanding their focus to include civic involvement and practical life skills. These results highlight how crucial it is to adjust to the changing requirements and communication preferences of young Europeans in order to fully realize their potential in creating an engaged and proactive European community.

PRESENTACIÓN DE PERSONAJES. EXT. INT. DÍA.

Presentamos a Gema y a Jota, Gema vive en un una región pobre de Malí, y Jota es un chico que vive en una gran manzana de una ciudad moderna.

En diferentes planos que se intercambian entre ellos, Vemos a Jota y Gema paseando por sus respectivas calles.

La ciudad de Jota se ve apagada y fría, en una calle ancha y grande, donde vemos una pareja de novios solo pendientes al móvil y Jota mirando depresivo.

(Puede haber aquí una transición como pasando por un muro de una calle y dando paso a Virginia)

Luego se nos muestra Gema, pasea por una arenosa y rojiza calle, estrecha y laberíntica donde se nos muestra rasgos de suciedad y pobreza, donde apreciamos falta de mantenimiento y sofía viendo un anuncio de nuevas tecnologias cosa que parece gustarle bastante.

(Ahora podriamos verles en una pantalla partida)

Ambos recogen un diario de un programa de intercambio juvenil en el que parece que se han apuntado mientras el responsable de la taquilla les explica que tienen que hacer.

CHICO DE VENTANILLA
Bienvenidso al programa, Nuevo Horizonte, deberéis explicar y describir en este diario vuestro país y ciudad de origen. Se os pide que hagais una relfexión personal estos días de por qué os pauntáis al proyecto europeo y que esperáis encontrar fuera y al final del diario elegir un destino y explicar por qué.

(Mientras El chico de la ventanilla acaba de hablar un fundido encadenado nos va mostrando a Jota en su habitación)

HABITACIÓN DE JOTA. INT. DÍA.

Jota esta sentado en la cama, mirando el diario con el lápiz preparado para empezar a escribir.

(CONTINUED)

CONTINUED: 2.

JOTA (PENSANDO)
Querido diario... no que cursi... mm...

Mira por la ventana y ve unos coches pasar pitándose e insultándose lo que decide definitivamente a Jota a escribir

Odio mi ciudad, esta llena de personas enfadadas, de falta de valores, no saben pasar los días sin estar mirando el móvil, sin discutir o sin comprar cosas innecesarias, en mi familia solo hay abogados o funcionarios, y esperan que decida ya mis estudios y que por supuesto, sean parecidos a los suyos, pero no se que hacer, vi este programa y sentí una forma de descubrir algo nuevo, no se si mejor o peor, pero algo, mi padre dice que formarme en el extranjero es lo mejor para mi futuro y este programa me ayudará, quiere que vaya a una gran ciudad con "muchas posibilidades", pero quiero salir de eso, no se a que exactamente, pienso elegir para mi, no se me ocurre un destino, quizá...

Jota mira por la ventana y mira a una nueva familia mudándose, le deslumbra el color de piel Ébano que tienen, y mira curioso por la ventana como portan objetos extraños con apariencia ceremonial a su casa.

Llaman a la puerta

PADRE DE JOTA
Jota han llegado los vecinos nuevos, ¿cenamos hoy con ellos okay?

Jota mira por la ventana curioso, el padre cierra la puerta transicionando a la ciudad de Gema.

CIUDAD DE GEMA. EXT. DÍA.

Vemos como pasea por la árida y rojiza calle. allí ve un cartel de un nuevo modelo de ordenador que se presentan en la ciudad capital de su región, ella lee interesada y baja con la mirada al precio, donde volvemos a ver su cara desanimada.

(CONTINUED)

GEMA
Pfff.. carísimo..

Mira otro cartel de al lado, y ve una publicidad de su región llena de vida y cultura emblemática, donde unos turistas ríen con unos niños en una rural y bonita casa con una frase que dice "Donde los sueños se hacen realidad"

Justo ella mira hacia el lado y ve una chabola donde se cae un trozo de madera que tapia la ventana.

GEMA
Si claro... (dice irónicamente)

Sigue hacia delante, y ve a un hombre pobre siendo robado por un niño a lo lejos y luego huye.

Gema se acerca al hombre y mira al lado del señor y ve botellas de alcohol, entendiendo que esta borracho, ella lo mira con lástima, lo tapa con la manta que había a su lado y sigue su camino.

CASA DE GEMA. INT. DÍA.

Gema llega a su casa y atraviesa la puerta que es una cortina, allí anda y deja sobre una mesa del recibidor un libro sobre nuevas tecnologías se sienta en una mesa con su abuela donde abre el diario que le han dado.

ABUELA DE GEMA
Niña.. ¿eso que es?

GEMA
El diario del intercambio abu, tengo que escribir cómo es mi ciudad, y al final poner a dónde quiero que me destinen y por qué.

ABUELA DE GEMA
Pues porque esto es una mierda...

GEMA
se ríe Abuela!! esa boca

ABUELA DE GEMA
Tú tienes que salir de aquí niña, eres lista, con potencial, y entiendes los cacharros esos que te gustan...

Pero siempre ten en cuenta cuando estés acordarte de tu origen, de

ABUELA DE GEMA (cont'd)
nuestras tradiciones, y que hacer por él...

Gema mira a su abuela con ternura

GEMA
Nunca me olvidaría de vosotros abu... *sonríe levemente* pero tendré que elegir un destino honesto, no creo que haga nada en una gran ciudad para aprender tecnología, quizá como guía turística..

ABUELA DE GEMA
¿Pero que estoy oyendo? ¿La niña que se va a comer el mundo sin apetito?

GEMA
Soy una chica, en Africa Occidental, con el conocimiento que me han dado libros de la época de las primeras máquinas analíticas, que va Abu, tengoq ue ser relista...

ABUELA DE GEMA
Pero niña...

GEMA (EN OFF)
Pero no te preocupes ahora de eso abu, primero tengo que decir por qué me quiero ir, luego a donde, lo decidiré al final...

empieza a escribir Hola, me llamo Gema, primero, ante todo quería dar las gracias por ésta oportunidad de viaje internacional, soy estudiante de ingeniera, realmente donde estudio no tienen los medios prácticos para mi formación...
(Se queda pensando un rato)
Realmente no hay medios para nada... aprecio la cultura de mi hogar, pero no soporto la falsa publicidad que se da de mi país, aquí hay pobreza, guerra y hambruna en el 80% de las regiones, pero es ese 20% el que luce al mundo... Ves personas enfermas en las calles,

GEMA (EN OFF) (cont'd)
niños que no saben hablar y ya son capaces de robar... quiero...

De pronto se le rompe la punta del lápiz.

CENA EN CASA DE LOS TOUNKARA. INT. NOCHE.

Nos trasportamos a casa de los nuevos vecinos de Jota, mientras se nos muestra, una música tradicional suena de fondo. Es una afable casa decorada con ornamentos africanos, y en el salón Jota, su padre y la nueva familia al rededor.

Los mayores se levantan a bailar mientras Jota charla con la hija de la nueva familia.

JOTA
Encantado Shasha, Yo soy Jota, mi padre dice que os apellidais.. mm.. ¿Tonkala..? ¿significa algo?

SASHA
Suelta una risa

"Tounkara", y si en nuestra tierra significa, Árbol de la Libertad. Es una apellido que llevamos con orgullo, ya que representa el valor de los pueblos libres Africanos por la lucha de nuestra independencia.

JOTA
Guauu... mi apellido, es Díaz, la verdad dudo que tenga significado.

Ambos se ríen juntos

JOTA
¿Y como es vuestra tierra?

SASHA
Le mira con curiosidad

¿Qué pasa, no te gustaría irte de intercambio a una preciosísima y céntrica ciudad con locas chicas fiesteras de ERASMUS? (dice irónicamente)

JOTA
se ríe Venga va, cuéntame...

SASHA
Mientras Sasha Habla, un lento Zoom In hacia el rostro atento e ilusionado de Jota con algunas imágenes y sonidos superpuestos de su imaginación del escenario contado nos deja al final del relato un primer primerisimo primer plano de el, que al cerrar los ojos nos transiciona a Gema

En el corazón de África, Mali se alza como una tierra de belleza inigualable. Sus llanuras doradas, ciudades antiguas y el río Níger, testigos de una historia rica y vibrante. La cultura maliense resuena en sus melodías, danzas y coloridos mercados, donde la hospitalidad y la tradición se entrelazan como hilos de una tela artesanal. Mali es una sinfonía de colores, sonidos y vida, una tierra arraigada en su historia, tejida con amor y resiliencia. Cada amanecer en Mali trae consigo la promesa de un nuevo día, donde la tierra resplandece con la luz del sol naciente y la vida fluye como una corriente constante. Mali es más que un país; es un poema vivo, una oda a la belleza de África, donde la esencia de la vida se encuentra entre la tierra rojiza y los cielos infinitos.

CASA DE GEMA. INT. DÍA.

Gema tiene varios folletos de posibles ciudades y la vemos indecisa por elegir uno de ellos. Cuando va a coger alguno aparece la abuela por detrás.

ABUELA DE GEMA
Coge a Gema por el brazo

Niña, no eres una chica pobre sin salida al mundo rico, no eres una Africana por debajo de un Europeo, ¿O es que acaso nunca te dijeron que el mapa está al revés para que las grandes potencias queden arriba?

Eres mi nieta, la Joven Gema Sangaré, La niña que va a comerse el mundo que su Abu cocino para ella, es hora que hagas lo que yo no pude, y busques un hueco en un mundo que yo no entiendo (le pone un folleto en la mano) pero que sé que a mi pequeño tesoro le hará feliz y plena.

GEMA
empieza a llorar

ABU...

Se abrazan mutuamente mientras la cámara se aleja

AEROPUERTO. EXT. DÍA.

Veremos un aeropuerto con una ilumiación neutra, sin acercarse ni a la gama de colores ni iluminación de ninguno de los dos escenarios de cada personaje, siendo un punto cero en común.

Vemos a los dos en una pantalla partida dividida, yendo con su maleta y en mano su diario montándose en un taxi. al montarse en un Taxi la cámara se junta dejándo a los dos protagonistas en el mismo taxi mirándose.

JOTA
Hola.. buenas perdona me cambio a otro... voy para zona de embarques...

GEMA
Nono... yo también voy allá, estoy de tránsito a otro avión, compartimos no te preocupes...

JOTA
Okay... (cierra la puerta)

Termina Jota de acomodarse en el taxi y vemos un plano detalle de como pone su diario encima del de Gema.
Me llamo Jota encantado...

GEMA
Yo Gema, un placer.

Transicionamos de nuevo en una pantalla dividida los dos llegándo a su habitación de residencia. Abren sus respectivas cortinas y vemos que cada uno está en la ciudad del otro.

CONTINUED: 8.

En la ventana de Gema en vez de una ciudad apagada y fría, vemos un cielo despejado, con una ciudad iluminada y colorida, la cual ilumina y deslumbra la cara de Gema.

En la ventana de Jota vemos a su vez en vez de una una calle arenosa y rojiza, estrecha y laberíntica con rasgos de suciedad y pobreza, vemos una rojiza pero limpia calle, con rasgos exóticos y con sonidos ambientes que la hacen parecer llena de vida y alegría, con trajes de seda y sin rasgos de pobreza.

los dos se sientan en sus respectivas camas, y miran extrañados sus diarios, Al abrirlo, Jota lee las primeras lineas del diario de Gema y Gema lee las primeras lineas del diario de Jota, dando fin al corto.

*Como anotación primera, el final concibo que nos da un final semi abierto, donde cada uno llega a la ciudad del otro con una expectativa que contrasta totalmente con la visión establecida por su contrario, siendo la apertura del guión equivocado del otro una introducción a darnos a entender que verán una visión negativa de alguien que vivía en esa ciudad que les mostrará ese contraste de ideales.

*Otra anitación es que imagino el final con una música cañera que puede dar un mayor énfasis al final del cortometraje.

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