



Youth Multipliers Micro-Projects (D3.4)

BOND

Building tOlerance, uNderstanding and Dialogue across communities



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Executive Summary

Between November 2023 and November 2024, youth-led micro-projects were organised in Poland, Italy, Hungary and Romania. The micro-projects (T3.4) constitute an effort to uphold the momentum from the Youth Education and Exchange event (T3.3), which took place in Warsaw, 17-20 November 2023. By investing themselves in these micro-projects, the youth multipliers deepened their knowledge and understanding of the key topics addressed, including antisemitism, racism, discrimination and group-focused hatred; propaganda, mis- and disinformation, stereotypes and prejudices; and passed this new-found knowledge and understanding on to their peers and wider communities.

The project teams in each country, along with teachers and educators who were trained in the BOND project (through T3.2 and T3.3), mentored the youth throughout the process, providing them with the tools, resources and guidance to bring their ideas to life. The youth were given flexibility and autonomy in coming up with ideas for their micro-projects; consequently, there is great variation in the types of activities implemented, as well as their scope, depth, target audiences, and the time and resources invested. Some micro-projects focused on community-wide initiatives, while others centered on smaller, more intensive activities.

- In **Poland**, students from *WLH "Jacek Kuroń"* performed songs in Yiddish to honor Jewish resistance and the memory of Szmul Zygielboym. This cultural endeavor demonstrated how art and memory can serve as powerful tools for raising local community awareness on historical and social issues.
- In **Italy**, a group of six students from the *"G. Galilei" Scientific High School* in Potenza organized peer-to-peer learning in multiple schools and with unaccompanied foreign minors hosted in reception centers (FAMI). In doing so, they stimulated debate on the significance of respect, historical memory, and solidarity among discriminated groups.
- In **Hungary**, a group of young students developed a video essay, using educational materials available on the iWitness platform. Accessible to all on the platform, the micro-project ensures the long-term sustainability of the materials, which can be employed in various disciplinary contexts.
- In **Romania**, the activities were two-fold; one group of students from *Colegiul Tehnic Victor Ungureanu in Campia Turzii* organised a series of peer-to-peer learning workshops and activities about the history and current reality of antisemitism, antigypsyism and racism; another group of students from the *Liceul Special Tehnologic pentru Deficienti de Auzi* in Cluj-Napoca held a presentation at a conference organised under another CERV project, ***Visualising the Past Through Graphic Novels: Prompting Local Involvement for Holocaust Remembrance in Romania***; highlighting the value of strategic partnerships and synergies between EU projects.

The youth-led micro-projects in Poland, Italy, Hungary, and Romania exemplify the transformative potential of empowering young people to address pressing social issues such as antisemitism, racism, and group-focused hatred. By leveraging creativity, education, and peer-to-peer engagement, these initiatives not only deepened participants' understanding of these topics but also fostered greater awareness and resilience within their communities. The flexibility and mentorship provided under the BOND project allowed youth multipliers to tailor their approaches to local contexts, ensuring impactful and diverse outcomes. These efforts underscore the importance of youth agency, strategic collaboration, and sustainable educational practices in promoting inclusion, historical memory, and solidarity across Europe.

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Introduction

This report provides an overview of the micro-projects implemented by young “changemakers” in four European countries: Poland, Hungary, Romania, and Italy, between November 2023 and November 2024. These initiatives form part of the BOND project, which seeks to promote dialogue, tolerance and understanding, while combating antisemitism, discrimination, and all forms of group-focused hatred. Conceived and carried out by young people in their respective countries, with the support of the BOND team and 1-2 teachers trained under other related tasks in the project (T3.2 and T3.3), the micro-projects were supervised to ensure proper planning, organization, promotion, and financial management. In addition, they are closely linked to and benefit from the project’s overall communication and awareness-raising activities (WP5), thereby broadening their reach and reinforcing their long-term sustainability.

The variation in the micro-projects within the BOND project stems from the flexibility and autonomy granted to each implementing partner in the consortium, allowing them to tailor the activities to their specific cultural, social, and contextual needs. Each partner had the freedom to determine the most suitable approach for their local context, ensuring the initiatives remained relevant and impactful. Importantly, the micro-projects were youth-led, designed and driven by the ideas, motivations, and ambitions of the participating youth. This emphasis on youth leadership introduced diverse creative directions and priorities, reflecting the unique perspectives and aspirations of the young people involved. Teachers, educators, and project teams played a supportive role as mentors and facilitators, ensuring that the young people had the necessary tools and resources to bring their ideas to life, and providing guidance when needed. As a result of this localized, youth-driven approach, significant variation emerged between the micro-projects in terms of their scope, depth, target audiences, and the time and resources invested. Some micro-projects focused on community-wide initiatives, while others centered on smaller, more intensive activities.

The flexibility of the framework empowered participants to develop initiatives that best aligned with their goals and contexts, leading to a rich tapestry of diverse outcomes across the countries involved. Furthermore, these localized experiences illustrate the resilience and adaptability of young participants who, despite differing socio-political environments and educational ecosystems, consistently demonstrated a willingness to learn from one another and engage in meaningful intercultural dialogues. This transnational exchange allowed them not only to address antisemitism and discrimination at the grassroots level, but also to design new forms of outreach, harnessing digital tools, art, and storytelling to effectively communicate their messages. By doing so, the young changemakers set an inspiring example of how bottom-up initiatives can catalyze broader conversations on identity, memory, inclusion, and mutual understanding within and beyond their immediate communities.

1.1. The overall scope of the micro-projects

Taken together, the micro-projects conducted under the BOND project constitute a veritable “ecosystem” of local initiatives coordinated at the European level. Although implemented in different national contexts, the micro-projects share the common objective of countering antisemitism and all forms of discrimination, while cultivating historical awareness, civic responsibility, and critical thinking among young participants. Through mutual support, the exchange of best practices, and integration with the BOND project’s communication efforts, the micro-projects not only engage a wide and diverse audience, but also create a transnational space for reflection, thereby contributing to the development of more inclusive and conscientious communities.

1.1.1. A brief overview of the micro-projects in Hungary, Italy, Poland and Romania

1. Hungary:

In Hungary, the micro-project focused on the creation of a “video essay” developed by students using educational materials available on the iWitness platform. The educational pathway addressed the definition, forms, historical and contemporary manifestations of antisemitism, as well as possible actions to counter it. Through a constructivist methodology and the use of digital tools, the young participants developed cross-cutting skills, ranging from critical thinking to the ability to communicate complex stories through multimedia formats. Accessible to all on the platform, the micro-project ensures the long-term sustainability of the materials, which can be employed in various disciplinary contexts.

2. Italy:

In Italy, the micro-project was carried out by six students from the “G. Galilei” Scientific High School in Potenza. Its primary goal was to heighten awareness among students of various age groups about antisemitism and racism, highlighting their historical roots and contemporary relevance in the national context. Drawing on historical sources (including materials from the iWitness platform) and preparing an informative presentation, the young participants reached peers in multiple schools and unaccompanied foreign minors hosted in reception centers (FAMI). In doing so, they stimulated debate on the significance of respect, historical memory, and solidarity among discriminated groups.

3. Poland:

In Poland, the initiative took the form of a public commemoration of the Warsaw Ghetto, during which students from WLH “Jacek Kuroń” performed songs in Yiddish to honor Jewish resistance and the memory of Szmul Zygielboym. Songs such as “Di Shvue” and “Mayn Shvester Khaye” bridged the gap between past and present, inspiring the audience to reflect on the importance of opposing indifference and injustice. This cultural endeavor demonstrated how art and memory can serve as powerful tools for raising local community awareness on historical and social issues.

4. Romania:

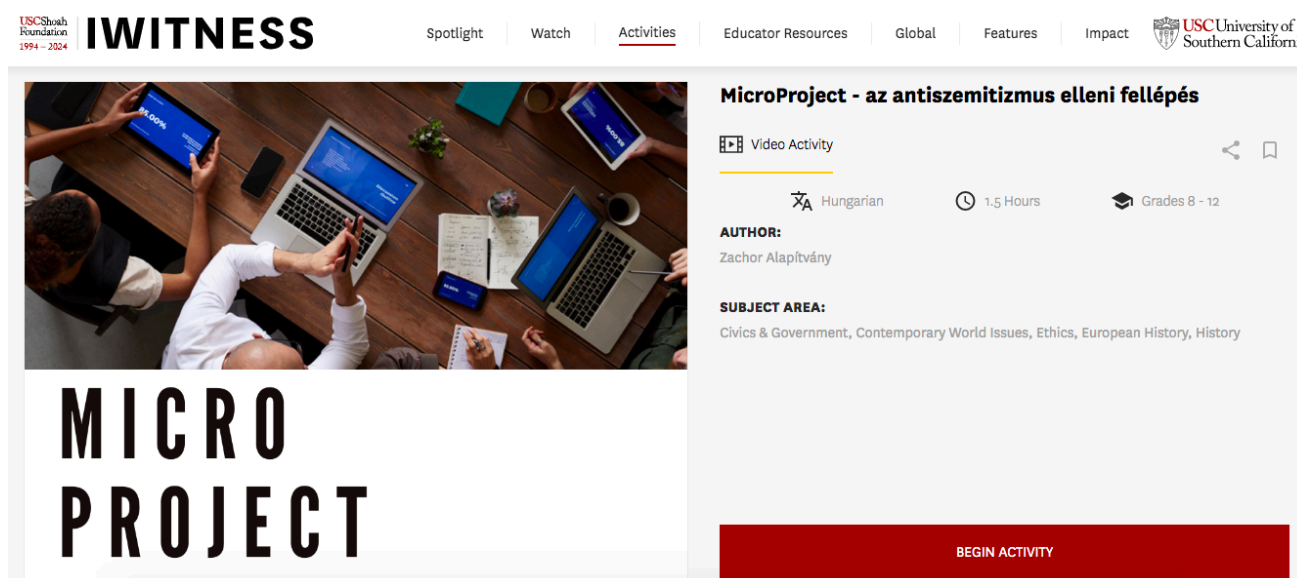
In Romania, two key events highlighted peer-to-peer learning and the exchange of experiences among young people. A group of youths, including participants in a Warsaw-based youth exchange, conducted interactive meetings and workshops that culminated in presentations for peers, teachers, and school administrators. These activities deepened knowledge of antisemitism and the Holocaust, while underscoring the importance of confronting antisemitism and discrimination in a context where visible Jewish communities are limited, and prejudice against minority groups (such as the Roma) remains underestimated. A second event involved students with hearing impairments, who presented their experiences within the scope of another European project, thereby demonstrating how collaboration across projects can enhance awareness and inclusion.

2. National Reports on the Micro-Projects

2.1. Hungary

2.1.1. Introduction

The MicroProject in Hungary was a video essay-project based on the educational materials on the IWitness platform developed within the BOND project.



The screenshot shows the IWitness platform interface. At the top, there is a navigation bar with links for 'Spotlight', 'Watch', 'Activities', 'Educator Resources', 'Global', 'Features', and 'Impact'. The 'Activities' link is underlined. To the right of the navigation bar is the USC Shoah Foundation logo and the text 'USC University of Southern California'. Below the navigation bar, there is a large image of people working at a table with laptops and tablets. Overlaid on the bottom left of this image is the text 'MICRO PROJECT' in large, bold, black letters. To the right of the image, there is a sidebar with the following information:

- MicroProject - az antiszemitizmus elleni fellépés**
- Video Activity
- Hungarian
- 1.5 Hours
- Grades 8 - 12
- AUTHOR:** Zachor Alapítvány
- SUBJECT AREA:** Civics & Government, Contemporary World Issues, Ethics, European History, History
- BEGIN ACTIVITY** (button)

2.1.2. Description

The educational materials the students learn about focus on the following topics:

- definition of antisemitism
- manifestation and different forms of antisemitism in the past and present
- recognition of antisemitic stereotypes
- impact of antisemitism
- action against antisemitism

A **VideoActivity** was developed in which students create a video essay as a MicroProject based on what they have learned during completing the educational materials and activities created and localized in the project:

- [Az antiszemitizmusról](#) (InfoQuest)
- [Antiszemitizmus és a szemléző-hatás](#) (MiniQuest)
- [Mi az antiszemitizmus?](#) (VideoActivity)
- [Antiszemitizmus a mai Európában](#) (MiniQuest)
- [Miért nem szűnt meg az antiszemitizmus a holokauszt után?](#) (MiniQuest)

In their **video essay**, students build on the knowledge they have acquired, the questions that arise in them, and they reflect on the possibilities of action against antisemitism.

In the VideoActivity students do research in the IWitness platform within its full-length testimony archive and then create a video essay using the method of digital storytelling. To edit their film they use the video editor built in on the IWitness platform.

The MicroProject, like the other developed educational materials, is public and available to any teacher and student outside the project on the IWitness platform [here](#), so the long-term use and sustainability of the developed materials is ensured.

2.1.3. Learning aims and requirements

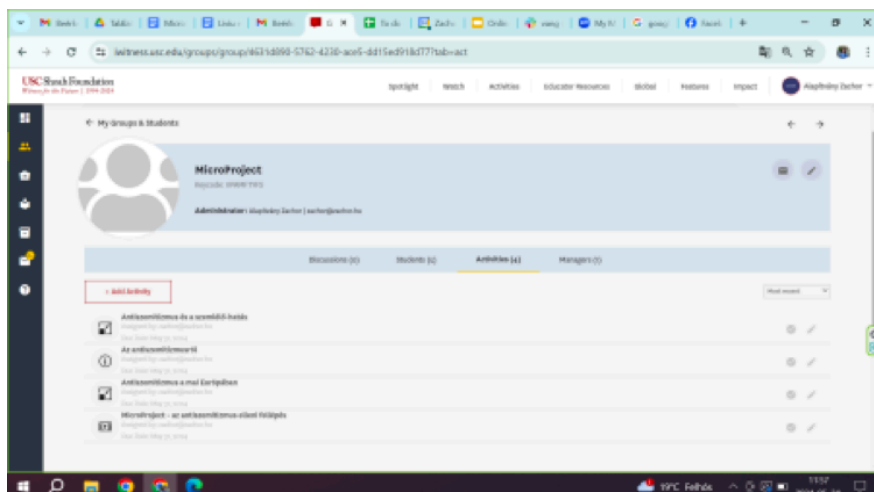
The MicroProject VideoActivity develops students' competencies like: cognitive skills (analytical skills, skills to synthesize, argumentative skills), media and digital literacies, critical, creative and reflective thinking skills, critical thinking and multiliteracies (including media literacy, digital literacy, and other 21st century skills). This activity can be used in various subjects (e.g. History, Literature, Media, Ethics, Civics, Social Studies, etc.) and about various topics (Holocaust, antisemitism, discrimination, equality, values, resilience and so on).

2.1.4. Structure of the activity

The students work by the *Constructivist Theory of Learning* according to the **4C model** (Consider - Collect - Construct - Communicate).

1. **Consider**
 - a. Introduction
 - b. Reflection on the completed activities
2. **Collect**
 - a. Section instructions
 - b. Collect clips
3. **Construct**
 - a. Create a video-essay
 - b. Reflection on the video
4. **Communicate**
 - a. View and comment

We created a student group on the IWitness platform and assigned the MicroProject activity to the students who worked on the project.



2.2. Italy

2.2.1. Introduction

This report describes the activities and outcomes of a micro project carried out by six Italian high school students from *Liceo Scientifico "G. Galilei"* in Potenza, as part of a European project aimed at raising awareness and combating discrimination, with particular focus on antisemitism and racism. The micro project was conceived and developed within the framework of WP3 of the European project BOND, during an in-person meeting in Warsaw with peers from other European countries, including Hungary, Romania, and Poland.

2.2.2. Micro-Project Objectives

The main goal of the micro project was to raise awareness among young students about antisemitism and racism, highlighting the historical development of these phenomena and their contemporary relevance in Italy, with particular emphasis on the discrimination of Jewish people. In addition, the project aimed to stimulate reflection on the similarities between the discrimination experienced by Jews and that suffered by other marginalized groups, such as ethnic minorities, people discriminated against for their sexual orientation, skin color, or religion.



2.2.3. Methodology

The micro project was structured into several phases, involving both the research and preparation of informational materials, as well as the presentation of these materials to different student groups, including high school students and unaccompanied foreign minors. The preparatory phase involved the use of archival sources, including materials from the iWitness website, as well as historical books and journalistic sources, which provided the students with a comprehensive overview of the evolution of antisemitism in Italy from its origins to the present day, leading the six students involved to the drafting of a document that was then presented and disseminated in various high schools and in some Welcoming Camp that are hosting unaccompanied foreign minors from different countries of Asia and Africa.

2.2.4. Project Phases

1. **Research and Preparation of Materials:** The six students worked together to gather information and resources for the creation of a 17-slide PowerPoint presentation, designed to clearly and accessibly illustrate the main characteristics of antisemitism and racism in Italy. The research involved using historical documents, news articles, and online resources, including the iWitness website, which collects testimonies from victims of discrimination. The material was divided into several thematic areas, including:
 - a. The historical origins of antisemitism in Italy.
 - b. The fascist era and racist legislation.
 - c. The persecution of Jews during World War II.
 - d. The evolution of racism in Italy after World War II and in contemporary times.
2. **Presentation in Schools:** The micro project was initially presented to the three classes of the six students, and then extended to other high schools in the city of Potenza. During the presentations, the students illustrated the key information contained in the slides, aiming to stimulate reflection and debate with their peers on topics such as racial discrimination, historical memory, and the importance of combating antisemitism. The content of the presentation was designed to be accessible even to younger students, using concrete examples and simplified language.
3. **Involvement of Secondary Schools:** A further significant step in the project was the involvement of students from secondary schools (11-13 years old). The aim was to raise awareness about racism and antisemitism among younger students, using language that was both accessible and engaging. The presentation sparked many questions and reflections, contributing to a moment of dialogue between different age groups.
4. **Visit to the FAMI Reception Center for Unaccompanied Foreign Minors:** One particularly impactful aspect of the project was the visit to *FAMI (Asylum, Migration and Integration Fund) Welcoming Camp for unaccompanied foreign minors*. In this context, the Italian students had the opportunity to meet young African minors, who shared their personal experiences of racial discrimination. This encounter was particularly moving: African and Asian students, initially unaware of the phenomenon of antisemitism, gained a better understanding of how the discrimination experienced by Jews throughout history can be compared to the racial discrimination they themselves face on a daily basis. This moment of dialogue allowed for a deep reflection on solidarity between victims of racism and the importance of fighting all forms of hatred and intolerance.



2.2.5. Outcomes and Impact

The micro project had a significant impact on all the participants, both among the students in the involved schools and the minors at the two Welcoming Camp. The presentation stimulated open debate on issues of racism and antisemitism, leading to increased historical and social awareness. Furthermore, the exchange between Italian students and those at the Welcoming Camp enriched the experience, demonstrating how education about tolerance and respect for diversity can serve as a powerful tool for integration and the fight against hate.

2.2.6. Conclusion

The micro project successfully achieved its goals, contributing to raising awareness among young people about antisemitism and racism. The combination of historical research, direct interaction, and sharing personal experiences made the initiative particularly effective in promoting a culture of respect and inclusivity. In the future, it would be beneficial to expand the project by involving more schools and diverse communities.

2.3. Poland

2.3.1. Introduction

Date: 19 April 2024; Number of people reached: ca. 500

On April 19, the anniversary of the *Warsaw Ghetto Uprising*, a group of students from WLH im Jacka Kuronia in Warsaw, gathered at the Szmul Zygielboym memorial to pay tribute to the military and civil Jewish resistance through songs.



2.3.2. Description

The group of youngsters performed "Di Shvue," the hymn of the Bund, a political party that was the core of the armed Jewish forces. Singing in Yiddish the students honored Zygielboym's legacy as a Bund activist and a symbol of resistance against the indifference, Szmul Zygielboym, who tragically committed suicide in protest, after failing to persuade Allied authorities to intervene during the Holocaust, represents a profound example of individual action in the face of global inaction. During the performance of the song the crowd of around 500 people were passing next to the Szmul Zygielboym memorial as part of the commemoration of Warsaw Ghetto Uprising.

This commemoration was part of our Youth Multipliers' micro-projects following the youth exchange program under the BOND project. It aimed not only to remember the historical significance of the day but also to reinforce the lessons discussed during the BOND workshops about combating the bystander effect and advocating for justice. Singing "Di Shvue" at Zygielboym's memorial provided a powerful, reflective opportunity for students to connect with their history and the ongoing struggle against indifference and injustice.

Participants in the micro-projects were encouraged to create initiatives that engage their peers and community in meaningful dialogue about the past and its impact on present challenges. This event is one of many that illustrate how young people can actively contribute to the commemoration and lessons of history through culturally and historically informed actions.

In addition to "Di Shvue," we also sang "Mayn Shvester Khaye," a song written by Chava Alberstein with lyrics by Binem Heller. This song tells the heartbreaking story of Khaye, a young girl who took on the responsibility of caring for her siblings while their mother worked away from home. Her life was tragically cut short during the Holocaust, as she was deported to Treblinka and perished there.



2.3.3. Conclusion

Through performing these poignant songs, we sought to honor their memories, and the memories of all those who suffered similar fates during those dark times. We also stressed the importance of the spiritual and civil resistance in all the ghettos established in Polish territories occupied by the Nazi. This performance was part of our effort to bring historical awareness and emotional depth to our commemoration, connecting us deeply with the past through the powerful medium of music and poetry.

2.4. Romania

2.4.1. Introduction

The implementation of youth-led micro-projects was a continuation of the BOND project's efforts to foster dialogue, understanding, and empowerment through education. Two impactful events—focused on peer-to-peer learning and awareness-raising—demonstrated the potential of youth-led initiatives in promoting Holocaust remembrance, combating antisemitism and all kinds of group-focused hatred, and addressing systemic discrimination. This report highlights these events, their methodology, outcomes, and broader implications.

2.4.2. Description

1. Peer-to-Peer learning: A Youth-Led Initiative

On March 8, 2024, two youth participants from the Warsaw Youth Exchange event shared their experiences and insights with an audience of approximately 50 peers, teachers, and school administrators. This presentation, supported by the Polylogos team and their teachers, also involved an additional seven young people who had not participated in the Warsaw exchange. The gender distribution among participants was fairly balanced.



Over five months (November 2023–March 2024), the group engaged in regular meetings, interactive workshops, and discussions to collaboratively explore the topics of antisemitism and Holocaust history, culminating in the preparation of the presentation. This preparatory process helped those who did not have the chance to participate in Warsaw to gain a deeper understanding of antisemitism, Holocaust history, and its relevance in Romania and in Europe today.

The presentation, which was moderated by the Polylogos team, engaged the audience in a dialogue on antisemitism and the Holocaust in Romania and Europe, prompting reflection on contemporary challenges and historical lessons. Drawing on findings from the BOND national research report (D2.3), the event highlighted that Holocaust denial and distortion remain among the most prevalent forms of antisemitism in Romania. It also addressed the difficulty of discussing antisemitism in a context where visible Jewish communities are largely absent, often leading people to perceive the issue as irrelevant.



The setting for this initiative, *Colegiul Tehnic Victor Ungureanu*, in Câmpia Turzii, where 20–30% of students identify as Roma, added an important dimension. Many Roma youth are intimately familiar with experiences of discrimination and marginalization, which helped bring to light another often-overlooked aspect of Holocaust history: the persecution of the Roma. This facet of the Holocaust is under-communicated, leaving many unaware of the extent of Roma suffering and how it continues to shape systems, attitudes, and behaviors today. Antigypsyism, therefore, became a key focus of the project, resonating deeply with the participants.

The event fostered a sense of empowerment, solidarity, and empathy among the youth, demonstrating the transformative potential of peer-led initiatives. By linking important lessons from history with current social issues, the young participants showed how grassroots efforts can raise awareness, challenge stereotypes, and promote active citizenship.

2. Awareness-raising event: Creating Synergies Across Projects

On June 4, 2024, eight youth from the Cluj-Napoca School for the Hearing Impaired who participated in the Warsaw Youth Exchange presented their experiences at a conference held under another EU project, ***Visualising the Past Through Graphic Novels: Prompting Local Involvement for Holocaust Remembrance in Romania*** (Project no. 101091243), financed through the EU's Citizenship, Equality, Rights, Values Program (CERV-2022-CITIZENS-REM). This fruitful collaboration between Polylogos and INSHR-EW highlighted the potential for EU projects to maximize impact through strategic partnerships and synergies.



The youth presented in pairs, with one communicating in sign language and the other reading aloud, ensuring inclusivity and accessibility. Their presentation emphasized:

- **Experiences from Warsaw**, including visits to historical sites such as the Warsaw Ghetto and the Polin Museum, and their emotional and intellectual impact.
- **Learning key concepts** such as antisemitism, discrimination, propaganda, biases, and stereotypes; and creating new signs to understand and communicate about them, as many of these concepts are not easily translated or understood in Romanian sign language.
- **Personal experiences of marginalization** and how learning the history of the Holocaust, and the current challenges of antisemitism and other forms of discrimination and group-focused hatred, helped them articulate these experiences within a broader societal context.

This event also brought together a diverse audience of 60 participants, including high school and university students, teachers, professors, public authorities, and NGO professionals. There was an even gender distribution among participants.



2.4.3. Outcomes and Impact

Both events achieved significant outcomes:

1. **Increased awareness:** Participants gained a deeper understanding of Holocaust history in Romania and Europe, and its contemporary relevance, particularly in combating antisemitism and discrimination.
2. **Empowerment and inclusion:** The youth participants, particularly those from marginalized communities, reported feeling empowered to share their experiences and perspectives. They also developed a stronger sense of belonging and connection to the larger societal discourse.
3. **Capacity building:** Through preparatory workshops and presentations, the youth developed important transversal skills such as public speaking, collaboration, and critical thinking.
4. **Cross-project collaboration:** The partnership between Polylogos and INSHR-EW demonstrated how EU-funded projects can amplify their impact through collaboration and shared resources.

2.4.4. Conclusion

The peer-to-peer learning and awareness-raising events highlighted the transformative power of youth-led initiatives in promoting dialogue, understanding, and meaningful action. By creating spaces for sharing experiences and addressing complex social issues, these initiatives have contributed to building more inclusive and empathetic communities.

These events underscore the importance of empowering young people to take active roles in combating discrimination and preserving historical memory. The micro-projects sparked interest and engagement across diverse groups within schools and communities, shaping how young participants respond to expressions of antisemitism and other forms of group-focused hatred and discrimination. By challenging hateful comments, antisemitic jokes, or discriminatory remarks, the youth are fostering a culture of respect, awareness, and zero tolerance for prejudice.

Crucially, the micro-projects also nurtured a sense of cohesion and solidarity among the participants, inspiring a collective eagerness to continue learning and engaging in dialogue on these critical topics. This growing commitment among young people demonstrates the lasting impact of such initiatives and their potential to drive cultural and social change at the grassroots level.

3. Conclusions

3.1. Overall Results

Collectively, the four micro-projects have yielded significant educational and social outcomes. Involved students have gained greater awareness of antisemitism and the many forms of discrimination and prejudice. The activities have strengthened key competencies such as critical thinking, public speaking, collaboration, multimedia content management, and historical reflection. Integration with the Communication activities (WP5) ensured broader dissemination of messages and findings, expanding the audience reached and fostering dialogue with institutional, educational, and civil society stakeholders.

3.2. Reflections on Gender and Non-Discrimination

The combined analysis reveals a particular emphasis on ensuring accessibility and inclusion for all participants, regardless of gender, ethnic origin, language, or physical abilities. The projects illustrate how overcoming communication barriers (e.g., the use of sign language in Romania), raising awareness of multiple types and intersection of discrimination, based on religious identity, ethnicity, sexual orientation, migrant status, etc., and comparing the experiences of marginalized groups (Jews, Roma, unaccompanied foreign minors, and persons with disabilities) can foster more inclusive environments. These initiatives have encouraged recognition of the intersectionality of discrimination, underscoring the importance of addressing antisemitism within a broader framework of combating all forms of hatred and inequality.

3.3. Future Sustainability of the micro-projects

The sustainability of the results of the micro-projects is guaranteed by several factors: the produced materials (such as the Hungarian video essay or the Italian presentations) remain accessible over time; partnerships among schools, NGOs, public institutions, and reception centers have been consolidated; and the practices and tools developed can be replicated in new educational contexts, engaging other students and educators. Moreover, the documentation and dissemination of the results within the BOND project ensure that the experiences gained can be capitalized upon and transferred to other countries and local realities.

3.4. Conclusion

The micro-projects implemented in Poland, Hungary, Romania, and Italy demonstrate the capacity of young people to become agents of change. By employing a variety of approaches—from historical research to artistic expression, from peer-to-peer learning to active participation in multicultural settings—the initiatives have successfully enhanced awareness of antisemitism, racism, and discrimination, while promoting values of respect, inclusion, and solidarity. Integration with the BOND project's activities and the strengthening of partnership networks allow us to envision a future in which these micro-projects continue to generate impact, inspiring new generations of "changemakers" dedicated to building more open, just, and conscientious societies. As these young leaders continue to engage with their communities and international partners, their experiences offer a sustainable blueprint for future initiatives. By incorporating lessons learned, extending the scope to additional regions or marginalized groups, and leveraging digital resources to reach a broader audience, their work can multiply its transformative effect. The continued emphasis on dialogue, critical thinking, and empathetic engagement ensures that the micro-projects remain dynamic catalysts for growth, capable of adapting to emerging challenges and evolving social landscapes. Ultimately, their legacy lies not only in the tangible outputs they have created—such as educational materials, events, or performances—but also in the enduring mindset of openness, vigilance, and solidarity they have instilled in others.