Transnational Report

1. Results

E-WORDS stemmed from the challenges posed by some European political movements, favouring ostracism as a reaction to a period of social and economic uncertainty.

In such a context E-WORDS provided European citizens with a sound understanding of the historical and political processes, which led to the rise of totalitarianism in 20th century Europe (Nazi-Fascism in Western Europe, Communism in Eastern Europe) and the subsequent ostracism of many citizens.

The participants to E-WORDS events acquired the tools to evaluate and critique the growing wave of historical revisionism, racism, xenophobia and other discriminatory behaviours, mining European democratic values. E-WORDS experts in the four Partner countries (Italy, The Netherlands, Poland and Romania) made citizens have their say, share and compare their own understanding of European history. Thus the reflection and debate towards a critical approach to today's societal challenges on European cultural diversity and common values to promote peace, reconciliation, respect, to spread tolerance through the intercultural dialogue, acting without prejudice. Particular attention was dedicated to the concept of ostracism through remembrance and all ideologies based on the definition of the "public enemy"

This result was achieved encouraging the dialogue between the participants and the E-WORDS experts (the facilitators of the debates), as well as amongst the participants themselves.

The use of non-formal, informal and peer education tools showed its effectiveness, and it is to be considered a result in itself, especially in regard to school education, where the traditional one-way 'teacher to student' education is still prevailing. In particular, art installations, theatrical labs, film screenings and exhibitions were very effective in terms of number of participants, awareness raising and their activeness during the events.

Moreover the dialogue amongst participants, especially young ones, during the events helped in developing their soft skills.

The effort of the E-WORDS Partnership to organise many and different events was awarded by a large number of participants: webinars to facilitate the debate on keywords, seminars to share testimonies from prisoners, school students' theatrical performances, young people's

drawings, film projections, round tables, debates on how we can fight racism against minorities and other discriminated groups.

Such different typologies of events gave E-WORDS the opportunity to tackle the chosen key words (Genocide and Concentration Camps, Human Rights and Discrimination, Identity, Resistance) from many diverse approaches, directly reaching as many categories of citizens (school and HE students, teachers and educators, practitioners, media experts, artists, ordinary citizens) in the four partner countries. Moreover the events always tackled each key word from a multidisciplinary point of view (history, politics, law, human rights).

A specific issue emerged from most events, linking the past to today's Europe. The target of ostracism and intolerance are often the same groups: migrants and refugees, Roma, homosexuals, disabled people, socially disadvantaged groups no matter the historical period. This led the participants to understand the importance of studying the past to avoid repeating the same mistakes.

The events organised by the University Partners saw the participation of students from EU countries not represented in the Partnership and from non European countries. This gave E-WORDS a three-fold result: a) the reflection and debate on the key words gained from the contributions of citizens with a different culture; b) the intercultural dialogue the project aimed to encourage had a practical implementation; c) the project and the programme extended their visibility beyond the EU.

Generally speaking, E-WORDS promoted the development of a European identity based on the recognition of common roots, diversity and shared values. In particular, the project provided young European citizens with the knowledge and skills to make them active in a participatory democracy.

Under the current public and political climate and the level of understanding of the political changes in society, E-WORDS proved to be very important for the participants, who, as emerged from the evaluation questionnaires, had the opportunity to rethink many important issues without being supplied with predefined responses.

The E-WORDS experience contributed to the production of the E-WORDS Educational Kit (in English and all partners' languages), in free download from the project portal.

E-WORDS EduKit has a section for each key word (Identity, Human rights and discrimination, Genocide and concentration camps, Resistance) with the following structure: a) definition of the key word; b) short list of references; c) link to the E-WORDS events dealing with the key word.

E-WORDS EduKit is a sound tool for educated citizens and school teachers to provide them with a multidisciplinary perspective on the key words and informal education practices to reach an increasing number of students even after the project has ended, guaranteeing its long-term impact. It matches E-WORDS final aim to set up an incubator for the dialogue in society, so that stakeholders around the world and end users can benefit from the project results.

2. Description

2.1 Implemented activities, including the preparatory activities and methods

E-WORDS was implemented in 4 activities plus the Preparatory Activity and the Final Conference:

Preparatory Activity:

Each Partner set up its own E-WORDS team and informed the whole Organisation about the project's aims, work plan, Partnership, management requirements etc. At the same time each Partner disseminated E-WORDS through its usual media and social media channels. On top of this, UniSi as the project co-ordinator: a) designed the project official logo; b) set up E-WORDS portal; c) appointed a social media manager; d) opened E-WORDS Facebook page, Instagram and Twitter accounts, YouTube Channel; e) appointed a dissemination manager; f) organised, hosted and managed the project Kick off Meeting; g) produced the guidelines on how to implement, collect data on participants and report the events.

During the Kick off meeting, the Partners agreed on the definitive list of key words and E-WORDS events.

Activity 1: Webinars

5 Webinars were organised in all 4 Partner countries.

Each webinar lasted 2 hrs. and was organised as follows; a) 20 minutes introduction by each University Partner on the key words on the floor; b) debate among the participants; c) 10 minutes round up by each University partner.

The participants were mainly HE students.

UniSi organised and co-ordinated the activity, disseminated each webinar through the project portal and social media, providing the other University Partners with the IT tool to implement the Webinars (WebEx), the related technical assistance and collected the data on the participants.

Activity 2: Ostracism

7 Events in 3 Partner countries (Italy, Poland, Romania): 3 debates, 1 round table, 1 book exhibition, 1 visit to a former prison, 1 workshop.

The concept of 'ostracism' encompasses all the key words. During the events it was presented and debated looking back at the past (Poland), recent past (Romania) and compared to today's European society (Italy).

Each event was organised as follows: a) short introduction by a E-WORDS expert; b) short talk of a guest; c) debate among the participants.

The participants were school students, HE students, practitioners, ordinary citizens.

UniSi organised and co-ordinated the activity, disseminated each event through the project portal and social media and collected the data on the participants.

Activity 3: Theatre and Arts

14 Events in 3 Partner countries (Italy, The Netherlands, Romania): 7 film screenings, 3 theatrical lab sessions, 2 site specific art installations, 1 drawing session, 1 theatrical short performance.

This is the long lasting activity in the project, started in May 2018 and ended in March 2019.

The event organisation varied according to its typology.

Film screenings: a) short introduction by a E-WORDS expert or the director; b) film screening; c) debate among the participants.

Theatrical labs: a) short introduction by a E-WORDS expert; b) short performance of the participants; c) debriefing of the participants.

Installation arts: a) short introduction by a E-WORDS expert and the artists (during the opening); b) participants' visit (over more days); c) debate among the participants and with the artists (during the opening and the visiting days).

Drawing session: a) short introduction by a E-WORDS expert; b) participants representing the key words in their drawings; c) participants comparing and discussing their works.

Theatrical short performance: a) short introduction by a E-WORDS expert; b) participants in groups decide which key word to perform in a 10 minutes performance; c) performances; d) debate among the participants.

The participants were school students, HE students, ordinary citizens.

UniSi organised and co-ordinated the activity, disseminated each event through the project portal and social media and collected the data on the participants.

Activity 4: Learning Students

10 Events in 3 countries (Italy, Poland, Romania), all laboratories for school students.

Each event was organised in co-operation with school teachers, who dedicated at least 2 hrs. of their teaching to prepare the students to the E-WORDS events.

This activity focussed on the key words 'Human Rights and Discrimination', 'Genocide and Concentration Camps', with special concern to the concept of 'The Other' and the use of social media.

The participants were school students (age 6-18), their teachers and parents.

UniSi organised and co-ordinated the activity, disseminated each event through the project portal and social media and collected the data on the participants.

Activity 5: Learning Practitioners

8 Events in 3 countries (Italy, The Netherlands, Romania): 6 meetings/debates, 2 trainings

This activity addressed practitioners who are in the front line against racist behaviours in education and communities. E-WORDS events gave them the opportunity to maintain their skills and compare experiences and best practices.

The participants were mainly teachers, educators and intercultural mediators.

UniSi organised and co-ordinated the activity, disseminated each event through the project portal and social media and collected the data on the participants.

Final Conference

5 events in 4 different locations in 3 countries (Italy, The Netherlands, Romania).

The Final Conference saw the Partners' Final Meeting (Maastricht), 2 art exhibits (Maastricht, Siena) and 2 debates (Dobroesti, Sibiu).

The Final Conference saw the participants of the Partnership' teams and ordinary citizens.

UniSi organised and co-ordinated the Final Conference, disseminated each event through the project portal and social media and collected the data on the participants.

2.2 Changes in relation of the original application

In the proposal the following key words had been listed:

a) Concentration camp

b) Discrimination

c) Genocide

d) Human rights

e) Migration

f) Totalitarian regime

During the kick off meeting the Partnership agreed to change/aggregate some key words, so the definitive list was:

1. Genocide and concentration camps

2. Human rights and discrimination

3. Identity

4. Resistance

Key word 1 and 2 group two sides of the the same coin, 'Concentration camps' are the first step to 'Genocide' and 'Discrimination' is the negation of 'Human rights'.

Key word 3 and 4 represent, respectively, a by-product of 'migration' and 'totalitarian regime'. At the same time both newly introduced key words can be analysed both in the past and present meaning. In particular, Key word 4 has a broader meaning then 'totalitarian regime', as 'Resistance' may be needed to avoid the involution of democratic institutions, too.

During the kick off meeting, a set of events on 'Ostracism' was approved, as 'Ostracism' encompasses the 4 key words.

The Partnership felt confident that the new choice of key words, along side with the concept of 'Ostracism', was of more impact to citizens, and the project results proved it right.

As far E-WORDS venues were concerned, the University Lucian Blaga of Sibiu suggested to visit Pitesti Prison instead of Aiud Prison, due to the fact that the latter is still an active prison (visiting restrictions are applied).

More locations were added to the original lists, while the project was progressing, thanks to the positive feedback most Partners received from the participants to the first events. The new locations were:

- Alfonsine, Arzignano, Bolzano, Bruino, Buonconvento, Cecina, Cinigiano, Feltre, Grosseto, Grottaferrata, Iglesias, Imola, Lanciano, Lavagna, Milano, Montebelluna, Noventa Vicentina, Orte, Padova, Portoferraio, Rispescia, Rome, Sarzana, Spilimbergo, Tizzano, Torino, Valdagno, Vasto, Verona, Villanova di Camposanpiero in Italy.

- Golcza in Poland.

- Botosani, Falticeni, Fagaras, Ludus, Rupea, Vicovul de Jos in Romania.

Przegorzały Castle in Krakow (PL) failed to be available on the dates of the E-WORDS events and they were moved to Centrum Badań Holokaustu - Uniwersytet Jagielloński, still in Krakow.

The total number of E-WORDS events (45), by far more than originally planned (12).

To collect evidence on the number of participants and their provenance by city and country, the project committed to the circulation of a questionnaire in each event. The questionnaire was outlined so to collect both the evaluation of each event and the data on participants needed for the final report (i.e. age, gender, city and country of provenance). No names were required according to GDPR 2016/679. Despite the organisers' best efforts, it was impossible to collect as many questionnaires as the number of participants. This proved to be particularly challenging for the events attended by a large number of citizens (see nn 06, 13, 14, 33, 41, 44). This is the reason why the box 'Direct Participants' reports a lower number than originally planned, only the number of those who kindly filled the questionnaires in are reported.

The same box will show a mismatch between the number of participants per Partner in this report and the number in the proposal. This is due to the length of time between the project application and the implementation. Some civil society Partners experienced some staff reduction, due the lack of funds from national authority, and were forced to rely only on the E-WORDS grant. However, other Partners doubled their efforts to involve a larger number of participants so to keep a balance amongst the 4 countries.

2.3 Impact and citizens involved

The most important achievements of the project were:

- To make European citizens

- acquire a sound knowledge of the historical meaning of the key words, so that they can analyse, debate, compare their reflection on the past

- debate and compare their reflection on the past with European and non-European citizens from different cultural background

- learn to see the differences between democracy and totalitarianism in an historical context and in today's society

- learn to analyse the social and economic issues of today in reference to the past

- understand the role of the EU in promoting a peaceful and dialogue society

- understand the importance of building up a European identity

- discuss with the E-WORDS experts how to present the key words in the Educational Kit for the sustainability of the project

- Educational Kit, available for free download from E-WORDS portal in English, Dutch, Italian, Polish and Romanian

The biggest challenges encountered were:

- The new political and social climate, leading towards the historical revisionism of the troubled past in many European country, to the extend to question democracy and wondered if modern society requires stricter rules

- The mismatch between some EU and national policies (e.g. a change in dealing with the migrant crisis), as a consequence of the major political shift Europe experienced during the project life span (e.g. the March 2018 parliament election in Italy)

- The surge of xenophobia

- School students' little interest in remembrance

- The collection of data from the participants (age, gender, city and country of provenance) as evidence of their direct involvement in the project.

E-WORDS tackled the general priority of understanding the EU, its history and common values by taking them as the core element of each event and comparing the national and European dimension of each single issue.

The specific aim of raising awareness on remembrance was achieved by comparing the historical period pre- and post-EU. This process was particularly fruitful as the Partnership

encompassed two founder members (Italy and The Netherlands) and two new comers (Poland and Romania).

The participants' involvement in the debate was encouraged by selecting the typology of event according to the target groups. HE students felt free to express their opinions during the webinars and the film screenings, school students experienced non formal and informal educational methods. All students took a break from lectures and classes, where professors/teachers are the main actors, to play the leading role themselves. Practitioners were offered the opportunity to maintain their competences and learn from the best practices in the 4 partner countries. Ordinary citizens could exchange ideas with intellectuals, artists and experts in various disciplines they didn't have the chance to meet before.

The topics addressed by the key words are very hot at the moment all over Europe and this favoured the citizens' large response to the E-WORDS events.

The amount of debate originated from the project events was surprising and it may represent the springboard to generate or contribute to generate new policy initiatives at different level. Citizens continued to interact even after the events had ended. This was very rewarding for the Partnership, because its efforts succeeded in giving the participants the opportunity to think independently and realise the importance of a critical approach to the received information.

The website of the project and the EduKit will also be a reference point for future research on the topic. Moreover the project had the chance to contribute to the debate on the EU future with special concern to the EU parliament elections, due in May 2019.

In the short term, E-WORDS Partnership is committed to keep alive the dialogue with the citizens as during the project life span. The participants were very enthusiastic about the organised events and numerous were the calls to continue with some of them. As mentioned before, the approaching of the EU parliament elections require not to let down the cultural debate on the key words.

In the long term, the EduKit represents the best tool for the project sustainability and UniSi is committed to keep it updated in co-operation with E-WORDS University Partners.

The project will be sustainable through the citizens, professors, students and managers involved in the project who have a personal and professional interest in keeping the topics alive. The online and offline materials gathered through E-WORDS will be a source of inspiration for many generations to come and they will keep being freely available for anyone who wants to study the key words.

As far as the Partnership is concerned, E-WORDS contributed to capacity building in outreach activities fostering dialogue between HE institutions and civil society.

2.4 Direct testimonies/stories from project participants during the events

By participating to this webinar I found reasons to do more research on Human Rights, Discrimination and Resistance. Yes, these key words will definitely at the core of my further studies (male, under 30, Sibiu, 07/03/2018)

The topics addressed in this webinar [Human Rights, Discrimination and Resistance] *are really hot today. My participation was a great educational experience* (male, under 30, Sibiu, 07/03/2018)

Very interesting to know the points of view of student mates from other countries, I appreciated I could make my point, but I also learnt a thing or two from my European colleagues. I'd say I learnt 50-50 from both professors and students (male, under 30, Maastricht, 08/03/2018)

I learnt a lot on the tragedy of Holocaust. I'm an Egyptian and as a Muslim I can see the risk of repeating past mistakes in Palestine, Syria and Myanmar, just to name a few. (male, under 30, Sibiu, 19/03/2018)

I'm glad I had the opportunity to take part in this webinar, as I feel internationalisation is an important part of my education. To discuss about hot topics such, as 'human rights and discrimination', with fellow European students meant a lot to me. I see my future in international organisations (female, under 30, Krakow, 13/04/2018)

My participation in this webinar helped me to understand better the present. I came to the conclusion that Romania is still suffering from the Communist period (female, over 30, Sibiu, 23/04/2018).

I took part in the webinar with Sibiu University, I had the opportunity to exchange my views on 'genocide' and 'resistance' with other European students. This helped me to broader my mind (female, under 30, Krakow, 23/04/2018)

At the end of the series of webinars I acquired a new knowledge of the past and the current problems on how to represent European remembrance. During each session with a different group of European students the atmosphere was nice and the topics were discussed with passion. I learnt a lot from the enormous knowledge of all participants (ESC female, under 30, Krakow, 23/04/2018)

I found relevant the social message from the group of people stuck in the train [see Event 18]*, that is... it's important to talk, discuss and compare our ideas on hot topics. As we did during this event. So we can know each other better and learn from each other* (female, under 30, Sibiu, 16/11/2018)

I was impressed, changed and moved by the visit to Pitesti Prison and Memorial [see Event 25]*. I heard stories about the suffering students, just like me, went through. They suffered from the cold, physical and psychological tortures. This experience has changed me, it made me appreciate more what people before me did for my benefit, too. Now I'm more motivated to give my contribution to keep the democratic spirit alive* (male, under 30, Pitesti, 26/11/2018)

My participation to the theatrical labs on 'Identity' helped me to find out my own identity, as a first step to my relating with other people (male, under 30, Cinigiano, 22/07/2018)

At the end of the E-WORDS film series I can say I learned about different forms of totalitarianism, that there are different ways to remember it, and that sometimes there is almost a complete lack of remembrance or suppressed memory (ESC female, under 30, Maastricht, 12/12/2018)

My participation in the E-WORDS film series was a cool experience, because I had the opportunity to engage in the afterwards debates on topics that really matter to me personally. It was an amazing experience, because I had the opportunity to gain insight into so many different perspectives on Europe's past, learning for a better common future. (ESC male, under 30, Maastricht, 12/12/2018)

E-WORDS art installation offered the opportunity to visualise abstract concepts, it puts them in a different light and perspective. You see them in front of you, physically (female, under 30, Maastricht, 27/03/2019)

2.5 Key messages of citizens involved in the project

Please, keep up with the internationalisation of culture and European exchanges, as in this E-WORDS webinar (male, Maastricht, 08/03/2018)

Let us have our say, our ideas as high school students could be the ones to change the world (female, under 30, Cinigiano, 05/08/2018)

We have to raise awareness on the mistakes of the past, not only to acquire simple knowledge of it, but to avoid they represents in the future (male, under 30, Pitesti, 26/11/2018)

We should look at the process leading to totalitarianism, especially Nazi-Fascism, not only study the phenomenon in itself (male, over 30, Maastricht, 27/11/2018)

It's important to organise such debates [see Event 26]*, because even in a democratic country it's important to always defend the EU common values of tolerance, dialogue and peace (male, under 30, Maastricht, 27/11/2018)*

In high school, in Germany, I've been told over and over again that this [Nazism] *can't happen again. Personally I feel it's not a thing of the past, a closed chapter of our history. It's important to raise attention, today, too. It could be dangerous if people get fed up with this topic, and I think it's a present danger.* (female, under 30, Maastricht, 27/11/2018)

I feel that we need an unbiased approach and narrative of remembrance, especially in those countries (like, mine, Czech Republic) with a troubled past (female, under 30, Maastricht, 27/11/2018)

I believe that diverse perspectives are essential to spark meaningful dialogues. When people of different cultural and historical backgrounds bring their thoughts and values to a discussion, we are able to assimilate ideas from a greater range of human experiences and craft from it the blueprints for a better society. (ESC male, under 30, Siena, 17/02/2019)

It's important to use different tools of communication to express words/concepts (female, under 30, Maastricht, 27/03/2019)

I feel that the concept of 'identity' is very well expressed through visual arts, encompassing its broader meaning. Otherwise each one of us thinks only of his/her own identity without any connections to the others. For instance 'citizenship' is related to 'identity', as two sides of the same coin. When a citizen 'bumps' into a work of art, the way this individual sees it reflects his/her identity (female, under 30, Maastricht, 27/03/2019)

In this installation art [see Event 44]*, I read black as the difficulties migrants have to face, white as their hopes. When joined the two colours mean 'differences'. The knots that keep the installation art together, in my view, are the links, unnatural links as they connect different materials. Unnatural but feasible to create to go beyond diversity. From the merging of differences we can get our strength* (male, under 30, Siena, 28/03/2019)

2.6 Dissemination and visibility of the project

At the start of the project a dissemination manager was appointed and a dissemination plan agreed by the Partnership. The objective of the Dissemination Plan was to identify and organise the activities to be performed in order to promote the project under all its aspect

(aims, content, results) and the program under which it was financed. Given the peculiarities of the projects funded under Europe for Citizens, E-WORDS Di_Plan aimed at reaching as many categories of citizens as possible.

The Di_Plan was implemented through:

1. Social Media: nowadays social media are the best tools to reach a large number of citizens. For this reason social media ranked first in our list of tools, with special concern to the project Facebook and Twitter accounts. Understanding the importance of photos and videos, an E-WORDS Instagram account and YouTube Channel were created, too. However Facebook and Twitter, combing text with photos and videos, matched better the needs of appealing social media users and convey our written messages. E-WORDS dissemination on social media resulted in:

   a) 500 posts published
   b) 75,000 views/interactions

2. E-WORDS brochures in English, Italian, Polish and Romanian: the brochures were circulated during each event, displayed at each Partner's premises, libraries and schools in the cities were the events took place, distributed to social and cultural associations, local authorities etc.

3. E-WORDS posters to promote each event: at least 10 days before each event took place, posters were displayed at each Partner's premises, libraries and schools in the cities were the events took place, social and cultural associations' premises, local authorities' premises etc.

4. E-WORDS Portal: the project portal, hosted by UniSi main server, had 2,500 hits. It gathers all info on the project, partnership, activities, events, news, dissemination, output (EduKit). The portal has been kept updated almost daily, according to the work plan and the dissemination activity. It contains the links to redirect visitors to E-WORDS social media accounts and channel. The portal will be active and updated after the end of the project. It will be the repository of the EduKit. The portal has a dedicated section to the eReport

   a) http://www.e-words.unisi.it/
   b) http://www.e-words.unisi.it/category/dissemination/
   c) http://www.e-words.unisi.it/educational-kit-2/
   d) http://www.e-words.unisi.it/907-2/

5. National and Local Media, Portals, Newsletters etc.

    a) 43 articles in 4 EU countries (Italy, The Netherlands, Poland, Romania)

6. Conferences, seminars, meetings:

    a) 52 dissemination events by a E-WORDS expert in different EU countries

    b) 1 dissemination event by a E-WORDS expert in non EU countries (USA)

7. E-WORDS participants from the webinars visiting European schools:

    a) 43 meetings in German, Italian, and Polish schools

2.7 Visibility of the Europe for Citizens Programme

All dissemination material, both on paper and on-line, carried both the E-WORDS logo and the Europe for Citizens Visual Identity, either in English or in the national language.

A format of headed letter paper for the project use was created, it carried E-WORDS logo on the top left corner and the programme visual identity either on the bottom right corner or centred bottom according to the layout requirements.

The E-WORDS headed letter was used for all on paper communications amongst the Partnership (e.g. agreements for the transferring of funds, management reports, time sheets), between a Partner and its offices/departments (e.g. between a University department and a central administrative office), between a Partner and a third party (e.g. a press release, a request to a service provider).

2.8 Additional info

The Partnership stresses the importance of (and the appreciation for) the contribution E-WORDS received from the 14 members of the European Solidarity Corps who joined the project.

In the proposal, E-WORDS committed to the recruitment of 10 ESC volunteers, but after the first group of young Europeans joined the project for Activity 1 – Webinars, more applications came through and the Partnership was glad to accept 4 more than planned.

The ESC members attended a two-day training before their volunteering period started. During the training a E-WORDS expert explained the project content and aims and assigned the young Europeans their tasks. Each volunteer was given the opportunity to act autonomously within

the framework they were given during the training and they all showed a strong commitment to E-WORDS.

Some volunteers already had some experience in the field they contributed (e.g. theatre as an educational tool). Others were quick to adapt to new tasks (e.g. the use of the WebEx tool for the E-WORDS webinars) and pro-active for improving the effectiveness of the events originally planned in the proposal.

Moreover they were/are very motivated in the dissemination of E-WORDS through informal talks with friends and mates and on the social networks.