

## EVENT DESCRIPTION SHEET

PROJECT	
<b>Participant:</b>	EucA - European university college Association
<b>PIC number:</b>	949079429
<b>Project name and acronym:</b>	VOICES: Migration Stories for Inclusive Policies (VOICES - 101196241)

1. EVENT DESCRIPTION			
<b>Event number:</b>	5		
<b>Event name:</b>	Celebrating the International Day for the Elimination of Racial Discrimination in Secondary Schools		
<b>Type:</b>	Workshops and training sessions		
<b>In situ/online:</b>	in-situ		
<b>Location:</b>	Brussels (Belgium), Thessaloniki (Greece), Acquaro (Italy)		
<b>Date(s):</b>	19 March 2026 25 March 2026 1 April 2026		
<b>Website(s) (if any):</b>	<a href="https://www.euchangemakers.com/voices">https://www.euchangemakers.com/voices</a>		
Participants			
Female:	203		
Male:	237		
Non-binary:	0		
Italy	246		
Greece	149		
Belgium	45		
Total number of participants:	440	From total number of countries:	3
Description			
<i>Provide a short description of the event and its activities.</i>			

## 1. EVENT DESCRIPTION

In the framework of VOICES Work Package 5, the organisation of three dissemination events in secondary schools was conceived as a strategic opportunity to present and amplify the project's results in connection with the International Day for the Elimination of Racial Discrimination, on 21 March. This occasion provided a meaningful and high-visibility context to engage young audiences on issues of racism, inclusion, and Europe's migration history, while ensuring that the project's outputs reached a broader educational community.

The events were implemented simultaneously in three EU countries (Italy, Greece, and Belgium), bringing together a total of 440 secondary school students across 31 countries. Activities were conducted in English and in the respective languages of the schools (Italian, French, and Greek), ensuring accessibility and active participation across different national contexts. The selected schools are the following:

- Institut des Filles de Marie (Bruxelles, Belgium): 3 classes, 45 students involved;
- American Fam School - Vocational High School (Thessaloniki, Greece): 3 classes, 149 students involved;
- Istituto Comprensivo Statale "G. D'Antone" Acquaro - Soriano (Acquaro, Italy): 25 classes, 246 students involved.

Being 21 March - the official International Day for the Elimination of Racial Discrimination, on a Saturday, the dissemination events were organized between 19 March and 1 April 2026, according to the schools' availability. The events included the presentation of the VOICES Audio-Visual Exhibition, "Living Library" sessions featuring personal testimonies of economic migrants, and a short film introducing the projects' outcomes: the collection of the 70 migration testimonies, the 3 policy recommendations and the Local Anti-Racism and Integration Action Plan. The events also facilitated debates among students, encouraging reflection, dialogue, and the exchange of perspectives on discrimination, stereotypes, and inclusion.

Through this structured set of activities, the events aimed to combat stereotypes and prejudices by raising awareness of the historical roots of racism among secondary school teachers and students.

### **Pre-event activities**

The preparation phase was essential to ensure the effective implementation of the dissemination events across Italy, Greece, and Belgium. In December 2025, the first contacts were established with the selected secondary schools through online meetings, where project partners and teachers agreed on the format, objectives, and main activities of the events. This helped ensure a common understanding and allowed the programme to be adapted to each local context. The partnerships were formalized through a Memorandum of Understanding with each school, clarifying objectives and outcomes of the activities foreseen for the end March 2026.

The Head of School of the Institute of Aquaro-Soriano also attended the VOICES high-level summit held in January 2026 as CSOs representative, strengthening her school's involvement and commitment to the project. Her attendance provided valuable input on the specific educational needs and local challenges faced in the region, contributing to the development and contextualisation of the Local Anti-Racism and Integration Action Plan.

In parallel, targeted outreach was carried out to identify and invite economic migrants willing to share their personal experiences during the events. Their involvement was a key element of the "Living Library" approach, ensuring that authentic voices and lived experiences would be at the centre of the dissemination activities.

Finally, significant effort was dedicated to the creation of the VOICES short film, a production showcasing 13 personal stories of migration, shared alongside relevant project outcomes and testimonies from participants. This feature was developed to support the project's audiovisual exhibition, providing a compelling narrative linking individual experiences with broader themes of migration, solidarity, and inclusion. The resulting video was subsequently shared on social media, among partners, and among stakeholders through newsletters, email, and blog publications.

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### Event activities

1. Greece - [American Fam School Vocational High School](#) (Marinou Antipa 54, Thermi 570 01, Greece): 3 classes, 149 students involved on 19 March 2026.

The activity took place at the Vocational High School of the American Farm School of Thessaloniki, which adopts a “learning by doing” approach, emphasising hands-on experience as a core element of its educational model. The school promotes values such as respect and protection, which are conveyed to students by highly qualified and passionate educators, particularly in the field of environmental education.

During the event, 149 students were involved in a Living Library session with Ms. Eleni Efraimidou, an Armenian of Greek descent who moved to Thessaloniki in 1991. Students had the chance to listen to her story, ask her questions, and debate about integration in Greece. Among the activities, the VOICES Audiovisual Exhibition and short film were presented, together with the projects’ outcomes.

The student had the chance to participate in a Kahoot quiz to deeply reflect on the history of migration in Greece and how to improve integration practices according to the stories collected through the project.

2. Italy - [Istituto Comprensivo Statale "G. D'Antone" Acquaro - Soriano](#) (Via Provinciale, 153/155, Acquaro, VV, Italy): 25 classes, 246 students involved on 25 March 2026.

The activity took place at the secondary school of the Istituto Comprensivo Acquaro, located in Acquaro, in the Calabria region of Italy. The school provides a comprehensive educational pathway aimed at supporting students’ personal and academic development, with a strong focus on inclusion, civic values, and community engagement. Through its educational approach, the school encourages active participation and fosters awareness of social issues among its students. Given its specificity of being a comprehensive school, the classes are divided in different complexes around Calabria, covering students from 9 towns across the region for a total of 246 students involved.

During the event, students took part in a Living Library session with Alexandra Florina Calin, originally from Romania. They had the opportunity to listen to her personal story, engage with her experiences, and ask questions, fostering an open dialogue on migration and integration. Ms Calin was also involved in the High-Level Summit of January 2026 and talked about her experience visiting the VOICES exhibition organized in the European Parliament and the success of the Calabrian model that reached the EU institutions.

The session was complemented by a series of interactive activities designed to deepen students’ understanding and encourage active participation. These included facilitated debates, where students exchanged views on inclusion and discrimination, as well as mock interview sessions that allowed them to take on an active role in exploring themes related to identity, belonging, and social integration. Throughout the event, dedicated reflection moments were integrated to give students space to process what they had learned, connect it to their own perspectives, and discuss how more inclusive environments can be promoted within their school communities.

3. Belgium - [Institut des Filles de Marie](#) (Rue Théodore Verhaegen 8, 1060 Saint-Gilles, Bruxelles, Belgium): 3 classes, 45 students involved on 1 April 2026

The activity took place at the Institut des Filles de Marie of Saint-Gilles (Bruxelles), a secondary school committed to supporting students’ personal and professional development, with particular attention to diversity, inclusion, and equal opportunities within its educational environment.

During the event, students participated in a Living Library session with Mr. Kassem Hussein, who

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shared his personal migration journey as a political refugee who escaped from Lebanon. His presence was especially valuable since *My House of European History* platform promoted his story on Human Rights Day on 10 December 2025. His testimony provided a valuable opportunity for students to engage directly with real-life perspectives, fostering empathy and a deeper understanding of the challenges and opportunities linked to migration.

After the presentation of the Audiovisual Exhibition and VOICES' short film, students were involved in facilitated debates, where they discussed issues related to discrimination, stereotypes, and inclusion. Mock interview sessions allowed them to engage more directly with the speaker, formulating questions and exploring key themes in a structured way. In addition, reflection moments were integrated throughout the session, allowing students to process the information shared, exchange views with their peers, and consider how the lessons learned could be applied within their own school and community contexts.

### Results and impact

The three dissemination events successfully engaged 440 secondary school students and teachers across Italy, Greece, and Belgium, creating a transnational space for learning, dialogue, and critical reflection on racism, discrimination, and inclusion. By taking place in the context of the International Day for the Elimination of Racial Discrimination, the activities gained additional visibility and relevance, reinforcing the importance of addressing these issues within educational settings.

From a qualitative standpoint, the impact of the activities was particularly evident in the level of engagement and reflection demonstrated by students. The Living Library sessions, featuring direct exchanges with migrant speakers, proved especially effective in fostering empathy and challenging preconceived notions. Interactive components such as debates, quizzes, and mock interviews encouraged active participation and critical thinking, enabling students to articulate their views, question stereotypes, and engage constructively with complex topics. The inclusion of dedicated reflection moments further supported this process, allowing participants to internalise the discussions and relate them to their own experiences and school environments.

In addition, the events contributed to the dissemination and practical promotion of the project's outcomes, among which were the migration stories featured in the exhibition, the policy recommendations and the Local Anti-Racism and Integration Action Plan. By introducing its key principles within schools, the activities encouraged both students and educators to reflect on their role in fostering inclusive environments and to consider concrete actions that could be implemented at the local level.

Overall, the events demonstrated the value of participatory and experience-based learning approaches while disseminating the project's outcomes to a wider target. The events contributed to raising awareness, promoting dialogue, and empowering young people to act as agents of change in combating racism and supporting integration within their communities.

### HISTORY OF CHANGES

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