



COUNTRIES

SCRIPTS

[Handwritten text in a cursive script, likely Cyrillic, covering the middle section of the page. The text is mostly illegible due to the handwriting style and overlapping lines.]



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VISYON

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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.

ABOUT

THE PROJECT



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.

Between February 17 and 23, 2024, all the VISYON local groups met in Athens for the International Youth Mobility. 44 participants between 16 and 28 years old together with their 8 youth leaders, took part in a very intense program on the refinement of the specific country scripts and the creation and shooting of two additional scripts about Youth Goal #5 (Mental Health and Wellbeing) and #9 (Space and Participation for All).

The Mobility adopted a very practical and engaging approach mixing some theory, a lot of practice, ice-breaking activities, brainstorming sessions, and energizers. The real protagonists were the participants who worked hard, interacting with each other and having a lot of fun! The great job done at the local level led to very focused sessions and the accomplishment of the envisaged objectives!

ABOUT THE MOBILITY IN ATHENS



ENGAGE



CONNECT



EMPOWER

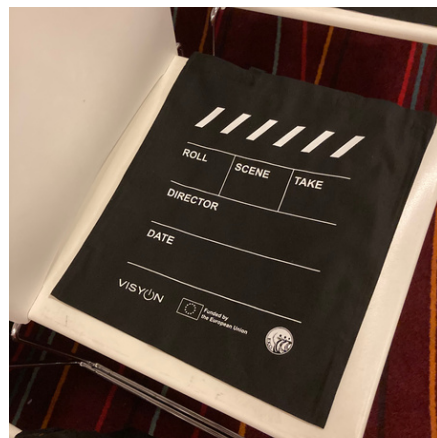


On day 1 the program started with the creation of the right atmosphere among all the participants involving them in different ice-breaking and self-presentation activities: human bingo, speed date and name game are just a few examples. This introduction allowed participants to know better each other and better understand their feelings and expectations about the whole Mobility experience.

Each national group presented their script to gain comments and suggestions for possible improvements and exchange specific details about the general scriptwriting process. This activity was very useful for the development of scripts #5 and #9 which followed the activities during the last days of the mobility.

Another very useful and inspiring activity for the group was the video-making lab on day 2 which allowed participants to understand the video-making procedures. This lab was fundamental for them to start thinking about the practical aspects of a script. Then, the new script development was a success. VISYONers managed to create two additional stories using the great knowledge and competences acquired both during the local workshops and in Athens, thus creating very interesting and fruitful material.

ABOUT THE MOBILITY IN ATHENS



ABOUT THE MOBILITY IN ATHENS



The last 3 days of the Mobility in Athens were dedicated to the new scripts shooting. Tanino Films crew supported our participants in transforming their stories into reality organising and managing the shooting program and giving them the necessary tips and support to better understand the magic world of cinema.

Now it's time to start the different shooting sessions at local level and we are sure that the great experience in Athens will allow to realise great videos and to learn more and more about how to produce and make a short movie. Like you, we also cannot wait the moment to see the final products.



Tanino Films

ABOUT

THE 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. Two additional scripts (#5 and #9) were created during the Youth Mobility in Athens and have been already shot!

-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 scriptwriting 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.

-The **European Youth Diary** is divided into 11 chapters – one chapter for one **European Youth Goals** 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: 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.

-Now it's time to transform the theory into practice and to switch on the lights on the sets. Tanino Films crew is expected to visit each local group to start filming their masterpieces! From the end of August 2024, the 11 VISYON short movies will become available for all.

Project

PARTNERS



EKO Greece - Coordinator



VisMedNet-Malta



Youthfully Yours -Slovakia



yEUth-Netherlands



CIAPE-Italy



MONOMYTHS-Romania



FECE-Bulgaria



AELV-Spain



11 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



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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!



2.

IVAN
(sounding sad)
Okaaaay!

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?



3.

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_](https://youth.europa.eu/discovereu_en)
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.



4.

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 outside, 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 DiscoverEU 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.



5.

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.



6.

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?



7.

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)



8.

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?



9.

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 together 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)



10.

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.



EQUALITY OF ALL GENDERS

INT, HIGH SCHOOL, MORNING

A teacher is handing out exams when suddenly Luke comes 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.



EQUALITY OF ALL GENDERS

LEXI (CONT'D)

...but mostly, I would like to thank

my best friend, Luke. 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.(MORE)

2.

LEXI (CONT'D)

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



EQUALITY OF ALL GENDERS

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

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

INT. OFFICE - DAY

ONE MONTH LATER
The same situation occurs. Lexi
opens her paycheck and it is still
the same amount. They share the
same confused face as last time.
Montage of Lexi working hard in the
office plays: Lexi working at the
computer. Lexi writing down things
on paper. Lexi taking a sip of her
coffee while working. Lexi
scratching her eyes while starting
at a computer. Lexi almost falling
asleep behind her desk. Lexi
stressfully fidgeting with her hair
while working. Montage ends. She
comes to Luke really upset.

LEXI
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.

(MORE)

3.
LUKE (CONT'D)
He agreed with no problem. He was
super chill about it.



EQUALITY OF ALL GENDERS

INT. OFFICE - DAY

ONE MONTH LATER

The same situation occurs. Lexi opens her paycheck and it is still the same amount. Lexi decides to go directly to the boss.

INT. BOSSES OFFICE - DAY

She goes to his office and knocks on the door politely.

COME IN!

BOSS

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



EQUALITY OF ALL GENDERS

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

4.

As LEXI storms off to the office, there is a tinnitus sound playing. She screams in the hallway shouting 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. Previous scenes with the boss start playing with blurred effect.



EQUALITY OF ALL GENDERS

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.

GIRL IN THE VIDEO

At first I thought I was not doing enough,
that my colleagues had more drive than me.

However, that was not it. Deep down I knew

I was the most hardworking one.

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 LEXI's face .

LEXI

Hey Im LEXI, and this is my story.

X/transitionScreen transitions from LEXI's face to another flashing set of peoples faces.

LUKE's actor

Inequality against women happens everywhere.

GIRL 1

An average European woman gets paid
12,7 % less for the same amount of
work

BOY 1

as her male colleagues. This
percentage remains unchanged for
the last decade.



EQUALITY OF ALL GENDERS

5.

GIRL 2

Cases of inequality like this can happen to anyone, your sister,

BOY 2

mother, girlfriend etc. Don't be silent,

GIRL 1

speak up. What happens now

LEXI

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.



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 her 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 and extra-curricular initiatives 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 things and to give way to interactions, mmmmmh, I mean, maybe I never will...

DISSOLVE TO:

EXT. CAFÉ - 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 in her pc. Alone. She has a look to her phone, no messages received.

EXT. STREET - DAY

Diana is walking alone.

INT. BEDROOM - DAY

Diana is 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 kind of object) from her part of the room to the Diana's space. Diana smiles and plays the music again.

Diana and Beatrice start dancing together and having fun.

BEATRICE

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

DIANA

Yes, it is a very famous song. It's happy and helps me when I am a little sad.

BEATRICE

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

DIANA makes a big smile.

DIANA

Instead, and fortunately, I was wrong.



INT. BEDROOM - EVENING

Diana is on her bed watching a series in her pc. Alone. She has a look to her phone, no messages received.

EXT. STREET - DAY

Diana is walking alone.

INT. BEDROOM - DAY

Diana is 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 kind of object) from her part of the room to the Diana's space. Diana smiles and plays the music again.

Diana and Beatrice start dancing together and having fun.

BEATRICE

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

DIANA

Yes, it is a very famous song. It's happy and helps me when I am a little sad.

BEATRICE

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

DIANA makes a big smile.

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. PARK - DAY

Diana and Beatrice are doing yoga, together. At the end of the activity they take a selfie together.

EXT. CAFÉ - 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 together.

INT. ROOM - DAY

Diana and Beatrice are watching a movie on the laptop. They take a selfie together.

EXT. PARK - DAY

Diana, Beatrice and some friends are discussing and having fun together on a bench. They take a selfie.

INT. ROOM - AFTERNOON

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.

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 where 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.



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.

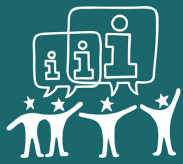
GIRL

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

ATHENS MOBILITY



#Mental Health & Wellbeing

A significant and increasing number of young people across Europe are expressing their concern at the prevalence about Youth Goal #5 concerning Mental Health and Wellbeing issues such as high stress, anxiety, depression and other mental illnesses amongst their peers. Young people cite the immense societal pressures they face today, and express a need for better youth mental health provision. The European Union has been increasing its focus on mental health, recognizing it as an important public health issue. This topic is becoming more and more important, so it is important to gauge the effectiveness of local mental health support systems and services around Europe. The answers from interviewees point to widespread stigmas and preconceptions about mental health. 42% of the respondents feared that talking about mental health problems is considered a sign of weakness or ineptitude, therefore, avoiding doing so.

Institutions, especially those more close to the young people lives, should put themselves in first line to close that gap. Young people stated very clearly there is an urgency to include education on mental health in school: a free and accessible school psychologist, as well as educational mental health courses, were seen as the most feasible ideas to tackle these issues. In addition, they mentioned the importance of sports and space for creative output, while others highlighted the option of finding help online.



INT. BLACK ROOM - DAY

The room is completely dark, except for a JENGA TOWER on the floor.

PAPER (V.O.)
Mental Health is like
building a tower.

PAPER'S HAND places a JENGA PIECE on top of the tower.

Paper, a student in his early 20s wearing a PAPER BAG over his head, keeps building his tower.

A different HAND enters from the left, steals a PIECE, and runs away with it.

FADE TO:

INT. BEDROOM - NIGHT

Paper is typing on his laptop at his desk, above him is a CALENDAR with days crossed out. A big red circle around the following day. The word DEADLINE is written in the circle.

His PHONE lights up.

PAPER'S PHONE SCREEN

A message from his BOSS pops up, "SOFIA is sick and we have a big booking, can you come today at 12? Plz is an EMERGENCY.

Paper looks to his calendar on the wall. He sighs.

Paper types: "I will be there."

CUT TO:

INT. BLACK ROOM - DAY

Paper reaches over and drags a CARDBOARD SHIELD. A new HAND tries to grab a piece of the tower. Paper swipes the shield to block them, but they get away.

Paper throws the shield on the floor.

FADE TO:

INT. BAR - NIGHT

Paper is at a party with friends.



2.

He is holding a GLASS.

One FRIEND(20s) walks up with a tray of shots and offers him one. Paper denies it, but the Friend forces it into his hand. Paper takes the shot.

INT. BATHROOM - CONTINUOUS

Paper is hugging the toilet, vomiting.

CUT TO:

INT. BLACK ROOM - DAY

Several people are trying to reach for the tower.

Paper continuously slaps their hands away, but several pieces get still stolen by other hands.

INT. ROOMS - DAY

PAPER'S POV

QUICK CUTS:

PERSON 1
Can you help me?

CUT TO:

PERSON 2
Do you mind helping?

CUT TO:

PERSON 3
Can you help?

CUT TO:

PERSON 4
Would you help...

CUT TO:

PERSON 5
Help me with...

CUT TO:



3.

INT. BLACK ROOM - DAY

Paper is trying to cover the tower with his body while multiple people pull out pieces, shouting all together: HELP.

Paper looks at the floor and sees the SHIELD.

Grabs it and starts using it against the people.

As Paper swings around the shield multiple hands are reaching for the tower.

Paper turns back, swings the shield one last time and as he tries to smashes the people away he destroys his own tower.

Paper drops the shield and slumps over the tower.

His hands are trembling as he desperately tries to gather as many pieces as he can and slap away the hands reaching out. He cannot keep them away, so he crouches over the remaining tower, blocking it with his whole body.

Paper, now alone in the dark, pants as he pulls back to survey the damage.

He looks around and notices a single PIECE left.

He grabs the piece and places on the top of what remains of the tower.

FADE TO:

INT. WORKSHOP - DAY

Paper walks into a large room filled with other people, all wearing paper bags.

At the front of the room, a projection on the wall reads SETTING HEALTHY BOUNDARIES - A WORKSHOP FOR SELF IMPROVEMENT.

CUT TO:

INT. BLACK ROOM - DAY

The jenga tower is half built, with pieces scattered across the floor. Paper begins fixing some CARDBOARD FENCING around himself and the jenga tower.



4.

As he is distracted, a hand reaches in and takes a piece from the tower. Paper looks at the hand but goes back to focusing on the fence.

FADE TO:

INT. BEDROOM - DAY

Paper is sitting at his laptop doing some work when he receives a message from his boss, which reads: "Sofia is still sick, can you cover for her?"

Paper looks at his laptop, considering. He replies with: "I need to finish an assignment, I'll come at 4."

Boss simply replies with OK :).

CUT TO:

INT. BLACK ROOM - DAY

The jenga tower is mostly rebuilt, but there are still pieces lying around. Paper is adding pieces to the top of the tower.

The fence is now fully built. People all around him are stretching for the jenga tower but they cannot reach him.

A FRIENDLY HAND holds out a jenga piece for him over the fence. After considering it for a moment, he opens the fence and lets her in. The person walks closer, and Paper takes the piece.

PAPER
(gently)
Thank you for helping me.

Paper gently places the piece on top of the tower.

FADE OUT.



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, 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

BEGIN MONTAGE

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.

END MONTAGE



MOVING RURAL YOUTH FORWARD

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!

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 on which "BUSINESS INCUBATOR FOR LOCAL YOUNGSTERS. KICKSTART YOUR ENTREPRENEURIAL JOURNEY!" can be seen written in capital letters.

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)

Awesome! Thanks a bunch for the tips.

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 lavender 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 first 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 in between 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



MOVING RURAL YOUTH FORWARD

entrepreneurial spirit and love for
our community!

MARCEL

(nodding in agreement, gratefully)

With your help, in the past year we
all managed to open our own businesses
in the village and have a positive
impact in our community. It's time to
thank you for paving the way!

MIRELA

(in Romanian, raising her glass)

Cheers to that! Noroc!

Everyone 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.



2.

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.



3.

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?



4.

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!



5.

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.



6.

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!)



7.

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?



8.

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)



9.

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!



10.

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



2.

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.



3.

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



4.

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.



5.

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

ATHENS MOBILITY



#Space & Participation for All

Young people are underrepresented in decision-making processes which affect them although their engagement is crucial to democracy. They need access to physical spaces in their communities to support their personal, cultural and political development. After being asked during the interviews process, some emphasize the significance of voting as a basic way of democratic participation, highlighting the importance of staying informed about political developments and using social media and other platforms to encourage voter turnout. More specifically, 54% of the interviewees stated that they voted at every election they were eligible for; 38% said that they focused on active participation, such as discussions with friends and family, as well as attending protests for various social issues. 13% of the interviewees stated that they were not participating in democratic life. Nevertheless, they raise concerns about the accountability of elected officials, the influence of lobbyists, and the disconnection between the political system and the people.

It is essential to understand the ways in which European youth acquire information regarding political and social matters in order to effectively communicate significant information and promote knowledgeable civic participation. The ways in which youth receive information can have a significant impact on their viewpoints and engagement in political processes.



1 EXT. OFFICE BUILDING, FRONT DOOR - DAY 1

ALEX, who just moved to Athens for University studies, enters the venue.

ALEX (V.O.)

I was so scared the first time I stepped into the office. I saw this post on social media about a project, organized by a local group in the area of my university. I've always wanted to do something for my community but I never really knew how or what I can do.

2 INT. ELEVATOR - DAY 2

Alex takes the elevator alone and stands into the corner. He gets his phone out of his pocket and starts scrolling. BORIS enters on the 4th floor.

They make eye contact.

BORIS

Hey there. Are you here for the first time? I haven't seen you before.

Alex looks nervously.

BORIS (CONT'D)

What's your name?

ALEX

...Alex.

BORIS

Oh, are you here for the project?

ALEX

Yes.

BORIS

I'm Boris by the way. You should join me and the others upstairs. It's still a bit early so you can wait with us. We are having some snacks.

ALEX

Uh...Okay sure.



2.

3 EXT. ROOFTOP - DAY

3

Alex and Boris arrive at the rooftop together where they meet a group of 3 people sitting around a table. They are having some snacks and drinks and chatting. The group sees them and makes a sign to join them. They sit together.

BORIS

Hey everyone! This is Alex. He's new here.

ALEX

Hi!

KATE

Nice to meet you, Alex! I'm Kate. Are you here for the project? Do you go to the university here?

TAMARA

Yeah, what do you study?

Alex is hesitant to reply.

BORIS

Guys, relax. Give him some space.

4 INT. INTERVIEW SPACE - DAY

4

Boris is in an interview room talking to the camera.

BORIS

I know how overwhelming the first day could be in these kinds of projects. But today I understand better. It is all part of the process.

5 EXT. ROOFTOP - CONTINUOUS

5

Boris looks at Alex.

BORIS

It's okay Alex, take your time.

ALEX

Thanks.

Alex and Boris sit down. Kate makes space for Alex to sit and they all engage in conversation.



3.

6 INT. CONFERENCE ROOM (PRESENT) - DAY 6

Alex is doing an interview facing the camera.

ALEX

They do lots of interesting activities in these projects, with the scope of getting us to open up to each other.

7 INT. CONFERENCE ROOM (PAST) - DAY 7

The facilitators announce the speed dating activity. As Alex hears it, he starts to feel nervous. Boris pats him on the back.

BORIS

Don't worry Alex, you'll do fine.

INTERCUT BETWEEN CONFERENCE ROOM (PAST) AND CONFERENCE ROOM (PRESENT)

ALEX (PRESENT)

I literally panicked when I heard speed dating.

PAST: 20 people are forming two parallel lines. One is with their back in front of the other. The facilitators explain and direct the youth to their places.

ALEX (PRESENT) (CONT'D)

I'm afraid of dating, but speed dating?!

FACILITATOR (PAST)

You can now turn around and face each other.

Alex starts taking deep breaths getting ready to turn around.

ALEX (PRESENT)

I wasn't sure how to present myself, how to sculpt the image of me in front of strangers.

PAST: Alex turns around and finds Kate in front of him. He smiles with relief as he sees a familiar face.

ALEX (PRESENT) (CONT'D)

I felt such a relief when I saw my friend Kate.



4.

INTERVIEWER (PRESENT)
(low voice, joking)
friend?

PRESENT: Alex laughs awkwardly and looks away.

8 INT. INTERVIEW SPACE - DAY 8

KATE
These activities definitely bond us
and bring us closer. It's a way to
meet people with whom you wouldn't
talk otherwise. As soon as I turned
around and saw Alex, I was excited
to learn even more about the new
addition to our local group.

9 INT. CONFERENCE ROOM (PAST) - LATER 9

Two groups of 3 young people standing, holding one poster
each. Their presentation just ended. In front of them, there
is a small crowd people sitting down.

FACILITATOR
Do you have any feedback for the
groups? Feel free to share.

Alex raises his hand to speak but Tamara raises her hand
before him.

FACILITATOR (CONT'D)
Yes tell us Tamara.

TAMARA
So I was thinking that how about if
we can merge the two ideas you are
saying and...

10 INT. CONFERENCE ROOM (PRESENT) - DAY 10

ALEX
It's always an awkward moment when
you want to contribute but you
don't really know if you will be
actually heard.

11 INT. CONFERENCE ROOM (PAST) - DAY 11

Alex puts his hand back down. The facilitator observes his
hesitation.



5.

FACILITATOR

Go on Alex, we want to hear your opinion!

Alex takes a moment. Smiles and then starts talking.

WARP TO:

12 INT. CONFERENCE ROOM (PRESENT) - DAY

12

Alex is doing an interview and talking to camera.

ALEX

So, we're here now. I still can't believe that a year has already passed. I did it! I spoke my mind. All I needed was a little push I guess. There were always times, when I had an idea but kept it for myself. However at that moment I realized that other people actually want to hear my opinion. It's crazy how a moment like that can completely change your point of view. I've met all these incredible people who encouraged me to be myself and build a safe space to be a part of. I really want to transfer this energy back to the community. So now, it's my turn to provide a safe space and facilitate participation for all.

Alex turns his back and goes to take his place to start his presentation. There is an even bigger crowd this time. He smiles with confidence.

13 SCENE 6 - NOVUS HOTEL, CONFERENCE ROOM

13

Alex's presentation ends. All the people gather around the group and start hugging each other. Boris and Kate are present.



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 PEOPLE AGES 20-30, STANDING ON THE BEACH, ONE SHOT FOR EACH OF SIX, ONE SHOT SCENE, CAMERA GOES FROM LEFT TO RIGHT

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

Introductory shots of the 6 people. Close-ups of their faces. Shots of them walking along the beach, standing.

Opening shots of the beach; miniatures of houses on sand (sandcastles); Dutch and EU flags planted into them.

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

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

[Shot of people building sand castles]

ADAM OSCAR : 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] THESE ARE A SERIES OF INTERVIEWS CONSISTING THE NEXT THREE QUESTIONS, ANSWERED BY EACH ACTOR.

(- What is your idea on Green Europe?)

(- What are your expectations on Green Europe?)

(- explaining the ideas, ideal on on Green Europe - the)



(expectations)

EXT. NOORDWIJK BEACH - DAY

[MEL is struggling to choose between eco-friendly and non-eco-friendly products (Products are made of cardboards, scene on the beach) She has one clear eco-friendly product (GREEN in big letters) and one regular product in her hands. She looks confused.]

MEL : EVERY DAY, WE FACE CHOICES ,
PERSONAL CHOICES.

[Garbage/cardboard garbage scattered on the sand, IKRA walking on the beach between this garbage, close-up of her feet and the garbage]

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

[ASMIN starts picking up trash. She has a garbage bag and starts filling it piece by piece. IKRA looks at her, showing surprise. Starts helping her.]

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

EXT. NOORDWIJK BEACH - DAY

[Scene: Both sides argument/ protest on the beach - ALL PEOPLE apart from ULLIE stand in two groups facing each other, they both have signs, one saying greener, one saying cheaper. They are shouting, throwing their fists in the air. Camera moves back from the protest to ULLIE speaking]

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

[Young people engaging in constructive dialogues, discussion in pairs/small groups. The actors sit close together in small circles, they listen to each other, nod in agreement.]

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

[The divided crowd and different groups start walking to a bucket of seeds, some start digging, others put the seeds in er them.)



ASMIN : UNITY CAN BE OUR STRENGTH.

EXT. NOORDWIJK BEACH - DAY

[ADAM OSCAR at a beach stand examining "eco-friendly" products; JORGE selling stuff. They are in a heated discussion, JORGE is really trying to sell ADAM the products. ADAM picks them up and puts them back down, looking doubtful]

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

[IKRA is finding plastic/non sustainable parts in the products. She is wearing a lab coat, looking through a looking glass, and takes out a piece of plastic, looking confused and angry]

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

[A successful boycott of the beach stand; silent protest : ALL PEOPLE with cardboard signs, and faces taped with brown-paper tapes, JORGE being confronted with his unsustainable product by IKRA, shows him the plastic product she found, PEOPLE support her. On the signs it says BOYCOTT]

LUKA : TOGETHER, WE CAN HOLD THEM ACCOUNTABLE.

[ALL PEOPLE sitting on the beach, with pencils, books, calculators made out of cardboards, in the shape of a classroom]

ASMIN : ENVIRONMENTAL EDUCATION IS THE KEY TO CHANGE.

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

[SCENE WITH ALL THE PEOPLE 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] AGAIN, THIS IS AN INTERVIEW WITH ALL PEOPLE ANSWERING THE NEXT QUESTION. NON-SCRIPTED

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



CONCLUSION:

EXT. NOORDWIJK BEACH - DAY

[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 PEOPLE DIRECTLY TO THE CAMERA (ONE BY
ONE): TOGETHER, TOGETHER, TOGETHER

[The European Union and VisyION project logos]

ULLIE : 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 ALL OF THE PEOPLE 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.



EXT. TRAIN STATION OF CADIZ - DAY

SPLIT SCREEN STARTS ALVARO, 20, ON THE LEFT SIDE; LAURA, 20, ON THE RIGHT SIDE. HE IS YOUNG BOY WHO HAS JUST RETURNED FROM AN EXCHANGE IN BILBAO. SHE IS A YOUNG GIRL WHO IS ABOUT TO RETURN TO BILBAO, AFTER ENDING HER EXCHANGE IN CADIZ.

THEY ARE WALKING IN DIFFERENT PLACES AND HOLDING THEIR OWN DIARIES WITH THEIR LEFT HAND AND THE HANDLE OF HER SUITCASE WITH THEIR RIGHT HAND. THEY ARE BOTH READING THEIR OWN DIARIES, SO THEY ARE WALKING DISTRACTED. THE SCENE CONTINUES FOR A FEW SECONDS UNTIL ALVARO AND LAURA ACCIDENTALLY COLLIDE, DROPPING THEIR DIARIES TO THE GROUND IN THE PROCESS. THIS IS WHEN THE 2 SHOTS MERGE.

SPLITSCREEN ENDS

ALVARO

(ashamed)

Damn it, I owe you an apology.

LAUEA

Don't worry, it was my fault.

Both pick up what they believe to be their own diaries.

ALVARO

(concerned)

Are you sure you're all right?

LAURA

Yes, what about you?

ALVARO

I'm okay.

LAURA

Okay, I gotta go, I'm late for my flight. Really, an apology.

WIDE SHOT:

Both characters get out of the shot.

FADE TO BLACK: FADE IN:

INT. ALVARO'S APARTMENT LIVING ROOM - DAY

Alvaro arrives at his apartment, takes his diary out of his suitcase and puts it on the living room table. He is about to leave the room but finally decides to write something quick in his journal. He sits down on one of his couches, opens his journal and starts flipping through the pages. His face starts to show confusion and he starts

(CONTINUED)



CONTINUED:

flipping through the pages of the journal faster. After doing the same thing 2 more times he drops the diary on the table and scratches his chin while thinking for a couple of seconds.

SOME MINUTES LATER.

Alvaro is walking from side to side with his cell phone being close to his ear as he holds it up. A ringing sound is playing in the background.

ALVARO

(to the phone)
Hello, yes, my name is Alvaro, I
have
just returned home from an exchange
to
Bilbao organized by this
association.
I'm calling because... yes yes,
the
exchange went great but I'm
calling
because the diary they gave me to
write about my experience has
apparently been exchanged with the
diary of a girl who just finished
an
exchange in my city, Cadiz. The
association of her exchange is
also
this one, hence the confusion of
the
diaries. So I wanted to ask you if
you
could give me her contact
information
so that I could contact her and...
(surprised)
What do you mean it's not
possible?
Data protection? And what does
that
have to do with? Look I understand
that you have a policy but I
think....

Alvaro's voice is muted. He continues talking for a few seconds until he looks at the phone angrily and drops it on the couch. He spins around the room a couple of times until he turns to the girl's diary and sees a drawing, he stares at it for a few seconds.



CU - UNFINISHED DRAWING IN THE JOURNAL.

The drawing consists of a combination of a compass silhouette with the silhouette of Europe. The drawing contains blue

tones and is half done.

MATCH CUT:

INT. OFFICE - DAY

CU - FINISHED DRAWING ON A LARGE SHEET OF PAPER. The drawing is now complete and quite eye-catching.

END OF CU

Alvaro is standing by the window looking out, waiting for someone. He is wearing a suit and holding a briefcase in his right hand. A woman, 30, enters the office door.

WOMAN

(kindly)

Good afternoon, Mr. Garcia.

ALVARO

(giving her a handshake)

Good morning Mrs. Sanchez.

WOMAN

Have a seat. So...

(she sits)

I have been told that you want to create a youth organization. I see you have even brought the logo ready.

ALVARO

(he puts the briefcase on the floor and sits down.)

Yes, that is correct.

WOMAN

I would like to know what motivates you to do this and in what ways you hope to give back to your local community.

(CONTINUED)



CONTINUED:

ALVARO

Despite being different places, my
experience in my exchange in
Bilbao
has allowed me to think about
Cadiz,
my city, and the problems that the
youth in my town have. Also, I
believe
that this association will allow me
to
help other people as my exchange
did
for me.

FREEZE FRAME:

ALVARO (V.O.)

This was not a lie, but it was not
the
whole truth.

INT. ALVARO'S APARTMENT LIVING ROOM - NIGHT

Alvaro is reading her diary, his face looks interested
and surprised. He is sitting on her sofa, next to a lamp.

ALVARO (V.O.) (CONT'D)

(AMAZED)

Her way of thinking was
unbelievable.
What was written in that diary was
the
opposite of a teenager's naïve
desire
to fix a reality she didn't
understand. Laura, which was
apparently her name, had
identified
the problems in Europe and rambled
on
about different possible solutions
to
them. On a national level the
exchange
she had done in Cadiz had been a
way
for her to learn firsthand about
the
problems facing the other side of
the
country, and she constantly

(MORE)

(CONTINUED)



CONTINUED:

ALVARO (V.O.) (CONT'D) (AMAZED) (cont'd)
promised
herself that she would return to
Cadiz
sometime to participate in
something
that would allow her to help that
city
as a thank you for all that it
brought
to her during her time here.

Alvaro is now lying on the couch, looking up at the
ceiling in thought

ALVARO (V.O.) (CONT'D)
Is it possible to fall in love
with
someone just because of their
ideas
and the way they write? Someone
smarter than me has to know the
answer
to that question.

INT. OFFICE - DAY - CONTINUOUS.

WOMAN
And how do you want to name the
association?

ÁLVARO
(smiles)

INT. OFFICE OF THE NEW ASSOCIATION

There is a scene of Alvaro coming out of an almost
empty room, the camera remains static in that room and a
timelapse takes place where no people are seen, only the
amount of things in the office, which increases during the
timelapse to simulate the office of the new association
being created some time ago. Some letters appear indicating
that 2 years have passed and Alvaro enters the room with a
volunteer, 22, of the organization.

ÁLVARO
Do you have the preparations ready
for
today?

(CONTINUED)



CONTINUED:

VOLUNTARIO

(cheerful)
Yes, all is ready.

ÁLVARO

(smiling)
How do you feel? I haven't seen
you
this joyful in a long time.

VOLUNTEER

I am grateful to finally get this
volunteer program started. It has
been
a long road we have traveled to
get
here.

ÁLVARO

Yeah, I'm also very happy that the
day
has finally arrived.

VOLUNTEER

You will finally be able to meet
her
after 2 years.

ÁLVARO

It seemed like the day would never
come.

(shows the diary)

Come on, we have to go to the
beach
now or we'll be late, we'll talk
in
the car.

EXT. - D

It is a sunny day on a beach in southern Spain. You see
a group of 10 volunteers around Alvaro. Some are
wearing plastic gloves and holding garbage bags in their
hands, they

have been picking up garbage they found on the beach.

ALVARO

(shouting)
A ROUND OF APPLAUSE FOR EVERYONE!!!
The group applauds energetically.
Someone even shouts
with excitement.

(CONTINUED)



CONTINUED:

ALVARO (CONT'D)

We have successfully completed the first day of this volunteer program.

As you know the goal of this organization and this volunteer program is to help protect the ecosystems of this locality. Today we have started with the beach and some people who have seen us will think that this is a small action that will not help much. Our goal throughout this program is not only to prove them wrong but also to inspire others who have the desire to give back to the community in the future. Thank you for everything. See you tomorrow.

The group of volunteers begins to disperse, one by one the volunteers leave the circle but one girl does not move.

ALVARO

(to her)
I think we have a pending talk, Laura.

LAURA

(shows the diary)
That's for sure, Alvaro.

EXT. BEACH - DAY - MINUTES LATER

Both are sitting side by side on a towel in the sand about three feet apart. They both have a bag next to them. They are looking in the direction of the sea.

LAURA

You know, when I read the mission and objectives of this volunteer program I knew right away.

(CONTINUED)



CONTINUED:

ALVARO

I'm glad it was that way this time.

LAURA

This time?.

ALVARO

This was not my first time organizing something with my organization with the goal of getting your attention. The problem is that many times these projects don't get the visibility they deserve.

LAURA

(takes a diary out of her bag)
Thank you very much for the effort.
But hey, I think I know how to compensate you.

CU - DIARY WITH THE LOGO OF ALVARO'S ASSOCIATION

ALVARO

(picks up the diary and looks at it, confused.)
It is a diary with the logo of my association.

CU ENDS

LAURA

Yes, in the diary, I could see that upon returning from the exchange in Bilbao, you had the desire to open an association and all the doubts and concerns you had about it: from the most appropriate way to help people to the uncertainty of whether it would be something you could make work. This is my way of showing you how well everything has turned out.

ALVARO

(smiling)
I love it, thank you very much indeed.

Alvaro's smile becomes smaller, and he turns to look out at the sea from the beach.

(CONTINUED)



CONTINUED:

LAURA
(confused)
What's wrong?

ALVARO
I was thinking that, yes, the fact that we're here today is partly thanks to our effort. But if we hadn't been given the opportunity to participate in an exchange or for me to have the ease of creating a youth association, today wouldn't have been possible.

LAURA
Well, as you said before, a lot of these programs don't get the visibility they deserve.

ALVARO
Maybe we can do something about it.

LAURA
(smiling)
Maybe.

FADE OUT:



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THE VISYONERS!!

