STUDY SESSION

YOUNG, INFORMED AND INVOLVED: STRENGTHENING DEMOCRATIC LITERACY AND MEDIA PARTICIPATION

22nd – 28th March 2026
European Youth Centre
Strasbourg, France



Report of the Study Session held by
European Youth Press and DYPALL Network in cooperation with the
European Youth Centre of the Council of Europe

This report gives an account of various aspects of the Study Session. It has been produced by and is the responsibility of the educational team of the Study Session. It does not represent the official point of view of the Council of Europe.

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The authors of this publication have put their best effort into the accuracy of the facts presented in it. European Youth Press and DYPALL Network are grateful for any remarks for improvement.

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1.EXECUTIVE SUMMARY



The Study Session Young, Informed and Involved: Strengthening Democratic Literacy and Media Participation was jointly organised by European Youth Press (EYP) and DYPALL Network in cooperation with the Youth Department of the Council of Europe. It brought together 39 young people from 22 countries at the European Youth Centre in Strasbourg from 22 to 28 March 2026. The activity addressed two strategic priorities of the Council of Europe youth sector: revitalising pluralistic democracy and strengthening young people's access to rights, with a specific focus on the role of media literacy and civic storytelling as tools for democratic participation.

Throughout the week, participants explored the intersections of media, democracy, and digital citizenship through a progressive programme combining conceptual inputs, peer exchange, expert sessions, institutional encounters, and collaborative track-based workshops. The programme was designed to move participants from a shared understanding of democratic challenges and media's role within them towards the co-creation of practical outputs with concrete applicability in their local contexts.

Participants worked across three dedicated track labs: the Media Literacy Toolkit track, which developed practical educational resources for youth engagement; the Civic Story Seeds track, which supported the design of locally grounded civic initiative concepts; and the Media Lab track, which focused on the production of ethical journalistic and digital content. These outputs, developed collaboratively over two days, representing concrete contributions that participants can disseminate and apply within their own communities and organisations.

The Study Session also contributed to strengthening cross-border cooperation between young media makers, civic activists, and youth participation practitioners from across Europe and beyond. Participants left Strasbourg with increased confidence, new competencies in ethical journalism and civic storytelling, and a stronger sense of their role as multipliers of democratic literacy in their local environments.

2.INTRODUCTION

This report presents an overview of the Study Session Young, Informed and Involved: Strengthening Democratic Literacy and Media Participation, outlining its rationale, objectives, learning process, and outcomes. It reflects the content and methodology of the programme, the contributions of participants and experts, and the main results achieved during the week.

The Study Session responded to a deeply complex and urgent challenge facing young people across Europe: the erosion of democratic trust and the proliferation of disinformation, algorithmic bias, and civic disengagement in an era of rapid digital transformation. Young people today are simultaneously the primary consumers and producers of media, yet frequently lack the critical literacy tools, institutional knowledge, and practical skills to engage confidently and ethically with public information and democratic processes.

The overall aim of the activity was to strengthen participants' ability to critically engage with democratic processes through media and civic storytelling, while fostering inclusive participation and digital resilience. This included developing their understanding of ethical journalism, algorithmic accountability, youth rights, and Council of Europe frameworks, as well as equipping them with tools to act as multipliers and community educators in their local contexts.



2.1. Presentation of the Organisations

EUROPEAN YOUTH PRESS

DYPALL
DEVELOPING YOUTH PARTICIPATION AT LOCAL LEVEL

EUROPEAN YOUTH PRESS (EYP)

European Youth Press (EYP) is a European network of youth media organisations dedicated to strengthening the role of young people in the public sphere by supporting their development as responsible, informed and critically engaged media makers.

As the only youth-media-focused member organisation of the European Youth Forum (YFJ), EYP plays a distinct role in representing the interests of young journalists and media creators at Europe's highest youth policy platforms. Our work centres on empowering young people to practise fair, independent and ethical journalism and content creation, and on fostering sustainable conditions in which they can access, produce and share credible, high-quality information.

By promoting media literacy, hands-on journalistic experience and opportunities for cross-border cooperation, EYP contributes to the development of a more inclusive, democratic and resilient European media landscape. With 41 Member Organisations, EYP reaches more than 60,000 young journalists and media makers across Europe. This community, composed of volunteers, trainers, organisers, activists, content creators, and a dedicated professional team, forms a unique ecosystem that brings together grassroots youth engagement and professional media expertise.

EYP is a democratic, youth-led, non-profit institution, founded and governed by young media makers themselves. This position enables us to bring the perspectives of young media makers directly into European level decision-making while coordinating European opportunities, strengthening cross border collaboration, and building capacity across our network

DYPALL NETWORK

DYPALL Network (Developing Youth Participation at Local Level) is a European platform of civil society organisations, local authorities, and research institutions focused on youth participation in democratic decision-making at the local level.

With over 80 partner organisations and longstanding engagement in Council of Europe processes, DYPALL brings extensive experience in youth policy, participatory governance, and empowering Local Youth Councils (LYCs). For this Study Session, DYPALL led on content related to local democracy, civic structures, and tools for quality development of youth participation.
Together, EYP and DYPALL co-developed and co-facilitated the educational programme, offering a complementary and integrated approach that bridged civic media practice with youth participation structures — in full alignment with the Council of Europe's Youth for Democracy priorities.

2.2 The Need for this Study Session

Young people across Europe are navigating a deeply complex media and civic landscape. From algorithmic bias and AI-driven misinformation to declining trust in institutions and shrinking democratic space, youth today face growing barriers to meaningful participation in public life. According to the Council of Europe's Young People's Access to Rights review, young people — particularly those from marginalised or underrepresented backgrounds — remain excluded from institutional processes and lack equitable access to information, platforms, and decision-making. Meanwhile, the EU Youth Dialogue Review highlights that while young people care deeply about democratic issues, they often feel disconnected from formal systems and underrepresented in the media.

For EYP, this session reflected a strategic commitment to bridging the gap between youth and institutions through participatory storytelling, editorial capacity-building, and civic journalism, building on previous initiatives such as PulseZ, Orange Magazine, and the FYI series. For DYPALL, the session supported a core strategic objective of empowering youth to shape local democracy, drawing on their extensive work with municipalities, Local Youth Councils, and co-designed youth policy frameworks.

Together, this Study Session offered a timely and innovative response to the Council of Europe's call for strengthened youth participation, media access, and civic literacy. Young people need not only the knowledge and tools to access and analyse information, but also the confidence and practical skills to use their voices to shape narratives, influence policy, and drive inclusive change. This session directly addressed those combined needs.



3. PREPARATION

3.1 The Team Preparation

The preparation of the Study Session was co-led by European Youth Press and DYPALL Network, following a project cycle management approach to ensure shared ownership and educational coherence. The process began with an in-person preparatory meeting that took place on 23–24 January 2026 at the European Youth Centre in Strasbourg, bringing both teams together with the Educational Advisor of the Council of Europe. The meeting covered team introductions, the role of the educational advisor, the participant profile and selection criteria, financial rules, programme design, and task distribution — allowing the full team to align on the educational approach and finalise responsibilities ahead of the session.



photo credit: Council of Europe

From January 2026 through March 2026, content development proceeded collaboratively using digital coordination tools, with regular online meetings focused on curriculum design, methodology, logistics, and the structuring of the three track-based outputs: the Youth Media Democracy Toolkit, the Civic Story Seeds projects, and the Media Lab content. During the preparation process, two team members from the original line-up were replaced: Nele Mohrbach and Catarina Pacheco joined the team in their place, and the transition was handled smoothly with full continuity of the preparation process.

Throughout the preparation process, regular online coordination meetings ensured continued progress, and the Educational Advisor provided guidance and feedback that supported the team in maintaining educational coherence and institutional alignment. A final in-person coordination meeting a day before the session addressed facilitation flow and logistics, ensuring full readiness for the opening day.

3.2 Profile of the Participants and Selection Criteria

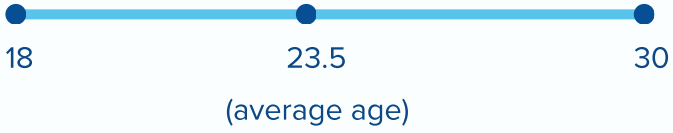
The Study Session targeted young people aged 18 to 30 from Council of Europe member states, with demonstrated involvement in youth media, civic activism, youth journalism, or local youth participation structures. Priority was given to participants from rural areas, minority communities, and structurally marginalised backgrounds whose voices are underrepresented in media and decision-making. All participants were expected to show a strong interest in media literacy, democratic engagement, or youth rights, and a clear motivation to act as multipliers in their local contexts.

The call for participants was disseminated through both organisations' websites, social media channels, newsletters, and through EYP's 40+ member organisations and DYPALL's network of local authorities and civil society partners. It generated approximately 280 applications, reflecting strong interest in the themes of the session. From this pool, 40 participants were selected based on their demonstrated involvement and motivation, their ability to contribute actively to the learning process, and their readiness to act as local multipliers upon returning home. 39 out of the 40 selected participants joined the Study Session.

The selection process was carried out by the preparatory team in accordance with the fundamental principles of gender balance and non-discrimination. Particular attention was paid to ensuring diversity in terms of geographical representation, institutional contexts, and backgrounds. The resulting group was characterised by a high level of engagement, professionalism, and commitment. Participants demonstrated strong motivation throughout the session, actively contributing to discussions, group work, track labs, and collective reflection.

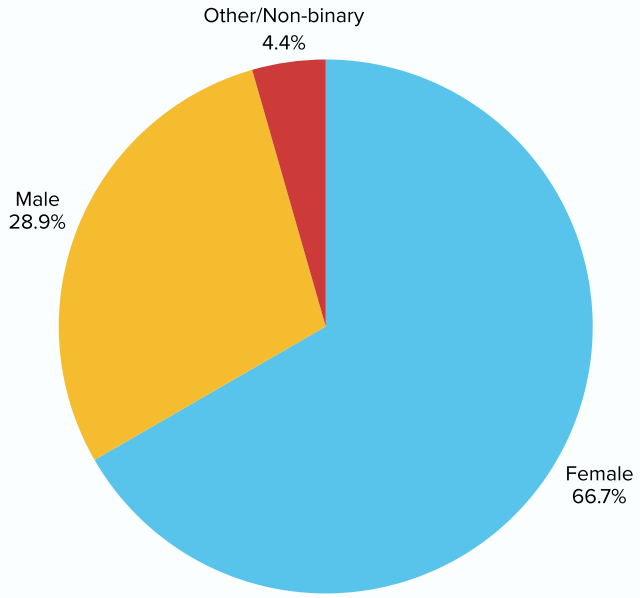
Age profile

Average age: 23.5 years | Range: 18–30 years



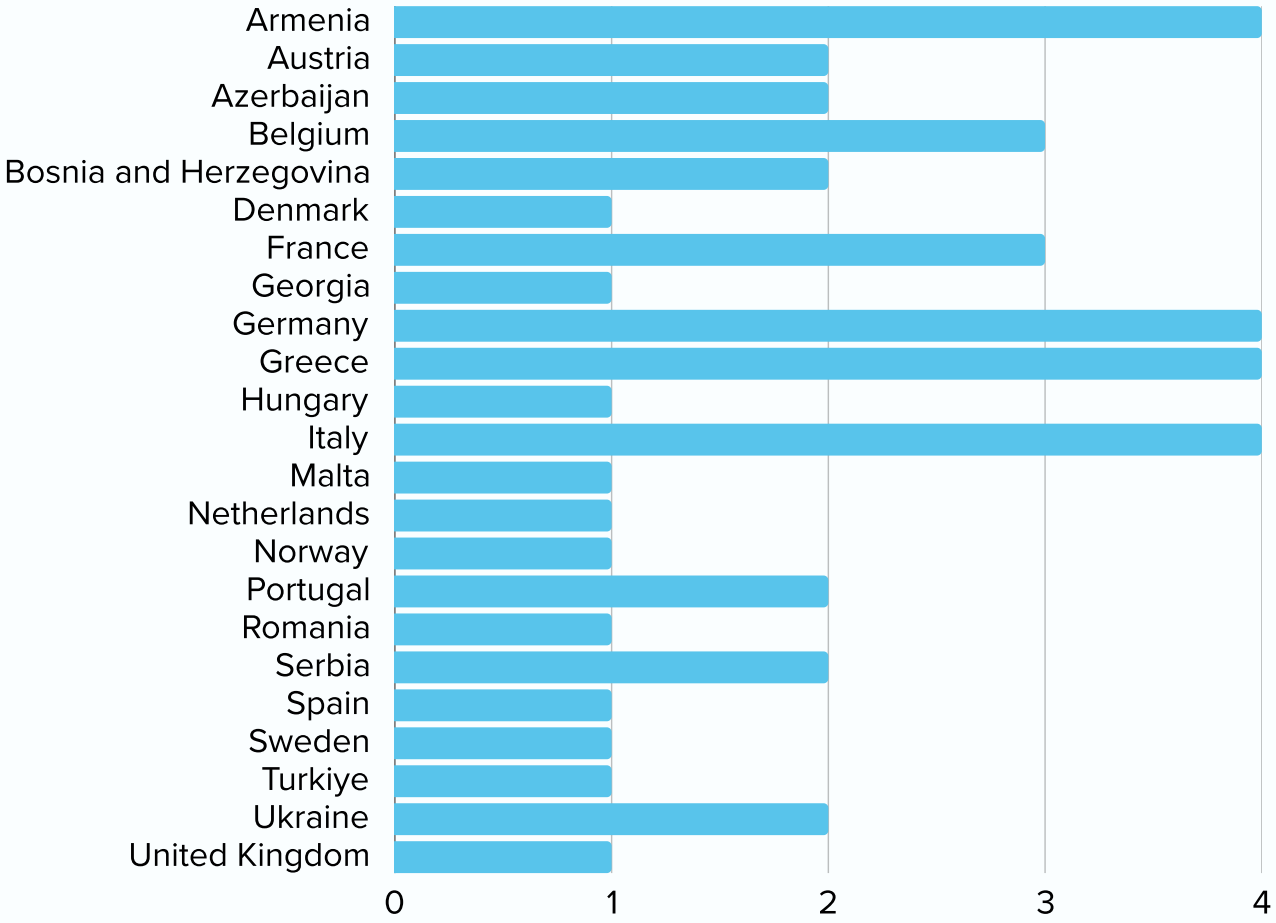
Gender balance

Female: 30 (66%) | Male: 13 (33%) | Other/Non-binary: 2



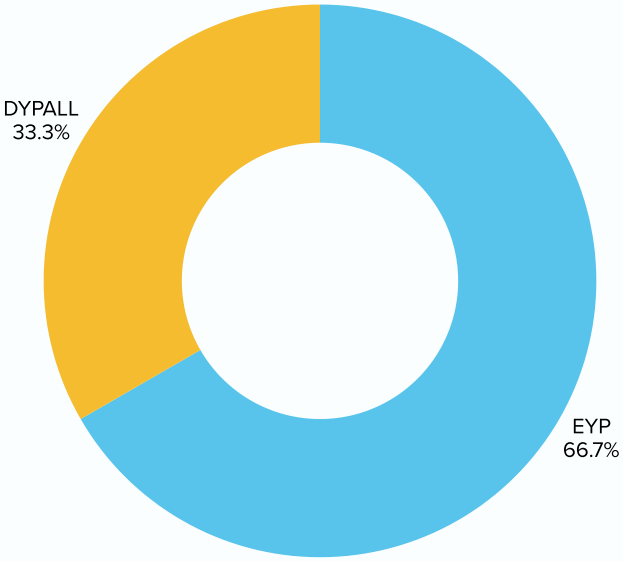
Geography

Total countries represented: 24 | Highest representation: Armenia, Germany, Greece, Italy (4–5 participants each)



Preparatory team

Average age: 24.3 years | Organisations: European Youth Press (4 members) and DYPALL Network (2 members)



4. PROGRAMME – INPUTS AND DISCUSSIONS

The programme of the Study Session was structured as a progressive learning process, combining conceptual reflection, experiential learning, peer exchange, expert inputs, institutional encounters, and skills development. Each day addressed a specific dimension of the overarching theme, gradually equipping participants with the understanding and competencies needed to engage as informed and active democratic actors through media and civic storytelling.

The specific objectives of the Study Session were successfully achieved:

- Empowering youth with the knowledge and tools to understand their rights to expression, information, and civic engagement, in line with Recommendation CM/Rec(2016)7 and the EDC/HRE Charter.
- Building capacity in ethical, inclusive, and youth-led journalism, enabling participants to act as multipliers and community educators in democratic participation and media literacy.
- Enhancing digital literacy by addressing algorithmic bias, disinformation, and the civic impact of AI on youth access to information.
- Fostering democratic resilience at the local level through the co-creation of Civic Story Seeds — project concepts using storytelling to address real-life community challenges.
- Introducing participants to practical tools for strengthening local youth councils, including the DYPALL Quality Charter and toolkit.
- Promoting intercultural understanding and pluralism through cross-border collaboration among youth from diverse regions and backgrounds.



Day 0 – Arrival of Participants

Participants arrived at the European Youth Centre in Strasbourg throughout the afternoon and evening of 22 March 2026. The informal welcome evening provided the first opportunity for participants and team members to meet in a relaxed setting and begin building social connections. This initial moment was essential for establishing trust and openness within the group, laying the groundwork for meaningful exchange and collaboration throughout the week.

Day 1 – Democracy and Youth Participation

Opening of the Study Session

The Study Session officially opened on the morning of 23 March with a welcome address delivered by Sulkhan Chargeishvili and Patrick Norlain (Youth Department, Council of Europe), followed by ice-breaking and team-building activities that set a warm and participatory tone for the week ahead. The opening session was facilitated by Katarina Milovic (European Youth Press), Sofia Voravong (DYPALL Network), and Educational Advisor Gubaz Koberidze (Council of Europe). The team introduced the house rules and safe space agreement, the objectives and learning flow of the week, and the expectations for participation — ensuring clarity and a shared understanding of the educational environment from the outset.



Democracy and Youth Participation: What is Democracy?

The first substantive session was facilitated by Catarina Pacheco (European Youth Press) and Sofia Voravong (DYPALL Network), opening a two-part arc on democracy and youth participation that ran across the afternoon of Day 1. Rather than introducing definitions or frameworks, the session invited participants to surface their own understandings of democracy, the tensions they live with, and the questions they carry from their national and local contexts.



The session opened with the Democracy Spectrum, a kinaesthetic position exercise in which participants placed themselves along a spectrum of agreement in response to five provocative statements: 'Democracy is working well in my country'; 'Young people have real power to change things through democratic systems'; 'Voting in elections is the most important form of democratic participation'; 'Social media has made democracy stronger'; and 'I know my democratic rights and how to use them.' The exercise immediately surfaced the diversity of experiences across the group, with participants from different political contexts standing in strikingly different places on every statement.



The contrast between responses from participants from Western and Eastern European contexts was particularly pronounced and became a productive resource for the discussions that followed.

Participants then engaged in a Gallery Walk structured around six stations drawn from the Compass manual: 'What is democracy to you?', 'Democracy in everyday life', 'What's going wrong?', 'Who gets left out?', 'Young people and power', and a sixth station where participants wrote one open question they still carried. The collected questions were posted on a dedicated flipchart that remained visible throughout the entire week as a shared reference point. The session outcomes reflected a meaningful shift from abstract definitions of democracy to lived, everyday realities.

Most participants described their sense of democratic life as rooted in community, active citizenship, and educational environments rather than in formal mechanisms such as elections. The discussion surfaced significant differences across national contexts — exemplified by a contrast between a participant from Germany who described teachers as feeling responsible for neutrality in political discussions, and a participant from Georgia who explained that teachers in her context are often perceived as state representatives, making independent positioning genuinely risky. Participants also discussed how history education can either develop or suppress democratic critical thinking, and whether non-formal learning environments may offer safer spaces for genuine civic dialogue than formal schooling.

Democracy and Youth Participation: What is Democracy?

The second session continued directly from the gallery walk, aiming to move from exploration to analysis. Sofia introduced Hart's Ladder of Participation as a shared framework, and the Council of Europe Recommendation CM/Rec(2010)7 was presented as a policy standard participants could use to evaluate scenarios.

Groups worked on six case studies covering real-world democratic challenges: a youth council whose input was consistently ignored; young activists physically attacked for their beliefs; a journalist whose editor suppressed a balanced article; nepotism in a national youth council selection process; AI-generated content in electoral campaigns; and a hypothetical AI system appointed to a ministerial role. The discussions generated substantive analytical work, connecting individual scenarios to systemic democratic risks, and introduced the AI and media literacy questions that would be central to the following days.



On the nepotism case, participants identified transparency and published selection criteria as foundational democratic requirements, and connected nepotism to wider risks of democratic backsliding — loss of trust, concentration of power, and the exclusion of diverse voices. On the case of young political activists under physical threat, participants referenced the European Convention on Human Rights and discussed state obligations to actively protect, not merely respect, democratic freedoms. The editorial censorship case prompted a discussion of journalists' options when facing institutional pressure — alternative platforms, legal action, whistleblowing — and emphasised that young journalists often display more willingness than established journalists to challenge dominant narratives. The AI in democratic processes cases generated the most forward-looking discussion, connecting directly to the AI sessions planned for Day 3.

Day 2 – Media Literacy and Social Media's Role in Journalism

The second day opened with a physical energiser and a brief recap of the previous day's open questions, maintaining the thread of inquiry across the programme. The day introduced participants to the field of media literacy and examined the specific role of social media within contemporary journalism and democratic life, facilitated by preparatory team members Renate Karlsmoen and Nele Mohrbach.



Media 101 – Media Literacy, Ethics and Power

The morning opened with Media 101, facilitated by Nele Mohrbach, an introductory session on media literacy, media ethics, and the structural relationship between media and power. The session began with a physical positioning exercise, "Where Do You Stand?", in which participants responded to statements about media trust and consumption, surfacing the diversity of relationships with journalism across the group.



A conceptual input introduced and distinguished misinformation, disinformation, and malinformation as separate analytical dimensions based on intent, accuracy, and harm. The session's centrepiece was the Front Page simulation, in which small groups were constituted as editorial teams and assigned specific editorial lines: conservative, progressive, or tabloid. Each team was tasked with selecting stories, writing headlines, making layout decisions, and identifying their target audience — all while working within an editorial stance that was not their own.



The exercise was deliberately uncomfortable. Participants found that producing credible journalism within an assigned editorial frame required them to internalise assumptions they did not personally hold. This discomfort generated the session's most important learning: that editorial choices are political acts, and that the framing of a story shapes public understanding independently of whether the underlying facts are accurate. Comparative examples from Armenia, Georgia, and France grounded the discussion in concrete structural realities, illustrating how media ownership concentrations determine the space available for independent journalism. Participants left the session with a shared analytical vocabulary — one that would carry through every subsequent session of the week.



Digital Literacy in Practice: Disinformation, Platforms and Journalism 2.0

The second morning session, also facilitated by Nele Mohrbach, moved into applied digital literacy. The session opened with a screening of a deepfake video produced by MIT Media Lab in 2020 depicting a fabricated Moon Disaster speech — chosen precisely because it was convincing, well-produced, and initially disorienting. Alongside this, the session examined a contrasting case pairing a Joe Rogan episode and a Tim Walz interview to explore how the same information ecosystem can carry radically different levels of journalistic rigour and political weight. Participants then played the Bad News game — a simulation in which they took the role of a disinformation producer, experiencing firsthand how emotional manipulation, outrage, and identity-based targeting are used to drive engagement with false content.



The session introduced the SIFT model (Stop — Investigate the source — Find better coverage — Trace claims, quotes and media) as a practical framework for navigating contested information. The outcomes of the session were nuanced and sometimes unexpected. The group concluded that confirmation bias — not technology — is the primary driver of disinformation spread: platforms amplify what people already want to believe.

A significant discussion emerged around the balance between trust and scepticism, with participants recognising that blanket distrust of all sources is itself a democratic risk, potentially more dangerous than gullibility in some contexts. Participants from younger cohorts noted that comment sections and social media replies function as informal collective fact-checking mechanisms — a practice that formal media literacy education has largely ignored. The session introduced the concept of “calibrated judgement”: the capacity to distinguish between sources based on evidence, transparency, and accountability rather than tribal allegiance.

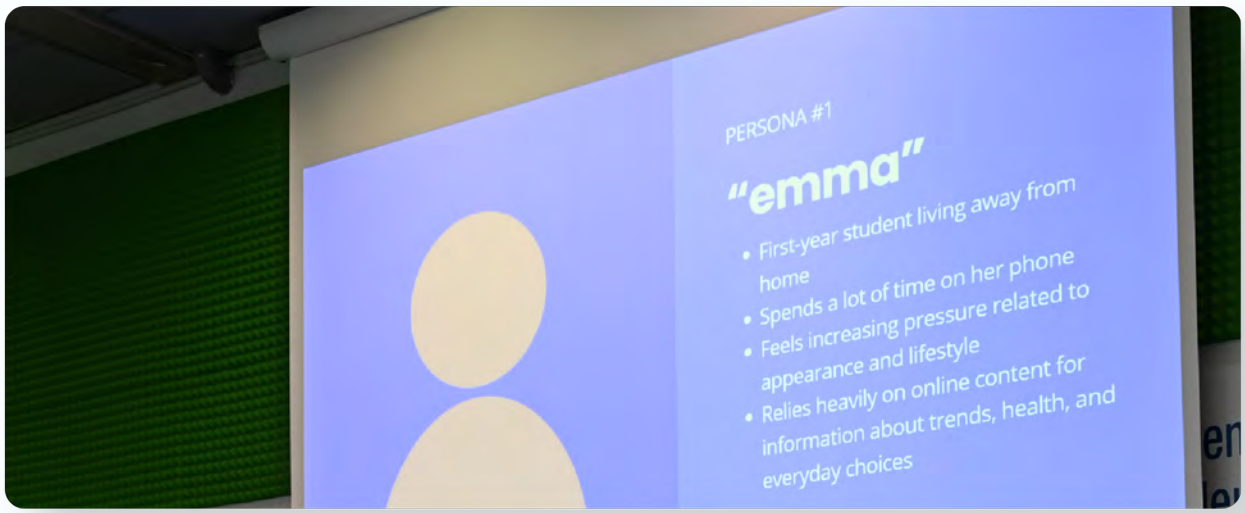
Social Media's Role in Journalism: As a Consumer

Facilitated by Renate Karlsmoen from European Youth Press, this session explored how social media has become a primary gateway to news for younger audiences, and what this means for journalism, media literacy and democratic participation. Through a live Mentimeter activity, participants mapped where they encounter news, which topics dominate their feeds, and which perspectives are rarely visible. This provided a concrete starting point for discussing how feeds are shaped by personal behaviour, algorithmic curation and platform incentives.



The session introduced key concepts such as platformisation, filter bubbles and echo chambers, while emphasising that social media feeds are not neutral representations of public debate. Participants discussed how platforms rank and recommend content based on engagement signals such as clicks, likes and watch time, and how emotional or polarising content can become more visible than complex or democratically important journalism.

In the main activity, Reconstruct the Feed, participants analysed fictional personas and reflected on what each person would likely see, what might be missing, and who bears responsibility for shaping the information environment. The discussion showed that responsibility is shared between users, platforms, media organisations and governments, but not equally distributed. A key outcome was a more reflexive understanding of news consumption: participants learned to ask why certain content appears, who benefits from its circulation, and how their own scrolling and sharing habits affect the wider democratic conversation.



Social Media's Role in Journalism: As a Creator

The second afternoon session shifted the focus from news consumption to content creation, exploring how social media has reshaped journalism as a space for visibility, storytelling and public communication. Facilitated by Renate Karlsmoen from European Youth Press, the session invited participants to examine the boundaries between journalists, influencers and hybrid communicators, and to reflect on the responsibilities that come with producing information in platform-driven environments.

Through a physical positioning exercise, participants debated whether different examples of online communication should be understood as journalism, influencing or something in between. This revealed that the distinction often feels clear in principle, but much more blurred in practice, especially when journalists use personal platforms, express opinions or engage with commercial formats. A following tension-mapping exercise helped the group identify what journalists can borrow from influencer culture, such as accessible language and engaging formats, while also clarifying what requires caution, including dramatization, emotional framing and speed.



The session then moved into a broader discussion of platform dependency and algorithmic gatekeeping. Participants examined how visibility is increasingly shaped by engagement metrics, commercial incentives and opaque ranking systems rather than editorial judgement alone. In a structured fishbowl debate, they discussed tensions around simplification, influencer-style communication, sponsorships, speed versus accuracy, and the democratic impact of creator-driven journalism. A key outcome was the recognition that reach is not neutral: the pursuit of visibility can support democratic communication, but it can also undermine trust when accuracy, transparency, and accountability are weakened.

The session concluded with individual reflection on what kind of communicators participants want to be when sharing information online.

Day 3 – Media Literacy and Social Media's Role in Journalism

Expert Session: AI, Ethics and Democratic Implications

The third day opened with a dedicated expert session on artificial intelligence, facilitated by Branislava Lovre, AI Ethics, Policy and Implementation Consultant and Co-Founder at AImpactful. The session addressed the civic implications of AI — examining how algorithmic systems shape public information, where accountability gaps exist, and what critical literacy tools are available to young people navigating AI-driven media environments. Branislava provided an in-depth and accessible introduction to the ethics and politics of AI, grounded in concrete examples that connected directly to participants' everyday experiences.



This was followed by a hands-on AI in Practice session in which participants shifted from critical consumers of AI to active, responsible users. Exploring how generative AI tools are reshaping journalism, civic communication, and content creation, participants practised prompt writing, output evaluation, and the application of AI tools to journalistic and civic storytelling tasks — while maintaining editorial and contextual judgement. This session was consistently cited in the evaluation as one of the most impactful and practically useful of the week.



Free Afternoon

After a full morning of immersive AI sessions, participants enjoyed a free afternoon to rest, explore Strasbourg, and connect informally with one another. The team organised a group dinner out in the city, providing a relaxed and social close to the day and a welcome opportunity for the group to bond outside of the formal educational setting.

Day 4 – Track Labs and Skill Workshops

The fourth day marked a pivotal transition in the programme, as participants moved from shared plenary sessions into three dedicated track labs where they began co-creating the concrete outputs of the Study Session. Each track offered a focused and structured learning pathway tailored to participants' interests and goals.



Toolkit Fair

The morning opened with a Toolkit Fair, bringing together a diverse group of practitioners and institutional representatives to present resources and frameworks relevant to the session's themes. The fair featured contributions from Maren Lambrecht (Congress of Local and Regional Authorities, Council of Europe), Sulkhan Chargeishvili (Youth Department, Council of Europe), Ruxandra Pandea (Youth for Revitalising Democracy project, Council of Europe Youth Department), and Seymat Thomas (ARTE TV). Participants engaged directly with each presenter, exploring the tools, mandates, and opportunities on offer, and connecting them to the work they were about to begin in the track labs.



Conflict Resolution and Intercultural Dialogue: The Dredrick Simulation

Before beginning the track labs, the educational team facilitated the Dredrick conflict resolution simulation in place of the originally planned introduction to tracks session. Cultural tensions had surfaced among participants earlier in the week, and the team recognised the need to address these directly before moving into intensive collaborative work.

The Dredrick simulation is a structured role-play exercise that places participants in a scenario of competing values, misunderstandings, and escalating conflict, requiring them to navigate differences through dialogue, perspective-taking, and negotiated compromise. The exercise proved highly effective: it created space for the group to name and work through the underlying tensions, strengthened mutual understanding across cultural backgrounds, and restored the trust and cohesion needed for the track labs that followed.



Track A – Media Literacy Toolkit

Track A, facilitated by Katarina Milovic and Sara Mela, brought together participants interested in educational resource development, focusing on the co-creation of a practical Youth Media Democracy Toolkit designed to support youth workers, educators, and local youth councils in facilitating media literacy education in their communities. The track opened with a needs-mapping session in which participants drew on their own professional and civic contexts to identify the gaps in media literacy education they had experienced or observed — what knowledge young people typically lack, what biases and assumptions are left unaddressed, and what practical tools are missing from the existing landscape.

Working from this shared analysis, the group identified the core components the Toolkit needed to address: foundational media literacy concepts, frameworks for recognising disinformation and algorithmic bias, guidelines for ethical and responsible content creation, and participatory methodologies that non-formal educators could adapt to their specific contexts. The track drew directly on the DYPALL Quality Charter and Council of Europe EDC/HRE resources as reference frameworks, embedding existing European standards into the Toolkit's structure. By the close of Day 4, participants had designed the overall architecture of the Toolkit and begun drafting its core modules, establishing the collaborative division of tasks that would carry through to the final day.

Track B – Civic Story Seeds

Track B, facilitated by Catarina Pacheco and Sofia Voravong, offered participants a structured pathway from local democratic tensions they already lived with to concrete civic initiative concepts they could act on after Strasbourg. The track opened with a group discussion on what makes a challenge democratic and where participation gaps tend to appear, which led each participant to begin mapping a specific civic story seed — a real tension or gap from their own community — using a structured five-question framework.



Participants were then divided into two groups to facilitate and run simulation exercises drawn from the COMPASS manual — A Mosque in Sleepyville, exploring competing community interests and minority rights, and Denial and Distortion, addressing disinformation and institutional credibility. The simulations were followed by a structured debrief in which participants connected what they had experienced in the roleplay with the democratic tensions they had identified in their own contexts.

The debrief examined what conditions allowed dialogue to continue, what made compromise possible or impossible, and how the power dynamics of the simulation reflected real-world dynamics in their communities. This analytical layer transformed the experiential energy of the roleplay into concrete conceptual tools that participants could carry into the design of their civic initiatives on Day 5 — ensuring that the Civic Story Seeds would be grounded not only in real problems but in a deepened understanding of how democratic change actually happens.

Track C – Media Lab

Track C, facilitated by Nele Mohrbach and Renate Karlsmoen, brought together participants with backgrounds in journalism, content creation, and digital storytelling, offering a structured space for the production of youth-led civic media content.

The track opened with a session on storytelling formats and civic narratives: facilitators introduced the principles of ethical, accessible, and democratic storytelling, exploring how format choices — article, explainer, infographic, social media post, video script — shape how civic messages are received by different audiences. Participants reflected on the gap between complex democratic issues and what actually reaches and engages young people in their communities.

Working individually and in pairs, participants then pitched and selected the civic stories they wanted to develop. Content proposals connected directly to themes from the week — algorithmic manipulation, youth representation in local politics, media deserts in rural communities, and the democratic potential of citizen journalism. The editorial approach was grounded in the ethical journalism principles introduced in Media 101: accuracy, transparency, proportionality, and a commitment to representing voices that mainstream media often omits.



By the end of Day 4, participants had drafted the core content of their pieces and received peer feedback on structure, argumentation, and accessibility. The track facilitators supported participants in bridging the gap between their substantive civic knowledge and the editorial craft needed to communicate it effectively. The content developed during Track C was designed for direct publication on EYP's platforms — PulseZ and Orange Magazine — ensuring that the work produced in Strasbourg would reach a real public audience beyond the session.

Day 5 – Outputs, Closing and Evaluation

Finalisation of Track Outputs

The morning of the final day was dedicated to finalising the outputs developed in each track over the preceding two days.

Track A spent the morning completing and structuring the Youth Media Democracy Toolkit — reviewing each module for clarity, internal consistency, and practical usability, and preparing an introductory section that would allow future users unfamiliar with the session to navigate the resource independently.

Track B participants returned to their Civic Story Seed designs to refine their arguments, sharpen the problem framing, and prepare their two-minute pitches.

Track C undertook a final editorial pass on all Media Lab content, incorporating peer feedback from Day 4 and ensuring the pieces met the publication standards of EYP's platforms.

Cross-Track Output Showcase

The afternoon opened with the cross-track output showcase, bringing all participants together for the first time since the tracks had divided. Each track presented their outputs in turn: Track A walked the group through the key modules and intended use of the Youth Media Democracy Toolkit; Track B's four groups delivered their two-minute Civic Story Seed pitches — presenting the democratic tension identified, the initiative concept designed, and the expected impact — followed by peer questioning; and Track C shared their articles, infographics, and social media content, including pieces already queued for publication.

The showcase was a substantive and celebratory moment. Participants encountered outputs developed by peers they had not worked closely with during the track days, and the diversity of approaches — from structured toolkit modules to narrative civic pitches to published journalistic content — illustrated the breadth of what the week had produced. Several cross-track connections emerged spontaneously: participants from Track B recognised how Track C's storytelling methods could strengthen their civic initiative designs, while Track A participants noted how Track B's case-based scenarios could be integrated into the Toolkit's facilitation exercises.





Session with the European Youth Foundation

Olga Baltag-Goreci, Project Officer at the European Youth Foundation (EYF), facilitated a dedicated session presenting funding opportunities and support mechanisms available for youth-led democratic initiatives across Europe. The session provided a practical and accessible introduction to EYF's grant schemes, eligibility criteria, and the kinds of activities they can support — from training courses and seminars to Study Sessions, campaigns, and cooperation projects.

Participants were encouraged to consider whether and how the Civic Story Seeds, Media Lab outputs, or Toolkit modules they had developed during the week could form the basis of a future EYF application.

Olga walked the group through examples of previously funded projects with similarities to the work developed during the session, and answered specific questions about financial rules, partnership requirements, and the relationship between EYF funding and Erasmus+ mechanisms. The session was particularly valued for its directness and practicality: rather than a general overview, it offered participants a genuine, navigable pathway from the learning of the week towards institutional support for continuing their work.



Closing and Evaluation

Certificates of participation were distributed by the educational team. The closing session reinforced participants' sense of responsibility and collective motivation as multipliers, marking the transition from the shared experience of Strasbourg to continued action in their local contexts. A farewell social brought the week to a warm and celebratory close, with many participants exchanging contacts and making plans for future collaboration across the network formed during the session.



5. FOLLOW-UP PLANNING

The follow-up of the Study Session is closely linked to the strategic priorities of both European Youth Press and DYPALL Network, and will build on the concrete outputs and relationships developed during the week in Strasbourg.

In the short term, the Youth Media Democracy Toolkit developed by Track A will be finalised, translated where possible, and disseminated across both organisations' channels as a resource for youth workers, local authorities, and educators. Media Lab outputs produced by Track C will be published on EYP's platforms, amplifying the civic voices of participants and ensuring the content reaches a wide European audience.

Participants who developed Civic Story Seeds during Track B will receive follow-up mentoring from both EYP and DYPALL to support the transition of these concepts into real-world initiatives — whether civic media campaigns, participatory budgeting pilots, youth consultations, or peer-led workshops. Both organisations will support participants in identifying relevant funding opportunities, including European Youth Foundation grants and Erasmus+ mechanisms, to further develop and implement their local actions.

At the organisational level, the outcomes of the Study Session will feed into future DYPALL capacity-building activities, particularly those focused on the quality development of Local Youth Councils and the strengthening of the European Network of Local Youth Councils (ENLYC). EYP will integrate the learning and tools from this session into its upcoming 2026–2027 programme, including further work on civic journalism and democratic literacy education.

The Study Session also opened space for further dialogue with the Council of Europe Youth Department and the European Youth Foundation regarding future cooperation, and both organisations intend to explore these possibilities as part of their ongoing engagement with European youth policy processes.



6. RESULTS AND CONCLUSIONS

6.1 Main Outcomes and Learning Points

The Study Session Young, Informed and Involved confirmed the deep and practical interconnection between media literacy and democratic participation — and demonstrated that young people need both knowledge and hands-on tools to navigate today's complex information landscape as engaged civic actors.

A central outcome of the week was the strengthened understanding among participants of democracy as a multi-level, dynamic, and fragile system. Through analytical work, institutional encounters, and skills-based sessions, participants deepened their awareness of the roles, responsibilities, and limitations of democratic actors — and of themselves as part of that ecosystem. A key conclusion that emerged consistently across the programme was that ethical journalism and responsible storytelling are powerful instruments for democratic inclusion, particularly when driven by youth voices at the local and community level.

Regarding AI and disinformation, the group concluded that algorithmic bias and AI-driven misinformation represent growing and under-addressed threats to informed civic participation, and that young people must develop critical digital literacy skills to counter them effectively and responsibly. Participants also gained direct knowledge of Council of Europe mechanisms and frameworks, empowering them to use standards such as the Revised European Charter on the Participation of Young People in Local and Regional Life and Recommendation CM/Rec(2016)7 as reference tools in their local advocacy.
The co-creation of three concrete outputs — the Youth Media Democracy Toolkit, the Civic Story Seeds project concepts, and the Media Lab digital content — demonstrated that non-formal education methods can successfully bridge theory and practice, producing tangible results with real-world applicability. Participants also developed a stronger sense of democratic agency and personal responsibility, recognising their potential as multipliers and community educators upon returning to their local contexts.

The Study Session also functioned as a significant space for cross-border networking, fostering relationships among young media makers, civic activists, and youth participation practitioners from 22 countries that are expected to continue well beyond the session. Many participants reported that peer exchange and the opportunity to hear perspectives from very different political and social contexts were among the most transformative elements of the week.

7. CONTRIBUTIONS OF THE STUDY SESSION TO THE COE YOUTH PRIORITIES

The Study Session made a direct contribution to the Council of Europe youth sector priorities, particularly the revitalisation of pluralistic democracy and the promotion of young people's access to rights. By centring the programme on media literacy, civic storytelling, and digital participation, the activity supported meaningful youth engagement with public information and democratic processes at local and European levels.

The programme reinforced the principles of the Revised European Charter on the Participation of Young People in Local and Regional Life by offering participants practical tools for involvement in local structures, including youth councils, and helping them understand their right to access, participate in, and shape democratic processes. Council of Europe toolkits and resources were integrated as practical reference materials throughout the workshops.

The expert sessions on AI, algorithmic bias, and platform accountability contributed to the Council of Europe's focus on young people's participation in internet governance and artificial intelligence processes. These sessions equipped participants to engage critically and responsibly with digital environments that have profound implications for democratic life.

The session also directly supported the implementation of Recommendation CM/Rec(2016)7 on young people's access to rights, and the principles of the Charter on Education for Democratic Citizenship and Human Rights Education, by using media as a space for civic learning, intercultural dialogue, and rights-based engagement. Furthermore, the activity strengthened intercultural learning and solidarity among participants from 22 Council of Europe member states.

Overall, the Study Session aligned closely with the Council of Europe's long-term commitment to democracy, human rights, and youth participation, contributing both to individual capacity-building and to the development of youth-generated tools and resources with lasting value.



8. PARTICIPANTS' EVALUATION

The Study Session was evaluated through an online evaluation form completed by participants immediately following the end of the activity. The evaluation combined quantitative ratings with open-ended qualitative questions, providing both measurable feedback and reflective insights from the group.

The aggregated quantitative results indicate a very high level of satisfaction across all evaluated areas. The overall quality of the activity received ratings predominantly in the 4–5 range across content, facilitation, organisation, and venue. Participants positively assessed the achievement of all session objectives, with four out of six objectives rated at the highest level (5 out of 5). The two objectives rated slightly lower — fostering democratic resilience through co-creation and introducing DYPALL's Quality Charter tools — reflected the track-based structure of the final days, which meant that not all participants engaged with each topic to the same depth.

Over 90% of respondents confirmed that they had improved their ability to critically engage with democratic processes through media and civic storytelling. The facilitation team was rated as highly competent, and the diversity and quality of methodologies used were consistently praised. Participants particularly valued the safe and inclusive learning environment, the practical sessions on AI, media literacy, fact-checking, and civic storytelling, and the opportunity to connect with peers from across Europe.

The expert sessions were evaluated very positively overall. Participants described the speakers as knowledgeable, engaging, and able to connect theory with practical examples. The AI and disinformation session was especially praised for being interactive and grounded in real-world scenarios. Some participants suggested that a few expert inputs could benefit from additional time for questions, discussion, and hands-on practice. Qualitative feedback confirmed the strong relevance and impact of the programme.

Participants highlighted the balance between conceptual inputs and hands-on practice, the value of peer exchange across very different national contexts, and the confidence they gained in their own roles as civic actors. Suggestions for improvement included allowing more time for the track labs, reducing repetitive icebreakers and energisers, and deepening certain thematic areas beyond what the programme schedule allowed.

SELECTED PARTICIPANT QUOTES:

"I was truly amazed at how professionally this study session was organised. From day one right through to the very last day, the whole team welcomed us with genuine smiles on their faces. My expectations were completely met!"

"This was my tenth project, and one of the few I've participated in on this specific topic. I can confidently say that this has been the best project I've ever been part of. The participants were exceptionally well selected- truly, great job on the selection process. Everything was very well organized, and I really appreciated the overall structure and atmosphere. I also really enjoyed all the guest speakers and the facilitators, who did an amazing job throughout the project. "

"I really enjoyed the expert's lecture on AI – it was interesting, clear, and easy to follow. The topic itself is very relevant, and I liked how everything was explained in a simple and practical way. My favorite part was working with different AI tools, because it made the session more interactive and helped me actually understand how these tools can be used in real life. Overall, one of the most useful sessions for me. "

"Through this project, I improved my critical thinking, communication, and teamwork skills, as well as my ability to analyze information more carefully, especially in the context of media and AI.
I also gained a better understanding of media literacy, misinformation, and how digital tools can shape public opinion. Working with others from different backgrounds helped me become more open-minded and confident in expressing my ideas."



9. RECOMMENDATIONS AND FORESEEN FOLLOW-UP

The Study Session proved to be a relevant and impactful learning experience for both participants and organisers. Based on the implementation of the programme and participant feedback, several recommendations and follow-up actions have been identified.

Participants highlighted the value of the participatory and flexible approach adopted throughout the week, which kept the programme responsive to group dynamics and learning needs. For future editions, an earlier start to the preparation phase is recommended to allow more time for in-depth exploration of complex themes such as advocacy strategies, platform accountability, and the practical use of European standards at the local level. Additional time within the programme structure for track lab work would also strengthen the depth and quality of participant outputs.

From an accessibility perspective, clearer advance communication on the needs of participants with specific requirements is recommended. The team responded effectively to accessibility needs that arose during the activity; however, earlier and more systematic identification during the selection process would allow more thorough and proactive planning.

The organisers also recommend that future activities of this nature include provisions for psychological support, given the depth of topics discussed and the emotional dimensions of civic engagement. The preparatory team handled sensitive situations with care and professionalism during this edition; however, access to dedicated support would better serve participants and reduce the burden on the facilitation team.

In terms of follow-up, participants expressed strong motivation to apply the knowledge, tools, and skills gained within their local contexts and to act as multipliers at community level. The continued use and dissemination of the Youth Media Democracy Toolkit, the Civic Story Seeds framework, and the media content produced during the session are encouraged and will be supported by both organisations through their networks and platforms.

From the organisers' perspective, the outcomes of the Study Session will feed into future EYP and DYPALL activities, training initiatives, and European cooperation projects. Potential future cooperation with the Council of Europe Youth Department and the European Youth Foundation is envisaged, particularly in relation to civic media education, youth participation quality standards, and the continued strengthening of local democratic structures.

APPENDIX 1 – LIST OF PARTICIPANTS

Armenia / Arménie
Varduhi Mazmanyan, INEDNET
Meri Grigoryan
Angelina Zakaryan
Marc Petrosyan

Austria / Autriche
Miriam Egger, Palumba.org / Jugendbotschafter*innen Vorarlberg
Alperen Bayram, Austrian Forum for Integration and Sustainability

Azerbaijan / Azerbaïdjan
Fatima Hidayatova
Shams Ahmadova, AYSAA

Belgium / Belgique
Amke Dockx, Stampmedia
Dries Basraoui, Stampmedia
Téophane Patel

Bosnia and Herzegovina / Bosnie-Herzégovine
Sumeja Huskić, EYP / Global Shapers
Marin Luka Brekalo, PulseZ

Denmark / Danemark
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Greece / Grèce
Dimitrios Papadopoulos, INFINITYGREECE
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Hungary / Hongrie
Marcell Dávid Márkus, AtádHír

Italy / Italie
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Federica Capitani, PulseZ / European Youth Press
Al Walid Al Mohamed, ActionAid Napoli
Sara Mela, DYPALL Network (Preparatory team)

Malta / Malte
Ilaria Farrugia Pace, PulseZ

Netherlands / Pays-Bas
Noé Keutgen

Norway / Norvège
Renate Karlsmoen, European Youth Press (Preparatory team)

Portugal / Portugal
Carolina Oliveira Gonçalves, Understanding Europe Portugal
Catarina Pacheco, European Youth Press (Preparatory team)

Romania / Roumanie
Iulia-Florentina Drăgălai, Freedom House Romania

Serbia / Serbie
Emilija Mladenović, Dialogue Academy for Young Women Network
Katarina Milovic, European Youth Press (Course Director)

Spain / Espagne
Nele Mohrbach, European Youth Press (Preparatory team)

Sweden / Suède
Renata Lobos Galvez

APPENDIX 1 – LIST OF PARTICIPANTS

Türkiye / Turquie
Nevroz Ünverdi

Ukraine / Ukraine
Yevheniia Senyk
Mariia Kozub

United Kingdom / Royaume-Uni
Angelina Daniels, JA Cyprus

Experts and Guest Speakers
Branislava Lovre, AI Ethics, Policy & Implementation Consultant, Co-Founder at AImpactful
Olga Baltag-Goreci, Project Officer, European Youth Foundation
Maren Lambrecht, Congress of Local and Regional Authorities, Council of Europe
Sulkhan Chargeishvili, Youth Department, Council of Europe
Ruxandra Pandea, Youth for Revitalising Democracy project, Council of Europe Youth Department
Seymat Thomas, ARTE TV

Council of Europe Youth Department
Gubaz Koberidze, Educational Advisor

APPENDIX 2 – PROGRAMME

Study Session "Young, Informed and Involved: Strengthening Democratic Literacy and Media Participation"

European Youth Centre Strasbourg | 22–28 March 2026

Sunday, 22 March 2026 – Day 0

18:00 Arrival and registration of participants
19:00 Dinner
20:00 Welcome evening

Monday, 23 March 2026 – Day 1

09:30 Ice-breaking & Team Building | Welcome address by Stefano Dominioni, Executive Director of the European Youth Centre Strasbourg
11:00 Break
11:30 House Rules, Safe Space, Aims & Expectations
13:00 Lunch
14:30 Democracy & Youth Participation: What is Democracy? (Democracy Spectrum, Gallery Walk)
16:00 Break
16:30 Democracy & Youth Participation: Challenges, Cases & Media's Role (Case studies, Bridge Workshop)
18:00 Reflection Groups
19:00 Dinner
21:00 Free time

Tuesday, 24 March 2026 – Day 2

09:30 Media 101 – Media Literacy, Ethics and Power
11:00 Break
11:30 Digital Literacy in Practice: Disinformation, Platforms and Journalism 2.0
13:00 Lunch
14:30 Social Media's Role in Journalism – As a Consumer
16:00 Break
16:30 Social Media's Role in Journalism – As a Creator
18:00 Reflection Groups
19:00 Dinner
21:00 Intercultural night

APPENDIX 2 – PROGRAMME

Wednesday, 25 March 2026 – Day 3

09:30 Introduction to AI and Ethics – Branislava Lovre, AImpactful
11:00 Break
11:30 AI in Practice: Prompts, Tools, and Responsible Use
13:00 Lunch
Free Afternoon
19:00 Dinner out in the city

Thursday, 26 March 2026 – Day 4

09:30 Toolkit Fair with:
- Maren Lambrecht – Congress of Local and Regional Authorities, Council of Europe
- Sulkhan Chargeishvili – Youth Department, Council of Europe
- Ruxandra Pandea – Youth for Revitalising Democracy project, Council of Europe
- Seymat Thomas – ARTE TV

11:00 Break
11:30 Track labs and skill workshops in 3 groups:
- Track A – Media Literacy Toolkit
- Track B – Civic Story Seeds
- Track C – Media Lab

13:00 Lunch
14:30 Track labs and skill workshops (continued)
16:00 Break
16:30 Track labs and skill workshops (continued)
18:00 Reflection Groups
19:00 Dinner
21:00 Free evening

Friday, 27 March 2026 – Day 5

09:30 Track labs: finalisation of outputs
11:00 Break
11:30 Track labs: finalisation of outputs (continued)
13:00 Lunch
14:30 Output Showcase | European Youth Foundation Presentation – Olga Baltag-Goreci, EYF
16:00 Break
16:30 Closing and Evaluation | Final group reflection | Certificate ceremony
18:00 Final reflection
19:00 Dinner
21:00 Farewell social

Saturday, 28 March 2026 – Day 6

Departure of participants

APPENDIX 3 – VISIBILITY

Visibility and communication were integrated throughout the study session as part of a coordinated dissemination effort involving both the educational team and participants. During the week, photos and short written updates were produced to document the learning process and highlight key moments of the programme.

Live coverage of the study session was shared on EYP's and DYPALL Network's social media channels, particularly Instagram, Facebook, and LinkedIn, featuring posts and stories from different sessions and activities. The two Instagram accounts together reach nearly 18,000 followers in total. All communication materials included the appropriate logos and disclaimers, and the activity was systematically tagged using @coe_youth, @dypall_network, and @europeanyouthpress.

In addition to social media coverage, the call and preparatory meeting were featured in DYPALL Network's monthly newsletters, and an article presenting the study session's objectives and learning process was published on DYPALL's website. Once finalised, the activity report will also be published in both organisations' catalogues of resources, ensuring longer-term visibility and access to the outcomes of the study session.

Visibility links:
DYPALL Network February Newsletter: *https://sh1.sendinblue.com/ah0r1mhshxpfe.html*
DYPALL Network April Newsletter: *https://sh1.sendinblue.com/ahde5mhshxpfe.html*
DYPALL Network Instagram (call): *https://www.instagram.com/p/DUJamzXAqSW/*
DYPALL Network Instagram (activity): *https://www.instagram.com/p/DWZLZRLiH-N/*
DYPALL Network Website - Preparatory Meeting: *https://dypall.com/activity/preparatory-meeting-yii-study-session/*
EYP Instagram (prep team): *https://www.instagram.com/p/DUJhk8OjTLw/*
EYP LinkedIn: *https://www.linkedin.com/posts/european-youth-press_europeanyouthpress-dypall-studysession-activity-7424724831436304384*
EYP Instagram (session): *https://www.instagram.com/p/DWZLZRLiH-N/*
EYP Instagram Reel: *https://www.instagram.com/reel/DWbqx1FAsLP/*
EYP Instagram (session wrap-up): *https://www.instagram.com/p/DW6EQMeiLfY/*

APPENDIX 4 – YOUTH MEDIA DEMOCRACY TOOLKIT

The Youth Media Democracy Toolkit was developed collaboratively by participants in Track A during Days 4 and 5 of the study session. It is a practical, adaptable resource designed for youth workers, educators, and local youth councils wishing to facilitate media literacy education in non-formal and civic settings.

Process of co-creation

The Toolkit was co-created across five sessions spanning Days 4 and 5. The process began with the group deciding who the Toolkit is primarily for — a shared decision that anchored all subsequent content and format choices. Participants then mapped what content the Toolkit needed, made editorial decisions about structure and format, began drafting in working groups (informed by a short input on non-formal education methodology and agreed ground rules for responsible AI use), peer-reviewed and redrafted each other's sections, and finally integrated all contributions into one coherent document before the showcase.

Structure of the Toolkit

The Toolkit's structure and sections were decided collectively by Track A participants based on the audience and needs they identified. The content map, section titles, and format decisions are documented in the full Toolkit.

[Full Toolkit to be appended upon finalisation. Document to be provided by Track A team — Katarina Milovic and Sara Mela.]

APPENDIX 5 – CIVIC STORY SEEDS: INITIATIVE CONCEPTS

Track B participants developed four Civic Story Seed initiative concepts during Days 4 and 5, each grounded in a specific democratic challenge identified from participants' own communities. Each concept was presented during the cross-track output showcase on Day 5 in a two-minute pitch followed by peer feedback.

Format of Each Civic Story Seed

- Democratic tension: the specific civic challenge or participation gap the initiative addresses.
- Affected community: who is excluded or underserved, and why.
- Initiative concept: the proposed intervention — its form, target audience, and civic mechanism.
- Expected change: what shift in knowledge, behaviour, or participation the initiative aims to produce.
- Next steps: what the participant plans to do concretely upon returning home.

[Full Civic Story Seed concept documents to be appended upon finalisation. To be provided by Track B facilitators Catarina Pacheco and Sofia Voravong.]

APPENDIX 6 – MEDIA LAB: PUBLISHED CONTENT

Track C participants produced a range of journalistic and civic media content during Days 4 and 5 of the study session. All content was developed in accordance with EYP's editorial standards and is intended for publication on EYP's platforms following post-session editorial review.

Content produced includes:

- Long-form articles on topics including algorithmic bias in democratic information, youth exclusion from local media, and AI-generated political content.
- Explainers and infographics translating complex democratic concepts for young audiences.
- Social media content packages designed for Instagram and LinkedIn, including post copy, suggested visuals, and hashtag strategies.
- Short-form opinion pieces connecting participants' national civic contexts to European democratic trends.

As a part of a future campaign focused on amplifying youth voices, EYP will publish content created during the study session. Below is one of the social media carousels produced at the session, as a visual example of what can be expected.

APPENDIX 6 – MEDIA LAB: PUBLISHED CONTENT

INTERSECTIONALITY

MEANS OUR IDENTITIES OVERLAP.

IT SHAPES HOW WE EXPERIENCE THE WORLD.

IT'S NOT JUST ONE PART OF YOU—
IT'S ALL OF THEM TOGETHER

THESE OVERLAPS CAN AFFECT:

HOW PEOPLE TREAT YOU

OPPORTUNITIES YOU GET

CHALLENGES YOU FACE



APPENDIX 6 – MEDIA LAB: PUBLISHED CONTENT



APPENDIX 6 – MEDIA LAB: PUBLISHED CONTENT

