

Study Session 2026

From Scroll to Action: Media Literacy for Rural Youth Empowerment.



Report of the Study Session
Held by Rural Youth Europe
In cooperation with the
European Youth Centre of the Council of Europe

European Youth Centre of Budapest
9-13 March 2026



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1. Executive Summary

The study session brought together 30 rural young people from 11 Council of Europe member states to explore media literacy, critical thinking, democratic participation, and advocacy in rural contexts. Organised by Rural Youth Europe at the European Youth Centre Budapest, the activity addressed challenges faced by rural youth in navigating digital information environments, including misinformation, unequal access to media education, and limited opportunities for civic engagement.

Over five days, participants engaged in a progressive learning process combining non-formal education, expert input, reflection, and practical activities. The programme introduced participants to media literacy concepts, explored media consumption and misinformation, strengthened analytical and fact-checking skills, and developed communication competences through storytelling and podcast creation. The final stage focused on advocacy and policy development, resulting in participant-led recommendations connected to rural youth and media literacy.

The discussions highlighted that rural youth experience diverse realities shaped by differences in infrastructure, affordability, language barriers, and varying levels of digital access. The participants recognised both the benefits and risks of social media, emphasising the need for stronger critical thinking skills and more accessible media literacy education. A key conclusion was that responsible media engagement requires support from multiple stakeholders, including educators, policymakers, youth organisations, and digital platforms.

The study session contributed directly to the priorities of the Youth Sector of the Council of Europe by promoting democratic participation, young people's access to reliable information, and the inclusion of rural youth. Participants became familiar with the Council of Europe's policy instruments, Youth Sector structure, and educational resources, strengthening their understanding of how the European frameworks connect to local realities.

Overall, the activity was evaluated very positively. Participants reported increased confidence, stronger media literacy and advocacy skills, and valuable intercultural exchange. The follow-up activities include the dissemination of outputs such as the policy recommendations and media content, including the podcast co-created with the participants.

2. Introduction

The following chapter helps to understand the pre-conditions of the study session and the process of planning, preparation and participants selection before the event.

Presentation of Rural Youth Europe (RYE)

RYE is a European Non-Governmental Organisation for rural youth. Established in 1957, it functions as an umbrella for youth organisations working to promote and activate young people in the countryside. It provides international training possibilities and works as an intermediary between national organisations, youth organisations and public institutions on a European level. RYE is a member-led organisation: democratically constituted and led by young people for young people.

The objectives of RYE are to...

- Educate and train young people and create an awareness of rural and social issues;
- Actively encourage rural populations and industry;
- Support the development of new rural youth organizations;
- Network with other European NGOs;
- Lobby and highlight the problems and needs of rural youth to focus the attention of international and national bodies, as well as the general public.

Furthermore, RYE promotes...

- activities of rural youth organizations;
- youth participation;
- exchange of best practice;
- intercultural dialogue;
- sustainable regional youth work;
- participation in the formation of (rural) youth policies;
- European citizenship;
- networking between rural youth organizations;
- intercultural learning through participative youth work;
- setting up projects to involve young people.

Background to the Session

RYE is committed to empowering rural youth and strengthening their participation in democratic life. However, rural youth increasingly face barriers when navigating the digital information environment. The 2024 EU Youth Survey highlighted a growing trust gap between rural and urban youth, reflected in lower levels of electoral participation and weaker engagement with European institutions among young people living in rural communities. Limited access to media literacy education further increased vulnerability to misinformation, political disengagement, and manipulation through online content.

These challenges were further intensified by the spread of disinformation and the influence of populist narratives targeting communities experiencing economic hardship or feelings of neglect. At the same time, many youth organisations and young content creators lacked practical tools to critically assess information, verify sources, and respond effectively to misleading narratives. For RYE and its member organisations, this created a clear need for



an educational activity focused on strengthening media literacy, critical thinking, and democratic participation.

The study session was organised to address these needs by equipping participants with practical media literacy skills and strengthening their ability to engage critically with digital information. It contributed to RYE's long-term mission of ensuring that rural young people remain informed, empowered, and actively involved in democratic life. The session also supported the development of RYE's 2026 annual work plan, *Beyond the Algorithm*, which focuses on strengthening critical thinking in the digital era.

Before the Study Session

The course director role was undertaken by Katerina Karanika, Senior Project Officer at the Secretariat of RYE. The preparation team also included Spyros Papadatos, Secretary General of RYE; Martin Siemen, Board Member and Vice-Chairperson of External Affairs; and Harutyun Mirzakhanyan and Leah Davies from the Pool of External Representatives. The team came together to contribute with their experience and thematic knowledge, and to improve their training skills.



The Preparatory Meeting took place in Budapest on 1-2 February 2026 at the European Youth Centre Budapest (EYCB). Katerina Karanika, Spyros Papadatos, Harutyun Mirzakhanyan, and Leah Davies attended in person, while Martin Siemen joined online. The meeting was supported by Educational Advisor Karen Ayyazyan.

During the meeting, the team reviewed the aims and objectives of the study session, discussed the proposed programme flow, and explored the thematic background of the activity. This provided a common understanding of the session framework and supported the distribution of responsibilities across the programme. The team paid attention to ensuring the logical progression between sessions so that participants could follow the learning process effectively while achieving the overall aims and objectives of the study session.



Aims and Objectives

The aim of the study session was to enhance media literacy among rural youth, equipping them with the skills to critically assess information, combat disinformation, and strengthen their engagement with democratic institutions at local, national and European levels.

Objectives

1. Analyse the challenges and opportunities in relation to media literacy for rural communities and explore how disinformation affects rural communities, including its role in political disengagement and liability to radicalisation.
2. Build media literacy skills around identifying credible sources, understanding media biases, and recognizing disinformation tactics, especially in rural contexts.
3. Develop critical thinking skills by encouraging analytical thinking to empower rural youth to question and evaluate the information they encounter.
4. Promote active civic engagement, fostering a sense of responsibility and capability among participants to engage constructively with political systems and advocate for their rural communities.

Participants Profile and Group Composition

The study session brought together 30 participants (including team) from 11 Council of Europe member states with ages ranging between 18-31. Participants were young volunteers or staff members active in RYE member organisations, including rural youth and young farmers' organisations at local, national, and European levels.

The group represented diverse backgrounds and experience levels, united by a shared rural context and motivation to strengthen their media literacy. Participants were selected also for their active involvement in youth organisations and potential to act as multipliers in their communities, ensuring wider dissemination of learning outcomes.

Participants came from Armenia, Austria, Belgium, Finland, Latvia, Georgia, Germany, Norway, Spain, Ireland, and the United Kingdom. The group included 21 female and 9 male participants, an outcome that reflects the broader participation patterns within RYE member organisations where women are often more actively engaged in youth work. There was a significant variation in experience, ranging from farmers with limited exposure to digital tools and social media to professionals working in youth and media-related fields. The diversity and general group composition supported a balanced and dynamic learning environment, enabling peer learning and exchange across different rural realities and levels of experience in youth work and digital engagement.

Throughout the study session, participants demonstrated strong motivation and active engagement, contributing meaningfully to discussions, group work, and outputs. Their diverse perspectives supported a deeper understanding of media literacy challenges in rural contexts.



3. Programme – inputs and discussions

This chapter presents a summary of the main issues, discussions and presentations in relation to the theme.

Daily Programme and Flow of the Session

The study session began on day 1 with a focus on the introductions and building a collaborative and safe learning environment. Participants were welcomed to the European Youth Centre Budapest and introduced to the work of the Council of Europe and Rural Youth Europe, alongside a welcome speech by Bálint Molnár, Executive Director of the European Youth Centre Budapest. The team-building activities supported trust-building and group cohesion, while the sessions on expectations and agreements, the learning framework, and non-formal education established a shared understanding among participants. The day concluded with an introduction to media literacy, laying the foundational work to the main concepts of the study session.

Day 2 explored the broader context of media literacy and the realities faced by rural youth within the digital information environment. Participants examined media consumption patterns, barriers, and challenges in rural areas, while also exploring misinformation, disinformation, and malinformation. Sessions connected these themes to democracy and political communication, supported by expert input from Christos Papagiannis, who shared practical examples and case studies, including the development and success story of Rosa Media in Greece.



Day 3 focused on strengthening participants' analytical skills for navigating information online. Participants explored how algorithms and digital footprints shape online experiences and examined the influence of targeted content. The programme then moved into critical thinking and fact-checking, equipping participants with tools to assess information credibility and identify misleading or manipulated content.

Day 4 shifted towards communication and storytelling. Participants explored how media can amplify rural youth voices and support reliable information sharing. Expert Daniel Grist introduced podcasting and narrative-building as tools for shaping perceptions of rural communities. The programme also addressed the responsible use of media, highlighting opportunities for positive change while identifying risks and ethical considerations in digital engagement.



The final day focused on advocacy and policy development. In a session co-led by Karen Ayvazyan, the session's Educational Advisor and an expert on rural youth engagement, and Martin Siemen, participants explored approaches to policy-making with, by, and for rural youth, before working collaboratively on policy recommendations linked to the themes of the study session. Participants were introduced to the CM/Rec(2025)3 on "the social, economic and political participation of rural youth", prompting discussions on local action and cross-level cooperation. The programme concluded with the presentation and validation of policy proposals, followed by evaluation activities, reflection on learning outcomes, and a closing ceremony with certificates.

Throughout the study session, daily evening reflection groups supported the continuous learning as well as the participants' wellbeing. These smaller group spaces created opportunities for participants to share their experiences, feelings, and key learnings, while also providing immediate feedback on sessions, practical arrangements, and the overall programme.

Discussions and Ideas

Throughout the study session, participants engaged in discussions that explored the realities of media consumption, information access, and digital participation of young people in rural areas. Conversations highlighted the diverse experiences of rural youth and the varying ways in which digital environments shape access to information, communication, and democratic engagement.

Participants shared practical challenges linked to rural life, including unstable internet connections, expensive mobile data, language barriers, and limited digital skills among older generations. Discussions also addressed the influence of algorithm-driven "opinion bubbles", which can limit exposure to diverse perspectives and reinforce existing beliefs. Accessibility concerns, including the needs of people with disabilities and unequal access to technology, were also raised as important considerations when discussing digital inclusion.

Media consumption habits differed significantly across participants even from the same countries, demonstrating that rural youth cannot be viewed as a homogeneous group. Differences were shaped not only by country context but also by local realities, personal habits, professional backgrounds, and levels of digital engagement. While many participants reported feeling overwhelmed by the volume of information encountered online, they also highlighted the essential role social media plays in education, employment, entrepreneurship, and maintaining social connections.

At the same time, through discussions they identified several positive impacts of social media. Participants highlighted its role in socialisation, remote education, networking, and access to information that may otherwise be unavailable in rural areas. For some, social media also provided employment opportunities or a means of staying connected to international communities. However, participants questioned whether users dedicate enough time to fact-checking and verifying sources before sharing information.

Media literacy and critical thinking emerged as central themes throughout the study session. Participants emphasised the importance of strengthening media literacy skills through both formal and non-formal education. Rather than focusing on restrictions or bans, discussions highlighted education as the most effective way to support responsible media use and help young people understand both the opportunities and risks associated with digital platforms.



Policy discussions focused on evaluating existing approaches to media literacy, digital safety, and democratic participation. Participants observed that current policies vary greatly in effectiveness, ranging from theoretical frameworks to more practical and actionable measures. Positive examples included support for schools and teachers, integration of critical thinking into educational curricula, stronger accountability mechanisms for online platforms, protection of independent journalism, and investment in digital infrastructure.

At the same time, participants identified important gaps in current policy frameworks. Rural youth were often not specifically recognised as a target group, and policies frequently overlooked local realities and unequal access to infrastructure. Other concerns included weak cooperation between schools, communities, and media actors; limited youth participation in policy-making; unclear definitions of online threats; and insufficient support for local media literacy initiatives. Participants concluded that effective policies should be practical, balanced, inclusive, and clearly actionable.

One practical exercise demonstrated the importance of source verification. When participants were asked whether they had checked if information genuinely appeared in a provided document, only one pair had verified the source. This highlighted how easily assumptions influence information consumption and reinforced the importance of fact-checking habits.

Discussions on advocacy showed a noticeable increase in participants' confidence and understanding. Many reflected that advocacy often takes place informally through sharing personal experiences and perspectives. The participants recognised the value of bringing rural voices into wider conversations and reported feeling more empowered to contribute to policy and media discussions. The podcast co-creation session was particularly impactful, as it encouraged participants to challenge stereotypes and explore storytelling as a tool for reshaping narratives about rural communities.

Connection to Council of Europe

The study session closely aligned with the priorities and instruments of the Council of Europe by strengthening the young participants' capacity to participate actively in democratic life and exercise their right to access reliable information.

The activity contributed directly to the Council of Europe's Youth Department priority of "Revitalising pluralistic democracy" by encouraging informed participation in political and civic life. Participants explored how misinformation and algorithm-driven content can influence democratic processes and public opinion, while also developing tools to advocate for more inclusive and transparent communication. The creation of concrete outputs, including policy recommendations and podcast content, allowed participants to transform learning into advocacy tools that can support democratic dialogue within their communities. In doing so, the session supported the implementation of the Revised European Charter on the Participation of Young People in Local and Regional Life, particularly regarding the inclusion of young people from rural areas and communities facing structural barriers to participation.

The study session also contributed to the priority on strengthening "Young people's access to rights", particularly the right to information. By improving media literacy and encouraging critical engagement with online content, participants gained practical skills to assess information sources, recognise disinformation, and make informed decisions. Discussions highlighted the importance of reliable information as a foundation for democratic participation and social inclusion, reinforcing the Council of Europe's commitment to supporting young people's access to knowledge, data, and trustworthy media environments.



In relation to the Youth Department's priority of "Living together in peaceful and inclusive societies", the activity promoted the inclusion and participation of rural youth by addressing challenges linked to digital exclusion, unequal access to information, and political disengagement. Participants reflected on how media narratives shape the perceptions of rural communities and explored ways to challenge stereotypes through storytelling, advocacy, and communication. The programme encouraged participants to become active contributors within their communities rather than passive consumers of information, strengthening their sense of agency and civic responsibility.

Throughout the study session, participants also became more familiar with the structures and tools of the Council of Europe Youth Department. They learned about the role of the Advisory Council on Youth, the Co-management structure, the European Youth Centres, the European Youth Foundation, and educational resources such as the Compass. They were introduced to the Youth Sector Strategy 2030, while they also dived deeper into the structure of the Council of Europe and its different bodies.

The policy-focused sessions introduced participants to a range of Council of Europe's policy frameworks and documents, including the European Convention on Human Rights; the New Democratic Pact; the Report CG(2022)42-15final on "The Future of Youth in Rural Areas: Responsibilities of Local and Regional Authorities"; the CM/Rec(2026)1 on equality and artificial intelligence; the Declaration by the Committee of Ministers on the Manipulative Capabilities of Algorithmic Processes (Decl(13/02/2019)1); and the Parliamentary Assembly's Recommendation 2302 (2026) and Resolution 2639 (2026) on "Strengthening Democracies with Young People: From Participation to Shared Responsibility". Participants were also introduced to CM/Rec(2025)3 on "the social, economic and political participation of rural youth" and to the 2026 study of the EU-CoE Youth Partnership, "Here to Stay? The Transitions of Rural Youth Before and After the Covid-19 Pandemic". For many participants, this was their first direct engagement with the various Council of Europe policy instruments and research, providing valuable insight into how European-level frameworks connect to youth participation, democracy, digital rights, and rural inclusion.

4. Results and Conclusions

The study session demonstrated that media literacy is a multidimensional issue closely connected to democratic participation, social inclusion, and access to opportunities for rural youth. Rather than being limited to technical skills or access to information, media literacy emerged as a broader competence involving critical reflection, source evaluation, and awareness of how digital environments shape perceptions and participation.

The discussions also confirmed that the experiences of rural youth are highly diverse and shaped by the local realities, infrastructure, affordability, educational opportunities, and social context. This highlighted the importance of context-sensitive approaches when developing educational initiatives and public policies related to digital participation and inclusion.

The participants further concluded that strengthening media literacy requires shared responsibility across multiple actors. Young people cannot be expected to navigate the increasingly complex digital environments without adequate support from educational institutions, policymakers, youth organisations, media actors, online platforms, and local communities. In this context, non-formal education was recognised as an important complement to formal education in fostering critical thinking and active citizenship competences.

The study session also highlighted persistent challenges in the implementation of existing policy frameworks related to rural youth and digital participation. Participants stressed the need for clearer implementation mechanisms, stronger monitoring, and more meaningful inclusion of rural youth perspectives in policymaking processes, particularly in relation to the Council of Europe Recommendation CM/Rec(2025)3.

Overall, the study session reinforced the importance of inclusive and practical approaches to media literacy that take into account the realities of rural communities and support meaningful democratic participation.

Policy Recommendations

The study session resulted in the development of a participant-led policy paper on Rural Media Literacy, Use and Representation, reflecting the lived experiences and perspectives of rural young people from across Europe. The policy paper focused on five main thematic areas: Digital Wellbeing, Online Safety and Platform Accountability; Digital Infrastructure and Access; Media Literacy Education and Systems Coordination; Youth Participation, Representation and Civic Engagement; and Trust, Information Ecosystems and Local Media.

The paper highlighted the interconnected, structural challenges rural youth continue to face regarding digital access, media literacy education, exposure to misinformation and harmful online content, as well as the limitations in representation and civic participation. The participants stressed that the unequal digital infrastructure, limited media literacy education, and weak representation of rural youth in media and decision-making processes contribute to the exclusion and reduced democratic participation of rural youth.

Particular emphasis was placed on the need to strengthen media literacy as a core competence, improve access to reliable digital infrastructure in rural areas, increase platform accountability regarding misinformation and harmful content, and support local and independent media. Participants also highlighted the importance of creating stronger mechanisms for rural youth participation in policymaking and supporting youth-led media initiatives.



The policy paper served as an important outcome of the study session, allowing participants to collectively formulate recommendations directed at local, national, and European stakeholders.

Podcast Creation

Under the guidance of Daniel Grist, an expert in podcast production, the participants explored how media can be used not only to critically engage with misinformation and dominant narratives, but also as a tool for empowerment and positive storytelling. The session aimed to support a shift from critical awareness of fake news to active and confident media use, helping participants recognise their own voices as credible and valuable sources of information.

During these sessions, the participants reflected on stereotypical narratives about rural areas and discussed how these can be challenged through storytelling. They were introduced to basic principles of ethical and reliable communication and worked in groups to co-design a podcast episode.

Each group developed a concept based on the thematic prompts such as the misconceptions about rural life, the hidden strengths of rural communities, overlooked rural stories, and youth shaping the future of rural areas. Participants then collaboratively defined the structure of the episode and distributed roles, including on-mic roles (hosts, speakers, contributors) and off-mic roles (producers, question writers, fact-checkers, ethics observers, and technical support).

The sessions concluded with the recording of a jointly produced podcast episode, with all participants actively contributing to its content and production.



Evaluation

The study session was evaluated very positively by participants, with 100% of respondents rating their overall experience as positive or very positive, reflecting a high level of satisfaction with both the content and methodology of the activity. The participants reported a significant growth in their knowledge, skills, and confidence throughout the programme. In particular, they highlighted strengthened media literacy and critical thinking competences, including an improved ability to assess the reliability of information and to better understand the functioning of media systems, especially within rural contexts. The participants also developed their advocacy and policy-related skills through the policy drafting activities, while practical exercises such as the podcast creation – which was evaluated very positively by all respondents - enhanced their storytelling, communication, and digital content production abilities. These learning experiences contributed to a stronger sense of empowerment, with the participants increasingly recognising themselves as active contributors and change-makers within their communities.

Furthermore, 100% of participants reported an increased capacity to recognise and strengthen youth work policies and practices, while nearly all participants indicated that they felt actively engaged throughout the study session, demonstrating the effectiveness of the participatory and non-formal education methods used. The diversity of participants' backgrounds and experiences also created a strong environment for peer learning, networking, and intercultural exchange, enabling participants to share perspectives, identify common challenges, and build lasting connections across countries, as highlighted by the evaluation of the participants. Finally, the participants were introduced to the Council of Europe educational resources, including the Compass and other youth work manuals, ensuring that the knowledge, methods, and tools acquired during the study session can continue to support their work and future initiatives beyond the activity itself.



5. Follow-up Activities

At the organisational level, RYE will build on the study session by refining and publishing the outputs developed during the activity, including the policy paper and social media content. These materials will be shared through RYE's network and member organisations to extend their reach and encourage discussion on media literacy, democratic participation, and rural youth realities.

The outcomes of the study session will also inform RYE's future programming. Lessons learned and methods tested during the activity will be integrated into upcoming trainings, events, and capacity-building initiatives, particularly those connected to media literacy and youth participation. This will ensure that the knowledge developed during the session continues to support long-term organisational priorities and strengthen engagement with rural youth.



At participant level, attendees are encouraged to apply the skills and knowledge gained during the study session within their own organisations and communities. Participants are expected to act as multipliers by sharing learning outcomes, promoting media literacy awareness, and initiating local actions that support informed civic participation and youth engagement. Through these follow-up efforts, the impact of the study session can continue beyond the activity itself.

As a follow-up action, the Council of Europe is encouraged to strengthen the implementation and follow-up of the existing policy frameworks on rural youth and civic participation, in particular the CM/Rec(2025)3. This should include the development of a clearer and actionable implementation roadmap, accompanied by stronger monitoring and evaluation mechanisms, to ensure that these commitments are effectively turned into concrete actions at local and national levels. Regular follow-up and structured review processes are also recommended to support Member States in closing the identified gaps and improving the impact of these policy frameworks on rural youth.

Appendices

Final programme

Sunday, 8 March 2026

Arrival of participants

19:00 Dinner

20:00 Welcome evening

Monday, 9 March 2026 - Introduction and Building a Collaborative and Safe Learning Environment

09:00 Welcome speeches and Introduction to RYE and CoE.

09:15 Welcome by Balint MOLNAR, executive director of the European Youth Centre Budapest

10:45 Break

11:15 Introduction, Expectations and Learning Framework – *Exploring Aims, Objectives, NFE Approach, and Group Agreements*

12:45 Lunch

14:30 Team Building activity – *Getting to Know Each Other and the EYCB*

16:00 Break

16:30 Intro to Media Literacy – *Building a Common Understanding of the Main Concepts of the Study Session*

17:30 Reflection groups

18:30 Dinner

20:00 International Buffet

Tuesday, 10 March 2026 - Exploring and Understanding Key Issues and Contextual Realities

09:00 Media Consumption of Rural Youth – *Identifying Usage Patterns, Barriers, and Challenges in Rural Areas*

10:45 Break

11:15 Misinformation, Disinformation and Malinformation – *Understanding Key Threats in the Media Environment*

12:45 Lunch break

14:30 Information and Democracy – *Exploring How Digital Media Shapes the Political Landscape*, Lecture by Christos Papagiannis, Expert in Political Communications

16:00 Break

16:30 Media Influence on Political Behaviour – *Analysing Practical Examples and Real-Life Cases*, Lecture by Christos Papagiannis, Expert in Political Communications

17:30 Reflection groups

18:30 Dinner

20:00 Social program

Wednesday, 11 March 2026 - Strengthening Analytical Skills for Navigating Information

09:00 Data and Algorithms – *Understanding Digital Footprints and How Algorithms Shape and Target Online Content*

10:45 Break



11:15 Critical thinking and fact-checking skills - *Strengthening the Ability to Assess Information Accuracy and Identify Manipulated or Misleading Content*

12:45 Lunch break

Free afternoon in the city

19:00 Dinner out in the city

Thursday, 12 March 2026- Developing Digital Communication and Storytelling Skills

09:00 Using the Power of Media and Youth Voices – *Empowering Rural Youth to Create Reliable and Trustworthy Information*, Lecture by Daniel Grist, Expert in Communications – Freelance Podcaster

10:45 Break

11:15 Podcast Co-Creation – *Shaping Narratives on Rural Youth and Rural Communities*, Lecture by Daniel Grist, Expert in Communications – Freelance Podcaster

12:45 Lunch

14:30 Utilising Media for Positive Change – *Exploring Present and Future Opportunities for Rural Areas*

16:00 Break

16:30 Mitigating Risks in Media Engagement – *Identifying Strategies for Responsible Communication*

17:30 Reflection groups

18:30 Dinner

20:00 Social program

Friday, 13 March 2026 - Pathways to Advocacy and Policy

09:00 Policy and Advocacy with, by and for Rural Youth: Developing Effective Policy Recommendations

10:45 Break

11:15 Policy Paper Co-Development – *Translating Ideas into Policy Proposals*

12:45 Lunch

14:30 Policy Paper Finalisation and Presentation – *Discussing and Validating Policy Recommendations*

16:00 Break

16:30 Evaluation and Closing with certificates - *Harvesting Learning outcomes, gaining valuable insights and contributing to continuous improvement of Youth Activities like the Study Session, celebration and certificates ceremony*

18:45 Dinner

20:00 Closing Party



List of Links

- <https://www.instagram.com/p/DXXLQiFDCxF/>
- <https://www.instagram.com/p/DXKLFFQDOLc/>
- https://www.instagram.com/p/DXFFjiqDMIJ/?img_index=1
- <https://www.instagram.com/p/DWEr-xcjBKb/>
- https://www.instagram.com/p/DV1V2rUjLr_/?img_index=4
- <https://www.instagram.com/p/DVyxXC5DFQ5/>
- <https://www.instagram.com/p/DVrJ7rFjPld/>
- https://www.instagram.com/p/DUah_uBDB1T/
- <https://www.instagram.com/p/DRPxREBjGpG/>
- <https://www.buzzsprout.com/2499731/episodes/19007414-from-scroll-to-action-changing-the-narrative>
- <https://www.ruralyouth europe.com/event-details/study-session-2026-1>
- <https://www.ruralyouth europe.com/post/study-session-2026-call-for-participants>
- <https://www.coe.int/en/web/youth/-/-from-scroll-to-action-media-literacy-for-rural-youth-empowerment->
- https://www.instagram.com/p/DVy2QyiCV3d/?img_index=1

