

COUNTRY REPORTS ON THE FINDINGS FROM THE SURVEYS¹

Recent studies, education research, and other evidence demonstrate that the arts and culture's involvement in children's lives supports their social, emotional, and cognitive well-being and development. Art-based methods offer a greater possibility of self-expression and have a strong potential to overcome social, cultural, ethnic, or linguistic differences, forging a feeling of belonging and community. In other words, using art-based methods in education tends to remove and overcome mental barriers of any kind while having an inclusive role in education.

The primary objective of this study was to analyze the application of art-based methodologies in youth work across four European countries: Romania, Belgium, Italy, and Slovakia. The study aimed to explore the extent to which art-based methods are used to promote European values, counteract Euroscepticism, and foster a sense of European identity among young people. Additionally, the study sought to identify gaps in training, resources, and pedagogical approaches that hinder the effective implementation of art-based methodologies in non-formal and formal education settings.

The surveys were undertaken to collect and analyse the existing art-based methodologies - such as approaches, methods, tools, and best practices - used in different non-formal and formal educational activities targeted to young people. Based on the findings and desk research, the project partners selected 30 good practices and created the "Booklet with good practices" to help youth workers, non-formal and formal educators raise awareness of Europe's cultural diversity, to promote European values and integration, combating Eurosceptic attitudes and narratives among young people.

The target group was composed of youth workers, trainers, teachers, educators, and youth professionals who engage with young people in discussing European topics. The 120 surveyed institutions included non-governmental organizations (NGOs), youth centers, educational institutions, particularly pre-university education and higher education, and youth organizations working at local, regional, and national levels.

The data collection relied on quantitative and qualitative methods, enabling a comprehensive understanding of the challenges and best practices in art-based youth engagement.

The following section approaches findings and data being separated by countries divided by country.

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I. ROMANIA – BE YOU ASSOCIATION AND VALAHIA UNIVERSITY OF TÂRGOVIȘTE

RESEARCH FINDINGS

a. Analysis of Quantitative Questions (describe the findings on quantitative questions)

Instances of Eurosceptic attitudes among young people

Most respondents claim that they encounter such cases sometimes (60%), and some observe them once a week (5%) or daily (5%). A smaller percentage (2.5%) see instances often, while 5% observe them frequently. Additionally, 7.5% of respondents reported that they did not find any cases of Euroscepticism among young people, and 20% mentioned that young people, even when exposed to Eurosceptic narratives and have Eurosceptic attitudes, do not know what Euroscepticism is or how to define it.

If we generalize the situation, we can see that Euroscepticism is widespread among young people, but the intensity of its manifestation varies.

Applicability of art-based methods to reach young people

Regarding the applicability of art-based methods to reach young people, most respondents consider the methodology very applicable (55%) and applicable (42.5%), while only 2.5% believe these methods are neither applicable nor inapplicable.

Role of Art in encouraging pro-European attitudes among youth

Regarding the role of art-based methods in encouraging pro-European attitudes among youth, 37.5% of respondents consider them very useful, while 52.5% find them useful. A smaller proportion, 5%, believe these methods are neither applicable nor inapplicable, and 2.5% see them as useless.

Frequency of use of art-based methods in youth activities

When analysing the frequency of use of art-based methods in youth activities, 12.5% of respondents reported using them all the time, 25% often, 30% sometimes, and 30% occasionally. A small proportion (2.5%) said they never use these methods.

Confidence in using art-based methods

Regarding confidence in using art-based methods, 25% of respondents declared themselves very confident, while 55% reported being confident. 10% of respondents were neutral, 7.5% were less confident, and a small proportion (2.5%) expressed distrust in these methods, indicating either a lack of knowledge or practical experience in applying them.



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Availability of art-based methodology resources

The majority of respondents (50%) evaluated the availability of art-based methodology resources on a scale from 1 (I am not aware of any resource) to 5 (the abundance of resources available), with three meaning that some methods are available, but they need more resources.

Support needed while working with the Euroscepticism attitudes of young people

According to the respondents, the most critical support needed while working with the Euroscepticism attitudes of young people includes new interdisciplinary approaches (55%), new pedagogical approaches (30%), and new creative approaches (27.5%). Additionally, 48% of respondents emphasised the need for support from EU institutions, while 12.5% highlighted the importance of support from state institutions. Smaller proportions of respondents mentioned the necessity of support from colleagues (2.5%) and young people (5%), whereas 7.5% indicated that they do not require any support in addressing Euroscepticism among youth.

Training on using art-based methods in youth work

Although a significant number of respondents feel confident in their youth work practices, 60% reported not having received any training on the use of art-based methods in youth work. Only 40% of respondents have attended some courses related to art-based methods, with participants primarily coming from museums, youth organizations, and schools, and only a tiny percentage from universities.

Additionally, those who received training were mainly from non-formal education sectors, and the training they attended often did not focus specifically on art-based methodologies or how to use them to counter Euroscepticism. This highlights a strong need for specialized training in art-based methods for youth workers, particularly in their application for promoting European values and addressing Eurosceptic attitudes among young people.

Needed resources in youth work

As for the resources needed in youth work, respondents identified training and workshops (75%) and interactive modules (67.5%) as the most beneficial. Additionally, 40% of respondents needed manuals and video tutorials, while 17.5% found online courses helpful.

A smaller proportion of respondents (7.5%) indicated a need for more articles, while another 7.5% stated that they do not require any additional support in this area.

b. Analysis of Qualitative Questions

Examples of Eurosceptic attitudes among young people in Romania

1. *Perceived loss of national sovereignty*
 - The EU imposes rules against the will of sovereign countries.

- The European Union excessively interferes in national policies without considering local traditions and mentalities.
2. *Distrust in EU governance and decision-making*
- The EU is excessively bureaucratic.
 - EU decision-making is perceived as unequal, with "multi-speed Europe" favouring some countries.
 - There is a lack of representativity and transparency in EU institutions.
 - EU policies and regulations are rarely explained clearly.
 - The EU does not communicate effectively with its citizens.
3. *Economic Concerns*
- Western European countries exploit Eastern European countries economically.
 - The EU prioritizes influential member states over smaller or newer ones.
 - The rejection of Romania from the Schengen Area, despite fulfilling the accession conditions, reinforces the perception of discrimination.
 - Some young people believe that powerful EU states will never treat Romanians as equals, limiting their future opportunities.
4. *Identity and Cultural Fears*
- The EU is perceived as an "empire" eroding national identity.
 - Young people fear losing their cultural heritage due to EU influence.
 - The EU is "taking away" national identity and traditions.
 - There is a general distrust of foreign people, including concerns about immigration policies.
5. *Skepticism toward EU policies and standards*
- Low trust in EU food safety standards.
 - The EU does nothing meaningful for young people.
 - Double standards in products (food and cosmetics having lower quality) for Eastern European countries
6. *Influence of external narratives and misinformation*
- Some young people adopt Eurosceptic views without specific arguments, aligning with general social group narratives.
 - Many young people hear from parents that "Romanians are slaves of the European Union."

SURVEY RESULTS AND RECOMMENDATIONS

a. Results

The survey results show that youth worker and educators, are generally interested in topics regarding Europe, Europeanization, and combating Euroscepticism. Most address these themes in their activities, and some use art-based methods with young people. At the same time, most respondents are interested in new knowledge, methods, procedures, and good practices to combat Euroscepticism, which is widespread among young people in Romania. At the same time, most respondents need didactic resources in their activities with young people, mostly opting for interactive online modules, video tutorials, and manuals.

Manifestations of Euroscepticism among young people in Romania are varied from mentions regarding the excessive Bureaucratization of the EU; the EU imposing rules against the will of sovereign countries; Western countries economically exploiting Eastern countries to the point of Loss of national identity; The EU is a new Empire; The double standards; Inequality in EU decision-making, etc. Quite often, young people, probably influenced by the controversy in the mass media, show their Eurosceptic attitudes about the postponement of Romania's accession to the Schengen area. However, it fulfils the conditions for accession, etc. Based on these statements, we realise that many young people do not know the realities and opportunities of the EU well enough or often confuse various aspects of the European context. That is why the role of formal and non-formal education in promoting European values and combating Euroscepticism remains crucial for Romanian society.

Most respondents consider art-based methods instrumental regarding European values, especially in explaining cultural diversity, national vs. European identity, etc. Visual methods such as film, photography, theater, role-playing, debates, and organising exhibitions with the involvement of students are mentioned.

To achieve sustainable results, lifelong education must become a general principle for our society, and components regarding common European values must become a constant part of educational programs and projects. At the same time, for the efficiency of these measures, it is necessary to involve all social and professional components, including the active participation of parents.

b. Recommendations

In general, the survey results show that youth workers and educators are interested in topics regarding Europe, Europeanization, and combating Euroscepticism. Most of them address these themes in their activities, and some use art-based methods with young people. At the same time, most respondents are interested in new knowledge, methods, and good practices to combat Euroscepticism, which is widespread among young people in Romania. At the same time, most

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Most respondents consider art-based methods very useful in terms of European values, especially in explaining cultural diversity, national vs. European identity, etc. Visual methods such as film, photography, theater, role-playing, debates, and organizing exhibitions with the involvement of students are mentioned.

To achieve sustainable results, lifelong education must become a general principle for our society, and components regarding common European values must become a constant part of educational programs and projects. At the same time, for the efficiency of these measures, it is necessary to involve all social and professional components, including the active participation of parents.

II. BELGIUM – ALPHABET FORMATION

RESEARCH FINDINGS

a. Analysis of Quantitative Questions

Instances of Eurosceptic attitudes among young people

The results of the survey revealed that respondents see instances of Eurosceptic attitudes very often (there is no answer), often 10%, sometimes 30%, and 10% noticed that young people even are exposed to Eurosceptic narratives they don't know what Euroscepticism is or how to define it.

Applicability of art-based methods to reach young people

Regarding the applicability of art-based methods to reach young people, 80% of respondents consider the methodology very applicable, 20% applicable, and only 5% consider that art-based methods are neither applicable, neither not applicable nor not applicable.

Role of Art in encouraging pro-European attitudes among youth

Looking at the encouragement of pro-European attitudes of youth, the responses are more divided, with respondents considering that art-based methods are instrumental (36,8%), practical (36,8%), neither applicable, neither inapplicable (10,5%) and not practical, helpful (10,5%).

Frequency of use of art-based methods in youth activities

The same difference in answers is registered in the use of art-based methods in youth activities: 10% use this kind of methodology all the time, 40% often, 30% sometimes, 5% occasionally and 5% never.

Confidence in using art-based methods

Regarding confidence in using art-based methods, 40% of respondents declared to be very confident, 35% confident, and 10% neither confident nor not confident.

Availability of art-based methodology resources

Most respondents evaluate the availability of art-based methodology resources on a scale from 1 (I am not aware of any resource) to 5 (the abundance of resources available), with three meaning that some methods are available, but they need more resources.

Support needed while working with the Euroscepticism attitudes of young people

According to the respondents, the most crucial support they need while working with young people's Euroscepticism attitudes is new pedagogical approaches (10%), new interdisciplinary approaches (15%), and support from EU institutions (20%).

Training on using art-based methods in youth work

Concerning the training on using art-based methods in youth work, the majority, 55%, have not benefited from such training, and only 45% have been enrolled in such training. The answers seem encouraging, but it is worth mentioning that the respondents who received training on art-based methods used in youth activities are mostly from non-formal education areas. These kinds of training addressed art-based methodologies in general and specifically on how to counter Euroscepticism.

Needed resources in youth work

Looking forward to the resources, respondents see the following as the most beneficial resources needed in youth work: training and workshops (35%), video tutorials (15%), and online courses (20%).

b. Analysis of Qualitative Questions

Respondents listed specific examples they noticed during their youth work activities related to the manifestation of Eurosceptic attitudes among young people.

These examples are:

- Inefficient and an unwieldy structure
- The voice of youth is not heard
- The EU does not respect national cultures/traditions
- The EU only cares about national budgets
- Lack of bureaucracy transparency/bureaucracy / not young oriented
- It's all about finances. Education and healthcare are not sufficiently supported
- Weak policies for young people
- Lack of transparency of the policy and influence from Arabic countries
- Young people say that the EU project is on stand-by and new efforts are required to involve citizens in the decision process
- Not understanding Europe in general and repeating the Eurosceptics that we hear in the media
- Europe is not addressing the climate problem
- They complain about the lack of youth representatives in the institutions, but also about the lack of specific programmes to help the new generations create a profession

SURVEY RESULTS AND RECOMMENDATIONS

a. Results

The survey also reveals that respondents' most common art-based methods for approaching European values related to diversity, culture, and identity are role plays (this method leads as the main primary method used), followed by painting, collage technique, and forum theatre.

Also, some of the respondents suggested a few resources they believe are helpful to work with young people on the topic of Euroscepticism:

- literacy/digital education
- Bringing young people back into the institutions
- Through the creation of paintings, drawings, sculptures, theatre and other visual art
- Correct information is needed to combat Euroscepticism

- Preparation and creation of theme-oriented comics with characters and plots involving topics such as representativeness and social prejudice
- Theater to explore different cultures and identities through performances that incorporate different cast members, different languages or cultural traditions
- Use of paintings, street arts and statues to trigger reflection and motivate students to learn not only philosophy but also foreign languages and to improve self-confidence and practical skills
- Music/painting/writing
- Face colours workshop

Most respondents claimed they do not know resources that can help combat Euroscepticism among young people.

b. Recommendations

Based on the findings of the research, we have formulated the following recommendations:

- Youth workers need to organise more activities concerning the European Union, European identity, European integration and Euroscepticism
- Youth workers need to emphasize the meaning of Euroscepticism and Eurosceptic narratives more.
- Youth workers need to use more interactive tools and art-based methods to raise awareness of European values, European identity, cultural diversity, and other European Union subjects to combat Eurosceptic attitudes.
- Youth workers need to be involved in training to develop their practical knowledge and skills in using art-based methods in youth work and challenge Eurosceptic attitudes.

III. ITALY – TERRA DI TUTTI AND UNIVERSITY OF FLORENCE

RESEARCH FINDINGS

a. Analysis of Quantitative Questions

From the national surveys, the respondents observed instances of Eurosceptic attitudes among young people very often (2.5%), often (5%), sometimes (22.5%), and never (35%). On the other hand, 35% of the respondents believe that young people are unfamiliar with the concept of Euroscepticism and Eurosceptic narratives, and Eurosceptic attitudes are present. Young people lack the terminology to identify and articulate these views accurately.

Applicability of art-based methods to reach young people

Regarding the applicability of art-based methods, respondents consider the methodology very applicable (98%) to reach young people.

Role of Art in Encouraging pro-European Attitudes among Youth

Similarly, concerning pro-European attitudes among youth, most respondents considered art-based methods instrumental (42,5%) and valuable (45%).

Frequency of use of art-based methods in youth activities

In the use of the art-based methods in youth activities, 42,5% use this kind of methodology all the time, 27,5% often, 17,5% sometimes, 7,5% occasionally and 5% never.

Confidence in using art-based methods

Most respondents are very confident in using art-based methods (45%) or, at least, rather confident (32,5%).

Availability of art-based methodology resources

Most respondents evaluate the availability of art-based methodology resources on a scale from 1 (I am not aware of any resource) to 5 (the abundance of resources available) between 3 and 4, meaning that some methods are available, but they need more targeted resources.

Support needed while working with the Euroscepticism attitudes of young people

The survey results showed that the most essential support needed by youth workers while working with young people's Euroscepticism attitudes is new pedagogical approaches, new creative approaches, new interdisciplinary approaches, and support from national and EU institutions.

Training on using art-based methods in youth work

Besides, 60% of the respondents received training on using art-based methods in youth work, but 40% declared that they had never received training focused on art-based activities and peer-to-peer education. The answers show how it could be helpful to disseminate the training and activities addressed by the EU for YOUTH project to engage new youth workers in non-formal educational activities based on the arts.

Needed resources in youth work

Respondents see training and workshops (87,5%) as the most beneficial resources needed in youth work, followed by brief interactive modules (35%), manuals (25%), and video tutorials (17,5%).

b. Analysis of Qualitative Questions

Respondents listed specific examples they noticed during their youth work activities related to the manifestation of Eurosceptic attitudes among young people.

These examples are:

- lack of awareness concerning the EU values opportunities
- lack of trust in national and European institutions
- distrust about the EU emerged after the huge austerity policies carried out by the European institutions in the past years

The survey also reveals that training and workshops are the most common art-based methods respondents apply to approach European values related to diversity, culture and identity. We report below the list of art-based activities used in youth activities by the respondents we interviewed:

- intercultural workshops linked with local art techniques
- photography and video-making workshops
- reuse and recycle workshops
- role plays
- Art festivals, performances and exhibitions
- carpentry workshops on reuse and recycle
- graffiti and street art
- social theatre
- body mapping
- ceramics workshops
- tailoring workshops

Also, some of the respondents suggested a few resources they believe are useful to work with young people on the topic of Euroscepticism:

- Erasmus+ Platform
- Salto
- Participation in European youth mobilities
- large use of peer-to-peer methodologies and non-formal educational activities
- role play and activities on stereotypes and prejudices

Most that they do not know resources can help combat Euroscepticism among young people, that many young people tackle their activities are not aware of EU values and opportunities.

A few respondents shared art-based methods that they consider crucial or essential to combat young people's Eurosceptic attitudes: interdisciplinary approaches, encouraging reading, using book imagery to generate new thoughts, and involving young people as decision-makers.

SURVEY RESULTS AND RECOMMENDATIONS

a. Results

The survey results show that youth workers, teachers, and educators need to develop their knowledge and skills in using art-based methods to challenge young people's Eurosceptic attitudes or discuss European values. Some use art-based methods, but these resources are limited or unknown according to responses.

Furthermore, the respondents appreciate that the most valuable resources in their youth work are training and workshops, followed by brief interactive modules, manuals, and video tutorials. They must be equipped with new creative, interdisciplinary resources in their youth work, such as training and workshops, followed by brief interactive modules and manuals, resources and pedagogical approaches to counter Eurosceptic attitudes and narratives among young people.

Another issue regarding Euroscepticism and the themes that define it is the, intense criticism, especially among young people, of some key actions of the European Union and its governments. In particular, they refer to the failure to manage migration flows from Africa and the awareness that thousands of people die at sea due to the policies of "Fortress Europe." Additionally, the positions that Europe is taking in the Israel-Palestine conflict, doing nothing to counter the ongoing genocide, further fuel this discontent. These are issues that deeply resonate with young people and are among the main reasons why they perceive Europe very differently from the values and practices with which it typically defines itself.

b. Recommendations

Based on the findings of the research, we have formulated the following recommendations:

- Art-based methodologies, and practising arts & crafts in general, are considered as a strategic medium to express themselves, to create space for cultural diversity and to transfer knowledge among the many European communities

- We need to create awareness about European identity, Euroscepticism and Eurosceptic narratives because many young people do not have a clear idea of European values and opportunities.
- It will be helpful to organise, at local and national levels, training and activities that will be able to engage young people through art-based methods, focusing on European identity and tackling Euroscepticism.
- Youth workers need to emphasise the meaning of Euroscepticism and Eurosceptic narratives more.
- Youth workers need to be involved in training to develop their competencies and skills in using art-based methodologies in youth work and challenge Eurosceptic attitudes.

III. SLOVAKIA – YOUTHFULLY YOURS SK

RESEARCH FINDINGS

a. Analysis of Quantitative Questions

Instances of Eurosceptic attitudes among young people

The survey results reveal that youth workers see instances of Eurosceptic attitudes very often (0%, there is no answer), often (20%, four respondents), sometimes (60%, 12 respondents), and 15% (3) notice that young people don't know what Euroscepticism is or don't know how to define it. Moreover, 5% (1) have never experienced a Eurosceptic attitude among youth.

Applicability of art-based methods to reach young people

Respondents consider art-based activities in youth work very applicable (25%, five respondents), somewhat applicable (10%, two respondents), neither applicable nor non-applicable (50%, 10 respondents) and somewhat non-applicable (15%, three respondents).

Role of Art in encouraging pro-European attitudes among youth

Also, in encouraging pro-European attitudes, the respondents consider that art-based methods are very applicable (10%), somewhat applicable (10%), neither applicable nor non-applicable (45%), somewhat non-applicable (25%) and non-applicable at all (10%).

Frequency of use of art-based methods in youth activities

The question related to how often they use art-based methods revealed that 20% use them all the time, 5% often, 35% sometimes, 30% occasionally and 10% never.

Confidence in using art-based methods

In general, confidence in using art-based methods is not at a very good level. 25% of respondents declare that they are very confident, 5% are confident, 45% are neither confident nor not confident, 20% are not confident, and 5% are not confident at all. The most popular art-based methods are theatre, literature, paintings, dance, movie screenings, and discussions.

Availability of art-based methodology resources

Looking at the availability of art-based methodology resources, the responses reveal that youth workers and educators are largely unaware of any such resources. Very few of the respondents managed to provide a good source for art-based resources, but they still need such resources. Ten percent mentioned Salto, but others couldn't answer.

Support needed while working with the Euroscepticism attitudes of young people

The study provides valuable insights into the main need for youth workers and educators while working with the Euroscepticism attitudes of young people. Most of the respondents listed mainly new pedagogical and new creative approaches but also support from EU institutions, state institutions, colleagues, parents and young people to deal with the Eurosceptic attitudes of youth.

Training on using art-based methods in youth work

Regarding training, 70% of respondents haven't received any training on using art-based methods in youth work, and the responses show the need for training activities. Also, respondents considered the most beneficial resources needed in youth work to be training, workshops, interactive modules, video tutorials, and brief interactive modules.

Needed resources in youth work

Youth workers, teachers, and educators use art-based methods to approach European values related to diversity, culture, and identity. These methods include role-play activities, forum theatre, literature, drawings/paintings/sculptures, digital art, and dance.

b. Analysis of Qualitative Questions

Respondents listed specific examples that they noticed during their youth work activities related to the manifestation of Eurosceptic attitudes among young people.

These examples are:

- EU is 'dictating' sovereign countries what to do and imposing rules/laws on sovereign countries; Loss of national sovereignty; Imposing rules on Slovakia
- EU is pushing agenda from the US
- Some don't like it because they don't see the value of it
- EU makes everything more expensive
- EU creates regulations and laws, and states have to adhere even when they don't like them
- Corruption
- Long and slow legislative process
- Economic inequalities, countries in the EU are not equal
- Immigration; fewer job positions and opportunities because of immigrants
- The EU is not good because their parents told them so. They do not have good arguments; they don't like it because of what their parents or people they know tell them.
- Some say that even though the EU comes up with significant initiatives, these are not legally binding and are often in the form of recommendations only, which effectively does not mean that member states are to follow them. Hence, they see these recommendations as 'useless'.

Some youth workers and educators mentioned that young people do not have any attitudes towards the EU because they are too young to understand what it is.

The survey also reveals that the art-based methods applied by respondents to approach European values related to diversity, culture and identity are:

- Poetry writing, essay competitions; literature
- Theatre, role plays
- Drawings, paintings, sculptures, colourful posters
- Digital art, graphic design
- Movie screenings
- Dance

SURVEY RESULTS AND RECOMMENDATIONS

a. Results

The survey results show that youth workers, teachers, and educators need to develop their knowledge and skills in using art-based methods to challenge young people's Eurosceptic attitudes or discuss European values. Some of them are using art-based methods, but according to responses, these resources are limited or unknown.

Furthermore, the respondents appreciate that the most valuable resources in their youth work are training and workshops, interactive online modules, video tutorials and short interactive modules. They must be equipped with new pedagogical approaches to counter Eurosceptic attitudes and narratives among young people.

b. Recommendations

Based on the findings of the research, we have formulated the following recommendations:

- Youth workers need to organise more activities related to the European Union, European identity, European integration, and Euroscepticism.
- Youth workers need to use more interactive tools and art-based methods to raise awareness of European values such as identity, cultural diversity and other subjects concerning the European Union to combat Eurosceptic attitudes.
- Youth workers need to be involved in training to develop their practical knowledge and skills in using art-based methods in youth work and to challenge Eurosceptic attitudes.

CONCLUSIONS OF THE STUDY

The findings highlight a significant presence of Eurosceptic attitudes among young people, though their intensity varies. Many young people are unfamiliar with Euroscepticism and adopt attitudes based on external influences such as parents, media, and societal narratives.

Art-based methods are widely seen as practical tools for engaging youth and fostering pro-European attitudes. However, their implementation remains inconsistent due to a lack of training, insufficient resources, and varying confidence levels among youth workers.

To address these gaps, the study recommends:

- Expanding access to training in art-based methodologies.
- Developing interactive educational resources to enhance youth engagement.
- Increasing institutional support from EU bodies and national organizations.
- Encouraging interdisciplinary and creative approaches to counter Euroscepticism.

By strengthening these areas, youth workers will be better equipped to foster European values and encourage critical engagement with EU-related topics among young people.