



Now for the Award itself: we had 9 countries participating:

Greece: Maria Zikidou

Romania: Maria-Roberta Vîrghileanu

UK: Ashton Fulcher

Ireland: Flossie Donnelly

Italy: Jacopo Furini

Germany: Lena Schöps

Austria: Lena Mayer

Switzerland: Ines Isenegger

Belgium: Samantha Demeyere



The result was:

1. Ireland
2. Switzerland
3. Greece

Some information About the different projects:

Greece: Maria Zikidou (3rd place)



A first time participation for Greece and a beautiful 3rd place.

I have been volunteering in the “Step by step” association since its beginning. Pelly, the president of the association, is a person I really admire and wanted to support her with something that we both believe can bring a lot of joy and bring the change we want to see in the world. Regarding my welfare work, even though we have separate categories for volunteers I have experience with horses and the certification of handler as well as all the documents, so, I want to help in everything. One of the most usual chores is the welfare of the ponies which include the tasks of mocking out the stalls, making sure that they have water, feeding them and checking them up to assure everything is okay. Moreover, I help with the preparation and the procedure of a visit. Before every visit we groom thoroughly the ponies so they can adhere to all the protocols and prepare the stuff we are going to take with us for every occasion. Then, I help with the load of the ponies so that they can be transferred and with everything I am told to contribute during every visit. Furthermore, I help with compositions that are required when we ask for donations, for the association’s site or the management of social media accounts. I also help with the general supervision of our farm which is necessary for our ponies’ welfare and the prevention of accidents. All in all taking care of animals and especially volunteering in an organization like this includes countless daily tasks that need to be taken care of and I could not possibly describe them all in one paragraph. I am a volunteer that could help with everything that arises and all the above that I described are part of my welfare work which I execute with the supervision of our dear president Pelly

Romania: Maria-Roberta Vîrhileanu



As a young woman who is passionate about exact sciences and wants to work in the field of information technology, I had the opportunity, especially in the last three years, to observe female reticence towards it and gaps in existing initiatives to engage women in STEM (S-science, T-technology, E-engineering, M-mathematics).

I therefore decided on a project that would have two objectives:

1. Reducing the reticence and fear referred to science and reducing the reticence of young women towards the exact sciences;
2. Making the females that choose sciences as their career path to increase in number.

Thus was born "FEM in STEM", an initiative to train girls from our college in science, technology, economics and mathematics.

My project consists of two stages:

1. Supplementary courses, facilitated by subject matter passionate experts (teachers from our high school or our city). They will provide an avenue for young women to engage with their specific areas of interest, such as mathematics, chemistry, robotics. This will be achieved through immersive projects, experiments and interactive games. This is as well the part for which the bursary will be used.
2. Research projects competition and granting scholarships, with the support of local and national sponsors. **BENEFICIARY:**

Around 40 college girls will benefit from this project. Although educational systems and the labor market offer equal opportunities for education and employment in these fields, for both girls/women and boys/men, the active rate of ladies /young ladies is significantly lower. Globally, only 28% of the industry was represented by women in 2020.

Why does this happen?

1. Don't see the real applicability of these subjects - they learn formulas, different types of problems and exercises, reactions over reactions, but rarely get to do concrete activities - and even then, very simplistically, through minimal laboratory work that does not reflect the situation to real laboratories or companies;
2. They consider them to be rigid areas, lacking creativity, which is why they consider that they would lack professional satisfaction - again, because they are not shown this side during school;

3. Avoids stepping into a field of work dominated by men (including throughout history), for reticence => it is more than necessary to change them.

posters, flyers and high school social media posts about the project (including the presentation of educational offer), along with several presentations by current

STEM students (graduates of our high school) to share their experience;

DURATION:

During a school year.

LOCATION:

College Mihai Viteazul Ploiesti, Prahova County, Romania.

PROJECT IMPLEMENTATION:

STAGE 1

Step 1. Publicity and series of presentations

Step 2. Applied courses – to be held in high school, on weekends, in which the girls begin to apply what they already know and learn new notions regarding their field of interest (through refinement and solving real problems - with which could face when practicing - and creating their own research projects and initiatives

Step 3. Awarding the participants - at the end of the school year, all students would receive a certificate of completion of the courses

Step 4. Competition of the research projects they had developed up to that point during the applied courses.

RESULTS:

1. Considering the perspective of female participants, it is highly probable that the courses will equip them with all the essential qualities required for excelling in STEM fields.

2. From the standpoint of STEM disciplines, I firmly believe that these fields will experience a period of significant growth in Romania once women actively engage in them, primarily due to their aptitude for creativity, communication, and critical thinking.

3. In terms of the Romanian society's perspective, a reduced number of families will likely face separation as a result of the well-compensated nature of STEM professions. Consequently, women will not have to resort to leaving their children under the care of grandparents while seeking employment abroad.

UK: Ashton Fulcher



I keep a children's charity called 'The Bumblebees Children's Charity' which is a voluntary run pre-school for children with additional needs, I am currently designing and making sensory boards so would use some money to buy items to add to these such as locks, latches, buttons, switches, and fabrics.

I would like to buy some more Makita power tool batteries as I currently must share two batteries between five power tools and one of those batteries is borrowed.

I have previously had flyers and leaflets which I distributed over the local area and businesses put them in their windows. This really helped my profile grow and got me orders so I would use some of the bursary on a media package to do some online advertising and have more flyers and leaflets printed.

I have been experimenting with some old paints and spray cans from my Dads shed so would like to provide some colourful creations for customers so I would like to buy some paints and spray cans of my own.

I use a lot of consumables such as sanding discs, screws, nails, drill bits and blades so a portion of the money would be spent replacing broken drill bits, blunt saw blades, sanding discs and stocking up on various size screws and nails.

I only have a small workspace so I mainly work one piece at a time to order, I'd like to rent a secure storage unit so that I could make my pallet Christmas trees all year round and store them until November time when they go on sale. They are my biggest seller but are very seasonal and I struggle to keep up with demand at that time of year. I could also make and store other creations, so my work space isn't full of items waiting to sell or be collected.

I help out two local food banks and the community hub at my school and when I heard there was a bursary for the winner, I had an idea to organise a visit 'Santa's Grotto' event for the families that use the hub where they can see Santa and get given a present which I would purchase. I would also organise Christmas food parcels to give to the families. That time of year is always a massive strain so if I can help take any pressure off I know the local families would appreciate it.

I tried doing a Christmas trade fayre last year and found it very successful, so I would like to try and do more of these, but they come at a cost with most asking a stall fee. Not only are these fayres good for selling items but also helped me raise my profile and promote my Pallet Teen brand.

Last year I had some branded work wear which included tops, hoodies and trousers. I have now outgrown these and would like to purchase some new ones.

Ireland: Flossie Donnelly (1st place)



... saving the oceans and seas and educating children about why we must
... planet is covered by over 71% of water which means saving the oceans and
... ern with Climate Change. Gili Eco Trust is an organisation that helps rebuild
... nology which is a technique to create artificial coral reefs, to restore the
... Gili Islands as most of it was destroyed in an earthquake as well as the coral
... ened due to Climate Change. They offer workshops and eco education for all
... als on the island along with weekly Island beach cleans! They have created
... cing system on the Island, there is no refuse system on the Island from the
... t, so Gili Eco Trust have created one for the Island. All the rubbish they collect
... recycling categories and cleaned before it gets shipped out to the mainland to
... a turtle protection program so that they can track the turtles around the
... hen they get caught in a fishing net, alongside protecting them from
... eal the turtle eggs. GILI Eco Trust would use the bursary money to help with
... which involves attaching baby coral to living rocks using different chemicals or
... metal rods and putting an electric current through them before bringing them
... ould also help them with their turtle tracking program. Gili Trawangan is one
... s constantly fighting the plastic pollution that you see in so many social media
... to cause the problem yet are constantly trying to solve the problem. They are
... ve very little funding to achieve their mission.

Bening Saguling Foundation is a school located on the banks of the Citarum river which is known as one of the most polluted rivers in the world! The students pay to attend their school with plastic bottles which the school brings to a recycling centre. The fathers of the students who attend the school used to be fishermen but unfortunately the river is so polluted that most of the fish are dead and the ones that are alive are too toxic to eat and can lead to many illnesses including cancer. The students get the same education that you would get in a normal school but they also get to learn about how to live by the land and why we need to protect the planet, they also go out on boats to collect the rubbish in the river in the hope that one day their fathers can fish again and their river will be clean to swim and wash in.

I find these two organisations very important because one spends their time educating students on school subjects and environmental projects as well as to live by the land. Whereas the other organisation not only has its own recycling refuse system for the island it also helps rebuild coral which is so incredibly important since coral is a natural barrier which means it's lowering the impact of tsunamis and hurricanes globally along with producing oxygen. Coral also provides feeding and nursery grounds for over 1 million marine creatures; they are literally trying to stop there being more plastic than fish in the sea before 2050. To me both of these conservation trusts are so important for the future of the children and our planet, and they need all the help they can get.

Italy: Jacopo Furini



I am a student at IIS Viola Marchesini. The school itself, in its five-year educational plan, aims to develop skills in active and democratic citizenship through the enhancement of peace education, respect for differences, and inclusion. Being involved with horses since childhood and experiencing personally the benefits they can bring, I believe it could be a viable path for students with ADHD who attend our school. The goal is to promote an integrated recreational and sports activity specifically designed for ADHD students, where they can engage with horses and have a shared experience that contributes to their psychophysical well-being, acquisition of skills and independence, as well as understanding and acceptance of diversity. The intention is not to create performance anxiety or competitive attitudes, but simply to foster a sense of autonomy in horse management and interpersonal relationships. Of course, in addition to the Operational Working Group, the presence of professional figures who can better understand the students' emotions and behaviours will be beneficial. It's important to try to alternate physical activities with quieter and more theoretical ones. We could start by walking or running with the students in the field to provide them with an opportunity for movement. Only later, we could document the path taken on paper or work with appropriately designed and personalized worksheets. Another activity could involve planning groundwork, such as grooming the horse, which can be a valuable experiential opportunity for sharing the rules and time constraints inherent to working with horses and the equestrian context. It's important to remember not to take anything for granted: establish the rules of horsemanship/school, always reinforce appropriate behavior, and whenever required pause the activity with the students if there is little cooperation or fatigue.

Germany: Lena Schöps



Stumbling blocks - why should I care about this fate? That was the question our class 10d from the PvD in Schifferstadt concerned with. In the context of the exhibition with the same name, we dealt in particular with the fate of Klaus Magath and his family.

The first step of our project was to question what stumbling blocks are.

They are a concept of the artist Gunter Demnig who wanted to create something that reminds of the victims of the national socialism. In the Talmud - one of the most important documents of the Judaism- it says: "a person is not forgotten until its name is forgotten". That's why he created these blocks which have the name, the fate, the life dates and the place of birth engraved on them.

They get set into the ground in front of the last voluntary place of residence of the victims. Therefore, it's easier to see the stumbling blocks and to "stumble" over them.

And that is really important, because these blocks should remind the society of the victims and what happened to them and draw the attention to the individual fates.

Another aspect is, that these blocks remind us to oppose antisemitism and racism on time in daily life.

Our second step was to think about the aspects we wanted to write about on our exhibition board.

To get some inspiration, we went to the exhibition "stumbling blocks - why should I care about this fate" from the association "Ludwigshafen sets stumbling block". It took place in our school and there were many other exhibition boards in memory of different fates from the national socialism. With the help of these boards we decided on the aspects: Klaus Magath's biography, his life before and after the national socialism and especially his and his family's fate.

After we were working on Klaus' fate in particular. Therefore, we dealt with an eyewitness source from 1970. It was an interview between Isaac Kuperstein and Klaus Magath, which took place in the USA.

Thus, we divided us into five groups. The first group focused on Klaus' life before and after the national socialism and included some personal questions, for example about his childhood. The second section dealt with his life in the concentration camps. The third group focused on the time Klaus spent in the children's home in France. The fourth section dealt with his flight to Switzerland, and the fifth one was about his escape to the USA and what he experienced there.

These five groups have written a text about their section. In the end, we collected them and sorted the passages out to have one complete text with all the information. We sent this text to the organization, who then printed the text on our exhibition board.

Of course, it was also our task to put the stumbling blocks from the Magath family in the ground. So on December (the) 8th 2022, we drove to the last voluntary place of residence in Ludwigshafen in the Herzogstraße 10.

Members of the association were already waiting for us at this address and had already prepared the location. Also, present was a team of reporters from the television program logo, who wanted to publish an article about stumbling blocks. Therefore, they recorded the process of putting the blocks into the ground.

But before the stones were let into the ground, we read our text from the exhibition board to honor Klaus Magath and his family once more. After, three voluntary students put the stones in a suitable hole, which was placed on the pavement.

When the finished board arrived at our school, we officially presented it on January (the) 30th 2023. Our class presented our results and explained what we had done to create this board. In addition to our exhibition board, a banner was created, which also expanded the exhibition.

Austria: Lena Mayer



together with my co-class representative, Jakob Schneck, I organized various charity events. Our supporting partners for these events were other class representatives from our school.

First project, "Goody Bags for the World Day of Poor People", November 2022

We asked our schoolfellows for some money and purchased goods at a wholesale company. Then we prepared 100 parcels with one can of goulash, a bottle of a non-alcoholic drink, and a package of pasta.

Second project: "Christmas Tree Balls for UNICEF Children in Ukraine" (December 2022)

For this project, we negotiated with some managers of Hornbach, a popular Austrian DIY (do it yourself) store.

They gave us 100 Christmas tree balls for free. These balls were sold at our boarding school and personalized by each student who bought one.

Then we decorated a Christmas tree, which was donated by a sponsor, too.

On our last school day before Christmas, we prepared and sold some non-alcoholic punch and fresh waffles. We were able to generate donations worth 1.085 euros and transfer them to the Children Support Ukraine of UNICEF on the 23rd of December

Third project, "Charity Run and Duck Raffle", April 2023

On the 24th of April 2023 we arranged a charity run and a duck raffle in Waldegg. We were able to motivate 137 students to participate, which resulted in donations worth 1.370 Euros. This amount was given to an Austrian diabetes prevention project.

Switzerland: Ines Isenegger



I represent a group of 4 students from the English Secondary section of the Institut International de Lancy (IIL), an international school in Geneva. We have been involved in various charity projects in our school for several years, including bake sales to raise money for specific causes like humanitarian emergencies linked to current events or collections of clothes or materials for local associations. We are convinced that everyone can make a difference. The project “Cook and Succeed Together” was born in January of 2022. Noemi, Julia, Elisa and myself realised that there was a very high amount of homeless people in Geneva, and we decided to find a way to help them. This is how we came up with this solidarity project consisting in preparing and distributing meals to the homeless people in our town.

After careful consideration of the various challenges to be met, particularly logistical ones, the project was launched, and meals were prepared and distributed on a Saturday in May 2022. Since then, we have been gathering with students at our school, parents, and school staff once a month on a Saturday to prepare 100 meals and then distribute them. People sign up through a Google sheet created by us, which allows a certain number of students to participate every month. The Institut International de Lancy provides the kitchen and equipment while we decide on the menus and quantities with the help of the school canteen manager. All ingredients are supplied by donations from parents and students. To assist in reaching the homeless in Geneva, we have turned to the Caravane de Solidarité, a Geneva-based charity created in 2015 that helps people in need. This wonderful project is now sustainable. It is part of the school’s regular charity projects, and we will be organizing two distributions a month as of September 2023.

Belgium: Samantha Demeyere



She was diagnosed with CFS and Fibromyalgia at 14 years old. She started writing books about my illnesses. She wrote two books and is working on two more.

Because she wanted to show others, they are not alone in this and there is in fact light at the end of the darkness. Further on she started her first youth organization (t Kompas) which is for children between 4 and 16 years old, for everyone especially children with a physical illness that are not able to take part in activities in other organizations. She is now leader and founder of that. She also started her own social organization (Achillis), that has the purpose of helping and leading people that aren't in any sort of social engagement or that want to start something, want to change something, or have a voice. They also spread awareness for every kind of disability. She is the founder and only leader in that.

Further on she tries to get into the newspapers which worked already to spread awareness for any kind of disability or unfairness.

She now travels around Belgium to expand her knowledge as one of her subjects in school is history.