DIGI YOUTH
MEDIA MANUAL

GOOD
PRACTICES

Title of Project/Activity/Tool in English: **Comp-Pass**	ID Number:

Title in original language:
Comp-Pass

Main topic(s):
Digital Storytelling

Digital youth work tools/methods used/covered:
Guidelines for storytelling for youth workers/educators
Game for supporting youngsters in storytelling methods

Relation to media: Use of storytelling

Number of participants:
N/A

Organisation/organiser or provider:
Pistes-Solidaires
Associação Mais Cidadania
Know and Can Association
Cazalla Intercultural
REPLAY Network
Fekete Sereg Youth Association
PiNA
(Erasmus+ project)

Sector: NGO

Summary

This project, as a best practice, mostly works to address the needs of NEETs and people who work for and with them. The approach that the team has chosen is through storytelling and they have developed several different and useful for their target groups ways to get to their goal.

For one, the project has created a platform, which, through storytelling, supports the application of young people for jobs. Incorporating the element of storytelling and creating a supportive and nourishing system helps the process of applying for a job, which is crucial for the target group.

Moreover, the project has created a guidebook for educators and youth workers, focused on (digital specifically) storytelling to support their work with young people not in education, employment or training. Finally, the project has created an engaging game for youngsters, supporting them in their effort to tell better stories about themselves, including through digital tools.

Target groups and its/their size, other stakeholders

On the one hand, the project and its outputs target young people, and on the other – youth workers. Through their different outputs, the project partner address the different needs of the different target groups. Their approach changes accordingly.

Geographical coverage

Websites (including reports, etc.) or social media links

https://www.comp-pass-project.eu/
https://www.facebook.com/eucomppass/

DETAILED DESCRIPTION

Need/context, aim, and objectives

This project is created in the context of supporting young people who find themselves outside of employment, education or training in improving self-awareness and gaining confidence; determining their strengths and finding ways to highlight them, in order to integrate these young people fully into their communities. What is especially relevant for DiGi YOUTH is the fact that this project has decided to use digital storytelling as a main way of approaching the young people, which is especially relevant for the DiGi YOUTH Media manual and how youth workers approach their digital activities, community and outreach especially.

The objectives of the project are related to empower NEETs in their integration into communities, however for the goals of the best practice description, an important objective is integrating digital storytelling into the daily activities of youth workers. The manual, created by the project, is aimed at youth workers and has as an objective to empower them to use this skill in their interactions with young people – and also as a whole when communicating their vision and goals.

Methodology and results

For the purpose of the best practice, focus will be placed on the Digital Storytelling guidebook, which was developed by the project (https://fe7c0bf8-922e-401c-9c20-95cfd953593f.filesusr.com/ugd/1eda8b_37267445e22243808dc60e5b0734ab2b.pdf). The methodology of the guidebook is centred around exploration of storytelling in phases. For a start, the guidebook discusses storytelling as a method and its merits for youth work specifically; then, it goes further into a more broad view of how stories are and should be told, especially placing focus on the role of the youth worker and the specificities of storytelling for this field. The guidebook then focuses on digital storytelling, exploring not only the adaptation from traditional to the digital, but also giving technical guidelines and such on equipment. Finally, the guideline gives examples, practical tools and useful resources – a section, which could be immediately put into place by the youth worker.

Impact on participants/target groups/community/society

The explored impact has mostly been measured by the other activities of the project, less so for the guidelines.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique?

This project can be considered as a good practice for DiGi YOUTH's Media manual specifically because of its focus on storytelling and digital storytelling in youth work, which is a very niche topic also to be addressed in the Media manual. Moreover, in the way the Guidelines for youth workers are structured and organized, placing a significant focus on practical advice, relevant resources and use-focus content, would be a great example for any project output.

Recommendations for users

- For the creation of the manual: keep focus on the needs of the target group; limit size and instead focus on quality, usability and practicality;
- For users of the manual:
  - o Make sure that you expand your worldview with different techniques; embrace change and use it as a driving force in your work;
  - o Stories are deeply human and connect us more than most other tools – we all have stories in us and understand stories well.

Title of Project/Activity/Tool in English **Digital Pathways for Youth across Europe**	ID Number:

Title in original language: Digital Pathways for Youth across Europe	
Location and date (in the case of events): N/A	
Main topic(s): Media creation	
Digital youth work tools/methods used/covered: How to effectively use (multi)media to as non-formal training tool, engage with youth, and promote events, including tips; A) Video making B) Multimedia Presentations making C) Podcasts making D) how to make the infographics	
Relation to media: media formats used, media literacy, etc. - Social media, - Film and sound making. - Animation - Game making	
Number of participants: N/A	
Organisation/organiser or provider: H2 Learning Digital Hub Development Agency (DHDA) National College of Art and Design (NCAD) Krzyzowa Foundation (Poland) MFG Baden-Württemberg (Germany)	
Sector: NGO	

Summary

The Digital Pathways project developed a set of CPD materials for Digital Mentors to empower them to lead and facilitate learning workshops. The CPD materials provide guidance on developing strategies and approaches that have already proven successful in engaging young people with digital media. The materials showcase how Digital Mentors can support young people to learn and develop digital media skills in collaboration with their peers, both in face-to-face settings and online.

The videos correspond with session plans included in the Digital Pathways Programme and cover the following topics:

1. Film
2. Digital Image Editing
3. Stop Motion Animation
4. 2D Animation
5. Sound
6. Social Media
7. Game Making

Through the videos the Digital Mentors share the learning they have gathered from implementing the project and where relevant some specific technical instructions the technologies or software are used[1].

Target groups and its/their size, other stakeholders

Digital Mentors (including youth workers), tutors, youth organisation and learners.

Geographical coverage (use icons of country flags)	Partners, if any
	H2 Learning, Ireland
	NCAD, Ireland
	MFG, Germany
	Krzyzowa Foundation, Poland
	DHDA, Ireland

Websites (including reports, etc.) or social media links

http://digitalpathways.eu/cpd-materials/

DETAILED DESCRIPTION

---

[1] http://digitalpathways.eu/cpd-materials/

Need/context, aim, and objectives (1000 characters)

The Digital Skills Pathways for Youth across Europe project was developed by H2 Learning and NCAD in order to address the insufficient preparation of the youth on the topics of digital literacy recognized by the partnership. The project started in 2017 and aimed to:
- provide teenagers across Europe with opportunities to develop a range of digital literacy skills;
- to provide them with a virtual space to showcase their work and to network with peers;
- to expose them to the wide range of possible careers in this evolving sector and
- to identify pathways they can follow into further education and future employment in the field of digital media.
Nowadays this project is still relevant and even more important, considering the online transformation that took place in the education, due to the COVID-19 lockdown.

Methodology and results (2000 characters)

In order to obtain these objectives the project envisaged the development of the following outputs:
1. The Set-up of a '**Creative Lab**' in each partner country engaging a group of youth learners and their tutors. This Lab allowed for the assessment of the youth's needs and skills in terms of the digital media.
2. **A Digital Pathways Programme** that introduce a range of digital skills that can be delivered in any informal learning setting across Europe.
3. **CPD Materials for Digital mentors** so they are empowered to lead and facilitate the learning workshops.

Moreover, the project introduced youth to the variety of digital media jobs through meetings with business representatives.
The CPD Materials encompass several videos, that follow the structure of the Digital Pathways Programme and covers topics such as:
1. Film
2. Digital Image Editing
3. Stop Motion Animation
4. 2D Animation
5. Sound
6. Social Media
7. Game Making

Each video is accompanied with additional recourses to facilitate learners to get into more details on each topic. The videos introduce different digital tools and how mentors can use them in their work with young people. The videos act as tutorials on the different topics and can be used by any third party to gather ideas and guidance on the presented tools.

Impact on participants/target groups/community/society

The elaborated CPD materials in a form of videos, provide easy to digest information on how to produce different media content to be used in learning workshops. The videos are interactive way for digital mentors to gain knowledge on existing tools for media creation in fields that are not so mainstream for the average youth worker as animation, sound, film and game making.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique?

The digital pathways project is a "one-stop-shop" for getting familiar with different tools and ways for media creation, especially in more sophisticated topics such as animation, sound, film and game making. Each topic is introduced with video that is supplemented with additional resources and links for improving the knowledge on the respective tool.

Recommendations for users

-   The CPD materials introduce basic notions and describe skills needed for the creation of different digital content such as films, animations, image editing, etc.
-   When creating digital content during your trainings you may find a way to materialized it afterwards into posters, other digital content, which can be then distributed among the participants

Title of Project/Activity/Tool in English: Mobile games in youth work	ID Number:

Title in original language: Mobile games in youth work	
Main topic(s): Gamification; youth work	
Digital youth work tools/methods used/covered: Entrepreneurship, Green skills, Intercultural learning, Mobile games and youth work	
Relation to media: Mobile games	
Number of participants: N/A	
Organisation/organiser or provider: National Student Information and Career Center /NSICC/, Bulgaria - Project Coordinator Student Computer Art Society /SCAS/, Bulgaria Arbeitskreis Ostviertel e.V., Germany Association for Culture and Education KID KIBLA, Slovenia Associazione Culturale ORIENTARE, Italy MANKO, Pland	
Sector: NGO	

Summary

The aim of the project is to increase the capacity of youth workers, trainers and leaders via development of methodology for designing and implementing mobile games in youth work. The project also developed a set of mobile games for entrepreneurship, intercultural learning and green skills, topics which are in the center of many youth training courses, mobilities, seminars and other events. The project involves six partner organisations from 5 countries – Bulgaria, Germany, Slovenia, Poland, and Italy.

The project provides the following information:

- In **"Theory"** menu there are 4 subsections - **Entrepreneurship**, **Green skills**, **Intercultural learning** and **Mobile games and youth work**. The first 3 sections contain information and

training materials about the respective topic and the last section explains the importance of modern media devices for the youth and how mobile games can be implemented in out-of-school training by the youth workers.

- In **"Mobile games"** part one can find the 3 developed games with a respective description, sample images from each game and direct connections to App Store and Google Play for downloading the installation files. The games are absolutely free to play.

- In **"Resources"** menu there are 3 sub-sections - **Documents**, **Useful links** and **Download**. In the **Documents** section one can find different documents, developed for the project - leaflets, manual, training kits, etc. **Useful links** section contains URLs to documents and databases regarding the forementioned topics. In **Download** one can directly download developing tools so he/she can start working on their own mobile games.

- In **"The Project"** part one can find information about the project and the partner organizations.

Target groups and its/their size, other stakeholders

The project is targeting the following groups, willing to introduce the mobile games training approaches in the youth work:
- youth workers in youth centers and youth organizations;
- youth trainers involved in out-of-school youth activities;
- youth centers managers or leaders of youth organizations.

Geographical coverage

Websites (including reports, etc.) or social media links

http://mgames-youth.org/
http://mgames-youth.org/images/resources/manual_en.pdf

DETAILED DESCRIPTION

Need/context, aim, and objectives

There are many traditional youth games (paper-based, drama-based etc.) and the respective paper-based training materials how to use them in the youth work. Last 10 years some e-games related to youth work have also been developed.

Rapidly, in the last few years, smartphones and tablets invaded the market and especially the world of the youngsters. Youngsters are more and more addicted to their smartphones or tablets. Every day they spend considerable time with their mobile devices playing games or using different social networks. But also, smartphones and tablets are radically transforming how we access our shared knowledge sources by keeping us constantly connected to near-infinite volumes of raw data and information. We enjoy unprecedented instant access to expertise, from informal cooking lessons on

YouTube to online university courses. Everyday people around the globe are absorbed in exciting new forms of learning. Obviously, the easiest way to reach the young people is to provide them the information and key competences they need using a user-friendly tool, which is very close to their daily habits and lifestyle. There is still a gap in the existing training tools for mobile phones, tools which are suitable for the youth work (youth exchanges, youth training course, youth seminars etc.). Even though the youth workers and trainers realize the potential of the mobile games, they are facing lack of experience and training materials how to develop and implement such games in the youth work.

That is why the project 'Mobile games in youth work' develops methodology and tools for mobile devices (smart phones and tablets) suitable for the youth work, mobile games for entrepreneurship, intercultural learning and green skills. The project also trains youth workers and trainers how to use mobile games in their training or consulting activities.

Methodology and results

- Mobile games for youth entrepreneurship, intercultural learning and green skills suitable for iOS and Android mobile devices, available at App Store and Google Play Store as well as on mGames web platform for free download;
- Survey on the existing e-games, e-tools and training methods suitable for the youth work, especially in the field of entrepreneurship, intercultural learning and green skills in Bulgaria, Germany, Slovenia, Italy, Poland and also on European level;
- Developed methodology how youth organizations and youth workers could design and implement mobile applications and games in the youth work;
- Manual for youth workers how to develop and how to use mobile games (or other similar tools) in their work;
- Trained 120 youth workers how to develop and use mobile games in the youth work;
More than 100 youth workers, youth leaders and youth NGO members, designers, teachers etc. directly involved in the project (participants in focus groups and presentations during the products development and testing);
- mGames web platform for mobile games in the youth work.

Impact on participants/target groups/community/society

- Increased capacity of the youth workers in the ICT implementation in the youth work and increased involvement of the young people by providing strong tools and training material available in all partner languages;
- Increased capacity of youth trainers on how to use mobile games in the out-of-school youth training;
- Providing the national institutions and authorities with an innovative model for work with young people; Showing the nowadays trends and cases of using mobile games in the training process.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique?

The project can be defined as best practice, as it developed its own methodology and games that are made available for free and applicable in all European countries with the aim to increase the

capacity of youth workers, trainers and leaders. It also promoted and enhanced cooperation among the involved institutions and other stakeholders on both European and international levels.

Recommendations for users

- Use gamification as an youth work method to involve better young people in educational activities;
- Design your own gamification approach (based on mobile games) using created by the project methodology how youth organizations and youth workers could implement mobile applications and games in their everyday youth activities;
- Integrate Entrepreneurship, Green skills, Intercultural learning as key topics for youth work initiatives.

Title of Project/Activity/Tool in English: Bulgarian National Television broadcasting classes for students during Covid-19 lockdown - 'With BNT at school'	ID Number:

Title in original language: Образователната програма „С БНТ на училище"	
Main topic(s): Digital education	
Digital youth work tools/methods used/covered: Digital education; distance learning; digital communication; media tools and techniques for innovative learning	
Relation to media: TV broadcasting	
Number of participants: N/A	
Organisation/organiser or provider: Bulgarian National Television Ministry of Education and Science - Bulgaria	
Sector: Governmental, Business	

Summary

The initiative 'With BNT at school' was a fast response to the changing situation because of the spread of Covid-19. From March 17 2020, BNT2 was entirely aimed at students, helping their families and Bulgarian teachers. Video lessons and educational videos for different classes and ages were broadcasted every day.

'With BNT at school' was a joint initiative of the Bulgarian National Television and Ministry of Education and Science and with the support of the publishing group 'Prosveta'. Other publishers could also join the program, providing electronic educational resources for free use in a situation when students are not in the classrooms.

Implementation of the initiative also included teachers from different classes, who presented the necessary information for lessons, exercises and independent work in Bulgarian language and literature and mathematics.

The program was supplemented every day, and the reruns and broadcasts on BNT4 also helped children abroad who studied in Sunday schools and have stopped classes due to the spread of Covid-19.

The lessons and up-to-date information about the broadcasts were regularly uploaded on the BNT website - www.bnt.bg.

Target groups and its/their size, other stakeholders

The initiative is targeting the following groups:
- students;
- teachers;
- families.

Geographical coverage

Websites (including reports, etc.) or social media links

https://bnt.bg/bg/a/s-bnt-na-uchilishche

DETAILED DESCRIPTION

Need/context, aim, and objectives

In the current crisis situation of Covid-19 that Bulgarian people are facing, the national television believes that everyone should selflessly do what they can do to go through the upcoming trials together. Their cause and public duty became digital education of Bulgarian children.

That is why they were the first to shoot and provide video lessons on the most important subjects and topics for free use via broadcasting and on their website. In just a few days, more than 100,000 students already participated in such 'distance classes', which helped also Bulgarian families and teachers.

Methodology and results

Bulgarian National Televisio and Ministry of Education and Science launched jointly the joint initiative 'With BNT at school'. Publishers provided online textbooks from grades 1-10 for free. Regional educational institutions are supporting 65,000 teachers and over 700,000 students through videos and webinars. School education content was being broadcast through the channels BNT2 and BNT4.
Nearly 89% of students were enrolled in e-learning. Each student was enrolled in distance learning six hours a day, including through broadcast lessons on national television channels. Parents assisted pedagogical specialists in the implementation of the instructions and tasks set, and supported younger children with equipment issues and provide opportunities for their children to watch lessons on Bulgarian National Television.

To support distance learning, the Ministry of Education and Science has developed a National Electronic Library of Teachers (e-Content Repository), which published materials of pedagogical specialists for working in e-learning environments, including video lessons, training programs, innovative methodologies, tests, films, exercises, entertaining pedagogy and presentations, as well as projects related to both independence in performing in an electronic environment, as well as with research, student work, curiosity, motivating elements, feedback, group and individual work, creation and the application of a variety of skills.

On the website of the Ministry of Education and Science, there is information about a 'telephone e-education' service to answer questions and provide suggestions related to the educational process. The government is updating legislation concerning grading and assessment in order to take into account the distance learning context.

Impact on participants/target groups/community/society

The initiative had positive impact on 65,000 teachers and over 700,000 students during the crisis situation of Covid-19.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique?

The initiative can be considered as best practice, as it shows how positive results with really massive impact can be reached with joint efforts from different sectors – in this case government, media and business.

Recommendations for users

- Collaborate with organisations from different sectors to reach bigger impact and achieve more sustainable results;
- Work closely with both traditional and online media to reach target groups and answer to different needs.

ICT4YOUTHWORK	ID Number:

Title in original language: BLEND-IN	
Location and date (in the case of events): Sweden, Greece, Portugal and Romania	
Main topic(s): Online Youth Work, ICT, Digital Media and youth work	
Digital youth work tools/methods used/covered: Toolbox (Knowledge repository) Collection of best practices Thematic publications related to the youth work in the digital age Guidelines on ICT for youth work	
Relation to media: Only for best practices to be annexed to the media manual. -Collect existing knowledge, experience and know-how on best practices, tools and methodologies for youth work in the digital area -Promote effective digital communication amongst youth workers and young people in Europe.	
Number of participants:	
Organisation/organiser or provider: Stockholm University (SU) - eGovlab (Department of Computer and Systems Sciences DSV)	
Sector: Non-profit	

Summary (1000 characters)

The ICT4YOUTHWORK project aims to better enable youth organizations, youth services and youth workers in reaching young people and delivering to them activities that will ensure responsiveness to the trends in society such as the latest progress in technologies and digital media.

ICT4YOUTHWORK aims to:

- Map, analyze and report on good practices in online youth work that can be transferred and adopted across youth work from Sweden, Greece, Portugal and Romania as well as throughout Europe
- Enhance the uptake of ICT, digital and social media in the practices of organizations engaging in youth work
- Improve the access to existing knowledge, experience and know-how on best practices, tools and methodologies for youth work in the digital age

- Involve a target group of organizations and individuals specializing in youth work from Sweden, Greece, Portugal, Romania, as well as other Erasmus+ countries

Target groups and its/their size, other stakeholders (500 characters)

Youth organizations, youth services and youth workers

Geographical coverage (use icons of country flags)	Partners, if any (300 characters)
	Government To You (Gov2u), Sociedade Portuguesa de Inovação - Consultadoria Empresarial e Fomento da Inovação, S.A. (SPI) Asociatia ZURY (ZURY)

Websites (including reports, etc.) or social media links (300 characters)

https://www.ict4youthwork.eu/#about/

https://www.facebook.com/ict4youthwork/

https://twitter.com/ict4youthwork

https://www.linkedin.com/in/ict4youthwork-eu-project-173999150/

https://www.instagram.com/ict4youthwork/

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)

The ICT4YOUTHWORK project aims to better enable youth organizations, youth services and youth workers in reaching young people and delivering to them activities that will ensure responsiveness to the trends in society such as the latest progress in technologies and digital media.

The project's effort allows organizations to update and adapt their methods to the new technologies to improve outreach to youth. Thus, youth organizations are better empowered to increase the quality of the youth sector in Europe by sharing know-how across sectors, generating and disseminating new knowledge on methods and practices for use of the latest digital tools and media in youth work.

ICT4YOUTHWORK has put together a toolbox to assist youth organizations and youth groups in making the most of the latest technological trends.

The Toolbox is a digital knowledge repository which presents best practices, tools and methodologies for youth work in the digital age. It is the valuable outcome of the 2-year Erasmus+ funded project ICT4YOUTHWORK and of course the Project's multi-disciplinary and complimentary partnership consisting of four institutions from four EU countries: Sweden, Greece, Portugal and Romania. The toolbox maps, analyses and reports on the latest trends in technology and digital media in order to enable youth organizations, youth services and youth workers to reach and deliver activities effectively to young people.

Methodology and results (2000 characters)

ICT4YOUTHWORK has put together a toolbox to assist youth organizations and youth groups in making the most of the latest technological trends.

Results

Enhanced the uptake of ICT, digital and social media in the practices of the organizations engaging in youth work;

Improved the access to existing knowledge, experience and know-how on best practices, tools and methodologies for youth work in the digital age;
Established "good practice cases" and "case studies" through ICT tools, methods, instruments, software, platforms;
Highlighted and classified "good practices" based on specific methodologies and according to focus groups.

Impact on participants/target groups/community/society (1000 characters)

The Toolbox, the main project's output, is a knowledge repository with best practices, tools and methodologies for youth work in the digital age.

The Toolbox includes:
- 30 good practice case studies of online youth work practices in Europe.
- Tools for youth work containing the description of tolls and a link to their official websites, presented by categories such as project management products, file sharing and storage services, blogging platforms, photo sharing platforms, mass mailing software, web analytics services, social media monitoring tools, etc.
- Thematic publications (studies, reports) related to the youth work in the digital age.
- Guidelines on ICT for youth work including on GDPR issues related to online youth work.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

This Toolbox is a very practical tool, since all useful material and tools are gathered together and can be further enriched with further material for empowering youth people and youth organizations. It can be easily applied to other sectors, as well as areas of youth work.

Recommendations for users (if relevant; 500 characters)

ToDAY: Developing digitAl Youth work	ID Number:

Title in original language: ToDAY: Developing digitAl Youth work	
Location and date (in the case of events): Greece (Larissa), 30/11 – 06/12/2019	
Main topic(s): Quality youth work, digital youth work, open and innovative practices	
Digital youth work tools/methods used/covered: Training Course, Storytelling session, Intercultural event, Learning in groups, presentations	
Relation to media: Participants identified the pros and cons of the digitalization Participants became familiar with several social media apps Participants discovered the influence that social media play in our lives	
Number of participants: 30 participants from 14 countries (Albania, Armenia, Bulgaria, Cyprus, Denmark, Georgia, Greece, Italy, Latvia, Romania, UK, Slovakia, Spain, and The Netherlands	
Organisation/organiser or provider: I Participate (Leader), along with 13 partners	
Sector: NGO, private sector	

Summary (1000 characters)
"ToDAY: Developing digitAl Youth work" project aims to promote quality youth work through supporting open and innovative practices and by helping youth workers understand digital youth work and develop their capacity on digital youth work. It aims to support digital youth work in a local, national, regional and European level.

Target groups and its/their size, other stakeholders (500 characters)
Youth workers and leaders, trainers, NGO members, legal representatives of organizations, youth mentors, project managers and coordinators, educators and facilitators.

Geographical coverage (use icons of country flags)	**Partners, if any (300 characters)** PVN: Projekte Vullnetare Nderkombetare (Albania) – YAN: Youth Alliance via Networking (Armenia) – ABS: Active Bulgarian Society (Bulgaria) – Planbe Plan It Be It (Cyprus) – YSRN: Youth Social Rights Network (Denmark) – Youth Workers' Association of

Georgia (Georgia) – Elios (Italy) – Pozitiva Doma (Latvia) – Youthopolis (Romania) – Opportunity Global (UK) – A.D.E.L: Association for Development, Education and Labour (Slovakia) – Monitores Para El Tiempo Libre Mar Antiguo (Spain) – Stichting CAAT Projects (The Netherlands)

Websites (including reports, etc.) or social media links (300 characters)

https://iparticipate.gr/projects/today-developing-digital-youth-work/

https://iparticipatedotgr.files.wordpress.com/2020/06/handbook_5.pdf

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)

Young people in Europe spend an increasing amount of their time consuming digital media and (video streaming, messaging, networking, blogging, gaming, etc.). Some of the problems that young people are facing today are directly connected to digital media and especially social media, such as pressures of 24/7 social networking, hate speech online, cyber-bullying, internet and online games addiction. Unfortunately, in almost all European countries, there are cases that young people were even led to suicide because of cyber-bullying or hate speech online or various, serious internet addictions. All young people today need technological skills, social media literacy and an agile attitude towards technology in their future work and daily life, and this should be encouraged by youth workers.

"ToDAY: Developing digitAl Youth work" project aims to promote quality youth work through supporting open and innovative practices and by helping youth workers understand digital youth work and develop their capacity on digital youth work.

The project's objectives were:

- To familiarize with and better understand digital youth work approaches and to be prepared to introduce digital approaches to their youth work practice. Youth workers will be able to support young people to develop the skills, competences and courage to actively shape digital technologies
- To identify innovative practices in both delivering digital youth work and upskilling youth workers' digital competences and to exchange good examples of how digital tools are used in youth work in Europe
- To develop youth workers' skills, competences and knowledge on digitalization through training that meets their needs and the needs of their communities and young people they work with
- To create a network of youth workers from several European countries and support participating organisations to provide youth workers with tools, methods and practices for understanding digital youth work
- To practice and be able to use in their daily work with young people the Erasmus+ Virtual Exchange project of the EU

- To create space for making new contacts, creating new networks and exploring Erasmus+ Youth opportunities to develop digital youth work in future

Methodology and results (2000 characters)

The main activity of this project is the Training Course, which took place in Larissa, Greece. 30 participants from 14 countries (Albania, Armenia, Bulgaria, Cyprus, Denmark, Georgia, Greece, Italy, Latvia, Romania, UK, Slovakia, Spain, and The Netherlands) participated at the TC. The working team of the TC consisted of 2 experienced trainers and 1 facilitator.

First day: The activities were focused on learning about each other more, mapping their fears and expectations about the project and also presenting to the sending organization. All the activities were based on non-formal education methodology and there was a continuous interaction among the participants.

Second day: Energizing activities. Participants were split into groups to make a short presentation about advantages and disadvantages of the modern wat of living in the digital world and then worked with several social media apps.

Third day: Spent on visiting two Greek cities Volos and Trikala

Fourth day: Participants discovered how big the influence of social media is in our lives. This was achieved through the storytelling session where they got to be creative and share pictures on Instagram with multiple daily subjects such as giving exams, celebrations, getting fired and even funerals. The day ended with an intercultural event where participant learned about other cultures and countries.

Impact on participants/target groups/community/society (1000 characters)

30 participants form 14 countries were familiarized with and better understood digital youth work and digital approaches. Participants developed their skills, competences and knowledge on digitalization through attending the whole training, transferring this knowledge and experience to their organizations and home countries.
A network was created between participants, exploring Erasmus+ Youth opportunities to develop digital youth work in the future**.**

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

The training was designed so as to be supporting open and innovative practices and by helping youth workers understand digital youth work and increase their capacity on digital youth work. The training was based on creative tools and methods (storytelling, group-work, participant's presentations) motivating participants to get actively involved in the sessions. Energizing and intercultural activities (Trip to Greek cities and

intercultural event) were also involved in the training, getting better to know each other and creating strong emotions and memories.

Recommendations for users (if relevant; 500 characters)

No

Youth Digital Participation Lab	ID Number:

Title in original language: Youth Digital Participation Lab	
Location and date (in the case of events): Greece (Athens), 28/04 – 6/05/2020	
Main topic(s): Digitalization in society, technological tools, political participation	
Digital youth work tools/methods used/covered: Training Course, experiential laboratory	
Relation to media: Learning Digital Tools for raising young people's participation in civic and democratic processes	
Number of participants: 30 participants from 10 countries (Finland, Romania, Greece, France, Slovakia, Poland, Italy, Spain, Sweden and Serbia)	
Organisation/organiser or provider: Coconutwork (Greece)	
Sector: Non-profit sector	

Summary (1000 characters)

The project "Youth Digital Participation Lab" aims to level up the digital facilitation skills of youth workers by exploring and adapting innovative participative digital tools in order to raise young people's participation in civic and processes.

Target groups and its/their size, other stakeholders (500 characters)

Youth workers, Non-formal education trainers/facilitators, project managers

Geographical coverage (use icons of country flags)	**Partners, if any (300 characters)** Kohortti ry (Finland) ASOCIATIA GEYC (Romania) ENVIRONMENT ONLINE (Greece) FREEMINDS IN ACTION (Italy) EURO-MEDITERRANEAN ASSOCIATION OF EXCHANGES VOLUNTEERING EVENTS POLSKA (Poland) Udruzenje Kibitz Kolektiv (Serbia) YOUTHFULLY YOURS SK (Slovakia) FORENINGEN FRAMTIDSTAGET (Sweden) EuroMueveTe (Spain) Association Euro-Méditerranéenne Des Exchanges, Volontariats, Evénements (Euro-Med Eve) (France)

Websites (including reports, etc.) or social media links (300 characters)

http://abroadship.org/wp-content/uploads/2020/01/Youth-Digital-Participation.pdf

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)

The continuous and increasing **digitalisation in society**, as well as changes in technology itself, results in strategies and policies becoming rapidly out of date. Youth workers need to continually review and develop new strategic policies and measures to meet the new demands for high quality digital education. Non-formal education practices are no less affected not only because technology can impact the way education is delivered, but also because non-formal learning has a role to play in preparing young people for a tech-driven world.

Moreover, growing up in the digital age does not make 'digital natives', inherently competent and confident with digital technologies. Surveys indicate, in fact, that the use of technology is to a great extent restricted to leisure time activities, while engagement with technology for educational or participation purposes lags behind.

On the other hand, the challenge is not only to ensure that young people develop the digital competences needed, but also to reap the benefits from the use of technology in order to foster engagement in being active citizens in their communities, especially that the lack of youth engagement is still a serious issue around Europe where weak rates of youth participation in civic and democratic processes are still obvious. Furthermore, their dissatisfaction with conventional political engagement opportunities is widely documented: they express general disinterest and skepticism. Thus, they display a low level of political participation, feel estranged from the political system and underrepresented within the traditional forms of participation.

In this context, the project 'Youth Digital Participation Lab' aims to level up the digital facilitation skills of youth workers by exploring and adapting innovative participative digital tools in order to raise young people's participation in civic and democratic processes.

In particular, this project aims to:

- Increase the level of online participation of young people members of partner organisations by thinking of different ways on how to move up the ladder of online participation from E-Informing to E-Engaging.
- Analyze the forms of digital dis/engagement of young people with democratic and participation processes in the 10 Participating countries.
- Address digital citizenship and digital inclusion by focusing on specific tools empowering youth workers can use to deliver digital education to young people.
- Design digital guidelines for youth workers and digital participation ecosystem

Methodology and results (2000 characters)

'Youth Digital Participation Lab' offers the opportunity to get hands-on a set of tools to grow the youth workers' digital skills, and to promote digital participation of young people.

The project offered an **experiential laboratory** for youth workers to test and adapt the existing innovative digital tools to youth work practice, where youth workers were able to plan, and lead digital activities offering new learning formats for their target groups. This also allowed the evolvement of the participation practices in an appealing format for young people in order to prevent their disengagement.

Besides, the project allowed the participating organizations to improve their **online presence and communication**, while increasing their online activism and advocacy.

30 participants from 10 countries participated in this Lab.

Impact on participants/target groups/community/society (1000 characters)

30 participants form 10 countries were practically experienced and tested a set of digital tools, enhancing their skills and promoting their digital participation. All this knowledge and experience were transferred back to their organizations, improving their online presence and communication, while increasing their online activism and advocacy.

A network was also created between participants, exploring further opportunities for cooperation in the future**.**

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

The unique aspect of this training is the experiential laboratory, in which youth workers are able to test and adapt the existing innovative digital tools to youth work practice. They are able to plan and lead digital activities offering new learning formats for their target groups. In this way, they help their organization to increase their online presence on social media, while developing and increasing their activism and advocacy.

Recommendations for users (if relevant; 500 characters)

No

Children on the Internet

Title in original language: detinanete.sk	
Location and date (in the case of events):	
Main topic(s): Child safety on the Internet	
Digital youth work tools/methods used/covered: Online games, videos, articles, tests, tips for offline activities that help youth workers/teachers and parents to protect children from dangers of media and technologies	
Relation to media: media literacy, digital literacy, videos, video games	
Number of participants: N/A	
Organisation/organiser or provider: Orange Slovakia	
Sector: business	

Summary (1000 characters)

The aim of the project is to protect children from the dangers of the Internet, especially in connection with the use of modern technologies and media. The target group are teachers/youth workers and parents, who will get acquainted with all positive and negative trends in connection with children's online activity through an interactive platform. They will find a variety of articles, recommendations, tips and statistics to help them understand topics such as addiction, cyberbullying, and many more. The platform also includes a counseling center in the form of recommendations in articles, but also the possibility of contacting a professional counselor. Parents and teachers can test themselves and their children online, or do some interesting activities as recommended. The project clearly contributes to the suppression of inappropriate behavior of children in the online space.

Target groups and its/their size, other stakeholders (500 characters)

The target group of the project are teachers / youth workers and parents who are in daily contact with children. For both target groups, it is possible to find different activities and tips on the project website for working with children, but also for self-education about the dangers of technology and media. The final beneficiaries are children and adolescents.

Geographical coverage (use icons of country flags)	Partners, if any (300 characters)

Websites (including reports, etc.) or social media links (300 characters)

https://www.detinanete.sk/

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)

Today's technological era brings a lot of pitfalls and parents or teachers very often do not even realize what children are threatened in the online space. From an early age, children become literally dependent on technology - videos, games and etc. In later life, they spend a lot of time on social networks, where they are exposed to danger every day. Orange Slovensko has decided to create an online platform, the aim of which is prevention in this area and help parents and teachers to protect children from the risks associated with the use of new technologies and media. The platform brings a very innovative interactive website, which is a combination of several interesting tools that will help parents and teachers gain knowledge about how the current online world works in both positive and negative way. This will allow them to better guide children and teenagers in the use of online media and technology. It often happens that parents and teachers are only passive users of the Internet, but therefore they are not aware of current trends in this area. The project touches on important topics such as the use of the Internet, mobile phones, cyberbullying, technology dependency.

Methodology and results (2000 characters)

The initiative brings a lot of tools that will help parents and teachers/youth workers not only identify the threats of today's online world for children and adolescents, but also allow them to test children directly. The site is very clearly divided into a section for parents and a section for teachers, where they can find several educational tools. These are mainly practical tips and advices that will help teachers and parents to prevent children from becoming addicted, or from downloading dangerous content or chatting with inappropriate people. Part of the website is therefore an online counseling, where target groups can find answers to various questions as well as instructions and statistics. There are also educational videos, games and comics that children and teenagers should see to understand what they are threatened with and how they should behave on the Internet. Another tool is online tests, which help parents to find out whether their child is, for example, dependent on the Internet, whether they use a mobile phone correctly, or whether they are the object of

cyberbullying. For teachers, the platform offers a wide variety of different activities and exercises such as quiz, which are categorized according to the age of the children. At the same time, tools and teaching materials on the topic for teachers and youth workers are available.

You can also find a variety of articles on the web on a variety of topics to help target groups understand current trends and threats of online media.

If parents or teachers are unable to help themselves with some specific issues, they can call a trained counselor from Orange Slovakia.

The website also offers offline training for teachers and students facilitated by psychologist, the aim of which is to prevent threats of internet and addictions.

Impact on participants/target groups/community/society (1000 characters)

As many parents and teachers are less skilled at working on the Internet, they will learn all the important information and will be able to recognize threats related to children's use of the Internet.They will be able to acquire new competencies in the field of digital media and will be able to ensure that children do not become their victims. Based on various activities, children will learn to behave more safely on social media, and parents and teachers will help them not to become addicted.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

We believe that this is a very innovative platform that seeks to educate parents and youth workers in a very important area such as child safety on the Internet. Many of them are not very skilled in using modern technologies and do not even realize how their children spend most of their free time and what threatens them. The project offers several effective tools in one place that can clearly protect children from the dangers of media and technology.

Recommendations for users (if relevant; 500 characters)

Expect for very useful quizzes and tasks, we would really recommend going through the articles that helps you understand all the different threats the children face on the Internet every day.

Online Living Library

Title in original language: Online Živá Knižnica	
Main topic(s): Preventing and tackling personal biases, communication	
Digital youth work tools/methods used/covered: Online library of videos with personal stories, methodologies, and webinars	
Relation to media: Usage of videos in formal and non-formal education and in youth work	
Organisation/organiser or provider: Eduma - Od emócii k poznaniu, n.o.	
Sector: non-profit	

Summary

Living books are people like anyone else, though many of them are experiencing various social obstacles during their life - because they belong to minority group, have disability or health issue, face economic problems, are going through difficult family situation, or live in a remote area. Society is often less perceptive to the above mentioned obstacles or even dismissive to people who experience them, mainly due to lack of awareness and contact with those people. Participants in the Online Living Library have found the courage to tell their stories on a camera and share them with others. By getting to know those stories, visitors of the Library can confront their biases, became more sensitive to issues that disadvantaged and vulnerable people are facing; and think about how to help overcome those issues, talk to each other, and stop pointing out the differences and prejudices. Some of the videos are testimonies of professionals and volunteers working towards social inclusion. In order to empower others having the same goal, Online Living Library contains webinars and methodologies as well.

Target groups and its/their size, other stakeholders

Online Living Library is open to anybody. Youth workers can use the videos during their activities related to social inclusion and mutual understanding. People facing various obstacles can become living books.

Geographical coverage (use icons of country flags)	**Partners, if any**
🇸🇰	Fluidum Film s.r.o. creates videos for the online library.

Websites (including reports, etc.) or social media links

https://www.onlinezivakniznica.sk/
https://www.facebook.com/EDUMAodemociikpoznaniu/

DETAILED DESCRIPTION

Need/context, aim, and objectives

Divides in the society are based on socio-economic, political, and cultural differences. Concept of "stranger" is defined by the distance we feel from others, even if they live nearby. Media and social networks causes that sometimes we know people living on another continent more than about our neighbours. This distance is often felt more from disadvantaged and vulnerable groups. Having only images and fragments of information about others, people rely on their imagination and assumptions. In this situation it's quite easy for prejudices and stereotypes to develop. The Living Library challenges the social distance and its negative sides, as it provides an opportunity to meet a stranger in safe and structured environment. In the case of Online Living Library this advantage is even bigger.

According to Council of Europe's publication "Don't judge a book by its cover! The Living Library Organiser's Guide 2011", primary aim of each Living Library is to create constructive personal dialogues between people who would normally not have the opportunity to speak to each other and thus challenge common prejudices and stereotypes. It is particularly suitable for large-scale public events, such as festivals and other gatherings attended by hundreds or even thousands of people. The Living Library is essentially an opportunity for intercultural learning and personal development aimed at people who have little or no access to or time for non-formal educational programmes.

Methodology and results

This project applies Living Library method in an online environment through videos. According to definition published by the Council of Europe, the Living Library is a tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for the available titles, choose the book they want to read, and borrow it for a limited period of time. After reading, they return the book to the library and, if they want, borrow another. The only difference is that in the Living Library, books are people, and reading consists of a conversation. This method is increasingly used by organisations focusing on human rights and inclusion in the society worldwide. You can find more information about the method in this CoE publication: https://rm.coe.int/16807023dd.

Living Library method is based on another and older method – storytelling. In this case stories help people to immerse into the topic or empathize with interviewers. It supports active approach of youth to learning.

The result of this specific project is an online library of videos in which people share their stories in Slovak, but also other languages, guidelines and methodologies, video recordings from workshops, and webinars.

Impact on participants/target groups/community/society

Living Library has an impact on everyone who encounters it. Each of the stories and the work with it has an effect on thinking and attitudes of young people. The educator can use available videos not only to raise an awareness of particular issue, but also to guide youth to be more perceptive to their surroundings. Stories of people facing social obstacles help others understand situation of those people and challenge biases based on ignorance or lack of personal experience. Audience is more motivated to take interest in disadvantaged and vulnerable people and protect their rights.

Talking about their stories on camera can have even therapeutical effect on many people. They are readier to communicate with others about what they need and defend themselves.

Audience – students and participants in youth work activities – are also motivated to prepare and realize school and extracurricular projects using peer-to-peer approach and having a positive social impact.

Thanks to this project, youth workers can enrich their activities with gripping and quality materials, and thus engage more young people and have an effect on them.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique?

Even though Living Library method is put into practice by many organisations, production and publishing of videos are not always included in particular projects. This one is a good example of how to open Living Library to more people, as not everyone feels comfortable telling personal stories to strangers, and some people rather listen to those stories in privacy. Moreover, it also offers video recordings from workshops, webinars, and guidelines or methodologies to empower others to use Living Library and storytelling methods.

Recommendations for users

Before deciding on which videos to screen, talk with young people to find out what are their attitudes towards disadvantaged and vulnerable people, and what they actually know, or think they know, about these people and their lives.

After you have screened videos which are challenging biases and misapprehensions, it's useful to select living books they are interested in.

DIGI YOUTH

Media education	
Title in original language: Mediálna výchova	
Location and date (in the case of events):	
Main topic(s): Media literacy, media competences	MEDIÁLNA VÝCHOVA
Digital youth work tools/methods used/covered: Digital database of different online sources related to media education and media literacy– videos, films, projects, organisations, publications, surveys; online courses; media archive,	
Relation to media: media literacy, digital literacy and media education – database of different online sources needed for media education	
Number of participants:	
Organisation/organiser or provider: IMEC – Centrum mediálnej gramotnosti	
Sector: Center established by Faculty of Mass Media Communication (University of Ss. Cyril and Methodius in Trnava)	

Summary (1000 characters)

It is a project whose goal is to connect all initiatives in the field of media literacy in Slovakia, but also abroad. It systematically maps important resources, projects and research in the field of media education, while at the same time offering tips for lectures and other educational activities that can be implemented in the field of formal and non-formal education. It offers youth workers, teachers, but also the general public a wide database of multimedia materials, publications, projects, organizations and the results of significant research.

Target groups and its/their size, other stakeholders (500 characters)

The target group of the initiative is the professional and general public, but especially teachers and youth workers, who can use the collected resources and tips for activities to educate young people in the field of media and digital literacy. The materials can be used by primary, secondary and university teachers, but also by youth workers for non-formal education activities.

Geographical coverage (use icons of country flags)	Partners, if any (300 characters)

Websites (including reports, etc.) or social media links (300 characters)
https://medialnavychova.sk/

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)

The platform of the Media Education project maps in detail the state of media education in Slovakia and abroad and brings at one place all relevant initiatives focused on media and digital literacy. The Center is aware of the importance of educating young people in the field of media literacy therefore they created an innovative online platform, that covers all relevant topics related to this topic. The web portal offers a wide range of online resources that can be used especially by teachers and youth workers when working with youth.

It is extremely important that youth workers and teachers focus on raising young people's competencies in the field of media literacy in formal or non-formal education. Insufficient training of young people in this field causes a support for extremist movements or conspiracy theories undermining democracy.

Methodology and results (2000 characters)

It provides comprehensive theoretical knowledge in the field of media literacy while offering a wide database of domestic and foreign sources that can be used for youth work in both formal and non-formal education. The database includes various implemented projects that can serve as inspiration and best practices. There can be found links to domestic and foreign organizations that have worked with the topic of media and digital literacy for a long time. In addition to publications, films and various surveys on the state of media literacy, the platform also offers media lectures and tips on specific activities aimed at increasing competencies in media literacy. It is a very clear website that comprehensively and in depth presents the subtopics of media education and all relevant sources and actors from the domestic and foreign environment.

The project gathers all important theoretical information, which is supplemented by practical tips and advice for teachers and youth workers on different educational activities.

Impact on participants/target groups/community/society (1000 characters)

Educational activities carried out by teachers or youth workers will contribute to a significant improvement in the media and digital literacy of young people or the general public. They will help to develop critical thinking and the ability to select media resources. Participants will gain valuable knowledge from a wide area of the media world, which also includes the use of social media or personal data protection. However, the website can also be used for scientific purposes, as it provides a wide database of resources and publications on the topic. The impact is therefore generally wide, as the content can also be used by the public who wants to learn on their own.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

The project is an example of good practice, as it represents a really extensive database of various resources on the topic of media and digital literacy. It provides a very good theoretical basis for the topic, which is followed by specific tips for teachers of formal and non-formal education. It contains really everything important on the topic and every youth worker who wants to work on the topic of media literacy in their activities will find all the necessary information, tools and materials.

Recommendations for users (if relevant; 500 characters)

The website is perfect for teachers and youth workers to get inspired when preparing lectures and non formal activities related to media literacy and its subtopics. But it is also great for youth organisations thinking of doing some project about media literacy - you can find not just a database of good practices but also a list of relevant international partners dealing with the topic of media education and media literacy.

Sheeplive

Title in original language: Ovce.sk	
Main topic(s): Awareness of the risks related to the modern technologies and media	**OVCe.sk**
Digital youth work tools/methods used/covered: TV and web series	
Relation to media: Usage of videos in formal and non-formal education and in youth work	
Organisation/organiser or provider: eSlovensko o.z.	
Sector: non-profit	

Summary

The Sheeplive project was initiated by the civic association eSlovensko as an integral part of the Zodpovedne.sk, Pomoc.sk and Stopline.sk projects. The project consists of a series of 2D cartoons for children and an international online portal. It focuses on the safety of children and youth regarding modern technologies, in particular internet and mobile phones, and media. The Sheeplive project serves as a prevention tool for children, makes teenagers aware of effects of their inappropriate behaviour, and gives adults an opportunity to learn how to protect children against risks in the online world. The cartoons are available on the online portal, but they were also broadcasted by Radio and Television of Slovakia and several regional televisions. The portal also contains tests for people to check their awareness and knowledge related to topics of several episodes. Slovak version was launched in 2009 and the project expanded to international level in 2011, as the episodes and portal were translated into other languages. It won numerous national and international awards.

Target groups and its/their size, other stakeholders

The main target group are children and youngsters, however the videos should be watched by everyone who wants to raise an awareness of risks related to modern technologies and media, and effects of inappropriate behaviour online. Youth workers can use them during their relevant activities.

Geographical coverage (use icons of country flags)	**Partners, if any**
🇸🇰	Slovak Ministry of the Interior, the Slovak Committee for UNICEF, Radio and Television of Slovakia

Websites (including reports, etc.) or social media links

http://www.sheeplive.eu/
https://www.rtvs.sk/televizia/program/976

DETAILED DESCRIPTION

Need/context, aim, and objectives

Online world is full of opportunities, but also risks. People often seek and use opportunities, but are unaware of risks that may be near and sometimes even don't care about them. Digital literacy is slowly getting into formal education curricula, and for example personal data security is embedded in several subjects taught at German schools. Materials that can be used outside classroom, and are created by teams working in formal or non-formal education sector, are still the main sources of relevant awareness and competences. In order for them to be successful, they need to provide high-quality accurate content and be attractive to their target groups at the same time.

The main goal of the project was to create a series of animated videos for children and an international internet portal that would help children navigate through the online space and prevent situations in which they would be exposed to threats. The cartoon series explains principles of safer internet use in an engaging and gripping way. It also servers for children and youth as a mirror of their inappropriate behaviour and gives adults an opportunity to learn about children´s interactions with the internet and modern communication technologies.

Methodology and results

"Tell me a fact and I'll learn. Tell me a truth and I'll believe. But tell me a story and it will live in my heart forever." This Native American proverb illustrates why the storytelling method is very effective in the field of education. Stories are powerful tools which help people to immerse into the topic and learn from the experiences of characters – the audience is often even able to identify themselves with those who are on screen. Therefore they give a possibility to learn even complex topics more effectively and efficiently. In the case of audiovisual storytelling, audience can immediately see consequences of certain actions or behaviours. That stimulates critical thinking about one's own actions and encourages to act differently in the future.

The Sheeplive project is an example of a fable. Those are short fictional stories that feature animals, inanimate objects, non-humans, or other that are anthropomorphized and demonstrate a lesson.

The project's main result is 21 thematic episodes available in multiple languages on an online platform and DVD. Nine of them are accompanied by tests. Those who are interested can also purchase a book that features additional stories.

Impact on participants/target groups/community/society

After watching Sheeplive children become more aware of the risks related to usage of the internet and modern communication technologies. They are better informed about principles of digital (internet) safety. As an effect, they are able to critically think about their behaviour online, especially about what they share and visit, and are prepared to help others who are already facing issues such as leak of personal information, cyberbullying, or gaming disorder.

Sheeplive also help children and youth to be more conscious of consequences their online behaviour may have on others, for example what happens if their share private pictures of someone else without prior consent. Therefore they are also motivated and able to think twice about their actions.

Parents get insights into online environment and how their kids interact inside it. Hence they are prepared to talk with them about risks and protection online and provide qualified answers and advices.

Youth workers get new tool which help them to enrich their activities and provide children and youth with engaging experience. In the case they haven't been engaged in this field before, they also get new valuable knowledge and develop new relevant competences.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique?

The Sheeplive project is a great example of the use of videos in awareness raising and education. The episodes are not shallow and present their topics in an engaging and attractive way – thanks to their main elements which are quality 2D animation; clear, structured, and dynamic story; and projecting issues that anyone can face into the world of animals. Even though they deal with serious topics and their main purpose is to educate, the episodes are not boring. All of that is very important for getting and keeping attention of children and young people. Each episode is concluded by the summary of recommendations on what to do in certain situation, and some of them are accompanied with tests to check level of awareness and knowledge. Since the episodes were broadcasted by public television they were able to reach wider audience.

Recommendations for users

Ask children and youngsters about what topics they are the most concerned about, or which risks they face or are afraid of confronting, and choose the episodes accordingly. Group or individual discussions after the screening will help increase impact of the episode and whole youth work activity.

It's also beneficial to use available test right before and after an episode it relates to, so that you can evaluate changes in awareness and knowledge.

YMIClassroom.com

Title in original language: YMIClassroom.com	
Main topic(s): Various – STEM skills, health and safety, creativity, film literacy, etc.	
Digital youth work tools/methods used/covered: Digital resources, guides and activity sheets that can be used online, networking of educators	YOUNG MINDS INSPIRED
Relation to media: Usage of videos and games in formal non-formal education and in youth work, film literacy materials	
Number of participants: YMI Educator Network, which includes more than 2 million teachers	
Organisation/organiser or provider: Young Minds Inspired (YMI, Inc.)	
Sector: non-profit, partners are from public and commercial sector as well	

Summary

YMIClassroom.com is an online platform of Young Minds Inspired (YMI) which is the United State's leading provider of free educational outreach programmes for learners of all ages: Lesson Plans and Digital Resources. The goal of YMI is to help educators, including youth workers, create a dynamic learning experience with high-quality, up-to-date, and interactive educational resources designed to inspire young minds and meet their needs. Hence they are inspired by young people themselves. Every YMI programme is developed by curriculum experts and reviewed by members of organisation's Educator Advisory Board, an expert panel of active teachers who assure that provided programs align with academic standards and meet practical classroom needs. To ensure interactivity, videos, games, and interactive presentations are used in most of the programmes. Besides materials available on YMIClassroom.com, team of Young Minds Inspired distributes its programs free of charge to members of the YMI Educator Network, which includes more than 2 million teachers at every public, private, and parochial school in the United States as well as schools in Canada and Latin America.

Target groups and its/their size, other stakeholders
Children, youth, teachers, youth workers, parents

Geographical coverage (use icons of country flags)	**Partners, if any**
🇺🇸	Various partners from public and private sector support creation of study guides and online resources.

Websites (including reports, etc.) or social media links

https://ymiclassroom.com/lesson-plans/digital-resources/

https://ymiclassroom.com/educator-resources/

https://ymiclassroom.com/categories/language-arts/

https://www.oscars.org/education-grants/teachers-guide-series

DETAILED DESCRIPTION

Need/context, aim, and objectives

Educational resources, either used in formal or non-formal setting, should inspire and be inspired by youth – meet their needs and be engaging – in order to provide them with high-quality learning experience that contributes to their personal and professional growth. For the success of offered resources it's also important that educators welcome them. Therefore they need to meet the highest professional and academic standards, be diverse in terms of formats and suitability to various target groups, be accessible, and, in case of complex resources include guidelines for users.

Taking all this into consideration, Young Minds Inspired created YMIClassroom.com platform with the objective to help educators, including youth workers, create a dynamic learning experience with high-quality, up-to-date, and interactive educational resources. All available resources are created in cooperation with partners to ensure diversity of topics, accuracy of content, and implementation of various quality tools (e.g. videos or games). In order to ensure their broader accessibility, YMI resources are distributed free of charge to members of its Educator Network. Last but not least, objective of IMY and its partners it to continue providing free educational resources that make a real difference in the classroom or during youth work activities. Therefore they rely on input from users.

Methodology and results

Development of the YMI programmes is based on the Educational Outreach model. It means that all all of them are produced in partnership with corporations, associations, and other organisations who seek to provide educators with information and resources that will benefit young people and their families. YMI represents the interests of educators in these partnerships. Aided by the members of the organisation's Educator Advisory Board, YMI develops programs that are independently researched, balanced in their point of view, and appropriate for the target group – children and youth – and meet the highest professional and the most rigorous academic standards of excellence.

As pioneers in educational outreach, YMI fully understands the responsibilities included in their role. They always clearly identify the sponsors who make their programmes possible, and always survey the teachers who receive their programmes to assure themselves that they have provided the teachers – youth workers and ultimately young people as well – with a valuable educational asset. YMI welcomes feedback from all users – sharing opinion of the resources it offers and experience using them – and rely on it to continue producing educational outreach programs that make a real difference in the classroom or youth work.

YMIClassroom.com provides two types of programmes: Lesson Plans and Digital Resources. The former contains various resources – teaching kits, activity sheets, videos, games, interactive presentations, posters, and links to external websites (usually those of the programme partner). Certificates and additional materials for educators are often included as well. The later are single resources – videos, games, and interactive presentations. Beside that, YMIClassroom.com also provides database of external resources for educators (including networking tools) and an opportunity to join YMI Educator Network – after filling out and submitting the online form the educators from all around the world can become members and receive free teaching kits, posters, DVDs, activity sheets, and other free educational resources by mail and email.

Impact on participants/target groups/community/society

The youth workers gain access to high-quality programmes or single resources which can enrich their activities. Since all materials are digital and free to download, children and young people can use them at home – thus youth work activities virtually extend to their homes – and it's also quite easy for parents to use them as well within homeschooling. Resources provided by YMI and those listed in the section "Educator Resources" make formal and non-formal education as well as youth work easier and more effective during times when classroom and other forms of face-to-face learning are limited or not possible.

Resources provided by YMI help youth workers broaden their horizons – when searching for materials that suits their subject they may accidentally find other dedicated to interesting topics and use them for their own learning.

As for children and young people, the YMI resources are designed to stimulate and develop their competences in various fields, such as critical thinking, creative writing, visual literacy, STEM, or sport.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique?

YMIClassroom.com is an extensive library of various high-quality resources which youth workers can utilize during online activities as well as digital ones that can be used during traditional, face-to-face, activities. Therefore it represents digital youth work field in the full meaning of this concept. Moreover, the involvement of various partners guarantees that final resources will be diverse, but still will meet quality requirements, be interactive, and benefit young people.

In response to outbreak of the COVID-19 pandemia and subsequent closure of schools and other educational facilities, YMI added new microsite to the YMIClassroom.com, called Home-Based Learning, that gathers some ready-to-use resources that families may find especially helpful.

It's also worth highlighting the Teachers Guide Series, which produced in cooperation with the Academy of Motion Picture Arts and Sciences. It's a unique series of activity guides on part of media literacy, which is often omitted – exploration of the art and science of motion pictures (film literacy).

Recommendations for users

Explore all parts of the YMI website, as it contains a lot of interactive and useful resources. Use materials which were originally intended for face to face training during online activities as well, and connect them with other external resources (for example websites or videos).

When using YMI/AMPAS Teachers Guide Series, start with screenwriting and finish with sound and music to help children and youngsters better experience filmmaking process.

GameLab Education	ID Number: MEDIA MANUAL Best Practice/ INTERNATIONAL 2
Title in original language: GameLab Education	
Location and date (in the case of events):	
Main topic(s): Management Skills	
Digital youth work tools/methods used/covered: Digital media and technology.	
Relation to media: https://wsa-global.org/winner/gamelab-education/	
Number of participants: This information is not available on the website. According to LinkedIn data, there are 11-50 employees.	
Organisation/organiser or provider: GameLab Education	
Sector: Education	

Summary (1000 characters)

GameLab Education makes the learning process effective and even entertaining by providing access to management skills to anyone using it with simulations in seven different areas. Targeting young students and young employees, GameLab Education produces simulations using artificial intelligence with effective learning methods. With these simulations, the user gains new abilities by using the opportunities offered by today's technology in the most effective way. This simulation, used in classrooms and at work, enhances learning both in the classroom environment and in homework.

Target groups and its/their size, other stakeholders (500 characters)

GameLab simulations, which are used in hundreds of universities, especially in America and Asia, aim to reach university students. GameLab Education has reached 22,000 students, 146 professors and 100 organizations so far. In addition, the world's leading organizations use this simulation, and GameLab simulation targets not only students but also employees of the organization. Other stakeholders are Chile Travel, Serious Games and UCSC.

Geographical coverage (use icons of country flags) GameLab Education provides service in 42 countries in Asia,	**Partners, if any (300 characters)** Serious Games Chile Travel University of California UCSC

America, Europe and Oceania continents.

Websites (including reports, etc.) or social media links (300 characters)

https://gamelabeducation.com/en/home/
https://www.instagram.com/gamelabeducation/
https://www.linkedin.com/company/gamelab-chile/?originalSubdomain=cl

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)

GameLab Education has already reached 100 institutions and 22,000 students in 42 countries. It helps many students from the best universities of America to Asia to acquire new skills and increase their knowledge. It makes learning effective and fun with the seven different simulations, inventory optimization, pricing, innovation and entrepreneurship, brand management, warehousing and stragety, and operations management it contains and uses today's technology through artificial intelligence. Aiming to create a new teaching method to keep up with the 21st century, GameLab Education helps young people acquire the new skills they need.

Methodology and results (2000 characters)

Simulations in seven different areas such as inventory optimization, pricing, innovation and entrepreneurship, brand management, warehousing and strategy, and operations management. It contains additional materials and training videos for teachers to adapt to simulations more easily and feel comfortable. In addition, teachers can modify the simulations according to the students' levels according to the needs, skip the steps in the simulations or repeat them. It contains simulations in Spanish and English languages. There is no need to install additional software and internet connection and computers, smartphones or tablets are sufficient, all simulations can be used with a single software. At least 10 people are recommended for each simulation, but this number may vary depending on the class and simulation. It makes learning effective and fun. It helps young people to acquire new talents.

Impact on participants/target groups/community/society (1000 characters)

An effective and fun way to learn. In today's world, every individual, especially young people, interact with technology. Technology makes our life easier in all areas of our lives. The new generation likes and finds technology-based education and teaching methods more than traditional education. Therefore, the efficiency to be obtained from these training will increase at this rate. GameLab educations &simulations currently used in universities and corporate firms can spread to more areas, different business lines, and different educational levels in the future, and perhaps millions of individuals learn new information and acquire new skills with this method.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

Traditional education gradually leaves its place to alternative learning methods and technology-oriented education. Although we met games in infancy, games have been a tool for education, entertainment and relaxation throughout our lives. Games are the focus of all ages and by combining this with technology, creating simulations in different fields, GameLab Education helps thousands of students from hundreds of universities gain new skills and increase their knowledge. Moreover, it makes learning fun and both students and lecturers appreciate the positive learning environment it creates. Other advantages are lecturers can modify scenarios according to class' level or class time.

Recommendations for users (if relevant; 500 characters)

With new generation learning methods, learning through simulations can become easier and fun.

BAFTA Kids

Title in original language:	
BAFTA Kids	
Main topic(s): Spreading insights, experiences and inspiration from film, television and game sector while creating interaction between the sector and 7-14 years old children	
Digital youth work tools/methods used/covered: Online broadcasting audiovisual and animated content, online Q&A sessions, online competitions, award ceremonies and monthly events in a web based hub	
Number of participants: 1 lead and 4 major partners	
Organisation/organiser or provider: British Academy of Film and Television Arts (BAFTA)	
Sector: Film, television, game, entertainment, edutainment	

Summary (1000 characters)

The British Academy of Film and Television Arts (BAFTA) is an independent charity that supports, develops and promotes the art forms of the moving image by identifying and rewarding excellence, inspiring practitioners and benefiting the public. In addition to its Awards ceremonies, BAFTA has a year-round Learning & Events programme that offers unique access to some of the world's most inspiring talent through workshops, masterclasses, lectures and mentoring schemes, connecting with audiences of all ages and backgrounds across the UK, Los Angeles and New York.

BAFTA Kids is a web based hub through which BAFTA engages with 7-14 years old children who are interested in the worlds of films, television and games by providing content, information and experiences. The hub broadcasts audiovisual and animated content; organizes online Q&A sessions, competitions, award ceremonies and monthly events.

Target groups and its/their size, other stakeholders (500 characters)

7-14 years old children who are interested in the various fields in the worlds of film, television and game; worldwide

Geographical coverage (use icons of country flags) 🇬🇧 🇮🇪 🇺🇸	**Partners, if any (300 characters)**

Almost all activities of BAFTA Kids is free, online and open to the world.	**Cartoon Network, Disney Channel, Sky Kids, Place2Be**

Websites (including reports, etc.) or social media links (300 characters)

http://www.baftakids.org/
https://www.youtube.com/user/BAFTAkids

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)

Need/context: The need to increase and qualify communication between young people with future career-seeking potential and the film, television and game industry.
Aim: To interact with 7-14 years old children who are interested in behind the scenes of film, television and game world by providing a web based and interactive environment in order to encourage and inspire children to seek a career in the sector in the future.

Methodology and results (2000 characters)

BAFTA Kids uses following methods:
- BAFTA Kids team regularly produces and publishes fun and informative content which speaks children's language, attracts their attention about popular works, celebrities, cast and crew in the sector.
- BAFTA Kids team organizes monthly events (Q&A sessions, seminars etc.).
- BAFTA Kids team organizes regular competitions in which children can present their own work and connect with their peers.

Activities of BAFTA Kids have created an online hub which contains wide range of fun and informative audiovisual and animated materials regarding various topics in the sector and also works created by children.

Impact on participants/target groups/community/society (1000 characters)

BAFTA Kids provides children the opportunity to explore the worlds of film, television and game at first hand while boosting their interaction with the sector. On the other hand, through the competitions and other online events, children are able to actively interact with their peers who share similar interests as well as the pioneers and inspiring people in the sector. Thuswise, BAFTA Kids encourage and inspire them to pave their ways to a future career in film, television and game sector.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

BAFTA Kids interacts with children using the most familiar tools, content and language, which makes their activities very effective. Moreover, since the content from BAFTA Kids is accessible online and mostly free, BAFTA Kids can reach the widest possible audience: English speaking children with an internet-connected device. On the other hand, the content BAFTA Kids presents is unique, informative and interactive which makes it an

effective, spot-on educational environment where children actively and continuously improve their skills and knowledge.

Recommendations for users (if relevant; 500 characters)

Children who wants to be more engaged with the sector can easily explore audiovisual or animated content through Bafta Kids website; participate online Q&A sessions with expert and young professionals of the sector or other monthly events; and present their work and interact with their peers at online competitions.

Title of Project/Activity/Tool in English	ID Number:

Title in original language: GMPLY	
Location and date (in the case of events):	
Main topic(s): Interactive Learning Materials	
Digital youth work tools/methods used/covered:	
Relation to media: Interactive Video Materials	
Number of participants:	
Organisation/organiser or provider: GMPLY	
Sector: Online Education LMS	

Summary (1000 characters)

Technology and new normal is dynamic, everything is changing. The workflow, the product, motto, brand, campaign, technology and also learning culture. Communities need participants to update the training within minutes. So that the training evolves with participants and the community. New age learning experiences show that the young generation needs to have a digital interaction in distance learning. Besides that the education providers need to be agile, create content easily and adopt their education skills based on the needs of the learner.

Gmply is a solution to meet the needs of the new generation workforce & workflow. It allows you to create interactive video training. It provides a powerful user-management system that lightens your workload. It enables you to target and reach detailed training analytics in real time. Gmply is flexible tool that can be used in a new age learning culture.

Target groups and its/their size, other stakeholders (500 characters)

Youth workers, young people in Corporate Companies

Geographical coverage (use icons of country flags) TR	**Partners, if any (300 characters)**

Websites (including reports, etc.) or social media links (300 characters)
https://www.gmply.com/

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)

Today's world, where the efficiency of traditional education methods are discussed in digital environment, student-oriented education approaches and the interest in appropriate digital infrastructures are gradually increasing. The interaction subject in distance education, which cannot reach the quality in classroom education, is one of the main the problem. This reduces the learner's interest in education and the efficiency of education. Existing Learning Management Systems also often provide an infrastructure suitable for the traditional education approach.

As a Start-Up company, Gmply aims to provide an interactive online learning experience for new age learners. The web-based infrastructure supports the production of gamified dynamic content, and can easily adapt its content with the feedback from learners.

Methodology and results (2000 characters)

GmPlyComposer allows you to turn your presentations and videos into interactive videos. You may import them into your LMS or use them in Gmply videoLMS. It's fast and simple. User guide is only 3 pages System onboarding workshop takes around 60 minutes at most. Creating is easy with Gmply.

GmPly videoLMS provides comfort on assigning training. There are several different types of assigning models that you can choose from. Create sub-admins to manage thousands of employees' training journeys with only one person. Conduct your talent and career planning programs in Gmply. Managing is easy with Gmply.

In GmPly videoLMS it's easy to monitor and report the success of the training, and the success of the participants in real-time and in detail. Did they accept the training? Did they complete the training? Choices and beliefs. Competency levels, Trend analysis, All is monitored and reported. Know your employees better with Gmply

Use Gmply Composer and create your interactive training. Export your interactive training as a SCORM zip file from Gmply Composer and start using it in your existing LMS. If you need to do an update later on the training, no worries, you don't have to do the same process again. Just go back to Gmply Composer, make the change and click save. Training will be updated instantly in your LMS. Updating is easy with Gmply

You can access training on every platform, tablet, desktop, laptop or mobile. Start your training from a desktop, resume on a mobile, finish on a tablet. GmPly remembers where you left the training you start from where you left even after many days. No escape from the training with Gmply.

It's easier to create gamification dynamics in the training. Gmply provides leaderboard for each training so that you can create quiz shows, contests, journeys to foster positive competition among the participants. Gamification is easy with Gmply.

Generation Z doesn't use e-mail. Some employees don't know that they have an email account. Some employees don't have a corporate email. If you can't assign training by email, assign it via SMS. Use it as a notification too. Reaching out employees is easy with GmPly

Impact on participants/target groups/community/society (1000 characters)

Content Creators can design custom and interactive contents depending on the learner's needs.
Communities can interact with their participants and develop their skills.
Youth Workers can get interactive courses that they can enjoy while they are learning.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

Within the scope of the project, it offers an exemplary interaction in the preparation and application of content suitable for the learning needs of young employees who are the target audience. It is thought that giving the skills needed by young employees in accordance with their learning habits will increase the efficiency of the training. Also, adaptation is important according to the feedback of the learner for the sustainability of education. Follow-up of learners and measurement of education analysis will also facilitate the measurement of the impact of the application.

We can treat the Gmply initiative as a successful application, due to its infrastructure that supports interactive content production and enables the implementation and monitoring of these contents.

Recommendations for users (if relevant; 500 characters)

Title of Project/Activity/Tool in English Pi Youth Association- Youppi: Digital Youth Magazine	ID Number: MEDIA MANUAL Best Practive 2/ TR

Title in original language: Pi Youth Association	
Location and date (in the case of events): -	
Main topic(s): Digital youth work	![Pi Gençlik Derneği logo]
Digital youth work tools/methods used/covered: Digital media and technology.	
Relation to media: https://www.izgazete.net/belediye/avrupali-gencler-karsiyaka-da-agirlanacak-h21563.html	
Number of participants: Although the number of employees is not specified in the magazine, 16 people work in Pi Youth Association.	![Youppi magazine cover]
Organisation/organiser or provider: Youppi: Digital Youth Magazine	
Sector: NGO	

Summary (1000 characters)

Pi Youth Association encourages young people between the ages of 15-30 to participate in youth movements. The main target is young people and young employees. The digital magazine prepared by the members of the PiYouth Association. The magazine gives news about youth movements, contains interviews and interesting content. The digital magazine is free and anyone can access it. People who read this digital magazine can be aware of the mobility and have information about the topics they are interested in.

Target groups and its/their size, other stakeholders (500 characters)

Although the main target group of the association is youth and youth workers between the ages of 15-30, it aims to reach out to large audiences with the digital magazine they produce and to inform everyone who is interested in this subject on various topics.

Geographical coverage (use icons of country flags)	**Partners, if any (300 characters)**

Foreign Partners (Entrepreneurial Society Development Foundation - Poland)
Local Partners (Karsiyaka Municipality)
However, other partners not mentioned

Websites (including reports, etc.) or social media links (300 characters)

https://www.facebook.com/pigenclikdernegi
https://www.pigenclikdernegi.org/en/home/

DETAILED DESCRIPTION

Need/context, aim, and objectives (1000 characters)
Youppi digital magazine was created by the Office Team and Pixel Team of Pi Youth Association. The association is a non-governmental organization established for the rights and problems of young people aged 15-30. The magazine, which is digital and free, consists of the works of the association, volunteer projects, interviews with people in the team, and various information, takes its place among digital magazines. It aims to reach young people and youth workers.

Methodology and results (2000 characters)

The digital magazine created by the Pi Youth Association Pixel Team, interviews and informs young people who have participated in the projects, as well as different people working in the association. In addition, it informs the partner about the works and innovations. He also makes interviews with the people and institutions working in these partnerships. It gives information about the city of İzmir in every issue. The magazine is digital and free, which is beneficial both for today's technology and environmental benefits.

Impact on participants/target groups/community/society (1000 characters)
In today's world, technology is at the center of our lives. Thanks to technology, it is possible to reach innovations, information, and news easily. Although traditional magazines are still in use, they are gradually being replaced by digital. Thanks to digital magazines, young people can access and read more easily. It is also easier to reach large audiences. As more young people read this digital magazine, they can learn about the association and its work and participate in these volunteering projects. In addition to the volunteerism projects and association works, the magazine also includes interviews with various people and informative content on different topics. It is possible to find information that everyone can learn.

EVALUATION / IMPRESSIONS

Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)

It is important to keep up with the youth and reach the target audience, so technology is important. Pi Youth Association, which uses the technology in the best way, provides convenience to young people with its digital magazine, and this digital magazine is free. Youppi consists of colorful designs and visuals. An easy and fun way to read magazines and learn about youth projects at the same time.

Recommendations for users (if relevant; 500 characters)

Young people and youth workers will not be bored while reading this magazine and they will have information about projects and association works. Then they will have chance to create new alliances and benefits for their own sake.