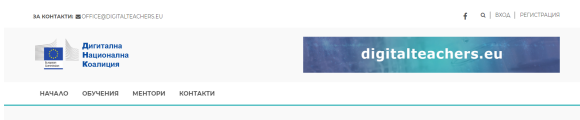


DIGI YOUTH
WORK MANUAL

GOOD
PRACTICES

Title of Project/Activity/Tool in English Digitalteachers - the Digital National Alliance initiative		ID Number:
Title in original language: Дигитални учители – инициатива на Дигитална Национална Коалиция		
Location and date (in the case of events): Bulgaria – North-west parts		
Main topic(s): Digital education; distance learning; digital communication; digital bridges; digital tools, techniques, and methods for developing digital skills		
Digital youth work tools/methods used/covered: Teachers' guide on the usage of variety of digital tools separated in different articles, each one accompanied with a short description and instructions		
Relation to media: media formats used, media literacy, etc.		
Number of participants: N/A		
Organisation/organiser or provider: Digital National Alliance		
Sector: NGO, governmental		
Summary In 2018 the Digital national alliance launched an initiative that aims to reduce the risk of a late digital start for children coming from the lowest income region in the EU and to enable them to adapt more easily into the digital world. The project aimed to boost the use of digital technologies in early childhood and primary education by training and empowering the teachers of children from the digitally underprivileged communities in the small rural municipalities in Northwest Bulgaria. Moreover, the project entailed the development of a platform that aims to bring together experienced teachers to provide advice to their peers. The platform contains information on the usage and application of different digital tools, but it also provides a good overview of the existing practices and methods for online education.		

Target groups and its/their size, other stakeholders

Teachers/ educators. Currently the project has educated more than 450 teachers, but the content of the platform can be used by any educator including youth worker, as it provides practical guidelines on how to use different tools in the educational process.

Geographical coverage (use icons of country flags)



Partners, if any

The initiative is implemented with the support of the Bulgarian Ministry of Education and Google.org, it is part of the European Commission's initiative - Digital Skills and Jobs Coalition

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

<https://www.digitalteachers.eu/resources/>

DETAILED DESCRIPTION

Need/context, aim, and objectives

The initiative aims to educate teachers from the North-West region of the Bulgarian country on the utilisation of technology in education. The North-West region is one of the most underdeveloped and poor parts of the country, which leads to general lack of information and innovation, which is accompanied with deficiency of digitally competent educators.

The project included the execution of face-to-face events, as well as the development of a platform, which content formed an e-Guide on different aspects of the digital education and the digital tools that can be used. Moreover, the platform introduces a forum for collective brainstorming of innovative educational tools and resources and where experienced teachers can provide advice to their peers.

The platform contains information on the usage and application of different digital tools, but it also provides a good overview of the existing practices and methods for online education.

The information on the digital tools is supplemented with an additional guide on how to use, what are the purposes and application of the tool.

Methodology and results

The information on the platform constitutes a guide on IoT, broken down into articles and trainings on different aspects of the digital education and resources that can be used by educators such as, such as - how to develop informative and attractive presentation and what tools to use; how to gather feedback and what tools to use; virtual reality, virtual labs, digital libraries, social media and education and etc. It contains explanatory information on different digital tools:

- Kahoot - <https://www.digitalteachers.eu/resources/course/kahoot/>
- Canva
- FLIPPITY QUIZ SHOW
- PicSay Photo Editor
- Scratch – programming language for beginners
- Plickers
- Google forms
- Google sites
- Seesaw – platform for managing classrooms
- Learningapps. Org
- GoNoodle
- Photo Scape
- WallaMe

Additionally, the project had three stages of trainings:

- **Stage 1** – Training the core team of trainers
- **Stage 2** – Training advanced trainers
- **Stage 3** – Training local trainers

Participants to the face-to-face trainings, that have successfully passed the training exams, received a certificate with one credit.

Impact on participants/target groups/community/society

The initiative improves the digital skills of the teachers in the Bulgarian society empowering them to conduct innovative and interactive educational approaches while utilising the benefits of the digital world. The indirect impact for the community and society can be recognised in the increased potential for nurturing digitally competent generations and developing their digital potential.

EVALUATION / IMPRESSIONS

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

The platform is the first platform in Bulgaria that provides collective information on different modern tools and their application in the educational process. This approach allows users to get a practical overview on the current tendencies and existing digital tools that are used in the digital education. Moreover, the information uploaded on the platform is elaborated by other teachers, who provide first-hand advice on the application of the tools through separate trainings.



Recommendations for users

General recommendations to the readers:

Most of the content of the platform is only available in Bulgarian.

To look into the guide follow this link: <https://digitalteachers.eu/eduguide/index.html>


To look into the recourse and different trainings follow this link:
<https://www.digitalteachers.eu/resources/>

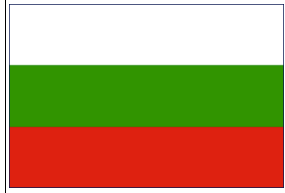
To browse the teacher trainings follow this link - <https://www.digitalteachers.eu/learning/>

Recommendations for youth workers:

- Get acquainted with different digital platforms and tools and their application for more interactive and efficient online trainings
- Learn about instruments, techniques and methods for interdisciplinary digital training content, i.e. digital bridges
- Acquire skills to recreate the real world through digital tools – learn about instruments, techniques and methods for developing the pupils' capacity to deal with abstract and concrete challenges in the digital environment
- Obtain skills to gamify the training process through digital tools



<p>Title of Project/Activity/Tool in English Summer eLearnathons for educators innovators in Bulgaria</p>	<p>ID Number:</p>
<p>Title in original language: Онлайн обучения за учители иноватори</p>	
<p>Location and date (in the case of events): Online – 06-07/2020</p>	
<p>Main topic(s): Organisation of online education – methods tools</p>	
<p>Digital youth work tools/methods used/covered: Digital training; Innovative learning</p>	
<p>Relation to media: media formats used, media literacy, etc.</p>	
<p>Number of participants: N/A</p>	
<p>Organisation/organiser or provider: EduTechFlag</p>	
<p>Sector: Business, Governmental</p>	
<p>Summary The EduTechFlag is a training provider which offers paid online trainings. The eLearnathons is the last initiative of the company that deals with several innovative topics in digital education, including:</p> <ul style="list-style-type: none"> -The course „Current practices for learning assessment“ - Innovative lesson design - Kinesthetic practices for effective online training - Digital STEM - Creating and Managing Digital STEM Projects and Laboratories. 	
<p>Target groups and its/their size, other stakeholders</p> <p>School teachers and training providers, but it is also open for business representatives.</p>	

<p>Geographical coverage (use icons of country flags)</p> 	<p>Partners, if any</p> <p>N/A</p>
<p>Websites (including reports, etc.) or social media links</p> <p>https://www.edutechflag.eu/%D0%BE%D0%B1%D1%83%D1%87%D0%B5%D0%BD%D0%B8%D1%8F</p> <p>https://www.facebook.com/EduTechFlag/</p> <p>https://twitter.com/EduTechFlag</p>	
<p>DETAILED DESCRIPTION</p>	
<p>Need/context, aim, and objectives</p> <p>EduTechFlag is a SME, which entire work is dedicated to enhancing the digital skills of teachers and educators in Bulgaria. The company has numerous projects and initiatives and offers state of the art trainings, which deals with innovative topics in the digital education. Thus, it aims to fill in a gap in the digital capacity of the Bulgarian teacher. In the context of the COVID-19 pandemic their work has become even more significant and recognised due to the need of conducting online education. The trainings of EduTechFlag aim to provide not only guidance on different available digital tools, but they also aim to offer successful methodologies and practices that can be applied in the digital education in a way to make it more interactive and effective.</p>	

Methodology and results (2000 characters)

Among the courses EduTechFlag offers here are some of the highlights in their programme:

The course „Current practices for learning assessment“ introduces effective assessment models: Peer review, digital homework assessment, technology and ways to develop Feedback, 360 degree assessment and much more (presentation, discussions, etc.)

Innovative lesson design - The training includes: Bloom's taxonomy; ADDIE model; knowledge conversion model; use of digital learning content and others.

Kinesthetic practices for effective online training – aims at developing knowledge and skills for the use of kinesthetic practices in learning. Research shows that physical exertion stimulates the work of the brain. Physical exercise and movement are important for oxygen supply and for maintaining good blood sugar levels. The training includes topics: kinesthetic activities and strategies in class; dynamics and physical activity in class - monitoring and control of the learning process (online learning, mixed learning, classroom learning); approaches to effective learning through movement; Kinesthetic learning style; examples of active micro breaks per hour during online training;

Digital STEM - Creating and Managing Digital STEM Projects and Laboratories develop teachers` STEM knowledge and skills on: How to Create a STEM Electronic Journal? What are the opportunities for blogging a class / subject / STEM project? Why are forums important? How to design electronic STEM events and schedule meetings? How to organize STEM workshops?

The training introduces good practices and technologies that benefit the development of digital skills in STEM and the effective communication and sharing of STEM achievements among Teachers-Students-Parents. The course ends with the development of a Digital Learning Lab project and / or a Digital STEM project.

The trainings are provided online.

Impact on participants/target groups/community/society

Training courses develop digital skills of the participants, through exams and practical sessions, where they are invited to adjust their own personalised LMS, to create a Digital STEAM lab and manage a Digital STEM project. Participant are introduced to methods of kinesthetic practices to be incorporated in trainings in order to increase efficiency of online education.

EVALUATION / IMPRESSIONS



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



With the Covid-2019 pandemic situation and the followed lockdown, the entire Bulgarian educational system was forced to go online, which showcased the lack of digital skills and competences of the greater part of the teachers. The summer eLearnathons is the first massive online training encompassing a wide range of topics in the digital education that targets the development of soft and digital skills. Moreover, the content of the trainings deals with topics that are underdeveloped in the country such as:

- Kinesthetic practices for effective online training
- Digital STEM and how to organise digital STEAM event; how to manage digital STEM project
- Modern approaches for feedback and evaluation

Recommendations for users

- The trainings are particularly designed for schoolteachers, but the methods, practices and principles can be adjusted by youth workers in their daily activities to provide innovative and attractive trainings.
- Youth workers should integrate different methodologies to ensure both physical and intellectual engagement of young people in the online environment.
- Digital STEAM events and project should be considered as means for interactive trainings;



Title of Project/Activity/Tool in English: #TimeForYou initiative by the National Youth Forum		ID Number:
Title in original language: #ВремеЗаТеб		
Location and date (in the case of events): Bulgaria, online		
Main topic(s): Engaging and empowering young people		
Digital youth work tools/methods used/covered: Online meetings with young people and youth workers		
Number of participants: N/A		
Organisation/organiser or provider: National Youth Forum, Bulgaria		
Sector: NGO		
Summary <p>The campaign #TimeForYou was created by the National Youth Forum of Bulgaria as a fast response to the changing situation because of the spread of Covid-19. As restrictions on movement and action were imposed, the campaign created a series of webinars for young people and youth workers to address the current situation and provide support, advice and options for the young people in these very trying and difficult times.</p> <p>The framework of the campaign included webinars and social media engagement with young people and youth workers.</p> <p>The initiative, wholly online to meet the specific needs of the time, supports and creates different online trainings and conversations, as well as exchange of experiences for youth workers, and has garnered attention and admiration online, also being highlighted as a best practice by the European Parliament in #EuropeansAgainstCovid19.</p>		
Target groups and its/their size, other stakeholders <p>The main target groups for this campaign were young people and youth workers, in their respective webinars. There were, however, no restrictions for participation in any of the online events organised.</p>		
Geographical coverage 	Partners, if any EU Parliament in Bulgaria UN Association of Bulgaria BG Info system for youth and other organizations supported the initiative mostly through promoting it to their audiences as well	
Websites (including reports, etc.) or social media links Facebook hashtag		

DETAILED DESCRIPTION

Need/context, aim, and objectives

The context of this best practice is the Covid-19 pandemic in Bulgaria. As the measures for restricting the spread of the virus were being put in place, the National Youth Forum started this campaign as a response to the needs of the target group - the webinars were related to the needs of young people and youth workers during the pandemic. Some of the webinars had a more practical and even fun focus, such as ones for activities to do under quarantine; other were more introspective and discussed the mental health of young people and how to address issues. Towards youth workers, the webinars were aimed mostly at uniting and giving practical ideas for moving youth work in the online environment successfully.

The objectives varied but could be summarised as support for youngsters and youth workers in such an unprecedented and difficult time.

Methodology and results

The campaign was held in the form of a series of webinars, popularised in social media mostly. The webinars were led by one or two leaders, who were more related to the specific topic at hand. Moreover, all webinars had simultaneous sign-language interpretation available for the participants. The webinars utilized some techniques and tools for online work with young people, for example means of co-creation, taking polls, collecting badges. In this way, the leaders were engaging the audience in a more direct way and were supporting their engagement in the activity.

All presenters and facilitators were previously announced and promoted online also as a means for promoting the events themselves.

As a result, the campaign was received very well by the broader public and gained attention.

Impact on participants/target groups/community/society

There have been no official statements by the NYF on what impact their campaign has had so far. However, the intended impact was surely to engage and support young people and youth workers in a very difficult time. Amid the many other online events, these would have had a hopefully refreshing, calming effect on their target groups.

EVALUATION / IMPRESSIONS

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

This is an important best practice because it was created quickly in a time of need. It showcased the readiness of the organisation, as well as the importance of being digitally literate and prepared. Moreover, it showcased the importance of meeting specific needs in specific times - being agile and ready to adapt to the situation and the specific needs.


Recommendations for users

- Keep an open mind in planning of your organisation's activities;
- Create a narrative around your events and if you can, chain them to create a continuity;



- Utilise the online resources, which are available so you can engage your audience effectively;
- Seek the support and platforms of other organisations to boost your online activity visibility.



Title of Project/Activity/Tool in English SCREEN AGERS	ID Number:
Title in original language: SCREEN AGERS	
Location and date (in the case of events): N/A	
Main topic(s): Digital youth work guidance	
Digital youth work tools/methods used/covered: Guidance on digital youth work	
Relation to media: N/A	
Number of participants: 1865	
Organisation/organiser or provider: National youth council of Ireland	
Sector: NGO	
Summary <p>Screenagers is a collaborative international research project focusing on the use of ICT, digital and social media in youth work. The North/South ICT group have been working to enable collaboration on strategy and practice, on a North/South and international basis, in relation to the implementation of ICT as a youth work methodology in the delivery of quality youth work. Based on the research work, partners have drafted a guideline for Digital youth work, encompassing tips, principles, and instruments to be used for conducting youth work online. These guidance documents were developed in response to the recommendations identified during the project. They accompanied a Screenagers workshop with policy makers and youth work organisations, where they have discussed different aspects of the digital youth work following the topics of the Guideline.</p>	
Target groups and its/their size, other stakeholders Youth workers	

Geographical coverage (use icons of country flags)



Partners, if any

National Youth Council of Ireland (NYCI), Youth Council of Northern Ireland (YCNI), YMCA Ireland, Bytes, Paul Smyth - Wiseabap Engagement, Camara Ireland, TechSpace, Maynooth University and Ulster University

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

<https://www.youth.ie/programmes/projects-initiatives/screenagers/>

DETAILED DESCRIPTION

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

The Digital Youth Work Guideline was developed in the context of the Screenagers project, which was an international collaborative research initiative supported by the Erasmus + programme. In the research phase the partnership engaged more than 1865 people through focus groups, surveys and direct approach. The project aimed to explore the usage of ICT, digital and social media in the youth work, the challenges before the youth workers and their perceptions, and to draw conclusions and recommendations based on their findings. The project was set up in the early 2014, but its topics are still relevant.

Based on their findings, partners developed the Digital Youth Work guideline, which is one of the fewest guidelines devoted on this topic.

Methodology and results (2000 characters)

The research work undertaken under the Screenagers project has resulted in the development of a Guideline in digital youth work, organised in an interactive way including infographics and well organised information.

The Guideline encompasses the following sections:

- Introduction to digital youth work;
- Types of digital tools and activities in a form of infographics
- Methodologies to be used in digital youth work;
- Using digital media and technology safely and effectively, which includes a safety checklist for digital youth work
- Using social media in youth work setting, which introduces key principles
- Training and resources, which encompasses existing trainings in the partner countries and links to external resources with short description.
- Recommendations on the further development of the digital youth work.



Impact on participants/target groups/community/society

Through the guide youth workers can educate themselves on the concept of youth work in digital environment, they can get an excellent overview of different digital activities and tools to use and to dig into and they can learn practical principles to follow when conducting their work by using ICT.



EVALUATION / IMPRESSIONS

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

The Guideline is one of the rarest available recourses that aims to introduce the digital youth work – concept, principles, areas, tools. It also tackles the topic of STEAM in youth work, which is underused topic in youth work. It also includes a notion for safety checklist for digital youth work, which introduce a set of best practices to be followed.

Recommendations for users

- digital youth work needs a whole organisation, integrated approach and not to be regarded as a specialised service or a niche area;
- Create a safety checklist for digital youth work, outlining some ethical, privacy and legal considerations that may occur in relation to your activity;
- Digital youth work is essential for the development of the 21st skills and knowledge, especially the 4Cs- creativity, critical thinking, collaboration and communication
- Digital youth work requires a whole organisational approach to planning and implementation of technology;
- The use of social media in youth work needs to find a balance between engagement and safety – organization should integrate the online safety in their policies – i.e. in the child& vulnerable adult protection policies, data protection policies, communication policies, risk registers&risk assessments, staff appraisal & discipline procedures
- Establish key principles for using social media in youth work.

Blend-IN		ID Number:	
Title in original language: BLEND-IN			
Location and date (in the case of events): Bulgaria, Germany, Greece, Slovenia, Italy, Poland			
Main topic(s): Inter-cultural communication and management			
Digital youth work tools/methods used/covered: Online multilingual platform Simulation Game			
Relation to media: media formats used, media literacy, etc. Only for best practices to be annexed to the media manual.			
Number of participants: 12 for joint staff training 24 for organisation and conduct of blended mobility			
Organisation/organiser or provider: University of Peloponnese(Greece) Law and Internet Foundation (Bulgaria) priME Academy AG (Germany) TDM International (Italy) Akademia Leona Koźmińskiego (Poland) Celje Youth Center (Slovenia)			
Sector: NGO, private sector			
Summary (1000 characters) The Blend-IN project is a project implemented under the Erasmus+ which aspires to help secure the future of multicultural communities. In order to do so it plans to build platforms and provide the necessary education to youth workers. In doing so it hopes to create capable leaders equipped with both theoretical expertise and practical knowledge on how to manage these types of communities and how to develop them properly while involving the local populace and respecting the diversity of each community.			
Target groups and its/their size, other stakeholders (500 characters) Youth Youth Workers Youth organizations			
Geographical coverage (use icons of country flags) 	Partners, if any (300 characters) University of Peloponnese(Greece) Law and Internet Foundation (Bulgaria) priME Academy AG (Germany) TDM International (Italy) Akademia Leona Koźmińskiego (Poland)		

Celje Youth Center (Slovenia)

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

<https://blendinproject.eu/>

<https://twitter.com/BlendINproject>

<https://www.facebook.com/BlendINproject>

<https://www.linkedin.com/company/blend-in-european-project/about/>

DETAILED DESCRIPTION

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

The Blend-IN project is a project implemented under the Erasmus+ within Key Action2Q Cooperation for innovation and the exchange of good practices, Action: Strategic partnership for youth. It provides an environment within which youth workers have the chance to associate and interact with each other. Through this programme get the unique opportunity to obtain both theoretical knowledge and practical experience in the sector of inter-cultural communications and management. This programme aims to provide access for youth workers to an educational platform where they will have the ability to develop the necessary skills for effective management of communities with diverse cultural backgrounds. Through this work the project aspires to improve the quality of life of people living in different communities everywhere in Europe through its innovative practices.

In order to achieve its aforementioned aims this programme has a list of means that are believed to help towards that purpose. One of the first objectives in this path is the design and development of an online multilingual simulation platform. The more languages available the more people that are able to participate from different countries across Europe. In order for this project to work a firm foundation is needed. So in the theoretical compartment of this programme the starting point lies in the focus on the importance of communities with diverse cultural backgrounds and initiatives like this one that enhance their importance. In order for these communities to be prosperous in the future they need a different kind of approach as far as their development is concerned. Down the line the programme will examine how and where from personal motivation for intercultural communications arises. It will explore the meanings of self- and other-knowledge in order to understand that. Also it will focus on the people of the community and how to make them engage in such practices and throw away their fear of uncertainty. It is very important to include the people of the community in such programmes because people tend to be naturally curious and that can help shape successful intercultural communications.

On a more practical note after the theoretical approach is completed the programme will shift to the bussines sector in order to investigate whether dynamic management types can be imported from it to intercultural communities. This is a key strategy. By taking management practices from bussines and fine tuning in order to fir these communities it is believed that it will result in a very desirable and positive outcome, while still taking into account the diversity of each and every community.

Methodology and results (2000 characters)

In terms of this project, it was created a sophisticated simulation game, developed to provide youth workers with realistic situations and point them to correct solutions. Providing interactive training for youth workers in the field of intercultural communication and management is an innovative way how to improve the quality of life for people living in communities across all over the Europe.

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



The project aims to improve the development capabilities and secure a better future for multicultural communities across Europe. By teaching the participants everything described above, it hopes to make sure that the people participating in this programme will have all the theoretical knowledge and practical experience necessary in order to build upon these communities while respecting their diversity and by involving the local populations. This way the programme aspires to nourish capable leaders and developments experts for the multicultural communities across Europe. The knowledge gained by the participants can also help them in other sectors such as bussines.


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 programmes is a very positive and hopeful practice. It focuses on multicultural communities, which is what most communities have the tendency to become nowadays that borers don't pose such restrictions. It wishes to safeguard the future of those communities and ensure the peaceful coexistence of people from different cultural backgrounds. In order to do that it turns to young people and youth workers in particular. It offers to provide with the theoretical knowledge necessary to work on this kind of communities as well as the practical experience necessary in order to lead these communities into the future. Through this programme the youth worker participants will provided with the means to carefully monitor these communities along with all the necessary resources in order to manage and develop them in the best possible way. These people will have the qualifications to do so while also taking extreme care to facilitate intercultural communication among the different cultures within each community while on the same time respecting that diversity.

Recommendations for users (if relevant; 500 characters)



Bodossaki Lectures on Demand		ID Number:
Title in original language: Bodossaki Lectures on Demand (BLOD)		
Location and date (in the case of events): Greece		
Main topic(s): Education, Employment, Social Interaction		
Digital youth work tools/methods used/covered: Online platform		
Relation to media: Only for best practices to be annexed to the media manual.		
Number of participants: -		
Organisation/organiser or provider: Bodossakis Foundation		
Sector: Public and Private Sector		
Summary (1000 characters) Bodossaki Lectures on Demand (BLOD) is a non-profit, social offer that aims at disseminating academic knowledge and promoting intellectual dialogue within Greece by making use of the benefits created by modern technologies. The site blod.gr is part of the Foundation's primary objective of promoting education in Greece.		
Target groups and its/their size, other stakeholders (500 characters) Youth workers, youth people, everyone that is interested to enhance his/her knowledge on several topics		
Geographical coverage (use icons of country flags) Partners, if any (300 characters)		
Websites (including reports, etc.) or social media links (300 characters) https://www.blod.gr/ https://www.facebook.com/Blod.gr https://twitter.com/Blodgr		
DETAILED DESCRIPTION		
Need/context, aim, and objectives (1000 characters) Bodossaki Lectures on Demand (BLOD) is a non-profit, social offer that aims at disseminating academic knowledge and promoting intellectual dialogue within Greece by making use of the benefits created by modern technologies. The site blod.gr is part of the Foundation's primary objective of promoting education in Greece.		

Tool: Blod.gr collects, records and showcases hand-picked lectures covering the broad spectrum of scientific and humanitarian studies by collaborating with professors and intellectuals.

Methodology and results (2000 characters)

Tool: Blod.gr collects, records and showcases hand-picked lectures covering the broad spectrum of scientific and humanitarian studies by collaborating with professors and intellectuals.

Results:

37 Categories

5082 Topics (e.x. Civil Society, Biology, International Relations, Communication, Policy, Environment etc)

793 Organizers

5968 Speakers

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

BLOD enables users, and young people, gain access to information concerning all aspects of the scientific and humanitarian studies by viewing online lectures by professors and intellectuals.

Knowledge becomes approachable, direct and at no financial cost.


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 an internal initiative that can be replicated and applied to other similar youth organizations. Although it is not an original idea, it is of great value.

Recommendations for users (if relevant; 500 characters)



REGENERATION		ID Number:
Title in original language: REGENERATION ACADEMY OF DIGITAL MARKETING YOUNG PRACTITIONERS		
Location and date (in the case of events): Greece		
Main topic(s): Learning and training in digital marketing		
Digital youth work tools/methods used/covered: E-learning, Digicamp		
Relation to media: Training topics: e.x. Social Media, Content Marketing, Search Engine Optimization (SEO), Web analytics, PPC Advertising etc		
Number of participants: -		
Organisation/organiser or provider: Regeneration, along with the Center for Sustainable Entrepreneurship, Excelixi a member of the Piraeus Bank Group and a certified Lifelong Learning Center,		
Sector: Business		
<p>Summary (1000 characters) Please summarise the following, and be as concise as possible:</p> <ul style="list-style-type: none"> - Need addressed/context - Aim and objectives - Framework: activities, methods and tools used, results (what people can learn, what was produced, etc.) <p>It is an educational program aimed at young adult graduates with little to no job experience who are on the start of their career. It aims to educate its participants on both theory and practice while also using online and other media, providing hands on experience. It is comprised of both normal and online classes as well as a digicamp which will put the participants in a real life business situation.</p>		
<p>Target groups and its/their size, other stakeholders (500 characters)</p> <p>It is a program for young adult graduates of higher education up to 29 years old at the start of their career, with little to no job experience who are active in their lives with extracurricular activities.</p>		

<p>Geographical coverage (use icons of country flags)</p> 	<p>Partners, if any (300 characters)</p> <p>The center for Sustainable Entrepreneurship Excelixi</p>
<p>Websites (including reports, etc.) or social media links (300 characters)</p> <p>https://www.regeneration.gr/en/ https://www.facebook.com/regenerationgreece/ https://www.instagram.com/regenerationgr/ https://www.linkedin.com/company/regenerationgr/</p>	
<p>DETAILED DESCRIPTION</p>	
<p>Need/context, aim, and objectives (1000 characters)</p> <p>The aim of this project is to build on some already existent knowledge fresh graduates have. It aspires to teach young adults who are beginning their careers more about business. That happens on both theoretical and practical levels. The program offers an in-depth analysis of digital marketing and relevant theory, techniques, tools and strategies.</p>	
<p>Methodology and results (2000 characters)</p> <p>It is a 3 part program. It is comprised of 75 hours normal classes mainly on theoretical subjects, 25 hours of online classes in which participants get acquainted with several software programmes that are very useful in digital marketing. Lastly after the classes are completed a Digicamp takes place where the participants are ask to make a campaign for real life businesses.</p>	
<p>Impact on participants/target groups/community/society (1000 characters)</p> <p>The participants acquire specialized knowledge and skills in the digital marketing and online campaign departments. By the end of the program they will have gained the skills and abilities to design, coordinate evaluate and implement digital marketing strategies as well as create brands. They will come in contact with vast;y known professionals in the fields of digital marketing and online campaigns.</p>	
<p>EVALUATION / IMPRESSIONS</p>	
<p>Why do you think that project/tool/activity can be considered as a good practice? What makes it special or unique? (1000 characters)</p> <p>It is a good practice because it arms its participants with very specialized knowledge on both practical and theoretical levels. It networks them with important people in the fields of digital marketing and online campaigns. Also by the end of the program the participants are required to put what they have learnt to the test by making campaigns for real life businesses.</p>	
<p>Recommendations for users (if relevant; 500 characters)</p>	

World of Difference		ID Number:
Title in original language: "World of Difference", Vodafone Foundation		
Location and date (in the case of events): Greece		
Main topic(s): To connect young people to NGOs they would like to work in, utilizing technology and collective action.		
Digital youth work tools/methods used/covered: It is a program based on technological knowledge of the participants and how it can be used to improve society. It does not limit its participants other than that they have to be knowledgeable in technology and have a vision or an idea of how to utilize it. The program aims to empower youth through the employability to the non-profit sector for the period of 6 months.		
Relation to media: media formats used, media literacy, etc. Only for best practices to be annexed to the media manual.		
Number of participants: 10		
Organisation/organiser or provider: Vodafone Foundation		
Sector: Business and Non-profit sector		
Summary (1000 characters)		
<p>The World of Difference is a program by the Vodafone Foundation that aims to improve Greek society by offering young individuals the chance to realise their ideas or visions by working in an NGO for 6 months. The key in this endeavour is that these individuals are required to use some form of technological knowledge and practice in order to achieve their goals. Through this program young people come in direct contact with people in the NGO sector and are offered the opportunity to work firsthand in NGOs along with likeminded people and gain both work and life experience by doing so. In the 6 months of the program they will not only be treated as members of the sector but they will also have the chance to drastically improve a certain aspect that they have chosen by utilizing technological knowledge and practices.</p>		
Target groups and its/their size, other stakeholders (500 characters)		

This program by the Vodafone Foundation is aimed at young people that want to work in the NGO sector, the NGOs themselves as they are given a chance to develop something new along with the youth workers, as well as society itself who will benefit from this cooperation and support for innovation.

Geographical coverage (use icons of country flags)



Partners, if any (300 characters)

HIGGS – Higher Incubator Giving Growth and Sustainability, offering their training and consultation services to the youth participants, as well as to the participating NGOs.

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

<https://www.vodafone.gr/vodafone-ellados/vodafone-world-of-difference/>

<https://youtu.be/DVZToFoDAY0>

<https://www.facebook.com/watch/VodafoneFoundationGreece/>

DETAILED DESCRIPTION

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

The “World of Difference” is a program aimed at sensitized young people. It provides them with the opportunity to work for a six-month period in the non-profit sector. By utilizing new technologies and collective action the young participants are called to tackle major issues that concern Greek society. The aim of this program is double. It aspires to not only help NGOs and support their work in bettering Greek society but also entice young people to become part of this process. Young people come in touch with the non-profit sector and get hands on experience on working with it.

Methodology and results (2000 characters)

This program and its processes act as a medium for a variety of things. Firstly the participants of this program are given the technological means and the knowledge required to use them. The program puts technology to good use and makes sure that young people not only get properly acquainted with the new technologies but also use them through the program to improve on society.

As for the results of the program, it impacts on several layers. It helps the participants gain knowledge, practical and work experience. The NGOs gain the workforce and innovative ideas of the participants and society benefits from the realisation of the participants’ visions.

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

The participants are provided with the chance to realise one of their visions. They are given the technological means and knowledge to do so as well as a proper working environment where they can bestir themselves (along with everything that brings in connections). They also get hands on experience working in a company format of an NGO.

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 a very good practice for a multitude of reasons. First of all it stirs up young people with a vision for a better society and urges to mobilise in order to achieve it. It provides them with all the necessary resources




in order to do so, such as the technological knowledge and means required, the proper work environment and the connections. It brings them on contact with the non-profit sector and in particular with an NGO they are interested in working.

The NGOs get to enrich their work with the ideas and drive of these young people and society will be all the better for it, as this program is constructed in a way that almost guarantees that young people will actually realise their vision that is aimed to improve on Greek society through technological means and collective action.

Recommendations for users (if relevant; 500 characters)



Title of Project/Activity/Tool in English IPčko - Internet counseling		ID Number:
Title in original language: IPčko - internetová poradňa	Main visual representing the good practice (logo, screenshot of the website, etc.) 	
Location and date (in the case of events):		
Main topic(s): Mental health, digital counselling, psychological, social and legal assistance		
Digital youth work tools/methods used/covered: online counselling provided through chat and email, phone calls and video calls.		
Relation to media: media formats used, media literacy, etc. Only for best practices to be annexed to the media manual.		
Number of participants: Since the initiative was established they have had around 150 000 clients		
Organisation/organiser or provider: IPčko- civic association		
Sector: NGO		
Summary (1000 characters) <p>IPčko Internet Counseling offers help to young people who find themselves in difficult life situations. Every day, a group of professionally trained volunteers talk to people suffering from depression or even suicidal thoughts via chat, email, phone call or video call. They help to save an average of 1000 lifes per year. They open an important topic of mental health, which is still very much overlooked and stigmatized in Slovak society.</p>		
Target groups and its/their size, other stakeholders (500 characters) <p>The main target group is the youth, but older people also approach them from time to time. Especially during the corona crisis, they got more clients – some of them even pensioners. They provide assistance to an average of 17,000 people a year, and so far up to 150,000 people in need have contacted them.</p> <p>The association has been operating since 2012 and currently consists of 80 trained professionals for mental health consulting.</p>		
Geographical coverage (use icons of country flags)	Partners, if any (300 characters)	



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

Website: <https://ipcko.sk/>
 Facebook: <https://www.facebook.com/ipcko/>
 Instagram: <https://www.instagram.com/ipcko/>

DETAILED DESCRIPTION

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

The IPčko Internet counseling center, which was established in 2012, aims to provide professional assistance to young people who find themselves in difficult and crisis life situations. A team of 80 professionally trained volunteers help people who approach them through a various online tools. The vast majority of them suffer from depression, they are under pressure and suffer from feelings of loneliness. The second most numerous reason for seeking their help is young people's thoughts of suicide and the third is domestic sexual violence.

The aim of the association is therefore to provide a helping hand to people who find themselves in the most acute life situations. Online space is often much more comfortable for them, as they have less shyness to talk about their problems. In addition to having their own office, where the organisation receives clients in person, they communicate with more than 50 people daily through online tools.

The topic of mental health is still very stigmatized in Slovakia, with an estimated 750,000 people who need professional help but have not sought it yet. IPčko thus largely replaces the state and does a very meritorious activity for society.

Methodology and results (2000 characters)

A team of trained professionals provides professional assistance to an average of 50 people per day, reaching approximately 13,000 people per year via chat and 4,000 via email. However, during the corona crisis, they also added new tools - phone call and video call. 80% of clients have depressive states, and many individuals approach them just before they want to commit suicide. However, they almost always manage to help and provide adequate help and support, while saving an average of 1000 lives a year. A team of experts provides the service voluntarily. They also coordinate their activities with the police and other relevant bodies, which assist them in providing assistance to the client in the most difficult cases.



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

IPčko helps dozens of people in need every day who find themselves in difficult mental situations. The importance of this initiative is extraordinary, as it has already helped approximately 150,000 people since it was established. Many of them suffered from depression and were about to commit a suicide. Although many Slovaks suffer from psychological problems of various kinds, the topic of mental health is still stigmatized and there are not enough experts. IPčko is an excellent example of an activity that is necessary and extremely beneficial for society.

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)


IPčko is an innovative digital form providing mental health counseling, and it is an extremely necessary and beneficial initiative. This topic is very little communicated in society, despite unfavorable statistics on the number of people suffering from mental disorders. During their existence, they have helped many, young people, and they have to constantly expand their network of professional advisers as the number of their clients increases.

Recommendations for users (if relevant; 500 characters)

Recommendation for youth - if you face any kind of problem that affects your mental health, do not hesitate to approach IPečko. They are considered to be a very reliable organisation that has helped many people in difficult life situations.

If you would like to become a trained volunteer, there is a possibility to join their organisation.

Recommendation for youth workers: Try to make a list of all relevant doctors/therapists or organisations/mental coaches that focus on mental health in your country/region. It is good to be ready to help the youngsters you work with when you start seeing the signs there is something wrong with them. The best would be to study and read as much as we can about this issue in order to know how to approach the young people that might have some mental problems. By noticing and providing the first help or just talk we can literally save lives.

Title of Project/Activity/Tool in English Cyberbullying.sk		ID Number:
Title in original language: Kyberšikanovanie.sk		
Location and date (in the case of events):		
Main topic(s): Cyberbullying- bullying in the online space		
Digital youth work tools/methods used/covered: Database of activities to be implemented by youth workers and teachers; videos/short films that activities are based on		
Relation to media: media formats used, media literacy, etc. Only for best practices to be annexed to the media manual.		
Number of participants: N/A		
Organisation/organiser or provider: eSlovensko, o.z.		
Sector: NGO – civic association		
Summary (1000 characters)		
<p>The Kyberšikaovanie.sk project is an online educational platform that offers a theoretical basis and a number of practical activities related to topics of cyberbullying. The main target group of the initiative are teachers and youth workers, who will gain new knowledge in this topic, which is not a permanent part of the curriculum in schools. The final beneficiary are young people who, thanks to practical exercises and theory will be able to recognize the dangers of bullying in the online space and will not become a victim of such activities.</p>		
Target groups and its/their size, other stakeholders (500 characters)		
<p>The target group of the project are teachers and youth workers, who will acquire all the important theoretical knowledge about the issue of cyberbullying and get inspired by very dynamic and popular activities that they can carry out with young people. The final beneficiary is therefore young people who, through educational exercises, will be able to avoid online bullying in the future and recognize all dangerous situations.</p>		
Geographical coverage (use icons of country flags)		Partners, if any (300 characters)



The project is co-financed by the EU Connecting Europe Facility. The project partners are the Ministry of Education, Science, Research and Sports of the Slovak Republic, the Office of the Deputy Prime Minister for Investment and Informatization and the Child Safety Line.

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

<https://www.kybersikanovanie.sk/>

DETAILED DESCRIPTION

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

The Cyberbullying.sk project responds to the demand of teachers who consider cyberbullying to be generally one of the most serious threats to young people nowadays. Children and young people spend the vast majority of their free time on the Internet and especially on different social media. They often become victims of bullying, which can damage their psyche for many years, or even literally destroy their lives.

It is an educational website that offers teachers and youth workers theory and practical exercises related to all the most important terminology connected with online bullying. The project aims at helping teenagers in particular to understand how they should behave on the Internet and what to look out for so that they do not become the object of bullying or do not bully others. The exercises cover all the most important areas related to the issue. Among other things, the project provides legal definition and guidance in the case that a child becomes a victim of cyberbullying.

Methodology and results (2000 characters)

The project is based on connecting theory with practical exercises, which should then be implemented in an offline space. The website therefore offers a wide theoretical definition of the basic concepts and problems associated with online bullying, but also bullying in general. It then offers a database of short films on the most important topics related to the area. The most relevant part of this online tool is a wide database of practical exercises that should be carried out among young people. These are carefully selected tasks that will help participants understand the pitfalls of the Internet and prevent situations of online bullying. Among other things, there is also possible to find legal procedures published in case of detection of bullying. The project organizers are experts in this field and have been helping to raise awareness of the dangers of online times for more than eight years.

The project also offers offline training for teachers/youth workers and young people in this area that is provided free of charge. During its several years of existence, they have trained almost 50,000 youth workers and more than 130,000 young people.

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



The impact of the project can be perceived as wide, as it is an initiative, the partner of which is also the Ministry of Education of the Slovak Republic. This is an important topic that is not sufficiently included in the curriculum in schools in Slovakia, and therefore, through an online tool, teachers and youth workers in this area can learn and be inspired by various activities that they can implement in their work with young people. The project thus has an impact not only on teachers, but especially on the young people themselves, who are better able to recognize the threats of online space and avoid dangerous situations that can lead to bullying.

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 perceive the project as a good practice, as it is a very practical online tool usable for working with young people in both formal and informal environments. This is a very important topic that needs to be discussed more strongly in public, as most of the young people spend a large part of each day on social networks. However, many of them are not aware of the dangers that can literally destroy their lives.

Recommendations for users (if relevant; 500 characters)

When you are a teacher or youth worker it is really necessary to get familiar with all the aspects of online bullying since it is very likely that every child can be a victim of such activities anytime. So educate yourself and use all the tools provided by the project. We would really recommend to offer an offline workshop led by a professional psychologist that will help you to understand cyberbullying much better and to prevent it in the future.



Better Geography	
Title in original language: Lepšia geografia	
Main topic(s): Geography	
Digital youth work tools/methods used/covered: TV and web series	
Organisation/organiser or provider: Lepšia geografia, o.z.	
Sector: non-profit	
<p>Summary</p> <p>Lepšia geografia – Better Geography – is a Slovak portal for teachers, youth workers, students, and everyone who is interested in geography. It's aimed at transforming classical geography learning to make it more interesting, meaningful, engaging, and connected to the real world, so that it enables development of wide range of (not only geographical) competences. The portal offers food for thought on geography teaching and youth work activities, and useful high-quality resources, such as designs of innovative lessons, research-oriented activities, quizzes, games, exercises, presentations, maps, geographical project assignments, ideas for experiments, and case studies. Project's Facebook page also provides a lot of inspiration, ideas, and news from the world of geography.</p> <p>In addition to the creation and publishing of educational methodologies and materials, the project focuses on a gradual change in the perception of geographical education in Slovakia. Therefore the portal can be used for professional development of teachers and youth workers who want to focus on geography (for example universities).</p>	
<p>Target groups and its/their size, other stakeholders</p> <p>The main target group are teachers and youth workers, however a lot of resources and information are useful for young people as well. Individuals, schools, universities, and other organisations providing educational and youth work activities are encouraged to subscribe to the portal to fully use all its features.</p>	
<p>Geographical coverage (use icons of country flags)</p> 	<p>Partners, if any</p> <p>The project is supported by foundations (Pontis, ESET, and Provida), and about 150 schools which subscribed to the Better Geography as members.</p>

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

<http://www.lepsiageografia.sk>

<http://www.facebook.com/lepsiageografia/>

DETAILED DESCRIPTION

Need/context, aim, and objectives

Geography is one of the subjects that is predominantly taught in traditional ways. Teachers and youth workers often don't have enough time to pursue new learning opportunities or look for innovative resources they can use. There are already a lot of online mapping tools that can be utilized in the classroom or during youth work activities, but it's a tip of an iceberg and there are other opportunities to interest children and youth in geography and facilitate their learning.

Project Lepšia geografia – Better Geography – aims at transforming classical geography learning in the classroom, at home, or during youth work activities more interesting, meaningful, and connected to the real world, so that it enables development of wide range of (not only geographical) competences. Goal of the project's team is also to popularise geography and ultimately become a leading force in the innovation of geographical education in Slovakia.

In addition to that, the project focuses on a gradual change in the perception of geographical education in Slovakia. As such it not only encourages individuals and organisations to use, build on, and disseminate resources available on the Better Geography portal, but it also inspires them to develop new activities and resources that will meet growing demands in the field of open education and digital youth work.

Methodology and results

The project's methodology is based on a conviction that classes and youth work activities should be, whenever possible, informative as well as interesting and entertaining – for both teachers/youth workers and young people. Better Geography therefore combines experiential learning, possibility to create own maps or other products (learning by doing), inspiration, storytelling (exploring stories of real people), and insights into the topic (up-to-date information).

The Better Geography portal is the biggest source of food for thought on geography teaching and youth work activities and of educational materials and methodologies related to geography in Slovakia. In terms of extent and quality it's comparable with similar portals from around the world. Specifically, it offers more than 500 useful high-quality digital resources – such as designs of innovative lessons, research-oriented activities, quizzes, games, exercises, presentations, maps, geographical project assignments, ideas for experiments, and case studies – and continuously published or shared informative content, such as blog, videos, maps, and photos. Project's team also organises knowledge-based competition called the EarthExpert. Facebook page of the Better Geography also regularly provides a lot of inspiration, ideas, and news from the world of geography.



Impact on participants/target groups/community/society

All the methods used by Better Geography are motivating children and young people to learn and complete their tasks independently. Less time is dedicated to presentation of the topic by teacher or youth worker, who rather acts as a mentor in this model. Geography is also interconnected with other subjects here, such as history, biology, physics, math, sociology, or political science.

Better Geography makes it possible for children and young people to easily develop their geographical thinking, which means ability to consider broader context and use theoretical knowledge from this discipline in the real world. They are able to connect local and global, presence and the past, or people and their environments. When completing practical tasks related to development of public space – for example deciding on what to build in the city or how to create models of global wealth distribution – they develop critical thinking and ability to consider pros and cons of various decisions and solutions.

The project also empowers children and youth to be capable of deriving interesting information from maps and creating their own ones.

The Better Geography project helps schools and youth work providers to change style of their activities and make them more digital. Moreover, the portal can be used for professional development of teachers and youth workers who want to focus on geography (for example universities).

All in all, this project makes exploring, learning, and teaching geography better in many aspects – interactive, engaging, and entertaining, but still providing accurate information and broadening horizons of children and youth. It has a potential to help transform formal education in Slovakia.

EVALUATION / IMPRESSIONS

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

Better Geography project stands out because of variety of content it provides, which is often innovative. Even though its online portal is characterized by complexity, it's well-structured and visitors don't need to worry about getting lost there. Many materials can be used during face-to-face youth work activities, but most of them are suitable (only) for use in the digital environment.

Recommendations for users

If you want to have access to complete content of the portal, you need to subscribe to it and become member. It's worth reading project's blog, as articles related to geography, project, and other relevant and interesting activities are published there. Engage young people through methods that allow them to be creative, for example make a map of a fictional country.

Exempt from Theory	
Title in original language: Zwolnieni z Teorii	
Location and date (in the case of events): Across the whole Poland	
Main topic(s): Development of projects and competences	
Digital youth work tools/methods used/covered: Website including IT tool guiding through the project life cycle.	
Number of participants: 43000, as at 29 July 2020	
Organisation/organiser or provider: Fundacja Zwolnieni z Teorii	
Sector: non-profit	
Summary	
<p>The Exempt from Theory learning and social network platform was established in 2013 to give every young person living in Poland the opportunity to acquire important competences for free, such as cooperation, communication, and leadership. The platform is based on a modern teaching methodology: Social Project Method™. By working on a real project, young people develop and use practical competences, which is a result difficult to achieve with traditional teaching methods or during classical – only theoretical – school Olympiads.</p> <p>Exempt from Theory helps young people realize their own projects. At first, they need to assemble a team and come up with an idea that can be turned into a project that does something good for others. During the implementation of that project, teams are receiving guidance and mentor support through the platform. As a recognition of their work and achievements they get certificate appreciated by employers from all over the world. Part of the Exempt from Theory is a competition – the projects can be awarded a "Golden Wolves" prize – and ranking of schools.</p>	
Target groups and its/their size, other stakeholders	
<p>The target group are young people living in Poland, primarily students in secondary and higher education, at least 13 years old. Their teachers and youth workers can be involved as well and provide consultations to youngsters. Many projects have a positive social impact and thus they have a lot of final beneficiaries.</p>	
Geographical coverage (use icons of country flags)	Partners, if any
	<p>The project has several partners from the business sector, who are, for example, supporting projects developed by users of the platform.</p>
Websites (including reports, etc.) or social media links	
<p>https://zwolnienizteorii.pl/ https://www.facebook.com/zwolnienizteorii</p>	

DETAILED DESCRIPTION

Need/context, aim, and objectives

Idea to develop Exempt from Theory project emerged from the observation that only 16% of youth aged 15-24 volunteer in Poland, which is a rather disturbing number, since civic attitudes are formed exactly at this age, and from the fact that students are receiving theoretical knowledge, but are often not taught how to effectively put it into practice. The aim of the platform is to empower young people to gain new competences and realize their own projects, which can concern any topic and be related to young people's passion and interests, or respond to a social problem in their environment.

The project is also designed to help young people to cooperate with their peers, communities, and partners from business or non-profit sector. Teachers and youth workers are encouraged to join the platform as well. They have free access to to online meetings, online library of original educational materials that help to better support students and establish a partner relationship with them. Exempt from Theory ranking encourages schools to support students in implementation of their projects.

Methodology and results

Exempt from Theory is based on Social Project Method™ characterised by emphasis on cooperation, learning by doing, and creating a positive social impact. It is enabling young people, and other participants, to form teams and carry out their own social projects. Since their goal is to solve a real community problem, participants benefit from the involvement of local partners – receive valuable feedback from the community itself and learn from it as well. Platform also provides tips on where to find an inspiration and how to develop an idea for a great project. Users can also take part in Exempt from Theory partner's programs - carry out a project on specific topic the partner deals with and get its support. Last but not least, the platform facilitates collaboration between youngsters and teachers (schools) or youth workers.

One feature of Exempt from Theory is ranking of involved post-primary schools. In order to be included, at least one project needed to be implemented within Exempt from Theory by students of a given school.

As a recognition of their work and achievements, the team members working on projects get certificate appreciated by employers from all over the world, and thus helpful when applying for a job or studies. In addition to that, the best projects are awarded a "Golden Wolves" prize.

Statistically speaking, 43000 users of the platform realised 1500 projects (for example campaigns, public events, charitable or fundraising actions, or technological projects) with an impact on 10 million people so far (as at July 2020).

Impact on participants/target groups/community/society

Through practice, young participants develop competences that cannot be acquired through traditional teaching methods: cooperation, management, problem solving, communication, and leadership. At the same time, teachers and youth workers become able to effectively support learners in a friendly and co-working environment. Nearly all the projects emerged through the platform are dealing with socially important topics and have a positive impact on local communities.

School ranking motivates schools to participate in the Exempt from Theory and support their students to contribute to positive social change - in 2020 there have been already 289 schools involved, which proves ability of the platform to have an impact on formal education.

EVALUATION / IMPRESSIONS


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

Exempt from Theory uses a unique methodology developed in Poland that combines facilitation of networking, cooperation, and project management learning. Compared to other methods, it helps participants working on social projects communication with the local community and get its feedback and support. The project also stands out in relation to classical student/school Olympiads because it's dedicated to social projects and puts bigger emphasis on putting theoretical knowledge into practice. Exempt from Theory won several national and international awards, such as EU Youth Award 2015 in category Active Citizenship. Team running the Exempt from Theory has been placed on the Forbes 30 Under 30 Europe and the Forbes 30 Under 30 Poland lists.

Recommendations for users

It would be useful for youth workers to register with the platform to effectively cooperate with young people, primarily from their town or city, on social projects, and to obtain new knowledge they can use in their work. Young people are encouraged to register and use all opportunities the platform offers. It can be also simply used as a source of inspiration and motivation.



Empowering Youth Workers to Reach Out Young Migrants and Refugees (REACH OUT)	ID Number:
Title in original language: REACH OUT: Empowering Youth Workers to Reach Out Young Migrants and Refugees (2016-1-TR01-KA205-029674)	
Location and date (in the case of events): 30/09/2016 – 29/09/2018 -Florence, Italy -Thessaloniki, Greece -Izmir, Turkey -Istanbul, Turkey -Graz, Austria	
Main topic(s): Youth Work for Young Migrants and Refugees	
Digital youth work tools/methods used/covered: <ul style="list-style-type: none"> - Training Curriculum and material - The Trainers Handbook 	
Relation to media: media formats used, media literacy, etc. Only for best practices to be annexed to the media manual.	
Number of participants: A consortium of 6 partners (1 university, 3 NGOs and 2 government organisations) from 4 countries (Turkey, Italy, Austria, Greece)	
Organisation/organiser or provider: YASAR University as the Coordinator of the REACH OUT: Erasmus+ KA2 Higher Education Strategic Partnership project	
Sector: A collaboration between Academia, NGOs, governmental organisations	
Summary (1000 characters) Youth workers and social workers play a key role in helping migrants overcoming problems they encounter in a new society and integration. Youth work has much to offer in services for migrants and refugees. From a skill base that integrates intrapersonal and inter-personal support with the practicalities of assisting people to find their way around the social welfare system, youth workers and social workers can respond to the complex needs of young refugees within an understanding of the wider context of family relationships and social institutions.	

Youth work is of great social value. It connects with young people's leisure and recreational interests, complements formal educational processes, addresses contemporary social issues such as unemployment, and reflects the particular needs and tasks of young people as they move through the transitions of adolescence and young adulthood.

However, youth workers need to understand their client's status related with their migration background so they can better analyse and respond to their needs and anxieties. Most migrants and refugees will have concerns about finding employment, finding secure accommodation, education, learning language, maintaining their cultural practices, and understanding the local culture, developing a social network, experiencing discrimination and racism, etc. That's why it is important developing youth workers' knowledge, skills and competences in helping refugees and migrants.

Based on the background and needs explained above, the aim of the REACH-OUT project is to develop and test an innovative training curriculum for youth workers to support them in reaching out to young migrants and refugees, and increase youth workers' competences and foster their professional development.

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

- Youth workers
- Youth leaders
- Youth organizations
- NGOs working with migrants
- Social workers
- Community workers

Geographical coverage (use icons of country flags)

Turkey, Italy, Austria, Greece

Partners, if any (300 characters)

- Yaşar University, Turkey (Coordinating Institution)
- Formazione Co&So Network, Italy
- Eski Avrupa Gönüllü Hizmeti Gönüllüleri Gençlik Derneği, (Turkish Ex EVS Volunteers), Turkey
- Jugend Am Werk Steiermark, Austria
- United Societies of Balkans, Greece
- İstanbul Valiliği (Governorship of Istanbul), Turkey

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

- <https://reachout.yasar.edu.tr/>
- <https://reachout.yasar.edu.tr/o3-trainers-handbook/>
- <https://reachout.yasar.edu.tr/o2-training-curriculum-and-materials/>

DETAILED DESCRIPTION

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

Aim

The aim of the project was to develop and test an innovative training curriculum for youth workers to support them in reaching out to young migrants and refugees, and increase youth workers' competences, employment and foster their professional development.



Description

Migration is a growing and permanent part of Europe's future. There is a pressure for a more effective EU strategy to promote the economic, social, cultural, and political integration of migrants. Social workers and youth workers play an important role in helping migrants in overcoming problems they encounter in a new society and their integration. However youth workers need additional tools and support in this endeavor. They need to understand their target group, their problems, needs and expectations.

Objective

The aim of the project is to develop and test an innovative training curriculum for youth workers to support them in reaching out to young migrants and refugees, and increase youth workers' competences and foster their professional development.

Methodology and results (2000 characters)

O1. NEED ANALYSIS:

The aim of this output is to understand the **training needs** of the youth workers in terms to reaching out young migrants and refugees. The information gathered with this need analysis will be used in the development of O2 and O3. The need analysis research was conducted in two ways:

Desktop research: Review of existing literature on youth work, review of available literature on integration of migrants and refugees, review of available training offers for youth workers.

Need analysis survey (field research): Conducting need analysis survey (questionnaires) with youth workers.

O2. TRAINING CURRICULUM AND MATERIALS:

The aim of this intellectual output is to develop a training curriculum for youth workers who work with young migrants and refugees. The curriculum content is based on the results of the need analysis research and survey. Training Curriculum and Materials was used during the Short Term Joint Staff Training Event for the training of the youth workers. It was also disseminated during the Local Multiplier Events and Joint Multiplier Event. Partners did present training curriculum and materials to the target group during the Local Testing Sessions which was held as a 2-day-event to collect the views of the youth workers regarding its content and based on their feedback it is updated and finalized.

O3. TRAINERS HANDBOOK:

The Trainers Handbook is a useful resource for youth workers in providing trainings to other youth workers as well as providing services to the migrants and refugees. It includes useful tips in working with young migrants and refugees, training resources, training methods and techniques, how to analyze training needs and learning styles, how to develop appropriate training materials, etc. The Pilot Testing was carried out in all partner countries, with the involvement of 10 youth workers from each partner country.

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

The main results and outputs of the project had an impact to more than 500 people that came in direct contact with the project, learn about the outputs and provided feedback and opinions. Their awareness regarding young migrants and refugees and the importance of the youth work was increased. The knowledge, skills and competences of youth workers who joined the training events were also

increased. Furthermore, for partner organizations, the training of their staff with a new training program increased the quality of their services.

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 was included in the "Inspiring Projects Book" of Ministry of Foreign Affairs, Directorate for EU Affairs' in Turkey as a best practice project and was also selected as a "good practice" example by the Turkish National Agency. What makes the project considered as a best practice is the developed tool of the "Trainers' Handbook containing tips and recommendations for trainers and youth workers that work with the sensitive groups of young migrants and refugees. Also, the trainings that took place during the project increased the professional knowledge and skills of youth workers in the area of migrant and refugee work and contributed in the improvement of the quality of the youth work.

Recommendations for users (if relevant; 500 characters)


The developed tools (Trainers' Handbook and training curriculum and materials) are open access and available to be used on the project's website, by all youth workers interested to work in the area of migrant and refugee work, following the links below:

<https://reachout.yasar.edu.tr/>

<https://reachout.yasar.edu.tr/o3-trainers-handbook/>

<https://reachout.yasar.edu.tr/o2-training-curriculum-and-materials/>



Title of Project/Activity/Tool in English		ID Number:
Title in original language: Acumen Academy - The World's School of Social Change		
Location and date (in the case of events):		
Main topic(s): Social Impact, E-Learning, Digital Collaboration		
Digital youth work tools/methods used/covered: Digital Community and Collaboration Platform		
Relation to media: Online Education materials (Videos, Texts and Workshop Guides)		
Number of participants:		
Organisation/organiser or provider: https://www.acumenacademy.org/		
Sector: Non-profit Corporationc / Online Education		
Summary (1000 characters)		
<p>They offer online courses for social change-makers. Courses focuses on equipping people around the world with practical tools and innovative mindsets to become more active and effective at tackling poverty. Their vision is that this locally rooted and globally connected community of social innovators will rise to lead important institutions, organizations and movements in their countries, spreading Acumen’s ethos of moral leadership everywhere.</p> <p>Acumen Academy develops soft and hard skills of communities through practical and interactive trainings taken by a digital learning platform as a team. With the help of visually designed educational materials (video, readings and workshop guides), it is ensured that the community learns from each other since it is designed on the basis of peer interaction. The participants share the works they completed in the educational setup with the community and comment on each other. Those who complete the training receive the Statement of Accomplishment certificate.</p>		
Target groups and its/their size, other stakeholders (500 characters)		
<p>More than 8M participants from all over the world 500K Community Members from 192 Countries</p>		
Geographical coverage (use icons of country flags)		Partners, if any (300 characters)
		Acumen.org Main Funders _ Unilever, Rockefeller Foundation, pwc, American Express, MAVA, Fossil, Hitachi, Goldman Sach, Omidyar Group, Open Society Foundations



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

<https://www.acumenacademy.org/>

<https://www.facebook.com/AcumenAcademy>

<https://twitter.com/AcumenAcademy>

<https://www.instagram.com/acumenacademy/>

<https://acumen.org/wp-content/uploads/2019-Acumen-Annual-Report.pdf>

<https://acumen.org/wp-content/uploads/Acumen-One-Pager-Q3-2019.pdf>

DETAILED DESCRIPTION

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

Acumen_ Neither the markets nor aid alone can solve the problems of poverty. More than two billion people around the world lack access to basic goods and services—from clean water and electricity to an education and the freedom to participate in the economy. Acumen’s vision is a world based on dignity, where every human being has the same opportunity. Rather than giving philanthropy away, they invest it in companies and change makers.

Acumen Academy *The world’s school for social change.*

Their mission is to unleash a new generation of social innovators and leaders with the determination and grit to build a more just, inclusive and sustainable world. At Acumen Academy they define success not on how the privileged fare but on how the poor, vulnerable and the earth are treated. It’s a place where new role-models and business models are created and celebrated. Where competence meets character, practical skills meet moral imagination and urgency meets action. They serve a community of social innovators and builders who are willing to embrace the challenge of solving the world’s toughest problems. Acumen Academy provides the practical tools, practices and resources needed to create new solutions for an interdependent world. Ultimately, their shared ethos, our commitment to life-long accompaniment and the unleashing of human energy within our communities will serve a future for all of us.

Methodology and results (2000 characters)

They offer online courses for social change-makers. Their courses focus on equipping people around the world with practical tools and innovative mindsets to become more active and effective at tackling poverty. They have three types of learning experiences:

Team Courses and Master Classes are self-guided online learning experiences. Your assignments will not be reviewed or graded by an instructor. Accelerators are interactive learning experiences led by a facilitator for small cohorts of innovators from nonprofits and social enterprises.

Master Classes are video-based courses that can be started at any time and completed at your own pace. These courses are paid and have no expiration date. They are hosted on the online learning platform Thinkific. Team Courses are project-based courses that are designed to be taken with a team of colleagues or friends. Each course is 4–10 weeks in length and offered two to three times a year. The courses are free and hosted on the online learning platform NovoEd. Team Courses are designed to be taken by teams of 2–6 people, rather than by individuals. Teams can consist of friends, coworkers, classmates, and collaborators around the world.

To receive a Statement of Accomplishment, you must submit all of the required assignments before the final day of the course.

The course contents have 6 main categories;

Redefine Success _ Embrace the challenge of social change. Rethink what success looks like in life and in business.

Imagine and Develop Your Idea _ Imagine the world as it could be. Turn your idea into a business with clear social outcomes.

Fund Your Idea _ Make capital work for you, not control you. Achieve financial sustainability without compromising impact.



Build Your Business _ Market and build your business and team. Plant the seeds of change and watch them take root and grow.

Master Innovation _ Think radically. Develop original ideas that challenge conformity and upend the status quo.

Grow As A Leader

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

Participants involve a team-based learning experience therefore the learner engagement and the efficiency increase. Besides that, the interaction between learners can create a productive community culture. Acumen Academy creates the possibility for leaders to find one another, collaborate and form communities of practice around social issues. Challenges allow Acumen Academy to accelerate the progress of entrepreneurs focused on specific problems that can solve their local problems by their own human capital. Acumen Academy's aim is to expand its Fellows Programs to more than 50 countries around the world and to connect Fellows with our online community of soon-to-be millions of mission-aligned individuals committed to creating change. Our vision is that this locally rooted and globally connected community of social innovators will rise to lead important institutions, organizations and movements in their countries, spreading Acumen's ethos of moral leadership everywhere.

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)

Acumen Academy can be accepted as a successful example within the framework of the instructional contents and the provided learning experience. The fact that it exceeds applied education to digital rather than passive education is considered important in terms of both its dissemination and the permanence of education. In addition, it is thought that the educational platform for the social impact to be created within the scope of the project and the learning platform where the trainings are provided will enable team interaction and will attract the attention of new generation learners and increase their participation.

Recommendations for users (if relevant; 500 characters)



Title of Project/Activity/Tool in English	ID Number:
<p>Title in original language: iSTART "A Lean-Training, Innovative, Multidisciplinary Digital Entrepreneurship Platform"</p>	
<p>Main topic(s): Entrepreneurship and ICT, digital competences, entrepreneurial learning - entrepreneurship education, innovative curricula, open and distance learning</p>	
<p>Digital youth work tools/methods used/covered: Virtual Learning Environment platform, short video trailers introducing the main concepts-topics, suggested readings (books and articles) and suggested videos/talks, self-assessment tool, forum for peer communication.</p>	
<p>Number of participants: A consortium of 6 partners (1 university, 1 research centre, 1 technology park, 2 SME and 1 NGO) from 5 countries (Turkey, Greece, Italy, Portugal and Belgium)</p>	
<p>Organisation/organiser or provider: YASAR University</p>	
<p>Sector: Academia, Technology Parks, Business Incubators, NGO.</p>	
<p>Summary (1000 characters) iStart "A Lean-Training, Innovative, Multidisciplinary Digital Entrepreneurship Platform" is an Erasmus+ EU-funded project launched in 2016. The main goal of the project was to develop an innovative, evidence-based transnational framework, that will markedly improve the knowledge and skills of academic institutions to produce more market oriented digital entrepreneurship (DEP) curricula, reducing the barriers in the field of entrepreneurship education. The project responds to the need that young people have to acquire an entrepreneurial way of thinking, in order to improve EU's success in the global markets by producing innovative enterprises. The main deliverable/tool of iStart project is the developed Virtual Learning Environment (VLE) platform, which supports and enhances Entrepreneurship education, based in the co-created innovative curriculum for academic and training institutions to teach Digital Entrepreneurship in a more market/startup oriented way. The created entrepreneurship curriculum was tested during four Start-up Academies, organized within the scope of the project, resulting in an implementation methodology for repeating the Academies in the future.</p>	

<p>Target groups and its/their size, other stakeholders (500 characters)</p> <p>Everyone interested in entrepreneurship education: young prospective entrepreneurs, students or graduates from different disciplines, universities, training centers, youth centers, technology parks, incubators, business angels and investors, chambers and professional associations, etc.</p>	
<p>Geographical coverage (use icons of country flags)</p>  <p>iStart's online Virtual Learning Environment platform is free and open to the world.</p>	<p>Partners, if any (300 characters)</p> <p>YASAR University (Turkey) (Coordinator), South East European Research Centre (SEERC, Greece), Incubation4Growth S.A. (i4G SA, Greece), SVILUPPO COMO – COMONEXT SPA (Italy), Instituto Pedro Nunes (IPN, Portugal), European Business Angels Network (EBAN, Belgium)</p>
<p>Websites (including reports, etc.) or social media links (300 characters)</p> <p>https://istart.yasar.edu.tr/ https://www.facebook.com/IStart-1322624397750355 https://www.linkedin.com/in/istart-project/ https://twitter.com/istartproject https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-TR01-KA203-034258</p>	
<p>DETAILED DESCRIPTION</p>	
<p>Need/context, aim, and objectives (1000 characters)</p> <p>In order for the European Union to be successful in the global markets, higher education institutions (HEI) must be able to produce independent, creative, entrepreneurial individuals, who understand inter- and multidisciplinary challenges of the socio-economic environment and as a result can contribute to open innovation in true convergence with technological growth. To this end, iSTART project responded to this need by developing an innovative curriculum for entrepreneurship education and piloted it through four 5-days training Academies in 4 different countries (Turkey, Greece, Italy and Portugal). The project developed also an open innovation and co-creation virtual learning environment (VLE) for supporting open and distance learning. The main objectives of iSTART were to support HEIs and other organisations interested in offering trainings on entrepreneurship, to implement the necessary reforms in line with the 2011 EU Modernisation Agenda and its priority areas as well as the implementation of the 2013 Communication on Opening Up Education by improving the quality and relevance of higher education, strengthening quality through mobility and cross-border cooperation, making the knowledge triangle work and improve governance and funding in an open & digital based framework.</p>	
<p>Methodology and results (2000 characters)</p> <p>The main objectives of iSTART were to support higher education institutions (HEI) and any other organisation interested in offering trainings on Entrepreneurship by developing an innovative hands-</p>	



on training curriculum, the methodology for implementing short-term hands-on training academies and a Virtual Learning Environment (VLE) platform for open and distance learning.

The following results were achieved throughout the project's timespan:

* Based on a trainers needs analysis, the project partners worked together with quadruple helix stakeholders (society, policy makers, investors, students, incubators, business angels) and co-created the Digital Entrepreneurship (DEP) curriculum tested during the 5-days training Academies. Also, a methodology for the implementation of the Academies were developed in order to make the academies themselves a tool in supporting entrepreneurship education.

* An open virtual learning environment (VLE) platform was developed in order to support open and distance learning, virtual mobility, reduce barriers to transnational cooperation and effectively integrate ICT in higher education institutions. The VLE developed can also serve as a co-creation and open innovation space that can be used by students and other learners to get specific training with HEI curricula as well as be used as a social tool to collect feedback from stakeholders/users and improve the envisioned DEP HEI curricula developed within. The developed VLE platform can be reached via the project's website (<https://istart.yasar.edu.tr/>), and it is open 24/7 to all interested parties over the web. It is currently used by learners in more than 9 countries. The learners can access online training material, according to the developed DEP curriculum, learn on their own time and pace, collaborate and exchange ideas related to entrepreneurship and/or their startup initiatives (more than 220 active registered users (plus more than 1000 university students), 2.500 visits, 30.000 page views, (data from the project report: Feb 2019)).

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

iSTART project had direct impact on the participants involved in the project activities from all participating countries; Turkey, Greece, Italy, Portugal and Belgium. The main target groups addressed in the project activities were the academic institutions and their students (undergraduate or postgraduate level, as well as young graduates) interested in entrepreneurship together with the local quadruple helix stakeholders (startup companies, investors, business angels, mentors and coaches, technoparks, other academic institutions, local authorities and governmental agencies and associations supporting entrepreneurship) playing an important role in the entrepreneurship ecosystem. Furthermore, the project partners on an institutional level have embedded the content of the Academies into their regular teaching and training activities and the regular use of the VLE platform to support curricula and learning beyond the project's completion. Furthermore, the main impact to participants outside the project has been achieved via the VLE platform, which is open for use to everyone interested in entrepreneurship 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)

What makes the project considered as a best practice is the developed VLE platform (<https://istart.yasar.edu.tr/>), which is already used as a supporting tool in courses and trainings





offered by the engaged to the project HEIs/ Incubation Centres/Stakeholder organisations, as well as for distance, part-time, modular learning tool by learners all over Europe. Through the developed VLE platform, iStart promotes the development of innovative modes of delivery, in particular the integration of a greater variety of study modes (distance, part-time, modular learning) through, strategic use of open educational resources, virtual mobility, blended mobility and virtual learning platforms. Also, it stimulates the internationalisation of Europe's higher education systems in Europe and beyond in a very cost-effective and sustainable manner for various target groups- maximizing thus the impact of the DEP curriculum which will lead to greater best practice in entrepreneurship teaching internationally.

Recommendations for users (if relevant; 500 characters)

The iStart VLE platform for entrepreneurship learning is an open access platform easy to use. Allows the user to learn on his/her own pace, on a modular basis, combining information and knowledge delivered in video and reading formats. Also, the self-evaluation tool and the peer-communication tools are very useful.



Title of Project/Activity/Tool in English	ID Number:
Title in original language: 'Generation Y's Virtual Guide to Skill Development and Personal Branding in Social Media'	
Location and date (in the case of events):	
Main topic(s): Employability, Skill Development, Personal Branding	
Digital youth work tools/methods used/covered: Virtual Guide, Social Media, Suggested Reading (books and articles), suggested Films and Video Talks	
Relation to media: media formats used, media literacy, etc. Only for best practices to be annexed to the media manual.	
Number of participants: A consortium of 5 partners (3 universities, 1 SME and 1 NGO) from 3 countries (Turkey, Sweden and France)	
Organisation/organiser or provider: Sabanci University and 4 more partner organisations	
Sector: Academia, NGO, small businesses	
Summary (1000 characters) 'Generation Y's Virtual Guide to Skill Development and Personal Branding in Social Media' is an Erasmus+ EU-funded project launched in 2015. The main goal of the project was to develop and design a virtual guide to employability, skill development and personal branding in social media for Generation Y job seekers. Today, university students in the scope of their academic lessons, can acquire variety of information and skills and graduate as equipped with technical skills like computer literacy and language. However, at the stage of hiring, employers would also like to see a certain level of competence in behavioral skills such as leadership, teamwork and innovation along with technical knowledge and experience. Even though higher education institutions offer internship placements, employer introductions and career consultancy services for students to support their transition from education to work life, there still resides an urgent need to expand career education and define what is needed to get the right job and ways of getting there, especially for generation "Y" students who has different expectations and behavioral styles compared to previous generations.	
Target groups and its/their size, other stakeholders (500 characters) The target groups of the best practice consist of young university students and generation "Y" young people seeking for a job, as well as universities' career centers and any other organisations working with young people assisting them in job searching and personal development and branding.	

<p>Geographical coverage (use icons of country flags)</p> 	<p>Partners, if any (300 characters)</p> <p>Sabancı University (Turkey), Abdullah Gül University (Turkey), Türk Kültür Vakfı (Turkey), Novancia Business School (France), Universum Global (Sweden)</p>
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<p>Websites (including reports, etc.) or social media links (300 characters)</p> <p>https://guideforgeny.sabanciuniv.edu/ https://issuu.com/virtualguide/docs/ebook_final https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-TR01-KA203-021334</p>
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DETAILED DESCRIPTION

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

Developing soft employability skills, such as self-awareness, leadership and conflict management, alone simply is not enough to land on the right job. The generation Y's fluency and comfort with technology together with the rise of social networks have reshaped how people engage with each other in the past decade. In response, job market recruiters quickly adapted to these changing conditions and started leveraging social media channels such as LinkedIn and Twitter, which are powerful tools to connect employers and job seekers. More and more of the initial background screening carried out by recruiters today, are now handled by social media, making it the greatest source used by job seekers to advertise their personal "brand" and to demonstrate that they have the required employability skills, proving they are the best fit. In light of this, students' need to learn how to manage a strong personal brand and build an online profile along with developing their networking skills became inevitable. The main aim of this Project was to design a virtual guide to soft skill development and personal branding in social media for Generation Y job seekers.

Methodology and results (2000 characters)

The main aim of this Project was to design a virtual guide to soft skill development and personal branding in social media for Generation Y job seekers. The premise of the Project stated that the better equipped the candidate with the necessary soft skills, the better the fit between the candidate and the organization would be and thus, the respective organization's performance would be. This, in turn, was expected to benefit the collective EU organizations' talent benchmark and business performance as well as decrease the levels of ineffective unemployment in the EU.

In scope of the project, first a survey on social media use was designed and conducted with students, employer and career services to understand the practices in usage of social media for job search and recruitment purposes by target groups. The main result from this survey was that while the 62% of employers were using social media as a recruitment tool, only 30 % of students were using the social media for job search. Another survey (both a qualitative and quantitative one) on the skills that employers are looking for in new graduates was designed and filled by employers. The top 5 skills identified by the results of this survey were reliability, teamwork, positive attitude, communication and responsibility. In line with those results, related resources were created and found to develop the students' personal branding on social media and the top 5 soft skills mentioned above. Those resources were combined on a platform and e-book as a Virtual Guide which is accessible for all students.

The main output of the project, "Generation Y's Virtual Guide to Skill Development and Personal Branding in Social Media" was created for students, it can be used by higher education organizations' departments offering career development trainings as well. By referring to this guide, students are able to a) understand changing world and business conditions, b) learn the soft skills preferred by employers and how to develop them, c) manage their own personal brand, and d) effectively market themselves to the employers via the use of social media.

The Guide content was transformed into a digital version in both English and Turkish. The guide is available from:

https://issuu.com/virtualguide/docs/ebook_final

<https://guideforgeny.sabanciuniv.edu/content/intellectual-output-4>

<https://binyaprak.com/profil/8316-geny>

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

The project results and especially its concrete output, the virtual guide (https://issuu.com/virtualguide/docs/ebook_final), is expected to have important impact in the long run. At the local and regional level, project activities that specifically targeted University students in different regions in Turkey, France, and Sweden is expected to promote employability of young people seeking to enter the labor market. University students who gain the necessary behavioral competencies and manage their own personal brands effectively are examples for the younger generations. At the national level, the project is expected to influence decision-makers to take a step towards promoting youth employability. Networking activities collaboration in the field of career development improved and continues to improve internationally. The project results are expected to have further impact to professionals working with young people understanding them better and helping them improve their employability.

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 Virtual Guide of Gen Y's project comprises of the information about the job seekers' requirements regarding specific soft skills, suggestions on how to attain these skills and how to effectively use social media in order to promote youth's personal brand. The guide offers suggestions on related books, articles, TED Talks and videos, as well as films that can help young people improve their soft skill in question. Also, it supports young people with guidance on how to build a personal brand in social media to help themselves get hired.

Recommendations for users (if relevant; 500 characters)

The project's main Virtual Guide as well as the reports and deliverables of intellectual outputs are open to all interested parties (universities, career centers, youth workers, etc) and can be used for understanding better the expectations and needs of generation Y's young people and also as tools in offering guidance and mentoring services to them.



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