



Study on the impact of the Internet and Social Media on Youth participation and Youth work

Annex 1: Inventory of good practice



EUROPEAN COMMISSION

Directorate-General for Education, Youth, Sport and Culture
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Annex 1: Inventory of good practice

Editor: Francisco Lupiáñez-Villanueva

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Luxembourg: Publications Office of the European Union, 2018

Print	ISBN 978-92-79-79846-7	doi 10.2766/7553	NC-04-18-120-EN-C
PDF	ISBN 978-92-79-79845-0	doi 10.2766/180124	NC-04-18-120-EN-N

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CONTENTS

Capacity building for youth workers and learning and teaching methods based on the internet and social media.....	8
1. #Ask - Greece, UK, France, Croatia, Bulgaria	9
2. Bridgedale360 – Sweden	10
3. Ciao.ch - Switzerland	11
4. Coding Pirates - Denmark	12
5. Conecta Joven - Spain	13
6. CRE8TIVE Project - Romania	15
7. Crescere Digitale - Italy	14
8. CyberHus - Denmark.....	15
9. Digital Skills for You - Germany	17
10. DOYIT - Luxemburg	18
11. EDUCPOPNUM - France	19
12. ENLIVEN - Austria.....	20
13. ePartool - Germany	21
14. European Youth Press - Germany	22
15. EUth - Germany	23
16. Hate Speech - Belgium.....	24
17. Have Your Say - Czech Republic	25
18. I Do Care - Lithuania	26
19. Info Zone on Radio – Croatia	27
20. Innovat- Spain	28
21. Ipko - Slovakia.....	29
22. Jugend.Beteiligen.Jetzt - Germany.....	30
23. Junior Internet - Czech Republic	31
24. LGBT Youth Scotland - United Kingdom	32
25. LOMAP - Belgium.....	33
26. Media to Be M2B e.V. - Germany.....	34
27. MIK for ME - Sweden	35
28. Multi Professional Byström Chat - Finland	36
29. Netari - Finland	37
30. Politik zum Anfassen e.V.Country - Germany	38
31. RavalFab - Spain	39
32. Safe.si - Slovenia	40
33. Smart Pupils - Spain, France	41
34. Kellimni - Malta	42
35. Speechless in Europe - Germany	43
36. STEM for youth workers – Ireland.....	44
37. STEP4youth - Greece	45
38. Technovation Challenge - Spain.....	46
39. Varni Internet - Slovenia	47
40. Viqui Guia Jove - Spain	48
41. WienXtra WebCampus - Austria.....	49
42. Y-NEX - European Youth News Exchange - Croatia.....	50
43. Yinternet.org - Switzerland	51
44. YOUCA - Belgium.....	52
45. Youth Manifesto - Ireland	53
46. Youth Media - Ireland.....	54
47. Youth Short Movies Learning App - Bulgaria.....	55
48. Youth Work HD - Croatia	56
49. YouthMetre - Belgium	57
50. Zavod404 - Slovenia.....	58

INTRODUCTION

This document is Annex I to the final report of the project 'Study on the Impact of the Internet and Social Media on Youth Participation and Youth Work' commissioned by the European Commission, EACEA, and carried out by a consortium led by Open Evidence S.L. (ES) and Telecentre Europe (BE).

The study explores how the internet and social media influence young people's active citizenship and participation in the public spheres of democratic societies and how those working with them, particularly youth workers as well as public authorities, can use these tools to engage with all young people, including disadvantaged groups, in an effective and meaningful way. In addition, the study examines the skills and competences needed as well as new media literacy which enable young people but also youth workers to use the internet and social media to the fullest. Finally, the study gives recommendations on how to involve young people in decision-making, particularly in the context of the structured dialogue.

This inventory is organised to reflect 4 different key themes (Inclusion, Active Citizenship, Digital and media literacy and Empowerment) across informal learning contexts, all of which concern the use of internet and social media based tools and methods in youth work activities. The inventory is complemented by 12 case studies that have been selected in accordance with the general and specific objectives of the study and which reflect high degree of maturity, impact and scope and/or cover a range of learning contexts. The case studies are provided in a separate Annex.

The main objective of the inventory is to reflect the diversity of practices related on capacity building for youth workers in the field of development of skills and competences linked to new technologies and media literacy, as well as on effective learning and teaching methods and tools based on the internet and social media along with an increased outreach to young people.

The inventory contains 50 practices covering a representative sample of Erasmus+ countries plus the USA, Australia, Norway and Turkey. Both national and EU-level programmes are included.

The initiatives have been identified through an extensive screening exercise facilitated by a network of experts combined with information available on the internet. The practices are organised alphabetically and reflect different key themes. The practices are described in a short, concise tabular form to allow the reader to gain a quick overview. References and links are provided for further information, and contact details are provided for all cases.

Inventory of practices on capacity building for youth workers and learning and teaching methods based on the internet and social media

1. #Ask - Greece, UK, France, Croatia, Bulgaria

Geographical scope	Transnational
Countries involved	EL, UK, FR, BG, HR
Type of organisation	University, NGO, Private sector
Funding sources	Erasmus+
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2015-2018
Tools	Twitter, #ask
Key theme	Empowerment
Further information	http://ask-project.eu/ @ASK_youth_FR

Description. #Ask uses eParticipation to promote young people's empowerment and active participation in democratic life by transforming the traditional model of stand-alone eParticipation platforms. In the traditional model, young people and politicians tend to have isolated conversations and we see little interaction between the two groups themselves. In order to change this, #Ask, rather than expecting young people to access pre-existing discussion platforms, goes directly to the conversations that they are having on Twitter, labelled "the SMS of the Internet". #Ask acts as a 'broker' between the formal content of politicians/policy makers and the more informal content tweeted by young Europeans. To achieve this, communication experts and youth organisations transform policy documents and Tweets into more engaging formats. Equally, unstructured youth discussions are converted into opinion 'snapshots' for politicians/policymakers by using sentiment analytics and visualization tools. Finally, #hashtags are promoted as a way to increase the exchanges between both groups. This project is carried out by a consortium composed by 5 organizations: University of Macedonia (UoM), 21c Consultancy Ltd, BABEL INTERNATIONAL, European Youth Network for Creativity and Innovation (EYNCRIN) and UX Passion d.o.o.

Impacts and outcomes. Three focus groups were run in April 2016. Two by the University of Macedonia in Greece and one by 21c Consultancy in Lithuania. In terms of participants, UoM's efforts brought together 13 young people and 21c's five. Focus groups' results revealed that Twitter may be an effective tool for connecting young people with policymakers. Focus groups were run with this particular need in mind. They showed that young people prefer to receive information in a language that is simple and jargon-free. They also showed that short videos and infographics are also the preferred mediums through which younger audience likes to get policy specific information. #Ask pilots and the communication team are going to take these and other points on board as they prepare to enter next stage in the project lifecycle in which there will be more interaction with young people and policymakers, on twitter and other channels.

2. Bridgedale360 – Sweden

Geographical scope	Transnational
Countries involved	SI, SE, ES, DE, IT, MK, UK
Type of organisation	NGO, Charity, International Community
Funding sources	Erasmus+
Primary target group(s)	Young workers
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2016 – Ongoing
Tools	Website, Online toolbox, #bridgedale360, Twitter
Key theme	Active Citizenship
Further information	http://www.bridgedale360.org @bridgedale360

Description

This project aims at building an online toolbox to promote youth involvement in sustainability initiatives. It was developed by a consortium of seven organisations from FYR of Macedonia, Germany, Italy, Slovenia, Spain, Sweden and the UK, including community training centres, national and international networks of sustainable communities with consultative status to the UN and the EU, and youth NGOs who work with marginalised young people such as the Roma communities in Slovenia and FYR of Macedonia. The project was previously known as the Youth-led Societal Innovation for Resilience (ySI4R). Bridgedale360 aims to empower youth workers and young people by implementing a range of tools to encourage active citizenship and offer alternatives in order to promote a more ethical outlook towards the planet and people generally. The project fosters cooperation as opposed to competition. The nurturing of cooperation and mutual aid among students is the corner stone of a post-growth system where Bridgedale 360 believe people should come before profits. The toolbox is comprised of over 80 experiential activities which encourage experiential learning, intercultural and international exchanges. It has also been translated into 7 languages thus increasing its potential for transferability. The course has an optimised content design for those working with young people but it can also be of use for anyone with an interest in sustainability, resilience and a holistic approach to life. The design of Bridgedale360 has been largely inspired by the Gaia's education curriculum, which covers the four dimensions of sustainability: Worldview, Social, Ecological and Economical. Bridgedale360 provides 16 modules, four for each dimension of sustainability. Each module gives youth workers a short description of each theme, in a narrative format, and then provides a list of activities that youth workers can do with their youth group.

Impacts and outcomes At least 1000 youth workers were trained in its first year of launch. The project plans to develop an online training course comprised of methods and tools for empowering young people, tailored to the needs of youth workers. This would be freely available.

3. Ciao.ch - Switzerland

Geographical scope	Regional
Countries involved	CH
Type of organisation	NGO
Funding sources	Public, parastatal, private organisations, collective and individual donors
Primary target group(s)	Young people, children
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	1997 – Ongoing
Tools	Website, Forum online, Chat, Instagram, Facebook, Snapchat, Twitter
Key theme	Empowerment
Further information	http://www.ciao.ch @AssociationCiao

Description. Ciao.ch is a website for young people providing information on physical and mental health issues. The website contains 1700 fact sheets covering 12 topics, such as stress, self-esteem, sexuality, violence, racism, and drugs. These sheets are drafted by experts and tailored to the needs of young people. The site also provides interactive tools. It features forums and chats where young people can discuss the issues that interest or concern them. Moreover, they can pose anonymous questions to specialists free of charge, which are then answered within two days. In addition, the website provides necessary information in case of emergency as well as useful addresses. CIAO collaborates with 15 partners that prepare the information for the website, such as the *Association Boulimie Anorexie (ABA)* and *Fondation Addiction Suisse*. This initiative gives young people greater autonomy in managing their health-related problems and issues, and can refer them to the appropriate services if an emergency or any kind of problem arises. These two aspects have a direct positive impact on the health system. Firstly, the website helps young people to avoid visiting health professionals for non-serious issues, allowing health professional to focus on the more urgent cases. Conversely, if young people come to ciao.ch underestimating the seriousness of a certain problem, they will be directed to a competent professional. CIAO, thus, complements the traditional (preventive and curative) structures, and is contemporary and adapted to its public. It combines the expertise and control provided by professionals with the advantages specific to online tools, such as anonymity and the absence of socio-demographic barriers

Impacts and outcomes. In 2016 there were on average 15,500 sessions per week, and around 2,400 questions were submitted. A study conducted in 2015 indicated that it would not be feasible to identify the impact of the site in terms of public health by examining the extent to which young people using it are healthier (in the broader sense) than those who do not. However, the results of the survey show that more than 60% of respondents think that the site can help them to take the appropriate decisions, solve their problems, and avoid the worsening of health conditions.

4. Coding Pirates - Denmark

Geographical scope	National
Countries involved	DK
Type of organisation	NGO
Funding sources	Donations
Primary target group(s)	Young people, children
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2004 - Ongoing
Tools	Website, live chat, Online platform, Community forum, #codingpirates, Facebook, Instagram, YouTube, LinkedIn
Key theme	Digital and media literacy
Further information	https://codingpirates.dk/

Description. Coding Pirates aims to support and promote complex ideation, creative construction, design-based thinking and enterprising through the use of mixed technologies, media and materials. The departments are spread across the whole country and seek to promote a democratic participatory culture together with the expansion of the STEM disciplines among young people and their trainers. This is also related to the objective of closing the digital gap between young people in cities and those living in rural areas in Denmark. The main activities are based around weekly club events. The kids attend the clubs two hours a week to work on continuous and in-depth projects. The clubs are structured in five to six simultaneous workshops. Typically, they involve visual programming, game design, 3D, robotics, advanced programming, electronics, etc., so there is something for every type of learner, gender, and age group. This ensures the quality of the activities. Through these events, children and young people come together on club evenings with volunteers to design, code, explore and experiment with technologies. In addition, special events, activities and courses about robots or game construction, for example, are arranged and can take place online as well as at a specific location. The Coding Pirates website reports news from the various departments as well as hosting a community forum and a wiki.

Impacts and outcomes. Coding Pirates have succeeded in providing an open space for technological imagination and reflective thinking. Currently, they serve almost 6000 young people between 8 and 17 years old on an annual basis. Recruiting women has been a key focus who now women make up almost 50% of all volunteers. The idea being that female role models will attract more women to the events. The volunteers have different backgrounds, be them students, teachers or programmers. However, they all have in common a passion to use ICT in a creative way and they are all engaged in social activity. Last but not least, curriculum materials have been developed by volunteers in KODU Game Lab, Small Basic and Project Spark hoping to influence the development of national standards on training and education.

5. Conecta Joven - Spain

Geographical scope	National
Countries involved	ES
Type of organisation	Public administration, private sector
Funding sources	Ministry of Public Health, Social Services and Equality, Fundación Esplai, Microsoft, European Commission (LLP)
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2006 - Ongoing
Tools	Website, Facebook, YouTube, NING, SlideShare, e-learning platform, #connectajoven
Key theme	Inclusion
Further information	http://www.conectajoven.org

Description. Conecta Joven (Connected Youth) is a learning-service within an inter-generational project shared by a network of Spanish NGOs, which promotes youth participation in the participants' communities by voluntarily coaching and training seniors and low skilled groups with regards to their digital competences through the development of workshops. The developed methodology is based on service-learning, where young people apply their skills to the benefit of their community while at the same time being offered an integral citizenship point of view. The content of their education consists on raising awareness on the digital-gap, the adult world and the role of educators. After they have been made aware on the relevant issues, it is their responsibility to put that learning into action through their voluntary service. Finally, the term comes to its conclusion with the Encuentro Estatal Anual, a yearly national gathering, where a look-back of the experience takes place as well as generating new ideas for the coming year. Volunteers are youth workers who work in pairs towards the digital-alphabetization, smart-phone and safe internet promotion, online addiction and risky conduct prevention as well as the use of online digital entertainment for adults. Through a healthy integration of these new-found skills, digitally excluded adults can also benefit from the advantages brought about by new technologies.

Impacts and outcomes. 'Conecta Joven' has resulted in an established initiative in the area of Socio-educational action and the context of E-inclusion. The primary direct participants are young volunteers, boys and girls between 15 and 19 years. Additionally, training has become the axle around which all in-built projects depend, as quality and continued improvement require continuous training and empowerment of people. Likewise, there has been substantial progress in making the European projects that are being managed increasingly transversal. In 2015, 'Conecta Joven' was one of the finalists in the United Nation's 10th competition on "Best Practices for the Improvement of Life's Conditions" within the fight against gender and social exclusion-based inequality category.

6. Crescere Digitale - Italy

Geographical scope	National
Countries involved	IT
Type of organisation	Public administration, private sector
Funding sources	Ministry of Labour and Social Policy, Chamber of Commerce Italy, European commission, Google
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2015- ongoing
Tools	Website, MOOC e-learning platform, Web conference tools, Online community
Key theme	Digital and media literacy
Further information	http://www.crescereindigitale.it/ @crescereindigit

Description. Crescere in Digitale (Digital Growth) is an initiative of the National Agency of Active Labour Policy, implemented by Unioncamere (Chamber of Commerce Italy) in partnership with Google. It is financed by the National Operational Programme of the European Social Fund "Youth Employment Initiative". The goal of the project is to promote, through the acquisition of digital skills, the employability of young people who do not study and do not work. The project aims to train the NEET members of the Youth Guarantee Program so that with their acquired digital knowledge they can help strengthen the capacity of companies by taking advantage of the benefits that the internet offers (online presence, web marketing, social media strategy, e-commerce, internationalization, etc.). Specifically, Google offers 50 hours of free online training to young unemployed people. The NEETs selected at the end of the online training course and group workshops have the opportunity to test their skills in a real business environment through a traineeship. Concretely, those that pass the test after training, become eligible for a paid six months traineeship. The Italian Chambers of Commerce matches the graduates and the SMEs according to their profiles. Young people can also access self-employment. At the same time, the project is targeted at businesses, aiming at digitalising small and medium-sized Italian companies, sensitising them to the economic impact of the internet and aiding them in achieving search visibility on the web. This is why it is considered a win-win program: young unemployed people can boost their employability, and SMEs can start thriving in the digital era, benefitting from the trainees' knowhow and support.

Impacts and outcomes. The project has three important outcomes. First, an online free course to gain digital skills was offered to those participating in the Youth Guarantee (this activity is not considered an active labour market policy). This included a final test. Second, it offered territorial labs for some of the NEETs who participated in the online course and successfully passed the test. Last but not least, it provided 3,000 internships or self-employment paths for a number of NEETs who participated in the labs and whose professional profile matched the needs of the potential employers/enterprises.

7. CRE8TIVE Project - Romania

Geographical scope	Transnational
Countries involved	RO, IE, FI, BG, IT, PT, EL, CY
Type of organisation	NGO
Funding sources	Erasmus+
Primary target group(s)	Youth workers
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2015 - 2017
Tools	Website, Facebook, MOOC, e-Learning platforms
Key theme	Inclusion
Further information	http://cre8iveproject.eu/

Description. The aim of CRE8TIVE (Creative Approach to Key Competence Building for Marginalised Young Adults) is to support innovation in education for young people at risk of exclusion by supporting the continuing professional development (CPD) of youth workers and adult education staff that work with marginalised young adults. This research project provides youth workers and adult educators with the creative tools to support their work towards the re-integration of disadvantaged young people towards formal education or employment, and their progression as valued members of society. The goal of the research was to cover: best practice in regard to the design, development and provision of accredited train-the-trainer programmes and further issues to be addressed in the proposed curriculum. The acquisition of key competences and the pursuit of best practice in the design of e-learning environments (VLE-Virtual Learning Environments, LMS-Learning Management Systems, etc.) was also important. Best practice, where the development of MOOCs is concerned, focuses in mapping the availability to the State of the Art of the European MOOC contents (OpenupEd, EMMAproject, etc.) and was another parallel aim of the CR8TIVE project.

Impacts and outcomes. After the feedback report from the Romanian National Agency to the Interim report, in a conference held in Portugal in 2017, a summary of the evaluation of the outcomes and their impact was forwarded and specific recommendations were made towards the last conference to be held in Romania. The IO4-Online Toolbox for Educators and the IO2-Web based Platform (INNOVENTUM) were positively addressed.

The e-learning resources and MOOCs support educators to make full use of each of these creative areas and validate the pedagogic veracity of the proposed approach. CRE8TIVE has effectively responded to the challenge of ensuring that youth with a non-traditional educational history can benefit from innovative pedagogic interventions to acquire the key competences for active citizenship and personal development.

8. CyberHus - Denmark

Geographical scope	National
Countries involved	DK
Type of organisation	Charity
Funding sources	Digital Education Centre
Primary target group(s)	Young people, children
Disadvantaged groups	No
Learning context	Non - formal
Project duration	2004 - Ongoing
Tools	Website, Facebook, Instagram, live chat, Blog, Online platform
Key theme	Inclusion
Further information	https://cyberhus.dk/

Description. CyberHus is a website for vulnerable young people providing free counselling and advice through email or online messaging. They can share their thoughts through blog posts and get feedback from their peers or simply just share secrets anonymously and use it as an outlet. The purpose of Cyberhus is to listen to, talk to and help vulnerable children and young people via the platform network. Its focus is early prevention. Topics are related to coping with being young in a confusing and sometimes tough world and can be about anything from sexuality to identity. Cyberhus is CfDP's (Centre for Digital Pedagogy) largest project with full-time employees, 70 volunteers and more than 40,000 unique visitors a month. Cyberhus is one of the foundations of CfDP and contributes to the knowledge base of the hub with valuable experiences on digital pedagogy in practice. Although most of these young people simply read and learn from the experiences of other people, there were several thousand children and young people who wrote for help and counselling during the year. Children and young people can also interact with each other through a wide range of peer-to-peer functions, which are always monitored by professional adults, so that they are never unsupervised. At Cyberhus, young people can meet each other through discussion forums, posting life stories, group chats, blogs, art workshops, and sharing of secrets. Interventions are applied through the following tools: chat counselling, digital education, peer-to-peer counselling.

Impacts and outcomes. People working on Cyberhus are volunteers but with relevant professional backgrounds and with special training in online counselling. Cyberhus is part of EU's Insafe- & Daphne program and has been an official helpline since 2009. This means that Cyberhus also provides guidance in safe internet use. Cyberhus was first introduced to children and young people in May 2004. Ever since, the number of visitors has been steadily increasing and Cyberhus has today developed into a well-established digital platform that is known and popular among a very large group of children and young people all over the country. 2016 marked the year when Cyberhus became significantly mobile-friendly and changed its design. This has had a major impact on the number of visitors to cyberhus.dk. The new design developed has changed results in an increase of visitors. It increased its visitors to a total of 613,000 compared to 381,000 the year before. This indicates that the innovative design has met a substantial need of the young users.

9. Digital Skills for You - Germany

Geographical scope	Transnational
Countries involved	DE, ES, CZ
Type of organisation	NGO
Funding sources	Erasmus+
Primary target group(s)	Youth workers
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2017 - 2018
Tools	Website, Facebook, Twitter, Google+, LinkedIn, YouTube
Key theme	Digital and media literacy
Further information	http://www.ds4y.eu/

Description. Digital Skills for You(th) (DS4Yth) provides qualifications for youth workers enabling them to exploit the opportunities of digitalisation. There is a special focus on socially or educationally disadvantaged young people, since they may receive less training in digital media skills from both the school and their families. Youth workers are highly aware of the importance of the issue and are highly motivated in becoming skilled enough to guide young people in digital world. In order to do this, youth workers should be able to deal with the target group of socially and educationally disadvantaged young people, to be aware of their needs and situations, and to be able to respond to them in an appropriate manner. In order to support youth workers in this role, the project will create a blended learning offering for them which will be trialled with 10 youth workers in each country. This should enable youth workers to deal with the digital opportunities and challenges for their target group, related to youth personnel, professional development and active participation in society. DS4Yth is built on the experiences of the project "SocialWeb-SocialWork" which trained youth workers. The project up until now has had a presence in the Czech Republic, Germany and Spain. Already, however, at the end of this year's project the consortium will begin working on transferring the project's outcomes, namely the qualification for youth workers, to other European countries. In order to make the transfer to other countries as easy as possible, the curriculum and blended learning concept will be available online in English. Furthermore, the project will develop recommendations for transferability, scalability and sustainability on a European level.

Impacts and outcomes The project has just started; thus, it is not possible to assess the impacts at this stage. The expectations are that through this project youth workers will play a role in improving the digital literacy of young people. Youth workers have already shown a great awareness of the need to address the issue of their digital competences and a great motivation to acquire skills to guide young people through the digital world. In the long run, the support of youth workers will make young people more responsible citizens by teaching them how to behave online, how to protect their data, and how to be critical about online information, among others.

10. DOYIT - Luxembourg

Geographical scope	Transnational
Countries involved	LU, FI, PT, IE, LT, HR, FI, EE, AT
Type of organisation	European Association
Funding sources	Erasmus+
Primary target group(s)	Youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2016 - 2018
Tools	Webinar, Twitter, YouTube, Online platform, Other digital tools
Key theme	Digital and media literacy
Further information	http://eryica.org/project/doyit

Description. The Developing Online Youth Information Training (DOYIT) is a 2 year initiative that will adapt 4 ERYICA training courses (YoMIM, Digital YIntro, Jimmy, Advocacy and Lobbying Training for Youth Organisations) to an online webinar platform. This will allow increased outreach and decrease the cost of training for youth information workers by adaptation to an online environment. The project aims to familiarise young information workers, youth workers and trainers with new training and learning methodologies, in order to be able to utilise an online setting. In addition, the project includes innovation in training methodologies and tools, especially e-learning methods and virtual cooperation. Moreover, DOYIT also aims to define quality assessment tools and evaluation methodologies for online courses in the youth work sector, and use the ERYICA Quality Management Catalogue to further increase the quality level of youth information and counselling services. The ultimate goal is to strengthen and promote the provision of quality youth information and counselling in Europe through trained professionals. The implementation goes through enhancing the results of youth information work in Europe and throughout the ERYICA network while introducing interactive material as are didactical and dissemination tools in youth work learning activities. In order to increase output, fostering synergies between youth (information) work and other policy fields is essential to successfully tackle challenges related to society as a whole.

Impacts and outcomes. Since the DOYIT is an on-going project, the success of the outcomes and impacts has not been evaluated yet. However, the mid-term evaluation of the project gave the consortium an opportunity to evaluate the achievements of the first year. The project has accomplished all of its aims for the first year and this way the Digital YIntro and Youth on the Move – InfoMobility (YoMIM) e-Learning courses are being piloted. The e-Learning Kit is equally accessible to train e-Trainers who can deliver these courses in the future. This relies on a Quality Tool that is stored on the Moodlerooms platform, just as the other outputs.

11. EDUCPOPNUM - France

Geographical scope	Local, Regional
Countries involved	FR
Type of organisation	Regional collective
Funding sources	Government
Primary target group(s)	Youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2012 - Ongoing
Tools	Website, Facebook, Twitter, #educpopnum, Online surveys, Online platform
Key theme	Digital and media literacy
Further information	http://www.educpopnum.org/ @educpopnum

Description. The “EducPopNum” team is a non-formal regional collective who want to research the links that exist between digitalisation and non-formal education. It is made of non-formal education associations. It defines and uses “*espaces publiques numériques*” (“public and digital places”) and structures from the social economic field in order to offer an alternative source for the development and acquisition of digital skills. The EDUCPOPNUM Collective questions the way in which popular education is challenged by digital practices and the way in which these digital practices renew the notion of popular education. It brings together various collaborators: Associations of Popular Education, Digital Public Spaces, Institutions and Structures of the Social and Solidarity Economy. The initiative includes events and training courses in order to further educate youth workers for a neat digital integration within the job market. It also outlines the pieces for a digital public awareness through an entertaining and educational approach. EducPopNum works on a local level and proposes different strategies for dealing with non-formal education and digital experiences (study visits, conferences etc.). It is a professional network with the purpose of creating local dynamics to encourage the development of digital youth projects.

Impacts and outcomes. Some of the outcomes of this initiative include important awareness-raising events and activities. In 2016 Regional Meeting in Bordeaux, EducPopNum brought together 168 participants (leaders, educators, volunteers, administrators, public education advisors, etc.) with a wide variety of associations and actors (associations for popular education, youth information, Third Places, DDI / DR, communities, cooperatives, business, university). Additionally, The OPEN awareness day in 2015 was an international initiative whose aim was to provide everyone with the means to have their skills, talents and achievements recognized. An intervention by the Director of the European Institute for E-Learning, gave thought to the recognition of formal and non-formal skills and the use of digital tools to certify these skills.

12. ENLIVEN - Austria

Geographical scope	Transnational
Countries involved	AT, BE, BG, EE, IT, SK, ES, UK, AU
Type of organisation	Research Group
Funding sources	Horizon2020
Primary target group(s)	Youth workers
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2016-2019
Tools	Website, Facebook, Twitter, Blog, Google+
Key theme	Empowerment
Further information	https://h2020enliven.org/ @H2020ENLIVEN

Description. ENLIVEN (Encouraging Lifelong Learning for an Inclusive and Vibrant Europe) models how policy interventions in the adult education markets can become more effective. The project implements and evaluates an innovative Intelligent Decision Support System for evidence-based policy-making and debate on adult learning, especially for young adults. This will enable policy-makers to enhance the provision and take-up of learning opportunities for adults, leading to a more productive and innovative workforce, as well as reduced social exclusion. ENLIVEN explores adult education policies, its funding and opportunity structures and explores the system characteristics of adult education structures in Europe drawing on comparative research data. These include the Labour Force Survey, PIAAC and the Adult Education Survey. The methodology includes the handling of data from existing national and international datasets, together with fieldwork data generated by ENLIVEN researchers. The website has a dedicated section on events, where overviews are posted detailing when and where consortium partners will be organising dissemination events. Overviews are also posted on symposia and roundtables organised by the consortium at conferences.

Impacts and outcomes. The expected outcomes are based on the possible targeted interventions in policy and scientific debate making it possible to improve lifelong learning for young adults across Europe. Specific attention is also placed upon workplace learning drawing from case studies. Through the development and usage of a state-of-the-art intelligent decision-making support system, findings will also be gathered as one of the core initiatives aiming to help the team at generating policy impact. Each national team has been organising national dissemination activities inviting policy makers and practitioners in adult and vocational education, youth policies and work. Near the end of the project a final conference will be held in Brussels. The policy briefings developed will translate the aforementioned findings into recommended policy actions. Each national team will also set up a National Youth Panel to provide a young critical viewpoint and voice in drafting the policy recommendations.

13. ePartool - Germany

Geographical scope	National
Countries involved	DE
Type of organisation	German Federal Youth Council
Funding sources	Government
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2010 - Ongoing
Tools	Open source software, #ePartool
Key theme	Active Citizenship
Further information	www.tooldoku.dbjr.de

Description. This is a tool for participation processes, a web-based tool developed by the German Federal Youth Council (Deutscher Bundesjugendring – DBJR) which supports young people’s participation in policy-making at a national and European level. From 2014 onwards, the tool has been used to facilitate young people’s participation in the development of the federal government’s strategy on demography. The German Federal Youth Council has worked with the ePartool to support other participatory processes, including the OECD Youth Dialogue for Inclusive Growth in 2015 and uses it regularly to enable participation on the EU Youth Policy in the framework of structured dialogue. All processes have gathered a sizeable database of young people’s opinions and views on a range of topics and issues collected through offline as well as online approaches. The participation processes led by DBJR strive to design methods and tools that are accessible to all young people and are able to gather opinions and views from different realities (i.e. a special focus was given to the rural areas by supporting and funding a range of local activity consultations in those areas). The youth workers from the German Federal Youth Council are responsible for developing the concept of the ePartool (and other e-participation tools), give methodical advice and technical support (installation and use) and maintain a website (tooldoku.dbjr.de) to document the development. In addition to this, the youth workers from the department of Youth Participation within the DBJR, engage with the ePartool when developing and implementing youth participation processes (such as Structured Dialogue or participation on the demographic strategy of the federal government). In that context, the youth workers prepare the information about the process (materials, methods, questions) which they insert to the ePartool, prepare the voting theses based on the input and then update the reactions and impact of the outcomes.

Impacts and outcomes. The overall impact on young people or policy making in terms of active citizenship and participation has not been an aim of the ePartool and therefore it has not been followed on. What has been followed on, however, is the effectiveness and impact of the youth participation on the political process itself, with positive results.

14. European Youth Press - Germany

Geographical scope	Transnational
Countries involved	DE
Type of organisation	NGO
Funding sources	European Commission, Council of Europe, Open Society Institute
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2005 - Ongoing
Tools	Website, Facebook, Twitter, Google+, LinkedIn, YouTube, Instagram
Key theme	Active Citizenship
Further information	http://www.youthpress.org/ @youthpress

Description. European Youth Press (EYP) is a network of youth media organisations in Europe. It works to build a society where empowered young people involved in media are actively participating and contributing to the public sphere by creating fair, independent and responsible media. This fosters the development of democracy, international development and a sustainable future. It basically consists in an umbrella association of young journalists in Europe. This serves the national structures through the development and coordination of projects organised by young European people involved in media by providing contact forums and educational seminars for multipliers of the member associations. With 27 member organisations and several Committees, the EYP reaches more than 60,000 young journalists across Europe, forming a solid volunteer and professional infrastructure. It is a democratic, non-profit institution, founded and controlled by young media professionals, with hundreds of enthusiastic, dedicated, active organisers, trainers, volunteers and a handful of paid project workers, all between 20 and 30 years of age.

Impacts and outcomes. The European Youth Press aims to enable young people to give voice to their opinions on a European level and provide a critical view of media and politics through journalistic education as well as learning by doing. In 2007 and 2008 the European Youth Press has organized, together with the European Parliament, the biggest event for budding young media workers from the 27 member states: the European Youth Media Days. This event brought together every year 300 participants from the EU who had the chance to produce media together, hold MEP interviews and attend conferences compiling their media efforts in the www.youthmediadays.eu website. Moreover, MENAC, EYP's Middle East and North Africa Committee, is a committee inside the European Youth Press that aims to enhance intercultural understanding and to establish sustainable networks between young media workers (aged 18- 35) from Europe and the Middle East & North Africa through media-related projects and events. Lastly, Orangelog.eu is a multimedia platform created to provide an interactive resource for event coverage. Young journalists have reported from over 40 events such as: The United Nations Human Rights conference in Paris, France (2008), among others.

15. EUth - Germany

Geographical scope	Transnational
Countries involved	DE, FR, SI, IT, SE, LU, BE, DK
Type of organisation	NGO
Funding sources	Horizon 2020
Primary target group(s)	Youth workers, young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2015-2018
Tools	OPIN (Open Software), Facebook, Website, Twitter, Google+, LinkedIn, Evernote, Xing, Tumblr
Key theme	Active Citizenship
Further information	https://www.euthproject.eu/

Description. The aim of EUth is to get more young people involved in political decision-making and increase their trust in the European political institutions. In order to achieve this, eleven partners from eight different countries have developed an open and easy-to-use online participation platform along with different mobile tools and apps for smartphones and tablets. In this way, young people can get involved whenever and wherever they wish with minimum effort.

The project offers digital and mobile participation tools tailored towards young people and the possibility for youth organizations to set up attractive participation projects. It created an open software program for youth work activities related to young people's active citizenship and participation, called OPIN. This is an all-in-one proven digital and mobile participation toolbox. Youth organisations register and invite young people to do the same. Afterwards, the organisations can propose a topic to be discussed. The topic can also come from a brainstorming process managed by youth workers. The initiative also wants to develop the digital skills of those working with young people. Moreover, it intends to achieve a cultural shift in people's thinking, addressing the lack participation in open discussion due to people feeling their contribution will not be useful in decision-making processes.

Impacts and outcomes. The first year was dedicated to piloting the OPIN platform and it showed that it is not just a digital participation tool, but rather a full environment for initiators to combine online and face-to-face-participation processes. The initiative has had an impact on young people, even if they are digitally savvy and they already know how to operate a user-friendly platform like OPIN. However, they have the need to improve their social skills. Sometimes it was very difficult for youth workers to manage online debates because this appeared to be very demanding in terms of soft skills. As this is an on-going project, it is too soon to measure its effect. The impact can be related to two participation levels. Firstly, the amount of people, projects and topics involved. Secondly, how many of these people, thanks to participating in the project, become aware of the power of participation and the active role they can play in the society.

16. Hate Speech - Belgium

Geographical scope	Local
Countries involved	BE
Type of organisation	NGO
Funding sources	Experimenteel jeugdwerk Vlaanderen
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2015
Tools	Website, Facebook, Youtube, Vimeno, Instagram, LinkedIn, Flirck, Windows movie maker
Key theme	Inclusion
Further information	https://maksvzw.org/

Description. The initiative involves digital storytelling workshops for a group of young Roma who are in vocational schools but cannot find a job, and are obliged to find activities in leisure time. A similar workshop targeted young migrants from the third generation. Both groups talked about hate speech and hate crimes, considering being the victim but also the perpetrator. Some youngsters of the group possessed very homophobic ideas and some of them admitted having attacked homosexuals in the street. At the same time, those youngsters were also discriminated and had begun to become influenced by radical Muslim ideology, which included that homosexuals should be punished. The same type of challenge was found in the young Roma: while they were being discriminated they were not open to other cultures. The main challenge the Hate Speech workshop approached was to proposing counter arguments, and discuss with the young people that they had to think in terms of what damage the hate speech causes. The initiative supports young people improving empathy skills and raising awareness of the fact that everyone should enjoy the same rights. Youth workers are trained in the methodology of digital storytelling and know-how in editing little movies with the Windows Movie Maker tool. Also, they understood the importance of using a good voice recorder so that the sound of the video is of high quality. Pedagogically, the nature of such youth work is coaching: trying to guide youngsters to be able to tell their story with respect for the choices that other young people make without interfering.

Impacts and outcomes. The project involved 23 youngsters between the ages of 16 and 23, directly targeting Roma and early school leavers. Most of the young Roma did not have any digital skills whatsoever. Therefore, the impact on this group was very high on all levels, especially on their self-esteem and self-confidence. The group of young migrants from the third generation had better digital skills, so they learnt about editing, shooting imagery and searching for images on the web. Stories were posted on Facebook and Youtube. Raising awareness about hate speech and hate crime are important for democracy and civic engagement.

17. Have Your Say - Czech Republic

Geographical scope	National
Countries involved	CZ
Type of organisation	NGO
Funding sources	Erasmus+
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2010 - 2015
Tools	Website, Facebook, Online survey, Online platform
Key theme	Active Citizenship
Further information	http://www.kecejmedotoho.cz/

Description. The project Have Your Say aimed at shaping discussions around hot topics among young people, giving them the opportunity to influence youth policy and to be active in society. The focus was not on whom to vote for, but rather the real changes society needs. The project provided a web platform to engage young people, youth organisations, youth initiatives, and other relevant factors, so that they could share their opinion on several topics. Discussions and the selection of topics followed certain criteria and standards. For instance, young people suggested the topics and afterwards they voted on the website for the ones they preferred. The most supported topics were selected for the national debate, which included discussions in workshops, social media and with several stakeholders. Young participants prepared draft resolutions on these topics, which were finalised during a final year conference. Resolutions were discussed with policy makers and finally presented to representatives of political parties and public institutions.

Youth workers representing the public sector helped to adjust the topics to the social and political reality of young people. They also mediated in the communication with the public administration at various levels and assisted in the debate itself to reach relevant conclusions.

Impacts and outcomes. Young people were able to find and chose important topics, and address relevant public administration representatives and politicians. In the 2010-2015 period, young participants proposed, voted and discussed 14 topics and took part in dozens of discussions with policy makers. The most chosen topics were related to participation and active citizenship. They also discussed issues such as exams in high schools, youth employment and bullying. In addition, they followed themes related to the EU as well as the elections to the EU parliament.

The project allowed young people to work in an informal way, choose interesting topics and discuss them in an open way using online tools and social media. Youth participants managed to influence discussion on several acts of legislation and they took part in consultations for national strategies aimed at young people. The initiative organised more than 130 events across the country and reached more than 12,000 young voices.

18. I Do Care - Lithuania

Geographical scope	National
Countries involved	LT
Type of organisation	NGO
Funding sources	Private sponsors, Lithuanian Youth Council
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2004 - 2016
Tools	Facebook, Online game, Online platform, Other digital tools, #IDoCare, #ManNeDzin
Key theme	Active Citizenship
Further information	www.mannedzin.lt @mannedzin

Description. I Do Care (*Man Ne Dzin*) is a campaign promoting information and elections with the aim to inform young people about the importance of participation and the opportunities it can offer in democratic decision-making processes. This will then help promote the positive image of young people as active citizens in Lithuania and the European Union. The initiative provides young people with all the necessary information about decision-making and democratic processes in both Lithuania and the EU respectively. It gives an opportunity to meet the decision makers and enables people to choose candidates wisely and responsibly. The campaign of 2016 aimed to encourage young people all over Lithuania to actively engage in civic life, declare their opinion at the parliamentary elections and become active citizens of the Republic of Lithuania and the European Union. The campaign broke stereotypes and highlighted the importance of voting to every young individual regardless of their hobbies, jobs or studies. Coordinators of the initiative were fully responsible for the campaign planning, implementation and evaluation. Increasingly relevant was to need to develop a prosperous exchange of ideas in order to spread the information in an attractive and youth friendly manner. In order to attract more attention from youth, the 'I Do Care' online game was created at the biggest news portal DELFI.lt. Nevertheless, with the intention of successfully spreading the idea of the campaign to other regions, the precise coordination of the ambassadors' 'I Do Care' activities was of utmost importance. Last but not least, know-how on the democratic processes and the procedural details of the elections were important skills to be taken into consideration to successfully implement the campaign.

Impacts and outcomes. Participation of young people at the 2016 elections reached a record high with the percentage standing at 37.8 %. That is twice as much as the parliamentary elections Lithuania had in 2012. So, it is believed that the campaign highly contributed in stimulating active citizenship and youth participation. In total the 'I do care' Facebook page has 8,727 followers. However, it is important to highlight that the Facebook page got 2,000 new followers during the 2016 campaign, which means that the 2016 campaign itself attracted new members of the audience who were interested in the ideas of the initiative.

19. Info Zone on Radio – Croatia

Geographical scope	National
Countries involved	HR
Type of organisation	NGO
Funding sources	Public, Sponsorship
Primary target group(s)	Youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2016
Tools	Website, Facebook, Twitter, Youtube, Online radio
Key theme	Empowerment
Further information	http://infozona.hr/

Description. “Info Zone on Radio- A Weekly Radio Show” is the name of a radio show produced entirely by employees and volunteers of Info Zone (a youth organisation) engaged in the youth information and counselling programme. Info Zone on Radio was broadcasted for more than 8 years on the public radio station “Radio Split” as a one-hour show and was the result of continuous cooperation between professionals (main editor, technicians and journalists from mainstream media) and youth information workers. Info Zone on Radio has formed part of the local community radio station’s programme since 2016. Youth information workers have particular expertise, unique to their profession, in translating information and presenting it in a manner more suitable and approachable to young people. In this way youth information enables young people to address small challenges, when it is time for small challenges, and significant challenges in the same way. It provides exactly the information that is appropriate to the individual and circumstances. In this sense, youth information workers provide crucial assistance to young people in autonomous decision making. Info Zone on Radio provides youth work with the added pedagogical value in the fact that youth information plays a crucial part in supporting the well-being and autonomy of young people. Info Zone on Radio uses different media tools to spread quality youth information and promote youth activism and participation boasting a web portal, a YouTube channel with audio and video materials, a Facebook page, a printed magazine as well as a radio show.

Impacts and outcomes. In one year it produced around 40 radio shows, hosting around 100 young people and representatives of youth organisations and institutions active in the field of youth. The main topics covered by the radio shows are youth information, youth activism, youth participation, youth leisure time and the promotion of mobility programmes. The volunteers are in charge of creating shorter reports and questionnaires, as well as working on editing recorded materials. More than 100 hours of voluntary work is invested in the production of the show per year. The combination of a “conservative” production(live broadcast) and the support of online tools (web portal, social network tools and online storage of the produced material- podcast channel) can still be an attractive form of Youth information work and a great support for networking

20. Innovat- Spain

Geographical scope	Local
Countries involved	ES
Type of organisation	NGO
Funding sources	Catalan Government, European Social Fund
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2017
Tools	Social network, Digital document repositories, Wikis, Online management tool
Key theme	Digital and media literacy
Further information	http://fundacionesplai.org/area-formacion/innovat/

Description. Innova't works mainly on the employability of young people. It aims to train them in critical participatory citizenship, ICT and innovation. The methodology is based on the idea of the "Quadruple Helix" to "democratize innovation" in favour of participatory citizenship. The project offers training to unemployed people under 30 in order for them to become local digital social innovation agents. The goal is to describe a new professional profile and offer qualified staff to the initiatives of councils and local authorities. By training Digital Social Innovation Agents, unemployed young people also feel empowered to increase their employability. A course of 120 hours (80 hours of training and 40 hours of practical exercises in a city hall, local organization or in a CatLab) takes place. During their practices, the students must create and develop an innovative project. Young people learn all the skills and knowledge necessary to work as Digital Social Innovation Agents. The course is part of the wider CatLabs program supported by the Government of Catalonia. The involvement of the whole economic and social network within the innovation field is understood according to the model of the Quadruple Helix (R + D + I system, companies, public administrations and users of innovation) procedure. Encouraging greater use of digital media by youth workers and providing youth workers with new and creative ways to engage directly with young people are two of the basic skills enhanced through this course. During the practices, young students work in an existing project in their respective city halls and design a project that they must then present.

Impacts and outcomes. The project involves 15 young people between the ages of 20 and 29. Once the 80-hour course and training is finished, 8 individuals are then hired by the city halls themselves. Catalonia has strongly bet in favour of innovation which has led to the opportunity for young people to gain long-term career and job prospects. Almost all of the city halls involved were willing to implement innovative digital and social projects in their cities and in most occasions, they previously lacked the know-how. Hiring the services of a Digital Social Innovation Agent, who could advise the city halls on how to invest their budget in a proper way, helps citizens to benefit from specific innovation and the use of ICTs. Regional funds are strongly directed towards digital and social projects and the trend indicates that the Digital Social Innovation Agent will be a new professional profile needed for administration, social organizations, CatLabs etc.

21. Ipko - Slovakia

Geographical scope	National
Countries involved	SK
Type of organisation	NGO
Funding sources	Crowdfunding
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2012 – Ongoing
Tools	Website, Facebook, Live chat, Online platform, Other digital tools
Key theme	Inclusion
Further information	http://ipcko.upside.sk @ipcko

Description. IPcko.sk is an online, anonymous, and free of charge counselling service for young people. The main purpose of the counselling service is to serve as a safe place on the internet where young people can find real help and support. IPcko.sk offers psychological help, social, legal as well as personal-development counselling, with a special focus on providing friendly support to all those who happen to be in difficult situations. Online counsellors (volunteers) are available online through a chat. The organisation itself is run by 50+ young people (social workers, psychologists, etc.). All the team members are accredited by the Ministry of Education and are specially trained on psychological and social support in critical situations via the web. The organisation also runs a youth club (Upside Klub) and organizes debates and educational activities for students.

Following the Online Generation (project of Children of Slovakia Foundation) principles, IPcko.sk focuses on: respectful interaction of children and adults in the virtual world, meaningful usage of digital technologies, online safety, and guidance on the amount of time invested by children and young people using digital technologies.

Impacts and outcomes. Some of the main outcomes have been: the development of long-term educational activities for adults (parents and teachers/youth workers) focused on connecting technologies to the real needs of children and young people, the identification of digital competencies which need to be developed and lastly sharing examples of good practise among teachers, youth workers and parents through events. The initiative sought to promote the idea that if you want to be helpful to young people in their times of need, you need to be present in the places where they spend their free time, and this is very much online. At this moment in time IPcko.sk is arguably the best example of good practise in Slovakia where online tools and the internet are used as an efficient tool to help young people in difficult situations. It is an award-winning project and is very well known in the country.

22. Jugend.Beteiligen.Jetzt - Germany

Geographical scope	National
Countries involved	DE
Type of organisation	Public partnership
Funding sources	Government
Primary target group(s)	Young people, decision makers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2016 - 2018
Tools	Website, Facebook, Twitter, Instagram, Ypart, ePartool, Barcomptool Camper, Yourpart Etherpad, Antragsgrün, Tricider, Padlet, Brabbl
Key theme	Active Citizenship
Further information	@Jugendbeteiligung.de

Description. The project Jugendbeteiligenjetzt – *fuer die Praxis digitaler Partizipation* wants to establish a lively participation culture in the everyday life of teenagers and political decision makers. It therefore connects and qualifies initiators and decision makers and provides digital tools to facilitate participation. The platform offers procedural know-how and tools, as well as qualification opportunities. It also provides examples of good practice and links to a number of other exemplary digital youth participation projects. The focus of the project is on web and social media-based tools as well as methods in youth work activities. Target groups are initiators of participatory processes and policy makers. Their main task is to provide access to expertise and knowledge in order to encourage and strengthen the growth of a diversified network for the participation of young people and to contribute towards a more youth-friendly society. The main lesson in participatory processes is that the use of digital tools should be combined with offline methods.

Impacts and outcomes. The online platform of the JBJ project provides a combination of experience and tools. The impact on young people's media skills and media literacy is indirect because the target groups of the project are policy makers and initiators of participatory processes. Using verified tools and methods results in fewer failings during the planning and implementation phases.

This results in a positive influence of self-efficacy, firmly anchoring a dynamic participatory culture in the daily lives of young people and policy makers. It has encouraged participation through knowledge transfer, digital tools, processes and methods. It also provides links to existing networks and qualification services and gives good-practice examples for the participation of young people in digital media.

As part of their activity, the JBJ project regularly organises discussion groups composed of 20 to 25 participants to debate on central concepts such as digital youth participation, participation and grading of participation and the best approaches to media and political education.

23. Junior Internet - Czech Republic

Geographical scope	National
Countries involved	CZ
Type of organisation	NGO
Funding sources	Grants, Sponsors
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2012 - Ongoing
Tools	Website, Facebook, Instagram, App Mobile
Key theme	Digital and media literacy
Further information	https://www.juniorinternet.cz

Description. This project strives to educate young people in the field of digital skills. Initially it consisted of a competition between children and young people as well as a Junior Camp to train them in digital skills and media literacy. The project focused from the very beginning on the improvement of digital skills and internet competencies. The competition is broken down into five categories: web, design, mobile apps, content and JEDI (JEDI includes all that the children consider interesting). There are two categories: older (16-21) and younger (up to 16 years). The project also organizes training camps, a three-day event with an introductory learning element and a follow up by developing the selected digital technology projects in groups. The project is both organized and run by young people. There is a dedicated website of the project and the main communications are made via the internet and mobile gadgets, as well as Facebook. Youth workers are directly involved by counselling in the JuniorErb contest organized within the general framework of the project. Young people also learn to evaluate websites in relation to their functionality while and the program aims to understand the opinions of young people. Representatives of municipalities including youth workers are also involved in the evaluation as advisers - some of them become members of the jury in the JuniorErb contest. Young people involved in Junior Internet competitions as well as the training camps use a range of technologies for developing applications, designs, etc.

Impacts and outcomes. Three Junior Internet (JI) camps have taken place, within which an online project could be developed from start to finish. An evaluation space has also been set up where the personal projects have their functionality evaluated. A lot of space and attention has been provided to young creative people – many of them have eventually gone on to become successful businessmen and women. The JuniorErb contest is respected among stakeholders, public administration and politicians. Young people have demonstrated their e-skills while being given a broader problem-solving perspective. The project offers the possibility of gaining inspiration and talent as well as the possibility of networking, getting to know interesting people and contributing to the social, political and professional development of society.

24. LGBT Youth Scotland - United Kingdom

Geographical scope	National
Countries involved	UK
Type of organisation	Charity
Funding sources	Donation, Sponsor
Primary target group(s)	Young people, children
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2011 - Ongoing
Tools	Website, YouTube, Facebook, Blog, Instagram, Live chat
Key theme	Empowerment
Further information	https://www.lgbtyouth.org.uk @lgbtyouthline

Description. LGBT Youth Scotland Live Chat Service - Digital Youth Work - offers an online one-to-one chat facility for young people. It is staffed with digital youth work volunteers who receive specific training relevant to their role. Young people chat online anonymously with youth workers about whatever they want to discuss. This could be about issues they are facing, such as their sexuality or gender identity, but it could be about anything else. For some young people this is a route into engaging with the face-to-face groups that LGBT Youth Scotland runs or into engaging with specific support services. However, for many young people the online dialogue is the youth work engagement itself. LGBT Youth Scotland is oriented according to the understanding that youth work can enhance the life of any young person, contributing positively to the personal growth of young people and the communities they live in, and are part of. In light of the outcomes pursued through the CLD methodology (Community Learning), schools and the wider learning community should be safe and welcoming environments for lesbian, gay, bisexual and transgender (LGBT) young people in order for them to be successful learners, confident individuals, responsible citizens and effective contributors.

Impacts and outcomes. An additional intermediate internal strategic achieved outcome has been for young people to have good opportunities to meet and socialise with their peer group in a safe, friendly and informal environment, with access to non-formal learning opportunities. Volunteers have spent 337.5 hours responding to emails and Live Chat conversations. Last year nearly 1000 individuals were reached and have had young people and parents report how vital the service is to them.

The service also gets engagement from people outside of Scotland including Russia and some African countries where coming out and discussing sexuality can be even more problematic.

25. LOMAP - Belgium

Geographical scope	Regional
Countries involved	BE
Type of organisation	NGO
Funding sources	Flemish Community
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non - Formal
Project duration	2013 - Ongoing
Tools	Website, Live chat, Online platform, Vimeo, QR
Key theme	Active Citizenship
Further information	http://www.lomap.be/

Description. Lomap is a smartphone app and photography tool in which people, especially children and youngsters, can easily share their opinion about their neighbourhood or city in a fun and intuitive way. By simply adding color-codes and tags to their photos they can share their view on what they like or dislike in their neighbourhood with the entire world. Through this photo application, they above all express their vision, not only in words of what they feel about their neighbourhood, but also what they experience as pain or problems. This free app (currently only available on android devices) has shown itself as a very intuitive tool to be used by an individual or a youth worker, teacher or researcher with your group of children or adolescents

It showcases a new way to map cultural hotspots in a neighbourhood while at the same time a focus on environmental or traffic issues. It can be all of the above and much more. Lomap was developed by BEAM, the Brussels based media lab of JES. For efficient representation and analysis of results, it is important to know where and when the pictures were made. The app enriches each photo with a time and location. When the photos are uploaded to the website, they are immediately positioned on the 'lomocard'. This is a custom Google Maps map. On the website there is also a photo perspective in a digital 'lomomur' wall. In this way it is possible to visualise an overview of all the pictures of a district or a project.

Impacts and outcomes. Lomap has been used as a tool in participation processes with young people, and has also proved a way to teach them about the media skills necessary (media literacy) or even to research their social environment. Lomap is much more than other lomography apps. It is the contemporary participation tool, both for individuals and groups. The app is multi-deployable, freely available, and in addition, strongly adheres to the young people's living environment.

26. Media to Be | M2B e.V. - Germany

Geographical scope	Local / Regional
Countries involved	DE
Type of organisation	NGO
Funding sources	Donations, Fees
Primary target group(s)	Youth workers, young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2004 – Ongoing
Tools	Website, Facebook, Twitter, Google+, Online digital tools
Key theme	Digital and media literacy
Further information	http://www.m2b-berlin.de @m2b.jugendmedienarbeit

Description. The aim of the association is the promotion of media literacy among young people. M2B eV initiates and supports media-educational projects, where the goal is to create a European youth culture that is independent of nationality and origin and is committed to democracy. The goal of the pedagogical work of M2B is the individual development of the personality of young people, with a simultaneous social integration into society. The benefits on further creating quality control networks in education lies in offering the possibility of knowledge exchange on the new advancements in technology and the possibility of joint presentations and conclusions and joint projects with the aim of reaching a wider audience. Young people, mostly from disadvantaged groups, are provided with a space to develop autonomy, individual fulfilment and productivity, and to develop/enhance their media literacy to be able to act as active members their countries' and regions' (media) culture. The goal of every project is a finished/presentable media product. As a result, the entire range of pedagogic action is subordinated to motivation-building and measures to preserve a work-focused attitude. The main focus on the work of the group members is learning-by-doing. Especially for projects that are internet related, youth workers need to have an understanding of how the internet works, how to create content and how to present it. Here, all skills and competences are related to political participation, active citizenship, democratic engagement etc.

Impacts and outcomes. The association (and its projects) have been supporting young people towards a self-confident, self-conscious approach to the various aspects of the media world, because only then can young people work and participate in their own culture. In collaboration with the media sector, about 140 pupils have participated in activities dealing with cyberbullying, one of which was filming and producing a video, which, later on was part of a film festival, in which more than 500 students discussed the issues of bullying and cyberbullying.

27. MIK for ME - Sweden

Geographical scope	National
Countries involved	SE
Type of organisation	NGO
Funding sources	Swedish Media Council
Primary target group(s)	Young people, children, teachers
Disadvantaged groups	No
Learning context	Formal
Project duration	2016 - Ongoing
Tools	Website, Facebook, Twitter, Instagram, YouTube, #MIKFÖRMIG, App Mobile, Podcasts
Key theme	Digital and media literacy
Further information	https://statensmedierad.se/

Description. MIL for me, "MIK for Me" in Swedish, is an online training resource on media and IT literacy, which considers the risks and opportunities of the internet. It contains a module for teachers and school librarians, another module for students, lesson plans, and suggested methods for working with Media and Information Literacy (MIL) in schools. The tool is designed to be as user-friendly as possible. For instance, by using a modular layout, it makes it easier to filter what people are looking for. The tool allows you to download exercises, discussion questions, movies, podcasts and quizzes, all of which can be used to inspire curiosity in young people. It is also a live education tool that is constantly being updated, developed, reformed and revised to remain relevant.

The resource not only provides a comprehensive focus on media and information literacy, but it also effectively engages teachers and other education professionals to learn more about key issues related to the digital media landscape – whether individually or collaboratively – through a varied mix of online learning modules.

Impacts and outcomes. In 2015 the Insafe network showcased the best resources from across the European network of Safer Internet Centres (SIC) to identify one to be translated and localised. Following some fierce competition, 'MIL for Me' was crowned the winner. By translating and localising the project for all Insafe countries, its resources can be spread to teachers, librarians and young people across Europe. There are two versions currently available in English: "MIL for Me – pupils" and "MIL for Me – teachers". The majority of teachers find it very difficult to pick up a safe and responsible approach to technology, and so were very grateful to hear about "MIL for me". They described the initiative as very useful and an eye-opening resource that could really help their students have a more positive online experience.

28. Multi Professional Byström Chat - Finland

Geographical scope	National
Countries involved	FI
Type of organisation	Public administration
Funding sources	Government
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2013 – Ongoing
Tools	Website, Live chat, Facebook, Instagram
Key theme	Empowerment
Further information	www.ouka.fi/bystrom

Description. The Byström youth services are a multi-professional, low-threshold facility for young people, where they can easily acquire the various kinds of resources that they might require. The services provide individual, cross-sectoral guidance, support and advice under a single roof. Customer-oriented, cross-cutting and easily-accessible services are located in the centre of the city. The aim of the resource is to provide regional-level personal support and advice, both online and offline. They also aim to lower the threshold for seeking help and advice from local professionals outside of the internet. Services are mainly preventive and identify the situation of the young person and select the most suitable professional, who will continue the guidance process. Byström services are not replacing other offerings, rather they seek to complement them. Some of those available include: personal and group counselling, further information, theme days and action groups, anonymous youth information and counselling service when required. Additionally, it offers a job market search function in the ouka-internet page, a study counsellor in Oulu, employment and economic development offices through specific internet services, welfare services in Oulu, a self-care service, a Byström youth service community and real-time chat, amongst others. Some workers involved in the Byström youth services are available via the Byström chat service from 8 to 10 p.m. on Mondays. Within the different services, young people can talk to a youth worker, a nurse, a school counsellor, a vocational psychologist and a sexual health counsellor in a one-to-one chat.

Impacts and outcomes. Every six months, the employees of the Youth Information and Counselling Centre Nappi use the assessments to organise a development day in order to plan operations and improvements for the coming season and to provide chat workers with training on the themes they have reported as necessary. Key figures for the Byström chat service reveal that the average age of visitors is 17 years and around 25 per cent of them live in Oulu or the surrounding areas. The service has also benefited young people in sparsely-populated areas, since services may not be available nearby. The goal is to be where young people are and conduct multi-professional youth work online. Issues that have been addressed by Byström which usually concern young people include: work, education, health and welfare, money matters, accommodation, relationships, leisure time, addictions (drugs, alcohol) and others.

29. Netari - Finland

Geographical scope	National
Countries involved	FI
Type of organisation	Online Youth Club
Funding sources	Save the children
Primary target group(s)	Young people, youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2004 - Ongoing
Tools	Website, Facebook, Twitter, Instagram, YouTube, IRC-Gallery, Habbo, Twitch.tv, Ask.fm
Key theme	Digital and media literacy
Further information	https://www.netari.fi/ @netarifi

Description. Netari is the only national online youth club in Finland. It is used to hang out, meet people and chat with youth workers and with other reliable adults. As well as virtual contacts, Netari organizes real world get-togethers for young people who use the social network sites and Netari services. Young people are also offered a chance to be trained as voluntary peer tutors who take part in online youth work performance alongside an actual Netari youth worker. These peer workers, known as "Apparit", organize activities in online environments as well as real life meetings and camps. Online activities vary from poetry or story competitions to online discos and masquerades. In real life meetings, Apparit host games and quizzes and, of course, there is time to meet your online friends face-to-face. As a new feature, Netari started a multi-professional co-operation at the beginning of 2009. Through multi-professional cooperation, the project aims to lower the threshold for young people seeking help from social and health services and who use the services of Netari. The Netari is also experimenting with co-operation with the police as a contribution to multi-professional work on the internet. Netari has been developing online youth work methods and building e-service structures to develop nationwide joint online youth work that could be seen as the foundations to e-participation.

Netari's accomplishments stem from its main objectives: enabling participation in youth club activities online; providing enjoyable free time activities online; strengthening and supporting youth development through adult help and communal activities in the online environment; increasing the scope for young people to make new friends online; creating a safe discursive environment on the internet; preventing problems by providing a forum for support and opportunities and if necessary, applying a child protection approach to youth problems.

Impacts and outcomes. Netari youth work is performed mainly around two major Finnish social network sites popular among teens: Habbo and IRC-gallery. Approximately 120,000 young people visited Netari youth workers in these environments in 2008, during which meaningful discussions between the youth workers and 10,880 young people took place. For youth workers Netari-type work has been very interesting, challenging and fruitful.

30. Politik zum Anfassen e.V. Country - Germany

Geographical scope	National
Countries involved	DE
Type of organisation	NGO
Funding sources	Donations, Sponsors
Primary target group(s)	Young people, children
Disadvantaged groups	No
Learning context	Non - formal
Project duration	2006 - Ongoing
Tools	Website, Facebook, Twitter, YouTube, Instagram, Newsletter
Key theme	Active Citizenship
Further information	https://www.politikzumanfassen.de/ @politikzumanfassen

Description. Politik zum Anfassen e.V. Country is an association that offers a range of (local) projects for school children that promote participation and active citizenship. The association organises political education projects that are enjoyable for schoolchildren. The goal is to increase the insight of children, interest and investment in (mostly local) politics, via interactive games, workshops, projects etc. Schoolchildren need to gain insight and interest into how local politics and community work, to further enhance the democratic participation of schoolchildren, as well as taking their input into account. One main project of the association includes the production of a small magazine/newspaper that reports about the other parts (political, administrative) of the project. Youth workers not only have to know their specific roles, tasks and develop skills for the media product, but they also must be able to teach these to schoolchildren. Furthermore, the projects usually include the production of video (interviews). Youth workers also have to have a working knowledge of digital competencies and skills required in community politics, since schoolchildren should take over that role and have to be taught and guided. The youth workers of Politik zum Anfassen have been organising and running the projects. They also manage the contacts and relationships with the local communities involved.

Impacts and outcomes. The impact on the skillset of young people comes from each particular project (i.e. the participants learn how to produce media products and how to engage with them). The media literacy of schoolchildren is not the main issue, but it is thus enhanced and developed anyway. The projects of Politik zum Anfassen are mostly focused on active citizenship and participation. The project has built interest and knowledge in politics and active citizenship and participation mostly in local contexts. Engagement has not only arisen between schoolchildren and stakeholders, but also peer-to-peer. Every year, more than 5,000 students from more than 50 schools of all types participate in projects of the association.

31. RavalFab - Spain

Geographical scope	Local
Countries involved	ES
Type of organisation	NGO
Funding sources	Government
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2016
Tools	Website, Facebook, Twitter, Youtube, 3D print, Robots, Coding platform
Key theme	Inclusion
Further information	http://elteb.org/portfolio/details/ravalfab/ @jovesteb

Description. RavalFab offers a series of workshops focusing on programming (visual and code), robotics and electronics and open source 3D printing. The main objective of the project is to enable digital manufacturing techniques to combat poverty as a cause of digital social exclusion in the knowledge society, encouraging orientation towards technical careers. Being familiar with innovative technological concepts is key in allowing the participation as active citizens in the knowledge society. The initiative is developed by Teb, an organisation created by educators in 1992 with the goal to promote social inclusion of young people through self-organisation. The activities target young people aged 16-21, and they take place weekly in the Raval neighbourhood in Barcelona. According to the report on the digital divide in the MWC held in Barcelona, only 26.6% of the population of the district has some advanced technical knowledge, well below the average level in the city.

The initiative sets increased focus on work related to decreasing the digital divide for social and economic reasons, the digital divide by gender issues, communication skills of its participants, teamwork, collaboration, as well as computational and abstract thinking. Their methodology is based on learning-by-doing, in which practicing with the key concepts allows young people to keep learning. Moreover, it takes a creative approach to technology, different from the one of simple consumers.

Impacts and outcomes. The project involves 15 youngsters who meet on a weekly basis for a two-hour session that involves both theoretical and practical contents related to programming, robotics, 3D printing, etc. The project encourages active participation in digital spaces where resources are shared and collaboratively built knowledge. The projects promote collaborative work among participants and the knowledge acquired serves to continue the learning process beyond the context of RavalFab.

32. Safe.si - Slovenia

Geographical scope	National
Countries involved	SI
Type of organisation	University, Public administration
Funding sources	Government
Primary target group(s)	Young people, children, parents, adults
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2005 - Ongoing
Tools	Facebook, Twitter, Instagram, Snapchat, YouTube, e-Learning platform, App mobile
Key theme	Digital and media literacy
Further information	https://safe.si/ @safe.si

Description. The main goal of Safer Internet Centre Slovenia is to act as a hub for safer internet issues in Slovenia. The vision of this project is to raise awareness among selected target populations on the risks of the internet and provide tips for the safe use of new technologies in Slovenia. The SAFE-SI project is all about the safer use of the information and communication technologies for young people in Slovenia in terms of raising awareness amongst parents and children, as well as teachers. The SAFE-SI awareness centre, the hotline *Spletno oko* and the helpline *Nasvet za Net* continue to enable Slovenian internet users to report illegal content and acquire knowledge about the safer use of the Internet and other communication technologies. Additionally, the SAFE-SI website is becoming a key reference point, broadly used by the target groups to find information and advice on internet safety and also ranks on the first page of search engines for relevant key words relevant to its subject matter. It contributed to the objectives of the Safer Internet Programme of the European union, focusing on protecting children from illegal and harmful content. It aims to help educate and empower internet users to be able to communicate in a safe way, to recognise and avoid internet fraud, crime, privacy abuse, and unwanted content.

Impacts and outcomes. The work carried out by partners in co-operation with supporters has looked for an impact on young people through the following activities: Storytelling, web design, training sessions for school teachers with regards to internet safety, developing and distributing educational and promotional materials, dissemination of activities, and also events. In August 2011 a set of interactive activities for children, "Internet safety for the youngest", were developed that have been also added to the SAFE-SI Playground. Nine fun and educational interactive activities are now available for children that can be undertaken online. Each activity is also accompanied by advice for the child i.e. how he/she should react in a certain situation online, how to check the reliability of information found online, the importance of protecting personal data online, etc. Furthermore, the establishment of the Safer Internet Days together with the wider adoption of the project by Slovenian society are some of the outcomes of the aforementioned activities.

33. Smart Pupils - Spain, France

Geographical scope	Transnational
Countries involved	ES, FR
Type of organisation	Public
Funding sources	Erasmus+, Generalitat de Catalunya, Everis, The Social Coin
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Formal, non-formal
Project duration	2016
Tools	Twitter, WhatsApp, YouTube, PowToon, App Inventor, Scratch, Rhinoceros, Tinker
Key theme	Empowerment
Further information	http://smartpupils.eu/

Description. The Collaborative Design for Smart Pupils project was funded through the Erasmus+ programme in 2015. The project consortium is comprised of nine partners, four from France; Collège André Saint-Paul (Le Mas d'Azil), Collège François Verdier (Lezat sur Lèze), Science Animation Centre de Culture Scientifique, Technique et Industrielle de Midi-Pyrénées, and Communauté de Communes Lèze-Ariège-Garonne; and five from Catalonia; Escola Virolai de Barcelona, Institut Ernest Lluch, Everis, The Social Coin and Generalitat de Catalunya (Secretaria de Telecomunicacions, Ciberseguretat i Societat Digital). This experimental project has invited the educational community (students, teachers and families) to analyse the functioning of their school and make proposals for improvement using the cooperative work method with an important component of self-learning. The methodology used included co-creation methods and instruments like programming, serious games and educational robotics. "Smart pupils" wanted to foster young peoples' skills such as teamwork, management, problem solving, critical thinking, digital competencies, oral and written communication in different languages, and broadcasting with the use of digital tools.

Impacts and outcomes. In Spain 120 students took part in the project. The evaluation exercise was comprised of two phases. The information obtained from the students was complemented by a study on the impact of participation in the process of co-creation on the development of digital technology careers. The idea behind this was to analyse how many students chose a school pathway related to STEM after participating in this project, and in which way the project affected the decisions of the students. The results were interesting, especially related to gender. It emerged that the number of girls interested in STEM increased significantly. Furthermore, the collaboration with other countries aroused students' interest in other cultures.

34. Kellimni - Malta

Geographical scope	National
Countries involved	MT
Type of organisation	NGO
Funding sources	Vodafone Malta Foundation
Primary target group(s)	Young people (under 25 years old)
Disadvantaged groups	No
Learning context	Non- formal
Project duration	2011 - Ongoing
Tools	Website, Facebook, Twitter, Instagram, Tumblr, Live chat, Smart-messaging app
Key theme	Empowerment
Further information	http://kellimni.com/

Description. Kellimni.com (Speak With Me) has been offering free online support to young people, through smart messaging, e-mails, chat or in a forum. Services offered are free and confidential and young people have the right to remain anonymous. Through Kellimni.com, young people can, in an anonymous way, express their concerns and talk about the issues directly affecting them. It is aimed at young people who are suffering from any form of social exclusion, abuse, neglect, and/or psychological difficulties and are in need of immediate emotional, moral and social support. This initiative is an online support service run by trained staff and volunteers reachable through e-mail, chat and smart messaging 24/7 for support. Kellimni.com is a local child and adolescent online support service being operated within the framework of Child Helpline International. The volunteers are trained to provide assistance or guide young people with referrals to other professional services. The Kellimni service requires professionalism. Thus, the recruitment of committed and appropriate volunteers is important. Although manned by volunteers, these are highly trained and supervised by a professional in the field. It fills a lacuna in the field since youth counselling is not readily available unless paid for or through schools. It also means that during school holidays there is no 'free' counselling service the young people can turn to. It also has the advantage of allowing young people to remain anonymous. Its powerful link to youth work is that it allows the young people to take control of their own lives. Through youth information, all young people are made aware of this service and how and when they can use it.

Impacts and outcomes. Kellimni.com was born 6 years ago with the idea that young people needed a way of reaching out about their problems that went beyond the traditional face-to-face or telephone-based means of support. It is common for people to feel uncomfortable when talking about problems. Kellimni.com has accomplished the goal of lowering this barrier by offering young people online support. Within this period, they have launched 4 #AskYourself campaigns aimed to empower people and inspire them to think introspectively by asking a number of questions.

35. Speechless in Europe - Germany

Geographical scope	National
Countries involved	DE
Type of organisation	Non-profit Think Tank
Funding sources	Erasmus +
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2015 - 2016
Tools	Website, Facebook, YouTube channel, Video story books, YPart participation platform
Key theme	Active Citizenship
Further information	http://www.speechlessineurope.org/

Description. The Speechless in Europe project consists of innovative forms of dialogue on the topic of Europe and the EU created for young people unacquainted with the concept of European citizenship. Adding to that, the context-knowledge and language skills needed, in order to understand and be able to participate, can prove a highly discouraging task for some young people and discourage them in actually participating. These discouraging factors are often accompanied by the impression that the main issues in political communication do not reflect their needs and ways of expression and interest. That is why the storytelling project Speechless in Europe was developed. The objective being, to engage young people for European matters in a creative way. This initiative offers a series of Video storybooks tackling different topics like e-Participation, creative means of expression, advice, workshops, etc. Through the YPart platform, young people can develop ideas, make suggestions, discuss and vote on European issues. The aims of the project were producing a manual on different topics relevant to multipliers in youth work and learning more about the Speechless in Europe project. In addition, the storybooks tackle different topics and are all available on the Speechless in Europe YouTube Channel. The categories that organise the different topics within the storybooks are: Culture and Creativity, Working and Learning, Home and Community, Frontiers and Freedom, and Future and Innovation.

Impacts and outcomes. The main impact was the promotion of European citizenship and the involvement of youth as a matter of utmost importance – after all it is the youth that represents the future of the Union and that is the backbone of European society. Between September 2015 and March 2016, more than 200 youngsters attended the national workshops where they created and shared their own stories on a common online platform. The main outcomes were: Involving young people from all spheres of society; Finding and developing new ways to enable young citizens to express their wishes and ideas for the future of Europe; Giving youth the chance to connect and overcome language barriers; Activating young people for the European project and idea by making it more accessible.

36. STEM for youth workers – Ireland

Geographical scope	National
Countries involved	IE
Type of organisation	NGO
Funding sources	Science Foundation Ireland
Primary target group(s)	Youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2017
Tools	Online digital tool
Key theme	Digital and media literacy
Further information	http://spunout.ie/news/article/science-technology-engineering-and-maths-stem-in-youth-work

Description. The National Youth Council of Ireland (lead partner) works as an umbrella organisation that represents and supports the interests of national voluntary youth organisations using its collective experience to act on issues that have an impact on young people. The NYCI have launched the 'STEM for Youth Work' project together with the Camara Education Ireland (delivery partner) and, in partnership with TechSpace, it has managed to secure Science Foundation Ireland funding to support this initiative in enhancing technological activities in youth. The project offers youth workers aid and know-how to inspire young people to increasingly engage with the disciplines of Science, Technology, Engineering and Maths (STEM). The targeted young people explore their creativity, inventiveness and experience an increase in their confidence and curiosity towards the STEM disciplines, while youth workers are provided with training and follow-up support. In addition, a day of hands-on TechSpace Maker Training is offered, in which youth workers are granted a small budget for resources they can use to deliver their youth work: electronics, robotics, coding etc. The training and support package is heavily subsidised at a 100€ per participant while each group of four participants per organisation will take home 375€ worth of equipment. Pairs of two are encouraged through subsidies reaching up to 250€ per youth worker participant. Since budget is limited, the priority is to reach youth sector organisations. To ensure the STEM for Youth Work project has wide coverage reaching as many young people as possible, youth workers are encouraged to work side by side sharing know-how and equipment.

Impacts and outcomes. Young people will have the opportunity to showcase what they have learnt at regional and national events (i.e. the annual Creative Tech Fest). This project intends to make an impact and deliver outcomes in the engagement of young people in the STEM disciplines by training youth workers. It plans to involve all youth workers with an interest in learning innovative methods of working with young people, regardless of their level of knowledge in science and technology.

37. STEP4youth - Greece

Geographical scope	Transnational
Countries involved	EL, IT, TR, ES
Type of organisation	University, Public administration, Private sector, NGO
Funding sources	Horizon2020
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2015 – 2017
Tools	Website, Facebook, Twitter, Google+, LinkedIn, Step.green (eParticipation SaaS platform), Google play, App Store, Webinars
Key theme	Active Citizenship
Further information	http://step4youth.eu/ @STEP_H2020

Description. STEP aims to develop and pilot test a cloud eParticipation SaaS platform (<https://en.step.green>) enhanced with web/social media mining, gamification, machine translation, and visualisation features, which will promote the societal and political participation of young people in the decision-making process on environmental issues. The project will employ innovative social media analytics and monitoring tools, as part of effective strategies that will be developed, in order to engage young citizens in the pilot activities and increase their motivation to participate. The success of a project like STEP depends crucially on capturing the user perspective in order to create a digital social platform solution supporting the needs of the user and user social innovation activities. How STEP can be used in decision making about environmental strategies, policies, plans, programmes, laws and projects is also of essence within the general framework of the objectives of the organisation. Since the project aims at the validation of the STEP platform/service in view of its wider deployment and use, the involvement of users in a pilot operation under realistic conditions is a key-point of the methodology. The platform is featured for specific target groups like young people with low reading skills

Impacts and outcomes. The impacts and outcomes will be measured out of the five pilots in an operational environment, which have been selected for the deployment of the STEP solution in the countries partners, with the participation of one regional authority, three municipalities, and an association of municipalities. The pilots are expected to involve testing by 8,200 young users and 85 policy makers. 65 decision-making procedures with an impact on the environment are expected to be tested. In addition, a number of co-creation workshops were conducted between October 2015 and May 2016 in several countries to involve the potential users in the design of the STEP platform. The mix of online and offline activities is going to have an impact not only on the participation cultural of young people, but also in their digital skills.

38. Technovation Challenge - Spain

Geographical scope	National
Countries involved	ES
Type of organisation	NGO
Funding sources	Sponsor, Donation
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	20016 - 2017
Tools	Website, Facebook, Twitter, YouTube, App Mobile, Instagram, Blog, Newsletter, #technovation, #codegirl #girls4change
Key theme	Digital and media literacy
Further information	http://technovationchallenge.org

Description. Technovation Challenge – Spain, is based on an educational experience of digital entrepreneurship, which challenges girls to create a mobile app to solve a world problem. Even though more than 100 countries throughout the world have applied some Technovation Challenge initiative from the broader Girls 4 Change initiative, the focus is on the Spanish case. To break the gender gap in ICT technologies and entrepreneurship is the main goal in addition to developing the necessary skills related to entrepreneurship, communication, marketing, programming and management. The pedagogical element is focused on mentorship, since the people working with the girls are mentors (professionals in the technological or educational sector) who provide different resources for them to access (interviews with experts, essential information for their projects, etc.) Another important part of the project has been the judges, who regularly evaluate the final results of the projects. The girls develop positive and proactive attitudes while at the same time, they learn time management, information management and planning

Impacts and outcomes. At the end of the program the girls' teams know how to identify a problem, prototype a solution, design a business plan, apply marketing and communication skills, and present it appropriately with digital resources. In addition, they are able to present it in public and defend it before a jury. They are able to process and filter information and produce information and contents. The program could be replicated easily. The data collected in previous editions show that it produces a 78% increase in the interest of girls participating in the technology field and 70% in that of digital entrepreneurship. 67% of them are interested in leadership in the business world at the end of the program. In addition, 58% of the participants start studies in the field of technology at the end of the program and 73% of mentors claim to have expanded their network of professional contacts thanks to the Technovation Challenge.

39. Varni Internet - Slovenia

Geographical scope	National
Countries involved	SI
Type of organisation	NGO
Funding sources	n/a
Primary target group(s)	Children, parents, teachers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2011 - Ongoing
Tools	Website, Facebook, Twitter, LinkedIn, Instagram, WhatsApp, Blog, Newsletter
Key theme	Digital and media literacy
Further information	https://www.varniinternet.si/ @varniinternet

Description. This is a platform for sharing knowledge about safe internet use and the provision of know-how on responsibly navigating the web, with its risks and opportunities. Improving the digital literacy of the population is one of the central goals of the Varni internet team. Primarily intended for children, parents and pedagogical workers together with businesses and other users that can also benefit from its resources. The aim has been the devise and implementation of educational programmes through which awareness is tackled for different age groups about the importance of safe, informed and above all efficient use of the web, at work, in learning (school), leisure and communication. The team consists of young students or graduates that teach target groups on mentioned topics. Mainly related to education in the digital age, children and adolescents, their parents and their educators can find pedagogical programmes. There are certain other courses which cover topics related to digital literacy, efficient integration of ICT technologies and entrepreneurship, and are therefore also aimed at other interested users of modern technology, such as companies, young entrepreneurs and others. Increasing the level of awareness of the Varni employees about online dangers and the ways of dealing with them goes through gaining knowledge about the potential hazards of the internet and acquiring the methodology of dealing with online abuse. In that sense, educators in the future will also be better protected in avoiding hazards and abuses.

Impacts and outcomes. Safe internet, as a platform, is a useful resource that has had an impact in information dissemination and awareness rising especially on the risks on using certain social media tools, especially Snapchat. The expected outcome is a more responsible and enabling use of the opportunities that are potentially rendered. They have developed knowledge about safe, responsible and effective use of the web with various educational programs, which have already reached almost 60,000 informed readers. In addition, the organisation has launched 23 different educational programs and annually engages in collaboration with 132 public institutions and enterprises.

40. Viqui Guia Jove - Spain

Geographical scope	National
Countries involved	ES
Type of organisation	Public
Funding sources	Government
Primary target group(s)	Youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2015 - Ongoing
Tools	Website, Youtube, Twitter, #GuiaJove, Online tool box
Key theme	Empowerment
Further information	@joventutcat

Description. The Viqui Guia Jove is a tool box for youth workers willing to foster and consolidate participation among young people promoting youth. The content focuses on the skills that are needed to enhance the ability of young people of deepening their participation. The educational aspect of the interventions that are posed with the provided sheets have been thought of as a provision of tools that contribute to the empowerment of young people as agents of social change. The reading cards (sheets) tackle different themes related to youth participation, youth equipment and projects promoting youth. Therefore, the format of the guide is based on the wiki methodology, where within the digital platform there is collaborative editing of the documents, which at the same time are open to all those wishing to contribute with ideas and useful material, especially for professionals. The good practice element comes from the fact that the approach of Viqui Guia takes into account that young people are a diverse group, since not all young people are equal, nor do they think the same, nor do they organize themselves equally. When it comes to establishing spaces for dialogue with young people, sometimes only youth organizations are present. Hence, the plurality of opinion of the young people is being neglected, especially in those municipalities with little associative tissue. However, there are several forms of collective action that do not necessarily require the formalisation of an associative fabric and that formulate in more flexible, horizontal and ad-hoc formulas. The challenging aspect involves the necessity to upon the existing channels of participation and adapt them to non-conventional forms of learning that constitute a new challenge for democracy and society.

Impacts and outcomes. The potential impact since the creation of Viqui Guia Jove is based on the underlying mechanisms that help reduce youth inequalities and includes young people with a lesser participative social profile in the spaces of social participation and in public digital space. To do this the guide has maximised on providing the training and know-how. In order to evaluate and quantify the final impacts of the project, the organization is preparing a questionnaire that will be sent to Catalan youth workers working with different territorial realities to find out if the initiative was useful to serve the purposes.

41. WienXtra WebCampus - Austria

Geographical scope	National
Countries involved	AT
Type of organisation	Charity
Funding sources	Government
Primary target group(s)	Young people, children, adults
Disadvantaged groups	Yes
Learning context	Non -formal
Project duration	2016 - Ongoing
Tools	Website, Facebook, Twitter, Online libraries, GameBox, #wienXtra
Key theme	Digital and media literacy
Further information	http://www.wienxtra.at/ @wienXtra_mz

Description. The WebCampus is a training programme for youth and social workers on digital media. The curriculum of the training course focuses on the use of digital media so that it can be put into practice in youth work. Its main objective lies on its transfer into practice. Albertgasse 35/II is a further training facility for youth work and leisure education that offers seminars, information events and focus topic conferences. The youth workers as well as pedagogues from related fields should qualify for both the areas of use of digital media and previous experience working with children and adolescents. Youth workers come from different regions to work together and learn from each other which makes it a good practice example, while digital media is key content and not just an add on. Different training courses include a basic and advanced course in youth work, the WebCampus training programme, play education, prevention of violence, and leadership and social management in a preparatory course for people entitled to asylum. The methodology used in WebCampus is based on a blended-learning concept (Face2Face dates, combined with different online phases of training). The youth worker participants should be able to assess the opportunities and risks of the internet in their teaching work-life. In addition to content analysis and reflection, the participants develop a small practice project within the group. This project aims at expanding the competences of young people leading to a safe internet. WebCampus provides a basic knowledge of the legal framework conditions (rights on images, copyrights, legal provisions in the area of cyber bullying) in order to further aid through a media pedagogical accompaniment for young people i.e. Specific action options in the areas of current web phenomena like sexting, sex drive, grooming and cyber-mobbing. In Austria, the use of mobile internet among young people is high, since costs are comparatively low. This means that youth work had to adapt to digital media as a focus of communications between the youth worker and the target youth.

Impacts and outcomes. WienXtra has enabled participation in basic youth work/international youth work: new incentives and ideas, exchange among international youth experts, study trips or even insights into youth work in Vienna for visitors. Currently WienXtra represents one of the biggest practice-oriented media education institutions in Austria.

42. Y-NEX - European Youth News Exchange - Croatia

Geographical scope	Transnational
Countries involved	HR
Type of organisation	University, NGO
Funding sources	Erasmus+
Primary target group(s)	Youth workers, young people, children
Disadvantaged groups	No
Learning context	Non - formal
Project duration	2015 - 2017
Tools	Website, Facebook, Twitter, Instagram, Pinterest, Flirck, LinkedIn, Vimeo, Google+, Github, MOOC, Blog
Key theme	Digital and media literacy
Further information	https://y-nex.com/ @Ynexchange

Description. Through an innovative training program in mobile journalism, the Y-Nex project contributes to the empowerment and active citizenship of young people, increasing their capacity for political and social participation. Through the creation of the European Youth News Exchange (Y-NEX) service, the project enables young people to connect with the general public, express their opinion and have an influence on the political and social processes affecting their lives. The first objective of the project is to develop a new training program and a MOOC in mobile journalism. The second objective is to develop the European Youth News Exchange (Y-NEX) as a service which will draw on the news-gathering and production resources of all the youth trained in mobile journalism. The training course analyses information, values and messages conveyed via media, together with how different media work to set agendas, influence public opinion and define values and the role of education in understanding this influence. The course also focuses the relationship between media and ethics, human rights, democracy, social inclusion, e-inclusion and citizen journalism. The course consists of six modules: 1) Media Literacy and Human Rights. 2) Mobile Journalism Technology, aiming exploit the ubiquitous nature of smartphones among the young population. 3) Mobile Journalism Storytelling, whereby participants will learn to distinguish different ways of developing a story idea for different platforms. 4) Mobile Journalism Production, in which the focus is on smartphone apps and their usage, how to choose and which apps to use for the production of a story. 5) Intellectual Property Rights. 6) Digital Entrepreneurship.

Impacts and outcomes. The project has focused its impact on two main target groups, the first target group of the project includes youth workers and staff active in education, 18 of which have been trained as trainers. The second target group includes high-school pupils, students, trainees, volunteers and unemployed young people who will be trained in mobile journalism. They have also developed Mobile Journalism MOOC which is composed of 6 MOOC units following the curriculum modules and piloted MOOC with 150 participants.

43. Yinternet.org - Switzerland

Geographical scope	National
Countries involved	CH
Type of organisation	Non-profit Foundation
Funding sources	Donation, public, private, fundraising
Primary target group(s)	Young people, children
Disadvantaged groups	No
Learning context	Non -formal
Project duration	1998 - Ongoing
Tools	Website, YouTube, Online platform, Other digital tools
Key theme	Empowerment
Further information	http://elearning.yinternet.org/

Description. The goal of the Yinternet.org campaign is to stimulate creativity; the ability to learn and collaborate online in the area of responsible behaviour on the internet, by discovering innovative ideas, trends and practices which are changing our society. The main objective is to initiate and deploy a campaign specifically for 5-30-year-olds and 5-18-year-olds. Also, parents are to assist in decision-making and intelligent, non-stigmatizing prevention. The Yinternet.org Institute was founded in 1998 with support of Swiss Agency for Development and Cooperation to promote ICT in civil society. It works closely with various national and international agencies, for reducing digital divides and producing quality-criteria in internet project management. Yinternet describes its '*raison d'être*' in one single key word: '*netizenship*', alias citizenship on the internet. Yinternet.org uses its networking role to engage academic institutions, businesses, and entrepreneurs to create a community of practice around an intra-community infrastructure in collaboration with other organizations in Switzerland. Yinternet.org has a scientific committee that is composed of some of the major international experts on digital inclusion and common good in information society.

Impacts and outcomes. Yinternet.org has brought together experts, social entrepreneurs and volunteers, contributing to this mission of promoting responsible behaviour in digital environment. Over 5,000 NGO leaders, trainers, entrepreneurs and unemployed people have been trained in 10 years under the responsibility of Yinternet.org, within various programmes for socio-digital inclusion under mandate of private and public institutions. The main outcomes accomplished consist of: ongoing research and training on behaviour in the internet, regular campaigning on responsible behaviour, impact on the design and gardening of communities of practices.

44. YOUCA - Belgium

Geographical scope	Regional
Countries involved	BE
Type of organisation	NGO
Funding sources	Government, Sponsorship
Primary target group(s)	Young people, teachers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2017 - Ongoing
Tools	Website, Facebook, Twitter, Instagram, #youca
Key theme	Empowerment
Further information	https://www.youca.be/ @youcavzw

Description. YouCa (Youth for Change and Action) formerly named Zuidoog - is an organisation for and by young people that encourages them to work together for a sustainable and just society. The organisation aims to raise awareness about important social issues and support young people and educators in their commitment. It provides unique encounters in Belgium and other places of the world driven by their impact on the cultural, business and public life. YouCa works with young people by empowering them through the provision of active incentives and in an experiential way, and its pedagogical approach is active peer-to-peer learning. Young people are involved in every component of the organisation including the selection procedure for the yearly projects to be carried out. Employers can also have their say by joining in the organisation through their website and posting one-day jobs. All the activities of the project are disseminated through the website and social media (Facebook, Twitter). Moreover, they use several online tools for the meetings, including social media. During the project, volunteers learned how to organise a Skype online meeting. A famous event is the YouCa action day with 15,000 students involved. For this day they launch a social media campaign to reach more people. In fact, the internet in general, and particularly social media are the main methods used to reach volunteers. Young people do not especially like e-mails and they often ignore them. That's why they consider important to combine e-mails with social media websites (Facebook, Twitter) that are better tailored for reaching young people.

Impacts and outcomes. YouCa impacts young people by offering them the opportunity for self-development and self-growth. In order to better understand themselves in relation to others and the world, young people taking part in YouCa projects develop competencies in terms of active engagement for the future. In October 2017, the YOUCA Action Day was organised for the twelfth time. More than 17,000 young people used it as starting point for becoming involved in a company, organisation, the government or the private sector. One barrier for the project success would be a low participation of schools, since they help to contact volunteers. However, some young people are reluctant to participate when the offer comes from a formal environment. On the other hand, the internet is an extra tool that can be useful for youth social engagement but it cannot substitute the social soft skills.

45. Youth Manifesto - Ireland

Geographical scope	Transnational
Countries involved	-
Type of organisation	NGO, Government
Funding sources	European Commission, Insafe network, SchoolNet
Primary target group(s)	Young people
Disadvantaged groups	No
Learning context	Non - formal
Project duration	2014-2015
Tools	Tricider, Website, Facebook, Twitter, YouTube, Adobe Connect, #YouthManifesto
Key theme	Active Citizenship
Further information	http://www.youthmanifesto.eu/

Description. The Youth Manifesto is an online declaration of the digital rights that young European feel that are important for them. This initiative was launched on 7th February 2014 by a group of young ambassadors as part of Safer Internet Day in the presence of the former Vice-President of the European Commission, Mrs. Neelie Kroes. Following the launch of the Better Internet for Kids (BIK) portal which aims to provide a central hub of information and resources on internet safety including a dedicated youth corner, the content of the Youth Manifesto website has been gradually migrated there. The overall objective was to gain the perspective of the digital citizens of Europe on the digital rights that they view as essential for building a better internet and on what needs to be done to achieve the full potential of the internet as a universal tool for communication and learning. Young people were encouraged to reflect on what a better internet means to them and to participate in identifying those issues that were essential in building an internet that is better for them and their peers. Furthermore, it involved active participation and citizenship by encouraging young people to reflect on their digital rights and to come up with a list of digital rights that would then be presented to policy makers, industry and other key stakeholders. Additionally, the Insafe youth panels used these principles to start discussions on youth digital rights and to create their own principles in their national languages initiating debate at inter-national level at high-level debates.

Impacts and outcomes. The Youth Manifesto could be thought of as a tool that empowered young people to speak out their views and to come up with their digital rights. Young people had strong views of how to build a better internet. All these views were expressed in the 10 principles that young people selected and worked on with their mentors. Likewise, the Youth Manifesto gave a voice to young people and represents a message for European policy makers, who had a clearer idea of what their young citizens expected. The recommendations that came from young people can also serve as a starting point for future discussions on how to shape policy for the benefit of the young generation. It can also serve as a model for future youth consultations.

46. Youth Media - Ireland

Geographical scope	Transnational
Countries involved	IE
Type of organisation	Private
Funding sources	Adobe Education Exchange
Primary target group(s)	Youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2006 - Ongoing
Tools	Website, Online platform, Other digital tools
Key theme	Empowerment
Further information	https://edex.adobe.com/youthmedia

Description. This collection, which includes media produced by youth, builds on the resources created by the Adobe Youth Voices (AYV) program. The AYV curricula, toolkits, and stories have been designed to inspire young people to be thoughtful and intentional in their media making, that is, to *Create with Purpose*. Adobe Youth Voices started in 2006 originally as an Adobe Foundation programme. It collaborated with a global network of partners to provide educators with the tools and professional development to support youth media making.

The strategy followed has been the generalisation of the educational tools so that they could be applied by different educators in a range of settings. These tools have been personalised within the community of young people to reach their necessities. Moreover, the methodology was based on the idea that in the media production process students should learn through collaboration. Youth Media facilitates media production through different media tools (documentary, radio, graphic design). The curriculum and training materials from the programme are freely available to any educator interested in guiding youth to create original media works on issues they care about.

Impacts and outcomes. Creating digital media content might often come easily to youth who are immersed in technology in their everyday lives. The outcome pursued by this collection of resources relies on the fact that, while a young person can practice a skill such as media making on his or her own, an effective media educator functions as a coach, who reinforces good form, recommends ways to improve, and provides continual moral support. The main result has been that many more young people can have experiences such as teaching, and interacting with both education and media production within the youth media production community.

Moreover, good youth media supports young people's media literacy development. It helps youth better understand how media is made, who makes it and why, who is trying to influence it and what influences are present in social media.

47. Youth Short Movies Learning App - Bulgaria

Geographical scope	Transnational
Countries involved	BG, UK, CZ, HU, IT
Type of organisation	NGO
Funding sources	Erasmus+
Primary target group(s)	Youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2016 - 2017
Tools	Website, Facebook, Twitter, Pinterest, Dribble, Google+
Key theme	Active Citizenship
Further information	https://youmoviapp.wordpress.com/ @youmovi2016

Description. The YOUMOVI project combines the efforts of all relevant organizations from five different European countries. Its main tool is a 24-hour accessible, free, on-line learning application (YOUMOVI app). The idea behind the app is to mutually benefit young people and youth workers. Youth workers will further develop their digital competences by using the app in their daily youth activities, which will lead to an increase in their level of professional skills. These youth workers will use on-line resources to inspire young people for active citizenship and participation.

Short movies serve a dual-purpose. Firstly, they play a significant role in youth culture nowadays, as they are captivating and powerful means of communicating ideas in a user-friendly and comprehensive way. Secondly, short movies have proved a suitable way of conveying information to a young audience, since they can provide the synthesis of "big" topics like active citizenship, social exclusion or unemployment through our senses and leave a long-lasting memory and sensation. Young people using the app will have access to more than 7,000 digitalised short movies, created by artists from the International Short Movies Festivals.

The duration of the project is 18 months and the main activities are grouped into 6 work packages, covering all the main processes such as management, preparation, development, testing and dissemination. The main activities envisaged to attain wide spread coverage will be the online dissemination campaign and international dissemination conference.

Impacts and outcomes. The YOUMOVI app has provided youth workers with an innovative tool to apply to their key task, which is raising awareness among young people on the topic: "Active Citizenship and Participation". By Using the app, youth workers will further develop their digital competences in their daily activities. In addition, they will realize the opportunities of internationalization of their work and exchange of know-how with peers from other countries that digital technologies offer.

48. Youth Work HD - Croatia

Geographical scope	Transnational
Countries involved	HR, IT, LT, LV
Type of organisation	Partnership
Funding sources	Erasmus+
Primary target group(s)	Youth workers
Disadvantaged groups	No
Learning context	Non-formal
Project duration	2016 - 2018
Tools	Website, Facebook, Twitter, Google+
Key theme	Active Citizenship
Further information	http://www.youthworkhd.eu/

Description. Youth Work HD project aims at improving the quality of the work of youth workers on a local level, through the development of skills and competences of youth workers. There is also international cooperation through the exchange of experiences, knowledge, and opinions among participant countries, as well as others that want to get involved by using an online educational platform that will be developed in this project making it thus a transferable initiative designed as such from the beginning. The platform will provide opportunities for youth workers to develop their skills realizing more effective cooperation with the stakeholders. Adequately recognizing the needs of young people is of essence for the development of a platform that will meet the needs of youth workers. Research was carried out to explore existing online educational resources for youth workers, online questionnaires conducted, and through four focus groups, the main youth work subjects were investigated in more detail, on which the online platform will be based (cooperation with relevant stakeholders, policy impact, reaching out to young people, usage of ICT tools). Although there is a high percentage, almost 50%, of youth workers declare to prefer to attend online blended courses, when questioned on what particular features they would prefer to see in the eLearning platform of the Youth Work HD project.

Impacts and outcomes. The quality and success of youth work is highly dependent on its potential to meet and constructively relate not only to the needs of young people, but also to the knowledge and expectations of society in general, other actors in the youth field, and both professional and volunteer youth workers. Youth Work HD is making an impact by recognising a set of ICT tools and skills that are important in daily work with young people (online safety, social networks for reaching out to young people, tools for online cooperation, online counselling, open educational resources etc.) and offering an online platform for their development. Lastly, the conclusion of an online survey for Youth Workers that was carried out by a joint report among stakeholders from December 2016 until February 2017 proposed that the most urgent action is to provide advanced training opportunities in order increase the competence level of youth workers around Europe, thus promoting a more qualified and professional offer to European young people.

49. YouthMetre - Belgium

Geographical scope	Transnational
Countries involved	BE
Type of organisation	University, European Association
Funding sources	Erasmus+
Primary target group(s)	Young people
Disadvantaged groups	Yes
Learning context	Non-formal
Project duration	2014 - 2017
Tools	Website, Facebook, Instagram, YouTube, Newsletter, Blog, Online platform
Key theme	Active Citizenship
Further information	http://youthmetre.eu/ @youthmetre

Description. YouthMetre is an innovative tool that gives young people access, via a digital data dashboard, information about how well their policymakers are performing in different youth fields in line with the indications provided by the EU Youth Strategy and according to the priorities perceived by its target population: the young European citizens. Examples of best practices are presented in order to help authorities improve their activities. The development of such an e-tool will empower young people to engage with and have an impact on shaping EU youth strategy. This would also guide the implementation at local, regional and national levels. By visualising regional and national data on youth policy achievements through the e-tool, the possibility for authorities to make it fast to track and compare policy becomes available. In addition, YouthMetre connects young people and policy makers mainly to create dialogue. The e-tool enables concrete points on communication and gives ideas for policy makers on how to practically proceed. YouthMetre addresses Priority 7 "Using e-participation as an instrument to foster young people's empowerment and active participation in democratic life". Through multiplier training activities YouthMetre directly offers the chance for youth with the necessary skills and knowledge to influence, improve and/or transform the effective implementation of policies and practices for young people by critically challenging policy makers and addressing issues raised in the 2015 EU Youth Report.

Impacts and outcomes. YouthMetre has also made an impact by addressing public sector agencies and other organisations working in youth policy areas. It creates a network that brings these groups closer to young people and their needs. The project has connected different entities working with young people and has engaged them as multipliers to empower youth involvement in policy actions. Some of the recommendations for policy makers have been: to provide more and equal opportunities for young people in education and the job market, and to encourage an active participatory spirit from youth in society.

50. Zavod404 - Slovenia

Geographical scope	National
Countries involved	SI
Type of organisation	Research Centre
Funding sources	Sponsor, Donation
Primary target group(s)	Young people, children
Disadvantaged groups	No
Learning context	Non – formal
Project duration	2016 – Ongoing
Tools	Website, Blog, Facebook, Instagram, YouTube
Key theme	Digital and media literacy
Further information	https://404.si/ @zavod404

Description. Zavod 404 is the first youth technology and research centre in Slovenia, established with the aim of providing young people with the technical skills and inspiration for research, science and entrepreneurship. For those who have the desire to create, help is offered and a space where they can acquire the necessary technical skills, which is not always possible in school. The physical workshop is located in the very centre of Ljubljana, at the premises of the Institute of Metal Structures. The vision behind the research centre is that only in communities where ideas are valued can real talents develop. They work with pupils (from 9 years on) and students to introduce them to technical professions while engaging in lessons of various ICT tools (through educational workshops) so that the pupils can develop their own ideas. An example of the type of projects embarked upon, Microtransat is a project developed by the students of the University of Ljubljana, led by the University of Ljubljana and Zavod 404. It is attended by students from the Faculty of Mechanical Engineering, Faculty of Electrical Engineering, Faculty of Mathematics and Physics, Faculty of Maritime Studies and Transport and the Faculty of Computer and Information Science, where the overall goal is to create an autonomous sailboat that will overtake the Atlantic itself. Another example is the Tesla Project, a year-round program intended for girls and boys who want to realize their own technical project and find themselves in need of acquiring practical skills in electrical engineering, programming, mechanical engineering and design. The implementation is carried out within the Zavod 404 development environment, where participants have direct access to equipment, tools and machines, which enables them to use the knowledge and mentor team directly or independently.

Impacts and outcomes. It was the very first research centre of its kind in youth technology in Slovenia, created with the aim of providing young people with technical skills and inspiring them to explore, science and entrepreneurship. Zavod404 has transmitted enthusiasm for research and invention to students. The institute has successfully cooperated with domestic schools and faculties. It started with students, but now they are covering elementary and secondary schools and faculties, which represents almost 2000 individuals included in the programs.

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ISBN: 978-92-79-79845-0



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