



GUIDELINES & TOOLKIT FOR DIGITAL YOUTH WORK



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The opinions expressed in this work are responsibility of the authors and do not necessarily reflect the official positions of either of the funding institutions, their member states or the organisations cooperating with them.

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Introduction

The project



QU.A.R.AN.T.I.N.E. – Qualitative Advanced Research ANd Training for Inclusion of Needs through Elettronic tools is a project ideated during Spring 2020, when COVID-19 disease spread caused the world to face one of the most important global and systemic crises, which is still affecting the lives of people of all ages in different levels: economic, social and health. Although a long time will be needed to fully grasp the effects, impacts and consequences of these months under different perspectives, it was evident to the partnership the need to analyze and intervene while the pandemic is still going on, to understand which practices and which strategies have been set up by Youth Organisations all over Europe to cope with the unforeseen situation, to support young people in these difficult times and to adapt their practices of non-formal education to the new needs emerged.

Digital Youth Work is, in fact, not a new topic in the field. It was already a trending topic in the last years, with many publications aiming at providing insights and perspectives to integrate the digital dimension in a field, non-formal education, deeply rooted in residential, experiential, outdoor methodologies for learning.

Several European institutions already included digital transformation and digital policies in their agendas, although they do not specifically address youth work or youth policy in the first place.

Debate among youth work practitioners before the pandemic was mainly conducted in a dichotomic way: on one side (a minority of) enthusiasts who see the future of non-formal learning developed on online platforms and through video games, on the other a quite reluctant fanbase of the "old school" youthwork. The Pandemic forced everyone to distance and to activate different strategies to cope with the situation. Young people and their needs have not always been in the spotlight in this delicate period. If we consider the consequences in the lives of young people, in their educational paths and in their work environment, we can imagine an even worse scenario for NEET people, in which social difficulties have even worsened.

This project is addressing two different target groups:

- **youth workers and youth organizations:** to increase competences and provide tools for "distance" youth work, both for emergency situation like the one we are living, as well as for other potential situations in which a "blended" approach can be useful and increase quality or effectiveness. The project intends to explore best practices and support innovative methodologies, to enhance opportunities for youth workers and their target groups, to promote digital youthwork and the development of digital competences in non formal learning environment. On a broader level, the intention is also to show the capacity of youth organisations to support their target groups, adapting their practices to emerging needs and situations. Their supporting role can be quite relevant and impactful, but must be accompanied by adequate competences;

- **young people, with fewer (and fewer) opportunities:** as mentioned before, pandemic worsened conditions for young people and even more for those who already suffered from fewer opportunities. The project aims at creating the conditions to reach them and motivate them to be active, feel less isolated and hopeless, but part of a community where to find opportunities, activities, occasions to have a role and gain new skills or direct themselves.

The biggest challenge in this sense is due to the fact that digital dimension often comes with a divide: if on one side it could result a useful way to overcome geographical obstacles and it can facilitate distance youthwork, on the other it is a fact that digital poverty is one of the signs of economical obstacles, where the presence of adequate devices, internet connection and work spaces can make a difference of privilege between those who could access learning (formal or non formal) from those who could not make it. The project consists of three main actions:

- preparation of a **handbook with guidelines and a toolkit for digital youthwork**, here presented
- a serie of **motivational videos**, to support fewer opportunities youth groups needs and questions
- a **virtual mobilisation campaign, "I'm with you(th)"**, aimed at raising awareness on the challenges and the opportunities for young people.

The handbook

The handbook is the result of the first year of work of the partnership, divided into three parts:

- 1) Survey** - The research was addressed to around 250 youth organizations, with a focus on the consortium countries but broadening to the whole of Europe. The results, a massive amount of data, have been analyzed and reported in a general overview, which is the next chapter of this handbook. National reports for the countries where partners work have also been prepared. This is the main source of quantitative and qualitative analysis on which we based the following steps of the research and that is going to be presented in national webinars (or seminars, if conditions will allow). An international webinar will also take place, to introduce the contents of this document. The research shows significantly how important non-formal education has been in this emergency period and which is the potential for the field and the practitioners to be responsive;
- 2) a theoretical and methodological framework** explores how organizations dealt with the struggles of openness and accessibility in the digital dimension. A few questions have been explored starting from the perspective of the direct experience collected in the survey and thorough research of a rich **bibliography**, showing a part of the vast amount of high-quality material already produced by researchers, practitioners, institutions in the last two years.
- 3) a toolkit**, that will result as a specific publication on its own, as from the survey emerged that most organizations counted on few "most popular" tools, while many more could be useful and relevant for the needs of digital youth work. We also included some activities that result in the work of digital transformation of traditional youth work activities, that became particularly popular or worthy during the pandemic in the practice of the partnership or of the organizations answering the survey.

We are aware that this work is not fully comprehensive and that surely many similar documents and researches have been developed in the last year; our wish in delivering this handbook is to provide a perspective on what has been the collective experience of the community of youth workers and practitioners, challenged to innovate and adapt, often in social contexts of lack (of resources, recognition...). We also imagined addressing this handbook to youth organizations who might find useful insights and suggestions on how to further develop their digital youth work practices.

The partnership

Associazione Culturale Eufemia - Torino, Italy
www.eufemia.eu



Cultural Promotion Association working for social inclusion, through active citizenship actions under the banner of intercultural dialogue.

For the development of a community attentive to environmental and food sustainability, Eufemia conceives, designs and coordinates local and international projects. Eufemia team develops and implements innovative educational tools, based on non-formal, peer-to-peer and learning-by-doing education.

Eufemia promotes European volunteering as personal and social growth, works in schools and with young people, supporting and spreading the values of international mobility. Eufemia supports the activation of community artistic paths to combat early school leaving and support the realities that live in situations of socio-cultural hardship.

Eufemia is active locally, nationally and internationally. It is a member of many NGO networks and a recognized player in the vast network of collaborations between public and private institutions, third sector associations and individual citizens.



CEIPES - Palermo, Italy
www.ceipes.org/it

CEIPES, International Centre for the Promotion of Education and Development is a Non-profit organisation founded in 2007, leading a Network of more than 8 European and extra European associations focused on Education, Training and Social Development. CEIPES has expertise on Education, Transfer of innovation and Project management in different European programmes tackling the Education and the capacity building of different target groups, from young people to adults, from women to unemployed, migrants and disadvantaged groups.

It also promotes lifelong learning, vocational training and entrepreneurship with the aim of enhancing opportunities for youth and adults to improve and acquire competences and therefore boost their employability and inclusion.

CEIPES has several links with public and private local and international stakeholders that can contribute to the achievement of project results in terms of dissemination, exploitation and sustainability of them. CEIPES can count on experienced staff composed of professionals with different competences and fields such as psychology, communication, training, international cooperation, social and cultural mediation, social assistance, ICT, digital manufacturing and law.

The partnership

GAMMA - Iasi, Romania
www.gammainstitute.ro



The aim of Institute for Research and Study of Quantic Consciousness – Gamma Institute is the promotion, development, research and initiative for activities in the field of psychology, psychotherapy and mental health, in particular through training programs, workshops, psychological services and psychological assistance, counseling, psychotherapy and training of specialists; also, another aim is to facilitate the cooperation between romanian specialists from the fields mentioned above and other specialists from international area.

Gamma Institute has 3 departments:

Gamma Training – education department, that has 2 training schools, where participants are experiencing new instruments for personal development and training.

Gamma Clinic Psychology – health and intervention department. In this department, there are available different psychological services, in individual sessions, couple, family or group sessions and workshops on interesting topics.

Gamma Projects & Research develops European projects and research in the field of psychology, with the aim to promote self awareness and to promote the benefits of mental state on the individual and familial life quality. Also, through this department, we make mobilities and good practices exchange for psychotherapists and students from the training school in systemic psychotherapy.



K-GEM - Ankara, Turkey
www.k-gem.org

Woman and Young Entrepreneurship Centre Association is a non-profit organization and founded on March 2008, aiming at empowering youth, human rights, entrepreneurship, agriculture, tourism, woman, democracy, promoting peace and integration among people with different backgrounds, through assisting them in acquiring knowledge about different traditions and cultures, developing their tolerance and acceptance.

The organization is member of European Woman Platform, European association for local democracy, a European network which gathers more than 150 members, including local authorities, associations, NGOs, and individuals from more than 30 countries. Basic characteristic of European Woman Platform and her members is promotion of good governance and citizen's participation on a local level.

The main aim is to provide and/or increase the opportunities for students, woman's and workers with migration origins or local persons; train teachers, parents and leaders committed to the education and the integration, democracy and inclusion; contribute to nonviolent processes of conflict transformation in Europe by providing competences, skills development.

Their vision is providing non-formal educational based opportunities for not-integrated youngsters, students, workers, woman and to give them a chance to be included, to learn better and to be guided along a career path and social and vocational life.

It cooperates with social and educational sector organizations to promote policy changes and improvements to services. The scope of the association is to provide flexible non-formal education programs in various fields within the framework of lifelong learning. It has oriented its services toward the main guidelines and priorities stressed out by the European Commission. Main Focus is given to innovative learning and teaching skills, which will enable students to be active in social-educational and future vocational life.

The partnership

ASPAYM Castilla y León - Valladolid, Spain
www.aspaymcyl.org



ASPAYM Castilla y León Foundation starts working on 2004, twelve years after the establishment of ASPAYM in the region of Castilla y León. Its main aims are to promote autonomy, equal rights and opportunities and to increase quality of life of people with physical disabilities, allowing them a significant integration among the society. In addition, ASPAYM CyL seeks to be a leading association, providing its target users with the tools to achieve that mission. That goal is reached thank to the quality of its programs and activities, the research and the proper use of new technologies. The organization, and also the youth department, has headquarters in different cities in Castilla y León, with a special emphasis on rural areas. It includes Ávila, Burgos, Camponaraya (León), Cubillos del Sil (León), León, Matapozuelos (Valladolid) Palencia, Paredes de Nava (Palencia), Segovia, Valladolid y Villadiego (Burgos).

ASPAYM CyL has a youth department focused on activities with young people. This department is an active member of the Regional Youth Council of Castilla and Leon, and also part of the Permanent Youth Council of the Province of Valladolid, where ASPAYM is a member of the board. We are also part of the network of youth information points in the province of Valladolid, which makes it the only entity of young people with diversity that meets everything above. The youth department of ASPAYM Castilla y León develops many activities for advocacy, non-formal education, employment, leisure inclusive, etc. One of the most prominent examples is the inclusive camp developed by the entity and which has 18 years of experience and multiple awards, as well as the awareness project "Ponte en mis zapatos" (Put yourself in my shoes), whose main objective is the standardization of disabilities in schools, community centres, youth organizations, etc.



Novo Mundo - Almada, Portugal
Associação Novo Mundo | Facebook

Novo Mundo was created in August 2013 with the mission to promote the values of European and active citizenship among young people in the city of Almada.

Our name was inspired by the courage and ambition of Portuguese navigators to reach and discover "new worlds to the World" during the 15th and 16th centuries.

The main objective is the empowerment of young people, to facilitate the acquisition of new skills and competences based on non-formal education and experiential learning, creating opportunities for young people to discover a new dimension of interaction where it is possible to have the same opportunities to succeed in life by being different and making a difference.

Keeping in mind needs and concerns of young people in our local communities, our association is actively involved in creating and promoting activities in various areas, such as: Youth Employment and Entrepreneurship, Sustainable Development and Healthy Lifestyles, Art, Culture and Technology, Intergenerational Dialogue, Sports and Outdoor Education, Social Inclusion and involvement of young people with fewer opportunities, promotion of local networks and enhancement of local heritage and natural ecosystems. Activities consist largely of European projects, whether they are strategic partnerships or youth mobilities, recently with a strong focus at a local level. They also provide information on national and international mobility opportunities, Volunteer Service, entrepreneurship, training and education, self-development, career guidance and career opportunities.

The Survey methodology and results analysis

The report summarises and discusses the results from the survey distributed to youth workers, educators, and those working at youth organizations in the first months of 2021. It aimed to assess the situation with youth work and the respondents' needs, focusing on the impact of the COVID-19 pandemic on youth, youth workers, and youth work activities, with particular reference to conducting such activities digitally.

The form has been translated into English, Italian, Spanish, Portuguese, Romanian and Turkish to allow more accessibility; the answers collected in a different language from English were then reported and translated to English when necessary by the partnership.

The survey proposed a few questions to explore general data of the responders: Country, role/belonging to a youth organization, youth work target group, how they knew about the survey. Contents of the research were then proposed through 20 questions (open answer, multiple-choice, agree/disagree, rating questions). Among the topics explored:

- **Participation of the target group in youth work activities (before/during pandemic)**
- **Situation and challenges of their youth groups**
- **State of art about youth work in their Country**
- **Tools and Methods useful in online youthwork**

The 247 responses received provided valuable information also for the next stages of the project. The results of the survey were fairly consistent across the countries of the partnership. Particular attention was given to whether there were any significant differences across the partner countries as there was sufficient data to extrapolate such conclusions. Any notable differences are briefly discussed throughout the report.

Demographic data

Respondents' countries are represented in the table below. Most of the responses came from the countries of the partner organisations (Italy, 52; Spain, 49; Portugal, 33; Turkey, 30; and Romania, 26), with the remaining responses from countries outside of the consortium.

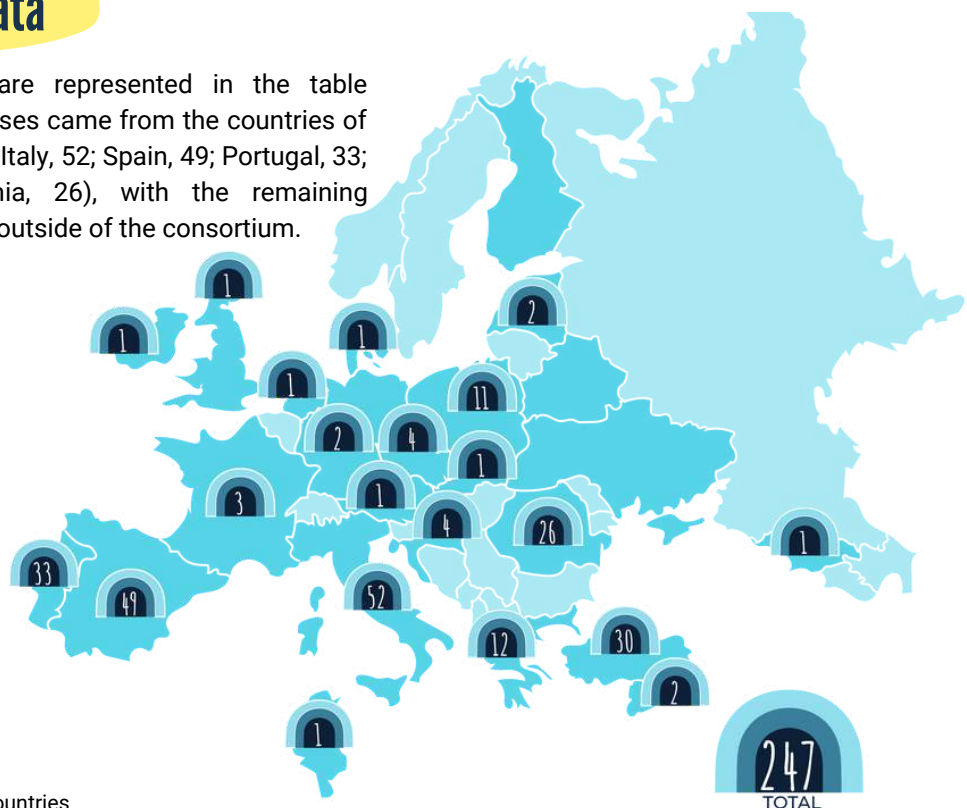


figure 1. respondents' countries

Most respondents were youth workers attached to a youth organisation (51%), while just over a quarter of respondents were representatives from a youth organisation (i.e: project managers). A small proportion of respondents identified as either a youth worker unattached to an organisation, an educator, or “other”.

In terms of the target group of the respondents’ work, most reported fairly generally as working with youth or young people and the age of them ranged from very young (one respondent said that their target was from 3 months old to 20 years old), to the 30s. Most respondents’ target group was in the age range of about 13 or 14 to 30. Some specific target groups emerged, such as youth with disabilities, youth from rural areas, unemployed, NEET (Not in Education, Employment, or Training), migrants, youth with fewer opportunities (disadvantaged), and finally several others mentioned groups like “the vulnerable”, homeless, and girls. This range of target groups is useful for providing a picture of the experiences and opinions of youth workers taking part in youth work in very different contexts with youth with very different priorities and experiences. Results were generally consistent across the countries, however, most of the respondents who reported work with youth with disabilities were from Spain. This is likely due to this being the primary target group of the Spanish partner, ASPAYM.



figure 2. youth target groups

It is worth noting how most respondents received the survey given that this information could be informative for future research. The vast majority of responses came from three sources, which were fairly evenly represented: a colleague, a personal communication, or an organisation partner, fairly few responses were due to receiving the survey from a general email, a Facebook group, or other sources. This suggests that personal communication is by far the best way to elicit participation in such research.

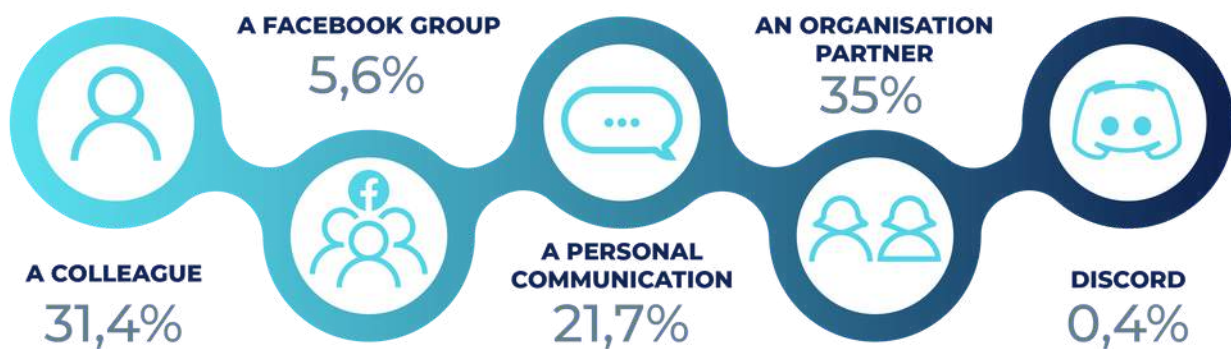


figure 3. how did you receive this survey?

Participation of Youth

The general picture of youth attendance is that there are some difficulties in getting youth to attend, but that as a whole when they do attend, they tend to be more frequently engaged than disengaged in activities. More specifically, only 16% of respondents disagreed with the statement “Encouraging youth to attend youth work activities is often difficult”, whereas 38% agreed. (figure 4)

Encouraging youth to attend youth work activities is often difficult

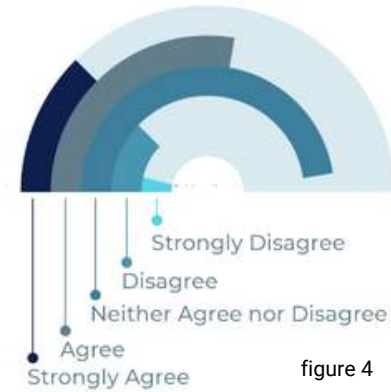


figure 4

Youth are often not engaged in youth work activities even if they attend

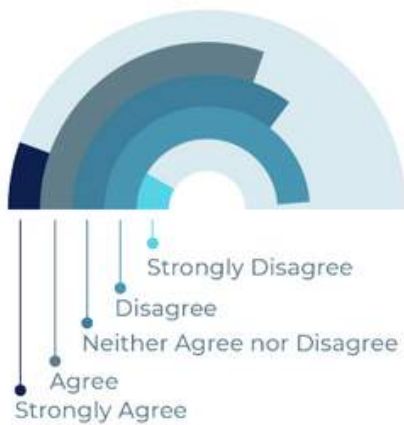


figure 5

On the other hand, 44% of respondents disagreed with the statement “Youth are often not engaged in youth work activities even if they attend”, with only 28% agreeing. These results suggest that some problems associated with youth participation in youthwork activities may revolve around getting youth to attend/participate, but that, as a whole, when they do attend, they are reasonably involved in activities. The only significant difference in the responses to this questions is registered in the Spanish group, trending agreement towards the statement and highlighting the struggle to keep people engaged in the activities. We can therefore presume that youth group attendance is the main challenge to tackle, but youthwork activities also must have some engaging elements to keep young people attending and taking part. (figure 5)

A somewhat similar relationship can be found in respondents views on attendance and engagement in youth work activities since the beginning of the COVID-19 Pandemic. Thus, the majority of respondents (70%) agreed with the statement “The rate of attendance in youth work activities has decreased since the beginning of the COVID-19 pandemic” – with the largest proportion of respondents “strongly agree[ing]” (42%). (figure 6)

The rate of attendance in youth work activities has decreased since the beginning of the COVID-19 pandemic

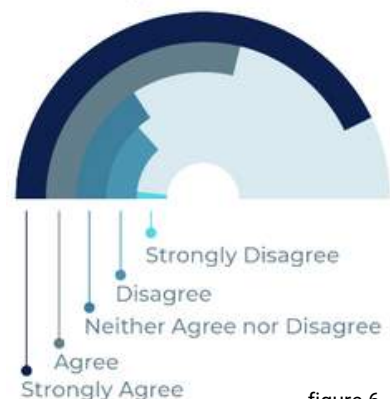


figure 6

The level of engagement of youth in youth work activities has decreased since the beginning of the pandemic

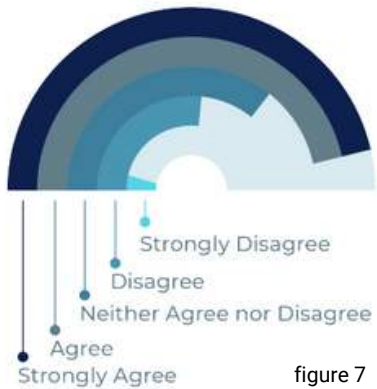


figure 7

Many respondents agreed with the statement “The level of engagement of youth in youth work activities has decreased since the beginning of the pandemic” (57%); although this % is lower than the previous about attendance, we can see an increased amount of "neutral" responses. A possible interpretation of this data is that the issue of getting youth to attend activities is perceived as more serious than getting them to engage in activities when they do attend, or that it is harder to figure out the level of engagement through the digital dimension.

Comparing the results shown in figure 6 and 7,, which refer to questions asking about youth engagement in youth work activities in general, and since the onset of the COVID-19 pandemic, we can see that respondents reported finding it more difficult to get youth to engage in activities since the onset of the pandemic, with 29% more respondents noting issues with engagement in activities held since the pandemic than those that reported issues with engagement in youth work activities in general.

A particularly notable finding related to youth access to youth work activities. A highly significant 75% of respondents agreed with the statement “Youth access to youth work activities has been negatively affected by the pandemic (e.g. due to lack of good internet connection, equipment, or space at home)”, with the highest proportion of respondents (43%) strongly agreeing with the statement. This is supported by qualitative findings in participants’ responses to open questions. For example, one participant cited “the problem of accessibility” as the most significant new problem affecting youth. (Figure 8)

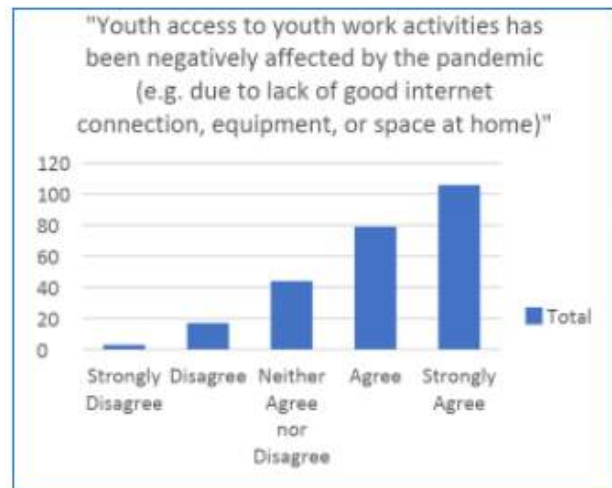


figure 8

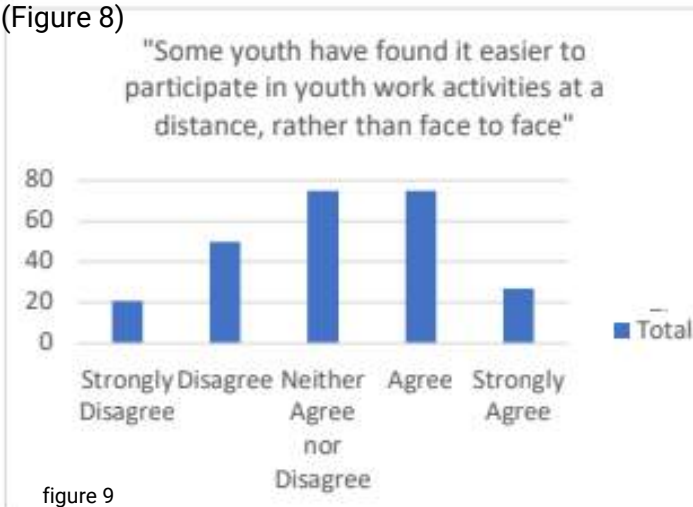


figure 9

A final issue related to youth participation that was investigated in the survey related to a finding that was noted in the development of the questionnaire – some youth workers had reported that they worked with youth who found it easier to participate in youth work activities at a distance rather than face to face. This was either because it was geographically difficult for them to attend face to face activities, or because of issues such as anxiety, they felt more comfortable participating in the online environment.

Results from the survey (figure 9) were somewhat mixed, although they suggested that this holds true in many cases. Although few strongly agreed (11%) with the statement “Some youth have found it easier to participate in youth work activities at a distance, rather than face-to-face”, 30% agreed. Thus, in total 41% agreed to some extent, while only 28% disagreed to some extent. This highlights the importance of improving technological accessibility, so that the benefits of participating in activities are available to those who prefer or can only access activities when they are held online. As discussed above, getting youth to attend activities is one of the biggest challenges. This challenge is made substantially more problematic with issues of accessibility. Thus, providing technological tools to youth: reliable computers/laptops with working speakers and microphones is essential. Furthermore, the provision of reliable internet connection should be made a priority.

Situation of young people

In one of its sections, this survey aimed to understand the primary problems affecting youth in Europe at the moment, and, based on research in developing the survey, how (increasingly) significant mental health issues were, such as anxiety and depression. In an open question, respondents offered a range of suggestions of the most significant problems affecting youth, and these are represented in the word cloud below, with the size of the word increasing with its frequency.



figure 10: current issues for young people

The ten most commonly reported issues will be discussed. As can be seen from the Word cloud, the most significant issue raised was that of **motivation**, next, **mental health** was frequently cited, particularly anxiety and depression. Next, **future prospects** were highlighted by respondents. That is, they reported that youth are concerned about their futures, in education, in work and in other areas of life, and the future of the world. **Isolation** was then reported as a significant issue affecting youth. During the pandemic period, youth have been disconnected from physically seeing people beyond those they live with as much as they did before, and the sense of isolation is certainly something that online youth work aims to combat. Next, **unemployment** was reported, which connects to the issue of future prospects, though for some youth is in less of a future issue than a current issue, with many youth losing their jobs, or suffering from a reduction in job opportunities. One of the only notable difference at the national level was that in the answers from respondents in Spain, the issue of unemployment was even more prominent, and in fact was the most prominent issue raised. Issues surrounding **social life** were then reported, which connects to the issue of isolation.

Thus, youth's reduction in physical time with friends was identified as a significant issue. The next most common issue identified was that of a **digital overload**, with respondents reporting that, because of the need to do so many things online – school work, university, and interacting with people, youth felt burned out from too much time spent in the digital world. What is interesting is that this demonstrates the paradox of connection – that is, youth at the moment are at the same time more connected to each other than ever via the digital world, but at the same time more disconnected, and thus lonelier than ever before as well. **Accessibility** was also reported as a significant issue. Many respondents described youth groups they work with as having problems with access to adequate equipment or internet connection, meaning that achieving educational or professional goals, or participating in youth work activities was either difficult or impossible. The importance of the provision of equipment and adequate internet connection for education, work, and youth work is thus again highlighted. **Uncertainty** was of course a big topic, related to future prospects, and unemployment. That is, youth are described as being uncertain about their future and the future of the world, and in need of support to this regard. Finally, the tenth most commonly cited issue was that of **Lack of contact**, which again relates to isolation and social life, with respondents reporting that online contact is not enough for youth, and that they are suffering as a result.

Youth participating in youth work activities often suffer from psychological issues such as anxiety or depression



Youth have reported increased psychological issues such as anxiety or depression since the beginning of the pandemic



figures 11 and 12

Mental health is an issue that was frequently raised, and two other questions in the survey looked specifically at this. While a similar number of respondents either agreed to some extent (38%) or disagreed to some extent (30%) with the statement “Youth participating in youth work activities often suffer from psychological issues such as anxiety or depression”, this picture changed significantly when participants were asked how much they agreed with the statement “Youth have reported increased psychological issues such as anxiety or depression since the beginning of the pandemic”: with 67% of respondents agreeing with the statement. This suggests a highly significant increase in mental health problems in youth since the onset of the pandemic. The ramifications of this could be long and severe, so urgent attention is needed to assist youth and help them cope. Indeed, giving further attention and support to youth work and youth workers could contribute to addressing youth mental health issues, a topic that will be discussed in the following section.

State of Art with Youth Work

2

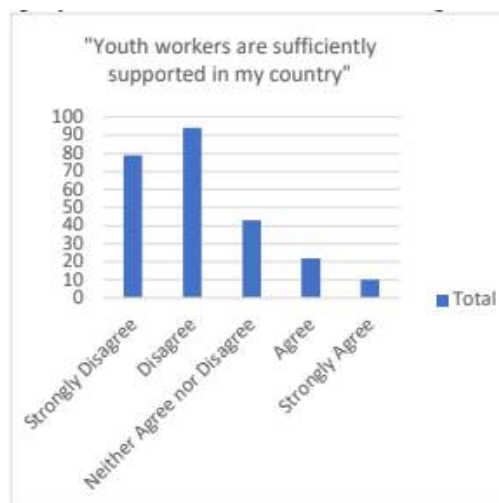
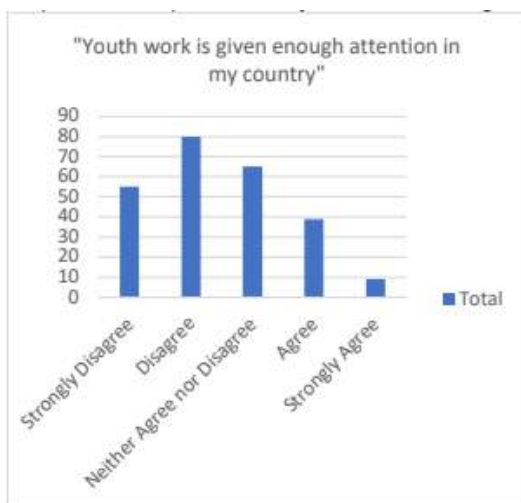
Despite the suggestion in the previous section that youth work could contribute to tackle rising levels of mental health problems in youth, the results of the following two questions suggest that youth workers/youth work is not sufficiently supported. Thus, 54% of participants disagreed with the following statement (22% strongly disagreed): “Youth work is given enough attention in my country”.

Similarly, 70% of respondents disagreed with this statement (32% strongly disagreed): “Youth workers are sufficiently supported in my country”. This shows that generally speaking, youth workers feel that their work is not given enough attention and that they are not adequately supported. This is a not a surprising finding considering that in many countries Youth Work is not even recognised as a professional path and many of the practices are not sufficiently supported on institutional level, both in national, regional or local context.

We chose to focus our attention mainly on local youth work as we considered that during pandemic most of the international mobilities were either suspended or canceled, so there was little practice going on towards cross-country groups. It is a fact that during pandemics many organisations came to explore the local dimension more than before, often translating their best practices developed in international youth work in the local dimension.

It comes as an evidence though a great need for professional support for young people at the moment. One difference at the national level was that in Portugal and Romania, respondents reported that youth work was given slightly more attention than at the average level. We could not explore more in detail, but we can assume from comments shared within the partnership, that generally speaking there are some differences in local youth work recognition in the different countries involved in the project. This could explain the discrepancy detected in some of the answers on national group analysis.

However, across all countries, respondents generally reported that youth workers were not sufficiently supported or, as mentioned in more descriptive answers, that they were expecting more attention towards young people and youth groups, affected in many ways and supported less than other demographic groups in this difficult situation.



figures 13 and 14

State of Art with Youth Work

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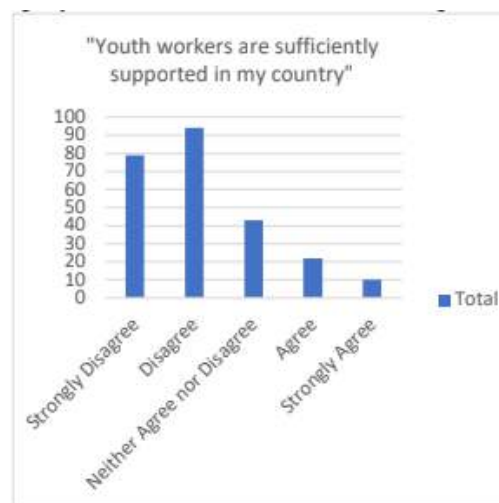
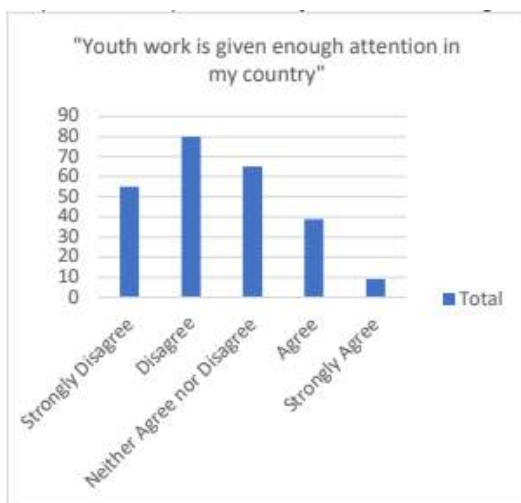
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figures 13 and 14

Responses to the question “What was a particularly positive or negative experience you have had in online youth work?” were often very similar, focusing on aspects such as access, attendance, communication and participation.

Indeed, many of the responses can be summed up by one answer “Large participation, little involvement”. However, there were some more detailed answers that described specific situations, giving more rich information about youth workers’ experiences.

We can see that several respondents were able to carry out productive and engaging activities, often with creative results.

I am having a particularly positive experience right now: a group is almost autonomously organizing their meetings and the activities to be done, sharing responsibilities with the rest of the group

This reinforces the idea that involving and centering youth in the organization of activities is a valuable method. Of course we can imagine many things were granted or consolidated in the process. The group was well bounded and meeting on a regular basis, or there was a strong motivation to stay connected during the process.

Another respondent recounted an experience with youth from an area particularly badly affected by COVID, in Northern Italy.

We were able to adapt the theatre workshop (very focused on the body and presence) that we were conducting with the teenagers of a Bergamo school to the online mode. The presence of the young students was strong and constant. The project went well beyond the times and results we expected. After almost a year of work we have produced, with the voices and texts of our students, an audio-show that we have published on YouTube and Spotify. We learned a lot about digital equipment and the tenacity of teenagers

Thanks to online work, it was easier to reach a wider "audience", facilitating the creation of a local network no longer enclosed in the physical space (local association, district aggregation center or reference collective), but connected by subject lines. Thanks to the online work in the first lockdown, we were able to carry out a field research on gender issues with a wider target than the original one, creating far more interesting results

In this answer the respondent raises the topic of accessibility as digital space gave the opportunity to overcome geographical obstacles

In general, though the negative responses focused on difficulties with attendance, participation, and communication, many of the positive responses reported that although there were challenges, they felt that it was possible, with some skills and creativity, to transfer many activities online. However, what was needed was: adequate provision of equipment and access to the internet, proper training for youth workers to equip them with the necessary skills to carry out the activities, and balance in the amount of time spent online.

Strategies to motivate Youth

Several strategies were raised by respondents when answering questions discussed above. However, answers to the specific question “What are some strategies you use to motivate youth?” give us more detail on this aspect of youth work. One of the most prominent strategies was that of centring the youth, giving them control and responsibility for decisions, plans, and activities, and generally giving them **agency**, and **co-creating**. Thus, one respondent wrote:

“Involvement and active participation: youngsters are part of the project, they share their ideas and it's them who find a way to organise and implement activities, events, etc., often with creative results.”



2

While another wrote:



“I simply invite them to participate in a free but continuous space where they are progressively gaining autonomy in organizing the activities for each other. I keep the online appointment going in spite of the changes of the prevention measures, so that they know that we are there when they have to isolate at home, but also when they could go out, but they are always free to choose when to participate and how to prioritize their own activities.”

Several other respondents found focussing on **future** opportunities helped motivate the youth, perhaps reinforcing ideas of **hope** in a time where lots of hope has been taken away. Part of this was emphasizing to the youth the **skills** that they could gain from participating in online youth work activities, and how these skills could be useful in the future.

Another strategy identified can be summed up as showing **empathy** and connecting activities with the personal. The importance of “active listening”, creating individual relationships, being present and open to participants’ ideas was highlighted, giving them positive feedback and encouragement. It was also stressed that topics and activities should be related to youth’s lives, personal issues, and issues relevant to them as much as possible in order to engage them.



In terms of practical activities, many respondents reported that the most useful strategies included playing games, assigning tasks to be carried out outdoors, utilizing music, art and storytelling, debates, making and using videos, and role playing. Thus, many of these activities were principally **active, participatory, and creative**. In terms of organising the activities, several respondents recommend using social media and Whatsapp, because these are the platforms the youth are familiar with and use frequently.

Finally, a common recommendation was to work in small groups when possible. When working with a big group online, this would entail using a breakout rooms function.



Overall assessment of digital youth work

Several themes can be identified in respondents' general assessment of online youth work. Perhaps the most significant theme was a balanced response recognising the advantages and disadvantages, which saw the value of online youth work, but also acknowledged its limits. For example, one person wrote:



"It's hard to assess online youth work because it depends on the kind of work it is done online. For example, the online is a powerful tool to keep in touch or to carry out training activities; thanks to its flexibility everyone can be involved even if not physically in the same place as the person who's teaching; furthermore it's cheaper than organising an in-person training (cost of premises, travels etc.). Nevertheless, the online cannot replace the in-person meeting for other kind of youth activities such as socialization, active participation and citizenship, peer to peer learning."

Indeed, respondents stressed the need for both in person and online activities, suggesting a **blended approach**, and claiming that online youth work would work temporarily, but needed to be complemented by face-to-face activities, outdoor time, and physical contact.



Some responses referred to the importance of establishing a personal relationship with the youth in person beforehand, with one stating "it is hard to keep them engaged if you don't have a previous relationship with them." The value of a blended approach is further highlighted by this, as establishing a personal connection with the participants could be achieved with this kind of arrangement.



Some responses were predominantly critical of online youth work. For example, it was again asserted that online activities were tiring, that youth lack too much motivation, that involving new participants is too difficult, that issues with using digital tools and technical issues make the work difficult to implement, and that the only positive is that activities are able to be continued in some form.

Interestingly, several responses address the issue raised of the issues in using the digital tools, claiming that skills, preparation and training are needed for the success of online youth work.

Thus, training was stressed as highly important, and one response highlighted the need for support in this from institutions. Indeed, lots of the adaptation to online activities was left to the youth workers themselves to carry out, without support, training, and materials provided for them. One response went further, saying that the development of new tools was also needed, stating that "To carry out online activities, especially with the use of non-formal education methodologies, there is a need to develop ad hoc tools and platforms that are easily accessible." Lastly, improving accessibility was also stressed by identifying the issue of the lack of the necessary digital equipment "Furthermore, many young people do not own or use a computer on a daily basis, which creates a major limitation, as many tools available at the moment are difficult to use on a smartphone."



General comments

2

The results from the questionnaire indicate several important trends in youth work.

First, **youth workers do not feel sufficiently supported**. Many have gone into the period of conducting activities at a distance without the requisite training tools to do so effectively. This is despite the fact that they generally feel that youth have seriously increased rates of mental health problems. As well as mental health, they report that a significant proportion of the youth that they work with have issues principally related to motivation, feelings of isolation, and concerns about their future prospects.

Youth workers reported that for most of them, the **transition to working online has been difficult**, including related to issues concerning the **participation and engagement of youth** involved in activities.

They value face-to-face activities highly, with many of them utilising dynamic strategies involving art, games, workshops and theatre before the onset of the COVID-19 pandemic.

A significant proportion of respondents reported feeling that online activities were limited, and that they could not replace face-to-face interaction. Negatives associated with digital youth work included having difficulty motivating and engaging youth, connecting with them on a personal level, with their access to the requisite digital equipment and internet, their lack of digital skills, and their overexposure to the digital world.

Answers indicate a clear need for the **provision of digital equipment**, reliable internet access, and **training to develop digital skills** for both youth and youth workers. With regards to the other negatives identified, several respondents reported that with the right skills, tools, imagination, and creativity, they had managed to carry out rewarding youth work activities digitally. This indicates that youth workers having difficulty with digital activities could benefit from information and/or training regarding the strategies and good practices of the youth workers who have found real value and success in their digital activities.



Theoretical Framework - Guidelines

A blended approach to Youth Work An opportunity?

3

Since the outbreak of the Covid19 pandemic, the practice of digital youth work grew exponentially. This massive trend opened up a vast space of reflection on the working methodologies, tools, and contents that are shaping the activities dedicated to the personal and social development of young people.

At the same time, we shall be aware of the evolution of youth work as a phenomenon that was being studied and analyzed for years already, being one of the most interesting focuses for practitioners and researchers in a world that is traditionally strongly bonded to experiential in-person learning.

Our thesis is that a blended approach is a valuable opportunity to improve our daily work, since it can be integrated in the learning process of young people who are progressively becoming acquainted with the digital dimension from a very young age. A recent study by “Centro per la Salute del Bambino” (Italy) published in early 2021 shows in fact that 63% of children up to 8 years old regularly use their parents' smartphones, mostly for video games, a percentage that grows in the years leading to their adolescence.

In these terms, game based learning and other educational approaches can be naturally promoted through digital means, as a key resource that can target young people who, likely, would never be engaged via traditional activities. Once they are engaged, it becomes easier to introduce them to other kinds of activities and lead them to the discovery of the residential dimension of youth work.

A blended approach would also allow more continuity in the work that professional or volunteer youth workers carry out. In-person activities are naturally dependent on the physical availability of participants and of the youth worker. In some cases it might become very complex to meet regularly though, especially considering participants residents in rural areas or those living in different municipalities, or even those living in an urban area who would still need to commute for a significant amount of time going back and forth to every meeting.

A group that is already formed and shares a genuine spirit of collaboration can effectively embrace a blended approach, keeping in mind that the digital side of it should not prevail and reduce vital moments of physical meetings.

Another factor of importance is the digital pillar of EU youth programs (combining international mobilities and online activities), along with the general need for digitalisation of the public system, that is foreseen by the political system and encouraged by EU priorities and directives. The expert group on digital youth work, set by the European Commission in 2016 underlined the crucial role that young people can have in the whole process, as they are called to bring new digital competencies in the public sector, and to foster interest in peculiar research fields such as internet governance. Having spaces to experience new tools and new working formats in both physical and digital environments should be considered important assets to stimulate creativity and challenge young people to propose innovative ideas.

Finally, we should also consider the financial aspect when evaluating opportunities for blended youth work. One of the main goals when working with young people on an international level is to stimulate their intercultural competences. On this note, it appears more convenient to enhance digital learning opportunities (like online exchanges and virtual debates) that can be combined with in-person meetings and trainings. Traveling and living expenses are in fact major costs for youth organisations to face, which can usually be covered only by obtaining a grant from youth mobility programs (like the Erasmus+ or European Solidarity Corps). However, experiential learning via residential activities remains vital in order to ensure the informal moments between participants throughout the planned sessions. These are valuable occasions to discover new cultures and create stronger connections with other members of the group.

In conclusion, it is impescindible to create a learning path for youth workers that can lead them to design effective blended learning programs, understanding the pros and cons of both dimensions (virtual and in-person). Since the Covid19 pandemic, the community of practice has increased its skills to evolve and embrace this new vision; decision makers are now called to ensure the needed steps for the professional development of those that regularly work with and for young people.

Digital competences for Youth Work

Youth workers in the last years had to develop and adapt their competences and methodologies to be updated, make their work attractive to young people in a creative and innovative way and enhance professionalism and quality in youth work.

Specific competence in the digital field have been needed for years, as witnessed by the reports of the European Commission on policy and training needs “Developing digital youth work”. With the spread of the pandemic and social distancing, arose a clear need for the provision of digital equipment, for reliable internet access and training in the use of digital skills for both youth and youth workers.

YOCOMO goes digital

Digital transformation forced by the massive diffusion of Covid-19, has led organizations to change their work without a valid transition plan strategy. Most youth projects are moving elements of their work online and it could be frustrating if there is not enough experience with an online youth work setting.

For this reason, we want to provide to youth workers some suggestions on the useful competences, skills or things to reflect about in order to adapt their practices to the digital setting. Along the lines of YOCOMO, SALTO YOUTH Competence Model for Youth Workers to Work internationally, developed by the European Training Strategy, we chose to decline the eight competence areas and the related four dimensions (attitude, skills, knowledge and behaviours).

The Competence Model was created to give support to international youth work experts working in NGOs and institutions. It is, indeed, is a dynamic document that keep evolving its structure but that rests its bases on the principles of non-formal learning (learner-centeredness, agreement between trainers and learners on learning objectives, transparency, confidentiality, attention to content and methodology, voluntariness, participation, ownership, democratic values and practices) and it is addressed to a European youth work context.

We know that such competences are currently being updated including also the digital dimension, which is already partially cross-sectorial to all the competences already described. The intention is here to provide a few suggestions on what has been raised as possibly relevant as implementation in the competences needed by youthworkers to run successfully digital youth work activities.

Facilitating individual and group learning in an enriching environment

Youth workers' main aim also in the digital setting is to actively support and enhance young people's learning processes. A common groundwork of **dialogue on trust** between youth workers and young people and among them is crucial, so appropriate methods shall be chosen after **understanding the needs** of participants.

Safety is a very important matter in this sense: it could be tackled addressing **data and privacy** awareness, avoiding external incursion, giving enough time to know better the others, overcoming the barriers of distance learning and giving them the possibility to exchange their experiences, inviting them to engage, with the possibility to disconnect and have solo moments whenever needed. Facilitation could include some online team building exercises or activities on self-responsibility to motivate young people to stay online and engage themselves.

Designing programmes

In the design of online activities, besides the basic knowledge about non formal learning methodologies, it is useful to **assess the needs** of young people before the beginning and to be flexible for any eventuality, in order to make tailored adjustments during the activity.

It is of course needed a deeper **knowledge about ICT and Media literacy**, as to deal with information, accessing to them effectively, verifying their sources to assay their accuracy and reliability. Moreover, there are some required technical skills such as using technological devices and instruments (keyboard, mouse and interface skills, hyperlinking and using effective search and find strategies), but also master browsing, searching, filtering data and digital content. Or even, possess appropriate terminology and vocabulary and use images and sounds suitable for digital language. In this sense it is fundamental to articulate thoughts and ideas using oral, written, and nonverbal communication skills in alternative and appropriate media forms by the use of the most suitable media creation tools and use of correct expressions.

As in residential activities, it is recommended to always **be aware of cultural differences, personal bias and disparity of social and cultural backgrounds among participants**. In the digital setting this could require some effort of extra preparation (i.e: providing a tool with voice reader for people with visual impairments or visual resume or description for Deaf participants) and some plan B in case of technical issues. The preparation of the program can also include provide participants with due technical support on how to use devices, platforms or softwares.

Being aware of the obstacles that some participants face in terms of accessibility to devices, internet connection, adequate space in the place where they are connecting. Being also aware of the fact that, for everyone, online meetings could be stressful (the so-called "screen fatigue").

To maintain a high-quality learning experience, indeed, it is important to remind learners and partners' needs as well in digital session, so find solutions that could serve them in simple and non-digital ways as planning pauses or to be physically present through an expedient such as sending a little gadget at learners' home, useful for the meeting (e.g. a customized pencil or a tea bag and cookies for the coffee break).

Above all, involving the participant in the planning process could be the most valuable choice for a better response to their needs.

Organising and managing resources

Youth workers must have the ability to motivate young people to take part in projects and to keep it high. The selection of the platform is fundamental, it has to be simple and user friendly and have to provide all the tools that a youth worker needs to put in place their program as a virtual board or the possibility to split the group in different rooms for exercises. This choice is also related to the age of the participants and to the number to work well in an online group. It is also essential that youth workers manage online risks, it requires a knowledge of national and European legislation and on cybersecurity. So, they must be able to handle information by observing the legal and ethical issues on the access, retention and the use of information as the knowledge of GDPR. Furthermore, to take measures for securing the group discussion on the platform chosen, must be checked out the setting options of the online platform to set up waiting rooms for control over the admitting participants, enabling or disabling private chat among participants and to give permissions to share screens. Thus, paying attention to young peoples' well-being, youth workers will ensure a safe space to work in collaboration and trusting with each other. Moreover, even the transmission of the ability to manage this kind of digital resource could empower young people.

In the end, digital technology is the tool and not the goal, so it is fundamental to not become overwhelmed by technology. Spending too many hours on this activity can be counterproductive and trigger the so-called "screen fatigue" in both youth workers and young people. Indeed, feeling pressured to create tons of online experience will not guarantee its quality and young people will soon feel overloaded. So, it is important to focus on creating or adapting a few high-quality activities that serve the program's goals and learners' needs. Moreover, it is better to develop learning experiences for youth, and your own teaching skills, that will be valuable long after this pandemic is over, then programming activities for a pandemic shut down because it is temporary.

Collaborating successfully in team

Youth workers are the bound agent of the group, contributing to teamwork and implementing the relations with each actor involved within the project. In this way, their ability to support a clear division of the roles and responsibilities have to be replicated to the online working environment, through the transposition online of the office departments and the organization tasks. But also adapting team members' skills and competences, as their creativity, to the needs of the young peoples' profile. Youth workers also have to foster collaboration among the team through online exercises on trust and team building, but also promoting communication and giving support to manage conflicts or stress that in the online setting could often appear, or communication that can be affected by misunderstandings. This aim could be reached thanks to leisure online moments sharing a happy hour or celebrating birthdays, strengthening the cohesion of the group.

Communicating meaningfully with others

Youth workers can create positive relationships, going beyond simple communication methodologies and expertly handling empathy and emotions. Active listening skill is even more vital on online platforms, together with the creation of a safe environment where feelings and emotions could be expressed and respected. It is also important to keep in touch with young people and check on their progress, especially in this situation of difficult stability for mental health and social distancing, by scheduling sessions weekly, bi-weekly or monthly updating them on meetings, tasks and achieved results. Or even, asking them feedback can be particularly valuable, as well as it further stimulates their empowerment process. In this type of communication a positive approach is needed that is able to support young peoples' empowerment process. Moreover, to build a more inclusive communication it has to ensure LIS or subtitles for non speaking people or who are hearing impaired, or even, to provide efficient solutions to not exclude visually impaired people.

Displaying intercultural competence

An increased level of disparity and ambiguity is visible with the rise of the pandemic crisis. It is therefore necessary an extra effort towards mutual understanding and supporting young people facing multilevel difficulties and obstacles. As per the "in person" dimension, it is relevant to keep in mind their own bias and being aware of power and privileges, to understand and respect the different cultural, religious and political backgrounds of the participants. In the digital dimension this could mean to make sure to be aware of the obstacles and discussing with them on how to ensure quality participation.

Networking and advocating

Youth workers facilitate networking with others and promote youth work values and support young people in developing independent political and critical thought, encouraging them to step into concrete actions. To build a network that brings its members together through European and international dimension, in Covid-19 context, youth workers have to be able to transfer and share the learning potential of international mobility experiences through the most used communication channels, namely social media. Thanks to the attractive, quick and easy communication, youth workers can promote and convey the learning potential of international mobility directly to their target audience. The use of social media has grown exponentially during quarantine and by choosing to use them with the appropriate language and images, it could be the winning strategy to build a European network and promote concrete actions during a period of social distancing.

Developing evaluative practices to assess and implement appropriate change

The aim of youth work is to empower young people and their environment, encouraging collective action for change and transformation. To achieve it, the most important resource is young people themselves. Indeed, involving them in an engaging evaluation of the plan, they would acquire confidence in themselves and will contribute significantly getting closer and closer to young peoples' needs. In a distant working environment, a useful tool for a participative method of assessment and evaluation could be an online poll or survey. Furthermore, in this process of engaging evaluation, it is important to keep in mind to counterbalance young people's needs and the objective identified of the project.

An Individual and group process

We are aware that the previous section mainly focused on attitudes and behaviours, as in this handbook you will later find a full section dedicated to tools and platforms that, once mastered, could be supportive to enhance your skills and knowledge.

The key competences identified by YOCOMO can be improved and deepened **working individually**, both through your own experience on the field, but also through professional development activities that are made available via numerous digital platforms (like Massive Online Open Courses, promoted by SALTO Resource Centres or by National Agencies). Moreover, Transnational Cooperation Activities (TCA) are regularly organised between National Agencies of the different Program Countries. As you may imagine, recently major focus has been put on the digital transition of youth work, exploring methodologies, tools, learning needs of participants and new strategies to offer qualitative programs preventing the already introduced "screen fatigue" from our target group. All these opportunities are provided free of charge, as policy makers recognise the need of youth workers to keep training while they already invest their time and energy to foster their professional development. If you aspire to improve your work and the results you aim to achieve in the youth sector, remember to invest some time for your individual learning.

At the same time, many key competences of YOCOMO can only be mastered through a regular and productive mutual exchange of views, experiences, educational approaches, evaluation of learning needs and new innovative methods to ensure that our work in the field of youth can take into account all perspectives. An intersectional approach is nowadays considered fundamental to successfully lead a group of young people from a diversified background to a successful learning process. To grow professionally in the field, we should therefore encourage meetings and networking between the community of practice, including youth workers, researchers, trainers, coaches, policy makers and other professional stakeholders. As we create a group environment for the participants to take out the most out of a training/workshop, we can only benefit if we enrich our own learning environment.

Final Recommendation on recognition of Youth Work and Policies

The shared reflection on competences required to continue youthwork in a digital environment in this difficult and delicate period raises also questions on some more ambitious results, as at the moment in many of the countries in Europe where such practices and discussions have been conducted, recognition of youth work as a profession and as a society investment for the social development of new generations are far from being a reality.

Discussing the impact of such quality youthwork on lives of youth participants in pandemic and raising awareness of the support needed can only be achieved working together, advocating for specific objectives towards those decision makers that are already called to interact with the youth field (Ministries, National Agencies, Regional governments, National and Local Youth Councils).

The strategy to be put in place, in terms of policy making, has to take into account the different contexts existing around Europe, as the competence to legislate in the youth sector might belong to regional or national government within the same country.

Clearly, since the pandemic, young people and youth workers are facing new challenges and major responses are needed. The community of practice is calling for investments, in the form of spaces (physical and digital), training opportunities promoted at a local/regional level, financial resources that still recognise the effort and quality of the work carried out by trainers, coaches, youth workers and other practitioners. The development of inclusive methodologies to ensure that all youth can be heard, supported, and have the chance to participate is not going to happen if funds are cut and the activities, moved from an in-person dimension to digital platforms, are only considered worth 1/3 of what they were before. Perhaps because of the focus on connectivity within the wider digitisation in the policy agenda, the youth sector and youth policy work have received limited consideration. We should remind all stakeholders of the intersection between social inclusion and digitalisation agendas.

Psychological approach - some suggestions

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Social media and distance youthwork can offer a way to interact among young and youth workers and could be useful to maintain group cohesion. Despite this strong potential of social media, organizations and youth workers must take into account several psychological, organisational, and social barriers that prevent the vulnerable and isolated youth from seeking help in a social media forum. It could produce, indeed, fear of stigmatization to be outside the forum, lack of trust in the others and a sense of perceived illegitimacy of support needed. On this line, advocating for measures that can prevent these obstacles and ensure support measures for the participation of young people is crucial.

Already in 2018 World Health Organisation raised awareness on increased complexity of mental health problems among young people in the 0-25 age group in many European countries (WHO 2018), and underlined that impact of digitalisation on young people's well-being is pertinent.

If on one side there are plenty of researches underlying risks of excessive exposure to online settings for young people, especially in terms of consequences on wellbeing, self esteem and addiction potential (i.e. on social media), it is also true that more and more a serie of online psychological supports and opportunities are flourishing, safety corners that are making mental health support more accessible and literally in the hands of young people through support chats, online dialogues with professionals and e-therapy.

Although we are aware that Youth Work shall not substitute adequate intervention in case of severe need for mental health support, we know it could happen more and more that Youth Workers have to face some crisis situations and it could be useful to have a few tips to address such delicate moments effectively. Plus, we know that stress and burnout situation can often appear to become the dark side of Youth Work and social work.

We decided to provide a few tips to ensure a more healthy digital environment.

What to do

- Ask your learners or partners what they need. Then come up with a solution that serves them. It may not involve much or any technology. For example, you might decide to send activity sheets or small gadgets to their homes to make them feel part of something shared.
- Set a schedule for your programming – whether weekly, bi-weekly or monthly. Then stay in touch with your learners.
 - Check on their progress.
 - Update them on meetings that are scheduled, canceled, moved online, etc.
 - Social media can offer ways for group members to interact with each other to maintain group cohesion.
- Make sure to include 4H principles in your activities to provide high quality learning experience: Head (thought), Heart (compassion), Hands (service), Health (limits)

What to avoid

- Become overwhelmed by the technology. It's the tool - not the goal.
- Spend all your time on "programming during a pandemic shut down" because this is temporary. Instead, spend time developing learning experiences for youth – and your own competences – that will be valuable long after this pandemic is over.
- Feel pressured to create tons of online experiences. The quality will not be good and learners may become overloaded. Focus on creating or adapting high-quality activities that serve your program's goals and your learners' needs.

How to choose tech tools to ensure well being of participants

- Use technology tools that you are comfortable with, that your audience is comfortable with, and that serves your program's learning goals. Start with your own organization's in-house tech tools.
- Choose technology tools that align with your program's values and that take a positive youth development approach
- Choose to design your activity with maximum one device to be used during the session. Many links to different platforms can make more complicated to follow the activity, to interact with the others or simply to stay online if the connection is overloaded with too many tools.
- Include asynchronous activities or allow "solo time" during the process, to make sure participants can rest or follow the activities at their own pace.
- Give space and time for sharing, in small groups or individually, do not create packed programs that will be hard to follow in case of screen fatigue or connection issues.
- Consider embracing hybrid and low-tech activities. Participants will appreciate hearing from you in one-on-one informal conversations and check ups, a written note or a small gift delivered via airpost or in person, as well as activities to be done in the house but all connected (i.e: looking for objects, drawing and showing, having a walk with a guided meditation)

Consider these questions:

- Does this resource comply with our organization's policies?
- Does it comply with our organization's code of conduct?
- Does it comply with the law? (GDPR regulation, social media access for people underage, pirate streaming...)
- Is it accessible to all? How would a vision impaired or hearing impaired person take part?
- Are these the kinds of activities that our youth program ordinarily does?
- What will learners learn by doing this activity? Does that match up our learning goals?
- Would the youth in my program enjoy it?
- Does it require families to buy anything? If it does, seek out activities that use only materials found in nature or in most households.
- Have learners already spent the entire day looking at a screen? How will our learning experience include active learning and be different from formal education strategies?
- If I detect a situation I cannot manage, do I have a network of other professionals and experts to address participants in case of need?

Working with volunteers - what did change?

Framework

Following the outbreak of the pandemic crisis in the third sector, within the organizations working with volunteers as well as for youth workers, it was soon realized that tools and methodologies used until then were no longer satisfactory to support the experiences of their users.

Therefore, it is understood that events that may lead to social changes, such as the Coronavirus pandemic, require us to draw a roadmap within the framework of the needs of young people, taking into account the current situation and the needs of young people.

For these reasons we have tried to listen to the voice of young people and K-GEM administered an online survey to international and local volunteers in Turkey, which highlighted their needs and habits during quarantine. From the data that the organization has collected the suggestion is to communicate with young people through social media and online education tools.

This kind of tools, if used wisely, could represent a viable option also for those who face geographical or disability barriers and it seems that we will proceed in this way for a long time. In this sense, digital tools are essential but as stated in the general report "digital youth work needs to be supported in the right way." What we mean by the "right way" are not only alternative and digital methods and tools but, above all, to provide professional psychological support to the young people who at this time have enormous need of it. Many young people stated that they had psychological difficulties due to the increase in social distance during the coronavirus pandemic and that they had suffered that virtual meeting replacing physical ones.

At the same time, young people who do not have sufficient technical means faced many problems such as disruptions in internet connection or difficulty in internet access, for these reasons they had difficulty in continuing their education. These obstacles combined with a lack of efficiency as in face-to-face training and the lack of concentration, brought many young people to a reluctance to participate in online activities by enhancing people's ideas that training online would be inefficient. But despite everything and everyone, it is demonstrated that, in difficult times, ensuring the activities progress, somehow, will produce an increase in motivating people.

On the basis of what we have said in the General Report, we propose a more in-depth analysis of the experience of local and international volunteers and ESC who in times of pandemic have continued their work. We also try to identify what has changed and what, instead, has remained from previous practices. To do this, we conducted an introspective analysis of the experiences of the partnership and what has been described in the survey, but we also provided the analysis of the experience of young people who are not Volunteers in our organizations, in order to better determine the needs of Volunteers during the coronavirus pandemic process.

Finally, we will indicate what has changed for volunteers during and after the quarantine and we will try to give useful suggestions for all those circumstances of isolation or social dislocation, or even in cases of disability and geographical obstacles which may involve the work of volunteers.

3

Volunteers, Esc & internationals

Facing with the first difficulties that emerged in the aftermath of the pandemic, most of the activities of volunteering, ESC and internationals have suffered a strong setback. At first, the exceptional and emergency situation forced us to think first of all about the health of the individual, the rest went into the background. For the first time the offices were closed, so many volunteers decided to repatriate and spend the quarantine in their country. The few young people who decided to continue, however, have spent a singular experience and devoid of many of the most interesting and fascinating aspects of international volunteering.

Concerning this, CEIPES says that the first thought was the **safety** of the youth but over time they had realized that **the cultural exchange**, that is at the basis of the VET project, **was missing** because of the isolation with the outside world.

They tried to understand, therefore, how to guarantee the experience to ESC and international volunteers, taking into account the fundamental aspect of the cultural exchange and the transmission of values by the host organization to them.

The suggestions that come from a retrospective reasoning are primarily to provide interaction with the socio-cultural context of the host country so that one of the primary objectives of the mobility project does not fail. Where possible, they suggest walks in the open air or alternatively virtual itineraries to discover the places and traditions of the city in which they are located. Another way could be to eat or **learn to cook some typical dishes from the locals staying safely at home**, or even, go to a nearby farmer's market to taste fresh local products. In this context it might be interesting to **celebrate a typical holiday** that is particularly felt in that community because of their traditions, or again, attend a county fair. But also listening to the local radio to better improve the language and to listen to the local music could be a profitable moment to achieve a cultural exchange.

CEIPES proposes a person responsible for the volunteers that open the space for volunteers to design their activities according to their likes and the organization practices in the community.

The use of an online language course with **interactive culture quizzes** was also a valid proposal to achieve the goal of cultural exchange. In this context, local volunteers can be a precious link between the organization and the local community that is external to the dynamics of the organization.

Instead, in order to transmit the values of the host organisation or entity, it is important to reproduce the working environment of the organisation so as to live it, even remotely, if access to the office is not allowed.

They propose, in fact, to recreate departments, specific activities and aggregative moments transposing them to the virtual space. In this case, it will be necessary an extra effort from the employees themselves to be able to broadcast online the organization's uses and traditions and to involve volunteers more in the relational and professional dynamics of the organization. The result was weeks full of online activities, and in-house dynamics between the volunteers, making the effort of staying home less stressful and overwhelming.

Another aspect to keep in mind is the human factor: volunteers often stay in the same house and as is natural everyone wants to have their own space, especially if you are forced to stay in confinement for your health. Thus, it would be useful to plan different activities for volunteers during the day, assigning different daily tasks and planning options for the weekend, always keeping in mind not to overload digital content for young people who could suffer the so-called "screen-fatigue".

In this context, thinking of an informal mentor or an external referent person is fundamental for an interlocution with the outside society. But above all what would make the moment more sustainable is the presence of a support of experts and psychologists that provide tools for the management of stress, spaces and conflicts with non-formal methodologies that ensure mental and body health.

In this field, we have a perfect example of how ensuring the mental health of the participants is important for the functioning of the activities. At the beginning of the pandemic, with confinement, there were 2 participants of an ESC project left in the house where CEIPES was hosting them.

These two participants did not have the best relations and this eventually created stress, discomfort and some problems in organizing activities, and even in the house environment. The sending team of these two participants, seeing that the situation was not resolved between the two participants, decided to intervene and provide 1 psychologist so that they could continue with their volunteer experience without everything else being disturbed by this conflict.

This solution allowed that during the deconfinement, with the resuming of some presential activities, there could be a harmonization in the organization of tasks, and an improvement in the atmosphere between volunteers, and in the household conviviality.

Another winning strategy was to **change the targets of their work by involving volunteers in this transition**. NOVO MUNDO and EUFEMIA, for example, during the pandemic changed their activities, targets, habits and way of operating.

Novo Mundo saw opportunities in a different context to ensure a volunteering service in the community even under a pandemic situation. The team gathered and started together with their volunteers to create and donate masks and with elderly people, the volunteers during lockdown were also trying to fight the loneliness of this target group by visiting them and giving some ludopedagogical activities. Then, the NGO saw the effects of the lockdown on children and youth who had to follow the lessons from home, but that many would not have the resources, digital and financial, to summarize lessons

It was then that NOVO MUNDO gathered a team of volunteers, and started a **computer donation project**. Together with new and existing partners, they were able to collect donations, recondition them, and deliver them to schools, homes, and institutions that had the same needs. Their volunteers, seeing that the outcome of their actions was very positive, allowed them to find more resources and a network of people that made the project evolve a lot to the point of being able to distribute material throughout the country, in Portugal.

This feeling of community and interconnection to social causes, makes the volunteers gain a perspective of solidarity allowing them also to have the freedom to create their own initiatives and ideas.

Volunteers in Eufemia joined the **food distribution campaign** the organisation was running and their stay, prolonged for three months beyond the deadline of their project, really made the difference in the organisation of the storage of the goods donated and in the distribution schedule. With their words, volunteers felt the core of their volunteering experience was that moment of true need of the community and the sense of cooperation and solidarity that raised out of these actions.

In Turkey, however, although they were particularly ready to transpose their work online by providing support to employees, activities with international volunteers were suspended. K-GEM stated "Our association, which is experienced in online training, has survived this process with very minor damage. We moved our communication and activities with our international partners and young people to online platforms at a rate of 95%. This has been the most important change that has occurred in us. Our experts on online training modules have done their work, and together with good practice examples, they have ensured that our activities progress, albeit limited and sluggish.

We quickly moved our activities, meetings, work and studies to online platforms. During the move, our staff received training on how to use online platforms effectively from experts in their fields. And many of our activities still continue online. But one of the points we are deeply sad the most is that our volunteering activities have completely stopped.

We only use online platforms for status reports and information.”. Because of all these obstacles K-GEM believe that volunteer-based studies are activities suitable for face-to-face practice and for this reason they have not fully started volunteering activities yet, but the numerous requests of international volunteers to restart the program give us good hope.

Covid-19 pandemic also brought changes for European Solidarity Corps volunteers who continued their service abroad. They had to face many challenges moving to other countries but also because, often, restrictions affected their activities and volunteering.

Some of these volunteers shared their impressions and still hold a memory of unforgettable moments. Of course, many changes occurred, included within the process of selection of Volunteers.

Volunteers’ opportunities were spread through social media, giving the possibility for more young people to easily find them. Interviews were held via Skype or Zoom and, once prepared documents and signed the contracts, ESC volunteers had to depart their country of origin and the restrictions as being sure to wear a mask and the mandatory PCR test.

Most of their activities were shifted into digital format, and the main program also changed. Instead of usual events and workshops for youth, they attended webinars, online training and film educational videos, for example. Many of them also learned social media management and joined online speaking clubs.

Significant is the sentence of a volunteer who says <<The common “see you soon” phrase was, therefore, replaced by “see you zoom” >>. The experience of ESC in times of pandemic has some changes but many of them state that despite the restrictions, the volunteering experience was still exciting. For example, due to restrictions, in free time they couldn't go to local places and events like they used to, instead they started to organize their own evening events such as movie nights or board games. On some occasions even some groups of ESC volunteers from other NGO’s, who have already been vaccinated against the coronavirus, went to visit other groups of volunteers to share their own experiences. Ultimately, the ESC programme despite the change due to the pandemic period, maintains its results making a significant contribution in the process of personal empowerment, teaching important issues related to the project and opening new perspectives for the future of the young people who carry it out.

Local volunteers

The activity of the local volunteers is the one that has suffered most of all the upheaval of the pandemic. As stated by K-GEM, people are afraid to participate in volunteer activities because they are afraid of the virus. In a situation of social distancing the proposals were few and difficult to grasp so the motivation of the volunteers decreased precipitously. Indeed, CEIPES says that the biggest obstacle with the locals was to keep their motivation high and because of the overwhelming situation they completely lost local volunteers in that period. Their practical suggestion to revive the interest of the locals is, for example, to create an original schedule for a web radio, able to keep up the mood of volunteers, to inform and teach them new professionalizing techniques or opt for alternative solutions for activities in presence, were the safety regulations are in practice, like social distance, masks and hand sanitizing.

Around the world “Volunteers have been assisting vulnerable groups, correcting misinformation, educating children, providing essential services to the elderly, and supporting front-line health workers,” said United Nations Secretary-General António Guterres on the occasion of International Volunteer Day on 5 December.

Looking at voluntary activity more generally, indeed, we can see that, as Red Cross points out, a “Massive surge in volunteer numbers in response to the COVID-19 pandemic”, **a real wave of solidarity has spread across Europe**, responding to calls for help mainly from their local communities to various needs: from helping the elderly, to supporting the disabled, migrants, school children as well as organizing food banks.

WIn this fields social networks played a fundamental role in civil society’s response to the COVID-19 crisis. Social networks adapt to the need of citizens to take prompt action during an emergency, quickly endorsing the bureaucratic obstacles that organizations and NGOs may encounter. Social networks under the pandemic, indeed, are effective, attentive, and adaptive suppliers of help to the evolving needs of vulnerable citizens. For these reasons it could be a good strategy to improve methodologies that involve social networks in local volunteering, connecting the will of the people to be active to the needs of the territory.

In response to the positive social effect of Covid-19 that **fostered more and more young people into signing up and sticking to volunteering**, the John Hopkins University suggests some tips for successful volunteer during this time of public safety restrictions and caution, that we can make ours as good practices. Among their tips, they suggest to try to volunteer in person, because, with the right extra precautions to ensure safety (screening in-person volunteers for symptoms, checking temperatures, ensuring physical distancing and sanitizing equipment between users) many organizations restarted with their activities. Moreover, another precious suggestion for volunteers is to seek volunteering opportunities that are promoted by organizations that are in close proximity to their work or habitation, to avoid long journeys by public transport.

And it could be more appealing to go with a friend because of the initial fear of the other that the covid involves and do what brings them joy and new skills, because it is properly what keeps them more engaged. They also encourage young people to start from virtual volunteerism, by attending Zoom meetings from non-profits that they want to support and share their experience and expertise, giving important value to organizations that are trying to think through difficult challenges.

Suggestions & solutions to work with volunteers

We believe that to provide effective solutions it is necessary, first, to take awareness and analyse in detail the difficulties that have hampered the work with volunteers during the pandemic. We are, therefore, ready to summarize here suggestions and solutions that we have experienced or that we think are useful in situations of isolation or social distancing.

First of all, to **maintain a high level of involvement** is fundamental to ensure the prosecution of the organization’s activities. Below we will list our suggestions to continue working with volunteers.

Protecting Volunteers from Coronavirus

COVID-19 calls for nonprofits to put in place protocols to protect the health of staff, clients, and volunteers that include social distancing, health, and wellness awareness strategies. Once back to the office it is necessary to take all the health precautions: mandatory use of the masks in closed areas, keep appropriate distance, always keep disinfectant and hygiene kits available during the activities, periodical ventilation of closed areas during the day, carrying out disinfection procedures before and after the activity.

We also encouraged everyone to get vaccinated, in accordance with the rules and to make PCR Test mandatory for those who cannot or choose not to be vaccinated. Furthermore when planning, it is fundamental to leverage the resources available from official agencies on how to respond to the Covid-19 pandemic. All those measures are only the first stage of a new ordinary life within the volunteering working environment.

Digital Tools

Negatives associated with digital youth work are several and notwithstanding online activities were limited and could not replace face-to-face interaction, there is a clear need for the provision of digital equipment, a reliable internet access, and training in the use of digital skills for both volunteers and youth workers. With the exponential increase in online activity, there has also been an increase in webinar and workshop initiatives by NGOs. One of the suggestions is to increase the monitoring of volunteer projects through online video-chat platforms and/or even online project management tools so that **volunteers become part of a more involved process**.

Provide external mentoring and support

Some non-digital solutions to support international volunteering's work should be the presence of a contact person or a **mentor that is external to the organization** and that could be a link to the socio-cultural environment of the hosting city, they should be a **way of decompression** from the issues of the organization and an intermediary for cultural exchange.

Another important solution is to provide **psychological support to volunteers**, in order to give them tools useful for stress management, conflict management and shared space management.

Communication

Communication is a crucial aspect of volunteering engagement. Due to disinformation and the uncertainty that has characterized the pandemic period, organizations have the duty to provide a transparent and effective communication that could be able to spread current needs and remind the priceless support that a volunteer could give to the local or international community. To communicate effectively, organizations have to provide clear information about how the organization can help, give instructions to explain to volunteers how to be useful, but at the same time they have to be flexible to volunteers' times and preferences and above all they have to be consistent and transparent in spreading information.

Assess and value volunteer impact

It is good practice to measure and make strategic decisions based on volunteer impact. Especially in times of pandemic it could be a precious utility to **adjust and optimize programs and activities**. Non-profit organizations who strategically measure the impact of volunteering can better understand the true value of their supporters and identify new opportunities for their growth. First of all, a fundamental metric to measure volunteer impact is to analyze volunteers satisfaction, engagement and attendance through a survey, but also new and repeat volunteers can help organizations to better know who their volunteers are and where they came from. In this way we could determine the retention rate and provide alternative solutions or continue to invest in that driving source. Another important metric is Social Media Shares, they are not only an excellent way to share volunteer opportunities, but also a key instrument to know people's preferences through social media shares and insight.

Moreover, it is useful for the organizations to measure the opportunity costs of their activities with volunteers as training, events or development costs.

In conclusion, we want to spread a positive message, the numbers show that the emergency situation has pushed more and more people to devote themselves to volunteering, the intentions are therefore, very promising. In turn, volunteer organisations are also forced to reorient their activities in response to the COVID situation. More needs to be understood about how traditional forms of volunteering are changing in response to the pandemic. Therefore, it is up to us to seize the moment and provide the most suitable and innovative tools to ensure the best experience for our volunteers.

Working with young people with fewer opportunities and special needs - what are the challenges?

In order to get closer to disabilities, the term “special needs” is commonly used and spread through society, and it is also true that other categories of “special needs” appear in this definition, such as gender needs or abuse. From the general point of view of people with disabilities and the organizations that give them support, this is a classification that places these people in a specific category of society, “the area of the people with special needs”, needs that are different from the rest of the population. Considering this, we accepted the suggestion of our partner ASPAYM Castilla y León, to talk about **people with disabilities**, as this is the organization’s field and this term is considered more inclusive.

Addressing the issue of digitalisation, it is important to notice that some changes are vital and inevitable in young people’s future: they use digital tools and instruments to communicate, to learn or to exchange information, for leisure and entertainment, having a deep appreciation of digital practices and of the opportunities these practices can offer them. Digital tools can help them find creative solutions to the challenges they face in the digital age. But the digital age does not have the same set of benefits for all young people.

Those groups of young people facing fewer opportunities due to their social, economic or geographical background, and young people from minority groups, are still facing obstacles in benefiting from the opportunities that the digital world offers. It is important to underline the necessity of attending every group of youngsters.

People with disabilities face different barriers when they get in touch with digital tools. These barriers depend on which type of disability the person presents, actually, some of them can also be a positive aspect.

The Strategy for the Rights of Persons With Disabilities aims to create a more accessible online environment for the 135 million people with disabilities that reside in the European Union before 2030. To make this possible the European Accessibility Act is created in order to cooperate between the member countries with the same accessibility policies. In this way, websites, apps, technological tools, such as computers or mobile phones, and other products should be adapted for people with disabilities.

Moreover, as it was said, the type of disability that the person faces situate the online inclusion in one hand of the balance or in the other, as for one person online youth work can be a positive way of developing social activities, but for other people it could be an enormous barrier. So as to explain the pros and cons of blended youth work, and more specifically, the online part of it, we should talk about people with sensorial, physical or intellectual disabilities.

When talking about sensorial disabilities, such as people with blindness or deafness, the fact that the adaptation of the new technology to their condition is low, makes their inclusion in this virtual transformation of the youth work more difficult. There is little adaptation of internet platforms or apps to this type of disability.

Therefore, blended youth work does not suppose a benefit for them but a barrier in their communication. Not being able to understand the content of the website or the online workshop that a youth worker launches, involves an exclusion of this group.

Secondly, physical disabilities are those that affect the mobility or physical capacities of a person. In this case, online youth work has supposed a benefit in most parts of the people’s integrity. Physical disabilities suppose different capacities of movement, which means that some activities can not be done for these persons in the same way as a person without physical disabilities could do it.

3

By applying online workshops and activities, more equality in this physical aspect is obtained, as there is a more varied range of activities in which this group can participate as less physical activity is required. On the other hand, some platforms and webs should improve their accessibility so that people with physical disabilities could participate more easily on them. Last of all, intellectual disabilities face difficulties in social skills, communication or learning. For this reason, a blended youth work suppose a great barrier on their development. People with intellectual disabilities present a bigger challenge to new technologies. Some changes have been made, such as introducing smart devices or including pictograms on websites. Nevertheless, this is not enough for this group, as a big motivation for people with intellectual disabilities when participating on different activities is the presencial part of it, the interaction between people and the collaboration with people without disabilities and themselves. It is also important to underline that it depends on which grade of disability the person is classified to know their adaptation to new technologies.

This crisis has shown that having good access to the internet is a fundamental element in participating in the society in which we find ourselves. It is also true that investing in digital and working towards narrowing the digital divide will enable the most disadvantaged people to participate in today's and tomorrow's economy. But on the other hand, there is a necessity to reduce participation inequality. New adaptations to online tools should be done in order to guarantee an inclusion on this technological world to everyone.

In summary, it is true that new technologies bring significant benefits to society, but people with less opportunities should be taken into account and some adaptations need to be made for their social inclusion in the online world. A face-to-face youth work with people with disabilities brings lots of benefits to them, mainly, these are about their communication and accessibility. All the same, it is also true that an on-line youth work with this group suppose more activities offer for a part of them and can also help their social skills, as being in the back of a computer can make them feel more comfortable when speaking with more people. In conclusion, pros and cons are found on blended youth work with people with disabilities, but there must be an aim of removing barriers that lead to exclusion and invest on technological adaptation so that this problem can easily be solved.

Toolkit

We decided to include a Toolkit in the handbook as respondents to the survey reported having found the transition of activities from face to face to online difficult, with 64% agreeing with the statement “Changing methods of youth work due to the pandemic has been difficult”.

In this section, we will examine respondents’ answers to open questions about their activities before and since the onset of the pandemic and in the next pages we prepared a list of tools and activities that can be useful for digital youth work.

Nevertheless, one of the most crucial tools that a youthworker can count on is the digital dimension is the network. People, resources, organisations and collective creative efforts showed this year that joining forces can actually make the difference in the quality of what is being offered as an alternative or complementary element to traditional youth work.

Most useful tools pre-pandemic

Responding to the question “Which were the most useful tools or activities for you in conducting youth work before the COVID-19 pandemic?”, many answers stressed the value of face-to-face activities they conducted before the onset of the pandemic. In some cases, this was referred to very generally, and, as with answers like “non-formal education” and “in person” activities, respondents unfortunately didn’t give details on the specifics of these face-to-face activities. However, some details were given in other answers, with creative activities being mentioned frequently, such as “art” (the fourth most frequent activity mentioned), “theatre”, “role play”, “dance” and “music” being reported. After “face to face”, “games” and “workshops” were the most frequently described activities. “Outdoor” activities such as those in nature, cleaning beaches, treasure hunts, and outdoor camping were raised as important pre-pandemic activities. Others that included using the body, such as sport, yoga, and mindfulness were also mentioned. Overall, the main areas of preference for activity were those that were in-person, interactive - such as debates - practical, creative, fun, and youth centred (with one respondent describing a meeting time in which the youth themselves brainstormed and planned future activities). Some respondents also mentioned digital tools in this section, including organizational tools (Google Drive, Slack, Zoom and Meet), and others such as Mentimeter, Padlet, and World Café. Thus, although in person activities were more frequently identified, digital tools were also somewhat significant. Together, the key words in the answers are represented in the Word Cloud below.



figure 16

Useful tools and methods since the pandemic

Responses to the question **Which have been the most useful "distance"(digital) tools or activities since the onset of the COVID-19 pandemic?** varied, with some more qualitative, and others simply listing the most useful tools without description.

Further variety in responses is found in the interpretation of "digital tools": some respondents focused on software, online services, or platforms while others discussed strategies and exercises that they found useful when conducting youth work online.

With regards to which software, services or platforms they find most useful, most respondents highlighted the use of meeting tools like zoom and meet, with one respondent stating **Zoom, for sure. At least to see each other and keep on going with the job.**

Thus, the emphasis was on the importance of continuing youth work activities, and the necessity of these tools to do so. Other tools, many of which were creative and/or collaborative reported above were also highlighted as particularly important, namely Jamboard, Mentimeter, Padlet, and several others. Indeed, one respondent stressed this, stating that they found most useful **Very participative activities, such as escape rooms, which avoid mere listening.**

This emphasis on creativity and interactive participation of youth is evident from these responses, and the more qualitative responses discussed in the following section. With regards to activities that respondents felt were particularly useful in online youth work, answers included workshops and events online, doing ice breakers, role play, team building activities, and creating videos together, conducting training, and holding debates – showing that many were able to continue much of the work they undertook before the pandemic, albeit in a different format. In fact, one participant went as far as to say **world café discussions, problem solving simulations (like the NASA game), team building games :D everything can be moved online with a bit of attention and fantasy.** Indeed, another participant described the process as **Transferring Experiential methods and activities to virtual space - creating online experiences.**

The results of this question are summarized and represented in the word cloud below.



figure 17 : most used digital tools since COVID-19

Exploring the tools

In the next section of the handbook, you will come across very different tools, which we have classified in five types.

- **Activities for online meetings**, such as energizers, tips and activities to engage the participants and make your sessions dynamic and fun.
- **Organisational and interaction tools**, where you will find some programs or apps to organise your projects, tasks and interaction (chats, video calls, meetings).
- **Creative or presentation tools**, where you will find a wide range of different tools such as collaborative boards, audiovisual editing programs or webpages and presentation tools.
- **Tools for quizzes and feedback**, very useful to evaluate the learning of your courses or to obtain some feedback from your students.
- **Gamification tools**, such as different tools for creating badges, avatars or games.



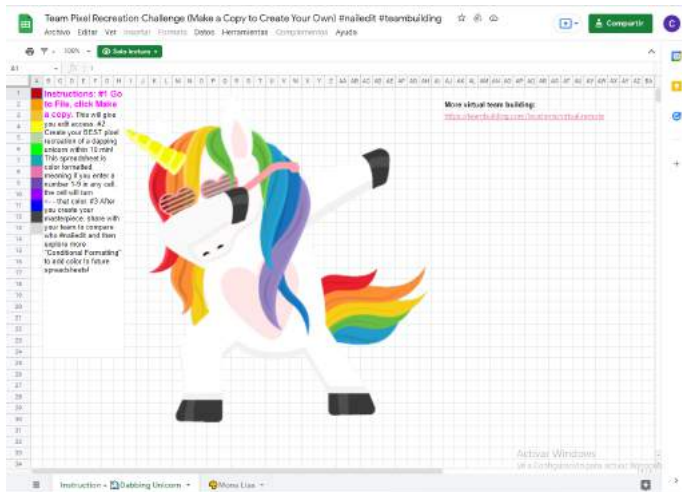


ACTIVITIES FOR ONLINE MEETINGS

SPREADSHEET ART

DESCRIPTION

Spreadsheet Art is an energizer that can be useful for online meetings but it can also be done with computers in a presencial way. For the realization of this activity, a spreadsheet template is required. The group has an image that they have to imitate through copying the colors that appear in the left part of the document.



RECOMMENDATIONS

This activity is recommended when the facilitator pretends to create a competitive environment. For making it a dynamic activity, the participants will only have 10 minutes for making the best replica of the image given, taking into account that it will be compared with the rest when the time finishes. To facilitate the participants while painting their image, the colors in the left part of the template should be connected to the number shown (eg: 1 red). In this way, when the person selects a cell and writes the color number with the keyboard, that cell will automatically turn to that color.

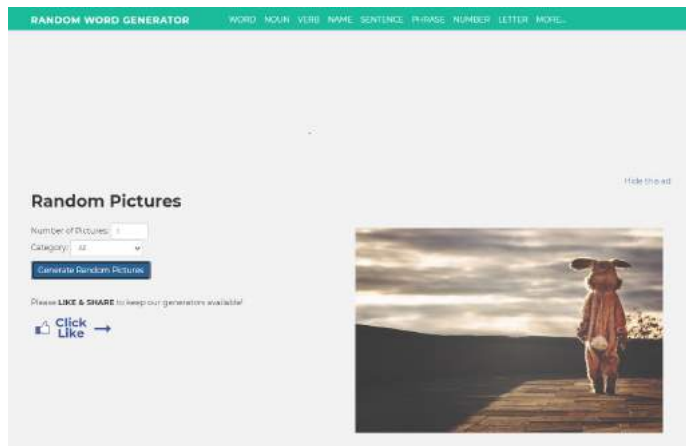
In order to adapt the activity to different situations, the facilitator could choose an image that represents the project, the place or the organization.

[CLICK HERE](#)

CAN YOU HEAR ME NOW?

DESCRIPTION

“Can you hear me now?” is a teambuilding and cooperative activity that consists of one of the participants describing an image so that the others can guess and draw it as similar as they understand from those explanations. At the end of the activity the descriptor shows the image first and lastly, the other participants show theirs. It can be done in the same way online or face to face.



RECOMMENDATIONS

For an online meeting any virtual conference platform can be used. When it is time to choose an image in order to start the descriptions, a random image generator could be useful. This activity is recommended when the facilitator needs a workshop that enables the participants to practice communication skills and teamwork values, as the person that describes the image needs to be really precise with the explanations and the people listening have to be aware all the time.

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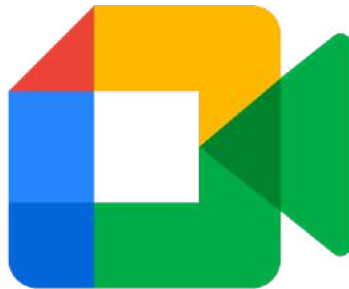
ORGANISATIONAL AND INTERACTION TOOLS



GOOGLE MEET

DESCRIPTION

Google Meet is a live video communication platform. As well as the basic video call functions, it has several other features, namely a chat, screen sharing, integration with other Google features like Google calendar, a direct link to Jamboard (whiteboarding tool), polls, Q&A, and breakout rooms - in which small groups can speak to each other privately.



RECOMMENDATIONS

Google Meet is useful for meetings, lessons, and anything that requires communication at a distance. Particularly useful in youth work activities are the interactive whiteboard feature (Jamboard), the polls - in which opinions can be taken from the participants, Q&A - in which questions can be asked of participants, and the breakout rooms - with which you can split a large group into smaller groups, which can be particularly useful when trying to encourage participation and the involvement of different participants.

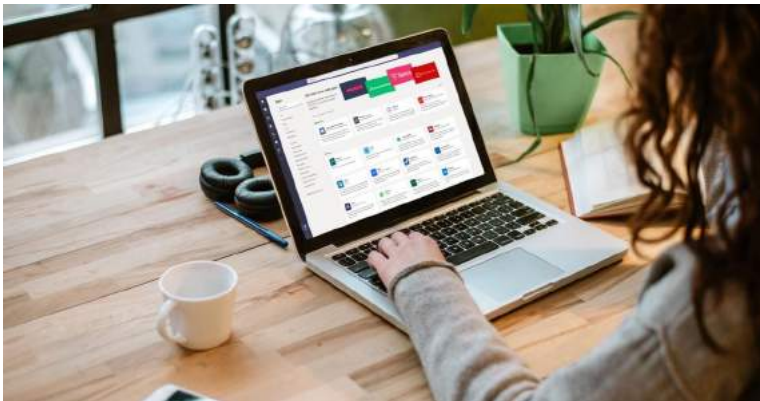
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TEAMS

DESCRIPTION

Teams (provided by Microsoft) is a communication platform that offers chat, video conferencing, file storage, and application integration. Frequently used in professional environments, but can be used for organising anything with groups of people.



RECOMMENDATIONS

You can use it for calendars and meetings (integrated with Outlook). It also integrates with other Office 365 tools, which can be used directly on Teams. You can host and participate in meetings, using video conferencing. You can divide work (or other) into teams and channels. Each channel also has tabs (e.g. conversation, files, and more) can be added from a long list - like tasks, which can be used to assign tasks to members of teams.

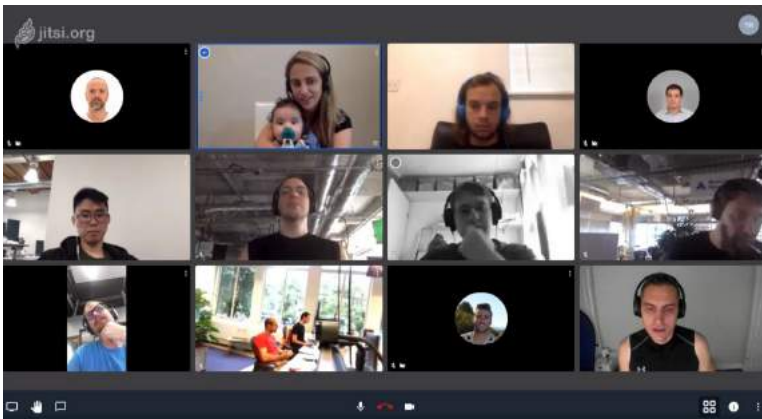
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JITSI

DESCRIPTION

Jitsi is an open source video conferencing platform. It is designed for people to collaborate interactively, and includes call-recording, screen sharing, secure rooms with passwords, and allows for live streaming on youtube. The communication is encrypted.



RECOMMENDATIONS

It can be used for work meetings, classrooms, or just meeting with friends or family. It has mobile access, a chat, and a private chat.

[CLICK HERE](#)

DISCORD

DESCRIPTION

Discord is an instant messenger service, which works through servers and it is divided into text channels and voice channels (with video)..

When you create a server you can invite people to it with a link, and then assign roles to them and create different voice and text channels organised by folders.

Inside a server, you can communicate through those channels, visible to everyone in the server, but also through direct messages or direct messages groups, which are private.

RECOMMENDATIONS

You can use Discord in an online training or educational space in order to communicate with the participants, and to give them different work spaces to communicate remotely and facilitate the team working, dividing the channels into topics, tasks or work packages.

You can also use it to make the video calls for online sessions.

This tool is especially valuable when you need to engage participants in a project, when they need to work together in different groups and it is necessary to create different work spaces.



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SLACK

DESCRIPTION

Slack is a teamwork and communication platform. There are channels, like chat rooms, that can be joined by particular members of a team (some freely and some by invitation). In each channel there are threads. You can comment, @ people, and react with emojis. Many things are adjustable like the notifications and the colours. It has call and video calling features.



RECOMMENDATIONS

You can use it to communicate with colleagues, organise projects, and even collaborate with teams from other organisations who are also on slack. It supports integration with other services like Google Drive, Dropbox, and Trello. It has a “Do not disturb” feature that can be programmed to activate at certain times.

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A large, abstract, light blue shape in the bottom right corner of the page, resembling a cloud or a splash.



BIG BLUE BUTTON

DESCRIPTION

BigBlueButton is virtual classroom software that has been designed around the real-world needs of teachers, students, and schools. Unlike many corporate web conferencing tools, BigBlueButton is an “education-first” solution, originally built by Carleton University’s Institute for Technology Entrepreneurship and Commercialization in Ottawa, Canada.



RECOMMENDATIONS

BigBlueButton’s ease-of-use adapts easily to instructor’s giving office hours, group collaboration, and full online classes.

The tool has the following features:

- Documents upload
- Multi or Single-user Whiteboard
- Breakout Rooms
- Video Options
- Chat
- Polling
- Shared Notes
- Screen Share and Recording
- Hand Rise and Emojis
- Video Share

[CLICK HERE](#)

TODOIST



DESCRIPTION

Todoist is an organisational tool that can be used to keep track of projects, tasks and deadlines, assigning priorities, reminders, and giving the ability to delegate tasks to others. You can add tasks to emails and also keep track of task progress.



RECOMMENDATIONS

- Connect Todoist across your different devices
- Use the Todoist template gallery to see how you could set up your projects
- Use custom filters to view certain tasks
- Collaborate with others by inviting others to your projects
- Discounts are offered for students, educators, and nonprofit organizations.

[CLICK HERE](#)



GOOGLE DRIVE

DESCRIPTION

Google Drive is primarily a cloud-based storage service. It can be used to store any kind of file, and you can give access to others to collectively use, edit, store, download and upload documents. You can use folders to organise the documents, and give different people access to different file locations.



RECOMMENDATIONS

Use it for storage, file sharing, and collaboration. It supports integration with microsoft office 365 services (word, PPT and excel). It has useful sync features, whereby changes are synced on other devices and with collaborators.

[CLICK HERE](#)

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DOODLE

DESCRIPTION

Doodle is an online scheduling tool used by more than 30 million happy users a month.

Deciding on a date and time for a meeting between just a few people can be hard enough. Scheduling meetings with large groups of people - even worse! Doodle offers several different ways to set up polls and surveys that will help you quickly and efficiently set up your next meeting or event.

With Doodle you can create group meetings, 1:1 meetings and set up personal Bookable Calendars.

	Mar 1 FRI	Mar 1 FRI	Mar 4 MON	Mar 4 MON	Mar 5 TUE	Mar 5 TUE	Mar 6 WED	Mar 6 WED	Mar 7 THU	Mar 7 THU	Mar 8 FRI	Mar 8 FRI
09:00 Earlier availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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RECOMMENDATIONS

For Premium subscription! With Premium you can:

- automatically synchronize meetings in your calendar and send calendar invites to the participants in one go
- track who is missing (who has not voted in your poll yet)
- keep track of who has read your invitations, and send them a quick reminder to vote
- request contact information from participants such as email addresses, mailing addresses, or phone numbers
- customized branding of your poll and meetings - replace the Doodle logo with one of your company and set a background image or color for your polls and meetings.
- schedule 1:1 meetings with automatic calendar invitations
- create several Bookable Calendars
- utilize the many automations within a Zapier integration.

[CLICK HERE](#)



LETUCEMEET

DESCRIPTION

LettuceMeet is one of the best digital tools to schedule group meetings.

Instead of having to preselect time blocks, LettuceMeet lets everyone add their availability on a grid so you can see the slot that best overlaps. It also integrates with Google/Outlook calendar, allowing you to view your events when adding your availability.



RECOMMENDATIONS

To easily plan your next group meeting, follow these simple steps:

1) Tell us when you'd like to meet.

To start, select a range of dates (or a single day) for when you'd like to meet with your group.

2) Fill in your availability.

Fill in your availability for the date(s) you selected, which will be shown to everyone else in your group. Protip: connect your Google/Outlook Calendar to view your events underneath!

3) Find a time that works best for everyone.

Share a link to the Lettuce with your group and they'll be able to fill in their availability. We'll overlay everyone's availability together, making it really easy to find the best slot.

[CLICK HERE](#)



GATHER TOWN

DESCRIPTION

“Centered around fully customizable spaces, Gather makes spending time with your communities just as easy as real life.”

Gather.town: a virtual space platform in which attendees can move around and interact through avatars.

Within your environment, Gather.town allows you to add virtual components and tools to your virtual space, such as a whiteboard, a podium, or a specific video stream, to more fully mimic a classroom or conference setting. The graphics in Gather.Town are basic, and run on a wide range of computers with minimal lag.



RECOMMENDATIONS

Gather offers different interface solutions, depending on the scope of the event you are planning and the target group you wish to involve.:

- Gather for remote work: Connect your distributed team with an inviting office space for meetings and happy hours.
- Gather for conferences: Organize your event for a fraction of the in-person cost. Design an exciting venue for attendees to interact with speakers and participate in workshops.
- Gather for education: Virtual learning doesn't have to be boring. Revive classes, office hours, and study sessions with collaborative objects and private group areas.
- Gather for socials: Never miss an opportunity to celebrate

[CLICK HERE](#)



TOASTY

DESCRIPTION

Toasty is a video meeting platform with perfectly-timed cues, intuitive breakouts, and everything you need to engage any audience, right in your browser.



RECOMMENDATIONS

Instead of keeping people in boring video boxes (where they can't be interactive) you put together an agenda of Toasty activity blocks, where each activity block is an interaction for each participant and they respond individually, or in groups. You can then collaborate without going anywhere else.

It can be used for different purposes: focus groups, virtual workshops, networking events.

Hosts can pre-plan an agenda, connect people with collaboration tools, and invite participants to the session.

You can also browse Toasty's pre-built templates. You can choose from ready-to-use Team meeting agendas, Icebreaker questions, Happy Hour activities, Team Building exercises, Liberating Structures, and more -- or create a custom template yourself and save it for handy access for you and your team.

A great added value is the possibility of using tools like Miro, Google, and Figma directly integrated in the platform, fostering easy communication and collaboration.

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ADHOCRACY+



DESCRIPTION

Adhocracy+ is a free Open-Source participation platform maintained and primarily developed by Liquid Democracy e.V., a non-profit association from Berlin. It is based on adhocracy 4 and Django. The code is in the public domain.



RECOMMENDATIONS

Register your organization on adhocracy+ and start your own participation projects!

Digital democracy is coming to you. To introduce adhocracy+, we offer free workshops where we show you the platform and explain how to implement digital participation within your organization.

Use cases:

- For Municipalities: Create a noise action plan together with the citizens.
- For Associations & NGOs: Make your discussion more inclusive.
- For Companies & Co-Operatives: Conduct an innovation competition

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OPIN

DESCRIPTION

OPIN is an all-in-one digital and mobile participation toolbox for youth organisations or public administrations. Build professional eParticipation processes without being a pro!

All stages of the project are transparent and supported by OPIN's software:

- features for digital and mobile participation
- intelligent community management
- integration of offline events
- multimedia information about your project



RECOMMENDATIONS

OPIN is available for public administration institutions and youth organisations of all types and sizes. Among other things OPIN gives authorities, youth organizations, educational institutions, and youth clubs the possibility to start their own participation processes on the platform and thus to involve young people actively in decision-making processes.

OPIN offers six tools for the implementation of participation processes: "Brainstorming", "Idea Challenge", "Spatial Tools", "Agenda Setting", "Text Review" and "Poll". which you can easily customize by adding dates, information and face-to-face events.

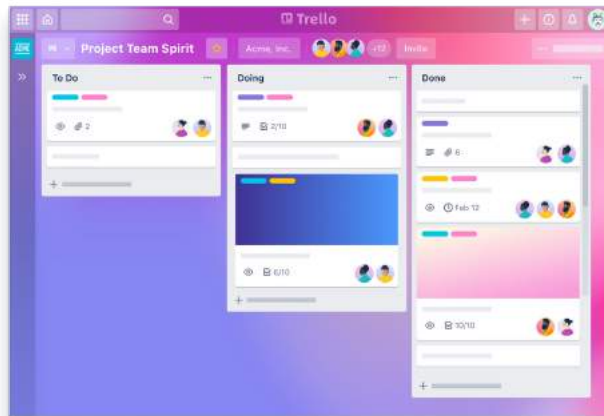
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TRELLO

DESCRIPTION

Trello is a collaboration tool that organizes your projects into boards. In one glance, Trello tells you what's being worked on, who's working on what, and where something is in a process. Imagine a white board, filled with lists of sticky notes, with each note as a task for you and your team.



RECOMMENDATIONS

Powering a productive team means using a powerful tool (and plenty of snacks). From meetings and projects to events and goal setting, Trello's intuitive features give any team the ability to quickly set up and customize workflows for just about anything.

Trello cards are your portal to more organized work—where every single part of your task can be managed, tracked, and shared with teammates. Open any card to uncover an ecosystem of checklists, due dates, attachments, conversations, and more.

Easily connect the apps your team already uses into your Trello workflow, or add a Power-Up that helps fine-tune one specific need. With hundreds of Power-Ups available, your team's workflow wishes are covered.

[CLICK HERE](#)

Lino

DESCRIPTION

A virtual cork board of sticky notes, it lets students ask questions or make comments on their learning. free sticky and canvas service, colorful collaboration , allow photos sharing, discussions, ideas



RECOMMENDATIONS

Allow you to create a group, share your ideas with your group members, friends and colleagues, reminders on special days or deadlines.

Take a note right away wherever you are. When you want to post a URL, texts, or graphics in the news and blog pages, you can click "lino it Bookmarklet". You can easily post the page title, URL, selected texts and graphics to lino.

[CLICK HERE](#)

Chatzy



DESCRIPTION

Chatzy works on all major browsers, with any language and through corporate firewalls. Is simple and easy to use



RECOMMENDATIONS

Chatzy is a great alternative to Facebook, Yahoo Chat, Skype, and other messengers because:
Chatzy has no registration steps - your friends can join instantly

Chatzy is free and has no popup ads

Chatzy does not require Flash or any installation on your computer (= no spyware) Chat contents are considered confidential and not sold or given away to third parties for commercial purposes.

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Webex

DESCRIPTION

Cloud-based web and video conferencing service that enables global and virtual teams to collaborate on mobile devices and video systems in real time. WebEx includes features such as screen sharing, meeting recording, customizable layouts and meeting broadcasting



RECOMMENDATIONS

The all-in-one app to call, meet, message, and get work done.

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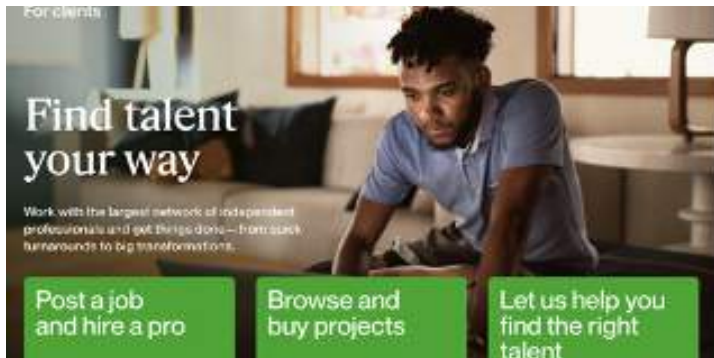




Upwork

DESCRIPTION

Upwork (provided by microsoft) is a talent and word market place. Support business building. Trusted by Microsoft, Godaddy, Airbnb



RECOMMENDATIONS

Hire freelance translator and experts

[CLICK HERE](#)



Zety

DESCRIPTION

Zety has helped millions of job seekers worldwide find employment. With a rapidly growing community of more than 40 million readers a year.



RECOMMENDATIONS

Growing career advice website. powered by a team featured in Forbes, the Financial Times, CareerBuilder, and Glassdoor, among others

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Futurlearn



DESCRIPTION

Expert teaching delivered by world-class universities and organisations
Develop hobbies, new skills and career-changing expertise with our flexible courses.



RECOMMENDATIONS

Meet educators from top universities and cultural institutions, who'll share their experience through videos, articles, quizzes and discussions.

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CREATIVE OR PRESENTATION TOOLS



WIX

DESCRIPTION

Wix is a platform that allows users to create websites for free, in an easy way, without the need to know difficult software programming and with very visual and even interactive results. With the free plan, you cannot have a personal domain, but with the premium account you can connect your own domain while working on the website through Wix. You can choose a template or design your website from scratch, and add menus, texts, images, videos, interactive boxes, banners, social media, buttons, links, pages and subpages, widgets, blogs, HTML embed, etc

RECOMMENDATIONS

You can use Wix as a repository, as a content or information organiser, as a presentation of a project or, for educational purposes, as a webquest or a virtual Escape Room.

A webquest is an educational activity that approaches research, where participants use the Internet to look for information and explore through a path led by the website, and the final result can be another website where you can find the results of the research.

For the virtual Escape Rooms, you can create a virtual environment and lock some of the pages of the website so you can create codes and puzzles to solve.

All in all, Wix can be a very useful tool for very different purposes.



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JAMBOARD

DESCRIPTION

It is the first hardware product designed and manufactured by Google, intended to complement the types of cloud-based tools that include, for example, Gmail, Drive, Docs, among others; the tools that Jamboard has are designed for collaboration and working remotely online. Jamboard is an interactive whiteboard that allows users to share ideas, images and collaborate with each other in real time. It is a 55-inch collaborative digital whiteboard that has accessories, such as two optical pencils, an eraser and support, which are elements that allow a good and productive performance of the work team.



RECOMMENDATIONS

Advantages:

- Motivate creativity: With the option of adding images and texts facilitates the flow of ideas and especially communication with the team.
- Collaborative work at a distance: the Jamboard app allows other users to connect to edit and view the content of the "jam" (workspace within the platform).
- Safe storage in the cloud: all boards or "jams" are automatically saved without risk of losing information.
- Compatible with Google Meet: you can present the ideas of the virtual whiteboard through Google Meet.

[CLICK HERE](#)



CANVA

DESCRIPTION

Canva is a design and publishing tool that can be used to create graphical content. It utilises pictures already in its gallery (some of which are free, some of which are paid), and you can also upload photos or any kind of picture to the design



RECOMMENDATIONS

You can use it to make presentations, social media graphics, posters, logos, flyers, infographics, documents and other visual content. Additional features are that you can edit photos, animate text, and make designs collaboratively

[CLICK HERE](#)

STORYBIRD



DESCRIPTION

Storybird is an artistic storytelling tool that can be used to create picture books, comics, poetry etc. It is primarily about selecting images, arranging them in a sequence, and telling a story with them.



RECOMMENDATIONS

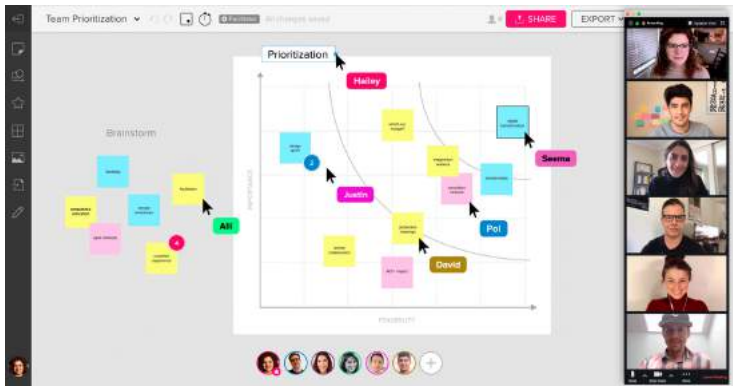
- You have to use images from the database, but can use these to encourage youth to tell stories and to write.
- It supports google classroom
- There's a variety of course and challenges, can be used for different project and to create different curricula

CLICK HERE

MURAL

DESCRIPTION

Mural is a digital workspace for visual collaboration. It is a live presentation tool that has interactive and collaborative elements. Imagining and visualising work or ideas are made possible with Mural in a fun and stimulating way.



RECOMMENDATIONS

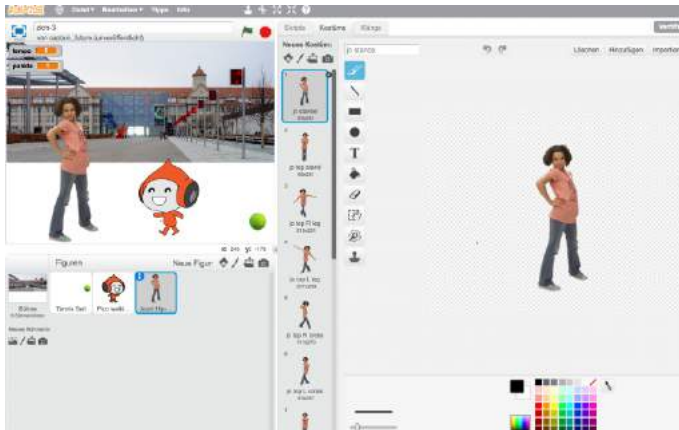
It can be used for meetings, as an interactive whiteboard with sticky notes and text, shapes and connectors to build diagrams and map out workflows, there are icons, images and GIFs in its database, you can use frameworks to organise content, and you can also draw freehand. There are interesting features like the Timer - to keep on schedule, the Summon - to make sure everyone is looking at the same content, Outline - to guide participants with instructions and hide/reveal next steps, super lock - to make objects stay in one place, celebrate - to emphasize positive moments, and private mode - to hide contributions of individual collaborators.

[CLICK HERE](#)

SCRATCH

DESCRIPTION

Scratch is a block-based visual programming language and website, which serves as an educational tool for coding. It was developed by the MIT media lab. Users can create projects using a block-like interface, and can program their own interactive stories, games and animations, and share their creations with others.



RECOMMENDATIONS

It can be used to learn how to code and create visual content like animations and games. There are guides for parents and educators for using scratch with children. Tutorials, coding cards (step-by-step instructions for different projects), and ideas are available.

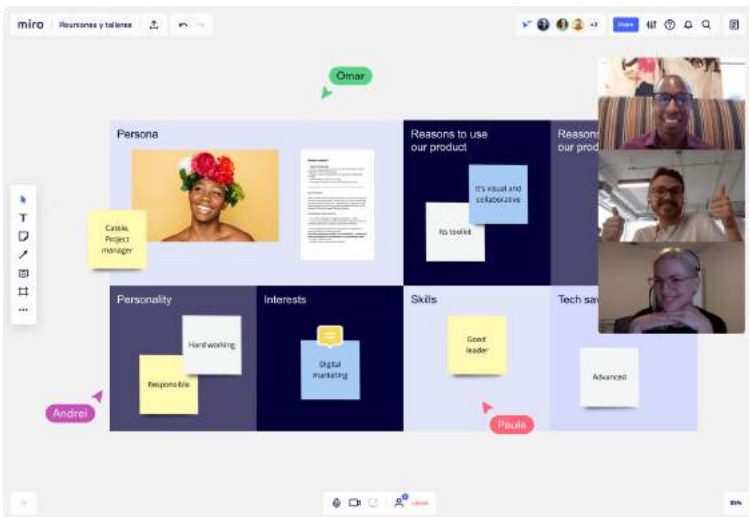
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MIRO

DESCRIPTION

Miro is the online collaborative whiteboarding platform that enables distributed teams to work effectively together, from brainstorming with digital sticky notes to planning and managing agile workflows.



RECOMMENDATIONS

With Miro you can take advantage of a full set of collaboration capabilities, including video, chat, presentation, and sharing, to make cross-functional teamwork effortless and collaboration easier.

Empower your design, development, and engineering teams to align and innovate in a platform that makes it all possible in real-time.

You can create concepts, map user stories or customer journeys, or conduct roadmap planning easily, enabling you to focus on delivering the right products for your customers/students/others.

[CLICK HERE](#)

STORYJUMPER

DESCRIPTION

It's a website that offers students, teachers, youngs and youth workers the chance to write, create and publish their own stories. This site offers simple creating tools that are ensured to engage children's creativity skills and demonstrate their story book writing abilities. Students are able to illustrate and write a book, whether it be imaginative, informational or a narrative. Storyjumper is a tool that makes writing fun for students and grabs their attention for successful and efficient learning



RECOMMENDATIONS

This program allows students to combine their words with images that support their statements. By allowing children to create their own stories, the students start to comprehend story concepts such as sequencing, plot planning and other story elements. Lesley Farmer stated that, 'Such work involves high-level information literacy, critical thinking and creativity; the result is an original and authentic product of the child's knowledge and imagination.'

[CLICK HERE](#)

AHA SLIDES



DESCRIPTION

Involve your participants with live polls. Crowdfund the best questions and ideas from your audience. Excite your class with some quiz competition. Win your audience's full attention and deliver rockstar performances on stage.



RECOMMENDATIONS

AhaSlides can be used as an interactive presentation software for your class, meetings and events. We make it easy to add polls, live charts, fun quizzes, engaging Q&A sessions to your presentation. Some of the features of this tool are:

- Ask your audience in any way you like: Multiple Choice, Open-Ended, Quiz, Word Cloud, Image Question... Just pick the format that suits your event best, we've got them all.
- Real-Time Charts: Show your audience with voting results displayed in colourful, snappy charts.
- Analyse data: When your AhaSlides presentation is over, export full results and audience data for further analysis.
- Quiz Game.

Fully customisable themes: Make the presentation truly yours with beautiful backgrounds, custom logo and font.

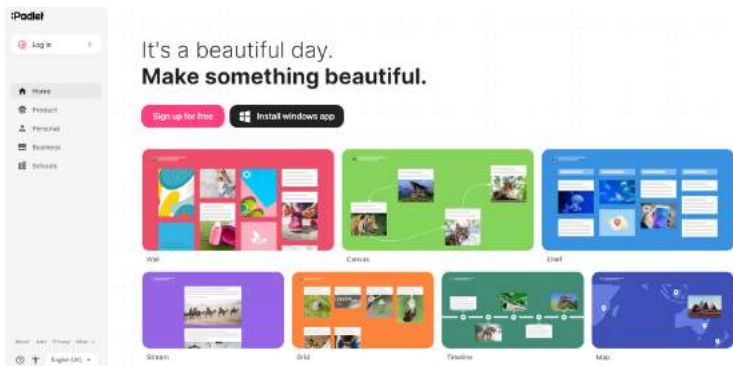
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PADLET

DESCRIPTION

Padlet is a place where you can create a single or multiple walls that are able to house all the posts you want to share. From videos and images to documents and audio, it is literally a blank slate. It's collaborative, too, allowing you to involve students, other teachers and even parents and guardians.

Who you share that with is up to you as a moderator. It can be public, open to all, or you can place a password on the wall. You can only allow invited members to use the wall, which is the ideal setup for education. Share the link and anyone invited can enter easily.



RECOMMENDATIONS

To get posting, double click anywhere on the board. Then you can drag files, you can paste files, or even use the Save As bookmark with Padlet mini. Or simply click the plus icon in the lower right corner and add that way. This can be images, videos, audio files, links, or documents. From a brainstorming board to a live questions bank, there are lots of ways to use Padlet, limited only by your imagination. Even that limit can be overcome by allowing the board to be collaborative so your students can use their imaginations to grow it in new directions. Once ready, you can hit publish and the Padlet will be all set to share. You can also integrate it with apps such as Google Classroom and many LMS options too. These can also be embedded elsewhere like on a blog or the school website.

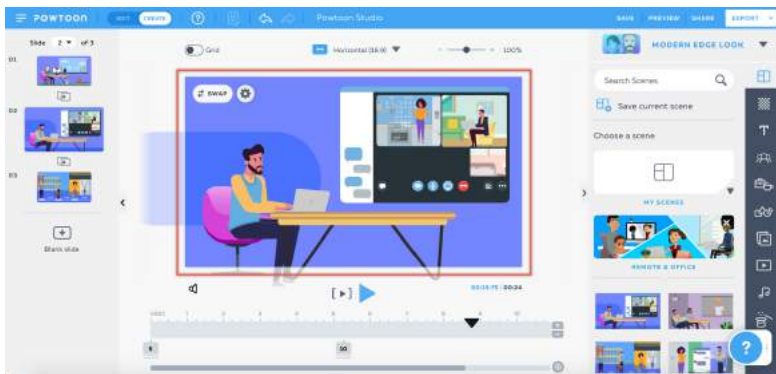
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POWTOON

DESCRIPTION

FPowtoon is a web-based animation software that allows users to create animated presentations by manipulating pre-created objects, imported images, provided music and user-created voiceovers.



RECOMMENDATIONS

Powtoon gives anyone the ability to create professional videos and presentations. You can select from royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or you can use your own visual content and voiceover.

Students can create quality animated video presentations to showcase their understanding of a specific topic. Teachers can also create their own Powtoons as an alternative approach to teaching topics.

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VIDEOSCRIBE

DESCRIPTION

VideoScribe is software for creating, publishing and share captive whiteboard animations and explainer videos easily by adding some images from the library with thousands of customizable images and music (or by uploading your own) as well as adding texts, creating a voiceover . VideoScribe enables you to create different types of explainer videos.

With VideoScribe you get also support from their professional team.

RECOMMENDATIONS

AIRegarding the Types of Explainer videos that you can create are::

- An explainer video is a short, concise video used to explain a product, service or concept. They're commonly used in online marketing to illustrate how something works or what a business does. Educators use them too to break down a complex topic into easily digestible and informative chunks;
- Whiteboard videos are a specific type of animated video in which the images appear to be hand drawn and erased on a whiteboard (or chalkboard!). VideoScribe is the world's first whiteboard explainer video software. It's a hugely popular format due to how quick, easy and low cost it is to create a whiteboard video and keep it up to date;

Live action explainer videos include real people and real products, it's more like a TV ad or short film. They work better for companies selling tangible products, for example clothes, or where it's important to show the real world setting like a tourist destination.



[CLICK HERE](#)



Prezi

DESCRIPTION

Prezi's one-of-a-kind open canvas lets you organize and view your presentation as a whole.

RECOMMENDATIONS

The innovative way in which Prezi helps you make presentations – by zooming, leads to more effective, more persuasive, more effective, and more engaging presentations compared to presentations made with PowerPoint. Free membership allows up to 10MB of file attachment to a single sticky. The maximum total file size that can be saved in a month is 100MB, and you can download a maximum of 10 attachment files from other users' stickies in a month.



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Flipsnack

DESCRIPTION

Create, share and embed online page flip catalogs, transforming your PDFs into online flipping books. Make a flipbook online using our advanced flip book maker



RECOMMENDATIONS

Team collaboration software for all your publishing needs

[CLICK HERE](#)

Mind Maps

DESCRIPTION

Mindmaps is an HTML5 based mind mapping app. It lets you create neat looking mind maps in the browser. Mind Mapping is a useful technique that supports learning, improves information recording, shows how different facts and ideas are related, and enhances creative problem solving.

RECOMMENDATIONS

Can be used to create all kind of schemes, structures for a presentation in non-formal education and all domains.



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Calameo



DESCRIPTION

Publishing platform for digital magazines, interactive publications and online catalogs. Convert documents to beautiful publications and share them. Calaméo is the first multilingual digital publishing platform and has a community of five million users worldwide. Calaméo provides private and professional users with a dynamic and innovative medium to instantly publish and share interactive and multimedia magazines, brochures, reports, newsletters, presentations and catalogues on any device.

RECOMMENDATIONS

Advantages of the technology

- Free
- Available 24/7.
- Instantly creates interactive web publications.
- wide variety of options and is simple to use. From a PDF file, you create magazines, brochures, sales catalogs, annual reports, presentation brochures...
- Easy share interactive, enriching content.
- The contents are downloadable to use offline.
- The publisher has the ability to enable or disable downloading, printing, and sharing option.
- The publisher has the ability to choose the proper copyright.
- The publisher has the ability to make it public or private.
- Supports left to right and right to left publishing.
- Provides lifetime statistics.



[CLICK HERE](#)

Blabberize

DESCRIPTION

Blabberize is a photo editing tool that creates talking animations from a photo or other image. Browse the ready-made blabbers or create new ones. Upload an image from your computer, select an area to become the talking "mouth," and record sound using your microphone or upload a short.



RECOMMENDATIONS

Blabberize can be great for subjects such as history or science. Instructors can ask students to create blabbers of famous historical figures or scientists, which would talk about their lives, state their greatest accomplishments, and explore their most significant theories. Occasionally, such an exercise could become a way of channeling engagement through humor – after all, everyone needs a good laugh now and then. The humor involved in making and presenting a blabber can significantly help with knowledge retention – if nothing else, this alternative and funny representation of information will be itself memorable.

[CLICK HERE](#)



Idroo

DESCRIPTION

Idroo is an educational online whiteboard app that gives instant + real-time collaboration through your browser. IDroo is a free productivity application from lteral Group. This app works like a virtual whiteboard that you can share with multiple users. Everything that is drawn or written on the whiteboard is visible to all participants in real-time. IDroo supports an unlimited number of meeting participants, the only limitations are computer power and internet connection speed. There is a professional math typing tool built-in making it easy to teach or work through math problems collaboratively. IDroo is integrated with Skype to enhance the online collaboration experience. Currently it only works on Windows systems and requires a software download.



RECOMMENDATIONS

You can use Idroo for writing to the whiteboards and you can create different boards, using a lot of tools: Freehand, Line, Rectangle/Square, Ellipse/circle, Text, Formula/Equation, Images and Documents, and an Eraser, of course. You can use our simple yet professional equation editor to type math and physics formulas. Use the toolbar, or TeX-like commands such as \sum , \sqrt , α , \mathbb{N} , etc followed by a space.

[CLICK HERE](#)



Tiki Toki

DESCRIPTION

Tiki-Toki is web-based software for creating interactive timelines that can be shared on the Internet. Tiki-Toki can be used in any browser and the basic account is free to sign up, which allows you to create a fully-functional timeline. Tiki-Toki provides integration with images and videos (from Youtube and Vimeo).

It has rapidly become one of the leading timeline software apps on the web. Thanks to an emphasis on beautiful design, customisation and usability, it has proved popular with a wide range of people. More than a million users have signed up to create timelines using Tiki-Toki, everyone from educators and history buffs to lawyers and project managers.



RECOMMENDATIONS

Tiki-Toki is loved by marketing professionals who see the potential of Tiki-Toki's media-rich timelines in highlighting their organisation's achievements. Many use Tiki-Toki timelines to celebrate a company's 10th, 20th, 50th etc anniversary, taking advantage of our software's customisation options to create a timeline that perfectly matches the company brand
NGOs: Organisations in the charity sector make extensive use of our timelines to highlight their achievements.

Teachers. Timelines are an excellent educational tool for teaching children about history. Teachers love our timeline software.

Bussiness: Tiki-Toki's multimedia timelines are a great way to share a company anniversary or milestone with customers and staff.

[CLICK HERE](#)



Idea Boardz

DESCRIPTION

IdeaBoardz is a community-based tool that allows users to add sticky notes, known as ideaz, to an IdeaBoard. Users can make an unlimited number of IdeaBoards based on different topics. Within an IdeaBoard, users can add different columns to create subtopics. IdeaBoardz is a team collaboration tool. It allows teams to collectively brainstorm, gather inputs, reflect and retrospect. It is especially useful for teams that are distributed geographically. It is also handy for teams to collect inputs over some days and then meet to discuss them.



RECOMMENDATIONS

Most teams use IdeaBoardz to conduct Project Retrospective meetings. We know of teams who have used it for other types of brainstorming exercises like six thinking hats, pros-cons, risks-opportunities. We ourselves are using it to gather feedback and new ideas for IdeaBoardz.

[CLICK HERE](#)



TOOLS FOR QUIZZES AND FEEDBACK

SOCRATIVE



DESCRIPTION

Socrative is an application created in 2010 that aims to manage the participation of students in real time. It allows us to perform tests, evaluations, activities... and manage the data in real time by the teacher.

It has different data collection options: Quiz (questionnaire), Space Race (questionnaire with time) or Exit Ticket (questionnaire with ranking of results).

Students respond in real time through their devices. The teacher can follow the results live and review them later in a section of the platform. The types of questions they answer are multiple choice, true or false, and short questions.

RECOMMENDATIONS

- Instant feedback: this application allows you to know in a few seconds how the class is going.
- Ex ante evaluation: quizzes can be used before class to learn where to start, understand if students have reviewed any material and understood it, etc.
- Continuous evaluation: it allows you to know the knowledge repeatedly throughout the class or course.
- Motivation: the use of these devices that students regularly use facilitates extra motivation to respond. In addition, the competition or similar model favors a healthy competitiveness with oneself to improve.
- Participation: sharing in implementation helps everyone to have access to participation, whatever their communication skills. In addition, it is linked to the previous motivation to encourage participation.



[CLICK HERE](#)



KAHOOT

DESCRIPTION

The teacher or facilitator designs the questions and possible answers, and projects the quiz, which generates a code number. Participants go to kahoot.it, enter the code number and their name or nickname, and when everyone is settled in, you can start. The question and answers appear on the screen, and each answer is associated with a colour and a geometrical shape. The participants can see in their devices only the colours and shapes, so they choose the colour of the correct answer and click on it as soon as possible. The sooner they click, the more points they get.

After each question appears a ranking with points, depending on the time they took for it. At the end of the quiz, there is a podium with the three people with the largest number of points.



RECOMMENDATIONS

Kahoot quizzes are very useful for e-learning, especially for evaluation and revising contents, using gamification and playful learning to increase the participants' motivation through competition. You can also play in teams using collaborative learning.

The surveys and discussion features are also useful to get feedback from participants.

It is possible to use it remotely or face-to-face, but it is important to consider that everyone needs an electronic device apart from the screen where they are watching it.

[CLICK HERE](#)



MENTIMETER

DESCRIPTION

The application was born in Sweden and is used to create presentations with real-time comments. This tool also focuses on online collaboration for the education sector, allowing students or participants to answer questions anonymously. The app allows users to share knowledge and feedback in real time on mobile with presentations, surveys or brainstorming sessions in classes, meetings, conferences and other group activities.



RECOMMENDATIONS

- Ease of use: this is a free website in english where you can register with your Google user. There isn't need to settle in.
- Graphic organization: Mentimeter offers various resources to graphically organize our ideas and share them with others in a simple and participatory way.
- Survey. You have many options to create surveys or questionnaires: creation of word clouds, bar graphs, tests, scales, etc. And all this is updated at the moment with the answers of the participants.

[CLICK HERE](#)

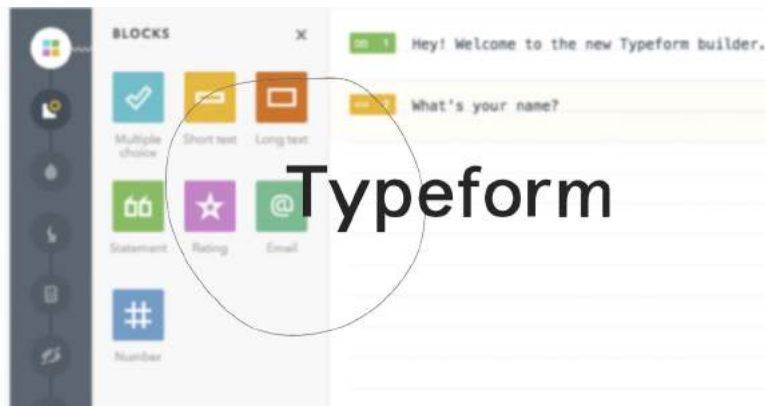


TYPEFORM

DESCRIPTION

Typeform is an online platform that allows you to design personalized, dynamic and attractive surveys, adapted to any mobile device, called typeforms. Unlike traditional forms, they are more agile and visual, with the goal of the respondent having fun and therefore offering better answers.

These forms are used to gather information and get your opinion. Once completed by users, we can access the answers from our personal space on the platform.



RECOMMENDATIONS

All of the Typeform's functionalities are located in the "Workspace", the space where we can start creating our first form from scratch or by choosing from one of the available default templates.

From the "Template Gallery" we can choose from several categories and filter the results according to the format that we are most interested in. We can preview it and, if we are convinced, click on "Use this template".

When writing a question the platform gives you the choice between several options, but you can also write it yourself.

[CLICK HERE](#)



QUIZLET

DESCRIPTION

Quizlet creates and designs tools used for studying and learning. Quizlet's primary products include digital flashcards, matching games, practice electronic assessments, and live quizzes (similar to Kahoot!).



RECOMMENDATIONS

As a memorization tool, Quizlet lets registered users create sets of terms and definitions customized for their own needs:

- Flash Cards
- Gravity
- Write
- Speller
- Match
- Live

[CLICK HERE](#)

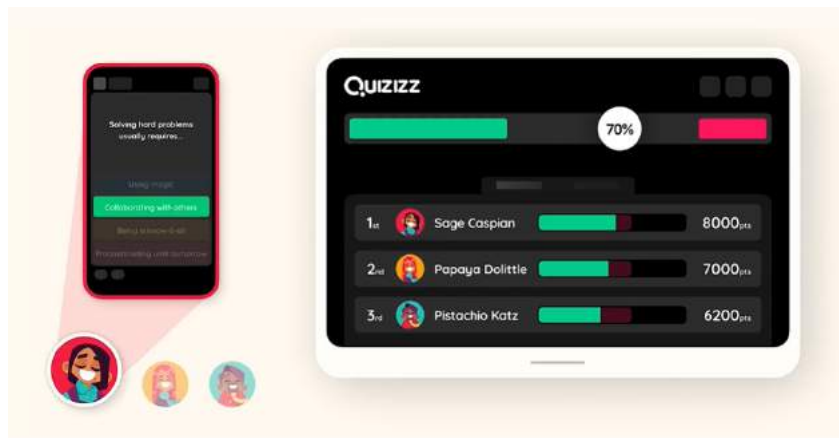
A decorative teal-colored shape in the bottom right corner of the page, resembling a stylized cloud or a splash.

QUIZZIZZ

DESCRIPTION

Quizziz is an online assessment tool that allows teachers and students to create and use one another's quizzes. After providing students with a unique access code, a quiz can be presented live as a timed competition or used for homework with a specific deadline. After the quizzes have been completed, students can review their answers. Furthermore, the resulting data is compiled into a spreadsheet to give the instructor a clear visual of the students' performance in order to analyze trends in which areas might need the most focus in the future.

This immediate feedback can be used by teachers to revise future learning activities and alter the focus of material by putting a larger emphasis on concepts that students are struggling with.



RECOMMENDATIONS

The salient features include:

- Student-paced
- BYOD
- Thousands of public quizzes
- Quiz Editor
- Reports
- Quiz Customization

[CLICK HERE](#)

Learning apps

DESCRIPTION

It is a research and development project of the PH Bern Pedagogical Higher School, in collaboration with the University of Mainz (Prof. Dr. Franz Rothlauf) and the Zittau / Görlitz High School (Prof. Dr. Christian Wagenhaft). Is a Web 2.0 application that supports interactive learning and teaching processes. Existing applications can be used directly as teaching materials or users can create or modify them themselves according to personal requirements and ideas.

After publishing and establishing access rights (Share), the prepared applications can be used by anyone. If you click Browse Exercises in the menu bar, you can view applications made by others and publicly available; by selecting the category and using the slider in the upper right corner to specify the level of difficulty we can narrow the range of applications available to us.



RECOMMENDATIONS

The categories cover most of the study disciplines, you can opt for several languages, and the types of exercises that can be done are diverse starting from: Sort pairs, Sort by groups, Chronology, Sort by images, Simple sort, Quiz with multiple choice, Empty text, Application matrix, Audio and video inserts, Millionaires game, Puzzle - Groups, Rebus, Map sorting, Crossword puzzle, Where is it located? The Hangman, Horse Racing, Pair Game, Appreciate.

[CLICK HERE](#)

Wordwall

DESCRIPTION

ItWordwall.net allows teachers to create interactive games and printed materials for their students. Teachers simply enter the content they want and we automate the rest.

Enable all teachers to create and share resources wherever they were in the world. This new product was made possible by the new HTML5 web standards that were for the first time meaning interactive content could be realised on any device. Gone were the installed software and reliance on expensive hardware. Making the product easy to use so that people could discover it for themselves became our number one priority.

RECOMMENDATIONS

TWordwall can be used to create both interactive and printable activities. Most of our templates are available in both an interactive and a printable version. Interactives are played on any web-enabled device, like a computer, tablet, phone or interactive whiteboard. They can be played individually by students, or be teacher-led with students taking turns at the front of the class. Printables can printed out directly or downloaded as a PDF file. They can be used as a companion to the interactive or as stand-alone activities.



[CLICK HERE](#)



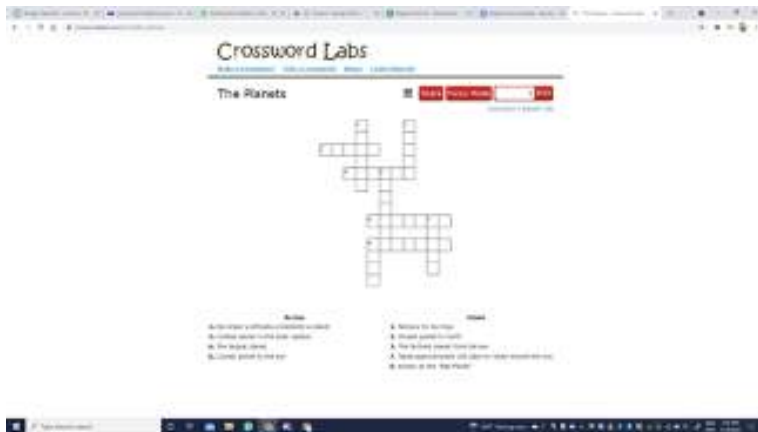
Crossword Labs

DESCRIPTION

Crossword Labs was built in 2011 by Matt Johnson while he was an undergrad at Washington State University, Vancouver. Now, it's one of the largest repositories of crossword puzzles on the internet – with over 1 million puzzles made. Crossword Labs is a crossword puzzle maker. It's the simplest and fastest way to build, print, share and solve crossword puzzles online. And it's free to use!

RECOMMENDATIONS

- Quick, simple and free to use
- Shareable crossword URL
- Solve the puzzle online
- Works on tablets and phones
- Embed your puzzle on your website
- Print/export your crossword puzzle to PDF or Microsoft Word
- Download your crossword as an image
- Export to SVG for full customization



[CLICK HERE](#)



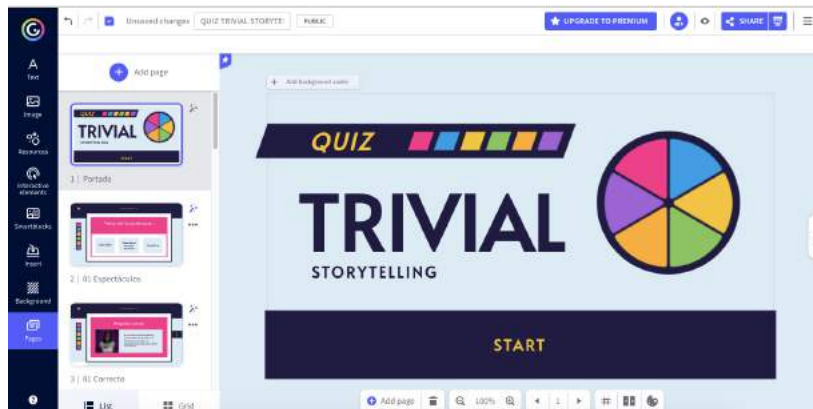
GAMIFICATION TOOLS



GENIALLY

DESCRIPTION

Genially is a web-based tool where you can create animated infographics, interactive presentations and gamified online activities. The presentations can be downloaded (only for premium plans), viewed from the site and shared on social networks. You can choose among a wide range of templates divided into categories: presentations, infographics, gamification, interactive images, video presentations, guides, training materials and others. Once you choose a template, you can change the contents, the design and the transitions.



RECOMMENDATIONS

AlThis tool can be very useful for any kind of formative or educational context, especially online, because it is really interactive and the designs and movements catch the participants' eyes. The presentations can be used as a visual aid during a lecture, but also as a training material that every student can use during the class or at any other time. More specifically, the gamification tools are very engaging and motivating, you can find quizzes, games and virtual escape rooms.

[CLICK HERE](#)

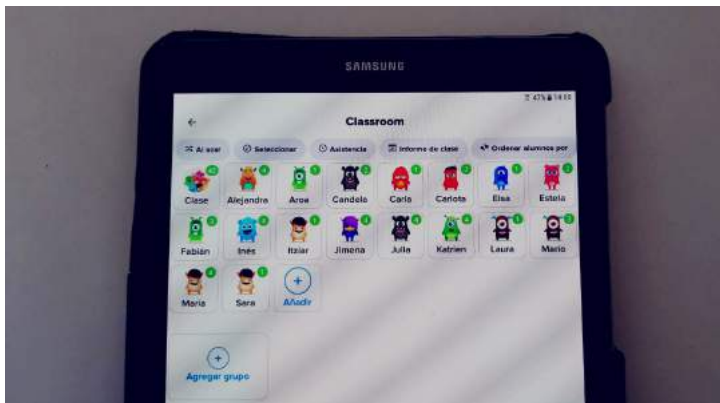
CLASSDOJO



DESCRIPTION

ClassDojo is an online platform where you can register as a teacher, as a student or as a parent.

As a teacher or a facilitator, you can create your own classroom, with the names of all your students, and also keep in contact with parents and families. It allows you to keep track of attendance and evaluate the students for their behaviour or for their learnings with a badge system: you assign different types of badges (positive or “needs work”) to a student, a group or the whole classroom. You can also set a target of points for the classroom, and post content in the “class story”, which works like a Facebook wall.



RECOMMENDATIONS

You can use this platform to evaluate the learning process of your students, as well as their behaviour and promote more positive behaviours. The interaction with the families can also be very positive, especially in online contexts.

As it works with a badge system, you can also apply it to gamification experiences, based on these badges and other rankings to increase the participants’ motivation.

It is ideal to use in an educational environment where the classroom lasts for a long time.

[CLICK HERE](#)

FLIPPITY

DESCRIPTION

Flippity is a web page where you can find over 25 different tools to make your own materials, games and activities for e-learning. All of them have a demonstration, some instructions and a template. When you click on “template”, it automatically makes a copy of a Google Drive spreadsheet, as a template, where you can fill out all the contents and the options for your activity (colours, fonts, texts, images, links, etc.). Then, you publish the file and get the link in a special sheet dedicated to it, and as a result you have a web page where you can find and play with your tool that you chose.

RECOMMENDATIONS

All of the features are very useful for all kinds of online learning environments, training courses, formal and non-formal education. Some of them, such as the badge tracker, the leader board, the progress indicator or the tournament tracker are perfect for gamification, whereas the quiz show, the board game and the scavenger hunt are very useful if you want to implement game-based learning in an online environment. Some of them have very wide possibilities, like the manipulatives, and others are very suitable for learning materials, so students can use on their own: the flashcards and the timeline.



[CLICK HERE](#)



SKRIBBLIO

DESCRIPTION

SkrIBbl.io is a free multiplayer drawing and guessing game.

One game consists of a few rounds in which every round someone has to draw their chosen word and others have to guess it to gain points!

The person with the most points at the end of the game will then be crowned as the winner!



RECOMMENDATIONS

SkrIBbl.io is a unique online puzzle game that combines drawing, guessing and chatting into a fun and memorable experience. The idea is simple: several players join a lobby and one of them is randomly selected by the AI to draw a certain word on the drawing board. The others see the drawing process in real time and try to guess what the word is. The faster you guess the more points you are given and the higher the others rate your drawings the bigger the score you receive!

[CLICK HERE](#)



ONLINE BINGO

DESCRIPTION

Make your own bingo cards with this free, simple app. Our bingo card generator randomizes your words or numbers to make unique, great looking bingo cards.

B I N G O				
14	30	41	53	74
4	28	35	57	68
10	23	FREE SPACE	46	75
8	16	43	48	70
12	27	39	56	66

myfreebingocards.com

RECOMMENDATIONS

You can choose between 3 types of bingo, the most interesting function is probably the Custom Bingo: Create a custom bingo game with your own choice of words or numbers. Perfect for parties, school teachers, as an icebreaker activity... The only limit is your imagination.

[CLICK HERE](#)



Make Beliefs comix

DESCRIPTION

"MakeBeliefsComix.com is a web site that lets students write and illustrate their own comic strips online and e-mail them to family and friends. It's available in seven languages." Created by Bill Zimmerman, a former newspaper reporter and editor, the site, he believes, can be especially helpful for struggling students, or students who are learning English, since it makes practicing language and expressing ideas both easy and fun."

RECOMMENDATIONS

MakeBeliefsComix is for people of all ages who like to play and explore. They include, for example, those wanting a few minutes of fun; youngsters and their parents; students and teachers; business executives trying to unwind from the stress of work, and activities directors and social workers who try to help people express their deepest thoughts and feelings. My intent is that you will regard this site as a safe place where you feel empowered to create and to test new ideas and ways to communicate through art and writing.



[CLICK HERE](#)



Streaming and recording tools

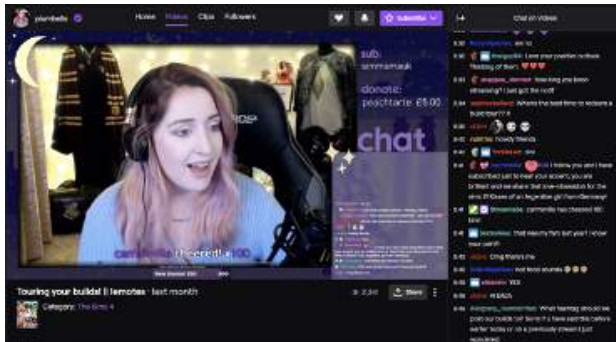


Twitch

DESCRIPTION

“Twitch is where millions of people come together live every day to chat, interact, and make their own entertainment together.”

Twitch is a video live streaming service that focuses on video game live streaming, including broadcasts of esports competitions. In addition, it offers music broadcasts, creative content, and more recently, "in real life" streams.



RECOMMENDATIONS

“Share your dream. Your creative content thrives here. Bring your passions; we’ll help you build a community around them.” Twitch can become a valid tool to engage young people and create contents that can bring them together. As they interact, chat and make their own entertainment, it is the perfect place to find people with similar interests and to boost your creativity.

An idea from digital youth work project:

“Host a gaming stream on Twitch. Do you have a gaming-oriented youth worker that could host a live-stream? If you have the necessary equipment (which isn’t a lot), download Twitch, set up your account and jump live. A lot of people are interested in following streamers even if they’re not that much into games so that might be an engaging thing for many young people stuck at home. If digital games aren’t your thing, you can stream pretty much anything on Twitch – there’s even one example from Finland where a youth house live-streamed their cooking activities on Twitch, and it was a huge hit.”

[CLICK HERE](#)



Vocaroo

DESCRIPTION

Vocaroo is supported entirely by Google Ads which are shown on media playback pages. For the most part, Google does a good job at targeting advertisements appropriately, and Vocaroo does not have any reliable way to detect and remove ads when media is accessed from an educational institution.



RECOMMENDATIONS

If you wish to have a completely ad-free Vocaroo, a possible solution is for your network administrator to block all requests to the Google advertising domain: pagead2.googlesyndication.com

[CLICK HERE](#)



Animoto

DESCRIPTION

Easy social media video maker. Help you tell your story. Powerful features that make video editing easy. Create and customize your own videos with Animoto's easy-to-use online video editor. Animoto's drag-and-drop video maker allows you to create video content that stands out.



RECOMMENDATIONS

No experience necessary. Make professional videos for social media in minutes.

[CLICK HERE](#)



Zencastr

DESCRIPTION

“Zencastr is a modern web-based solution for high-quality podcast production. The most reliable Hi-Fi Audio and HD Video Podcasting Platform.”

With a full suite of professional tools, Zencastr allows podcasters to quickly and seamlessly record their guests remotely and produce their podcasts in studio quality



RECOMMENDATIONS

If you're looking for a platform to use for recording podcast interviews that is easy to use and reasonably priced then Zencastr is a great option

After you finish recording, the automatic post production can mix your tracks into one audio & video mix. Get studio quality sound with loudness normalization, noise and hum reduction and other smart enhancements that make your audio sound like it was recorded in a studio

[CLICK HERE](#)

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5



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