YIPPEE

Promoting the Sustainable Development Goals through Digital Storytelling with Youth

YIPPEE Project Guidelines for Youth Workers

WRITTEN BY:

Anthropolis Egyesület (HU), **ATA** (RO),
Credi-Ong (Benin), **Global Link** (UK),
Melting Pro (IT),
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46 Anthropolis Antropológiai Közhasznú Egyesület, Hungary
51 Asociatia de Tineri Din Ardeal (Romania)
56 Credi-Ong, Benin
58 Global Link, UK
62 Melting Pro, Italy

67 Bibliography

Chapter 1:

Aims and Goals

The YIPPEE project aims to introduce the Digital Storytelling methodology to teachers and social workers as a way to engage youths, develop their talent management through job counselling, and tackle inequalities by raising awareness towards global education. In this way, this project gravitates towards three distinct yet significantly interconnected applications for Digital Storytelling: for personal empowerment, job/career counselling, and heightening consciousness towards global issues and Sustainable Development Goals (SDGs).

Empowerment

The unique experience that Digital Storytelling provides is empowering in the sense that it creates a safe space for individuals to reflect on the past and present by looking at their lives and their interactions with people through a critical eye.The act of creating digital stories can provide young people with a clearer understanding of how life events shape who they are, and the final products can become learning tools for the authors themselves. In other words, digital stories challenge people to think and reflect on their own lives with respect to tthe larger social and historical picture. This in turn allows the storyteller to understand and feel more confident about their sense of identity. In this respect, Digital Storytelling is particularly important for young people as they are in the transition phase from childhood to adulthood, realising their identity both within the framework of their community and in a deeply personal context.

Furthermore, the final step of the Digital Storytelling method is to share, reflect and receive feedback. By listening to someone's story, people are able to connect with each other. Individuals can feel the impact of their stories on others and at the same time on themselves as they reflect more deeply on who they are and what they want to become.As such, the process is as important as the product and the stages that the participant undergoes to create his or her story are rewarding in terms of both self-development and self-expression.

Beyond fostering imagination and creativity, the Digital Storytelling method can build confidence by polishing certain practical skills including communication, writing, teamwork and technical skills. While not the main focus of the process, the acquisition and practising of these skills in a non-formal setting can act as a supplementary form of empowerment.

Job Counselling

Alongside empowerment, Digital Storytelling has unique potential in the field of job counselling and talent management. The function of a job counsellor is to put a person's qualifications, experience, strengths and weakness in a broad perspective, while also considering their desired salary, personal hobbies and interests, location, job market and

educational possibilities. Through their counselling and teaching abilities, career counsellors can additionally support people in gaining a better understanding of what really matters for them personally, how they can plan their careers autonomously, or help them in making tough decisions and getting through times of crisis. In other words, counselling plays a significant role in the major decisions that individuals have to take throughout their lives. This is specifically applicable to young people, as they are either at the very start of their professional careers or are still at the preparatory stage. In this respect, counselling can contribute to empowering individuals to manage their own career paths in a more secure way in the context of the labour market, and to achieve a better balance between their personal and professional lives.

Here the Digital Storytelling method can be implemented since, at its core, the method is about self-realisation through creative expression and reflection. By going through the storymakingprocess, young people can identify their unique talents and skills, as well as explore their life-goals and ambitions. Furthermore, it provides young people the platform to explore what they think is a viable and personally fulfilling career choice, giving them more control over their futures. In doing so, job counsellors can channel this information towards connecting the individual towards a suitable job/career. For the young people participating in the Romanian workshop, this servedas an important feature since they came from diverse backgrounds with challenges and disadvantages. The process of job counselling is helpful in realising their skills and potential.

Sustainable Development Goals

Finally, this project emphasises the link between the Digital Storytelling methodology and youth awareness of global issues (including the United Nation's Sustainable Development Goals). While at first glance the two may seem unrelated, Digital Storytelling has a profound way of affecting people's perception of the world around them. For young people, this is a particularly significant means to bring grand and far-off issues close to home. As the UN itself explains, the future of the world belongs to the youth of today, who by 2030 will have reached adulthood to witness the culmination of the SDGs. It is therefore crucial that they become involved in the implementation and decision-making process of these goals.

In its essence, Digital Storytelling invokes imagination and self-expression. In doing so, the process provides a platform for social change, as change can only happen when people think of new ways to see and envision the world. Additionally, the personal creation of a story and the social nature of sharing it provokes a sense of community-building that is combined with an authentic learning experience. It is for this reason that the Digital Storytelling method is so well-suited for broadening the horizon of young people and heightening their awareness towards certain global developments. It encourages people to look beyond their immediate surroundings while simultaneously allowing them to express their interests and findings in a deeply personal way.

In particular, this project focuses on six specific SDGs that are relevant to the young people:

- SDG 1 aims to end all poverty everywhere; this is significant since poverty disproportionately affects young people, who are more vulnerable and likely to be among the working poor.
- SDG 4 is concerned with ensuring an inclusive, equitable, and high-quality education, for which youth are the primary subject. Securing equal access to the tools for employment and enrichment is crucial for young people as they enter society as members of the working force.
- SDG 8 promotes a sustainable economy with growth and decent work for all. This includes reducing the proportion of individuals not in employment, education or training (NEET), matching training with labour demands, and widening access to finance and loan services, all relevant issues among young people who are particularly vulnerable in terms of employment and wage security.
- SDG 10 focuses on reducing economic, social and environmental inequalities among countries. As income inequality grows between 'developed' and 'developing' nations, it raises social and environmental disparities which jeopardise long-term growth and development.

- SDG 11 aims to create cities that are safe and sustainable. In the face of rapid urbanisation, youth are subject to exploitation, trafficking and urban poverty which also leads to health and safety risks. For this reason, it is important to plan urban dwelling that is free of pollution and is safe and inclusive.
- Finally, SDG 16 promotes peace and justice for a stable future. Namely, it aims to curb violent conflict and develop institutions that provide equal access to justice, as well as encourage political and civic participation in society. Without peace and the fundamental ability to take charge of our lives, it is impossible to affect society. As such, these are all crucial aspects to promote since they are the tools with which young people can shape a better future.

To conclude, the YIPPEE project focuses on three distinct applications of the Digital Storytelling methodology. Firstly, it aims to empower youth through encouraging creativity and self-expression through the process of creating and sharing a digital story. Additionally, it fosters confidence and self-understanding that can be applied in the setting of job counselling, as young people can get a better sense of what they are capable of and what they want in their careers. Finally, Digital Storytelling is used to encourage exploration in a broader, more global context. It provides young peoplethe opportunity to confront the various issues facing the world and understand the relevance of initiatives such the SDGs, which profoundly affect their futures. In doing so, Digital Storytelling acts as a platform for inspiration and action.

Chapter 2:

Pedagogical Aims of the Mobility

Youth in Global Development – Education, Employment and Civic Participation

There are more young people in the world than ever before. Currently, 1.8 billion of the global population is aged between 15 and 29.[1]However, while the proportion of youth in Africa is growing rapidly, in Europe it is declining. One third of the EU28's population was under 30 in 2014 but this is a falling rate that is expected to continue. Indeed, by 2004, there were as many older people (aged 65 or more) in Europe as there were children, increasing the burden on young people as they move into work to maintain health and welfare systems.[2]By contrast, the youth population in Africa (and Benin, more specifically) is projected to have increased by 42% by 2030[3], creating both opportunities and threats to development.

Young people can be agents of change for global development, particularly in relation to the achievement of the Sustainable Development Goals. This is one reason why youth issues are currently a high global priority, as demonstrated by the creation of the UN Secretary-General's Envoy on Youth in 2013 and the launch in 2006 of the African Youth Charter,

1 Commonwealth Secretariat, 2016.Global Youth Development Index and Report 2016. http://cmydiprod.uksouth.cloudapp.azure.com/sites/default/files/2016-10/2016%20Global%20Youth%20Development%20Index%20and%20Report.pdf.

2 Statistical Office of the European Communities (Eurostat), March 2015. *Being Young in Europe Today – Demographic Trends*. http://ec.europa.eu/eurostat/statistics-explained/index.php/Being_young_in_Europe_today_-_demographic_trends.

3 UN Department of Economic and Social Affairs, May 2015. *Youth Populations Trends and Sustainable Development*. http://www.un.org/esa/socdev/documents/youth/fact-sheets/YouthPOP.pdf.

which emphasises the importance of education and skills development for improving the livelihoods of youth.[4] However, young people's role as a force for global development is undermined by problems of inequality and unemployment. Young women, for example, are generally much less likely to enjoy access to education, health services, financial services and digital technology than young men;[5] and young people in all parts of the world are twice as likely to be unemployed.[6] It is vital that young people gain the education and skills they need to contribute to a productive economy and gain access to the job market.[7]

In Africa, education systems are also struggling to keep up. This education deficit particularly affects marginalized youth, including girls and young people with disabilities. While gender parity has been reachedat primary education level in many African countries, there remains a disparity, particularly at tertiary level. A recent UN report has noted that 'if young people[in countries of rapid growth in numbers of youth] are provided with sufficient education, training and jobs, then the growth in their numbers could behighly beneficial for development. If instead they are unemployed or underemployed in subsistence agriculture, the growing number of youth will pose a challenge to the achievement of sustainable development, and couldprove socially or politically destabilizing as well.'[8]

Alongside lack of access to education and employment, participation in formal politics by young people around the world is declining, reflecting growing frustration and unmet aspirations; however, civic participation through digital activism, protests and volunteering is growing, though more so in Europe than in sub-Saharan Africa.[9] Most countries around the world have youth policies and ministries and there have been efforts in recent years to engage youth in policy formulation in Africa via youth organisations, youth councils and youth parliaments but these are usually one-off events, rather than sustained changes.[10]

4 UN Economic Commission for Africa & UN Programme on Youth, 2010. Regional Overview: Youth in Africa. https://social.un.org/youthyear/docs/Regional%20Overview%20Youth%20in%20Africa.pdf.

5 The Commonwealth, 21 October 2016. *State of the World's Youth Population: New Index Underscores Urgent Need to Invest in Young*. http://thecommonwealth.org/media/news/state-worlds-youth-population-new-index-underscores-urgent-need-invest-young.

6 Commonwealth Secretariat, 2016.Global Youth Development Index and Report 2016.

7 UN Department of Economic and Social Affairs, 2015.Youth Population Trends and Sustainable Development.

8 Ibid.

9 The Commonwealth, 2016.

10 UN Economic Commission for Africa & UN Programme on Youth, 2010. *Regional Overview: Youth in Africa.*

BENIN

In 2016, Benin was ranked 173 out of 183 countries on the Global Development Index,[11]a fall from 123 in 2013.[12]Despite significant investment in education in recent years that has led to increased primary enrolment,[13] the literacy rate is 52.5%.[14] Additionally, 28.8% of young people aged 15-29in Benin have never been to school, principally because of parental refusal (36.8%) and economic reasons (33.6%).[15] Twice as many young women as men lack schooling,[16]and young people from rural areas are more likely to drop out of school.[17]As a result, many young people lack the training and skills needed for the job market.[18]The majority (83.8%) of employed youth are under-qualified for the work they do. Tertiary education does not guarantee a rapid transition. Unemployment rates are particularly high (39.3%) among youth who completed tertiary education.[19] The duration of youth unemployment is long in Benin: 42.7% of unemployed spend more than a year looking for work. Long-term unemployment is particularly common among young working women. Youth employment in Benin is mainly in services (58.8% of young employees) and agriculture (28.8%). Industry occupies only 12.4% of young people, although this percentage is higher than the majority of the countries of the region. Most people in Benin work in the informal sector. The informal employment rate of young people is 89.7% in Benin; 90.5% of young women's jobs and 88.7% of young men's jobs are in the informal sector.[20]

A USAID report found that vocational training programmes offer out-of-school youth the most accessible option for gaining skills to enter the job market.[21] For young people with a Primary School Diploma (CEP) or above there are various options for vocational training but for others, employment training opportunities remain very few. One possibility for young people with less education is the Vocational Skills Certificate (CQP) and Occupational Skills Certificate (CQM) but many are unable to take advantage of these because of cost or lack of French literacy. The report concludes that 'other support services needed to apply training such as coaching, mentoring and access to credit are weak or non-existent in current vocational training offerings.'

Benin's youth civic and political participation rankings are somewhat above the country's average ranking at 158 and 119 respectively.[22] The government has a Ministry of Youth, Sports and Recreation, which supports youth civic participation activities and the establishing of youth centres and there is also a Ministry of Microfinance, Youth and Women Employment,

11 Commonwealth Secretariat, 2016.

12 Youth Policy Press & Youth Policy Labs, 2014.Benin | Factsheet. http://www.youthpolicy.org/factsheets/country/benin/

13 USAID, 30 September 2011. Benin Youth Assessment Report. http://www.youthpolicy.org/national/Benin_2011_Youth_Assessment_Report.pdf

14 Ibid.

15 International Labour Office, 2015.*ETVA Rapport deSynthese: Benin.* http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_429068.pdf.

16 Ibid.

17 USAID, 2011.

18 Ibid.

19 International Labour Office, 2015.

20 Ibid.

21 USAID, 2011.

22 Commonwealth Secretariat, 2016.

which is responsible for youth employment activities.[23] However, there has been criticism of a lack of coordination across the various youth-related departments and that resources have been spread too thinly.[24] There are also many NGOs and international donors supporting various youth programmes in Benin but this contributes to the non-joined-up approach.[25]

HUNGARY

Hungarian youth form about 19% of the nation's population, which is a high proportion by European standards.[26] Education in Hungary is highly regarded, as evidenced by the 98.84% literacy rate and 92.17% net enrolment rate for secondary school.[27] In terms of tertiary education, Hungary has seen a decade-long increase in enrolment with more than 28% of individuals aged 30-34 having completed university in 2013.[28] Despite the high standard of education however, Hungary has faced difficulties with youth unemployment reaching an all-time high in 2012(nearly 20%)[29] and prompting approximately 500,000 Hungarians to leave the country.[30] Since then however, the youth unemployment rate has declined steadily and as of November 2017, the figure was at 9.1%, the lowest in more than a decade.[31] Regardless of the figures, multiple surveys indicate that a large portion of Hungarian young people consider leaving the country for either work or study.[32] The Hungarian Central Statistical Office (KSH) estimates that more than 370,000 citizens are likely to emigrate in the next few years.[33] Hungary is at risk of losing nearly 4% of the nation's total population to out-migration.[34]

Alongside this is the relatively low civic and political participation rate among young people. In 2011 only 17% of Hungarian youths were involved in voluntary activities compared to the EU average of 24%.[35] Similarly, political participation appears to be rather low among youth with trust in public institutions remaining weak as young people feel disenfranchised.[36] 44% of survey respondents were not interested in politics at all while an additional 20% said they were

23 Youth Policy Press & Youth Policy Labs, 2014.Benin | Factsheet.

24 USAID, 2011.

25 Ibid.

26 Krzaklewska, Ewa, 2013. *Visegrad Youth: Comparative Review of the Situation of Young People in the V4 Countries*.

27 Youth Policy Press & Youth Policy Labs, 2014.Hungary | Factsheet. http://www.youthpolicy.org/pdfs/factsheets/hungary.pdf.

28 Krzaklewska, p.13.

29 Statistical Office of the European Communities (Eurostat), 2018. *EUROSTAT: EU Youth Strategy*. http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=yth_empl_090&lang=en.

30 Hungarian Spectrum, 02 July 2015. *The Growing Hungarian Emigration*. http://hungarianspectrum.org/2015/07/02/the-growing-hungarian-emigration/.

31 EUROSTAT, 2018.

32 Béni, Alexandra, 20 July 2017. 1/3 of Hungarian youth would leave the country. *Daily News Hungary*. https://dailynewshungary.com/13-hungarian-youth-leave-country/.

33 Adam, Christopher, 20 May 2017. More than 370,000 Hungarians would leave Hungary to become migrants. *Hungarian Free Press*. http://hungarianfreepress.com/2017/05/20/more-than-370000-hungarians-would-leave-hungary-to-become-migrants/.

34 Ibid.

35 Krzaklewska, p.22.

36 Béni, 2017.

"barely interested."[37] The Eurobarometer found similar results in 2017 as 36% of youths did not vote in any local, regional or national elections, far exceeding the EU28 average of 15%.[38]

Roma youth, at-risk youth and people with disabilities face certain challenges in Hungarian society. While official figures count Roma at approximately 3% of the total population, most researchers estimate this number to be closer to 10%.[39] Despite being a minority, between 20% to 25% of all Hungarian children under the age of five are of Roma origin, meaning that in a few decades they will comprise a significant portion of the Hungarian youth.[40] Early school-leaving is a major issue among Roma youth, with up to 55% of Roma individuals under the age of 16 dropping out of school in contrast to 32% for non-Roma individuals.[41] The 2011 government census states that less than 11% of all Roma in Hungary graduated high school.[42] This gap in education between Roma and non-Roma is reflected in the employment rate. The 2014 Roma Survey found that 37% of Roma respondents aged 16-24 were not in employment, education or training (NEET) while the same figure was 25% for non-Roma.[43] Young people with disabilities also face difficulties in the labour market: the employment rate for disabled men in Hungary was 35.5% in 2016, compared to the EU average of 52.3%.[44] The data shows a similar gap for disabled women. Disabled people between 16-24 had the lowest employment rate of any other age group at 14.2%, compared to disabled people aged 35-44 at 54.6%.[45]

ITALY

In Italy the percentage of children in absolute poverty - over 1.1 million - almost tripled between 2005 and 2015, resulting in what Save the Children describes as 'educational poverty', i.e. the deprivation of cognitive skills, fundamental for growth and contribution to innovation and knowledge, but also poverty of 'non-cognitive' skills, such as personal, social and emotional development.[46]Despite the fact that the number of boys who have dropped out of their studies early has more than halved in the last 23 years (falling from 38% in 1992 to 15% in 2015), Italy remains behind compared to other European Union countries and is in fourth last place in the ranking of countries for early school-leavers. More than a third of 15 year-olds living in 20% of the most disadvantaged families do not reach the minimum levels of skills in mathematics and reading, compared to less than 10% of 15year-olds

37 Ibid.

38 Special Eurobarometer 455, 2017.

39 Adam, Christopher, 09 April 2015. Hungary's demographic revolution? Roma youth comprise a third of all students in eastern Hungarian counties. *Hungarian Free Press*. http://hungarianfreepress.com/2015/04/09/hungarys-demographic-revolution-roma-youth-comprise-a-third-of-all-students-in-eastern-hungarian-counties/.

40 Ibid.

41 Jarvis, Sarah, 11 July 2016. High drop-out rate is a vicious cycle for the Roma. *Cronkite News - Arizona PBS*. https://cronkitenews.azpbs.org/buffett/hungary/roma-education/.

42 Christopher, 2015.

43 European Union Agency for Fundamental Rights, 2014.*Poverty and Employment: the Situation of Roma in 11 EU Member States*. http://fra.europa.eu/en/publication/2014/poverty-and-employment-situation-roma-11-eu-member-states.

44 Academic Network of European Disability Experts. 2017. *European Semester 2016/2017 Country Fiche on Disability Hungary*. http://www.disability-europe.net/country/hungary.

45 Ibid.

46 Save the Children, 2017. *Defeating Educational Poverty in Europe*.

living in families with higher levels of socio-economic and cultural advantage. Italy is in 23rd out of 35 OECD countries in the classification of low achievers in mathematics and reading.[47]

Italy also faces serious issues of youth unemployment. In July 2017, ISTAT reported that, despite an overall picture of expanded employment, the youth unemployment rate is growing: in July it stood at 35.5%, up by 0.3% from June.[48] This is the third highest rate in Europe and more than double the EU average.[49]

Participation in cultural and recreational activities is also an important indicator of deprivation. The percentage of children and adolescents between 6 and 17 who have not practiced sport on an ongoing basis, did not use the internet daily, did not go to the theatre or concerts, did not visit museums or archaeological sites and did not read books is significantly greater (15%) among those living in families with scarce financial resources.[50]

ROMANIA

Young people in Romania face a number of challenges. A report found that 49.1% of children in Romania were at risk of poverty and social exclusion in 2011 (greater than the rate for the whole population, which was 40.3%).[51] The youth unemployment rate in Romania currently stands at 16.8%, just above the EU average of 16.1%.[52] Unemployment and education dropout levels are higher in rural areas: almost 20% of 16-19 year olds from rural areas have dropped out of higher secondary school.[53]

Marginalised groups face particular barriers in education and employment in Romania. According to the 2016 Human Rights Report on Romania, there is 'systematic societal discrimination against Roma' which has affected their access to adequate education, housing, health care, and employment.[54] Discrimination by teachers and other students impedes Roma children from completing their studies and segregation of Roma students continues, despite an order forbidding it by the Ministry of Education. Women also experience discrimination in education and employment and are over-represented in lower-paying jobs; the salary gap between men and women was 10% in 2014.

Discrimination against people with disabilities is also a problem with regard to employment, education and access to services. Children with disabilities face discrimination in school because of a lack of adequate teacher training on inclusion and a lack of investment in making schools accessible. Approximately 40% of the 70,000 children registered with disabilities are not enrolled in school. LGBTI people also face discrimination in education and employment. The NGO, ACCEPT, reported that 28 out of 106 requests for counselling were based on discrimination in employment or education on the grounds of sexual orientation or hate-speech against LGBTI people and the organisation received

47 Ibid.

48 Istituto nazionale di statistica (Istat), 2017. https://www.istat.it.

49 Statista, 2018.*Youth Unemployment Rate in EU Member States as of January 2018 (Seasonally Adjusted).* https://www.statista.com/statistics/266228/youth-unemployment-rate-in-eu-countries/.

50 Save the Children, 2017.

51 Youth Policy Press & Youth Policy Labs, 2014.Romania | Factsheet. http://www.youthpolicy.org/pdfs/factsheets/romania.pdf

52 Statista, 2018.

53 Youth Policy Press & Youth Policy Labs, 2014.Romania | Factsheet.

54 United States Department of State – Bureau of Democracy, Human Rights and Law, 2016.*Romania 2016 Human Rights Report*. https://www.state.gov/documents/organization/265676.pdf. All data in this paragraph comes from this report.

reports of eight cases of employment discrimination against LGBTI people.

There are a number of recent initiatives in Romania to promote young people's civic participation: the government founded the Ministry for Youth and Sports in 2013 and the Directorate for Youth Programmes and Projects works with youth actors to organize, implement and monitor government policies. This includes a Department for Camps and Recreation, which coordinates leisure centre activities and youth tourism and a Department of Programmes and Activities for Students, which promotes student participation in cultural and civic activities and aims to combat student marginalisation.[55]

UNITED KINGDOM

There has been a sharp increase in recent decades in the numbers of young people enrolling in tertiary education in the UK, with the figure currently standing at 49%.[56] Although young people from disadvantaged backgrounds are now more likely to attend university than ever before,[57] there is still a disparity in educational achievement among those from poorer families and certain ethnic minorities.[58] Pakistani, Black Caribbean and Traveller, Gypsy and Roma young people achieve lower than the national average in education.[59] The number of young people not in education, employment or training (NEET) has also increased in recent years, leading the government to raise the participation age to 17 in 2013 and 18 in 2015. Young people face a range of barriers to taking part, both practical and attitudinal, including problems with securing childcare and financial support while learning. Many NEET youth have had poor previous experiences of education and struggle to see the benefits of education.[60]

A persistently high youth unemployment rate has been described as a 'long term structural aspect' of the UK economy.[61] Youth unemployment currently stands at 12.4%.[62] 40% of all unemployed people in the UK are under the age of 25 and young people are most likely to be recruited into low wage, low skilled jobs where the pathways for progression are unclear.[63] Rural youth face particular barriers concerning access to transport, careers advice, employment and training support and are more likely to be in low paid work, insecure employment or based within smaller firms with less

55 Youth Policy Press & Youth Policy Labs, 2014.Romania | Factsheet.

56 Department for Education, 2017.*Participation Rates in Higher Education: Academic Years 2006/2007-2015/16 (Provisional).* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648165/HEIPR_PUBLICATION_2015-16.pdf

57 Universities UK, 2018.*Higher Education in Numbers.*http://www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx

58 Russell Group, 2015. *Opening Doors: Understanding and Overcoming the Barriers to University Access.* http://russellgroup.ac.uk/media/5034/opening-doors-understanding-and-overcoming-the-barriers-to-university-access.pdf.

59 Runnymede Trust, June 2012. Briefing on Ethnicity and Educational Attainment. https://www.runnymedetrust.org/uploads/Parliamentary%20briefings/EducationWHdebateJune2012.pdf

60 Department for Business, Innovation and Skills, February 2013. *BIS Research Paper 87: Motivation and Barriers to Learning for Young People not in Education, Employment or Training.* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/70141/bis-13-548-motivation-and-barriers-to-learning-for-young-people-not-in-education-employment-or-training.pdf

61 UK Commission for Employment and Skills, 2015.*Catch 16-24: Youth Employment Challenge*. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/404997/15.02.18._Youth_report_V17.pdf

62 Statista, 2018.

63 UK Commission for Employment and Skills, 2015.

chance of progression.[64] Disabled people are more than twice as likely to be unemployed as non-disabled people with the proportion of working age disabled people living in poverty (28%) higher than the proportion of working age non-disabled people (18%).[65] BAME (Black, Asian and Minority Ethnic) communities are also more likely to be unemployed and living in poverty. Figures in March 2015 showed that the proportion of 16-24 year olds from BAME communities who had been unemployed for over a year had increased by almost 50%, while for white young people it had decreased by 2%.[66]

The picture of young people's civic and political engagement in the UK is mixed. Arguably, the nature of civic participation has changed, rather than waned, in recent years as people have joined new social movements, NGOs and pressure groups.[67] The number of young people participating in elections dipped significantly around the turn of the millennium, reflecting what educationalist David Kerr described as a wider 'democratic deficit' in British society. Only an estimated 39% of eligible 18-24 yearolds voted in the 2001 election and 37% in the 2005 election.[68] This number increased to 44% in 2010, while still falling below the national average of 65% (Henn and Foard, 2011: 2). However, the youth vote shot up to 66.4% in the 2017 snap general election and helped to substantially reduce the government's majority in the wake of the 2016 EU Referendum,[69] in which75% of voters aged 18-24 voted against Brexit.[70]

Digital Storytelling for Youth in Development – Increasing Opportunities for Education, Employment and Civic Participation

An aim of this project was to target young people from more disadvantaged backgrounds who lacked other opportunities to take part in educational training such as this. The YIPPEE training presented a rare and valuable chance for them to meet and work with young people from very different parts of the world. Intercultural work such as this can improve the lives of young people through the development of new skills, the sharing of experiences and the deconstructing of stereotypes. It can increase employability, engagement in social and cultural life and awareness of contemporary social and political issues. Working in an international context increases the possibility for young people to open their minds,

64 Commission for Rural Communities, July 2012. *Barriers to Education, Employment and Training for Young People in Rural Areas*. http://dera.ioe.ac.uk/15199/1/Barriers-to-education-employment-and-training-for-young-people-in-rural-areas.pdf.

65 Scope, 2018.*Disability Facts and Figures*. https://www.scope.org.uk/media/disability-facts-figures.

66 Institute of Race Relations, 2018.*Inequality, Housing and Employment Statistics*. http://www.irr.org.uk/research/statistics/poverty/.

67 Hilton, Matthew et al, 08 June 2010. 'The Big Society': civic participation and the state in modern Britain. *History & Policy*. http://www.historyandpolicy.org/policy-papers/papers/the-big-society-civic-participation-and-the-state-in-modern-britain.

68 Kerr, David, 2003. Citizenship education in England: the making of a new subject. *Journal for Social Science Education* 2.

69 Pasha-Robinson, Lucy, 09 June 2017. Election results: huge youth vote 'swings election for Labour.' *The Independent*. http://www.independent.co.uk/news/uk/politics/election-results-latest-youth-vote-swings-for-labour-jeremey-corbyn-hung-parliament-a7780966.html

70 Speed, Barbara, 24 June 2016. How did different demographic groups vote in the EU referendum? *New Statesman*. https://www.newstatesman.com/politics/staggers/2016/06/how-did-different-demographic-groups-vote-eu-referendum

change attitudes, become more aware of their abilities and stimulate active participation.

The Digital Storytelling methodology that we used required the active involvement of the young people to work together to achieve the general objectives of the project. It also fostered different competences (technical, communicative, social, narrative, etc.) that help increase the employability of young people, their access to further education and training and their civic participation. Chikamso Apeh has written about the importance of engaging young people through digital media and how this can contribute to youth empowerment, noting:

'the evolution witnessed in the digital space over the last decade has contributed to the democratisation of civic voices, allowing the most marginalised groups in society to actively lend their voices to issues that affect them, no matter how little their spaces are. It has also enhanced learning and increased citizens' participation in governance, among other notable developments.Youth can use their access to social media, and digital space in general, to actively engage actors and leaders in the political arena, amplify their voices and demand for their rights and sustainable development.'[71]

Apeh adds that it is vital that young people receive training opportunities in using digital media in order to 'further increase youths' contributions to governance and development through digital space.'[72] The YIPPEE project created just such a training opportunity: Digital Storytelling opens an exciting digital space for the expression of youth voice and for the opening of cross-cultural learning and dialogue about the development priorities facing young people as global citizens today.

71 Chikamso, Apeh, 31 October 2017. *Empowering Youth Participation in Governance Through Digital Space.*

72 Ibid.

Chapter 3:

Content, Structure and Educational Tasks

Overview of the Schedule and Elements

The project comprised two mobility trainings: one for youth workers which took place in Budapest, Hungary from 4-8 April 2018 and one for youth participants in Baile Tusnad, Romania from 13-20 July 2018.

The Budapest training comprised seven major elements, each of which was led by one of our five partners. The elements were: Team Building, Introduction to SDGs, Digital Storytelling, Job Counselling, Cooperation and Partnership, Communication and Action, and finally Youthpass and programme evaluations.

The Romanian workshop also consisted of seven major elements, each of which was again led by one of our five partners. The elements were: Team Building, Exploring the SDGs, Study Visit, Digital Storytelling, Job Counselling, Future Steps and Local Actions, and finally the Youthpass and programme evaluations.

Partners

Anthropolis (Hungary) is a public benefit non-profit association which intends to promote a global perspective in institutional education and social discourse by organising media campaigns, awareness-raising festivals and produce documentaries. The organisation delivers workshops and projects using the Digital Storytelling method for diverse target groups e.g. teachers, people with special needs and professionals.

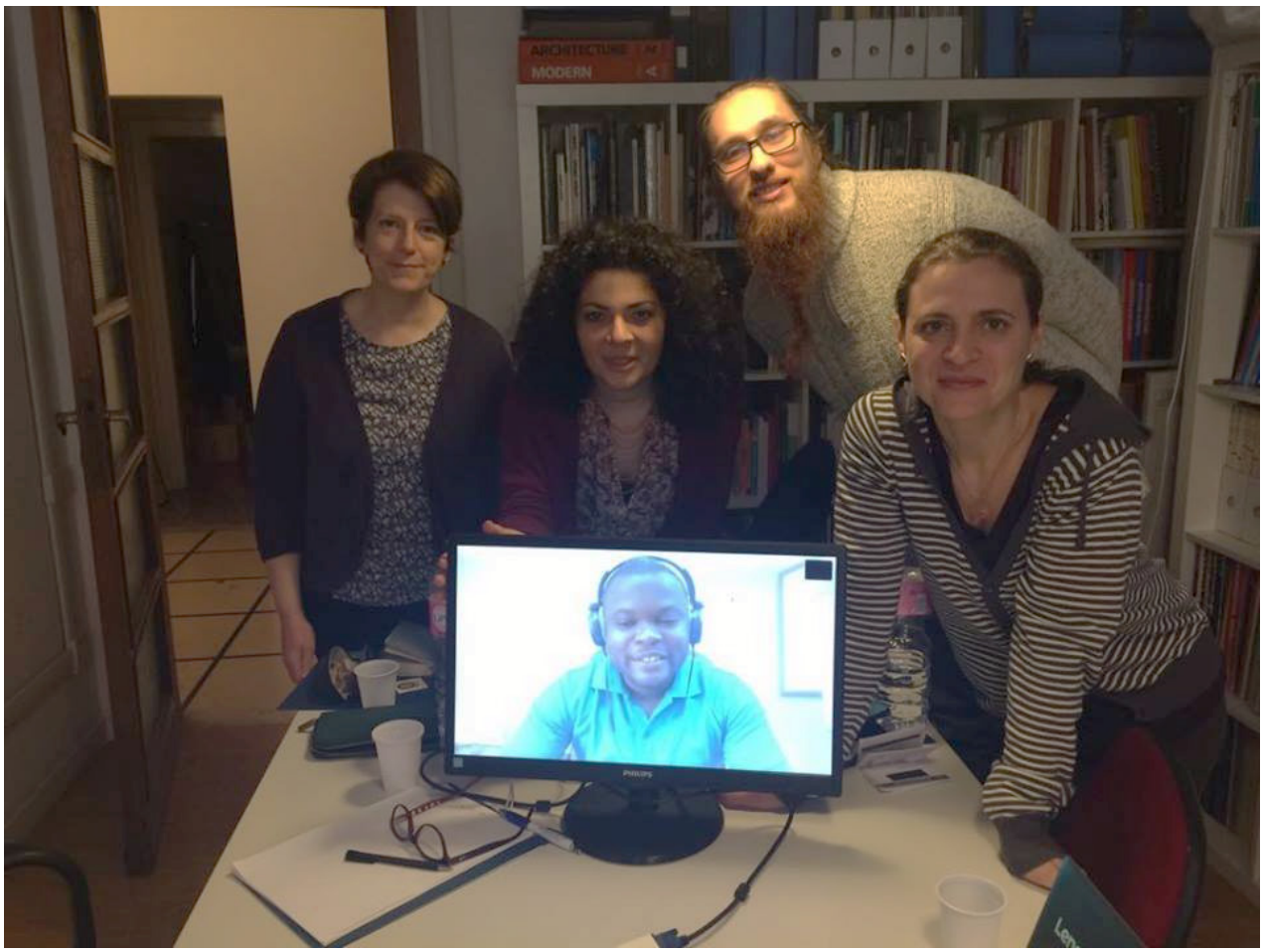
Melting Pro (Italy) is an organisation founded in 2011, inspired by the understanding that culture plays a major role in contributing to a more cohesive society and the wellbeing of people. Melting Pro has considerable experience in

facilitating DST training workshops aimed at different target groups (young adults, adults, disadvantaged people, migrants, cultural professionals, etc.).

The Youth Association from Transylvania (ATA, Romania) aims to encourage youth involvement in the conservation of traditional, folk, cultural and ethnic values in Transylvania and promote these values both in Romania and abroad. Additionally, they work to improve youth access to opportunities offered on a national, European and international level. It does so by organising social, educational, recreational and professional training activities.

Global Link (UK) is a Development Education Centre focused on global learning, community heritage, and refugee and asylum-seeker support. They deliver workshops with young people, and training with adults, principally teachers, on issues and methodologies relating to the eight key concepts of the global dimension (diversity, conflict resolution, global citizenship, interdependence, human rights, social justice, sustainable development and values and perceptions).

CREDI-ONG (Benin) is an organisation dedicated to implementing original and reproducible initiatives for local and sustainable development. Focused on reconciling environmental protection with social and economic development, the organisation has promoted integrated aquaculture and rural agriculture. Additionally, it fosters cross-cultural exchanges between the global North and South as well as South-South cooperation.



SCHEDULE FOR THE HUNGARY TRAINING

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
	April 3 2018	April 4 2018	April 5 2018	April 6 2018	April 7 2018	April 8 2018	April 9 2018
8:00	ARRIVAL	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00		Team Building - Speed Dating + Hope Fears, Expectations Rules: ATA+Melting Pro	Storytelling circles (2 groups of 7)- Anthropolis	Recording the digital stories - Anthropolis	Rough cutting the videos - Anthropolis	Future Steps, Local Actions - Anthropolis	Saying Goodbye, Youthpass Ceremony - Anthropolis, ATA
9:30							
10:00						Communication, action / campaign planning for sharing best practices, experiences, advocacy or policy influence - Melting Pro, GlobalLink	
10:30							
11:00		Introduction to: NGOs, project and SDGs - Anthropolis	Creating Own stories Individual work - Anthropolis		Making the final cuts for the video - Anthropolis		
11:30				Gathering digital materals, Storyboarding - Anthropolis		Cooperation among EU and Beninese youth workers and other actors - CREDI ONG	DEPARTURE
12:00		What is Youthpass - ATA					
12:30		Lunch	Catered Lunch	Lunch	Lunch	Lunch	
13:00							
14:00		Introduction to Digital Storytelling + Application of DST in working with youth work and other fields - Anthropolis, MeltingPro, ATA, GlobalLink	Continuing creating Own stories, Individual work - Anthropolis	Introduction to the film editing software - Anthropolis	Rendering the videos - Anthropolis	Writing Youthpass self evaluations - ATA	
14:30							
15:00					Job Counselling, Social Entreprises, Startups - Open Space - All partners		
15:30			Youthpass Reflection - ATA				
16:00			Daily Evaluation - ATA	Starting the editing focusing on the audio - Anthropolis		Screening Event - Anthropolis	
16:30			Visiting Best Practice Cases				
17:00	Welcome words, Icebreaking, Name games - Anthropolis	Youthpass Reflection - ATA		Youthpass Reflection - ATA	Youthpass Reflection - ATA		
17:30		Daily Evaluation - ATA		Daily Evaluation - ATA	Daily Evaluation - ATA	Final Evaluation - ATA	
17:40		Drums session and Catered Dinner		Free Time	Free Time		
18:30							
19:00	Dinner		Dinner	Dinner	Dinner	Dinner	
20:00							
20:30	Free Night	Intercultural Night - Anthropolis, ATA	Free Night	Free Night	Free Night	Free Night	
21:00							

SCHEDULE FOR THE ROMANIA TRAINING

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
	July 14 2018	July 15 2018	July 16 2018	July 17 2018	July 18 2018	July 19 2018	July 20 2018
8:00	ARRIVAL	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00		Team building activity - ATA	Team building activity - CREDI-ONG	Team building activity - Melting Pro	Team building activity - Global Link	Team building activity - Anthropolis	Local Actions
9:30							
10:00		Exploring Sustainable Development Goals - GlobalLink	Study Visits to local orphanage and NGO - ATA	Storytelling - building teams, starting the creation of stories (8 teams) - Anthropolis	Rough cutting the videos	Best practices (DST and Youth projects / DST and job councelling, empowerment) - All partners	Final evaluation
10:30							
11:00				Writing the stories in teams		Future Steps - Collecting ideas	
11:30							
12:00							
12:30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:00							
14:00		Guided tour of Baile Tusnad	Introduction to DST - Anthropolis	Gathering, creating visual elements, Storyboarding in teams	Continuing rough cutting the videos	Writing Youthpass self evaluations - ATA	DEPARTURE
14:30							
15:00					Making the final cuts for the video		
15:30							
16:00				Voice recording - Anthropolis	Rendering the videos		
16:30							
17:00	Welcome words, Ice-breaking, Name games - Anthropolis +ATA	Youthpass Reflection - ATA	Youthpass Reflection - ATA	Youthpass Reflection - ATA	Youthpass Reflection - ATA	Screening Event - ATA	
17:30		Daily Evaluation - ATA	Daily Evaluation - ATA	Daily Evaluation - ATA	Daily Evaluation - ATA		
17:40	Team Building - all young trainers	Free Time	Free Time	Free Time	Free Time		
18:30							
19:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
20:00							
20:30	Free Night	Intercultural Night - Anthropolis, ATA	Free Night	Cultural Activities - ATA	Cultural Activities - ATA	Youthpass Ceremony - Anthropolis, ATA	
21:00							

Chapter 4:

Methodologies and Strategies

Digital Storytelling is a relatively new term which describes the practice of ordinary people who use digital tools to tell their story (digital narratives). Digital stories are usually 2-3 minutes long and often present in compelling and emotionally engaging formats. One can define Digital Storytelling as the process by which diverse people share their life story and creative imaginings with others. Digital Storytelling offers storymaking and story-distribution services that prioritise the power of individual voices. Beside any individual usage, the method can be perfectly used for professional development, as a reflective practice, as a pedagogical strategy, a vehicle for education, community mobilisation, or advocacy.

Personal narratives can touch viewers deeply, moving them to reflect on their own experiences, modify their behaviour, treat others with greater compassion, speak out against injustice, and become involved in civic and political life. Whether online, in social media, local communities, or at the institutional level, the sharing of stories has the power to make a real difference, to understand, to learn from the stories, from each other. The stories that emerge serve as effective tools for change amidst a world of technology and media overload.

The blended nature of the Digital Storytelling methodology, combining narrative skills with technology's potentiality, makes it a powerful didactic tool that has found application in several fields. Storytelling has always been an integral part of human history; it structures language, it helps individuals give meaning to the reality surrounding them and it makes communication and exchange possible. It is a practice shared by all cultures and traditions. Autobiographical storytelling helps individuals develop a greater self-awareness as well as an understanding of their life experiences, following a two-way trajectory between the self and other.

Digital stories are usually developed through a group learning process designed to support a range of skill levels and interests. Historically, digital storytelling has emphasised the first-person voice and its role as a purely personal artistic expression. However, the approach has also been used in countless educational, community, health and social services, human rights, environmental, and grassroots activist contexts. The stories become a tool to empower people and to help them to find a voice.

The DST methodology has also found broad application in formal and informal learning. It provides participants an opportunity to work in a group setting to reflect on specific experiences, whether they be major moments of accomplishment, life-changing experiences, or learning moments addressing injustices or socially constructed stigma.

The use of technology allows the translation of oral narration to video or to associate it with an image sequence; as a result, narratives acquire a new communicative power and a greater expressive richness. The practice and methodology of Digital Storytelling,which combines these two elements, is therefore the driving force behind the YIPPEE project,

whose innovative character works at different levels: the acquisition of new knowledge, the attainment of new skills, and the development of creativity, expressive competencies and a greater awareness of the self and of the other.

The project's main goal was clearly to encourage the use of Digital Storytelling in order to empower youth through the creation of digital stories, as a tool for self-expression and for communication with others, removing cultural barriers and creating access to cultural and social life. The development of narratives and videos allows youth to acquire new technological skills on the one hand, and to expand their creativity on the other; it also fosters youth exchange in those projects where young people are involved.

The Digital Storytelling Process

There are several methods by which to conduct DST activities but generally speaking, the process follows the path illustrated below:[73]

BRIEFING

Often known as the gathering, where potential storytellers are introduced to the concepts, processes and some examples of DST. This is a chance for storytellers to mix with each other and with their trainers. In this session it is important to demystify any issues surrounding DST, like the fear that their ideas for stories aren't very good, or that their skills/confidence are lacking.

Important areas to cover in the briefing:

- Exploring the elements of a digital story;
- Clear explanation of the process and timescale involved;
- Advanced notification of requirements for the coming sessions i.e. when to write a script, bring in photos etc.;
- Basic but essential legal/copyright advice;
- Introduce the signing-off process

WRITING

Normally the writing process starts with a 'storytelling circle'. This session is designed to bond storytellers as a group and to tease out of them their innate powers of storytelling. The storytelling circle can be tailored to suit variable time slots between two and four hours. The ultimate goal is to get scripts drafted and finalised, ready for voice recording.

73 DIGITAL CURRICULAR STORIES FOR ALL Tools and Guidelines for Adult Educators Report and Comparative Studies, Kvalues Validating Adult Learners' educational Experiences, European project funded by the European Commission under the

The three underlying principles of the story circle are:

- everybody gets involved (including trainers, technicians, observers etc.);
- nobody is allowed to apologise for their lack of understanding, ability or confidence;
- what is said in the storytelling circle stays within the room i.e. is confidential.

There are a number of activities involved in the storytelling circle. These activities can be time-consuming, so trainers tend to pick a selection, depending on the time allowed.[74]

An important part of any workshop is ensuring all participants are happy to share stories with others. The Storytelling Circle introduces story games that are intended to break the ice for any new group and allow people to get to know each other. Some people come to a workshop with no real idea of the story they may tell, or perhaps feel they have nothing of interesting to say. The storytelling circle and games are not only a fun way start to a workshop but also boost participants' confidence and may provide them with an idea for their own story. For those participants that already have an idea for their own story, the storytelling circle gives them an opportunity to not only share their idea with the group but to also pick up ideas from other people's methods of communication, thereby improving their own story.

At the end of the storycircle, every storyteller should know the subject of their story and ideally a first draft should be typed up, ready to read. In the case of any storyteller who has difficulty reading, there are alternative options to consider, like producing an interview-generated narrative. Once again, by the end of the storycircle, these storytellers should be content with the method they will use and the focus of the interview. The final aspect of this phase is the creation of a storyboard for the piece. As an approximate rule, one image per sentence is recommended. This organises the storyteller and highlights any areas in the script where there may be missing images.

Often storytellers find that in their mind's eye they have all the pictures they need to tell a story, but the storyboard quickly tells them they may have several images to cover one sentence, and nothing to cover the rest of the film!

RECORDING

This is the point at which the technical aspects of DST begin. Both the technical quality and the 'feel' of the voice recording are vital to the success of a digital story. Included in the 'recording' phase is the capturing of images and the gathering of any music track or sound effects.Many of the pictures used in a digital story may only be available as photos,so they will need to be scanned, or photographed using a digital camera. It is becoming regular practice to download photos from the internet, from social networking sites and the like, but this should be avoided for copyright reasons and for to assure the authenticity of the story.

Lifelong Learning Programme GRUNDTVIG.

74 There are some important tips by Gilly Adams (from BBC online– December 2009) on how to get the most out of the story.

EDITING

There are several forms of editing required to produce a digital story:

- the recorded voiceover track needs to be gapped and mistakes removed;
- photographs need to be edited, especially if they have been scanned;
- the edited soundtrack, edited photos and titles are combined to create an edit of the dgital story.

It is easy to underestimate the amount of work that goes into an edit. It's predominantly a technical process but the creative aspects are crucial to the production of a successful story. There are some magnificent moments during a DST edit, when the elements start to come together and tiny changes make massive improvements. Once the edit is finished, the digital story is exported as a completed movie file, for sharing.

SHARING

Storytelling is a multidirectional process, so every story should be shared. Some stories are too personal to be put out to a wider audience but the rest, which accounts for theabsolute majority, should be made available for people to see.

Three ways to share stories are:

- Burn a DVD and show family and friends;
- Put them on a website, like Vimeo or YouTube or on social media;
- Hold a screening event for a batch of stories and invite guests to marvel at your work.

Competences

DST methodology helps participants to develop important competences[75] such as: communication skills (active listening, timing, positivity, working in group), writing skills (ability to express and interpret concepts, creative writing, writing in mother tongue), creativeskills, digital competences, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

During the YIPPEE project, young people coming from Hungary, United Kingdom, Italy and Romania and Benin worked together to create some digital stories. We chose to use Digital Storytelling with the aim of supporting disadvantaged youth to self-evaluate and recognise skills and key competences acquired through informal learning contexts such as work, volunteering, family and community related activities.

Digital Storytelling is a highly democratic tool that involves the use of a very simple technology, easily accessible to everyone. At the same time, thanks to its highly communicative nature (digital stories can be easily shared on various social networks), it is also an attractive tool for young people.

75 Eight Key Competences. see Recommendation 2006/962/EC of the European Parliament. More information can be found at http://europa.eu/legislation_summaries/education_training_youth/lifelong _learning/c11090_en.htm

Digital Storytelling in Practice

The following are three case studies of youth-related Digital Storytelling projects previously undertaken by the partners.

CASE STUDY 1

TOWARDS PEACE
(Anthropolis)

ABOUT THE PROJECT

The Towards Peace project (founded by the Grundtvig Programme, 2013-2015) brought together eight partners to reflect on the various aspects of war and conflict which European countries experienced in the last 100 years. In doing so, the project aimed to move the common consciousness "towards" a more united Europe and shared European identity.

The project used intercultural and international dialogue as the principal method to address topics such as the destructive impact of regional, national and international wars and emergence of current conflicts due to racism, extremism and discrimination. The discourse was initiated by evokingshared memories rooted in the past, the memory of wars and the value of peace.

The partnering organisations gained valuable experience during the project and acquired methods to devise innovative and creative learning processes in intergenerational and intercultural contexts. The methods included storytelling, discussion of private photo images, local research, artistic methods of approach and shared expression through participation. The product of the joint work and exchange within the project was a collection of personal perspectives and voices on social and military conflicts and their effect on individual lives, recounted as first-hand experience.

HUNGARIAN PROJECT PARTNERS

From Hungary, Anthropolis Association joined the Towards Peace project together with Monogram Foundation to deepen the understanding of methodologies used for conflict resolution in different social and geographical environments. The expectation of organisations was to enrich experiences during the implementation of meetings, workshops, training programmes which combined artistic, pedagogical and digital work with perspectiveson different pathways of peace education.

HUNGARIAN LOCAL ACTIONS

The Hungarian partners used digital storytelling as a core method. Digital Storytelling workshops were held twice in Besence, Baranya County of Hungary. The county lies in southern Hungary, on the border with Croatia. The county seat is in one of the five largest cities of Hungary, although more than two thirds of the municipalities are small villages with a population under 500. Half of the county's population lives in the county seat or in its neighbourhood, while 22% of the population live in villages that have less than 1000 inhabitants. The villages have had a traditionally high proportion of Roma people, who have been deprived of marketable education or access to decent work.

LOCAL ACTIVITIES

First, in the summer of 2014, local Roma youth, adult learners from the partner countries of Lithuania and Northern Ireland and students from the Faculty of Music and Visual Arts of the University of Pécs worked together to create films with the guidance of Anthropolis Association. In line with the topic of the project, the theme of the workshop was "Me as a minority". The opportunity to hold a second workshop with the participation of children aged 7-12 came in the summer of 2015. The theme of the second digital storytelling workshop, organised by Monogram and Anthropolis, was "Peace". We chose Besence as the location of the sessions because we wanted to think together with the local Roma community about the concepts of "conflict" and "peace" and their context in contemporary Hungary. It was essential that Digital Storytelling balanced the learning experience by helping the participants in empowerment and discovering their strengths, and encouraging them to open up to listen and accept the storiesof others. The learning process provoked emotions but at the same time offered help to cope with diverse feelings and develop sensitivity and awareness to tackle the emotions of other participants. The number of participants involved in the first workshop sessions was 30.

During the first 3-day digital storytelling workshop in Besence the usual model of the DS process was heavily adapted to the local environment.There is more than one model for the DST process in which participants design and produce a 2-3-minute digital story but, in simple terms, the DST process followed the steps illustrated below:

1: Briefing

The briefing - often known as 'the gathering' – is always dedicated to informing the participants about the method and different steps of the process and also to building trust among the participants.

The briefing in the Towards Peace project was organised first in the Hungarian language for the local people well in advance of the arrival of other project participants. The Anthropolis Association trainers introduced the concept, processes and some examples of DST. This was a chance for potential local storytellers to ask questions, to share concerns or even quit the programme. Another briefing was organised for the foreign participants in English right after their arrivals.

2: Writing

Normally the writing process starts with a 'storytelling circle'. This session is designed to bond storytellers as a group and to tease out their innate powers of storytelling. The ultimate goal

is to draft and finalise scripts so that they are ready for voice recording. There are a number of activities involved in the storytelling circle. At the end of the storycircle, every storyteller should know the subject of their story. The final aspect of this phase is the creation of a storyboard (written text and pictures in sequence) for the piece.

Since the group was very diverse, the 'storytelling circle' had to fulfil heightened expectations, such as narrowing the social gaps between participants and diminishing language barriers. To reach these high expectations, trainers first carefully picked non-verbal icebreakers and so, when participants were more relaxed, they were more open to working with words and texts during which trainers could help with interpretation if it was needed.

Digital Storytelling was originally meant to be applied to the telling of personal, individual stories. However, in our case it was important that people worked in groups. Therefore, in the second part of the storytelling circle, everyone (local Roma youth and foreign participants) shared a true and personal story which was connected with the given topic: "Me as a minority".

Then trainers asked the members of the circle to step forward if they wanted to work on their personal stories. Some stepped forward and we asked the rest of the participants to step behind the story which they could identify with the most.Finally, each group included at least one delegate from one of the participating countries, a local Roma inhabitant of Besence and an artist who supported the visual illustration of the films. The groups could decide whether they wanted to work with the original/chosen story or modify it and involve new elements from the other group members' stories. This possibility allowed space for fictional films which still contained non-fictional elements and helped address sensitive issues on a group level. Normally we would encourage participants to use personal photos in case of a personal narrative but, in this project, we put more emphasis on the shared sentiments of the given topic and collaborative, creative illustration (with the support of young artists). In doing so, we were able to secure a safe and anonymous way of imaging the controversial and sensitive stories.

While using the method of Digital Storytelling, breaking down the language barrier between the various groups of participants was the biggest challenge. In some cases, the communication was time consuming, resulting in a delay between the scheduled stages of work and participants having to spend time waiting. In these situations, the Anthropolis Association trainers helped with interpretation, and the participants also slowly gained confidence in using each other's language during the process, even in using English, the common language of the project.

3: Recording

This is the point at which the technical aspects of DST begin. Both the technical quality and the atmosphere of the voice recording are vital to the success of a DST. Some skill and judgement is required by the trainer to pick the right space and to settle the storyteller ready for the recording.

Most of the time storytellers give their own voices to the story, but there are certain cases when the storyteller asks another person to record the story (because he or she is not comfortable in doing it) or the trainer suggests it because of safety reasons. In group work it is also possible for more than one or all the members of the group to be involved in the voice recording by sharing the text.

4: Editing

There are several software programs that trainers can introduce to edit the films.In the Towards Peace project only trainers worked on the editing part, since the participants were more focused on being and thinking together in a diverse group rather than learning to use a new software. Trainers should always give the opportunity to teach how to edit, but also accept if participants are less interested in the digital part.Once the editing is finished, the DS is exported as a completed movie file, for sharing.

5: Sharing

Storytelling is a multidirectional process, so every story should be shared. The participants of the DST workshop share their stories in a common screening at the end of the process. Some DST are too personal to be put out to a wider audience but the rest, which accounts for the absolute majority, should be made available for people to see.

Consent forms help trainers to ask permission for films and register the rights attached to films. If the storyteller is under 18, trainers have to also ask permissions from parents. Storytellers can ask for modifications at any point regarding consent and the availability of their films.

The method developed the individual and collective skills of participants through the above process. The skills in focus included the use of various technologies, communicational and coping strategies as well as creative skills. The DST process involved team work, listening to one another during the storycircles, digitalisation of images (scanning), photo shooting, text writing, creating story boards and the screening of the results of the common work at the end of the process.

The collaboration between the various groups of the Towards Peace participants were inspiring for all and helped the success of the creative work. The participants of the workshops are still in touch and actively communicate online.

CASE STUDY 2

StoryA
(Melting Pro)

Title:

STORY Abroad: validating and connecting experiences of working and studying abroad through digital storytelling (StoryA)

Duration:

01.04.2015–31.03.2016

EU Funding Programme Erasmus + Key-Action 2:

Cooperation for innovation and the exchange of good practices – **Capacity building in the field of youth**

PARTNERS:

Melting Pro Laboratorio per la cultura (IT), StoryCenter (USA), Media Shots CRL (PT), University of Brighton (UK), Verein Digital Story Vienna (AT), Perspectives (BE), Museo da Pessoa (BR), Stockholm School of Arts / Kulturskolan Stockholm (SE) Cape Peninsula University of Technology (South Africa).

This project was a learning experience for all the partners. During the project we asked young people from different backgrounds and nationalities to use digital storytelling to self-evaluate the competences they acquired abroad. What was particularly interesting, given that all received the same brief, was the diversity of the results.

The concept of travelling abroad is something that we take for granted in Europe where it is easy to travel freely across borders, but in countries outside of Europe it is an opportunity only few young people have access to. Travelling abroad is an educational experience; living or working abroad, for a short or long period, provides unconscious learning that can be turned into a more useful learning experience if you encourage people to reflect on and share their experiences.

The StoryA project aimed to improve the quality and recognition of youth work and non-formal learning by encouraging young people to turn work and life experience gained in foreign countries into learning opportunities, recognising the skills and key competences acquired during the mobility.

Following the impact of another European project called Kvalues – in which Digital Storytelling was applied to create a *digital curricular* story – we wanted to help young people to reflect profoundly on their experiences abroad; to reflect on the competences acquired and how they could be shown on their Curriculum Vitae; and to provide a tool to better promote themselves to a future employer. Kvalues evolved a way in which young people could make people more aware of their competences through developing their e-curriculum vitae.

We believed that travelling is an informal learning experience, an opportunity that should be given to all young people regardless of their background since it reinforces transversal skills such as adaptability, social skills, networking and, in the long term, supports them to become more independent and develop their language skills.

The participants all agreed that engaging in the Digital Storytelling project improved their self-esteem. Nearly all participants were in search of their first job or more stable employment and felt that the process helped them to focus on their positive attributes, understanding what they were good at and how to better present themselves. They said they could highlight their competences better by using a creative approach.

We scheduled a five-day workshop which followed the usual format for a digital storytelling workshop: briefing, storycircle, writing, recording, editing and final sharing. It involved young people under 30.We invited external expertsto bring multiple voices to the workshop and to discuss the importance of enhancing an experience abroad and to give participants more networking opportunities. Experts on how to write a Curriculum Vitae, people from the previous Kvalues project and cultural managers working on a European mobility project attended. We wanted to give an overview of storytelling and its use in social media and film literacy. Our aim was to focus on the process of self-evaluating the competences they acquired abroad.

The storytelling games, practised in the story circle, not only helped participants to tell a personal story but also to reflect on how the experience has changed them. For some, their starting point was the metaphor of the suitcase, referring to what you are bringing back from the experience.

The games also helped them to focus on the new competences they had acquired and helped to make them conscious of their potential and able to position themselves more strategically in the job market. They also appreciated the creativity of the games and the sharing process. They suggested that for them it was also a way of acquiring new social and digital skills.

Most of the participants stated that it was a way of developing their professional profile by learning how important it is to 'narrate' oneself and to communicate to the external world. The collaboration with PortaFuturo and *Your First Eures Job* gave institutional support to the goals of the project and showcased a variety of further opportunities to travel abroad through the European Commission.

The central learning objective was that young people really need time to talk about themselves and build their self-esteem. The current economic crisis makes it difficult for them to think positively. They need to be motivated, to share experiences in a collaborative working environment, and this was what participants appreciated about the workshop.

As facilitators we learned to improve the way we work with young people and to switch into a listening mode. We also learned to challenge their and our, assumptions.

CASE STUDY 3

Adapting the methodology (Global Link)

Global Link was lucky enough to participate in the 2012-2014 INTEGRART project, a digital storytelling project working with refugees. Two colleagues attended the Anthropolis training in Budapest and left inspired and excited: not only did the methodology use our strengths as photographers and writers, but we could see how well it fit with Global Link's desire to give voice to marginalised groups and challenge dominant negative discourses about those groups.

Our first digital storytelling workshops were with refugees and asylum-seekers in Blackburn. Here, we followed the Anthropolis format, delivering the workshops over two weekends, using the Sony Vegas software, resulting in 10 digital stories, most of which are now on our website.

Our next digital storytelling workshops were with a group of young Traveller (Roma) girls, which we ran after school in the local library. We adapted the workshops so that they ran over 10 weeks and we used a much simpler online software called WeVideo (though this relies on solid internet connections) which the girls had no difficulty using.

As part of a heritage project exploring the history of LGBT rights in Lancaster, we worked with five adults; these workshops were delivered over 2.5 days, following the original format. We did this again with a group of Lancaster-based asylum-seekers and refugees, and intend to do this every summer, as part of a wider project of cultural education and training, which includes enabling IT skills development.

Then, in 2017, we were asked to create three digital stories of people who had lived in a particular street in Chester for a long time. Because the three adults were both distant geographically and had little time and IT skill, we adapted the method significantly. Our Chester partner interviewed and wrote down the three adults' stories relating to Brock Street, and one of our colleagues wrote them up as stories. We then went to Chester where we recorded the adults reading their stories, gathered photos from photo albums and also took many more photos. Thus, we made the digital stories for them, but using their stories, and their voices.

Most recently, we worked with a group of young people and used the methodology (and WeVideo) to explore their perceptions of the world and the future. While we were excited about the project, these could not be described as digital 'stories' (with beginnings, middles, ends, characters, events etc), and the potential danger was that the films might have resulted in an impersonal documentary-style polemic. However, we skillfully avoided this by ensuring that the films started with the essentially interesting elements of digital storytelling: the personal, the introduction to who the storyteller is; thus, each film starts with 'My name is....' or 'I am...' and tells the viewer a few bits of personal information, before moving on to an exploration of the young people's local and global concerns.

The great thing about the digital storytelling methodology is its simplicity and its versatility, and how it can be effectively adapted to each group and situation.

EXPLORING THE SDGS – ACTIVITY DESCRIPTION

The following activity, which was delivered as part of the YIPPEE Romanian mobility, provides an example of how youth workerscan introduce the UN Sustainable Development Goals in an intercultural setting. The activity can be adapted, however, to a variety of contexts:

WORKSHOP ON THE SUSTAINABLE DEVELOPMENT GOALS

1. Warm-up/Starter Activity

appropriate to the group and work done so far on the SDGs or related topic (example: Globingo - https://www.oxfam.org.uk/education/resources/globingo)

2. World Café Activity on the SDGs

i) Ask young people to work in their country groups (with youth workers attached to their group)

ii) Place large sheets of paper around the room with each of the six chosen SDGs written on each sheet.

Iii) Ask the groups to form a circle around one of the sheets of paper. Their task: to think about and write on the sheet in response to the questions *Why do we need this goal? How does this issue impact on you and your community?*

iii) On a signal from the facilitator, groups move to a different sheet. Continue until they have explored all 6 goals.

BREAK – *During the break the facilitator hangs the 6 sheets of paper on the wall*

3. Feedback on World Café

Draw the young people's attention to the posters on the wall. Ask them to identify possible connections between the various goals and their own priorities – which goals are the most important to them and why? Ask students to put stickers on their two priority goals.

4. Spheres of Concern Activity on the SDGs

i) Organise the young people into five mixed groups (ensuring that the young people are now working with people from other countries). Assign youth workers to each group.

ii) Give each group a large piece of paper with a circle diagram highlighting the six SDGs and the three 'spheres of concern': the local, the national and the global.

iv) Ask the young people to discuss and write down together on the sheet their ideas for *How we can start to work together towards achieving these goals at a local, national and international level?*

v) Ask each group to feed back one of their key ideas to the rest of the group.

Chapter 5:

European-African cooperation in the field of youth

The cooperation between the EU and Benin works under the strategic partnership between Africa and the EU. This Strategic Partnership, a framework created by the 2nd EU-Africa Heads of States Summit, and the Africa-Europe Youth Summit, recognises youth as a key actor in development in Africa and in Europe. The strengthening of youth organisations and youth movements is critical for development in general and in particular for developing youth policies that will allow for a sustainable co-operation between African and European youth.

The Background of Africa-EU Co-Operations and Youth

The Africa-Europe Youth Summit and its process of consultations, facilitated by the North-South Centre of the Council of Europe in 2007, was a crucial moment to strengthen the ties between young people in Africa and Europe and to increase their knowledge about the European Union and the African Union and their policies related to the living conditions of young people on the two continents.

As a follow-up to the Africa-Europe Youth Summit in 2007, the North-South Centre has been developing and implementing a programme in partnership with key governmental and non-governmental actors in Africa and Europe, including the European Youth Forum and the African Youth Platforms such as the Pan African Youth Union, the African Union and the

European Union.

In 2008, special efforts were made to identify common interests and priorities between the European Commission and the Council of Europe, particularly the North-South Centre in the field of Euro-African youth co-operation. This led to the addition of a Euro-African dimension in 2009 to the existing CoE/EU youth partnership, managed by the North-South Centre.

In November 2008, the North-South Centre and the European Commission (EuropeAid - DG AIDCO) signed a Joint Management Agreement for a period of three years (2009-2011) that aimed at strengthening global education in the new Member States of the European Union and supporting Africa-Europe youth co-operation.

Moreover, as a follow up of the Africa-Europe Youth Summit and answering to the priorities of the Africa-EU Strategic Partnership, the Joint Management Agreement was created to:

promote the empowerment of Europe's and Africa's youth;

strengthen young people's capacity to disseminate information and to get involved in the implementation, monitoring and evaluation of the Joint Strategy;

facilitate moments of encounter and exchange between young Africans and Europeans;

help mapping the existing African youth networks.

Complementary to the Joint Management Agreement, a programme of Euro-African training activities and support measures has been implemented since 2009 in the framework of the Partnership on Youth between the Council of Europe and the European Union (DGEAC).

Activities under the Youth Partnership

Africa-Europe long term training course for youth trainersaiming at developing a pool of highly skilled youth workers/ trainers (in total 30) that are capable of developing and running qualitative training activities on Africa Europe co-operation programmes and that will establish a series of co-operation training programmes between youth organisations in Africa and Europe. An international pedagogical team composed of 4-5 experts from Africa and Europe led the three phases course over a period of 10 months (1st phase: training seminar in Africa, July 2009 (Abidjan, Cote d'Ivoire); 2nd phase: project implementation from July -December 2009 and 3rd phase: evaluation seminar in Cape Verde, in 2010)

Africa-Europe Training Course for Youth Organisationsaiming at capacity building of youth leaders, multipliers in youth organisations (in total 30) and to increase dialogue and understanding between young people in European and African countries. The course focuses on promoting and empowering youth participation in the implementation of the Africa-EU Strategic Partnership. This course has been organised annually in partnership with the European Youth Forum, the Pan African Youth Union and other local partners.

Training Course for Youth Organisations of the African Diaspora Living in Europeaims to strengthen the role of young people, particularly youth leaders and youth workers from the African Diaspora active in youth organisations in the host societies or leading African Diaspora youth groups/movements and to empower and promote the capacity to organise, take action and foster their political participation in Euro African Co-operation and Global Youth Work.

The youth organisations and youth groups from the African Diaspora living in Europe are important actors for the Euro-African Youth Co-operation. The youth Diaspora was a key element in the process leading to the Africa Europe Youth Summit and the Summit itself - and politically the Diaspora is considered by the African Union as the 6th region of Africa and the 6th building block of the African Union. These groups are also important bridges for youth co-operation and represent for the hosting societies an immense richness in terms of human resources, intercultural opportunities and

possibilities for relationship with the sending societies. Two training courses of youth leaders were developed, the first in December 2010, leading up to the creation of ADYNE (African Diaspora Youth Network Europe) and the second in July 2010, in the framework of the 2nd African University on Youth and Development, which was held in Cape Verde.

The Joint Management Agreement between the European Commission (DG AIDCO) and the North-South Centre includes activities of Policy development and Support to the youth dimension of Euro-African co-operation. The foreseen actions under this agreement are:

- Institutional follow-up meeting of the Africa-Europe Youth Summit and Monitoring Group on Africa-Europe Youth Work
- Sub-regional seminars (in the 5 sub-regions of Africa) on youth policies and the African Youth Charter
- Mapping of Africa-Europe youth co-operation/work
- Seed funding for pilot youth exchanges

African-German Youth Initiative

As a political initiative on behalf of the Federal Ministry for Economic Cooperation and Development and the African Union, the African-German Youth Initiative has the objective of promoting exchange between young people in African countries and Germany since 2016.

A central task of the African- German Youth Initiative is to provide information about the various opportunities and services within the field of youth exchange and volunteer services to interested parties: participants and organisations.

Cooperation among Europe and Beninese Youth Workers

Several local organizations in Benin are active for youth work but not well documented. Among them:

- The project “Bridging Europe and Africa – a Social Initiative” or “Be as I” involves four partners and aims to foster the cooperation of EU and Africa in the youth field;
- European Voluntary Service (EVS): Young people have been volunteering in Benin - helping to foster EU-African cooperation and developing skills at the same time.
- The project “EAEY - Empower African and European Youth!”, coordinated by Wereld Esperanto - Jongeren Organisatie (TEJO), which involves four youth organisations from Europe (Netherlands; Poland; Italy; Slovakia) and four from Africa (DR Congo, Togo, Benin, Burundi). The project aims at improving the transfer of knowledge between Europe and Africa, thus strengthening the cooperation between the two continents in the field of youth. The overarching theme is “Youth working together to overcome the North-South-Divide”.
- eLearning Benin Project: Bridging the Youth Opportunity Gap through e-learning in Benin

Cooperation among Europe and Credi-ONG

After a long cooperation as host partner of the Global Learning Network for young Europeans (GLEN), CREDI-ONG became in 2017 a full GLEN-Member. CREDI-ONG can now send participants for GLEN Multipliers Training Cycle for Global Learning.

CREDI-ONG has been involved as a partner in several European Commission projects, among others Global Education and Learning Platform (GELP) projects co-funded by the ERASMUS+ programme, and now participates in the YIPPEE project.

In Europe, CREDI-ONG cooperates mainly with France where many Beninese young people are sent as volunteers and also for short term exchange programmes. In Benin, CREDI-ONG hosts many young people from France, Germany, Belgium, Poland, Slovenia, etc. for internships.

Chapter 6:

Evaluation

Hungary Training Evaluation

Two of the crucial elements of the training course in Hungary was the regular evaluation of the way the participants perceived the training content, methodologies and its logistical aspects and ensuring that that participants have the proper knowledge, tools and time to understand their daily learning achievements and development connected to skills, knowledge and attitudes framed in the European Commission's method of focusing learning the Eight Key Competences of Lifelong Learning and their validation through the Youthpass Certificate.

The former was mainly important in order to receive feedback on the quality of the content, methodologies and logistical aspects of the training and also to adapt and direct all the activities we proposed to best suit the learning needs of the youth workers. Regarding the latter, reflecting on one's learning is crucial for two reasons:on one hand for allowing the participants to firstly process the daily activities and then to draw their own personal learning conclusions, which is a practice rarely tackled in daily formal, non-formal or even informal learning processes, which many time results in not realising consciously that learning is achieved and on the other hand to validate the participation and recognised certification of the learning achievements reached in the frame of the training.

EVALUATION PLAN

On a practical level the training had on the first four days four sessions of 10-20 minutes to evaluate the day, after the learning reflections and before dinner and there was a final evaluation session of one hour on the last day.

During the *daily evaluations* we always started with a plenary circle where all youth workers and trainers shared in one word how they felt about the day. Following that, the youth workers createdfour groups and use the'hand evaluation' method. Each groupdrew the shape of a palm and wrote keywords in the fingers:

- wWhat was good? in the thumb,
- wWhat was important about the day? in the pointing finger,
- wWhat was bad? in the middle finger,
- wWhat they learned? in the ring finger,
- sSome small details? in the small finger and
- aAdvice to the trainers and staff on the palm area.

These were then gathered by the trainers, analysed and, if needed, were responded to at the start of the next day.

During the *final evaluation*, which was done on the last day, after all the sessions ended, we used multiple phases: In the first phase the facilitator evaluated the training's logistical aspects through a four corner moving evaluationoutdoors to measure how satisfied the participants were with specific aspects of the training like accommodation, food, venue, trainers, content, etc. As the final phase, a more structured, qualitative questionnaire was given to the participants who had the next three hours to complete it.

LEARNING REFLECTIONS AND YOUTHPASS

On the last day of the training we issued detailed Youthpass certificates to the participants. This means that the participants had to write what kind of learning achievement they reached as a result of the training to be included in the certificate which also validates participation in this specific training and its activities and goals. To make this process meaningful and successful, we used the following methodology:

- - On the first day we had a session informing the participants about Youthpass (focusing on the 8 key competences) and the Diary used for the reflection process, http://ata-ro.eu/files/Diary.pdf where, after they got to understand the Diary they also had to write their objectives.
- - Then, on the first day, after they fully understood the purpose of the training, what the Youthpass is and how to use the Diary by making learning objectives and using it daily, before dinner, the youth workers joined a partner who they did not know before and discussed their learning achievements connected to the first day, in depth, putting down the key elements in their Diary so that they had points of reference on the last day.
- - They repeated this process on days two, three and four and then on the last day, time was given to all participants to formulate and gather their thoughts from the diaries in connection to the 8 key Competencies of Lifelong Learning and to write down their learning achievements.
- - These written reflections were put into an online questionnaire which was used by the trainers to make the Youthpass Certificates which were issued to the participants in a ceremonial setting at the last dinner.

To make sure that the participants (and the readers of this Guideline) understand how and in what frame to formulate this final version of the Youthpass Certificate, the following concrete guideline is offered:

"Taking into consideration your activities and experiences during the exchange, look at these 8 learning competences and consider you acquired skills and competences in relation to them, write a few sentences about these. Try to formulate your answers using these examples: I feel more comfortable now... / I found out... / I learned... / I feel confident... / I made progress... / I'm able to... / I know now how... / I developed... / I have a clear view now. Try to be specific and realistic about your achievements and learning outcomes.

The 8 Key Competences of Lifelong Learning are:

Communication in Mother Tongue

Communication in the mother tongue is our ability to express thoughts, feelings and facts both orally or in writing (listening, speaking, reading and writing), and to interact with other people in an appropriate way in education and training, work, home and leisure.

Communication in Foreign Languages

Communication in a foreign language is closely linked to communication in our mother tongue: it is based on the ability to understand and express thoughts, feelings and facts orally or in writing at work, home, leisure, education and training — according to our wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.

Mathematical Competences and Basic competences in Science and Technology

Mathematical competence is our ability to use addition, subtraction, multiplication, division and ratios in mental and written arithmetic to solve a range of problems in everyday situations. Process and activity is as important as the knowledge itself.

Learning to Learn

'Learning to learn' is the ability to organie our own learning. It includes effective management of time and information, both for ourselves and in groups. We should also be aware of our learning process and needs and identify different opportunities available to learn. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn encourages us to build on prior learning and life experience.

Digital Competences

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Interpersonal, Intercultural, social and civic competences

These competences might be the most important ones for the youth field. Many of them can be acquired by active engagement in any kind of youth work or volunteering. They cover all forms of behaviour we might need to participate effectively in our social and working lives. Competences connected to a social context become more important as societies are more diverse now; they can help us to resolve conflicts where necessary. Civic competence equips us to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions through a range of media, including music, performing arts, literature, and the visual arts.

Entrepreneurship

These competences refer to our ability to turn ideas into action which is particularly important for youth work and youth initiatives. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives."

For further references on what the Youthpass Certificate is, how to issue certificates and how it works one can consult https://www.youthpass.eu/en/ and more exactly https://www.youthpass.eu/downloads/13-62-64/Youthpass%20Guide%2018-10-2011.pdf

Romania Training Evaluation

One crucial aspect of the YIPPEE project, which included the Romanian workshop for young people and the local dissemination events at the national level, was to monitor and ensure that the participants were learning and achieving the aims and goals we set up in relation to empowerment, job counselling and the Sustainable Development Goals.

To make sure that this was achieved we used a three-step evaluation tool inthe form of a questionnaire which focused on how much the participants understood the aims and goals:

- In first instance, the evaluation tool was 'deployed' just after the selection of these participants, in order to get some baseline results regarding the so-called 'status quo' with regards to these three aspects of the project
- Secondly, during the evaluation activities of the Romanian workshop we again asked the participants about these three aspects, but this time from the perspective of how much they developed and learned from the activities done in the workshop.
- Lastly, we asked the participants to fill in the questionnaire after they had done their local actions in their own communities, focusing this time on how much they had developed and learned, having completed their local dissemination events.

This questionnaire was offered to the participants in their mother tongue so that they could easily answer without any language barrier. It was important that before they were offered to the young people that the national coordinators explained to their groups that we used this questionnaire to evaluate ourselves as the deliverers of the workshop and as supervisors of the dissemination events and that there was absolutely no pressure to have to know the answers to the questions while filling the questionnaire. This made sure that the participants were relaxed and uninhibited in their answers, on all three occasions when they completed it.

Also, the questionnaires were tailor-made to the specific needs and possibilities of all the participants, either in Google Forms, in an online format, that could be completed on laptops, tablets or smartphones with internet connection, or in a digital, offline MSWord document that could be filled in on laptops which did not have to have an internet connection, or in a printed, paper version for those who preferred to do it that way. This was so that all participants couldcomplete the questionnaire all three times in the format that was best forthem.

The questionnaires were always checked and translatedat national level by the project coordinators and the youth workers, who centralised the outcomes of the online, digital or offline answers into one short report in English. Next, these were sent to the Romanian partner, who analysed these answers and mad a global report of the outcomes that was shared with all of partners on the project.

This was done in all three instances of the usage of the questionnaire and helped the project partners better focus their activities related to these three goals in a tailor-made fashion so that all youth workers could offer exactly the needed support to their youth as a consequence of the results of the questionnaire at each stage.

EVALUATION QUESTIONS

While all the questions here were used all three times, the ones reprinted here are the from the first stage of the process - the baseline questionnaire. This is important to note because the questions during the second stage mostly started or ended with "Following the workshop, how/what...?" and,during the third stage, with "Following the Local Actions done by You, how/what...?"

The questionnaire:

Intro: Please fill this questionnaire as accurately as possible. It will help us understand what is your standing with relation to some of the aims of the project and it will help us better adapt our goals to your specific needs. Thank You!

1. What is your name?
2. On a scale from 0 to 10, where 0 means 'Not at all' and 10 means 'Yes, Absolutely', do you feel that you are a confident person?
3. On a scale from 0 to 10, where 0 means 'Not at all' and 10 means 'Yes, Absolutely', do you feel that you are empowered?
4. On a scale from 0 to 10, where 0 means 'Not at all' and 10 means 'Yes, Absolutely', do you feel that you have a clear understanding of your qualifications and competences from a professional point of view?
5. On a scale from 0 to 10, where 0 means 'Not at all' and 10 means 'Yes, Absolutely', do you feel that you have a clear plan or that you are on a well define path in your professional career?
6. On a scale from 0 to 10, where 0 means 'Not at all' and 10 means 'Yes, Absolutely', do you feel that you understand the United Nation's Sustainable Development Goals (SDGs)?
7. In your own words, what do you think the United Nation's SDGs are?
8. SDG1 is 'No Poverty'. Can you explain it in your own words? Also focus on why it is important for humanity.
9. SDG4 is 'Quality Education'. Can you explain it in your own words? Also focus on why it is important for humanity.
10. SDG8 is 'Decent Work and Economic Growth'. Can you explain it in your own words? Also focus on why it is important for humanity.
11. SDG10 is 'Reducing Inequalities'. Can you explain it in your own words? Also focus on why it is important for humanity.
12. SDG11 is 'Sustainable Cities and Communities'. Can you explain it in your own words? Also focus on why it is important for humanity.
13. SDG16 is 'Peace, Justice and Strong Institutions'. Can you explain it in your own words? Also focus on why it is important for humanity.
14. On a scale from 0 to 10, where 0 means 'Not at all' and 10 means 'Yes, Absolutely', do you feel that you know what Digital Storytelling is?
15. In your own words, how do you think Digital storytelling can help in empowering you, in job counselling and in supporting the United Nation's Sustainable Development Goals?

By having the youth research, discuss and express the SDGs through the unique medium that is Digital Storytelling, we strove to inspire greater awareness and involvement of young people in shaping the world.

YIPPEE participants feedback on the Romania mobility

Chapter 7:

Partners' Experience of the Project

anthropolis

Anthropolis Antropológiai Közhasznú Egyesület, Hungary

"With DST youth can give voice to their thoughts and stories. When they share their stories, they realise that others have similar experiences. They experience how to organise their team's work. They experience that stories have more power than numbers, statistics or descriptions." (Hungarian youth worker)

The objective of the capacity building activity in Budapest was to share the methodology of digital storytelling with youth workers and experts who would be able to apply this method in their work, especially with vulnerable youth. Participants were selected through an open call based on the mutual agreement of the partners. The selection criteria was the same in all of the participating countries: sufficient motivation, formal or non-formal education of youth on a daily basis, solid knowledge of English, basic computer skills, ability to use the internet at a basic level and developed transversal skills, in particular: interpersonal skills and aptitude for group work, ability to autonomously manage assigned tasks, spirit of adaptation, participation in international mobility and willingness to apply the learnt methodology through follow-up activities in their own localities.

Our open call was published through social media and on the website of our association, and it was also shared with those social workers who read the Hungarian professional newsletter. Five people from Hungary applied and we selected those two who had the most experience in working with youth and who were most committed to participate in the activities of the project in the long run. The latter was necessary as one of the participants would have the opportunity to join the mobility taking place in Romania. As potentially vulnerable young people were involved in the project, the partners needed the support of youth workers to help them during the mobility. In addition, the youth workers also had

the opportunity to apply the method of digital storytelling as trainers in Romania.

One of the selected Hungarian participants carries out educational programmes in child care homes; the other applies the methodology of socio-drama within the framework of theatrical education among disadvantaged children. In their applications the participants considered the training in Budapest an important opportunity, as they had hoped to extend their methodological tools. They also expected that the young people they work with would increase the level of their self-understanding and self-esteem and that this would contribute to more confident future planning and career choices.

The youth workers learnt the methodology of digital storytelling during the 7-day Budapest training based on their personal experiences, where they could choose a real event from their own life that they wanted to work on. Alongside that, they became familiar with the UN Sustainable Development Goals in order to be able to promote the approach among the young people they work together with.

It became obvious during the training that the Hungarian participants enjoyed the learning process and dedicated a lot of energy to creating their own personal films. The verbal and written evaluation after the training reflected that both Hungarian participants became familiar with the concept of the methodology, and already during the training they were starting to think how they could incorporate it into their everyday work. They were also quite determined to carry out the local dissemination events. The main objective of these events was to share the concept of the methodology among adults who work with young people and who were likely to be interested in learning more about the methodology or among young people with whom digital storytelling could be discovered further.

The first local dissemination event took place in a child care home located in the western part of Hungary, where one of the Hungarian participants held a workshop for vulnerable youth with the cooperation of the staff responsible for the training in Budapest. The workshop gave an insight into the world of storytelling for the youth and increased their interest in sharing their personal and group stories. The presence of the youth educators also ensured the possibility of a long-term cooperation. The young people were excited to participate in the half-day long workshop. They worked in three different groups on three different themes they chose themselves: friendship, summer experiences and misunderstandings.

Many of the young people had behavioural and attention deficit disorder problems, therefore the structure of the workshops complied with the individual needs of the individuals (for example longer warming up sessions, more breaks etc.). After creating the texts in small groups, the illustrations of the stories were also created together using different techniques (drawing, plasticine, lego). Audio recordings and the digitalisation of the pictures took place at the end of the process. The youth workers and trainers agreed with the young people and their educators that after cutting the audio and digital recordings (that was carried out by the trainers during the following days) another meeting would take place to show the completed films and to discuss the film-making process.

The second local dissemination event was organised by the other youth worker for pastors working mainly in and around the capital and for young people who are considering becoming pastors themselves. The participants were open to further cooperation and to learning more about the methodology. Both trained youth workers received positive feedback from the participants at the dissemination events and consequently became motivated to continue further the use of the method.

Local dissemination event in Budapest for pastors

The youth exchange in Romania offered a good opportunity to practise the method. One youth worker and five young people participated in the exchange from each participating country. The objective of the youth exchange was to become more familiar with the UN Sustainable Development Goals, to elaborate on six especially important objectives (chosen by the partners in the field of education, career orientation, employment) and plan the future dissemination.

> *"I was so curious how to make thematic films in groups. It was surprising that young people from different countries and cultural backgrounds were able to cooperate smoothly and generously during the creative process."* (Hungarian youth worker)

The selection of the participants was also carried out by an open call. Based on the mutual agreement of the partners, our expectations were the following: basic knowledge of English and basic computer literacy, openness to communication and cooperation in an intercultural environment, interest in the UN Sustainable Development Goals, commitment to carry out local dissemination activities and being aged 18+. Another selection criterion was that two of the five participants from each partner country should come from a more disadvantaged background.

As Anthropolis Association has been working together closely with child care homes in Hungary, the open call for the disadvantaged youth reached the target group with the help of the workers in specialist care. The other three participants were recruited through social media. Of the young people that were selected, two live in after-care facilities and are still in high school, two are recently graduated youth workers, and one is a fashion designer of Roma background who is interested in film making techniques and slow fashion. Before the youth exchange in Romania none of them had participated in a European project or had many opportunities to travel. Therefore, during the first days of the youth exchange it was difficult for some of our group to connect with the other participants because of their different level of English language knowledge. On the other hand, the professional content of the youth exchange enhanced their mutual thinking, planning, problem-solving and teamwork within the intercultural environment.

> *"I feel more comfortable now in sharing my thoughts with foreign people. I learned different cultural habits, foods, music and way of thinking."*
>
> (Hungarian youth participant)

Sharing the DST method in a child care home after the Romanian youth exchange, Western Hungary

After the youth exchange the youth worker and all five young participants talked about the methodology of digital storytelling in a positive way. The youth worker saw an opportunity to combine within the framework of alternative theatrical programmes the elements of drama pedagogy with storytelling. She discussed devising a more personal aspect shaping workshop affecting also the emotions, which would provide the opportunity for young people to reflect on their own lives through social issues and problems. The youth worker was planning to use the Sustainable Development Goals to help analyse and understand social problems. The young participants who live in state care mainly wanted to use the methodology to share the events of the youth exchange with their peers and to think together about the topics of social inequalities, injustices which they consider highly relevant in their life.

The methodology was shared and common thinking started in September 2018 among the child care home educators and the youth between the age of 16 and 25 living in state care. A local activity was organised for 25 young participants by two staff from Anthropolis Association, along with the trained youth worker and two participants from the Romanian week. It was a half day-long programme. During the first hour there were ice-breaking games and afterwards photographs were shown to help to introduce the Romanian venue and the objectives of the youth exchange. During the next one and a half hours the two youth participants shared their intercultural experiences, their cooperation with the other participants, the advantages of European cooperation, the difficulties emerging during the workflow, how they managed to overcome these difficulties and who helped them with this. Finally, they explained why they would encourage their peers to participate in similar programmes. Afterwards the participants watched the movies created during the youth exchange and started a discussion about the Sustainable Development Goals discussed in the movies, which was a completely new topic for the audience.

Working on stories in child care home

Images from stories in young people's films

As a result of the movies a vivid discussion started about certain social problems, for example about the fact that poverty is present – although at different level – all over the world, and how we as individuals can do something to eliminate poverty, to empower and help the people in need. The young people came to the conclusion that it is possible to help others even if we ourselves live under difficult circumstances. During the last one and a half hours the audience formed three small groups and, using a popular storytelling circle technique employed during digital storytelling workshops, three stories were written. The young people read these out loud at the end and during the evaluation they asked the

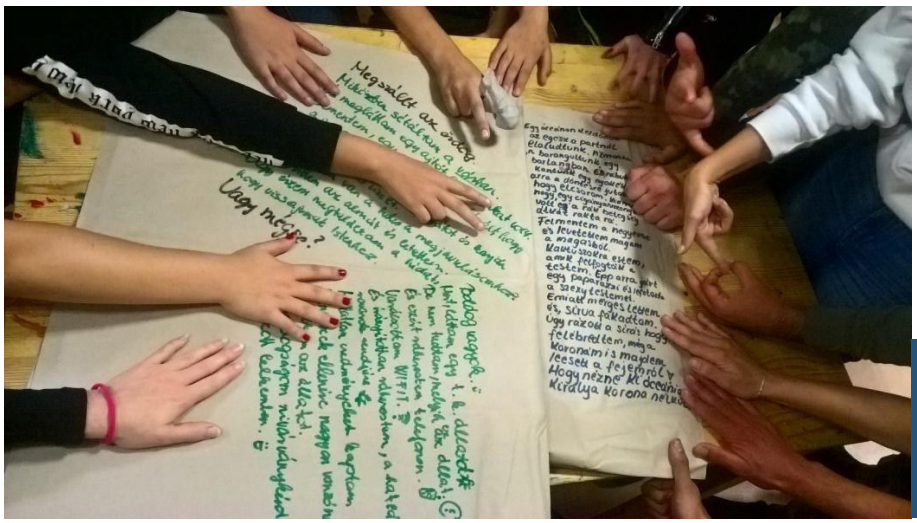
trainers to organise further meetings so they could share other stories with each other and learn the technical background to the methodology as well. The travelogue of the two young people involved in the planning and implementation of the programme was an inspiration to the other young people and an informal discussion started after the meeting about how important it is to speak foreign languages and how it makes it possible to participate in similar programmes, to exchange experiences about learning, employment and relationships.

"I developed showing to the others my ideas and thoughts. I also made progress in terms of feeling more comfortable with communicating, even in a bigger group."

(Hungarian youth participant)

In order to promote digital storytelling and the UN Sustainable Development Goals the youth workers and the young participants helped to organise another two local activities during the autumn of 2018 in Hungary. One of the programmes involved the alumni group of a high school located in the capital, while the other programme took place among a circle of friends and interested people in a small town.

To sum up, based on the feedback of the young people involved in the programme, the most important results of the youth exchange in Romania and the Hungarian local activity for the young people were: by overcoming their fears and language barriers, they were able to express their thoughts in an international environment on the different aspects of sustainability; they were able to carefully listen to other people's opinions; they participated in creating personal films based on certain themes and structures; and at the end of the work they evaluated the process, thought again about what they had learned and shared this learning with their peers.



Joint work on stories in child care home, Western Hungary

"No matter if it's education, poverty, inequality, the only thing we need is people. We need people to understand, to do, to have a little more empathy, to have a bigger view of their society and just to think: think about other people, think about what is good for us." (Hungarian youth participant)

Asociatia de Tineri Din Ardeal (Romania)

"We have so many topics young people are worried to talk about with their family or teachers. This method [DST] can offer a space where all kinds of topics can be discussed." (Romanian youth worker)

We joined the YIPPEE project because we are a youth organisation and our main target is youth. At the beginning of 2017 we were eagerly looking for an international project that could help us build and improve our work with young people.

We have had many experiences within the international or Erasmus+ youth field, including running several youth exchanges, trainings, short and long term EVS projects in the five years before this project was proposed to us. We have worked with many youth workers, teachers and facilitators from inside and outside Romania and we were in the middle of coordinating our first Capacity Building in the Field of Youth project together with partners from Benin, Cape Verde and Portugal. Locally, we also had a youth group with 24 young student from our town, Cristuru Secuiesc, and together we were planning and organising different kind of activities for local youth, children and sometimes for adults also. This is still true but with higher capacities than back then.

In Romania youth work was and still is 'in children's shoes' as we say in our mother tongue, Hungarian (as we are and our NGO represents a large Hungarian minority living in Romania). The government does not pay enough attention to youth work. This does not mean that we do not have many youth organisations – there are a lot – but generally we do not take very seriously the importance of working for and with youth. This is why ATA joined the project: to learn new methods and approaches and to give a new chance for the youth with fewer opportunities we work with to develop themselves by learning about digital storytelling and the UN Sustainable Development Goals.

Once the project was approved we enthusiastically jumped into the preparation and the implementation of the activities and attended the kick-off meeting in Rome where the next steps were clarified. Then, we launched the open call for selecting youth workers to attend the training course in Hungary. We had four candidates who applied and from these two - Kinga and Noémi - were selected. They were both women and have already had some cooperation with our NGO in the past in the role of youth workers, project writers and group leaders. Both of them belong to the Hungarian minority of Romania and have faced many situations of exclusion and lack of access to equal opportunities with regards to education, cultural and social services. Kinga is also from a rural area, which meant she had to face additional geographical barriers when she was growing up. We had no difficulties with this selection as both of these candidates expressed sincere interest and motivation and the skills required by the open call. Neither of them had skills in movie-making but they had done some work in the past regarding the Sustainable Development Goals.

"I made progress in using digital tools. While editing my audio and movie I learnt about digital technologies I have never used before." (Romanian youth worker)

Preparation for the training was done through a local NGO, the Asociația Agricultorilor din Zona Cristuru Secuiesc. They consulted with the two youth workers for a date when they could come to Cristuru Secuiesc, as both lived at distances greater than 200km. Once this was done the two arrived on a Friday afternoon, were hosted at a local hostel and the following day were prepared through practical and non-formal activities regarding the planned activities for the training in Hungary. This included exploring their hopes, fears and possible ideas for contribution, with useful information regarding the cultural and language capacities of all the partner countries, especially regarding the fact that there would be some who would have English as a mother tongue and also that the partners from Benin, where English is not taught in school, would speak French. Noémi was quite excited regarding this aspect as she is – besides English – a fluent speaker of French.

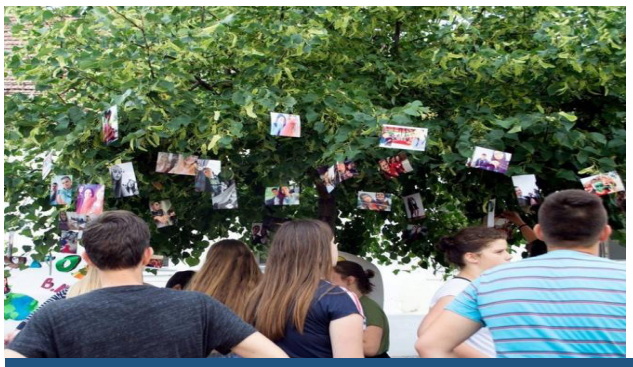
The training organised in Budapest went according to the plan and schedule we planned. It was an extremely useful experience not only for the two youth workers but also for the trainer and project coordinator, Nagy Attila who - even though he had skills in making movies - also attended his first digital storytelling training.

> *"I improved my English and had a chance to develop my French skills a lot with the Beninese group."* (Romanian youth worker)

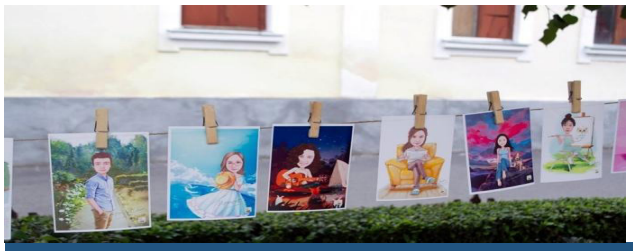
Once back in Romania, the Romanian team planned the best way to organise our local action and we concluded that it would be best to do it in a whole afternoon, during the week-long students' week we organise every year. This was held between June 11-15 and the digital storytelling local activity was led by the trainer from Romania, Nagy Attila, and by one of the youth workers who attended the training in Hungary, Fejér Kinga. More than 120 youth attended this event during the whole week within eight classroom teams. Only three teams took an active part in the digital storytelling session, but all were observers of it.

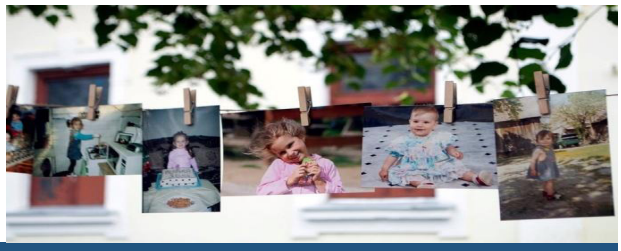
The event started with the presentation of the project and the digital storytelling methodology and the showing of the digital stories created in Hungary. After this, the more than 30 youth who were prepared beforehand regarding the fact that they should bring digital images of their life, from childhood till now, were invited to create their stories, select their images and we printed these out for them. They then put them in order and hung them up in the city centre where their colleagues or passers-by could ask each individual about what story the pictures shared. In this way, we created an analogue way of rendering the digital storytelling process. The pictures were left there overnight and for the next days so that the community could look at them. Each picture sequence also had a printed version of the story so that the community could read these. The youth were quite fascinated by this process and wanted to find out more about the digital storytelling methodology. We have arranged that later in the year the most eager participants from this local event will attend a three-day-long digital storytelling workshop organised at the office of our NGO.

Youth discussing digital storytelling, Romania



Youth listening to and looking at the analogue stories, Romania





Digital storytelling activity photos, Romania

Two weeks after returning from Hungary, in mid-April, we launched the call for youth to take part in the youth exchange but even after re-launching the call multiple times we only received three applications for the five positions available and only one of these decided to finally join the exchange. The reason for launching the call so early was so that selected participants from the other countries, especially Benin, could buy tickets and get their visas to come to Romania, but as our participants did not have to go through these processes, not enough youth applied. After talking with the potential candidates who finally decided not to participate in the selection, we have concluded that the reason for this was that many young people lack confidence in speaking in English and don't have the minimum language skills. Also, many young people did not know what their schedule would be in July so far ahead in April and May. Furthermore, a key aspect why youth from other countries would apply is the element of travelling to a foreign country, which was obviously a missing factor for the Romanian youth.

Faced with this situation, having only one selected participant, we asked the youth we regularly work with from our community if they wished to participate and those who wanted submitted their interest and we selected the youth from them. We did not start with this, because we wanted to reach a wider audience through an open call, as these youth who volunteer in our NGO have already had the chance to meet and interact with youth from other countries. All of these youth were members of the Hungarian minority of Romania and two of them came from rural areas and poor families, youth who faced cultural, economic, educational, geographical and social discrimination throughout their lives.

After they were selected, the youth attended a similar preparation meeting hosted in our town and managed by Asociația Agricultorilor din Zona Cristuru Secuiesc with the input of the designated group leader, Kinga. The mainly non-formal activities of this meeting focused more on the tasks that needed to be done by the five youth with regards to the SDGs, their hopes, fears and expectations and quite a lot regarding language and culture.

"I made progress regarding my social skills: I can interact with people from different countries, cultures, ethnic backgrounds more easily. I have a clearer view now about cultures and habits that are different from mine." (Romanian youth participant)

Following the very successful youth exchange and analysing the feedback of the youth through their evaluations and Youthpass reflections we conclude that all five youth appreciated the possibility to gain in-depth knowledge with regards to the UN Sustainable Development Goals, but especially that they would become familiar with the methodology of digital storytelling as a method for expressing one's personal thoughts and views. The combination of these two elements was also greatly appreciated by one of the participants, while two of them felt strong gratitude for the possibility to interact with youth from the countries involved in the project. Following the youth exchange most felt that they would be much more aware of how they could support some of the goals and that they would continue using digital storytelling to express themselves in the future.

> *"...Getting to know and supporting all those young people with different backgrounds and opportunities created an environment where I developed my pedagogical, problem-solving and communication skills a lot."*
>
> (Romanian youth worker)

Once the exchange and its evaluation/ dissemination period ended, we organised a meeting with four of the youth from our community. Zalán (who was selected through the open call and lives 300 kilometres away from us) joined by Skype for a short while. Here we planned the strategy and the activity plan for the local activity to be conducted by these youth. We agreed that our four youth would lead a storytelling afternoon during an English Camp and that Zalán would present the project, the digital stories and the SDGs to a group of his friends in his home area. He did this.

Zalán presenting digital stories to his friends

The four youth attended the English Camp we co-organised in mid-August and led a whole afternoon connected to presenting the project, digital storytelling and, in more length, the SDGs. They then managed a workshop they named 'SDG Map'. This involved a variation of the storycircle using the 'Island of the Sustainable Development Goals' which participants had to navigate with stories they had to come up with. The 27 youth who attended the activity were split in five groups, given parts of the larger map and asked to make their own stories which they presented to each other in plenary session. Then, at the next stage, the maps were joined together to make a larger map featuring all the SDGs and the whole group had the task of navigating it through a global story. The aim of this activity was to make the youth think of these SDGs and how they are all interconnected. Finally, we did an energiser activity with the team and concluded the afternoon with a reflection on DST and the SDGs through a non-formal, TV- themed session. Here the youth expressed interest in doing a workshop on digital storytelling in the future and were extremely grateful for having learned about the Sustainable Development Goals.

Presenting the digital storytelling project

Storycircle group activity with SDGs map film-making process and SDGs

"I feel more comfortable in expressing my ideas during the process of creating something. I feel more confident taking risks and investing my time in thinking about new, innovative ideas. I made progress in formulating objectives for myself and working on achieving them." (Romanian youth participant)

Storycircle plenary activity

Reflections on local activity using 'TV' format

All in all, the benefits we have registered in our staff and in the direct and indirect target groups of the project, mean that we can easily say that the project enabled all of us to gain skills, knowledge and attitudes regarding digital storytelling, the Sustainable Development Goals and also cultural realities in an effective and valuable way. We look forward to using the created outputs and curricula for furthering these methods and strategies through the dissemination activities that will follow.

"I can make use of digital storytelling to sum up experiences or short projects during future work (for example, if I work with disabled people, I can propose a project and at the end can make a short digital storytelling video to show the process and result to my colleagues or superiors)."

(Romanian youth participant)

Credi-Ong, Benin

"This tool allowed me to know myself better, to travel in myownidentity and tobe more aware of my love and attachment to my origins." (Beninese youth worker)

After taking an active part in the Global Education and Learning Platform (GELP) project, a global education project that allowed Credi-Ong to learn and share experiences from different countries in non-formal education was timely. As the only member organisation of the YIPPEE consortium from outside Europe, we started this project with a lot of worries and fears which by the end had disappeared. After several exchanges by e-mail, Skype and phone, the first physical contact with the other members of the consortium took place during the training of trainers held in Budapest in April 2018.

According to the project planning, Credi-Ong attended the training of trainers week held from 3-9 April 2018 in Budapest (Hungary) under the coordination of Anthropolis. According to the procedures and criteria adopted by the consortium, a call for applications was launched and posted on social media and on the Credi-Ong website in order to select of a Beninese youth worker interested and motivated to learn and also to share with his or her peers. Thus, with twenty nominations received, Mr. Yaovi Euloge Arsène, President of the Consultative Agency of Abomey-Calavi Youth, was selected.

Credi-Ong contributed to the development of the training curriculum for the Budapest week and two Beninese staff attended this training, which made it possible for us to discover digital storytelling as a new global learning tool. It was very rewarding for us because it was the first time we worked with this tool. We had during the training to create a story and turn it into the form of a digital story. We were very happy, satisfied and proud to bring this tool to Benin for dissemination within youth organisations and also among young people. At this training, Credi-Ong presented a paper on the theme: „Cooperation among EU and Beninese youth workers and other actors". This communication allowed us to update our knowledge of international cooperation and relations between Europe and Africa, especially the Republic of Benin.

"My experience with YIPPEE and DST is particularly positive and very beneficial for me. The young people with whom I share the method also rejoice. It is a working method that contributes to the progress and prosperity of the professional, associative and political activities of youth." (Beninese youth worker)

Before returning from Budapest training, our team planned two dissemination events: the first one for Beninese youth organisations and the second directly for young people. The Budapest Training Curriculum was translated from English to French to make it easy to read and useful for everyone. Digital storytelling audiovisual equipment was also purchased to strengthen the operational capacities of Credi-Ong in digital storytelling.

Local dissemination event, Benin

30 participants from around 20 civil society organisations, including representatives of the Government, took part in the first dissemination event organised on 7 June 2018 in Cotonou. This event was really appreciated by the participants because it was a new discovery for many of them. Technology is known to the press but its use in education is a first in Benin. Participants were frustrated that they did not have much time to really practise. That is why at the end of this session, Credi-Ong undertook to organise, before the end of 2018, a practical training seminar of several days for young people and representatives of youth organisations. For this session scheduled for November 2018, 20 people will be trained to fully master digital storytelling editing writing techniques. On the occasion of this session, at least 15 DST will be recorded and put online.

Local dissemination event, Benin

The training in Romania was planned in detail in Budapest. Credi-Ong should have taken part with four young people from Benin. Back from Budapest, a call for applications was launched as with the previous selection. The selection criteria defined collectively by the consortium were respected and made it possible to select the four participants, which included two women with fewer opportunities. In the same way, the training support for Romania was developed with the contribution of Credi-Ong and was then translated from English into French. In Benin preparations were made for this important meeting of youth and youth leaders from the five countries, documents were sent to the participants and a team-building weekend was organised. The participants were given a summary of the YIPPEE project through its objectives and main activities as well as the various member countries of the consortium. A summary of the Budapest training was given to better contextualise the training for which they had been selected. The group's start-up weekend ended with the creation of a „Whatsapp" group to encourage communication and candidates were invited to gather administrative documents for their visa applications.

"DST is for me today a compass... Even though I had given myself the responsibility to contribute to the betterment of the communities of my village and my region, I realised, thanks to YIPPEE and the DST method, that we can take inspiration from its past to build its future." (Beninese youth worker)

Local dissemination event, Benin

Unfortunately, the efforts to obtain visas for our delegation were not successful. Not wanting to be absent from the workshop in Romania, our delegation travelled to the consulate of Romania in Abuja in an additional attempt for their visas, however, their efforts were not prosperous. The inability to attend the youth exchange in Romania was the largest downfall of this project for the Beninese group. We accepted it as a learning experience, though, and, moving forward, we are looking forward to learning and developing our skills through the digital storytelling method and implementing it within our young adult community as a way to combat barriers that this world faces every day.

Global Link, UK

"It was heart-warming to see so many young people together from different countries and I have enormous respect for those who communicated in English throughout the project, despite it not being their mother tongue. I saw friendships develop that I hope will outlast the lifetime of the project." (UK youth worker)

Global Link recruited the two youth workers via the open call procedure agreed among all partners. The open call was posted on our website and sent to local contacts via email. Applicants were asked to submit a CV and covering letter explaining their motivation for applying. Only two people applied but, fortunately, both were excellent candidates. Alison Lloyd Williams, the UK YIPPEE Project Coordinator, along with one of Global Link's trustees, formally interviewed both applicants and we were very happy to offer them both a post on the project. One of the successful applicants, Nadia Shiraz, is a refugee case-worker who works part-time for Global Link on the Syrian and Vulnerable Children's Resettlement Scheme, and the other, Lou Andrews is a youth worker at Lancashire Boys and Girls Clubs. Both have extensive experience of working with young people (and families) who face a range of challenges.

Alison met with the two youth workers for a half-day meeting to prepare for the Hungarian mobility and for a further two half-day meetings after the Hungarian visit to debrief and prepare for the local action.

Regarding recruitment of the young people, Global Link took a mixed methods approach. Lou Andrews directly recruited three young people she had worked with locally as part of the 'Building Better Opportunities' Scheme. This is a programme that funds projects across England that tackle poverty and promote social inclusion. Lou knew these three young people very well, having been away with them on a residential visit in the UK, and felt that they would benefit greatly from the chance to take part in the Romanian mobility. Two of them had had fewer opportunities to travel so this would be an exciting new challenge. Lou spoke to the candidates individually and together in order to tell them about the project and what to expect, to explore any questions or concerns they had and invite them to get involved.

The other two young people were recruited via an open call that we placed on the Global Link website and circulated via various networks. We particularly encouraged young youth workers to apply as we felt it could be very beneficial for them to learn about the digital storytelling methodology and explore how to use it in their work. Here we followed the same procedures as the youth worker recruitment: applicants were asked to submit a CV and covering letter and were then formally interviewed by Lou and the Alison. We received four expressions of interest but in the end only two people completed the application process. Again, fortunately, we were delighted with the quality and motivation of the two applicants and were very happy to offer them places on the programme. One of the young people we recruited is a full-time youth worker.

We held two evening meetings with the young people in preparation for the Romanian mobility (meetings were scheduled in the evening to fit round some of the young people's jobs). This provided the chance for the young people to meet and get to know each other and the UK staff team. It also allowed us to do some initial exploration of the SDGs and digital storytelling and discuss some of the logistics for our trip. We also followed up with them via text, phone and email.

Both of our youth workers and all five of our young people contributed a great deal in different ways throughout the project, injecting ideas, creativity, teamwork, good humour, imagination and sheer hard work. As a result, we all benefited strongly from the experience of taking part.

"I have developed new views on the issues that affect our world. I feel really strongly that a difference needs to happen and feel proud of myself for making the digital film about an issue which has affected me personally."

(UK youth participant)

For Alison and two youth workers, the Hungarian mobility provided a useful opportunity to explore the digital storytelling process first-hand. Although Global Link has been using the methodology for many years and Alison has worked on several of these projects, she had never made her own digital story. Similarly, Lou had recently worked with Global Link on her first digital storytelling project but was keen to learn more about the methods and apply it more extensively in her own work. For Nadia, it provided a valuable opportunity to learn about another aspect of Global Link's work. This is particularly important as we have used digital storytelling with refugee communities and plan to do more of this in the future.

All three of the UK staff team successfully made digital stories during the Hungarian mobility despite facing various challenges along the way – from structuring the story to finding the right photographs to problems with the software. Although this was frustrating at times, it was very useful for us in terms of gaining insight into the process from the perspective of a participant.

During the Hungarian week, the UK staff team discussed who to target in our local dissemination event in Lancaster and agreed to approach the youth work sector. We believe digital storytelling to be a potentially very useful, if so far little known, methodology in this area of work – both as a form of advocacy and awareness-raising, particularly for marginalised voices, but also as a technique for capturing and evaluating evidence in youth work. Back in the UK, we approached the Youth and Community Department at the University of Cumbria and they offered to host a seminar which we titled 'Engaging Young People through Digital Storytelling'. We held this event on 19 June 2018 and 13 people attended, all of whom engage in youth work in various capacities across the county of Lancashire. The three members of the UK YIPPEE staff team gave a detailed presentation about the history, aims and methods of digital storytelling and showed some digital stories and this was followed by a lively and lengthy discussion session. A number of attendees expressed great interest in learning more about the methodology and approached us to develop further projects together.

Local dissemination event with YIPPEE youth workers, University of Cumbria, Lancaster

Lou led a further local dissemination event on 7 July 2018 at a training conference that had been set up to support workers and volunteers from third sector youth organisations. During the session she explored how digital storytelling can be used to engage young people in issue-based work, showing previous films that she had made with Global Link. There were around 34 attendees at her event, including five staff from Lancashire Boys and Girls Club.

The UK youth participants were actively involved in both the exploration of the Sustainable Development Goals and the digital storytelling process in Romania. For most of our group, the SDGs were a new concept so we did some initial exploration with the young people before we left for Romania: some of the group became quite 'fired up' about the issues

raised and started doing some of their own research, reflecting on how their own experiences intersected with the global goals. All the YIPPEE youth participants were encouraged to do this further during the youth exchange week as part of the SDG workshop that Lou and Alison ran. This was delivered as a highly participatory session, inviting the young people from all countries to explore and discuss their own ideas and experiences and make connections with others – both from their own country and from other countries. We also encouraged the young people to make links between the SDG and DST strands of the project by asking them to bring to Romania an object or photo that connected to one of the selected SDGs and to be prepared to talk a bit about it as part of a storycircle activity. The UK contingent took this task very seriously and we discussed and even rehearsed this a little during our pre-mobility meetings.

"The SDG workshops were very informative and I have harvested the information that came out of them, which is valuable research that I will disseminate."

(UK youth worker)

UK and fellow YIPPEE youth participants working on DST activity, Romania mobility

Although a number of the young people had experience in film-making, none of them had used the DST methodology before. Again, they faced challenges along the way, particularly with regard to the difficulty of working in groups to make a single movie and the compromises that had to be made about individual priorities and choices regarding the SDGs. All of them worked enthusiastically and productively, however, and were able to draw on their various strengths, skills and interests in music and spoken word, film-making and animation, photography and ICT. The resulting films were very thought-provoking and highly creative and innovative, both in form and content.

"I have been reminded of the value of working in a team and how other people's opinions and ideas can shape a project and make them better than if it were just my vision. This experience has also made me consider where I wish to progress in the future and what my options are for the future, as well as inspiring me into asking for help in making progress happen." (UK youth participant)

The young people were also enthusiastic about the prospect of planning their local dissemination event and, once back in the UK, Lou assigned each young person a different task to prepare for the event. For example, one created a publicity poster, one put together a photographic display and three prepared presentations about the Sustainable Development Goals, the digital storytelling process and how they intend to use DST in the future. Unfortunately, one of the young people was unable to attend the event at the last minute because of ill health. The event was held at a community venue in Morecambe and attracted a diverse audience of 25 local people, including Lancaster's City Mayor. Audience members were initially invited to have refreshments and view posters and images from the Romanian mobility; this included encouraging them to add their own ideas and concerns about the SDGs onto the wall displays. Then, during the more formal stage of the proceedings, the young people and staff team spoke and all the young people's Romanian films

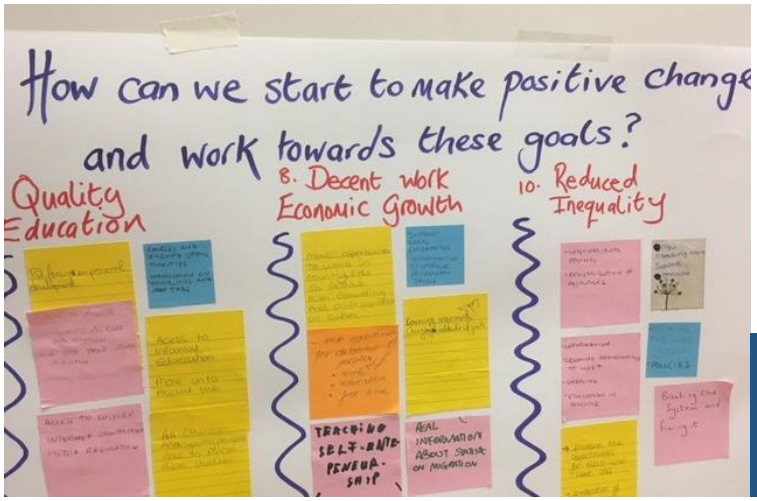
were shown. After that, there followed a thoughtful Q&A ranging across topics such as how to become active in local development to how to apply of the DST methodology in our communities.

Local dissemination event with young people, More Music, Morecambe

> *"I have realised that by helping other people it gives me a sense of belonging, which makes me want to interact more with other people."* (UK youth participant)

Looking ahead, there are many ways that we intend to take the work forward in our local area: Global Link has funding to run further digital storytelling projects with local refugees and asylum seekers; one of our young participants, who is herself a youth worker, intends to use the methodology with one of her groups; finally, as a direct result of this training, Lou has already gone on to work with a small group at a local club, using digital storytelling to explore core contemporary issues that the young people have identified as important to them. She is also applying for funding to run further DST projects with young people and hopes to employ one of the young people we worked with on the YIPPEE project as part of this.

> *"In my wildest dreams I would love to get this group together again in a year's time in the UK to find out what they have done with their learning and to look at six more goals within a DST context."* (UK youth worker)



Poster display from local dissemination event with young people, More Music, Morecambe

Melting Pro, Italy

"I enjoyed working in an international context and learning different ways to tackle some of the issues raised by the Sustainable Development Goals."

(Italian youth participant)

The recruitment process for the two youth workers and five young people was quite complex and required careful planning of the various steps to be implemented, a well-defined communication strategy for call promotion and an assessment phase that took into account the criteria established by the project and agreed with all YIPPEE partners. Melting Pro decided to select its volunteers through a mixed recruitment strategy, i.e. spreading the call for volunteers both through our own contacts and through the web and social media. In this way we had the opportunity to reach our contacts and partners directly and, at the same time, access a wide and diverse public.

Italian staff team

Melting Pro launched the open call to youth workers on 16 February 2018 with a deadline of 28 February. We shared the call on our website and social networks and by mail with our networks and other organisations and professionals in the cultural and social sector in Italy. We decided to use a clear and communicative language in order to reach the most people possible. We sent the open call to youth organisations, training centres, NGOs, cultural and social organisations. We asked for a covering letter from those interested because we wanted to choose strongly motivated people, ready to share knowledge and work in multicultural situations.

"Digital storytelling is an effective tool for dealing with the Sustainable Development Goals, bringing the themes back to a concrete dimension, to everyday life through personal stories - stories that could be of everyone."

(Italian youth worker)

Melting Pro created a video to enhance the call in a more innovative way which we shared on our website and social network. We received nine applications and selected two youth workers: Serena Baldari and Caterina Moroni. Both had previous experience in European projects and youth exchanges and were aware of relevant social and cultural issues. After the selection we organised two meetings (one by Skype) to prepare and inform the selected workers about the project, its values and objectives and about the activities taking place during and after the first mobility in Hungary. They also received documents related to the project, to the 17 SDGs and to the methodology of digital storytelling.

The second call was to select five young people to be involved in the mobility in Romania. It opened to youth on 26 April 2018 with a deadline of 13 May 2018. We asked applications to send a CV together with a covering letter. Melting Pro shared the call on its website and social networks, by mail with its network, with other organisations and professionals of the cultural and social sector in Italy. We received10 applications. Candidates were selected according to the criteria established with the other partners and specified in the call. These criteria were: willingness to participate in the Romanian mobility on established days, basic knowledge of English, desire to work in an international context, willingness to participate in one or more events for the dissemination of objectives and results of the project at national level and availability of valid documents to travel. Subsequently, we organised individual interviews with some of the participants to assess each person's motivation and type of 'disadvantage'. At the end of the selection process(13 May), five candidates were selected: three women and two men aged between 19 and 27.

Melting Pro tried to reach disadvantaged young people by following the directions of the call as defined by the project partners. However, we found it rather complicated to reach the project target group as Melting Pro is an organisation that works mainly in the cultural and creative sector and is based in Rome. The way to spread the call (web/social networks/general e-mail addressed addressed to NGOs) was perhaps not the most suitable for reaching the target group

Romania mobility preparation meeting for Italian youth participants, Melting Pro office, Rome

of disadvantaged young people in Italy. Normally such groups access this type of information thanks to the support of social/youth work organisations or thanks to their families. However, in its own way the selection made by Melting Pro was appropriate. The disadvantage of young Italians can be summed up as the difficulty of finding a job. Very often they are well-qualified in terms of university studies or specialised courses but cannot find a job that suits their skills and that builds on the investment made over the years. Very often young Italians are forced to accept underpaid and low-skilled jobs or go to work abroad.

The blended nature of digital storytelling, combining narrative skills with technological potential, makes it a powerful didactic tool that has applications in several fields and has led to some interesting developments worldwide. It's very useful for developing different kinds of competencies (technical, communicative, social, narrative, etc.) that could increase the employability of young people and increase their active participation in social and civic life. The youth workers involved in the project immediately showed great interest in the potential of this method because it starts from the story of a personal experience and then opens up to a collective dimension of sharing. Furthermore, this method allows the development of specific and technical competencies that can be used in different work and social contexts. Both youth workers really appreciated both the teaching part of the project and the narrative and social ones.

After the Hungarian mobility, Melting Pro organised two local events together with the youth workers involving a total of 30 people. During the events we presented the YIPPEE project, the digital storytelling methodology and a discussion was opened around the 17 SDGs. We shared videos and documents linked to the goals.

Before leaving for Romania for the second mobility with youth we had a briefing to present the project in detail to the young people. We had three meetings (two via Skype and one face-to-face) during which we explored the digital storytelling method, talking about its processes and watching many stories to highlight features and techniques, types of videos, common mistakes, objectives and methods of dissemination. We also talked about the different application of digital storytelling and its use in the project to promote the SDGs. A presentation was shown with background information and historical notes on the creation of digital storytelling and its various applications.

First local event organised by Italian youth participants

Italian youth participant facilitates storytelling activity during second local event, Museo dell'Agro Pontino

For the local events, we discussed with young people what they felt was important to communicate about the YIPPEE project. They decided to talk about the international work experience and the different approach to group discussions. They also appreciated the opportunity to work in groups and reflect on the Sustainable Development Goals. During their local events they explained to the audience the process in Romania to create digital stories and the importance of 'taking action', even locally, to be able to achieve the goals and save our planet

The young people greatly appreciated the digital storytelling method because it is close to their way of communicating (especially on social networks) and is able to reach large audiences. They appreciated the personal 'taste' of the stories and their being protagonists and bearers of an important message.

"During the Romania mobility we carried out numerous activities and I particularly appreciated the non-formal training methods. everyone felt included and actively participated in the discussions." (Italian youth participant)

During the preparation for the two mobilities, we worked on discovering the SDGs through different documents (pdf, articles, website, videos). Together, as workers and youth, we discussed during the meetings about the importance of the Goals and the necessity to take action at local, national and international level and to spread as much as possible our voice. We shared many documents by email and via social networks. In Hungary we discussed in group about the Goals and explored some of them more deeply that were particularly linked to the project. The project coordinators had selected seven goals to focus on and in small groups we tried to highlight the most relevant actions. We looked at the SDG website and shared in the group a general presentation. The workers reflected on how to promote goals among the young people and how to facilitate their approach and discussion.

"I intend to apply the DST method in future educational projects with children, migrants or people with some kind of social disadvantage. I find it a powerful tool to connect with people, tell stories and express opinions and messages."

(Italian youth participant)

During the Hungarian and Romanian weeks, all the participants discussed the SDGs and tried to find out the best actions to take in order to raise awareness in as many people as possible about the issue of sustainable development. In Romania we did different activities such as a World Caféto stimulate reflection on the goals linked to the project. We divided participants into groups and invited each group to go to each table and reflect for 5-10 minutes on the proposed goal, writing some phrase or keyword. When every group had visited all tables, we got together and the reflections were

Youth participants during a daily evaluation activity, Romania mobility

shared. We also did an activity called 'The Wheel', where participants were divided into groups and separated onto different tables. On every table, was a cardboard wheel divided into spokes listing the various issues to be addressed, further separated horizontally for analysis at different levels (here: local, national and international level). Each group filled the wheel with its own reflections, which in the end were shared with the rest of the participants. The group found out many connections between all the goals and they were really satisfied with the discussion and to have learnt new approaches and visions.

During the storycircle (one of the phases of the digital storytelling workshop) everyone shared a personal story (through an object or a photo) linked to one of the seven chosen SDGs. Then they were grouped by goal and worked in these groups to develop their story, exploring the themes more deeply. These and other tools used to stimulate group discussions were assessed very positively by all the participants.

> *"Working with people from such different backgrounds has been very stimulating. I liked the work in small groups where everyone had the opportunity to use their skills and creativity to make digital stories. I am very proud of what we produced in Romania."* (Italian youth participant)

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Promoting the Sustainable Development Goals through Digital Storytelling with Youth

YIPPEE Project Guidelines for Youth Workers

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