Quality in online, hybrid and blended mobility

SURVEY

Survey to NAs about their experiences with learning mobility activities with a digital dimension

Activity report
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Introduction:

This survey has been created by SALTO ID in the framework of the Strategic Cooperation between NAs on Digital Youth Work (SNAC - DYW) in order to collect information and data about **practices, methodologies and experiences** which could contribute to define quality guidelines for youth mobility activities, which include a digital dimension, either being fully or partly online.

It may be worth clarifying that when we refer to activities that are partly online, we mean **hybrid mobility activities** (where participants in the same moment are partly online and partly meeting on spot) and **blended mobility activities** (where participants in different moments are all together either online or meeting in the same place).

The questionnaire aimed at collecting quality experiences from activities implemented in 2020 and 2021 or since the pandemic started either directly organized by NAs (for instance with TCA/NET budget) as well as by Programme beneficiaries or other stakeholders with relevant experiences for the research process.

The respondents were asked to review their experiences of this last year of pandemic, and to identify digital activities that, in their opinion, had

methodologies/structures/tools that made a difference, that were not simply trying to reorganize previous activities inside digital platforms, but were able to bring in those spaces something new, to recreate non-formal learning interaction, informal connection among participants, using also innovative or unexpected solutions. As someone noted, *"one cannot simply copy paste physical non-formal activities into digital ones: taking the opportunities provided by digitalisation serious, means to, on one hand develop new training approaches, which in best case can follow individual learning paths of participants, while on the other hand also using the field of THE DIGITAL as a topic and field of learning itself- in its personal, social, political dimensions it has become a reality also has lasting effects on our realities of youth work, educational work"*. The survey aimed at collecting information, outcomes and contacts about this kind of activity.

The main objective of the research process resides in understanding what gave quality results in **activities with a digital dimension**, either in a training course or event which just happened once, or in a TEC format delivered in 20+ seminars using that same structure.

The survey was circulated in **April and May 2021** and filled in by **35 respondents**, representing:

- *National Agencies: 21*
- *NGOs: 11*
- *Salto Centers: 4 (Salto EECA, Salto EuroMed, Salto T&C, SALTO P&I)*

The current report aims to summarize the outcomes of the research process and to present, in a brief manner, the main research outcomes. These outcomes are to serve for the work of the set expert group and will contribute as well to the formulation of the *recommendations.*

Survey results

Measures for success

In the first part of the survey, the questions were designed to capture the own experiences of the subjects and to create the space to share their experiences related to organising digital activities, highlighting those activities considered to be successful in reaching their goals. Within the activities that the subjects organised in 2020 and 2021 in a digital format, a non-exhaustive list includes:

- Workshops to raise awareness on inclusion issues on ESC and E+ projects
- Training of mentors
- Online TEC activities
- Regular activities – the trainings that volunteers have to attend - adapted to having them delivered online
- Webinars
- MOOCs
- Events that encouraged the sharing of the digital experiences, in terms of tools used, methodologies that were adapted or lessons learnt.

The online mobility activities implemented brought *advantages*, the following points appeared several times:

- Not required a long time span
- Reached more participants because they were digital
- Reaching a wider audience
- Allowed to re-use digital materials prepared for an activity in other situations too
- Reaching out to those groups that were harder to reach with the residential formats – such as the participants with mobility difficulties.
- Made engaging with the content easier, being not limited to a few days of residential work.
- Answering the needs for more ecological "mobility".

But the respondents also mentioned those experiences that hindered the implementation of the planned activities:

"We don't organise european digital activities yet. We only did online training for our region and were not the same as in presence. We will try don't do that again, because we don't like it!"

"On Arrival and Mid-term trainings have both been online since august 2020. They are successful in reaching their goals although we would like to have them residential. There's a very different dynamic involved in online and participants get tired fast. They have also had a poor Internet that the NA has been involved in trying to help with but the volunteers also like to group together where they are which sometimes works against their tasks within the training."

The technical matters related to the poor access to internet, lack of digital skills of both the teams delivering the activities and also of the participants as well as the lack of access to equipment of different target groups, were frequently mentioned as barriers to participation.

Most of the activities that were mentioned by the subjects were activities that were already in the agenda of the participant organisations and were only adapted to respond to the requirements of the online format.

Very few answers mentioned new types of activities included to the working agenda, activities that were developed to respond to the current challenges determined by the Pandemic.

Examples to share: Polish NA
NET: The most successful international event was 'TC on Mental Health' – an international seminar with elements of training for representatives of ESC beneficiaries. We transferred this planned activity into online TC that aimed to equip participants with means to support volunteers in their emotional and psychological wellbeing and to recognize the signs of possible mental crisis. The whole programme, planned for 5 days, included various ways of working and it was spread over 3 weeks.
Participants were offered a possibility to discuss different approaches to mental health, ways to deal with it individually and on the organisational level. They

also shared their good practices and took part in training sessions as well joining the presentations from fellow participants. The programme over the 5 days consisted of various ways of working, such as:

- *working in small groups,*
- *interactive sessions of sharing good practice, tools, methods and approaches,*
- *presentation of studies, research and some theories,*
- *individual work*

The new format of mobility activities also required additional **resources**, mainly in terms of **platforms**, devices, training activities or infrastructure. A training room with good sound attenuation, microphones that makes everyone in the room audible to those in online and additional microphones for speakers and moderators, a camera that can capture everyone in the training room, a display in the training room that shows a high-quality image of the online participants were mostly the new additions required. In terms of human resources, except for the digital competencies required from the teams and from the participants as well, new roles were needed: at least one person who is familiar with all the technical means used and can provide technical support throughout the event.

"For the MOOC choosing the learning management system (LMS) platform was an important decision as it influences the workload for the team (for uploading & organising content, among others) but also educational resources that could be used, the interactions between the participants and the overall user experience.

The MOOC made extensive use of videos – both whiteboard animation videos and videos where trainers address the learners. For the animated videos, good cooperation with a video production company and established work flow is important."

Regarding the digital tools, it was noted that *"regardless of the content and of the people to work with, there are at least 2 dimensions that need to be answered by the organisers: GDPR conformity of tools, and tools that take on participants' digital everyday habits".*

For the tools used to implement the online activities, the following were mentioned several times:

Actionbound	Canvas	Clickmeeting	Discord
Eventbrite	Facebook	Gather.town	Genially
Google Classroom	Google Drive	JamBoard	Kahoot
Loom	Mentimeter	Miro	Moodle
Mural	Padlet	Powerpoint	Powtoon
Prezi	Ruzuku	Skype	Slack
Slido	SurveyMonkey	Teams	Trello
Webex	Whatsapp	Worldwall	Whiteboard
Youtube	Zoom		

As well as custom made digital environments, like creating "*digital excursions: Museums, cities, digital escape rooms or specific digital educational games.*
For hybrid group activities, specifically the technical infrastructure of 360° Cameras, etc has been an important asset, since it made encounters of groups possible – however cost intense".

When reflecting on the **challenges** in implementing the online activities, the respondents found the most relevant to share the following:

- Lack of digital literacy
- Limited access to equipment and software
- Screen fatigue
- Bad connection (internet) and no connection (informal time, volunteers' interaction and lack of feedback)

- Online-events seem to be more non-binding so participation is not continuous.
- "No shows" make it difficult to plan ahead and to prepare activities properly
- Informal get-together situations are hard to establish in virtual settings
- When people have their cameras off, communication is very reduced to speech online and that clearly is a different way of interacting than what we are used to from physical activities

Some comments highlighted the difficulties of youth workers to engage with new formats in digital environments:

> *"As a training provider we struggled often with this rather passive attitude, since we are convinced of the benefits digital and blended learning can provide if soundly designed and conducted.*
>
> *There is a high need for further qualification of youth workers, staff, pedagogues in digital capacity building, also there is required an ongoing need to develop accompanying staff qualification and support programs, since digital learning goes much beyond educational aspects, but tackles technical, political economical dimensions which are issues of EU Fundamental rights."*

Another difficulty regarded adapting to new formats and boundaries:

> *"Digital doesn't work for certain formats like study visits, talking about sensitive topics (like human rights), or reaching certain target groups (like parents of migrant youth), nor for doing side activities like having a meal at family homes or visiting the EU Parliament."*

Difficulties to fully embrace the new media being used, instead of basing everything on written text / spoken videos, were also mentioned.

"Another challenge was that a lot of participants focusing on results were not ready to invest into the process, but rather to reach their aim in a very defined timeframe. This was fine with small, task oriented working groups, but rather challenging with the groups where learning was in focus and the process was more unpredictable (in such case losing participants partly or at all in the online process became an accepted reality)."

But implementing the online activities, also brought **benefits** both to the organisations and also to the participants:

- Flexibility (schedule, training methods, etc.)
- Experimenting with new formats and methods
- Reaching out to new target audience
- Saving resources
- Saving time on long trips
- Bigger events and better structured/condensed
- Digitalising most of their work
- Opportunities to network
- Meetings 'to the point'
- Reduced carbon footprint and able to handle other life responsibilities
- Candidates really decide where they want to go – "in comparison to residential times where we have much more tourists applications"
- We learned so much, as organisation, but also concerning the activities and new approaches – so far it has not been yet harvested

*"Generally the issue of **inclusion** is not that different when targeting youth workers and trainers. Definitely we observe the value that the digital environment brings in this regard. And we see that even when the Pandemic will be gone and we will be back to residential activities, a lot of online dimension in our work will remain, as quality practice and*

experiences learnt during the COVID-19, also in terms of involving those with less opportunities."

The second part of the survey, asked the participants to reflect on the **outcomes** of the implemented activities. For the organisations that managed to adapt and implement activities to the online format, some outcomes mentioned are:

- Understanding common strategic goals as a team - Involving team members in creating common goals
- The need to consider financing also local level activities as they were the higher impact of COVID-19 process
- Young people – became more 'digital'
- Shared learning

"Outcomes reached differently: Yes. People are more connected and happy when they are in the same place. In digital experiences everything is colder and boring, in my opinion!"

"The main outcome is to keep supporting organisations and young people through NET and TCA activities, so they feel engaged in our programmes. Despite the current situation, the projects are ongoing and we can help with our seminars and training to tackle certain topics that might be useful for the organisations now and/or can help for future planning and implementation. And additionally in TEC, the main outcome is to achieve the goals that are set for training for volunteers and at the same time to offer volunteers support for wellbeing during pandemic and volunteer networking, which is the most difficult compared to physical training."

"We have found a lot of great platforms, methods to work together from different places and preserve the outcomes. It is also easier to take part in activities without travelling, which creates more involvement. Some of our events are going to remain in the virtual space."

"We have planned this course a year ago as residential and definitely, it would have much more limited outcomes (as 3 days residential comparing to now 6-7 weeks online learning process)"

Some organisations that already had experience in delivering online/hybrid formats did declare themselves as performing better in the new context. Instrumental to their experience was the fact that they were already aware of the technical possibilities and understanding of the role of the moderator in two systemic training situations (Estonia) or that they were familiar with the concept of transferring the ownership of the activity to the youth group as a paramount. (Finland). Other organisations expressed concerns related to the need to better understand how to keep participants motivated and active, on how to better communicate the format to the participants, on how to find the "right platform and the right method" to create a format that would work in the online and offline version.

Discussing the *quality* aspect of the newly implemented formats, the ownership of good quality digital equipment was extremely important for a good and fruitful learning experience. Entertainment, experience in more digital projects and competent personnel as trainers would also improve the quality of the activities. Involvement and adaptability of the team, coaching sessions before the activity to prepare the participants and their commitment were also mentioned as quality aspects. Also, participants' selection is harder and additional work is needed to keep them involved, but the group of participants is the key to quality in participatory processes. Some of the subjects to the survey also piloted the formats with control groups (e.g. trainers' pools) before launching the activities for the general public.

It was noted that:

> "*Digitalisation for the NFE working field seemed to be by far more abstract and until now seems to be mostly seen as a shift into digital learning or digitally supported learning. However since digitalisation affects far more aspects and shifts the whole societal and democratic constellation learning is embedded in, we are only at the starting point of a deep change.*"

Quality was often defined through:

- Pedagogical thinking in online learning environments, critical media literacy much more than at the moment, exploring a new learning environment and getting used to it

- "Good trainers that manage to keep the participants engaged, stable Internet connection of participants/trainers, mixed methods (presentations, group work) and well timed sessions. Good facilitation skills (including use of trainers), easy to use tools, increase preparation time for activities as well as in understanding how online learning process works; variety of methods; keeping the focus of the meeting. Very well structured script and prep with all organisers (everyone knows what's happening minute by minute, tasks shared in a detailed way)."

- "The competences and preparation of trainers - being able to understand the groups' needs, finding interactive ways and energizers to motivate and interest participants, looking for solutions when unexpected difficulties occur."

- In the case of hybrid situations, "the key resource is the team running the activity, if it can lead the group and create conditions, where everyone can be involved, at the same time, taking advantage of the fact that some participants are actually physically together. "

- "Format of 90 min (30 min input) for ID talks seems to be working very well for events which mean to inspire, give some basic theory behind and offer some practical tips and tricks. It is easy for people to join (no selection), using zoom proved to be easy "accessible", having a vast, clear structure of 1st having and input and after that small group discussions made it also easy for people to "choose" which bits they want to attend. We also tried to bring in a youth work perspective to different issues, which was appreciated by the most, but also criticized by some (not seeing the link with their daily work), but all in all people kept on coming back and giving

really positive feedback. And the power of sharing a personal story has been reconfirmed."

- "We were aware of the main challenges and implications of carrying out activities online (e.g. digital fatigue, possible lack of engagement or interest, different dynamics needed when compared to traditional residential events) and adapted the format according to those factors"

- "We had a strong and supportive team, including the main facilitator, social media manager and technical facilitator and a graphic recorder. The team followed a script with well-defined tasks and roles throughout the whole implementation of the ID Talks. We held regular prep meetings, we communicated via WhatsApp with the team, we had prep meetings with guests. Again, motivation of trainers and NA/SALTO Officers and their positive attitude and eagerness to explore new IT tools. Interaction with the participants via chat and voice, making jokes during the presentations to liven up the activities, etc. Production of the videos and quality documentation. Trainers, specific methodologies or approach and the selected platform were the keys."

- "The use of several breaks during the activity or using them to play short funny/interesting games. Also the use of innovative apps, in order to change the dynamic and methodology of the activities. For our NA one of the elements that was really important to give quality to these activities was the training on online tools and platforms we implemented, to participants from our Pool of Trainers. Train or trainers was the 1st important step to assure quality and a good / smooth flow. Also a complementary team and a good preparation phase. The planning, the preparation and training of trainers for the transition to digital context, an agile approach – we try a concept, we see if it works, then we improve it (e.g. for the

OAT/MTE sessions), promotion and recruitment of participants, the follow-up activities"

- "TEC activities: Facilitators creating clear rules for participating and the participants following them (e.g.: one participant/screen, camera on, switch out emails and social media, etc.) Breakout rooms make the group work easier: participants do not need to move and then return to the plenary - technology does it.

- Creating space to stretch out, move a little bit, lighten the atmosphere because these long hours in front of the screen can be really tiring."

- "The videos of the trainers helped the participants "to give a face and a voice" to the MOOC. In a future edition, we will consider making more use of this element."

- "One can say that we needed more trainers and teamers than in an analog/physical meeting activity".

"Better digital training for ESC volunteers than no training at all!"

Other questions of the survey asked the respondents to reflect on the **amount of resources** invested into organizing the new formats of activities – online/blended/hybrid. Especially for the online ones, the answers have been split almost 50%/50% to fewer resources needed and higher resources needed, with a slight preference for higher ones. For the answers that marked fewer resources needed, the approach was rather through the elimination of the costs for the venues and traveling, while the higher costs were determined by the fact that the pool of experts that do have all the required competencies to work on this format is reduced and to the costs of the equipment and training that would ensure quality activities.

An interesting analysis of how the amount of needed resources may or may be higher or lower according to the different aspects we analyze could be:

"Higher: higher in terms of programme costs, we invested more in technical support and conceptual thinking

Lower: Concerning travel and food and lodging

The same: Programme costs, but the means were different e.g. we used seminar packages in TEC training to widen the learning environment (and developed a conceptual approach for this) or in Europeers events packages or vouchers for common meals were sent"

*"The overall budget spent for the MOOC is close to 2 residential TCs that would be organised in Germany. However **over** 400 people registered to the MOOC (and more continue to register in the self-paced version), therefore the number of people a MOOC reaches is not comparable to a residential TC."*

Practices and current discussions

The last part of the survey was dedicated to identifying practices (namely projects and activities) as well as current discussions and debates regarding the advancement of the recognition of these new formats, having the criteria included in the policy domain as well. *"In 2018 we tried to mapp it on the international level (https://www.salto-youth.net/HOPlibrary). Now it definitely needs an update and we also would like to add a bit of context to it (short descriptions of what can be found in each document) – but we are lacking resources to implement it now."*

In very few countries, the current debates would include the need for a sustainable approach when it comes to having online/hybrid and blended mobility activities.

In most of the cases, the new formats were determined mainly by the current context and were not yet perceived as a window of opportunity.

Few examples:

- In Germany, IJAB (German NA) is working on this topic.
- In Sweden, the discussions would go around the increased accessibility of the new formats and on the greater need for a focus on promoting online activities for accessibility reasons
- In Ireland, The National Youth Council of Ireland has received extended funding to develop STEAM in Youth Work.

- In Romania, the main discussions are linked to the Erasmus+ projects – how to involve young people with fewer opportunities in the virtual/blended mobilities, and how to provide adequate support – such discussions take place mainly during the workshops/meetings organized by the NA with the beneficiaries. In terms of policies, the national strategy for the digitalisation of education in Romania proposed by the Ministry of Education is currently under public debate. The strategy emphasizes the need to develop the digital competences of young people, including the need for safety in online environments and quality of digital education, however it is connected mainly to formal education and training systems and not directly linked to youth work. Also, the National Recovery and Resilience Plan that is currently under preparation by the Romanian Government (a draft being available for public consultation) for the Recovery and Resilience Facility tackles digitalisation as a main pillar, the educational field being one of the priorities (e.g. improving digital competences of teachers, students, including a measure targeting inclusion through digitalisation – designing accessible digital literacy programs for students with disabilities). Specifically for the youth field, the sixth pillar is focused on policies for the next generation – children and youth - proposed as a main direction under the scheme of grants for youth and sports the digitalisation of the youth sector to support young people, youth organisations and relevant actors .
- In Finland, digital equality is under discussion - can every young person access the web? - Do they have devices or have to share them with siblings? Do they know how to find services and use them?. Online approaches, e.g. chats for

young people to find help or advise have been organised by many organisations. Although the Finnish youth work does not separate digital and 'normal' youth work, but rather sees them as completing and supporting each other.

- Flemish ministry of youth, culture, media Jeugd | Departement Cultuur, Jeugd & Media (vlaanderen.be) set up a research project on digital youth work done by VUB (free University of Brussels) (JINT is in the steering group). The aim of the Digital Youth Work research project is to comprehensively map digital youth work practices in Flanders by a) creating an inventory of digital youth work practices and b) carrying out a cross-case analysis of those practices. In addition, this study will also make recommendations concerning the Flemish policy regarding digital youth work. In addition, this study will also formulate recommendations concerning the Flemish policy regarding digital youth work, in order to support policy decision-making. In the Flemish Ministry's Policy Plan on Youth and Children's Rights 2020-2024 (JKP), one out of the 5 priorities is "Media literacy", focusing on children's and youth's digital competencies. Among others, a "media coach training" will be provided for youth workers, and a participatory project will be launched addressing the digital competencies of vulnerable groups of young people.

In terms of national/regional/local platforms or projects identified:

1. In Finland, In Finland, the Digital Youth Work Expert Organisation VERKE organised trainings for the Finnish youth workers so that they would have competence in organising activities online, using various tools etc.The Finnish youth work was invited to Discord, where e.g. an organisation responsible for municipal youth work organises constantly activities for youth workers where they can share their experiences, change practice,

discuss situations, etc. There are thousands of participants. Outreach youth work and police preventive (youth) work have already for years used digital approaches in finding the young people for their services and using the tools in their work. Online youth house in Habbo Hotel has been in use for over 10 years. Projects on online security and safe net (e.g. grooming) have been initiated.

2. For Flanders were mentioned:

- Ambrassade (support structure for youth work in Flanders) offers training/ networking on digital youth work and a guide on online tools and platforms for youth workers. They want to set up exchange projects with other organisations in Europe working with digital youth work.
- EPOS (NA Erasmus + Education and Training) offers webinars on blended learning
- Bouworde is a youth organisation offering workcamps abroad. They organised 3 digital workshops, had prep sessions online for 49 participants and trained 25 youth workers online during 2020. Part of their offer was shifted to local workcamps.
- Karavaan is a youth travel organisation that organizes trips and travels for small groups of youngsters guided by volunteers. During the pandemic they set up CORONAVAAN, a series of online radio sessions distributed on vimeo. To take their volunteers and members into a virtual international atmosphere with music, stories and interviews.

Through the survey, we also aimed at identifying the additional funding criteria that might have been added by the potential funders in order to support the blended/hybrid/online mobility activities. Few examples were shared from Flanders including:

- Koning Boudewijnstichting (kbs-frb.be) launched a call for support and coaching for youth/sport/culture organisations setting up digital transformation strategies
- Digitalforyouth.be launched project call 'PC Solidarity' for projects aimed to develop digital competences of Young people with fewer opportunities
- Link in de Kabel (lidk.be) is providing laptops to young people, supporting young people with fewer opportunities
- Socius (umbrella organisation for adult education) (socius.be) has big offer on trainings and tools on working digital int the socio-cultural field
- iDROPS has a Studio Digital project to build digital competences targeted at young people with fewer opportunities
- Mediawijs offers an online publication and video stories showing all organisations in Flanders with an expertise in digital inclusion

In Germany the national structures of AdB (Association of German Educational Organisations) and in their European umbrella of DARE network set up several working groups and projects to develop adequate capacity and support digital learning. One example is the digit-AL project (www.dttools.org) or the downloadable digital learning on www.competendo.net, which try to widen the horizon from digital learning to learning the digital. Also what is there is lasting activities such as tool fairs, test developments, pilot schemes for experimenting with digitised content and approaches development adequate for youth work activities (eg learning labs, maker spaces in the YW- field).

Critical questions – As Conclusions:

The subjects shared valuable information about the experience of organising online/hybrid and blended learning mobility activities as well as on the current debates around the topic. But some critical questions are to be addressed during the expert group activities set for the participatory process:

1. Time - less is more? - Most of the answers were highlighting the fact that the activities implemented online allowed the same objectives and goals

to be reached in a reduced time span. In this case, one could conclude that the online/hybrid or blended formats would bring more effectiveness to the activities?

2. Audience - Better outreach vs. inclusion? - The subjects mentioned the fact that the new format of activities brought them closer to groups that were not that much involved through the residential formats - the example of groups with reduced mobility. But weren't the organisations supposed to work on reaching these groups before through the projects that aimed for inclusion?

3. Motivation - Higher numbers and less involvement? The subjects also stressed out that it had been harder for the participants to stay involved with the learning process in the new format of activities. Consequently, if higher numbers were involved but the involvement was reduced, what could be the main conclusion that one could get to?

Practices

Activity 1
Swedish NA, MUCH
Type
Fully Online
Title

Cooperation initiative

Organisation

Partners involved: Swedish NA, Croatian NA; German NA; Slovenian NA; Trainers

Innovative because

The activity was interactive and dynamic, focused on inclusion, diversity of methods, the programme,

What makes it a quality one

The contents of the sessions, the outcomes and results, the participation

Contact person

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Activity 2

Movetia (Swiss NA)

Type

Fully online

Title

Organisation

Association NOW

Innovative because

The organisers transformed the entire project swiftly into a fully online learning game that connected participants across borders.

What makes it a quality one

High quality facilitation and non-formal methods; very strong support structures for participants

Contact person

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Obstacles: lack of motivation of the participants

Activity 3

Czech National Agency for International Education and Research

Type

Fully Online

Title

Organisation

NPO

Innovative because

A new way to build up partnerships and develop it after meeting using tools like gather.town and zoom.us and also usage of additional tools such as : Menti, Miro, Jamboard,.

What makes it a quality one

Quality was achieved by having a good facilitator who was able to activate people behind screens. And also by concentrating on learning aspects and transmission of knowledge

Contact person

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Obstacles

To create a non-formal area. People were tired from screen, so no possibility to have non-formal discussion after the programme

Activity 4

ANPCDEFP – Romanian NA

Type

Fully online

Title

Organisation

Asociatia ARYAS, in partnership with - Udruga za odrzivi razvoj "POZITIVA SAMOBOR" (Croatia); Sdruzhenie "NIE" (Bulgaria); Asociacion Cultural Somos Europa (Spain); Association SlasT s.Zivalevo Kratovo (NM); I LIKE CZERSK (Poland); Euroactive NGO Alapítvány (Hungary); URMASII LUI NEAGOE BASARAB (Italy); Be Visible Be YOU (Greece).

Innovative because

The methods used to adapt the activity programme to the virtual environment., transforming digital tools available in the online environment into educational tools The

The Escape Rooms were introduced as a tool to support youth workers to deliver different kinds of educational information to the youngsters, by gaming and to support them open up, to share emotions and to develop their emotional intelligence. The tool can be also adapted and used for a wide range of purposes like: to teach youngsters how to work in teams, to develop critical thinking, to build social connection and self-esteem etc.

What makes it a quality one

1. All the methods were interactive and allowed the participants to actively involve during the whole project period.
2. All the results were collected on a virtual platform (https://padlet.com/aryaserasmus/menssana) enabling the participants to review them any time for reflection purposes.
3. Continuously feedback and evaluation
4. Facilitate sessions for social interaction.

Contact person

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Obstacles:
Mainly the lack of skills for the digital context, but also the financial rules not very "friendly" for beneficiaries and the hope that the pandemic will not last for so long and they could go back to their projects as they were planned.

Activity 5

Rannsóknamiðstöð Íslands – Rannís – Iceland

Type

Fully online

Title

SEEDS volunteers (Camp leaders)

Organisation

SEED Iceland

Innovative because

Over the past year, all the changes connected to COVID-19 have posed new challenges to all of us. During lockdown SEEDS started to host its first virtual camps and learnt that online meetings are a great way of connecting with people all across the world and promoting our ideals and environmental awareness, even without meeting physically. The virtual camps work similarly to the residential camps and quickly became very popular during the lock down periods all over the world. This project also made possible to broaden our inclusivity.

What makes it a quality one

Our camp leaders (Long-term ESC volunteers) are trained to lead camps and possess great communication skills, as well as knowledge in the environmental field. The virtual camp obeys to a similar structure as our regular camps and a time schedule is shared with the participants before the camp to start. Everyone´s timezone is taken in consideration while scheduling activities.

Contact person

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Activity 6

Finland – EDUFI

Type

Youth exchange – Partially online

Title

Organisation

Youth Centre Marttinen

Innovative because

Was organised on Discord platform

What makes it a quality one

Young people reported their learning results from the time they have spent online and they were similar to what we have seen in the final reports after the physical youth exchange. These learning results have happened BEFORE the activity has been carried out.

Activity 7

JINT vzw – Belgium/Flanders

Type

fully online

Title

Organisation

SCI

Innovative because

Training course was turned to an online format, they kept the aims and content, only changed the methods and the timing.

What makes it a quality one

Due to big interest, they organised 2 trainings for smaller groups. The second time they learned a lot from the first experience. They were able to create a safe space online where everyone could express their opinion. There was a nice and friendly atmosphere, and fun elements. Very well organised and documented padlet to support the learning. There was enough time between the sessions for homework, apply the learnings and reflection.

Contact person

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Activity 8

German NA

Type

Fully online

Title

Online-Barcamp of european Kreisau initiative

Organisation

ABC Hüll/Kreisau initative

Innovative because

Digital barcamps are a tool tailormade for Non formal educational purposes. Taking up digital environments participants use in their life, and mixing it with an approach to support participants in defining the agenda and taking the lead for the seminars as such.

What makes it a quality one

Fully participants driven, fully making use of adequate digital resources and means

Contact person

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Activity 9

German NA

Type

Fully online

Title

The grapes of wrath. Racism and the crisis of democracy

Organisation

GSI Bevensen

Innovative because

Innovative about the activity is that it is a pilot to chip traditional residential transatlantic training into a full online form

What makes it a quality one

The quality of the activity is in the adapted for to manage a highly complex setting of participants with very difficult - since being sensitive – thematic topics. The seminar required a profound educational and topical expertise and awareness of the leading team, while at the same time being in the situation to have developed an experimental digital setting / environment for a seminar one would usually prefer to work in physical meetings.

Contact person

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Other digital - savvy German NGOs
- DARE network, The DARE network – DARE Network (dare-network.eu), Georg Pirker (Arbeitskreis deutscher Bildungsstätten e.V.): pirker@adb.de
- Kreisau Initiative, Kreisau-Initiative e.V.: Startseite, Nina Lüders: lueders@kreisau.de
- IBB, About us | IBB (ibb-d.de), Katharina Teiting: teiting@ibb-d.de

- Kindervereinigung Leipzig, [Kindervereinigung Leipzig e. V. | Aktuelles (kv-leipzig.de)](), Christian Schmidt-Rost: international@kv-leipzig.de
- NaturKultur e.V: [HOME DE - NaturKultur](), Darko Mitevski: darkomitevski@naturkultur.eu

And also the 2 experts supported by German NA who are now part of their expert group:

Stiftung Digitale Chancen

Sandra Liebender sliebender@digitale-chancen.org

Projekte: [AMEDY - Active Media Education for Disabled Youth (digitale-chancen.de)]() und [Digital Skills for You(th) (digitale-chancen.de)]() – auch außerhalb unserer Förderung sehr spannende Arbeit

Europäische Bildungs- und Begegnungsstätte Weimar (EJBW)

Markus Rebitschek rebitschek@ejbweimar.de

Cooperation Partner in TEC [Europäische Jugendbildungs- und Jugendbegegnungsstätte Weimar · Bilden & Betten · Youths (ejbweimar.de)]()

SLIDES that summarize the first part of this report: [https://docs.google.com/presentation/d/1mbPuSpTsRGpM3dsHBc_kFiw6v0f6CKfYYLgTwCrAYcE/edit?usp=sharing]()