



# MEET – JOIN – CONNECT!

Digital tools for international  
youth work practitioners





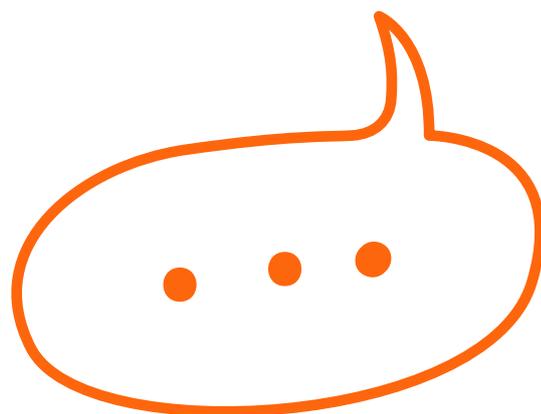
# PREFACE

International youth work thrives on dialogue and interaction and requires close and mutually trustful cooperation between the participating organisations around the world. International activities assist young people achieving personal growth by developing confidence, social skills, a willingness to explore the unfamiliar, intercultural sensitivity, and tolerance. In this context, international youth work stands to benefit enormously from digitalisation. Digital tools allow organisations to form global networks and enable young people to learn together, no matter where they are and when they do so. Digital tools create added value in that they complement and extend face-to-face exchanges. In situations where in-person activities are not possible, they allow young people to engage on a virtual level.

Although emphasis remains on face-to-face activities, concepts and pedagogical approaches that incorporate the digital world are coming into focus. As instruments of participation, digital tools can enable the effective inclusion of young people and experts in exchanges and other international youth work formats. Besides the added value that digital tools deliver to international youth work activities and expert exchanges, they also help cut down on resource consumption and boost sustainability, removing the need for real-life meetings and travel. Another benefit is that they allow experts to do their work more effectively.

The publication **“Meet – join – connect! Digital tools for international youth work practitioners”** provides guidance when designing, implementing and debriefing (digital) international youth work activities. It introduces users to a variety of digital tools and contains a number of practical examples that highlight how helpful these tools may be in an (online) exchange. Project coordinators may prefer to read the publication from start to finish or, if they are already familiar with digital tools, consult specific sections. The ideal processes suggested in this brochure can be adapted at any time to suit the users’ own purposes.

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THE PUBLICATION IS DIVIDED INTO THREE MAJOR SECTIONS:

**A. Digital project management**

The first section follows the usual project management phases, describing what needs to be given explicit consideration when managing digital projects and pointing out a number of tools that facilitate collaborative work.

**B. Contributions from practitioners**

This section contains examples of how digital tools are applied in international youth work. Some were repurposed for use in these kinds of projects, others were developed specifically for use in international youth work.

**C. Digital tools**

The third and final section is a collection of tools shown by category. The list is not by no means exhaustive and, given that the tools are constantly being revised and improved, is subject to change. Those listed here are creative, versatile and easy to use and were selected largely because most of them meet the following criteria:

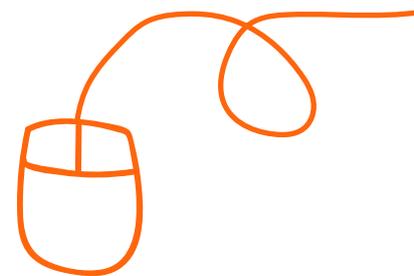
- » they are free (basic version) or at least inexpensive, and
- » they comply with the EU General Data Protection Regulation (GDPR).

Some tools are open-source, others can be hosted on organisations' own servers and hence offer strong data privacy. However, this may mean having to compromise on functionality. When it comes to video chat, digital learning and communication, often the paid versions are more stable and offer a wider range of functions. Each list of recommendations is followed by a more detailed description of selected tools.

The publication closes with a list of further resources such as inspiring online platforms, handbooks and video tutorials.



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# A . DIGITAL PROJECT MANAGEMENT

## 1. PREPARATION

When managing a project from beginning to end, it is necessary to coordinate a large number of partners and stakeholders. Digital tools can be enormously helpful in this regard. However, it requires that everyone involved in the project uses the same tool(s). During the preparation phase, therefore, all project partners need to agree which tools they will use throughout the entire process. Also, project monitoring and evaluation should be considered from the very beginning (more on that in section → 3.1 Evaluation).

### GOOD PRACTICES

- » The preparatory phase: p. 13
- » MobiYouth.org: p. 14

### 1.1 DEVELOPING IDEAS

There are digital instruments that allow partners to create ideas together and collaborate on project design. They enable collaborative brainstorming, writing and designing. During this process, it may be necessary to set up virtual meetings in different constellations to drive ahead the project.

### TOOL CATEGORIES

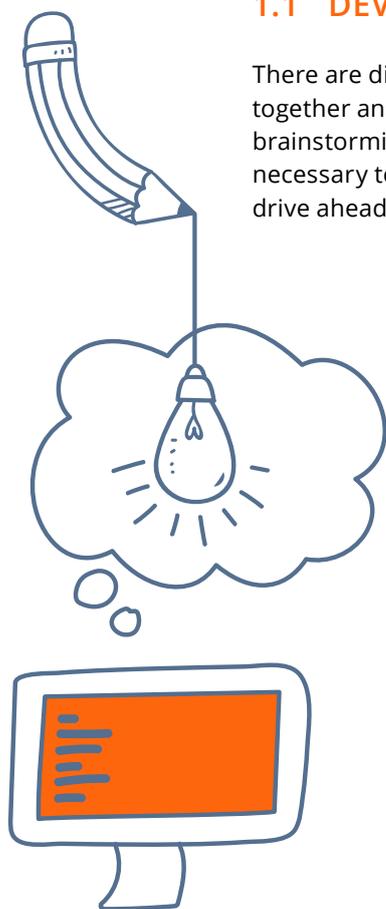
- » Collaborative writing: p. 38
- » Digital pinboards: p. 39
- » Mindmaps: p. 40
- » Whiteboards: p. 41

### 1.2 FINDING AND CONNECTING WITH COOPERATION PARTNERS

When looking for cooperation partners ahead of implementing a project idea, it is recommended to do a thorough search of one's own network using either e-mail or social media. While online spaces and tools can facilitate the search for potential partners, this, too, can take some time. Network maintenance and expert dialogue frequently take place in the virtual space, so it makes sense to keep an eye on this and actively contribute to the debates happening inside the community. That way one can gain an overview of potential partners for specific projects and obtain a quick response from the online community.

### TOOL CATEGORIES

- » Social media: p. 55
- » See also: „Networking and further link“ (k p. 59)



### 1.3 PREPARATION MEETINGS

Virtual preparation meetings require less coordination than in-person meetings and can cut down on the cost, resources and time needed for international youth work projects.

Videoconferencing tools help to create virtual meeting rooms, which all participants need to be comfortable with. Successful remote meetings require thorough preparation, must be properly chaired, and should be attended by a minute-taker. The minutes are ideally made available to all participants straight after the meeting ends. Alternatively, participants can collaborate on producing the minutes.

When organising virtual meetings in particular, it must be ensured that there is sufficient opportunity for attendees to take an active role, to voice their needs and share what they can bring to the table.

#### TOOL CATEGORIES

- » Videoconferencing tools: p. 31

### 1.4 PROJECT PLANNING

When it comes to turning an idea into a project, it is crucial to keep one's planning in line with the classic project management cycle. It is important to draw up a schedule and a to-do list and to keep returning to these every now and again, amending them along the way where necessary. A detailed plan often saves time during the implementation phase. However, planning does not mean sticking obstinately to a project plan no matter what; organisers should be able to respond appropriately to any changes.

There are a number of digital tools that can be used during the planning and project management stage to define objectives and roles, draw up to-do lists, and set reminders. They facilitate communication within the team and sometimes allow users to share and work together on documents. Many offer a videoconferencing function. Some even offer the full package.

To ensure that the quality of a project is considered from the very start and that criteria and indicators are set to measure that quality, strong attention should be given to quality assurance and evaluation from the beginning to the very end of the project term.

#### TOOL CATEGORIES

- » Project management: p. 35
- » Flash polls/feedback/evaluation: p. 44

### 1.5 CALL FOR AND ACQUISITION OF PARTICIPANTS

A significant success factor in any international youth work project is the call for and acquisition of participants. The call for participants should, if aimed at young people, use a youth-appropriate language and design. For the latter, visualisation tools may be helpful, as are databases with images subject to Creative Commons licences.

When it comes to publishing the project notice, appropriate social media channels should be chosen. This requires the team to consider what channels their target audience is likely to use and what format is likely to appeal to them. In this context, language, too, needs to be considered. How is language used in the channel in question? How inclusive and/or accessible are the call for participants and the platform where it appears?

#### TOOL CATEGORIES

- » Social media: p. 55
- » Visualisation & design: p. 56
- » Image databases: p. 57

## 1.6 BRINGING PARTICIPANTS TOGETHER

Once the participants have been selected, they need to be informed and put in touch with one another before the actual project or activity starts. For one, there are logistical issues to clear up; for another, participants can be assigned to spaces where they can get to know each other and start talking.

This preliminary contact and preparation is quite easy to organise online; where necessary, a suitable digital tool can be selected to do so. Besides a standard e-mailing list, information can also be shared ahead of the event via a messenger app, social media, digital pinboards or event management tools. These tools can also be used to set up communication spaces that are later used throughout the entire project.

### TOOL CATEGORIES

- » Digital pinboards: p. 39
- » Messaging & chat services: p. 53
- » Social media: p. 55

## 1.7 PUBLIC RELATIONS

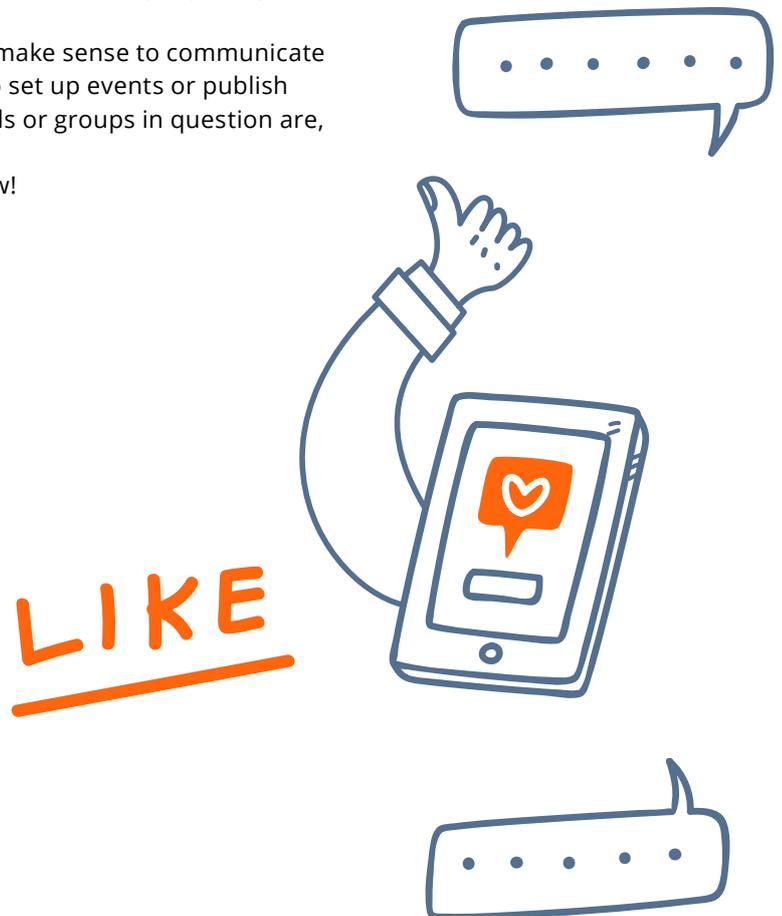
Public relations is at the beginning of any project; after all, the project has to be publicised and participants have to be acquired. The project team also needs to consider what other groups of people should be informed about the project. Who is likely to have an interest in the project and its outcomes? Most of these (groups of) people will likely be reachable online, too. For instance, it may be relevant to share the project with other young people even though they are not taking part themselves. Or organisers may want to invite other people to join a specific activity or attend an event.

A classic website could work here, but it may also make sense to communicate regularly via appropriate social media channels, to set up events or publish social ads. Depending on who the target individuals or groups in question are, a combination of activities may work best.

PR should always be designed with a long-term view!

### TOOL CATEGORIES

- » Social media: p. 55
- » Visualisation & design: p. 56



## 2. IMPLEMENTATION

Once the project actually starts, things get serious. The planning phase is over; now it's time for action. The team needs to implement what they have been planning in recent weeks or months. Maybe an event is implemented, maybe it's a mix of event and product. Whatever the format, it will involve collaborative learning that can be facilitated through the use of digital tools.

An event may be entirely virtual, a mix of virtual and face-to-face (hybrid), or a purely face-to-face event that is complemented by the use of digital tools. Some collaborative formats, too, can be entirely digital, such as a campaign, video or podcast. Alternatively, it may have been produced using digital tools.

Digital tools can also help to implement a wide variety of tasks around the actual event. They are described in the following section.

### GOOD PRACTICES

- » At home around the world: p. 17
- » Filmmaking workshop during the Coronavirus pandemic: p. 22
- » Virtual workcamps: p. 24
- » Barcamps as online events: p. 26

### 2.1 PROVIDING INFORMATION AND MATERIALS

It makes sense – from an environmental, economic and organisational point of view – to provide digital materials even for in-person events. They can be downloaded at any time and from any location. While it makes sense to upload all information and documents to one central place, there is no limit on the formats that can be used, from texts and images to audio files, video clips and links to external content.

### TOOL CATEGORIES

- » Collaborative writing: p. 38
- » Digital pinboards: p. 39
- » Mindmaps: p. 40
- » Whiteboards: p. 41
- » Project management: p. 35
- » Event tools: p. 50
- » Social media: p. 55

### 2.2 BREAKING THE ICE AND TEAMBUILDING

Breaking the ice and teambuilding create the right atmosphere for a good youth exchange and for collaboration and makes for a positive experience for everyone. By using digital tools and above all creating virtual spaces for young people to use, organisers respond to the interests and skills of young people, who use smartphones and digital communication to maintain friendships and keep their profiles up to date.

### TOOL CATEGORIES

- » Collaborative writing: p. 38
- » Digital pinboards: p. 39
- » Mindmaps: p. 40
- » Whiteboards: p. 41
- » Playful learning: p. 48

## 2.3 VISUALISING AND PRESENTING CONTENT .....

There are a number of digital presentation tools that young people and experts can use to show content and present the results of their work. The resulting products remain accessible after the project ends. The type of visualisation will depend on the aim, the subject, or even participants' preferences.

### TOOL CATEGORIES

- » Digital pinboards: p. 39
- » Social media: p. 55
- » Visualisation & design: p. 56

## 2.4 COLLABORATIVE WORK .....

Designing social and collaborative working and learning processes is an important task for international youth work experts. Digital tools are helpful when working together to this end – whether through collaborative brainstorming and research, collecting and visualising content, and presenting and disseminating that content. Collaborative research is facilitated by knowledge and image databases with content subject to Creative Commons licences as well as open educational resources. Thanks to translation tools, the number and variety of possible sources rises exponentially, allowing them to be used in one's own language and enabling the content to be translated into the language of the project.

Today there's no need to be a coding expert or technical genius to visualise content online. There are a multitude of tools that help create attractive presentations involving text, images, audio and video.

That said, in some cases it can make sense to ask for professional help so as not to overstretch the project team's resources.

### TOOL CATEGORIES

- » Collaborative writing: p. 38
- » Digital pinboards: p. 39
- » Mindmaps: p. 40
- » Whiteboards: p. 41
- » Translation tools: p. 58

## 2.5 MOBILE LEARNING .....

Mobile learning means learning via mobile devices. This enables learners to engage in a learning process in a very flexible manner. They can use smartphones, laptops or tablets that, being portable, allow them to learn wherever they are and whenever they want.

Mobile learning contrasts with learning that takes place in traditional places of learning such as schools, libraries or lecture rooms.

Many mobile learning tools, methods and formats are appropriate for use in international youth work because they meet the requirements of non-formal learning, are experiential, and are used voluntarily by participants. They are suitable for use in many areas such as civic education, history, environment and geography. Using mobile learning tools allows participants to learn on-site rather than in an indoor classroom and assists them in exploring the material on their own.

### TOOL CATEGORIES

- » Collaborative writing: p. 38
- » Digital pinboards: p. 39
- » Mindmaps: p. 40
- » Whiteboards: p. 41
- » Playful learning: p. 48

### GOOD PRACTICES

- » Digital Open Badges: p. 18

## 2.6 PROJECT DOCUMENTATION AND VISIBILITY .....

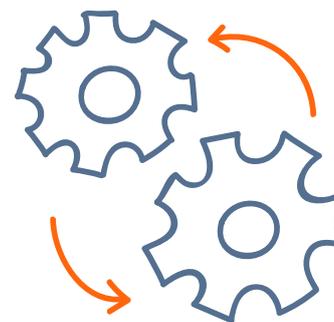
Documenting and, in particular, creating visibility for a project and disseminating its outcomes (see also 3.2) allows project partners to gain recognition for their efforts. But more importantly, this is a common requirement of funding programmes. To meet this requirement, be it for virtual or hybrid events, the project team can produce an audio or video record that can even be webcast. Also, project outcomes can be shared online via websites, a project blog or social media, ideally with assistance from the young participants themselves.

### TOOL CATEGORIES

- » Streaming: p. 52
- » Social media: p. 55
- » Visualisation & design: p. 56

### 3. FOLLOW-UP

Once the project has successfully concluded, the team needs to verify whether the project's objectives that were set at the design and planning stage were in fact reached. Not only does this evaluation exercise serve to identify what exactly has been achieved and to what extent the original objectives were reached, it is also an opportunity to analyse the strengths and weaknesses of the team as well as any problems and highlights that occurred during the project. Getting a clear picture of this can be enormously helpful for future projects, too.



#### 3.1 EVALUATION

Evaluation may commence even before the project ends, continuing and then concluding during the follow-up phase. Evaluating a project is crucial since it allows the team to verify whether the project's intended objectives were reached; it also serves to assure and improve quality. Once the evaluation phase has ended, conclusions can be drawn that will benefit any follow-up projects or even completely different initiatives. Any shortcomings that are identified at this stage should be seen above all as opportunities. Another important aim is to evaluate the level of participation among young people, experts, partners and any other involved parties.

There are a number of digital evaluation tools that are particularly useful here, such as online surveys, follow-up meetings by videoconference or person-to-person interviews with audio or video recordings (which are especially suitable for interviews by and for participants). Online polls can be sent out before, during and after the actual project to ask participants about their expectations and prior experience and monitor progress, changes in attitude and knowledge and skills development. They are also useful for obtaining feedback during and after the project as well as for doing flash polls during the activity.

Online questionnaires can be designed in an attractive and youth-appropriate way; doing so may even be turned into a media education activity for the young participants. Many tools also allow for a simple results analysis as well as an option to display the results graphically.

#### TOOL CATEGORIES

- » Flash polls/feedback/evaluation: p. 44

#### 3.2 PRESENTATION AND DISSEMINATION OF PROJECT OUTCOMES

The way in which project outcomes are presented will depend on the target audience. In other words, their presentation will vary greatly depending on whether they are aimed at donors, partners, the general public, participants, or the team. There are many digital tools to help create a visual representation of the outcomes and ensure they remain visible long-term. Possible channels here include traditional websites and social media, but there are also a number of (regional) platforms that were developed specifically for international youth work projects.

#### TOOL CATEGORIES

- » Social media: p. 55
- » Visualisation & design: p. 56

### 3.3 FOLLOW-UP MEETINGS

Ideally, a follow-up meeting should be attended by the entire project team so they can perform an evaluation of the project and its outcomes together. It is also a good opportunity for everyone to give each other feedback on their work. Besides focusing on the highlights, sufficient attention should be paid to any problematic or tricky situations that occurred during the project.

If the digital communication channels and formats that participants used during the project are maintained also after it ends, they can be used to provide feedback and engage in reflection. Participants can attend virtual follow-up meetings to stay in touch and keep working on the project in groups. And of course online meetings cut down on travel expenses, are quicker to schedule, and require less organisation.

#### TOOL CATEGORIES

- » Videoconferencing tools: p. 31
- » Project management: p. 35
- » Collaborative writing: p. 38
- » Digital pinboards: p. 39
- » Mindmaps: p. 40
- » Whiteboards: p. 41

### 3.4 LONG-TERM CONTACT AMONG PARTICIPANTS

While projects can be considered stand-alone, they also help to create or strengthen connections between all participants or involved parties after the project ends. This way, networks are built that are useful to experts in their everyday work and that also play an important role in daily life for, e.g., young people. That is why it is important to encourage everyone to stay in touch and to create opportunities for dialogue by inviting former participants to weigh in on certain subjects, for instance. In this context, a good mix of online and offline activities should be offered and a contact person ought to be appointed. To this end, tools can be used that were already employed during the preparation and implementation phase, since participants will already be familiar with them.

#### TOOL CATEGORIES

- » Project management: p. 35
- » Messaging & chat services: p. 53
- » Social media: p. 55

### 3.5 NETWORK MAINTENANCE AND FOLLOW-UP

Another important task besides building a community among participants is to maintain existing networks. This involves giving visibility to one's activities beyond the confines of the actual project, extending the network and in turn its reach, and actively shaping the network by, e.g., reporting on project outcomes at conferences or in expert groups or by appointing a project representative to function as a contact person for certain topics.

#### TOOL CATEGORIES

- » Videoconferencing tools: p. 31
- » Project management: p. 35
- » Mindmaps: p. 40
- » Whiteboards: p. 41
- » Social media: p. 55

#### GOOD PRACTICES

- » DINA.international: p. 20

# B . CONTRIBUTIONS FROM PRACTITIONERS



## THE PREPARATORY PHASE: BREAKING THE ICE, ENABLING PARTICIPATION, SETTING THE TONE

AUTHOR: MICHAELA JACOBS – HAUS AM MAIBERG

**A long journey, unknown surroundings, a foreign language and new people: the first project day is often like jumping in at the deep end! Preparing for such exchanges with online tools can help. Participants can get to know each other via video conference, gather information about the event location and express their interests regarding the programme and the content.**

The videoconferencing tool Zoom (→ p. 31) offers quick, simple access to a shared digital space with invitation via link. Online meetings in particular ought to be dynamic and interactive. Online energisers (with participants expressing their current mood by posting a GIF), surveys, emoticons and small workgroups can be useful here. To emphasise the social aspect of online meetings, participants should always be encouraged to leave their cameras on. Digital spaces are versatile. A joint introduction session, e.g., “Hands up everyone who...!” can be done by turning cameras on and off. Participants can then be split up into small groups where they get to know each other better or discuss their expectations of the project. So-called breakout rooms are great for allocating Zoomers to separate spaces. Experience has shown that smaller groups in particular enable participants to overcome “digital distance” and really talk to each other. The results of those sessions can then be documented in a survey, for example using Zoom’s poll function or Mentimeter (→ p. 45).

Moreover, organisers can provide first impressions of the venue as well as information about the programme. Zoom’s screensharing function allows everyone to share their device’s desktop view and to present information using PowerPoint or Prezi. Preparatory meetings enable participants to go beyond

simple “alibi participation”. Organisers often decide upon and plan programmes and topics in advance, and for good reason. If participants are involved at this early stage, this gives them a voice and the possibility to have a say. Participants’ feedback and interests can be used as input for a project topic by asking them a series of questions using tools such as Padlet (→ p. 39) or Mindmaster. Along with giving feedback on content, participants can form working groups and plan their own programme elements or otherwise provide input for the project, for example via WhatsApp (→ p. 53).

There is no doubt that international youth work predominantly relies upon personal exchange and experiencing new environments. Nevertheless, online communication solutions can significantly contribute to achieving the goals of international youth work. General knowledge about online communication tools has increased dramatically especially since social distancing measures were introduced in response to the Corona-virus pandemic. International youth work, where there are large geographical distances between participants, should make good use of that! Online tools offer relatively simple access to shared communication spaces that can be easily adapted to fit one’s objectives. This can strengthen participation, subject orientation and the sustainability of international projects.

# MOBIYOUTH.ORG – A TOOL FOR BLENDED LEARNING IN INTERNATIONAL YOUTH EXCHANGE PROJECTS

AUTHOR: AURÉLIEN DURBEC – IKAB-BILDUNGSWERK E.V.

**International youth exchange projects can facilitate intercultural learning yet to for this to happen, they need to allow for more than a temporary encounter. They require a concept in which learning begins in the preparatory phase, is intensified during the exchange, and is collated and transferred in the debriefing process.**

International youth exchange projects can facilitate intercultural learning yet to for this to happen, they need to allow for more than a temporary encounter. They require a concept in which learning begins in the preparatory phase, is intensified during the exchange, and is collated and transferred in the debriefing process. This approach has been central to the work of IKAB-Bildungswerk e.V. (IKAB – Germany), Fondation INFA (INFA – France) and Club Culturel Ali Belhouane (CCAB – Tunisia) since the 1980s. The three partner institutions place great emphasis on involving participants in the development of the concepts and contents of

## The young people jointly define and design the agenda.

their own programme. The young people jointly define and design the agenda. Until now, participants of an international mobility project were given worksheets and other tasks by email or in person from their group leaders, or they prepared a presentation or other resources which they brought along to the exchange.

In 2016, institutions from the German-Franco-Tunisian partnership reported that they were finding it increasingly difficult to allow enough time for preparation and debriefing with the groups. These phases collided with the tight timetables of formal education institutions or with the leisure activities offered by non-formal institutions. MobiYouth.org was initiated in response to the need for directly addressing young people beyond group work and to offer preparation, debriefing and exchange opportunities before and after the actual exchange.



MobiYouth.org was developed and tested between 2018 and 2020 as part of the PRIDE project (co-financed by the European Commission as a strategic partnership under the Erasmus+ Youth in Action programme). In concrete terms, it is a WordPress site into which the H5P interactive learning material creation tool (→ p. 48) was integrated. All participants register for an account which gives them access to interactive language and thematic exercises. There is also a forum where they can post messages and links. Everyone can upload the results of their work during the preparation and debriefing phases.

In early 2020, IKAB, INFA and CCAB evaluated the use of MobiYouth.org together with young people and their group leaders.

- » Unlike common project communication tools, MobiYouth.org is a pedagogical tool developed for use in international youth work. As such, it complies with data privacy regulations. However, participants do need to be closely and continually supervised to ensure they understand and can use the tool.
- » Additional maintenance and further development costs beyond those covered by project financing have to be considered.
- » MobiYouth.org's functions and options are limited. IKAB, INFA and CCAB will test the use of other learning environments such as Moodle (→ p. 48) in the near future. Any content already developed with the H5P tool can easily be integrated into this platform.

## CONCLUSION:

To conclude, e-learning will not replace offline learning in the preparatory and debriefing phases nor during the actual exchange. However, *blended learning* does offer significant potential to improve the quality of learning experiences in international youth exchange projects.

## LINKS:

- » [MobiYouth.org](http://MobiYouth.org)
- » Explanatory video about MobiYouth.org:  
<http://erasmus-pride.org/de/videos-2/mobiyouth-org>
- » PRIDE-project: [erasmus-pride.org](http://erasmus-pride.org)



# “MASSIVE OPEN ONLINE COURSES” (MOOCs) – A DIGITAL ALTERNATIVE FOR EXPERT TRAINING

AUTHOR: ULRIKE WERNER – IJAB

**The idea behind Massive Open Online Courses – MOOCs for short – is to give easy access to qualification opportunities for a large number of interested parties and thus strengthen the democratisation and globalisation of education.**

At the heart of a MOOC is a virtual seminar room on a learning platform. Divided into weeks or modules, it provides short educational videos, links and materials, along with a forum for participants to interact with one another and with instructors. There may also be quizzes, worksheets and short exercises. IJAB carried out a six-week pilot MOOC on organising international exchanges for international youth work newcomers last year and evaluated it using a survey. The majority of the over 200 participants came from Germany, with several from Russia and Ukraine, the Czech Republic, Algeria, Greece, Switzerland, Austria, North Macedonia, Kyrgyzstan, Belarus, Israel and Brazil. The international make-up of the group – surprising for a German-language MOOC – highlights the major advantage of the format: it is time zone- and location-independent. Survey participants also gave particularly positive feedback regarding the various learning locations, flexible timing, and the ability to learn at their own pace.

There were clear favourites when it came to evaluating the various MOOC elements: links and material lists were rated “helpful” or “very helpful” by 96.16 % of those surveyed, with 76.93 % giving that rating for the videos, 60 % for the workbook, and 57.69 % for the quizzes. The exercises and the forum were deemed less helpful. However, it was apparent that participants used the elements that reflected their own personal interests, needs and learning styles. The responses concerning learning style were also interesting. Several participants stated how much they liked the text overlays in videos that highlighted the most important aspects; some would even have liked more overlays. Some said they would have liked to have the scripts to complement the videos.

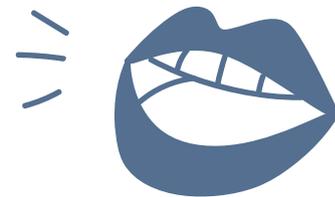
**The playful elements matched the non-formal character of international youth work.**

The playful elements matched the non-formal character of international youth work. Each learning unit could be finished with a quiz summarising and testing the key points. A virtual badge was awarded for each successfully completed quiz. The survey confirmed that the quizzes were a good way to break down the information.

Sound concept design is key to staging a MOOC. The didactic structure should be easily comprehensible and focus on core aspects, just as with in-person training courses. However, in a MOOC the topics need to be presented in an especially clear and concise manner. Additional elements such as quizzes should also be considered and developed.

Many people are less familiar with the second important aspect, namely technical implementation. This comprises video production as well as the selection of a learning platform, the design of the course environment and the uploading of materials. External assistance is recommended here.

Ensuring good interaction in the forum is a particular challenge. Exchange amongst participants, sharing tips and discussing and overcoming fears are integral parts of any course. It is not easy to encourage this in a virtual space, too. MOOC organisers can therefore never be too attentive: to function as a port of call in the event of uncertainties, but also to initiate and moderate forum discussions. Appropriate resources should therefore be planned from the outset.



## “AT HOME AROUND THE WORLD” – A LIVESTREAM FORMAT PROVIDES INSIGHTS INTO YOUTH WORK IN OTHER COUNTRIES

AUTHOR: ROBERT HELM-PLEUGER – EURODESK

Long before the Coronavirus pandemic, IJAB had repeatedly discussed offering virtual alternatives to real events, but it was only the forced cancellations of real exchange possibilities that actually made them happen. National and international training courses and conferences were successfully held using popular online conferencing tools. Discussions with international partners quickly showed that youth experts in various countries had developed highly innovative approaches to youth work.

To bring these creative ideas to a wider expert audience, IJAB initiated the “At home around the world” streaming format. In half-hour live interviews, colleagues from various countries explain how they are handling the pandemic and present their creative approaches to virtual youth work.

Conventional videoconferencing software (e.g., GoToMeeting, Teams, Zoom, Jitsi Meet, etc.) is used for the live interviews, which are streamed via the open-source software *Open Broadcaster Software Studio* (OBS) (→ p. 52). The interviews are transmitted directly from the screen to OBS. The live broadcasts can feature the organisation’s own corporate design as well as captions with names and logos. Interfaces to conventional streaming portals (e.g., Facebook, Instagram, YouTube, etc.) can be set up easily using

**Much of the hardware in the recording studio was already on site.**

the OBS auto-configuration assistant, meaning that even non-experts can carry out a live broadcast. Numerous YouTube tutorials offer tips and support.

The IJAB live broadcasts are recorded in a studio set up specially for this purpose. Much of the hardware in the recording studio was already on site. Equipment that can significantly improve the quality of video recordings includes an HD-ready camera and a green-screen for using virtual backgrounds. A computer with a high-performance graphics card and a hands-free microphone are a good addition to ensure a smooth process.



It makes sense to have at least two people on hand while producing the broadcast to make sure that one person can take care of the technical side while the other hosts the interview. The use of a second camera allows the people involved to switch between host and technician function.

### LINKS:

- » OBS: [obsproject.com](https://obsproject.com)
- » “At home around the world”: [youtube.com/user/IJABev](https://youtube.com/user/IJABev)



# DIGITAL OPEN BADGES: BUILDING A RECOGNITION ECOSYSTEM WITHIN CITIES AND REGIONS OF LEARNING

AUTHORS: JOHANNES BERGUNDER – GOEUROPE! EUROPÄISCHES JUGEND KOMPETENZ ZENTRUM & NERIJUS KRIAUCIUNAS

Our life is rapidly changing. The time we spend in digital environments has increased and it seems evident that the more we do in the digital environment, the more the recognition tools should be digital, too. Paper tools generally do not work in the digital sphere – they can, but not as well. *Open Badges* are a digital technology.

*Open Badges* contain data about learning pathways, development, activities and achievements. We value individual the introspective reflection that is practiced in youth work, we value dialogue between two people who help each other to better understand what we are experiencing, developing, etc. Here, digital badges can be the next step. For example, while taking part in a youth exchange, training programme or youth work programme, participants may realise through reflection that they are getting better in a specific skill. This is where the badges come in – they allow participants to share their achievements whenever and with whom-ever it makes sense.

Anyone who gains experience and develops important skills through youth work and finds themselves in a situation where they need to share them in a meaningful way with others can benefit from using badges. Young people can use their collection of badges showing their experiences gained through youth work as proof of their achievements in other contexts. *Open Badges* help to showcase one's skills and are an opportunity to talk about youth work experiences.

## SCALING BADGES TO CITIES AND REGIONS OF LEARNING

When adopted at the city or region level, *Open Badges* create ecosystems to facilitate open, accessible and inclusive learning opportunities for all.

Young people's need for personal and professional growth has transcended the walls of classrooms and lecture rooms. They learn in many different ways – at their laptops or on their phones, outside, from each

**Learning happens everywhere. So how can we ensure that every learning achievement counts?**

other, in solitude or in groups. They learn by doing and they learn by watching others. Learning happens everywhere. So how can we ensure that every learning achievement counts?

This is where the *Cities and Regions of Learning (CRoL)* platform comes in. It offers three key functionalities for youth work organisations and young people:

### **Interactive maps**

Learning organisers can publish activities on an interactive map and learners can find them and join in.

### **Learning playlists**

Activities and resources can be organised into playlists that learners access, so they can begin their own personal learning pathway.

### **Digital Open Badges**

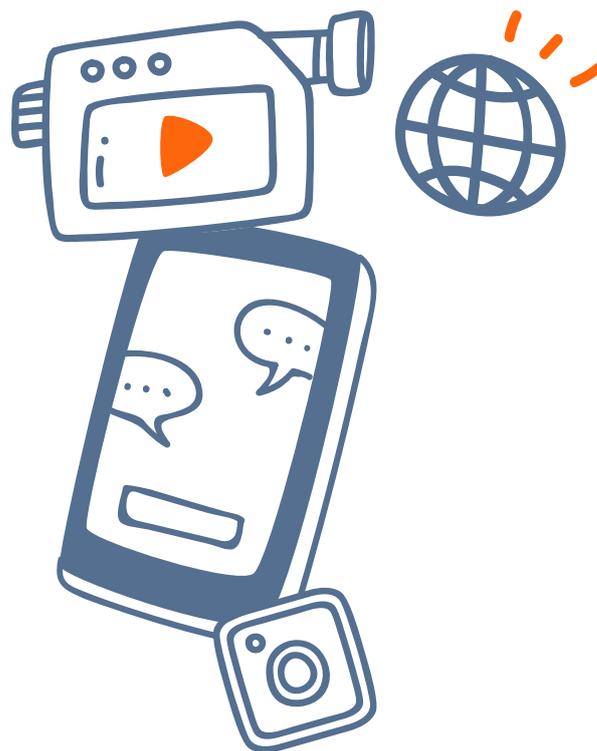
Young people earn badges by completing the activities on the learning playlist.

CRoL is a growing network of partner organisations. Youth work organisations can start using the global version of the platform and potentially launch a localised version of the platform. The StarterKit can support new partners in becoming a *City or Region of Learning*.

#### EXAMPLE PLAYLIST: “VOM SOFA IN DIE WELT” (FROM COUCH TO WORLD)

The digital playlist “Vom Sofa in die Welt” (From couch to world) shows how the CRoL platform can be used to inform young people on how to prepare for life-changing opportunities and develop the necessary skills. The GOEUROPE! European Youth Competence Centre Saxony-Anhalt in Germany created a playlist for young people to learn about ways to make use of international learning opportunities, e.g., voluntary services, youth exchanges, internships and more.

The playlist contains several important resources, e.g., informative videos on ways to go abroad, explore different mobility projects, join an Instagram live Q&A with experts, get in touch with coaches or prepare and plan a stay abroad. Thus the playlist functions as an interactive guide for users who want to find and prepare for a foreign adventure.



#### LINKS:

- » Cities and Regions of Learning – global version: [global.cityoflearning.eu](https://global.cityoflearning.eu)
- » StarterKit: [citiesoflearning.eu/starterkit](https://citiesoflearning.eu/starterkit)
- » Playlist “Vom Sofa in die Welt”: [goeurope.cityoflearning.eu/activities/8422](https://goeurope.cityoflearning.eu/activities/8422)



# DINA.INTERNATIONAL – THE NEW PLATFORM FOR INTERNATIONAL YOUTH WORK EXCHANGE AND CONGRESSES

AUTHOR: BENJAMIN HOLM – DRJA

**DINA.international, a new online platform, is the result of a joint initiative between European and international youth work services and funding agencies. The two existing youth offices, three bilateral coordination offices and IJAB set up a working group in May 2020 to better coordinate their digitalisation activities and develop joint projects.**

The first joint project is the provision of a video and project planning platform which builds upon the experiences of the three platforms Projektwelt (German-Russian youth exchange foundation, DRJA), TRIYOU (German-Polish Youth Office, DPJW) and Tele-Tandem (Franco-German Youth Office, DFJW) and develops them further, incorporating experiences from the pandemic.

The platform provides data privacy-compliant, advertising-free digital spaces at no cost. The idea behind the platform is to effectively support the digital activities of the youth services and funding agencies, as well as of exchange programme providers and schools. To this end, it offers a whole range of tools. International youth work organisations can strengthen their networks and improve cooperation with foreign partners, for example by analysing methods and experiences, working on certain topics together, and looking for participants, session leaders or instructors.

DINA.international has been operational since November 2020. It can be accessed via various youth service and funding agency landing pages and will eventually be rolled out to all exchange providers.

## FUNCTIONS

Users can create projects and groups and use the various collaborative tools at no charge for as long as they wish. The portal is currently available in eight languages.

The following tools and functions are currently activated:

- » Nextcloud (→ p. 36) to safely create and share documents within projects, groups or beyond,
- » Etherpads (→ p. 38) and Ethercalcs to jointly edit and work on spreadsheets,
- » Rocket-Chat for group and individual chats,
- » Group calendars, newsfeeds, rights administration,
- » Creation of micro-websites by each project or group for PR purposes,
- » Direct link to Facebook for posting news from projects and groups,
- » To follow soon: videoconferencing rooms for meetings, exchanges and further training.



## TECHNICAL BACKGROUND

DINA.international is based on the Berlin cooperative wechange's online toolbox and the open source software BigBlueButton. Wechange, and in turn DINA.international, provide spaces for collaborative work. The cooperative is part of the eco-social transition movement and runs its data-privacy-approved and transparently financed software on green servers. The technology is used by Fridays for Future and civic participation platforms, amongst others, to collaborate and share knowledge.

## WHAT ARE THE MAIN ADVANTAGES OF DINA.INTERNATIONAL OVER OTHER PLATFORMS?

- » The platform connects international youth work stakeholders as well as participants and organisation teams.
- » The platform provides the key tools needed for collaborative partnership via a login. Further tools can be incorporated via link or may be fully integrated in the future.
- » A simultaneous interpreting "booth" is available for the video conference function.
- » Functions used during events (chat, participant lists) are also available after the event. Conference results can be saved, archived and shared.
- » DINA.international complies with current data privacy legislation, is powered by green electricity and is committed to the common good.

## ARE THERE ANY DISADVANTAGES?

Compared to other, commercial videoconferencing tools, BigBlueButton is prone to interruptions depending on the browsers, internet connections and hardware used. The activation of numerous cameras has caused performance problems, meaning that limiting camera use to just a few necessary people (speakers, host) is recommended.

## WHAT IS IN THE PIPELINE?

The platform has been in the test phase since October 2020, with feedback being collected on its use. The goal is to optimise and organise server capacities so as to prevent system overload and thus allow the platform to grow. Further planned functions include higher-quality whiteboard tools and the payment of optional fees for webinar participation directly via the application.

## SPECIAL LANDING PAGE FOR PROVIDERS

Interested providers can have their own landing pages designed to generate awareness of their projects/conferences/meetings. For more information, contact Benjamin Holm at Stiftung DRJA.

## LINK:

- » [dina.international](https://dina.international)



# FILMMAKING WORKSHOP DURING THE CORONAVIRUS PANDEMIC: THE NUFF 2020 ONLINE WORKSHOP

AUTHOR: MARION BOUVIER – TVIBIT

NUFF is a film festival for young people which takes place every year in Tromsø, northern Norway. There are two parts to the festival: a six-day workshop during which around 40 young filmmakers create a film from idea to finish with assistance from mentors, followed by the actual film festival that shows films made by young people aged 13 to 26. For the past 17 years, the workshop participants travelled from all over the world to Tromsø and stayed on location for a week to make their films. In 2020, however, the pandemic changed everything and NUFF went online for the most part.

The goal of the workshop is to give participants direct experience of filmmaking with a small team of peers, to learn practical skills, and to develop their creative talents.

To make the workshop happen online instead of in person, we used five digital tools: Discord (→ p. 32), Mozilla Hubs (→ p. 31), Facebook (→ p. 55), Zoom (→ p. 31), and Vimeo livestreaming (→ p. 52).

By far the most commonly used digital tool was Discord, which allowed workshop participants to communicate regularly during the whole week. They used the text chat function as well as voice and video chat, and to a lesser extent the filesharing function. We created a NUFF Discord server for the workshop, which consisted of several “channels”:

- » A general channel with a helpdesk, providing announcements and general information
- » A channel for each group and their respective mentor
- » A private channel for mentors
- » A space just for NUFF staff.

In addition, NUFF staff had access to all channels, including those for workshop participants and mentors, so they could check in on everyone and provide help whenever needed. Each workshop group functioned differently – some chatted on Discord daily using both voice and video chat and text, while others met less frequently and worked more independently of each other. Overall, most participants found Discord easy to use: some of them had already used it before, others got the hang of it quite quickly. The main advantages of Discord are that it offers a lot of freedom (the ability to jump in and out of a text chat or a voice or video meeting without having to schedule a meeting in advance), is entirely free to use for participants, and is user-friendly. The main downside of using Discord, compared to in-person workshops, is that it is more difficult to follow up on participants’ progress. A few participants also quit the workshop right after the introduction meeting on Zoom, which of course would not have been the case had they travelled to Tromsø and been with the group. In short, it is harder to maintain motivation and drive when participants are sitting alone in front of their computer or smartphones.



The second really interesting digital medium we used for the NUFF workshop was Mozilla Hubs. Our creative technology team built the NUFF 3D hub so participants could hang out in a more informal way. In this 3D world they were able to create their own avatar, interact with each other with live audio, and solve puzzles and watch the NUFF films.

The hub was initially built to replace the real movie theatre where NUFF normally takes place. However, as cinemas in Norway re-opened, we were able to screen the films at the theatre in Tromsø, so the use of the hub was limited compared to its initial scope.

Building the NUFF hub was a blueprint for what is possible when it comes to online festivals. The experience showed that we are only at the beginning of creating online spaces for people to meet and interact. That said, it was a very interesting experience. In fact, Norwegian interactive storytellers have started using the NUFF hub for meetings.

There were, however, limitations to the use of the hub. During the actual workshop, interest in the hub was relatively limited amongst participants; in their feedback, the young people stated they were quite unfamiliar with the format and its possibilities. There were also some shortcomings depending on people's equipment: for example, it was quite difficult to enjoy the experience fully if one had an older laptop or was using a smartphone.

In conclusion, Mozilla Hubs is very promising in terms of pushing the limits of how workshops can be organised online. Yet it requires quite a big investment (time and resources), with currently uncertain outcomes.

**Overall, the workshops were an encouraging experiment that reflected the current situation and gave interesting insights into online collaboration opportunities for young filmmakers.**

Overall, the workshops were an encouraging experiment that reflected the current situation and gave interesting insights into online collaboration opportunities for young filmmakers. It showed that it is possible to get young promising filmmakers together in a digital space and to allow them to work together to produce quality work. However, the technology still has its limitations, and most young people will still prefer to travel to new places and meet other young filmmakers face to face.

#### LINK:

- » NUFF-Workshop Mozilla Hubs: <https://hubs.mozilla.com/CSJg2vH/nuff-atrium-v1?fbclid=IwAR0qyHH-VoSIVeBMPH-2DFs8zRJN61xIwG1QsNgWp5nE0u-h3IZ0-vTfC8mbc>



# VIRTUAL WORKCAMP – (HOW) DO THEY WORK?

AUTHOR: CHRISTOPH MEDER – IBG

International workcamps, a mix between international exchange and shared civic engagement, offer three elements: a diverse international group, a non-profit work project, and a connection to and integration into the project location. There are many reasons for claiming that workcamps can only be carried out in person and not virtually.

In late March 2020, IBG had to cancel the international workcamps it had planned for the coming weeks at short notice. We felt a responsibility to at least offer virtual exchange opportunities, if only as a sign of

**We felt a responsibility to at least offer virtual exchange opportunities, if only as a sign of international solidarity and against national isolation.**

international solidarity and against national isolation. Very much in the spirit of *learning by doing*, international partners were soon brought on board and the first virtual workcamps were developed. They took place online several times a week for two to four hours, generally as a workshop, with people learning sign language together, working on home gardening projects or participating in cooking workshops. They were supplemented by joint everyday activities (cooking, yoga, chat), moderated and coordinated by volunteers. Several hundred young people from all over the world took advantage of these activities during a time they were sorely needed. Even though it was clear from the outset that didactic-organisational approaches from real international workcamps could not be applied by the letter here, some other practical and conceptual difficulties soon emerged.

## PRACTICAL CHALLENGES:

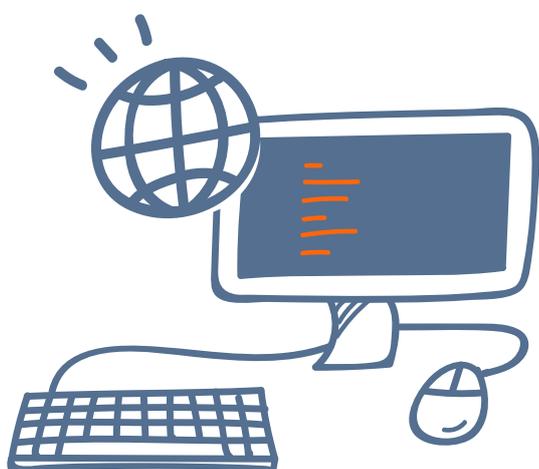
- » Different time zones: International workcamps often bring people from America, Europe, Africa and Asia together. Given these regions are in different time zones, some are effectively excluded from the activity depending on the time they are scheduled.
- » Reliability of participants: The number of people who sign up but then often do not take part without informing the organisers has proven to be relatively high in virtual projects. This may also be because so far, no registration fees have been charged. In response, we now organise online pre-camp meetings.
- » Length and frequency of online sessions: Clear information must be provided in advance, whilst reacting flexibly to the group and making adjustments where necessary.
- » Structural framework: Complex activities, varying registration procedures, etc. led to many international partners going beyond existing networks to develop a joint framework and platform using Slack and Padlet.
- » The internet: Individual participants experienced recurrent technical difficulties, whilst many others showed signs of online fatigue due to the many online activities.



## CONCEPTUAL CHALLENGES:

International exchange and mutual learning from and with one another can be devised relatively easily; the non-profit volunteering and local community integration aspects are, however, very challenging. Various approaches and experiments were trialed in response to this:

- » Integration into the project location: In one virtual workcamp – linked to Aach (near Trier) – which was only open to former participants, various activities were undertaken together with stakeholders from the village community, such as the translation of the guide to “Jewish walking routes through Aach”, the design of an interactive map, and a communal cooking event where anecdotes from village life were exchanged. The participants did enjoy the virtual workcamp, but at the same time it was no substitute for a real workcamp – it only intensified their longing for a real meeting.
- » Non-profit volunteering: A home gardening project by the South African organisation SAVWA interpreted the volunteering aspect as the participants’ task to initiate home gardening projects in their home towns and at least implement them in their local communities.



## EVALUATION:

Between May and July 2020, a total of 1,138 young people from 72 countries took part in 86 different virtual projects organised by organisations all over the world. 65 % had participated for the first time in an international project, 35 % were repeat participants. 94 % of participants would now like to participate in a real international workcamp. These figures illustrate that there is demand for virtual international projects. The high number of participating countries underscores that virtual workcamps successfully avoid various barriers (travel costs, visas). Everything supports the assumption that virtual camps can be a low-threshold way of reaching out to new target groups and introducing young people to international exchange projects. While virtual workcamps can be a worthwhile additional activity for organisations, they are no substitute for face-to-face exchanges. A lot of conceptual work still has to be done to establish the format in the long term. In the coming months, concerted efforts shall be made to test a combination of virtual workcamps with the presence of facilitators in the project locations. Internationally designed elements could thereby be integrated into children’s holiday activities, which are prepared by facilitators on site together with the children and turned into a genuine dialogue.

## LINK:

» <https://ibg-workcamps.org/en/virtual-camps>



## BARCAMPS AS ONLINE EVENTS

The organisers of the JugendPolitCamp initially did not have an exact picture of how an online version could work. With great curiosity they took the plunge, gathered ideas and started planning. To ensure that all participants knew what awaited them, an agenda and guidelines with technical instructions and requirements were sent out in advance of the online event.

The sessions were planned using the Camper barcamp tool and held using Zoom (in parallel, using several accounts). Discord – which had been proposed by a young participant – was used to communicate both with participants and within the organisation team. All announcements and discussions, tech support, informal communication and the introductory session for participants took place there.

The icebreaker session took place in small groups in separate “breakout rooms”, as they are called on Zoom. Unlike a conventional barcamp, session ideas had already been collected in advance using Camper. Sessions were planned every morning in plenary, with participants expressing their interest in a session using the thumbs-up function. All sessions were then transferred to the session plan in Camper. Spontaneous sessions were also incorporated. There was a password for the breakout room sessions to ensure that the youth barcamp would not be entirely public. Each video conference room was supervised by one person from the organisation team and passed on to the presenting participant at the beginning of the session. The JugendPolitCamp lasted six hours at a time, with opinions on the duration varying widely. A session length of 60 minutes proved suitable, because it took some time until everybody found their way to the room and all technical issues were resolved. In addition to the topic-based session rooms, there was an informal session room where participants could meet up for lunch or in the evening. There was a short wrap-up session every day to collect feedback.

Participants were invited to get actively involved in planning the evening programme. Evening events included a streamed reading. Over 50 participants from all over Germany attended the barcamp, with the majority reached via past participants and multipliers who had recommended the event.

### TOOLS

- » Camper, the barcamp tool (→ p. 51)
- » Videoconferencing tool: Zoom (→ p. 31)
- » Communication tool: Discord (→ p. 32)

### WHAT IS A BARCAMP

A barcamp, also known as an “unconference”, is an open event format where participants develop the content at the beginning and throughout the event. During the “sessions” (akin to a workshop or discussion), people come together to exchange ideas.

- » The original German text was adapted by Leonie Kaiser from [Jugendbarcamp – Leitfaden für ein offenes Veranstaltungsformat](#) by jugend.beteiligen. jetzt, via [www.ijab.de](http://www.ijab.de), licence: CC BY 4.0 ([creative-commons.org/licenses/by/4.0/deed.de](https://creativecommons.org/licenses/by/4.0/deed.de)).

# VIP SIMULATOR – AWARENESS-RAISING AMONG YOUNG PEOPLE USING VR TECHNOLOGY

AUTHORS: MICHEL & HANNES ROEVER

**Tolerance, empathy and understanding for the problems and needs of others cannot simply be activated or assumed to be a given. Only experiences and exchanges can be thought-provoking and ultimately lead to changes in behaviour. Virtual reality applications offer an excellent opportunity for these experiences.**

The Visually Impaired Person (VIP) Simulator, a virtual reality application, simulates various eyesight restrictions in different virtual environments and allows users to try out aids such as magnifying glasses, long canes and smartphones. It seeks to help sensitise experts, family members and as many other people as necessary and provide an understanding of VIPs' perceptions. The original motivation came from Michel Roever, who is affected by a progressive retinal disease and losing his eyesight, who wanted to be able to respond to the question "How do you actually see?". He and his brother Hannes Roever began developing the app in 2017.

The app is designed as a simulation, but deliberately incorporates playful elements. For example, rewards are given for completing tasks. The environment also invites users to interact and try things out; objects can be moved, manipulated or destroyed. The game's mascot, Oggi, functions as an "aid" who is controlled remotely and through whose eyes the players see their surroundings. One highlight of the app is the operator mode, where a second person can both follow what the players can see on the screen and actively intervene in what is going on.

The app can now be used in a wide range of situations: by ophthalmologists, who often do not really know how their patients see, by family members of those affected, by integration experts, and by educational and youth work teaching staff who are focussing on the subject or work with children and young people with visual impairments.

The VIP simulator was used for the first time in international youth work in 2019, first as part of IJAB's Vision:Inclusion project and since then in various education centres.

The following can be said with regard to (international) youth work. On the one hand, the VR experience itself – irrespective of content – is described as impressive. Generally, despite the increasingly low costs for VR equipment in seminar and presentation settings, around a third of young participants have not yet tried out VR.

On the other, groups are becoming more inclusive. There is greater need to raise awareness of participants without impairments. It is less a question of triggering concern, more an issue of sensitive interaction with visually impaired persons, for instance not placing drinking glasses on the floor during a seminar.

The VIP simulator can be tried out in two locations, Berlin and Cologne. The app can also be used in seminars, with participants testing the system and sharing their experiences. For instance, the simulator will soon be presented to members of the deaf association. Hannes Roever was responsible for the technical development of the simulation.

## CONTACT

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# VIRTUAL REALITY AS A TOOL FOR YOUTH WORK

AUTHOR: MOMENTUM WORLD | ÜBERSETZUNG: MARTINA LINGNAU

## IS VR MORE THAN A PASSING CRAZE?

VR is an evolving technology, still in its infancy. Web-based services, education, cultural, entertainment and social tools are now near-universal. The further move towards VR and Augmented reality (AR) is logical – and is happening. Currently only the availability and cost of equipment is holding this back: but as we have learned, this is not a serious obstacle.

You only have to look at some statistics to understand that this technology is here to stay. Most people think of VR in the context of gaming. It is true that the games industry is driving development, but in fact already more than half of VR applications are not games-related, and this trend is likely to continue. Most of the world's leading brands have created some kind of VR or AR experience for their customers or staff. By the end of 2018 there were over 170 million regular users of VR worldwide. This number is increasing exponentially.

- » Fully immersive VR is still more or less at the experimental stage, but is what science fiction writers have envisaged: a created environment supported by technology which removes the user from almost all sensory connection with the real world.

For both semi- and fully-immersive VR, the quality of the experience is closely related to the type of equipment used.

## TYPES OF VR

**There are three basic forms of virtual reality:**

- » Non-immersive VR is exemplified by the typical computer game: the user is in front of a screen and can move around using a mouse or joystick. The VR experience is created mostly by their imagination, while they can see, feel and hear the real world around them.
- » Semi-immersive VR requires a headset through which the user views filmed or created content. A deeper level of engagement is possible, but the experience is still clearly artificial and the real world is not shut out. Yet even at this level, the mind will play extraordinary tricks on your perception.

## EQUIPMENT – HEADSETS AND CAMERAS

To get a basic immersive experience, you only need a simply “Google Cardboard” or similar headset, into which you can insert a mobile phone. The effect is, basically, to convert a non-immersive product into one which appears immersive. Headsets are cheap – usually 10 euro or less – and good value, because the experience is still interesting and fun. One disadvantage is that you cannot use them for more than a few minutes without feeling some nausea.

For a more complete experience, a better-quality headset and a games console (e.g., PlayStation) is required. This will cost upwards of 300 euros and can be considered “entry-level” VR, though still semi-immersive.

Above this comes a self-contained system such as the Oculus Quest, starting from around 450 euros. This delivers significantly better quality.



The current high end (for consumers) requires a top-quality PC combined with the best available headsets such as HTC Vive or Oculus Rift. The result will be an experience which may fool you into believing it is fully-immersive, although it is not. Such a system will cost well over 1,000 euros.

Anyone looking at VR material will probably think that it costs a fortune and requires very advanced skills to create. Surprisingly, this is not true. Entry-level 360-degree cameras and accessories are a few hundred euros; a very good one can be bought for under 1,000 euros.

## VIRTUAL TEAHOUSE

The Virtual Teahouse is an innovative and unique online virtual space for information, networking and dissemination. Teachers, youth workers and young people will enter this space using an Avatar. Once inside, they will be able to find information, disseminate the results of their projects, attend presentations, or simply sit in the virtual cafe where they can chat and share ideas for future projects. This inclusive and zero-carbon medium will allow intercultural learning and interaction between young people around Europe and the world. It is especially suitable for young people with fewer opportunities, who for reasons of disability, cultural, economic or geographical factors cannot travel or easily interact with each other face-to-face. The Virtual Teahouse is being designed by a team of autistic young people, with these priorities in mind. It will be officially opened in 2021.

## CONCLUSIONS: WHAT WE HAVE LEARNED

Our experiments with VR filmmaking have taken us to the next level of digital media work. The benefits have been great, and we have learned a lot. Here are our most important conclusions:

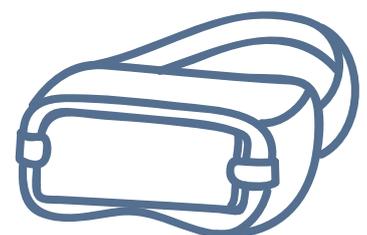
- » VR technology is within reach of everyone. You need some technical skills but it is mostly a matter of your own creativity and motivation.

- » The equipment required is as cheap or expensive as the end user can afford (e.g., headsets under 10 euros or up to 1,000 euros). Cameras might not be affordable to many young people, but most organisations can easily manage 500 euros.
- » It is not necessary to aim for the highest quality outputs. Fully immersive VR is still largely in the realm of sci-fi. Semi-immersive VR is achievable, but limited by the need for bulky headsets and short viewing time. Therefore low-end production, which bridges between semi-immersive and non-immersive (working with or without a headset) is a very logical approach.
- » As with any youth work and non-formal education, what matters most is the process, not the end product. Engaging young people in the activity is the most important thing.

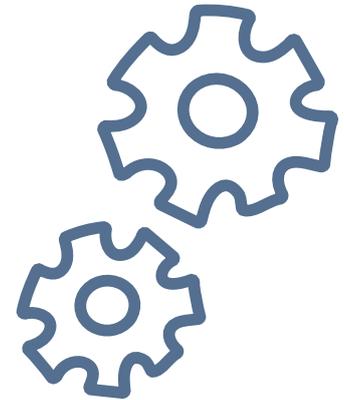
Momentum World has always used film and digital media in both local and international projects. This is one of the most effective ways to inspire and engage young people, especially young people with fewer opportunities who are often unsuited to, or excluded from formal education. So since 2018 we have been experimenting with the use of Virtual Reality (VR) both in youth work and in youth worker training. We have run a number of pilot projects and produced materials which might not be perfect, but show the potential of this approach. We do not claim to be experts in the digital field, but we are pioneers in adopting and adapting the technology to the purposes of non-formal education.

### LINK:

- » [time4tea.info](http://time4tea.info)



# C . DIGITAL TOOLS



## SCHEDULING

Most people are probably familiar with Doodle for surveys and scheduling; the free version does, however, have a lot of advertising. There are a number of ad-free German alternatives to Doodle which comply with data protection regulations.



### Our recommendations

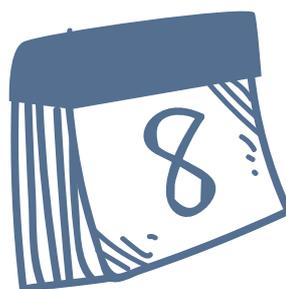
- » **Nuudel:** #GDPRcompliant
- » **Dudle:** #GDPRcompliant #opensource

## NUUDEL

Nuudel is a free service based on open source software provided by the Digitalcourage association on their own server, with no user tracking whatsoever. Theoretically, the tool can be used completely anonymously. Nuudel's functions are very similar to those of Doodle.

## DUDLE

Dudle is provided by the Technische Universität Dresden. As a zero-footprint service with a clear focus on data protection, Dudle may seem a little outdated, but it works very well for collaborative scheduling.



## VIDEOCONFERENCING TOOLS

The market for videoconferencing tools has become very diverse, with established providers of pure videoconferencing solutions for meetings and online seminars now being joined by those who offer additional online platforms which allow users to freely assign themselves to groups or rooms. Some of these online platforms can also be customised. Other tools now focus on formats such as online conferences and offer backstage rooms, lounges, a podium, and other functions needed for those kinds of events.



### Our recommendations

- » **Zoom:** #GDPRcompliant #videoconferencing #onlineseminars
- » **Jitsi Meet:** see also **Jitsi Meet vom DBJR** #GDPRcompliant #videoconferencing
- » **Discord:** #youngpeople #gamingscene | See also "Filmmaking workshop during the Coronavirus pandemic" (→ p. 22)
- » **Big Blue Button:** #opensource #selfhosted #videoconferencing  
See also "„DINA.international" (→ p. 20)
- » **edudip:** #GDPRcompliant #videoconferencing #onlineseminars
- » **Google Meet:** #videocalls
- » **GoToMeeting:** #videoconferencing #onlineseminars
- » **Cisco Webex:** #videoconferencing #onlineseminars
- » **Adobe Connect:** #GDPRcompliant #onlineseminars
- » **Mozilla Hubs:** #virtuallspace #videoconferencing | See also "Filmmaking workshop during the Coronavirus pandemic" (→ p. 22 )

## ZOOM

One of the classic videoconferencing tools, [Zoom](#) is extremely user-friendly and stable for meetings and online seminars. Only the host of a meeting, not all participants, needs to register. The free version offers group chats with up to 100 participants and a time window of 40 minutes. Zoom can be used with Windows, macOS, Android and iOS operating systems. The service was criticised for having transferred data from its iOS app to Facebook; they put an end to that in late March 2020. However, users who want to be on the safe side in regard to privacy can conclude what is known as a data processing agreement with Zoom. Alternatively, they can ask a service provider to host a GDPR-compliant Zoom session on their behalf. The breakout session function where participants can be divided into any number of smaller parallel groups (randomly or manually) and the gallery view which allows the large number of participants to be seen as a plenary or large group make video conferences very participatory.

## JITSI MEET

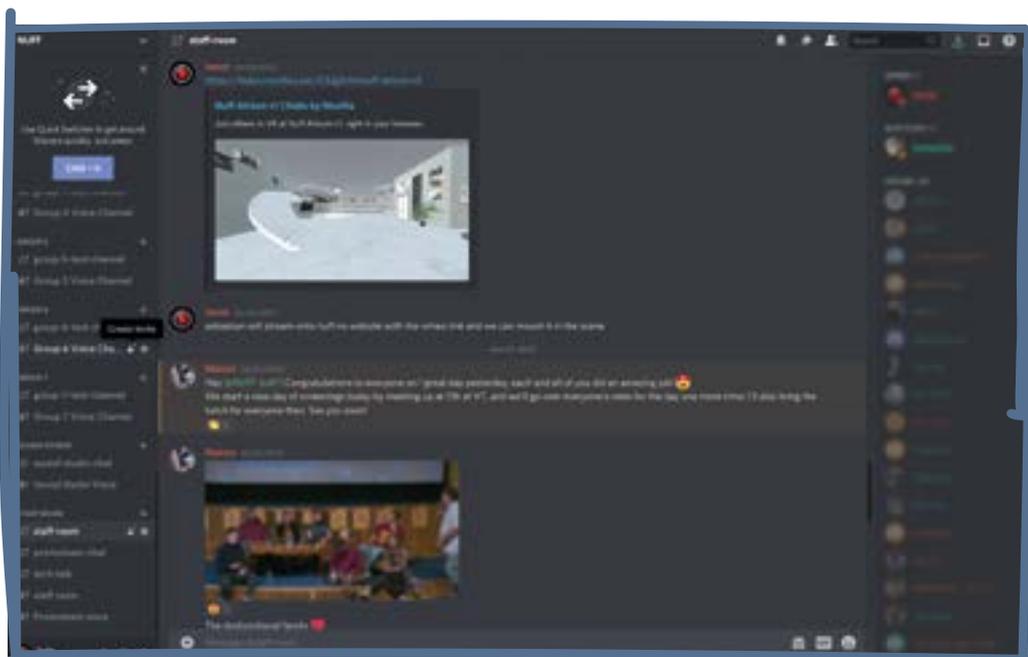
[Jitsi Meet](#) is a free, open source solution for telephone and video conferences with two or more participants. Registration is not necessary. Jitsi Meet works directly in a web browser or via Android/iOS app. Numerous publicly accessible installations can be used for that. Furthermore, Jitsi Meet can be installed on a personal server to stay in control of all data.

A Jitsi Meet installation is provided by the German Federal Youth Council (DBJR): [Jitsi Meet DBJR](#). Here, the tool is hosted on German servers and thus complies with the GDPR, unlike the standard Jitsi servers in the USA. The installation can be used with the Jitsi Meet app.

## DISCORD

[Discord](#) is a communication platform where participants can interact on various channels via voice and text chat. Discord actually originated in the gaming community, but is now used more and more in other settings. Use of Discord is free. Users can create an account or even open their own server in just a few clicks. A server here roughly equates to a group chat in a messenger service. Unlike WhatsApp, further group chats (called “channels” in Discord) can be created within a group chat. Discord is an instant messaging, chat, and telephone and video conference app which can be used on mobile end devices (smartphone, tablet) and on computers.

Find out more about Discord in the Streaming section „Streaming“ (→ p. 52), and about the use of Discord in a workshop in “Film-making workshop during the Coronavirus pandemic: the NUFF 2020 online workshop” (→ p. 22).



## VIDEO CONFERENCES WITH INTERACTIVE CONTACT OPTIONS

Online interaction with other people often lacks the flexibility of face-to-face communication. It can be disruptive for listeners at online conferences when several people speak unfiltered at the same time. To avoid the need for having to use various tools in parallel, new programmes have been developed which allow just that: meetings with between various people, discussions in small groups, alternating dialogue partners, but all in a calm setting and sometimes even with fun interaction.

### Our recommendations

- » **QiqoChat:** #openspace #barcamp
- » **wonder.me:** #GDPRcompliant #onlineseminars #networking
- » **Airmeet:** #conference #meeting
- » **Gather.Town:** #videogameaesthetic #networking
- » **Remo Conference:** #virtualfair #onlineevent #videoconferencing #onlineseminars
- » **Hopin:** #onlineevent
- » **Meet Anyway:** #onlineevent #conference #networking

### QIQOCHAT (QIQO)

[QiqoChat](#) (Qiqo) provides a platform which visually integrates various Zoom meetings so that participants can move between different breakout rooms of their own accord, creating an online event which reflects participants' freedom of movement at real events. Participants can choose which breakout, panel or workshop they want to attend in real time. Collaborative working tools can also be integrated into the platform. QiqoChat does not forward data to third parties. Accounts can be deleted following an event simply by sending an email to: [delete@qiqochat.com](mailto:delete@qiqochat.com).

### WONDER.ME

[Wonder.me](#) is a networking solution by a Berlin start-up. It is a space where people select their dialogue partners or groups by approaching others, just like in real life. Participants can interact via video, just audio, or via text chat. Various rooms can be created and visualised on the online interface. Rooms can be split into sub-groups and sub-topics and participants can freely switch between them. Wonder.me is browser-based and can be used on smartphones and PCs. The programme does not have to be downloaded. Participants simply need a username, a camera and a microphone.



## PROJECT MANAGEMENT

Project management tools range from apps that simplify communication or file-sharing and -saving to more comprehensive apps which offer messenger services, file storage and sharing, videoconferencing, and collaborative work all in one.

### PROJECT MANAGEMENT: FOCUS ON COMMUNICATION



#### Our recommendations

- » **Slack:** #teamcommunication #channels
- » **Mattermost:** #opensource #selfhosted #channels #groups
- » **Rocket.Chat:** #opensource channels #groups

### SLACK

The [Slack](#) messenger service replaces email, at least for internal team communication. Slack aids communication between various groups and projects and allocates posts using hashtags. It is also possible to send private messages and upload files. Different channels can be created and categorised by subject or project, making communication faster and clearer than long threads of emails.

Members of a team can also make private audio and video calls in the free basic version. Slack can be used in a web browser, and there are also clients for Windows, macOS, Linux, Android and iOS.

Slack's conditions of use do not allow people aged under 16 to use the service. The company declares its conformity with the European General Data Protection Regulation on its website.

### PROJECT MANAGEMENT: SAVING AND SHARING FILES

GDPR-compatible alternatives to Google Drive and Dropbox are also available for saving and sharing files.

#### Our recommendations

- » **Nextcloud:** #GDPRcompliant #opensource #longtermfiling
- » **owncloud:** #GDPRcompliant #opensource #longtermfiling
- » **Google Drive:** #collaboration #longtermfiling
- » **Dropbox:** #sharing #longtermfiling
- » **Wetransfer:** #shorttermfiling

## NEXTCLOUD

Whilst [Nextcloud](#) now offers many more functions, one of Nextcloud's core functions is collaborative saving, organisation, commenting and sharing of files.

## OWNCLOUD

[OwnCloud](#) is a free software for saving data (file hosting) on your own server. The server can be automatically synchronised with a local directory using a compatible client.



## PROJECT MANAGEMENT: ALL-ROUNDERS

### Our recommendations

- » **Nextcloud Hub:** #GDPRcompliant #opensource
- » **MS Teams:** #teamcommunication #filemanagement
- » **Basecamp:** #GDPRcompliant #workorganisation #filemanagement
- » **Meistertask:** #GDPRcompliant #kanban #workorganisation
- » **wechange:** #GDPRcompliant ##opensource | See also  
„DINA.international“ (→ p. 20)
- » **Asana:** #kanban #workorganisation
- » **Trello:** #kanban #workorganisation

## NEXTCLOUD

Nextcloud enables teamwork of all kinds: collaborative writing and planning, creating surveys, scheduling, managing addresses and of course, the core function: collaborative saving, organisation, commenting and sharing of files.

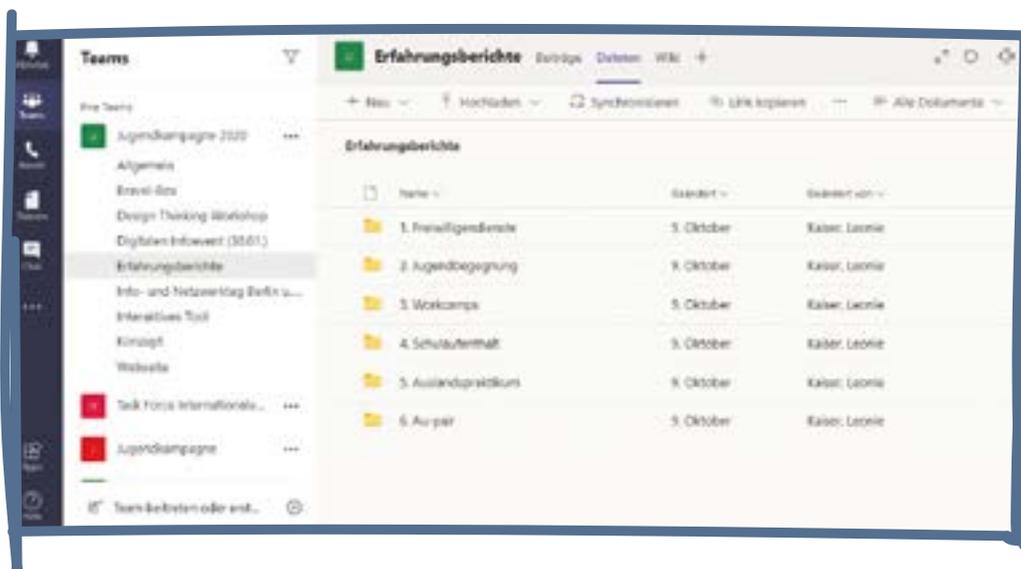
[Nextcloud Hub](#) is a free platform for group work with various components including Nextcloud Talk, a videoconferencing tool, an online file repository – an alternative to Google Drive or Dropbox – and groupware email, contacts and calendar applications. Nextcloud Talk can be used either via web client or app. The main limitation of the free version of Nextcloud Talk is its load capacity, with the software still rather more suited to small groups.

Nextcloud is open-source and can be hosted on your own server or webspace at no extra charge. Users stay in complete control of their data. The integration of a very wide range of applications makes Nextcloud a good alternative to Microsoft Teams or Slack.

## MS TEAMS

If your own organisation uses an Office365 package, **MS Teams** is a very easy-to-use tool for internal team communication and is interlinked with Outlook, OneDrive and co. Your own colleagues are automatically available as Teams contacts. Along with good-quality video and audio calls and conferences, there are also numerous collaboration and planning tools, tasks can be delegated, and it is also possible to work together on documents and in groups. Servers in Germany are used for Teams with an Office365 subscription. In the free version, contacts have to be added manually, and the servers are in the United States. The tool is available on all standard operating systems and is accessible via software client, app or browser.

**Tip:** Clubs, societies and non-profit organisations can buy discounted Office365 licences via [stifter-helfen.de](https://www.stifter-helfen.de).



## BASECAMP

**Basecamp** is a project collaboration software which enables teams of any size to discuss and share ideas, timelines, to-do lists and files. It also offers a chatroom called Campfire and a message board for keeping up with project discussions. It is intuitive to use and a free test version with limited options can be requested.

## MEISTERTASK

Teams can use **Meistertask** to very simply delegate tasks and set and visualise deadlines. In the basic version, it is a free tool for work organisation and complies with the EU regulation on data protection. The basic version allows unlimited participant numbers and the creation of up to three projects. File attachments of up to 20 MB per file are possible. The MeisterBundle also includes functions such as MindMeister for brainstorming and shared mindmaps to visualise tasks.

## COLLABORATIVE WRITING



### Our recommendations

- » **Yopad.eu:** #DPRcompliant #etherpad
- » **Hackpad:** #etherpad
- » **Google Docs:** #officesuite
- » **Microsoft OneNote:** #officesuite
- » **Antragsgrün:** see also **DBJR\_Antrag** #GDPRcompliant #opensource #discussions
- » **HackMd:** #etherpad

Working together in a document is the easiest way to agree on things, make plans, and collate content. Whilst [Google Docs](#) and [OfficeOnline](#) fare almost full-blown office suites with text documents, tables and presentations, [Yopad](#) and [Hackpad](#) can be used to create and jointly edit simple text files without having to register.

GoogleDocs and OfficeOnline offer very good editors but users need an account (Google or Microsoft) to create a document. Team members can also forward a document via link without login. Data protection is somewhat dubious in both cases.

Yopad and Hackpad offer rather simple text editors known as etherpads, but they ensure anonymity and good data protection. The host of the etherpad ought to be verified when using Hackpad, as data protection provisions can differ depending on the host.

## ANTRAGSGRÜN

[Antragsgrün](#) is a tool for jointly drafting and developing texts. It is most useful for preparing and hosting conferences and committee meetings. Antragsgrün was originally specifically developed as an application administration system for the Bavarian Green Party's conferences and programme discussions. DBJR has been actively involved in development since summer 2015 to make the system suitable for youth associations and other organisations and areas of use. Antragsgrün can be used in two ways, either directly via [antragsgruen.de](#) (or the English-language site [motion.tools](#)), with the support of the "Netzbegrünung" society on your own domain for a fee, or as an installation on your own web hosting. The source code is available at all times via the GitHub version administration app for software development projects.

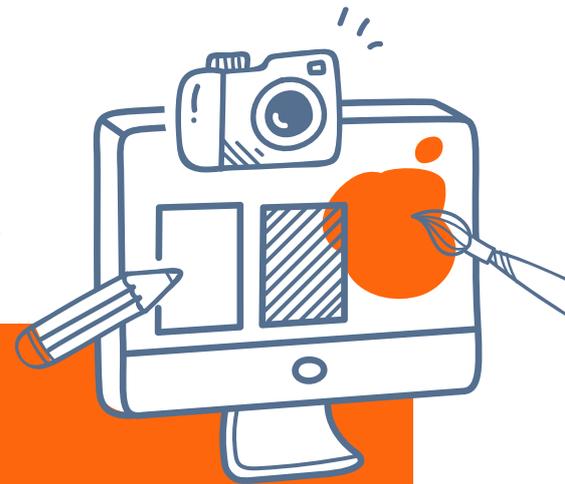
Excerpt from: [antragsgruen.de/help](#)

DBJR developed its [DBJR\\_Antrag](#) tool on the basis of Antragsgrün. Along with the DBJR, which first used the enhanced tool at its general assembly in October 2015, several youth associations now also use it for workgroups, campaigns and association meetings.

Excerpt from: [jugend.beteiligen.jetzt/werkzeuge/tools/antragsgruen](#)

## DIGITAL PINBOARDS

Digital pinboards or whiteboards are not only useful for presenting content or using multimedia; they can also be combined with other tools to create interactive learning scenarios.

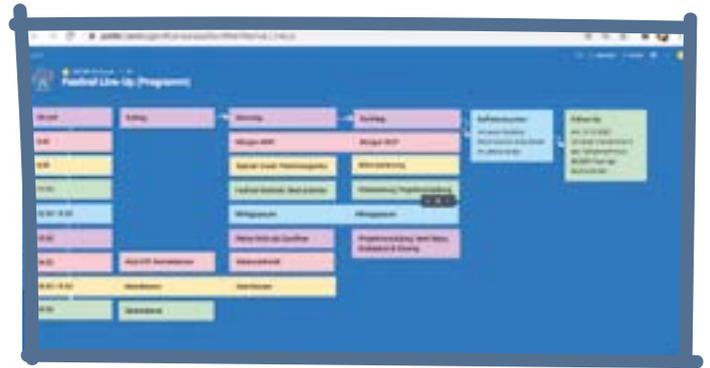


### Our recommendations

- » **Padlet:** #templates #maps #timeline
- » **pinnet:** #GDPRcompliant #postits #notemplates
- » **Ethermap:** #templates #maps
- » **Drawchat:** #notemplates #freesketching
- » **Explain everything:** #recording #learningvideos
- » **Glogster:** #multimediaposter

## PADLET

[Padlet](#) is a collaborative work tool that can be used for brainstorming, flash polls, collecting results, and planning projects. The Padlet user interface is reminiscent of a traditional pinboard. Notes are created by double clicking and can then be moved flexibly. The design structure (from entirely customisable to completely pre-structured) can be selected before creating an individual pinboard. The structure templates also include a map and a timeline. Users have to be registered to create a Padlet pinboard. Use of the basic version is free. Up to four pinboards can be created in the free version. Work results can also be archived as images, Excel files or PDFs. The URL can be set to public or private to regulate other users' access to the pinboard. A password for the pinboard can also be set to restrict access. Padlet offers a browser version and an app.



## PINNET

[Pinnet](#) also offers virtual pinboards which can be used for brainstorming, gathering ideas and project planning. They are clear, easy to control and displayed in PostIt style. Texts and links can be shared. There is also the option to comment, “like” and rate posts. Users do not have to register. Pinnet’s server is in Germany.

## MINDMAPS

Paper mindmaps can also be created digitally, which has a number of benefits. Digital mindmaps can be shared and edited jointly (even at the same time), links can be added, and, most importantly, the mindmap can be restructured and regrouped at any time.



### Our recommendations

- » **MindMeister:** #collaborative
- » **Popplet:** #presentationmode #collaborative
- » **Mindmaster:** #presentationmode #collaborative

## MINDMEISTER

[MindMeister](#) allows people to work together on a mindmap wherever they are. The maps can be created by one person or jointly with other users. They can be shared or exported to your own computer. The basic version is free but is restricted to three maps. The individual sections can be manually selected or automatically created by an assistant for use in presentations. A screencast tool which creates a video using screen content and a microphone can be used to generate excellent learning material. MindMeister is used directly in the browser; apps are available for mobile devices.

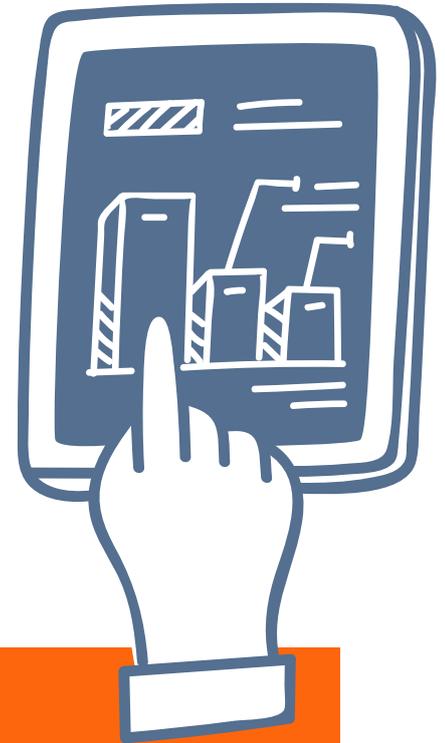
## POPPLET

[Popplet](#) is an English-language, web-based tool with a free basic version which can be useful for collecting and drafting ideas and creating mindmaps. Ideas and thoughts can be presented in relation to one another in “popples” with texts, images, videos, drawings. The presentation mode is rather unusual for a mindmapping tool, but very practical. Small presentations can also be created which are not slide-based but aim to give a visual overview. Popplet can be used alone or in groups. An iPad/iPhone app is also available. Popplet can be used without registration with export function; registered users also have a save option.

## WHITEBOARDS

The online whiteboard is a digital version of classic whiteboards – only better. Online whiteboards can be used to create graphics, gather ideas and work together in teams from anywhere. They simplify collaborative remote work processes and promote creativity in digital teamwork. Teams can work on a shared whiteboard and display everything in real time, making them ideal for online workshops and collaborative project development. Workshop elements such as flipchart content and prompt cards can be brought into the digital world using an online whiteboard.

Various videoconferencing tools already have an integrated online whiteboard function allowing collaborative processes to be used in online meetings.



### Our recommendations

- » **Mural:** #freework #energisers #addons #templates
- » **Miro:** #templates #addons
- » **Metroretro:** #templates #postits
- » **Jamboard:** #notemplates #freesketching

## MURAL

**Mural** is a virtual real-time whiteboard which offers blank whiteboards that can be used to work alone or in teams using virtual post-its. PostIts are created by double-clicking on the background and can then be freely moved, arranged and clustered. It is also possible to write and free-sketch on the virtual board without PostIts. Mural can be used as a board for virtual warm-ups and energisers. It extends beyond the technical representation of a whiteboard and provides support for brainstorming and evaluation, and also offers templates, a timer, and functions such as “follow and summon” to draw participants’ attention to a certain part of the whiteboard. Participants can register, but can also be invited anonymously. They are then assigned an animal avatar and a colour so that everyone knows who is who in the session. Mural does not offer a free version, but there is a free test version. All project data, including personal data such as usernames, are saved on a cloud server in the United States.

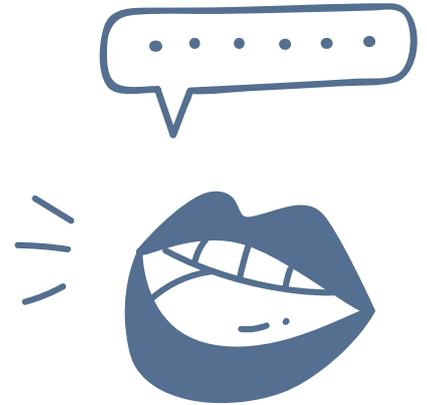
## MIRO

**Miro** is a modern online whiteboard tool where teams can work together and brainstorm from different places. It offers a large range of templates to quickly and simply perform tasks and sketches. Apps (e.g., Slack, Unsplash, surveys, timers) can also be easily integrated. All project data is saved on a cloud server in the United States. Users on the premium plan can opt to have backups saved on EU servers.



## PARTICIPATION: DISCUSSION AND DECISION-MAKING

Young people can use digital tools to engage in discussions and decision-making processes. Liquid Democracy develops free software (including OPIN and Aula) which enables joint discussion and decision-making in settings where participants are spread across different geographical and time zones. The development of a software library allows for components to be adjusted for different projects and combined for complex participation processes.



### Our recommendations

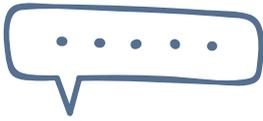
- » **tricider**: #brainstorming #discussions #voting
- » **Aula**: #GDPRcompliant #brainstorming #discussions #voting #germanonly
- » **OPIN**: #GDPRcompliant #opensource #brainstorming #discussions #voting #multilingual
- » **PLACEm**: #GDPRcompliant #participation #germanonly
- » **ePartool**: #GDPRcompliant #opensource #participation #germanonly



## TRICIDER

[tricider](#) can be used for brainstorming, to vote on proposals, and for verifying knowledge. Groups can use tricider to collect and vote on their own proposals, questions and topics online and subsequently find solutions or take decisions. Any issues which can be discussed within a group using pro and con arguments as well as simple questions to find a majority are suitable. A subject or question is simply placed on the start page and the link then sent via email or social media (Twitter, Facebook, LinkedIn) to voting participants. All participants can suggest, collect, add and comment on several ideas or answers, also using images, documents, videos and links. That generates a multifaceted collection of arguments as a voting basis. Questions can be posed openly to the whole community to generate a wider range of ideas. tricider can also be integrated into blogs and websites.

Registered users can use additional functions such as exporting voting results as an Excel file or chart, creating a question archive, and much more. The application is web-based and free of charge. Registration is not required. tricider is a start-up based in Germany.



## OPIN

**OPIN** is a digital platform for youth participation in Europe and is aimed at public administration, youth organisations and all other groups seeking to initiate a participation process with young people. The entire process can be initiated, carried out and clearly documented using OPIN. The platform is currently available in English, Danish, French, Slovenian, German, Swedish, Greek, Macedonian, Georgian and Italian.

The basic principle of OPIN is simple. People looking to start a participation project first register on the platform, stating their youth organisation. They are requested to verify their account and receive brief instructions with key information on how the platform works via email. Projects can now be designed and uploaded, and young people invited to participate via email. The toolbox offers six modular combinable tools, giving project initiators the freedom to put together a procedure which best suits the issue at hand. That can be a simple vote on predetermined matters, or more complex processes where the available options first have to be developed jointly, in the shape of an idea contest or draft statement, for instance. A support decision tool helps project managers to find the best design for their requirements.

Excerpt from: [jugend.beteiligen.jetzt/werkzeuge/tools/opin](https://jugend.beteiligen.jetzt/werkzeuge/tools/opin)

## FLASH POLLS/FEEDBACK/EVALUATION

Digital tools for flash polls and feedback are a good way to actively involve participants.

### Our recommendations

- » **Mentimeter:** #interactivepresentation #quiz #wordcloud
- » **Tweedback:** #GDPRcompliant #livefeedback #quiz
- » **Pollunit:** #GDPRcompliant #poll #voting
- » **Snippet:** #GDPRcompliant #poll
- » **Edkimo:** #GDPRcompliant #feedback #evaluation
- » **feedbackr:** #GDPRcompliant #feedback #voting
- » **limesurvey:** #GDPRcompliant #poll
- » **surveymonkey:** #poll
- » **Lamapoll:** #GDPRcompliant #poll
- » **Typeform:** #survey
- » **i-EVAL:** #GDPRcompliant #evaluation
- » **Q! App:** #monitoring #evaluation See also the Handbook on Quality under „Networking and further link“ (→ p. 59)





## POLLUNIT

**PollUnit** is an online voting and survey service. PollUnit excels over other tools with its various options and voting types, add-ons such as subtitles and links, and the possibility for participants to also add options. Like most voting tools, PollUnit is available in a free and a premium version. The free version offers the main functions and an unlimited number of votes for up to 40 participants. A small advertising banner is displayed in the free version. The adverts disappear in the paid version.

Votes with up to 20,000 participants are possible for premium account holders. There are also numerous additional functions: security settings, personalised design and logo, groups, CSV and Excel exports, and survey cloning. PollUnit servers are based in Germany so data is processed according to the EU GDPR. PollUnit even goes one step further and offers encrypted data transmission and storage.

## I-EVAL

**i-EVAL** is an online platform for evaluating international youth exchanges. It uses questionnaires aimed at participants and child and youth workers for self-evaluation of youth exchanges. The tool has also offered the evaluation of expert events (seminars, workshops) since 2019. I-EVAL was jointly developed by the Franco-German Youth Office (DFJW) and the German-Polish Youth Office with the participation of the German Federation for Arts Education and Cultural Learning (BKJ) in 2016. The online questionnaire can be filled out anonymously and independently on a smartphone or any other internet-ready device either during or after a youth exchange. Results remain anonymous and can be evaluated statistically and graphically. Use is free thanks to funding by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ).

The questionnaires for international youth exchanges are currently available in German, French, Polish, English and Ukrainian. Greek and Hebrew versions are currently being prepared.

The following questionnaire types are available:

- » "Youth exchange"
- » "Youth exchange in vocational training"
- » "Seminar / expert event".

Various add-on modules are available for questionnaires, with space also left for customised items. Abridged youth exchange questionnaires were released in 2019.



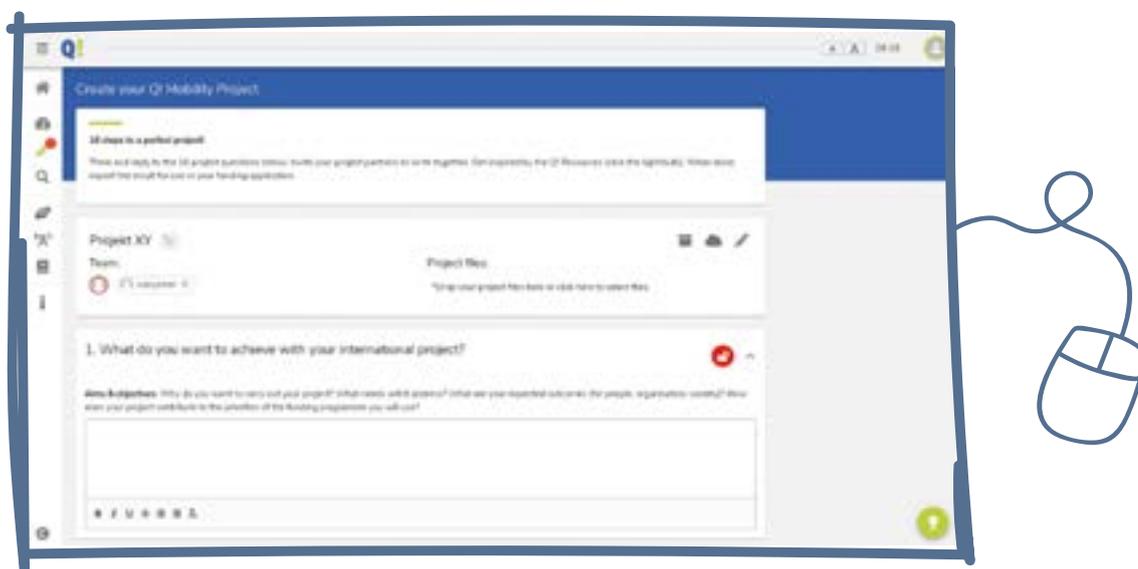
Youth exchanges are not the only activities that can be evaluated. It is also possible to evaluate children's and youth camps/trips using the i-EVAL camp platform at [i-EVAL-Freizeiten](#). Other adaptations of i-EVAL are currently being developed for school exchanges (in cooperation with the "Austausch macht Schule" initiative) and for the Protestant church's activities for confirmation candidates in many European countries (i-konf).

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**e-mail:** [giebel@ijab.de](mailto:giebel@ijab.de)

**tel.:** +49 228 9506-223

## QUALITY MOBILITY APP (Q! APP FOR SHORT)



The web-based [Q! App](#) is a quality development tool for international learning mobility projects. It was developed under the leadership of the European Platform on Learning Mobility (EPLM) as part of the partnership between the European Commission and the Council of Europe together with international stakeholders and released in 2020.

The app is based on the 22 [European Quality Principles for Learning Mobility](#) for successful youth mobility projects. The app is aimed at (both newcomer and experienced) project partners who are looking to jointly plan, evaluate and improve an international exchange. It provides assistance in three ways:

1. Rate Q! – rates the quality of a project according to the aforementioned quality principles.
2. Create Q! – uses 16 project management questions to plan a new, high-quality project and drafts a corresponding project application to funding authorities.
3. Search Q! – uses useful links, methods, checklists, templates, tutorials and exercises about quality and evaluation in learning mobility projects.

### Benefits of Q! App

The app enables joint work on questions and feedback. Strengths and weaknesses of past projects can be assessed and considered when planning future projects. Texts drafted in Q! App can be exported directly to applications to funding providers, which saves time and is also a quality check. The app can be downloaded for free in seven languages. An international network of over 60 quality ambassadors in 30 countries provides support for using Q! App.

### Contact:

Kerstin Giebel, Andrea Bruns | IJAB,  
Katja Adam-Weustenfeld | JUGEND für Europa

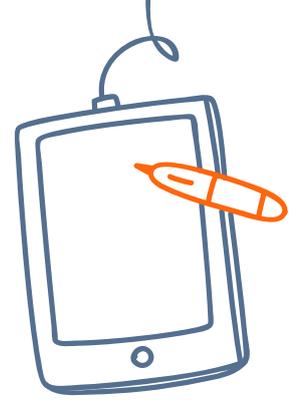
## PLAYFUL LEARNING

Playful learning means taking learning outside of workshop rooms and aligning material with participants' everyday lives. Media habits can also be integrated into everyday learning. A number of playful learning tools based on the mobile learning principle are presented in the following:



### Our recommendations

- » **Actionbound:** #learningtour
- » **ONCOO:** #germanonly #peertopeer
- » **Quizlet:** #flashcards
- » **Kahoot:** #multilingual #quiz
- » **Mentimeter:** #interactivepresentation #quiz #wordcloud
- » **Online Town:** #onlineicebreaker
- » **Nearpod:** #interactivepresentation #studysession
- » **Moodle:** #opensource #learningplatform #collaborative
- » **H5P:** #design #interactivematerials #onlineoptimised
- » **HOP online learning:** #onlinelearning #moodlebased #erasmus+ #ESC



## ACTIONBOUND

[Actionbound](#) can be used to easily incorporate mobile learning into everyday university or school life. The application is the result of the developers' thesis on media education and helps users to design their own digital learning tours.

"Tours" for learners – called "bounds" – can be created in Actionbound. Individuals and small groups can seek out predetermined locations where they have to perform various tasks. Leaders can set the focal points and learning content for the tasks in advance. There are various ways to design tasks in Actionbound.

For example, quizzes can be done, photos of places or objects taken, short videos made, or QR codes scanned. Users have to register to work with Actionbound. Learners only need to download the app (free, available for Android and iOS) and can then start the tour.

Because the bounds in the basic version are public to the Actionbound community, some points have to be considered, such as not using real names or private addresses. Supervisors can take bounds offline once they have been completed to make sure the bound is no longer publicly available.

Working with Actionbound can help raise awareness amongst learners of data protection and the importance of managing private data online.

## ONCOO

This tool supports the digital and interactive implementation of collaborative learning methods in workshops, youth exchanges and training courses. [ONCOO](#) is a digital toolbox offering a range of collaborative learning methods. For instance, terms are collected on a digital pinboard then be analysed and structured in the next step, a useful method for brainstorming and clustering. The virtual target lends itself to reflective and feedback methods, where participants can express agreement or disagreement with certain statements. The results are then displayed as coloured spots on the target.

Users do not have to install a program or register to work with ONCOO. Supervisors can access results post-event by entering a randomly generated code which is displayed after a method is created along with the QR code and link. This enables to them to refer to previous ONCOO content in later meetings.

## QUIZLET

[Quizlet](#) is a platform and app inspired by the flashcard system. The tool is ideal for memorising vocabulary and dates and learning important definitions. Users can simply generate their own flashcards or use sets that other users have created. Supervisors can provide their own sets to learners, providing an alternative to traditional learning lists. It also offers various learning, practice and self-testing modes. Quizlet can be particularly useful for jointly preparing flashcards.

The basic version is free, whilst premium accounts for teachers and Quizlet Go are fee-based. All users have to either register or can use their Google or Facebook account.

## KAHOOT!

**Kahoot!** can be used to create online learning games using a selection of quiz formats which are great for testing participants' knowledge of specific subjects or for quiz sessions. They include single and multiple-choice answers, sequence identification, discussion formats and surveys. All question types can be combined. Quizzes can either be created from scratch or templates can be copied and modified. Users simply select their preferred format and add text or images. Kahoot! is a web-based application. An app is available for Android and iOS smartphones. Supervisors have to register with their name, email address, password and workplace; competitors do not. The basic version of Kahoot! is free.

## EVENT TOOLS

A rising number of event organisers are using event tools or apps to create their events. They are used to provide participants with relevant information and help them connect with other attendees. Event tools help to respond quickly to any changes and facilitate communication and interaction with event attendees.



### Our recommendations

- » **Camper:** #GDPRcompliant #opensource #selfhosted #barcamptool
- » **Lineupr:** #offlineevent #hybridevent #networking



## CAMPER

Camper is a tool for preparing, holding and documenting barcamps. The application is easy to use and ideal for those who want to try out the barcamp format with young people. It is also a suitable option for everyone, whether with or without prior experience of this format, who wants to attend or hold a barcamp. Camper only requires the bare minimum of data from users. All features that organisers may need are held in one space. The content management system is self-explanatory and easy to use even for newcomers. The design editor is great for designing a special barcamp logo. Each day and session can be set up individually and a limit on participants imposed.

Camper has been a fully encrypted tool for quite some time, and is available in English and German. It can be run either on one's own server or on [barcamp-tools.eu](https://barcamp-tools.eu) (including a responsive design function). Camper requires the installation of an Etherpad Lite as well as Python and MongoDB, so a standard webhosting package may not be sufficient for running it in one's own space.

Camper is a freely developed server application and available for download from [GitHub](https://github.com).

Excerpt from: [jugend.beteiligen.jetzt/werkzeuge/tools/barcamptool-camper](https://jugend.beteiligen.jetzt/werkzeuge/tools/barcamptool-camper)

On Camper and barcamps, see "Barcamps as online events" (→ p. 26)



## STREAMING

Streaming services are easy way for users to webcast a livestream. They can be created in just a few easy steps with browser-based applications. Most providers offer a variety of tools. Some are suited for simple, no-frills webcasts; they are intuitive and easy to use and do not require training beforehand. They are ideal for international youth work projects, specifically for streaming workshop sessions or video tutorials live or and recording them for later use.

### Our recommendations

- » **Discord:** #Our recommendations
- » **OBS Studio:** #opensource #screencasting
- » **Restream:** #multiplestreaming
- » **YouTube livestream:** #youngpeople
- » **Facebook livestream:** #olderadolescents #experts
- » **Insta livestream:** #youngpeople
- » **Vimeo livestream:** #youngpeople



## DISCORD

In early 2020 [Discord](#) increased the number of possible viewers of a go-live video stream from 10 to 50 in a move to allow schools, coaches and organisations a simple way to hold their classes online. While video calls and livestreams are free, users need to create an account. The tool is optimised for high-quality video calls with low bandwidth use – after all, what use is a fancy video to gamers if the game itself is jerky?

Read more about Discord in the section on videoconferencing tools. You may also be interested in the report on using Discord during a filmmaking workshop during the Coronavirus pandemic (→ p. 22)

## OPEN BROADCASTER SOFTWARE STUDIO (OBS STUDIO)

[Open Broadcaster Software Studio \(OBS Studio\)](#) is a free software that captures and webcasts/livestreams what is shown on a PC screen. It can also be used to record and edit screen content plus audio, offering a picture-in-picture function, video effects and easy switching between video sources. OBS is suitable for producing tutorials and streaming Let's Play sessions of video games via Twitch or YouTube. This open source software is available for Windows, macOS and Linux, and the source code is available on GitHub.

For more information on using OBS, go to „At home around the world“ (→ p. 17)

## RESTREAM

**Restream** is a US based cloud multistreaming service allowing users to stream video content on several platforms and social networks at once, including Facebook, YouTube, Twitch, Mixer and LinkedIn.

## MESSAGING & CHAT SERVICES

The list of messaging services shown below highlights that there are indeed a number of good, secure alternatives to WhatsApp. That said, most of them have a major disadvantage in that the number of users is much lower than that of WhatsApp. Switching to one of these alternatives would hence only really make sense if all team members or participants are already users or can be persuaded to switch.



### Our recommendations

- » **WhatsApp:** #morepopular
- » **Telegram:** #opensource #stickers
- » **Threema:** #GDPRcompliant #lesspopular
- » **Signal:** #GDPRcompliant #lesspopular
- » **Element:** #opensource #freemessengers
- » **Wire:** #opensource



**WhatsApp** is still the most popular messenger, meaning that rival providers are having a difficult time getting established because their number of users is considerably lower. However, there are good reasons for using an alternative service. WhatsApp is owned by Facebook, and not every user may want Facebook to access their data. Also, many other services offer far more functions plus greater security.



**Telegram** was developed by two Russian brothers, Pavel and Nikolai Durov, in response to Russia's strict monitoring of online activities. Telegram offers a number of great functions, including an extended deletion function and a self-destruct timer. The source code is publicly available, hence universally accessible. That said, the company is not exactly transparent. It has no identifiable HQ and is organised decentrally. While this was a deliberate decision in order to escape state surveillance, this makes it difficult to monitor.

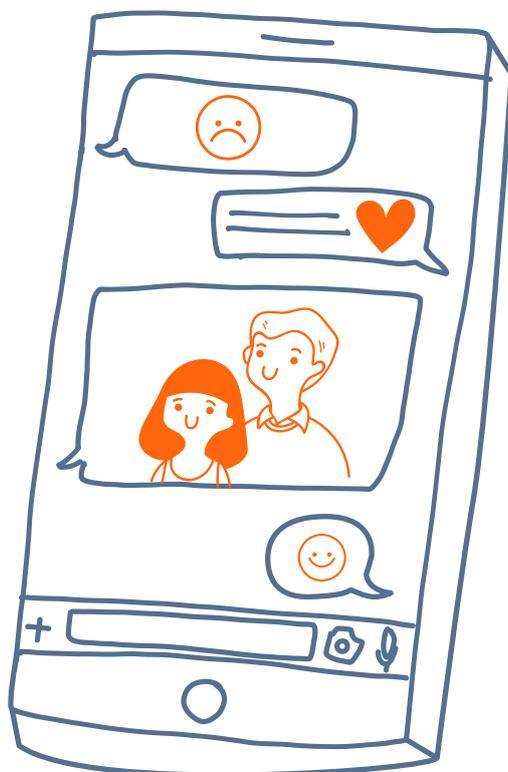


[Threema](#) is probably the best-known alternative to WhatsApp. When WhatsApp was acquired by Facebook, many users switched to this Swiss provider. Data privacy plays a key role here, with users benefiting from end-to-end encryption and the assurance that Threema only stores the data that it really needs. That said, the number of Threema users is fairly low, which is also due to the fact that it costs money.



[Signal](#) is considered one of the most secure messaging services around. It is owned by Open Whisper Systems, a non-profit developer. Signal offers the best experience when it comes to data protection and privacy. It's open source, offers end-to-end encryption and incorporates a large number of additional functions so users can enjoy private conversations. Its weakness is its small number of users, a frequent issue for many alternatives to WhatsApp.

There are other free messaging apps that may be an alternative to WhatsApp and the like. Unlike closed systems, in which you can only communicate with people who have installed the same service, thus locking them into one provider, these are more like e-mail. They run on a standard protocol (usually XMPP or Matrix), allowing users to exchange messages across services. In other words, two people do not need to have installed the same app if they want to talk. One such service is [Element](#), which is available for Android and iOS.



## SOCIAL MEDIA

International youth work practitioners can use social media above all for acquiring participants, communicating with participants, identifying supporters, sharing project outcomes and networking in general. Social media networks all have certain characteristics that should be taken into account when drawing up a social media strategy.



### Our recommendations

- » **Instagram:** #youngpeople #images #videos
- » **Snapchat:** #youngpeople #images #videos
- » **TikTok:** #youngpeople #upandcoming #videos #addons
- » **YouTube:** #youngpeople #videos
- » **Discord:** #youngpeople #gamingscene #videos #chat
- » **Twitch:** #youngpeople #gamingscene #videos #chat
- » **Facebook:** #olderadolescents #experts
- » **Twitter:** #journalists #shortmessages #politics #activism
- » **Influencer search engine:** <https://nindo.de/>

More and more young people are interacting on video or image networks, the most prominent of which are Instagram, Snapchat, TikTok, and Discord and Twitch especially for gamers. International youth work organisations, institutions and partners still predominantly use Facebook and Twitter. There is a large variety of social media channels, and they all function differently. Each channel has its own rules concerning

- » the maximum length of a post,
- » how often a post should be published,
- » the times when the user community is most active,
- » whether text, images or videos are accepted,
- » whether handles (@name) or hashtags (#) make sense.

There are some issues associated with social media such as data privacy, copyright, addition, fake news and cyberbullying. A major problem is that they operate based on algorithms that track and process users' interests and preferences, which in turn determines the content users see. Media giants such as Facebook use these personal preferences to automatically select and display the content they believe is relevant to users. That said, provided people are taught how to use them responsibly and intelligently, social networks can be a great educational tool.

## VISUALISATION & DESIGN

There are tools to assist users in creating great graphic designs for PR or educational materials, such as logos, flyers, brochures, posters and billboards and social media graphics. When producing analyses, presentations, project evaluations or educational materials, infographics are a great way to visualise even complex information and hence help readers to understand it fully. However, visualising information is time-consuming and requires the right tools. Some digital tools, such as Piktochart, help even less knowledgeable users to create infographics.

### Our recommendations

- » **Canva:** #multilingual #templates
- » **Piktochart:** #templates #onlinepresentations
- » **Pageflow:** #opensource #storytelling #multimedia #journalism
- » **Kahoot:** #quiz
- » **Mentimeter:** #polls
- » **Graphic Recording:** #scribbleart #documentation
- » **Prezi:** #presentation
- » **Prezi Video:** #videoediting
- » **Northwestern Knightlab:** #storytelling #map
- » **YouTube**
- » **Film/photo documentation**
- » **Blogs**
- » **Podcasts**



### CANVA

[Canva](#) offers users professional templates for creating their own graphic designs for products such as logos, flyers, brochures, posters and billboards, infographics, social media graphics, business cards and much more. Canva offers a wide range of tools and templates, motifs, backgrounds, fonts and graphic design elements. To start with, users select a category that fits the product they want to design and can choose from a variety of templates. The finished graphic can be downloaded, printed out, and shared via a link or on social media. The application is web-based, but Android and iOS versions of the smartphone app are available. Users need to create an account. The tool is free to use for a 30-day test period.



## PIKTOCHART

[Piktochart](#) is a fairly easy way to create attractive infographics, statistical charts and presentations without any prior knowledge of graphic design. It offers templates along with a selection of icons, images, and diagram and text design options plus a large number of additional graphic design elements that can be edited to suit one's needs. Compared to other beginner-level tools, Piktochart offers a large range of options to personalise one's products. The basic version is free to use. A fee is payable for the pro version, however educational institutions and NGOs benefit from discounted rates.

## IMAGE DATABASES

Users who wish to visualise and design products and materials will need suitable images, icons, symbols or clipart to make them really attractive and attention-grabbing. An online session, worksheet or flyer will look and feel much more appealing if they incorporate additional design features. The challenge is finding copyright-free, licence-free and free-of-charge images or icons



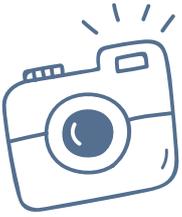
### Our recommendations

- » [Wikimedia Commons images](#)
- » [Attribution Generator](#)
- » [Pixabay](#)
- » [Compfight](#)
- » [Flickr Creative Commons](#)
- » [Venture Open Photo](#)
- » [Historical Stockphotos](#)
- » [Font Library](#)
- » [flaticon](#)
- » [Bilderpool](#)



## ATTRIBUTION GENERATOR

The [Lizenzhinweisgenerator](#) helps to attach legally sound attributions to any images from Wikipedia and the Wikimedia Commons media archive while respecting the terms of the licence. Many of the images published on Wikipedia's Wikimedia Commons are subject to copyright. However, in many cases their creators have permitted their use under free licences, mostly Creative Commons. Some are even entirely in the public domain. Free licences enable the use of content without having to fear legal issues, provided the terms of the licence are complied with. If this is the case, it is not necessary to request special permission.



## PIXABAY

[Pixabay.com](https://pixabay.com) is an international database of photographs, illustrations, vector graphics and videos that are in the public domain. The content is uploaded to the site by photographers and graphic designers for the online community to use. All content on Pixabay features a special Pixabay licence and is hence free to use for any purpose at no cost and without crediting the source. Users who wish to upload their own content to Pixabay need to create a user account with a username of their choosing. However, there is no verification of the creators of the content. By uploading their content, users cede all rights of use; from then on, it can be freely copied, edited and shared by other Pixabay users. Some content may also be freely used for commercial purposes without asking for permission, although some content may be restricted to an editorial environment. To ensure the content is of high quality and suitable, any uploaded content is manually verified by administrators or Pixabay community members before being released on the site.

## TRANSLATION TOOLS

### Our recommendations

- » [DeepL: #nuancedlanguage](#)
- » [Automatic subtitling and translation of YouTube videos](#)



## DEEPL

The translation tool [DeepL](https://www.deepl.com) is an online machine translation service offered by DeepL GmbH in Cologne, Germany. DeepL is impressive particularly because rather than generating a literal translation, it is able to produce a comparatively nuanced text. A note on accuracy: DeepL offers very good results especially for English. However, as always when using machine-generated translation, users should be aware that the target text may not be one hundred per cent accurate. The product should always be carefully proofread and, depending on how it is to be used, a disclaimer added to point out that it was produced by machine translation. It is free to use for texts up to 5,000 characters.

## AUTOMATIC SUBTITLING AND TRANSLATION OF YOUTUBE VIDEOS

YouTube automatically recognises the language of the videos and produces a text version of the spoken content that users can opt to be displayed as subtitles, although it should be said that these can contain mistakes. Users can also have the subtitles translated via Google's automatic translation service Google Translate which, again, can produce odd results. That said, the function can be helpful for participants who want to watch a video in a certain language in order to learn something. The function can also be used when participants may want to show the group something that only exists in a certain language.

# D NETWORKING AND FURTHER LINKS

## FACEBOOK GROUP "INTERNATIONALE JUGENDARBEIT"

This (German-speaking) Facebook group is a discussion platform for international youth work experts and a way for them to connect with potential partners.

Go to [www.facebook.com/groups/InternationaleJugendarbeit/about](https://www.facebook.com/groups/InternationaleJugendarbeit/about)

## NFL GOES ONLINE

This Facebook group is for discussing non-formal learning approaches and their digital cousins. However, the group is more than a place for sharing methods and tools; it is also a platform for discussing the challenges of international education and youth work. It is run by and for a European community of practitioners.

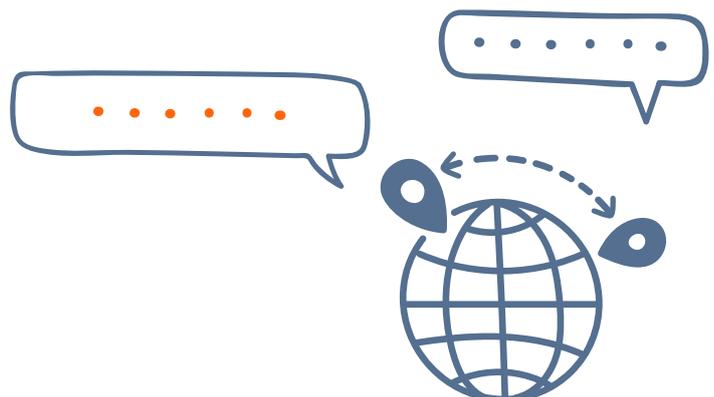
Go to [www.facebook.com/groups/nflgoesonline/](https://www.facebook.com/groups/nflgoesonline/)

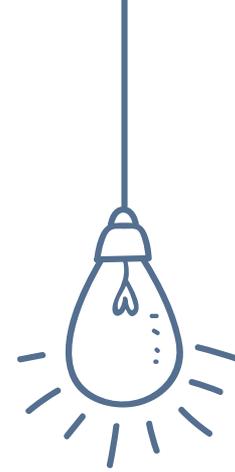
## PARDIGIPATE – APPS AND DIGITAL TOOLS IN INTERNATIONAL YOUTH WORK

parDIGIplate is the brainchild of the Polish-German Youth Office, organising interactive in-person and virtual seminars during which participants can try out interesting digital tools before using them in their work with young people. Here, they learn how to layout attractive flyers without the help of a graphic designer, design a city rally using just their smartphones or plan workshops with an app.

**Contact:** Magdalena Zatylna | DPJW  
**e-mail:** [magdalena.zatylna@dpjw.org](mailto:magdalena.zatylna@dpjw.org)  
**tel.:** +49 331 284 79 40

Go to [www.youtube.com/watch?v=0VK4yfZCvYM](https://www.youtube.com/watch?v=0VK4yfZCvYM)





## EXCHANGE VISIONS

Exchange Visions is a platform and a source of information and inspiration relating to 60 years of German-Israeli youth exchanges. Since its inception, the exchange programme between Germany and Israel has always been about rapprochement, understanding and forward-looking projects between the two countries. Offered in German and Hebrew, the platform enables users to navigate their way through six decades of exchange history and learn about current exchange programmes offered by various organisations. In essence, Exchange Visions is a digital showcase for past and present German-Israeli youth activities.

Project organisers can use the platform to share reports, anecdotes, project outcomes and images with others. The organisation ConAct is happy to translate any German texts into Hebrew and hence assist organisations in sharing their work. Exchange Visions is run by ConAct, the Coordination Center for German-Israeli Youth Exchange.

Go to [www.ConAct-org.de](http://www.ConAct-org.de) | [www.exchange-visions.de](http://www.exchange-visions.de)

## HANDBOOK ON QUALITY IN LEARNING MOBILITY

Like the Q! App (see above), the Handbook on Quality in Learning Mobility was produced by the European Platform on Learning Mobility (EPLM) and is also a quality tool to support international learning mobility projects. It is based around the 22 [European Principles for Quality in Learning Mobility in the Youth Field](#), which come with 119 indicators that are aligned with the project cycle and help fulfil these principles.

The Handbook is suitable both for newcomers and more experienced users. That said, it is fairly extensive, so it is advised to team up with one's international project partners and work through the resource section by section, using examples to test one's understanding. To popularise the resource and make it easier to use, quality ambassadors and 60 multipliers from over 30 countries offer creative assistance.

The [Handbook on Quality in Learning Mobility](#) is available for download in English from the website of the Youth Partnership of the European Commission and the Council of Europe. A German translation is scheduled for publication in 2020.

### Contact:

Kerstin Giebel, Andrea Bruns | IJAB,  
Katja Adam-Weustenfeld | JUGEND für Europa

Go to [Handbook on Quality in Learning Mobility](#)



## YOUTRAIN

YouTrain is a toolbox for trainers and educators with video tutorials on core aspects and methods for non-formal learning, plus a guide on how to produce one's own video tutorials.

The videos are in English, but using automatic subtitle translation they can be used to some extent in non-English-language settings.

**Go to** [youtube.com/c/YOUTRAINvideoproject](https://youtube.com/c/YOUTRAINvideoproject)  
[facebook.com/groups/videosforeducators](https://facebook.com/groups/videosforeducators)

## INNOBOX

Innobox is a toolkit for (international) youth work experts who want to develop new approaches and formats, for instance

- » redesign clubs, camps or small-group activities,
- » create new spaces for digital games,
- » modernise internal team communication tools,
- » develop activities for young people,
- » prepare the ground for future digital developments,
- » develop new ideas as a basis for strategic work.

Most of the tools in Innobox are centred around digitalisation or related fields. Innobox can be used alone, in a group or even by an entire organisation.

Innobox is available in English and Finnish. It is shipped free of charge to all EU countries plus the UK. The materials are also available for download.

**Go to** [verke.org/material/innobox](https://verke.org/material/innobox)

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