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ECO-MEDIA

INTELLECTUAL OUTPUT #1

Descriptive Map of Community Media Approaches for Digital Youth Work

Wisefour Ltd. (P2)

PROJECT NUMBER: 2021-1-ES01-KA220-ADU-000026310

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EXECUTIVE SUMMARY

This report has been developed as part of the Erasmus+ Project ECO-MEDIA - COMMUNITY MEDIA FOR E-VOLUNTEERING ON CLIMATE CHANGE. More specifically, this document provides the outcome of the IO1: Descriptive Map of Community Media Approaches for Digital Youth Work in partner countries. This report aims to lay the foundation forming a comprehensive understanding of youth work in the frame of community media and digital methodologies.

The target group from which this report is to benefit includes, youth workers, school guides, mentors, tutors and professionals who work with youth or the youth sector. The findings will be used as a guide for the development of a greater understanding of the current situation of digital youth work around Europe, acknowledgement of best practices related to community media and youth work, knowledge on youth pedagogical framework about community media and digital youth work and measure the level of youth engagement through community media tools.

Climate change and, in fact, environmental sustainability is one of the most crucial challenges in society today. As stated by the EU Commission “the last two decades have witnessed 18 of the warmest years on record, and an increase of extreme weather events” (Going climate-neutral by 2050 - ML-04-19-339-EN-C). The role of youth in implementing good practices and leading sustainable lifestyles are essential to creating a change on a long-term basis and has been recognised by the Action for Climate Empowerment (ACE). In particular, two of the six goals of the ACE are the main focuses of this project: education and training. We believe that professionals should play a key role in guiding young people to engage in volunteering activities as they represent the “bridge” between youth and active society. Community media are great tools to empower the young audience and vehicle important messages such as the ones related to climate change, due to their wide networking potential, sustainability, and accessibility for all; they facilitate active citizenship and enable innovative ways for e-volunteering and activism. Based on The National Youth Council of Ireland 2016’s statement “there are a lot of youth work practitioners who lack the digital skills or attitudes to fully benefit from the opportunities created by digital technologies for delivering quality youth work” and also that “many youth workers see digital media only as social media. Their understanding of the possibilities of digital media and technology should be widened” (Developing digital youth work - NC-02-18-021-EN-C).

This is the reason why the main goals for this project are: Increasing digital skills and community media literacy amongst professionals working with youth, i.e. social and youth workers, mentors, trainers, tutors, school guides; Raising awareness of climate change through the engagement of youth in e-volunteering activities and activism, using community media as an innovative tool. For the above-mentioned reasons, with this project, we aim to equip social and youth workers, school guides, mentors, tutors, and, in general, professionals working with youth, with useful digital skills and tools based on community media, to promote and raise awareness amongst youth on e-volunteering and activism in the scope of climate change.

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CHAPTER 1 | INTRODUCTION

1.1. Scope and description of the report

The ECO-MEDIA Project aims to train professionals working with young people in using community media as a tool to enhance the quality of their work and communication as well as to raise awareness on other volunteering approaches, i.e. e-volunteering and digital activism, with a focus on climate change. Intellectual Output 1, aims to lay the foundation for a comprehensive understanding of youth work in the frame of community media and digital methodologies.

The scope of this deliverable is to summarize and present the results of Intellectual Output 1 (IO1) of the project, which aimed to:

- Develop a comparative analysis between the partner's countries regarding the digital methodologies that were used in the pandemic, to engage young people in e-volunteering activities
- Create a database of organizations, best practices and curriculums related to community media and youth work

1.1.1. Deliverable description

In order to address the objectives of IO1, this report is structured in three main sections. The first offers introductory information. Specifically, information on the aspects of Eco-Media and related terminologies such as community media, e-volunteering and digital activism are provided.

In the second section, national findings and a comparative survey analysis was established across partner nations, namely, Spain (P1), Cyprus (P2), Italy (P3), Austria (P4), Greece (P5) and Finland (P6) on digital methodologies for youth engagement in volunteering activities, and results were analyzed. In the final section, the framework for the engagement of youth in e-volunteering activities, using community media as a tool in the greater scope of tackling climate change as well as relevant curriculums are presented.

Also, the active community media, related organizations and best practices already existing in the partner countries are listed, in order for the curricula to be studied in subsequent IOs of the project and used as a point of departure for the synthesis of the Eco-Media's e-learning platform.

The described protocol will be used as a benchmark for youth workers and in general professionals working with young people which will seek to develop appropriate and interactive methodologies on e-volunteering and digital activism activities thanks to the focus on community media in digital work. So, the framework is divided into topics, such as active citizenship, digital literacy and digital opportunities for volunteering and activism, which are

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crucial both for the Eco-Media project and subsequent relevant projects. It was composed after the identification of the skills, knowledge and competences which need to be explored for the creation of the e-learning material and the training curriculum of this project. All partners gathered input from stakeholders of the three target groups of Eco-Media in their respective countries and analyzed the results of the relevant survey and sent it to Wisefour. The designed survey which was used for the collection of the results from the target groups is included in the Annex of the Report (refer to ANNEX I). Wisefour prepared the protocol, after analyzing the results provided by the partners and composed this final report, which also includes information on the local context which should be taken into account for the development of the course.

1.1.2. Methodology

In order to address the **first objective of IO1**, namely, a survey analysis on digital methodologies for youth engagement in volunteering activities and a transnational comparative analysis, a questionnaire was developed. It was composed of questions that aimed to explore if the organizations applied any digital strategies (which exactly and by what means) during the COVID-19 era, to motivate young people to get involved in volunteering activities. Moreover, through the questionnaire, we measured the level of volunteer's response in these strategies, organization's familiarity with local community media and organizations development of green actions against climate change. The questionnaire was designed based on the questions that would be addressed during the focus groups. They were developed by Wisefour and then finalized, according to the feedback given by all partners. As initially planned, all partners were responsible for the identification of the respondents, a total of 30 participants per partner. Wisefour, after analyzing the results provided by the partners, composed this final report, which also includes information on the local context which should be taken into account for the development of the end product, the Eco-Media e-learning platform.

First, desktop research was performed. Data and background information were gathered on the existing methods and digital tools that could be used for volunteering activities and management, which are widely used in some organizations, as well as individually. State-of-the-art information was put together through literature review, as well as the valuable input of the project partners, who carry profound knowhow and expertise, through their multiannual experience in the field. So, more in-depth and detailed data were gathered specifically on the usage of community media and climate change as a tool to engage youth in volunteering activities. The services provided by eminent youth organizations, as well as alternative facilities used sometimes in the absence of knowledge on the existence of community media, were also given attention to make a clearer picture. The framework also includes the guidelines for the collection of the results and the factors that need to be taken into account.

Moreover, the consortium aimed to develop frameworks regarding community media and climate crisis with relevant references of scientific articles. The frameworks, included also guidelines developed by entities, with specific skills, knowledge and behavioral requirements

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that enable youth workers to perform their job successfully. The content of this intellectual output was initially planned to be developed according to desk research on relevant literature review and then finalized, based on the feedback provided by the target groups of the project: youth workers, school guides and generally professionals working with youth. The focus group method is employed when researchers are interested in how people respond to each other's views and build up a view out of the interaction that takes place within the group. They are proven to be very helpful in the elicitation of a wide variety of different views in relation to a particular issue. By using this method, the partners aimed to bring together views both from the European North and the European South, thus presenting a holistic approach towards the skills, knowledge and requirements of organizations working with youth.

For the **second objective of IO1**, namely the development of curriculums for youth engagement in e-volunteering activities through community media, desk research was implemented, for the identification of the existing learning and training courses regarding this topic, and their adaption to the current (after pandemic) needs by creating innovative learning units, it's modules and the relevant learning objectives.

For the **final objective of IO1**, identification of existing organizations and active community media in each partner country and the cataloguing of the most common best practices for youth engagement in volunteerism through community media, each partner was responsible for carrying out desktop research and provide Wisefour with the relevant lists, in order for them to be incorporated in this report.

1.2. Background and Objectives

1.2.1. The ECO-MEDIA Concept

Climate change and, in fact, environmental sustainability is one of the most crucial challenges in society today. As stated by the EU Commission "the last two decades have witnessed 18 of the warmest years on record, and an increase of extreme weather events" (Going climate-neutral by 2050 - ML-04-19-339-EN-C). The role of youth in implementing good practices and leading sustainable lifestyles are essential to creating a change on a long-term basis and has been recognized by the Action for Climate Empowerment (ACE). In particular, two of the six goals of the ACE are the main focuses of this project: education and training. We believe that professionals should play a key role in guiding young people to engage in volunteering activities as they represent the "bridge" between youth and active society. Community media are great tools to empower the young audience and vehicle important messages such as the ones related to climate change, due to their wide networking potential, sustainability, and accessibility for all; they facilitate active citizenship and enable innovative ways for e-volunteering and activism.

Based on The National Youth Council of Ireland 2016's statement "there are a lot of youth work practitioners who lack the digital skills or attitudes to fully benefit from the opportunities created by digital technologies for delivering quality youth work" and also that "many youth

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workers see digital media only as social media. Their understanding of the possibilities of digital media and technology should be widened" (Developing digital youth work - NC-02-18-021-EN-C). This is the reason why the main goals for this project are: Increasing digital skills and community media literacy amongst professionals working with youth, i.e. social and youth workers, mentors, trainers, tutors, school guides; Raising awareness of climate change through the engagement of youth in e-volunteering activities and activism, using community media as an innovative tool. For the above-mentioned reasons, with the Eco-Media project, we aim to equip social and youth workers, school guides, mentors, tutors, and, in general, professionals working with youth, with useful digital skills and tools based on community media, to promote and raise awareness amongst youth on e-volunteering and activism in the scope of climate change.

1.2.2. Expected Impact and Objectives

In accordance with the EU Commission, "the structure, methods and communication channels of youth work should adapt to the digital world: it should use technology and pedagogical practices to increase access and help young people cope with digital means. Digital youth work should be incorporated into youth workers' training and – where they exist – youth work occupational and competence standards." (Communication from the Commission "Engaging, Connecting and Empowering young people: a new EU Youth Strategy" COM (2018) 269). Thus, the results of the IO1 aims to lay the foundation for a more comprehensive understanding of youth work in the frame of community media and digital methodologies.

The expected impact could be described shortly as:

- Greater understanding of the recent situation of digital youth work around Europe
- Acknowledgment of best practices related to community media and youth work
- Knowledge on youth pedagogical framework about community media and digital youth work
- Measured level of youth engagement through community media tools

Regarding the first intellectual output, that this deliverable refers to, the following objectives were accomplished:

- Improved understanding of the recent situation of digital youth work around Europe
- Acknowledged best practices related to community media and youth work
- Measured level of youth engagement through community media tools
- Provided a pedagogical framework for best practices in youth work
- Created database of community media, related organizations and best practices, to be included in the e-learning platform

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1.2.3. Target group

The target group of this project includes 75 participants (15 from each partner country) as following:

- Youth workers of NGOs, youth centers and foundations
- Social workers and school guides, from high schools
- Mentors, tutors and professionals from organizations working with youth

The participants' selection took into account the following criteria:

- Experience in work with young people (age group 18 -29 years old)
- Knowledge and expertise in non-formal education methodologies
- Interest in developing new strategies for tackling climate change
- Commitment to project activities, in particular, those aimed to enhance their community media literacy.

Community media will be created with the support of the target group itself, specifically by recruiting young people for e-volunteering and networking activities via the e-learning platform. The involvement of relevant stakeholders (such as press associations, NGOs, international organizations, etc...) in the activities of the content creation, as well as dissemination events, will further contribute to the idea of community media and initiate a network of communities and community media makers, to offer more chances of community engagement in the matters related to climate change, more than the traditional media forms. For the above-mentioned reasons, the project is expected to have an impact not only on a local but also on a national and European level, creating the common ground for a long-term societal change.

CHAPTER 2 | MAPPING OF APPROACHES FOR YOUTH ENGAGEMENT IN VOLUNTEERISM

2.1. Aspects of the ECO-MEDIA Project

One of the main innovative aspects of the ECO-MEDIA project is its versatility: the creation of community media networks and tailored training are designed to comply with the scope of the project, i.e. climate change, but they can be adapted to any other field related to social change based on volunteering and social activities. The project aims to train professionals working with young people in using community media as a tool to enhance the quality of their work and communication as well as to raise awareness on other volunteering approaches, i.e. e-volunteering and digital activism, with a focus on climate change.

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Innovative aspects of the outputs are:

- Providing a broad pedagogical framework focusing on digital youth work
- Production of a digital toolbox for methodologies of youth engagement in the frame of climate change activism and e-volunteering, to be included in the e-learning platform
- E-learning platform for digital activism including 3 training units for youth workers and 6 units for engagement of young volunteers
- Adaptable design of the e-Platform: the scope for this project is climate change, but the structure of the platform can be adapted and used for other societal challenges.

In order to make the content of this delivery more understandable to the general public, some of the basic definitions of the ECO-MEDIA project are analyzed below.

2.1.1. Community Media

Community media, also referred to as the ''third sector" of media (next to public and commercial media), are a unique part of legitimized media systems in specific countries, which do have the supporting legislature. Some possible community media synonyms that have popped up since they appeared were - alternative media, critical media, activist media, grassroots media, or citizen media- just to name a few. Some of these names just carry specific characteristics of community media, therefore they are narrowing the meaning of community media, but all of them are often used interchangeably. Community media, whether broadcast or online, are crucial to ensuring media pluralism and freedom of expression, and are an indicator of a healthy democratic society (UNESCO 2020). As an alternative medium to public and commercial media, as well as social media, they are characterized by their accountability to, and participation of, the communities they serve. They have a greater focus on local issues of concern and facilitate public platforms for debate and discussion.

The basic premise of community media in the context of a global audience set is the fact that the global audience is not formed exclusively by homogeneous recipients. There are multiple homogenous subsets in the audience itself - which we call communities - which are defined by being connected by a specific trait (e.g. a creed, work segment, similar hobbies, similar health disabilities, etc.). These are conscious criteria, hence the person is a part of the community by his choice, not by some external factor. McQuail defines this audience as bounded, interactive and within a normative regulation. This leads to the realization that community media are media about communities, created by communities and intended for these communities.

The geographic scope of community media can be thought of in a variety of ways. The fundamental premise of community media outlets is to engage those groups that are categorically excluded and marginalized from the media making process. This, of course, is

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not dependent on geographical proximity per se. Community, as a concept, can be extremely local or broadly global. The essence of community is the existence of a commonality that unites people; therefore, we can also structure community around language, shared interests, culture, religion, social issues, sexual orientation, etc. in which case the geographical parameters can be local, national, global or any combination of the three.

The nascent impetus for community media analysis stemmed from the efforts to "democratize" the media (Rennie, 2006, p. 17). The corporate controlled media and its adjacent interests were as much of an issue in the late 60s and 70s as they are today. The actual realization of community media outlets was hindered by clashes with both private and governmental sectors. The potential empowerment in the hands of local citizens and the possibilities to effect change became embedded in the social fabric and has been fought for ever since. Rennie (2006) describes how the birth of community television and radio in the United States made the concept of community media synonymous with the principle of free speech. It is important to frame the historical development of community media around public access television and community radio although print was certainly a widespread means of community communication.

Community radio also has a pivotal role historically as a community media outlet. Its history dates back to amateur radio organizations that formed in 1906 (Rennie, 2006, p. 62). From a historical perspective, the seminal example of community radio is Lewis Hill's Pacifica Radio. This first Pacifica station was funded through listener support and philanthropic foundations. Pacifica's mandate, that Hill expressed as "to engage in any activity that shall contribute to the lasting understanding between nations and between the individuals of all nations, races, creeds, and colors," has served to frame the community media movement through its historical and technological development (Rennie, 2006 p. 64).

Kleinsteuber and Sonnenberg (1990) point out that community television and radio in Europe arose "from criticism of a monopolistic public service system that was considered out of touch (as cited in Rennie, 2006, p. 78). The two main themes that were the driving force of community media in Europe were the breakdown and decentralization of this monopoly structure and the threat of amateur media to the public service monolith. The experimental period of community media expression in Europe began in the 1970s after North American cable access was underway. It was therefore seen as a model but also understood that the media environments were structurally different (Rennie, 2006, p. 82). A powerful community media example external to both North America and Europe is the Bolivian Miners' Radio of the 1940s. The station was established by the local miner's union and became an important tool for communication, resistance, and educational and cultural expression (Rennie, 2006, p. 17).

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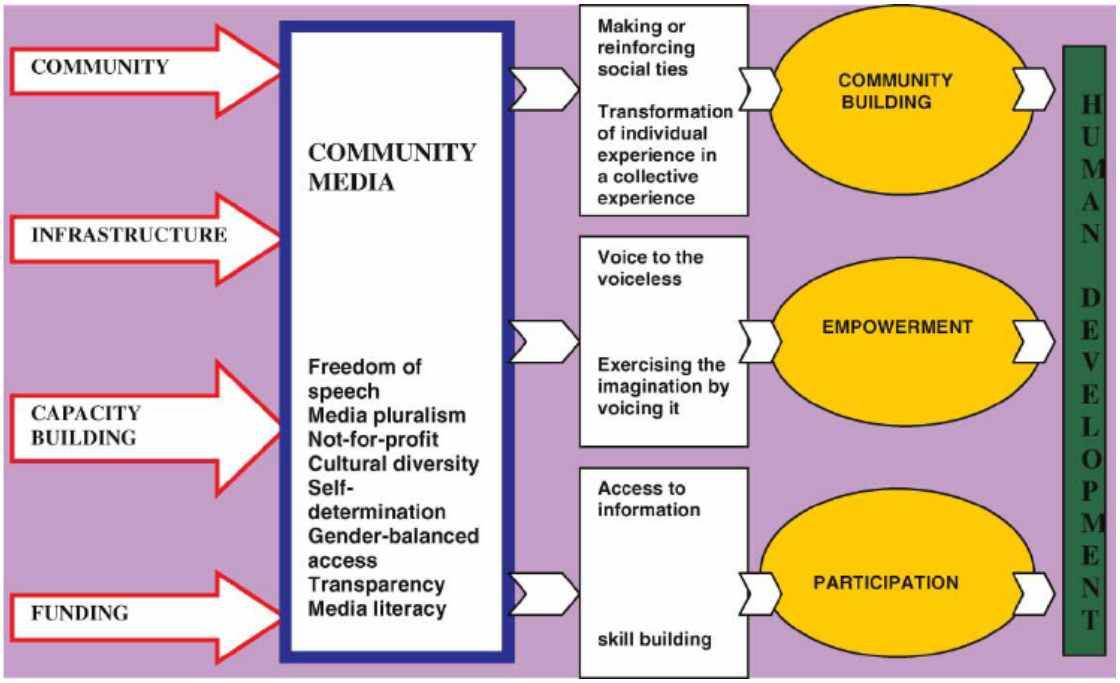

Source: Stefania Milan (2009)

People are constantly making community media if one broadens the conceptualization of the term. Community media is particularly evident when individuals face circumstances that test the human capacity to bond and connect. The organizational structures are different but the intent to get an idea out is exactly the same in all cases. Regardless of the issue and politics, citizens want to have an arena to express their ideas to others. This is the essence of a democratic society and the basis for the existence of community media in all its current forms.

2.1.2. E-Volunteering and Digital Activism

E-volunteering:

E-volunteering is Internet-mediated volunteering, also referred to as virtual volunteering, online volunteering, cyber volunteering or digital volunteering. The term is coined to signify the type of volunteering in which the Internet (the use of an Internet-connected device) plays a crucial role in recruiting volunteers and delegating and completing voluntary work (E-Volunteering Handbook, 2014). E-volunteering, as the name suggests, has a lot in common with traditional forms of volunteering. Thus, e-volunteering is a non-paid activity undertaken freely and purposely to the benefit of other people, with one additional condition: the actions must be performed (wholly or partially) remotely using the Internet. Online volunteering, like onsite volunteering, relies on human compassion, the desire to lend a hand or help make a difference, and on the willingness to share one's time and skills. But e-volunteering is also revolutionary, taking the traditional volunteering to the new level of the Web. Using the Internet as an everyday volunteer tool opens up a world of possibilities. Diminishing time and space constraints, it provides the voluntary work with new opportunities and forms and makes it global. E-volunteering is not meant to replace onsite volunteering. On the contrary, e-

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volunteering supports traditional volunteering by increasing its elbow room. Emerging technologies can significantly impact projects' scope and reach. It also may attract those who have no prior experience in voluntary work (but instead are digital natives, fluent in the Web's structures and possibilities). For many people, e-volunteering may become their favorite way of engaging into service, while for others it will remain simply an add-on to onsite volunteering. The Web can be a perfect tool for non-profit organizations, companies and other active individuals who want to make a difference. Harnessing new technologies to carry out volunteering goals can give them not only effective resources but also a way to get in touch with committed people who support their cause.

E-volunteering is a non-compulsory, unpaid Internet mediated activity for the benefit of other people coming from outside of one's family or friends' circle [1]. It is also referred to as online volunteering, virtual volunteering or cyber volunteering and encompasses all volunteering activities where volunteer or volunteers perform their tasks online. E-volunteers typically perform the following activities

E-volunteers can provide their services directly or can use online platforms in order to connect with those who need or seek such service. Some examples of the tasks that e-volunteers can perform are presented below:

Source: E-Volunteering Handbook (2014)

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Digital activism:

The world is in the midst of a digital revolution. The new tools of social media have reinvented social activism. Over the past decade, people around the globe have become increasingly aware of and interested in the expanding use of digital technologies, computers, mobile phones, and other Internet enabled devices, in the battle for social and political change. These practices, also referred to as "digital activism," have been approached by journalists, picked apart by bloggers, and enthusiastically studied by scholars, students, activists, and corporations who desire to understand and derive conclusions concerning such a controversial and disagreed upon topic. The subject of digital activism is often associated with stories and case studies: tales of political campaigns that used a social network to mobilize volunteers; inspiring stories from Iran or Moldova about citizens broadcasting mobile phone videos on YouTube or giving protest updates on Twitter. These tales are analyzed, reported, and critiqued. In conclusion, lessons are derived and best practices are imitated. The field, nonetheless, is fragmented.

Michael Hardt links the emergence of digital activism to what seems like a speeding up of the protest cycles where a focus on media and communication aspects of social movement organization and an increasingly swift rate of technological change gives an impression of "accelerated rhythms of political shifts" (Hardt, 2017: 90). When examining this phenomenon, we have to remember that the term digital activism is broad and ambiguous (Yang, 2016). Definitions include activism that engages both fixed and mobile devices with access to the Internet such as different forms of hacktivism, denial of service attacks, hashtag activism, and open source advocacy (Joyce, 2010) or definitions that include all digital media used for political purposes (Gerbaudo, 2017).

Digital Activism has been an important trend in contemporary social movements, amid an era marked by rapid technological change. From the 2011 movements of the squares, to the Gilets Jaunes and the 2019 anti-government protests from Chile, to Ecuador and Lebanon have seen the use of new social media tactics, using platforms such as Facebook and Twitter for purposes of organization and mobilization. The 2020 coronavirus crisis made digital activism even more important. Due to lockdown measures, citizens couldn't engage in traditional physical forms of protests, such as demonstrations, pickets, sit-ins, etc. However, the need for social action is not diminished, given the need for social solidarity amidst this crisis, and the emergence of new grievances, related to the economic effects of the crisis, which unveiled the enormous injustice at the heart of our societies. Thus, in the last years, we have witnessed new forms of collective action organized online. This range from collective flashmobs such as #clapforourcarers in the UK and similar ones in other countries, which call citizens to express their solidarity towards doctors and nurses to all sorts of actual protest organized online such as 'caceroladas' (banging pots protests) called on social media, to the use of memes and other forms of online propaganda to express dissent at the way governments are managing crucial social matters.

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Although a more thoroughly written history of digital activism seems to still be missing, there are a few attempts at periodizing digital activism. Defining digital activism as political participation and protest organized in digital networks, Athina Karatzogianni (2015) explores four waves of digital activism. She identifies the first wave as starting in 1994 with the Zapatista movement and anti-globalization movement, including alternative media such as Indymedia. The second wave of digital activism stretches from 2001 to 2007 and is mainly constituted by the rise of digital activism linked to anti-Iraq war mobilizations. During the third wave after 2007, digital activism spreads to the BRICS (Brazil, Russia, India and China) and other countries beyond Europe and the United States, where it had initially originated. The fourth wave between 2010 and 2013 marks the mainstreaming of digital activism that is dominated by discussions of large-scale digital state surveillance unveiled by WikiLeaks and Snowden.

2.1.3. Climate Change

Contemporary societies are faced by a new danger haunting the 'globe' – the changing of the world's climate. This was not believed possible by scientists until fairly recently although the theoretical idea of a 'greenhouse effect' has been well established for a century or so (Urry, 2015). That there are raised levels of 'greenhouse gases' in the atmosphere results from data collected from a measuring station established on the Mauna Loa volcano in Hawaii in 1959 to monitor CO_2 and other emissions in the atmosphere. These readings showed that CO_2 was not being fully absorbed into the oceans and was inexorably rising. This may be the most widely reprinted set of natural science data ever collected. This one almost accidental curve derived from data from one observatory in one somewhat obscure location showed how the earth was being irreversibly changed by unprecedented human activities that raised CO_2 levels. Moreover, other data collected around the world recorded increasing temperatures on land and at sea. It was concluded that rising emissions were at least in part responsible for these increasing temperatures. And if temperatures continue to increase by anything between 2–6 degrees Celsius as emissions rise and stay in the atmosphere for hundreds of years, then human, animal and plant life will be transformed. The material world apparently does matter and can 'bite back' with interest (see leading US Climate Scientist, Hansen, 2011).

Two groups of analysts have dominated the understanding of apparently rising emissions and temperatures, namely physical scientists and economists (see Urry, 2011: chapter 1). On the one hand, there are many climate scientists working in and across a wide range of different scientific disciplines. Much of their work is synthesized every few years in the authoritative Intergovernmental Panel on Climate Change (IPCC) Reports. The IPCC was founded in 1988, a year of record temperatures, by the United Nations Environment Programme with up to 2500 scientists examining the links between greenhouse gas (GHG) emissions and climate change. These reports are endorsed by most governments, with the first published in 1990. By 2007 the IPCC stated that the evidence of humans changing climate is 'unequivocal'. Pertaining to

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this, Nobel prize-winner Paul Crutzen argued that there is a new geological period of human history, the 'anthropocene' following on from the holocene. In this new period, it is human activities that exert a major impact upon almost all aspects of the earth system, an impact equivalent to a great force of nature (available at http://www.anthropocene.info/en/anthropocene and accessed 18 September 2012). Drawing upon research with at least 47,000 peer-reviewed articles published by the mid-2000s are many scientific journalists who interpret and disseminate the sciences of climate change for a wider public (Pearce, 2007).

On the other hand, scientific researches showed that climate change is not a purely 'scientific' problem and that human actions are central to this apparent warming of the planet. Also research shows that such warming will only be slowed down or reduced if 'humans' around the world behave differently. Economists are typically viewed as being best able to examine these 'human' dimensions of global climate change. Their central role was especially reflected in the Stern Review which established the relatively limited costs of developing appropriate policies for mitigation by comparison with the vast expense of climates actually changing (Stern, 2007).

Lessening the worst of climate impacts requires a substantial push to limit global temperature changes over the course of this century. This in turn depends on humankind's ability to achieve rapid and sustained reductions in greenhouse gas emissions over the next several decades. Doing so demands a transformation of our economy and our systems of production and consumption, from changing how we generate energy and produce food to how we consume goods and services. While the focus for most of this change often rests at the scale of government and industry, changes at the level of individuals, households, and communities are of profoundly greater importance than most people appreciate. As individuals, people often report feeling hopeless that they can effect change on a scale that matters for something as big as climate change. But individual behavioural changes when taken up by billions of people makes a decisive difference. Nearly two-thirds of global emissions are linked to both direct and indirect forms of human consumption; despite what the headlines suggest, even conservative estimates for the potential of changing behaviors to reduce natural resource consumption represent an enormous contribution to reducing global emissions. Achieving this potential, however, is a daunting challenge. It requires finding innovative ways of engaging individuals, households, and communities, and changing patterns of production and consumption that are ingrained in routine ways of life. The movement to mitigate climate change has tended to rely heavily on categories of solutions that include: sweeping global policy reform, offsets and economic incentives to influence industry, and information-based messaging. Without a doubt, each of these is an important component to the worldwide effort to stop global warming. But we know that people are more complicated than the narrow solutions we often design to influence them.

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2.2. Country mapping and relevant national findings of community media approaches for digital youth work

In this section the partners explored how the youth working organizational sector adapted to the needs that came up during the pandemic and identified the methodologies and means that they used to provide digital youth work and engage young people to e-volunteering activities. Moreover, through transnational surveys, the level of familiarity of organizations with each country's community media has been explored, as well as the dynamics of climate change-related actions to attract volunteers.

Through the Eco-Media project, the improvement of partnership among youth organizations and community media is going to be achieved, free accessible digital tools and e-learning material will be provided and the importance of e-volunteering against climate change will be highlighted. In this first step, a questionnaire has been delivered among project's partner countries (Austria, Cyprus, Greece, Finland, Italy and Spain) to collect data for digital strategies and means that organizations are using for youth engagement in volunteering activities. Through analysis of responses and comparison of national reports from Spain (P1), Cyprus (P2), Italy (P3), Austria (P4), Greece (P5) and Finland (P6), useful data emerged on how organizations operated in the digital era and youth worker's opinion on which activities could motivate youth to participate in volunteering activities. The national reports can be found in ANNEX II.

2.2.1. Spain (P1)

According to the study carried out in Spain it has been made clear that there are many fields which must be improved in Spain. In the first place, despite the distribution via social networks, mailing and WhatsApp to youth workers, mentors, tutors, NGOs and, in general, people who work with young people and volunteers, only a total of 14 responses were received, which implies that participation in volunteering, in general, must be reformed in the youth field. In addition, as specified, there is a digital literacy among young people when it comes to developing and linking their organizations with community media. In the same answers we find the request for training courses, because despite the fact that we live in a digital age, perhaps the use of specific tools is not carried out. This will also support the effort to promote green e-activism in the field of climate change.

On the other hand, the participation of public actors and government representatives in the voluntary sector must be strengthened to provide greater support in the digital field, thus contributing to the resilience of organizations and involving young people and associations.

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2.2.2. Cyprus (P2)

Through desk research and questionnaire distribution the partner in Cyprus managed to gain insights on the digital strategies and means that organizations in Cyprus are applying for the engagement of youth in volunteerism. Most youth workers declare that they are familiar with digital tools in order to provide qualitative lessons and digital activities to youth, but there is still room for improving their skills. Organizations in Cyprus, are using social media and websites to disseminate news and volunteering opportunities and even through the pandemic, they were providing chances for e-volunteering activities such as marketing and promotion via social media, e-mail management and data analysis and stated “rather satisfied” to “satisfied” regarding the acceptance their methods received from volunteers. In spite of this, the biggest obstacle organizations (18 of 30 responders) came across last years was the lack of participants, thus highlighting the need for more effective methods to motivate youth to volunteer.

Only 5 in 30 organizations preferred community media to spread news and opportunities, even though 90% responded with a level of familiarity with Cypriot active community media. Moreover, better networking between organizations in the sector of youth and community media of Cyprus should be achieved. For this reason, conferences will conclude youth workers and community media activists, lists of active community media (containing all necessary contact information) will be distributed to organizations and backwards and free accessible e-learning platforms as well as digital toolkits (created by Eco-Media partners) will be promoted amongst them.

Accordingly, to Eco-Media’s scope, an e-learning platform with relevant training content and digital tools will be created in the scope of briefing youth workers and youth about the climate crisis and sustainable environmental actions to mitigate the effects of climate change. Over 50% of youth workers believe that organizing green actions and giving presentations about climate change could be effective for raising youths’ awareness and engaging them in volunteering activities. Finally, the e-learning material and digital toolkit, it is believed by the majority of youth workers (85%) that if it consists of material related to climate change it will have a great contribution in engaging youth to volunteering activities.

2.2.3. Italy (P3)

Through desk research and questionnaire distribution we managed to gain insights on the digital strategies and means that organizations in Italy are applying for the engagement of youth in volunteerism. Most youth workers declared that they are very familiar with digital tools in order to provide qualitative educational and digital activities to youth and their organizations are using social media and websites to disseminate news and volunteering opportunities. While only half of them indicated an average level of familiarity with relevant community media, showing a high opportunity for the Eco-Media project to enhance it further. Indeed, only 7 respondents (22,6%) came in contact with their national community media for informing youth for volunteerism. As a result, through the Eco-Media project

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community media will be promoted as an innovative tool for the engagement of youth in volunteering activities, by the provision of expertise in digitalization, digital tools and e-learning material. Moreover, better networking between organizations in the sector of youth and community media of Italy should be achieved.

In terms of specific actions to promote youth engagement in volunteering activities, respondents prefer the creation of e-learning platform and digital toolkits regarding social challenges topics (39%) and E-volunteering in community media (35%). Accordingly, to Eco-Media's scope, an e-learning platform with relevant training content and digital tools will be created in the scope of briefing youth workers and youth about the climate crisis and sustainable environmental actions to mitigate the effects of climate change.

Finally, most youth workers (61%) believe that creating a media campaign and organizing volunteering green actions (55%) would be the best options, underlying the importance of both information and action.

2.2.4. Austria (P4)

In Austria, 30 youth workers, mentors, tutors, and, in general, people working with young people and volunteers, were surveyed. Results revealed that in Austria there is still room for improvement when it comes to the awareness of e-volunteering opportunities, especially linked to the lack of information (for example about specific platforms and tools).

Additionally, if on one hand there is a quite satisfying level of familiarity with the digital tools among young people, there is a need for more appropriate digital education for youth workers, to be able to empower potential young volunteers in e-volunteering activities. This will also support the effort to promote green e-activism in the scope of climate change.

Moreover, according to the findings, the involvement of public stakeholders and representatives of the government in the NGO sector, should be reinforced in order to provide greater support in the digital field, thus contributing to the resilience of organizations.

2.2.5. Greece (P5)

From the findings, it was obvious that most organizations in Greece feel familiar with digital tools and the usage of several digital means. Nevertheless, there is always a place for improvement. Social media and articles have been proven great assistance for the promotion and dissemination of volunteering opportunities for organizations, especially throughout the pandemic period. This is being confirmed by youth workers as they stated satisfied for the response of young volunteers to the digital methods they applied.

Even though organizations in Greece offer support to young people through several means (online seminars, places with free wi-fi, etc.), their engagement has been identified as one of the main obstacles to organizing and implementing volunteering activities. Additionally,

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organizations seem to be unfamiliar with software related to the engagement of people in volunteering activities, as most of them stated they do not use or do not even know such software. Despite the attempts of the organizations through several means to promote digital tools and volunteering, a great boost would be free of charge digital software and tools. Finally, from the responses received, there is a lack from a governmental point of view of the support they offer to the organizations in the Greek context, which obviously affects efforts of digitalizing their services and provide quality digital youth work.

2.2.6. Finland (P6)

Considering that the number of respondents who chose to answer the questionnaire was only 9 – about a third of the targeted sample size (30 respondents), the results of this survey must be interpreted with care. Multiple factors contributed to this limited number of participants. The main contributor to the limited number of respondents is the reliance on direct reach of key contacts and representatives of relevant organizations working with young Finnish people. Although these contacts might have the best insights on the functioning of their organization, including, for example, information which might not be available to young volunteers such as the funding received by the organization, they are generally busy and unlikely to respond to questionnaires received online since they might be getting many spam emails daily. For instance, only 22.2% (2/9) of the respondents answered that they would like to receive informative materials from the ECO-MEDIA project. Further, the questionnaire was distributed in English language. While the majority of Finnish residents are fluent in English, potential Finnish respondents might prefer to respond to queries made in their own language. Although Finnish is the language of the majority in the country, the language question is tricky in the Finnish context considering that both Finnish and Swedish are official languages and that many residents in Finland do not speak Finnish. In fact, over 12.5% of Finnish residents do not consider Finnish as their first language. Finally, the popularity of the social media channels used to distribute the questionnaire among young volunteers is limited. It is estimated that the majority of the respondents were contacts from organizations that were directly reached out to.

2.3. Comparative survey analysis on digital methodologies for youth engagement in volunteering activities

2.3.1. Questionnaire development and implementation

Information was gathered using a mix of quantitative and qualitative research techniques, including the use of an online survey (developed and distributed via Google Forms). The survey was carried out in the form of a questionnaire in the native language of each country. Then, each partner developed a national report with the findings in English and the transnational data were gathered together for the identification of differences and similarities and the conduction of the comparative analysis.

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Data gathering was supported, where necessary, by desk-based analysis of relevant research and policy papers.

Collecting the opinions of youth work experts, a range of approaches for youth engagement in volunteering activities were identified in the six partner countries, namely, Austria, Cyprus, Finland, Greece, Italy and Spain.

2.3.2. Questionnaire target group and sampling method

The purpose of the quantitative survey was to collect data on:

- Different digital strategies for the engagement of youth to e-volunteerism, each from a different country with a view to creating a high-level comparative analysis
- The specific digital means that organizations use
- Promising practices with a view to identifying common success and risk factors

The knowledgeable partners identified appropriate respondents from each country to complete a set of standardized questions created to provide a broad framework for the collection and analysis of data against specific criteria.

Where a national organization or network in the youth work sector exists, the nominated respondent was drawn from there in order to create a wider picture of the digital methodologies and volunteering opportunities in that country. To help ensure fair and balanced responses, the responders were called to answer multiple choice questions which came up after qualitative desk research and are indicative of the most common and innovative methods that can be applied in the digital era. Youth workers were expected to consider all the aspects of providing digital youth work when completing the survey such as digital tools, means and opportunities for volunteering as well as alternative methods to motivate youth to volunteer.

2.3.3. Results comparing national findings

In order to gather the optimum number of responses and information on the status quo in the European context, partner organizations in the Eco-Media project from Austria, Cyprus, Finland, Greece, Italy and Spain distributed the Google Form questionnaire online through different means and channels (stakeholders, networks, and social media). From the responses gathered we managed to get valuable feedback on the digital tools and methodologies organizations in Europe are applying for the engagement of youth in volunteering.

From the findings, it was evident that most organizations feel familiar with digital tools and the usage of several digital means. The measurement used was a Likert scale measuring from 1 – Insufficient to 5 – Excellent. In Figure 1 below it is evident that the majority of respondents from Austria, Cyprus, Finland, Greece, and Spain revealed a good level of familiarity of digital tools for quality digital youth work. Italy recorded an excellent level of familiarity with digital tools.

Figure 1: Youth workers familiarity with digital tools to provide quality digital youth work

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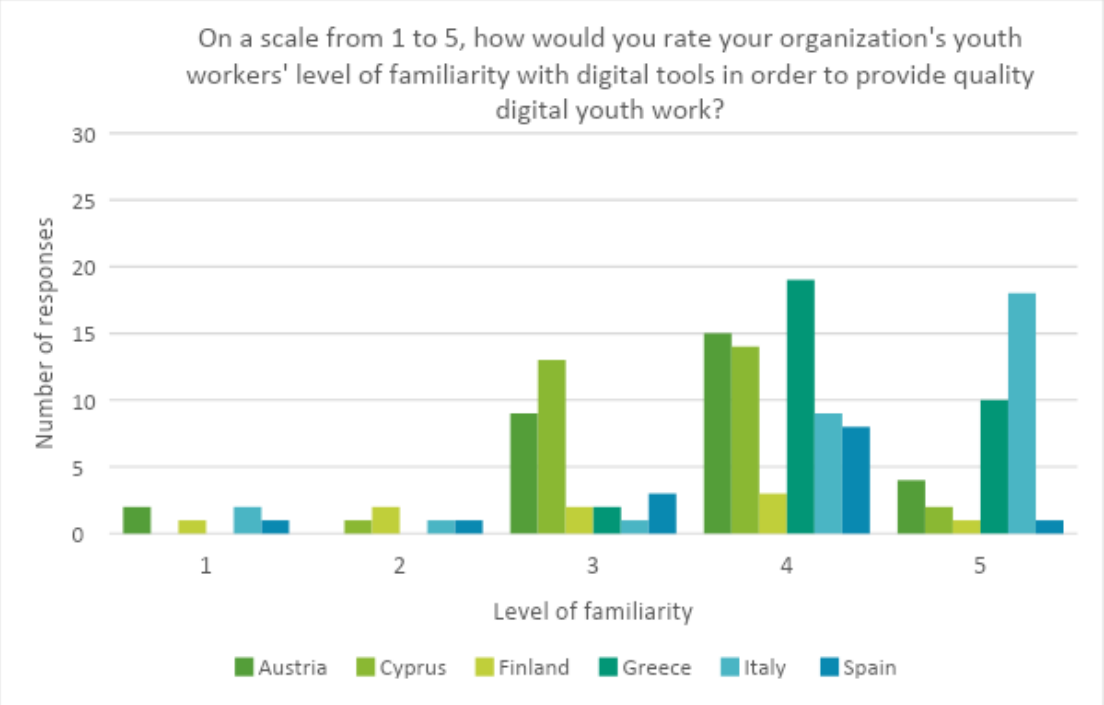

Although familiarity is a good measure to identify the ability of youth workers to provide quality digital youth work efforts, there is still room for improvement. Community media should be utilized and promoted as an innovative tool for providing e-volunteering activities and for raising awareness on climate change related actions as most of the youth workers that took part in the survey agree that it would be motivational.

Social media and articles have been proven great as a great support for the promotion and dissemination of volunteering opportunities for organizations, especially throughout the pandemic period. This is verified by youth workers as they stated young volunteers are satisfied with the digital methods they have applied. As illustrated in Figure 2 below, Organizations site and social media are the two most used forms of digital media to inform youth about volunteerism.

Figure 2: Digital media organizations use in order to inform youth about volunteerism

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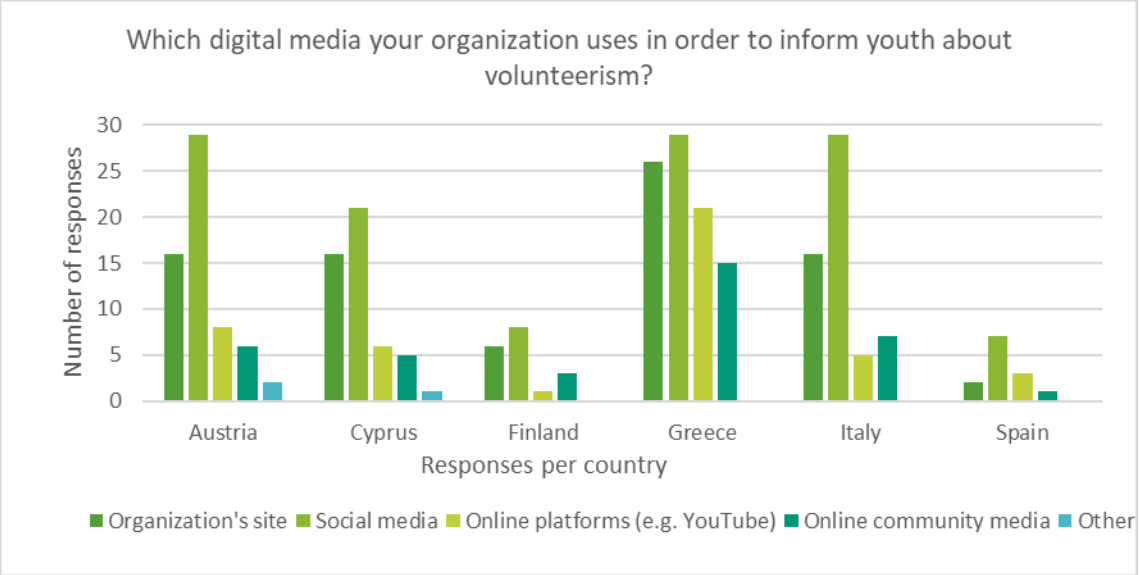
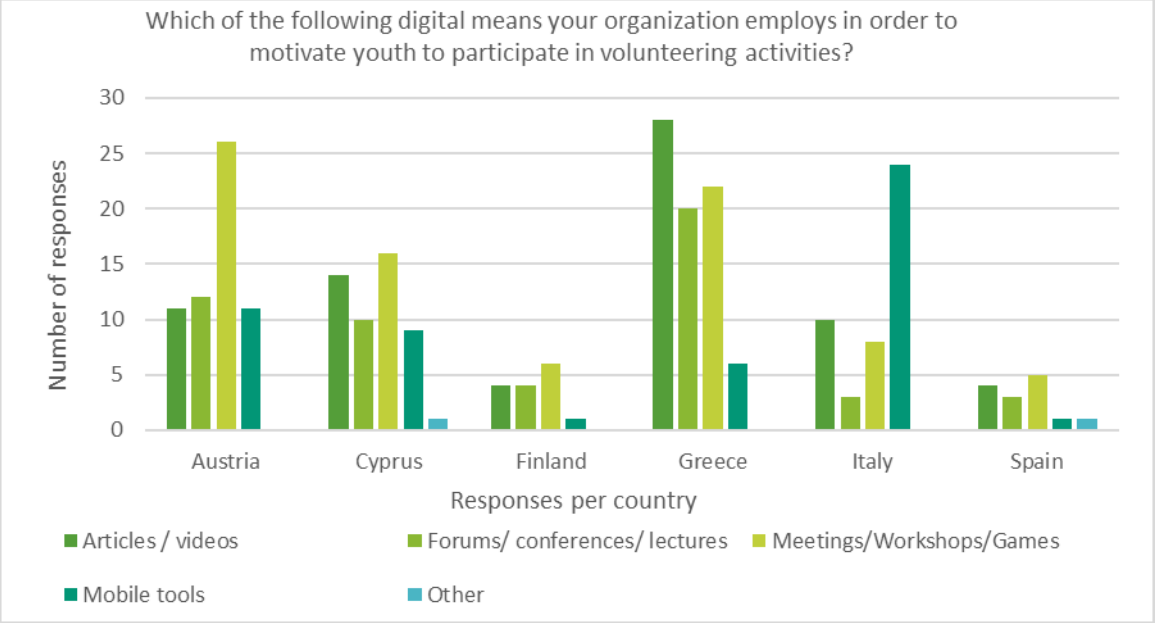


The digital means used by organizations to motivate youth to engage in volunteering activities are discussed. Meetings, workshops and games were the most used methods used in Austria, Cyprus, Finland and Spain. Organizations in Greece mostly utilized articles and videos, whereas Italy made use of mobile tools. From these findings it is evident that there is scope to include community media more as a means to engage youth in volunteering activities. Figure 3 below offers a more in-depth review of other digital means in addition to those most used.

Figure 3: Digital means used by organization to motivate volunteering activity by youth



In Figure 4 below, it is shown that even though organizations in partner countries offer support to young people through several means (online seminars, access to free wi-fi, etc.), youth engagement has been identified as one of the main obstacles to organizing and implementing volunteering activities. Figure 5 further below, illustrates below obstacles and

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challenges that organizations came across during the pandemic regarding volunteering, other obstacles revealed were mostly economical and lack of expertise in their attempts to digitalize their tools and strategies.

Figure 4: Digital means to motivate youth to participate in volunteering activities

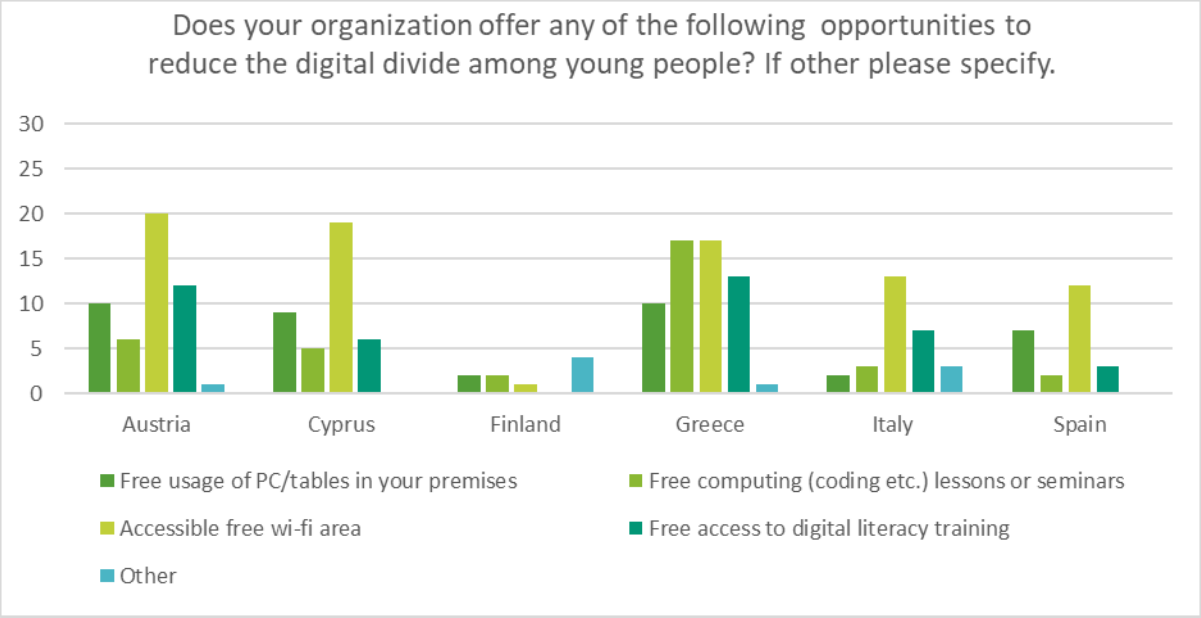

Figure 5: Obstacles and challenges faced by organizations during the pandemic impacting volunteering

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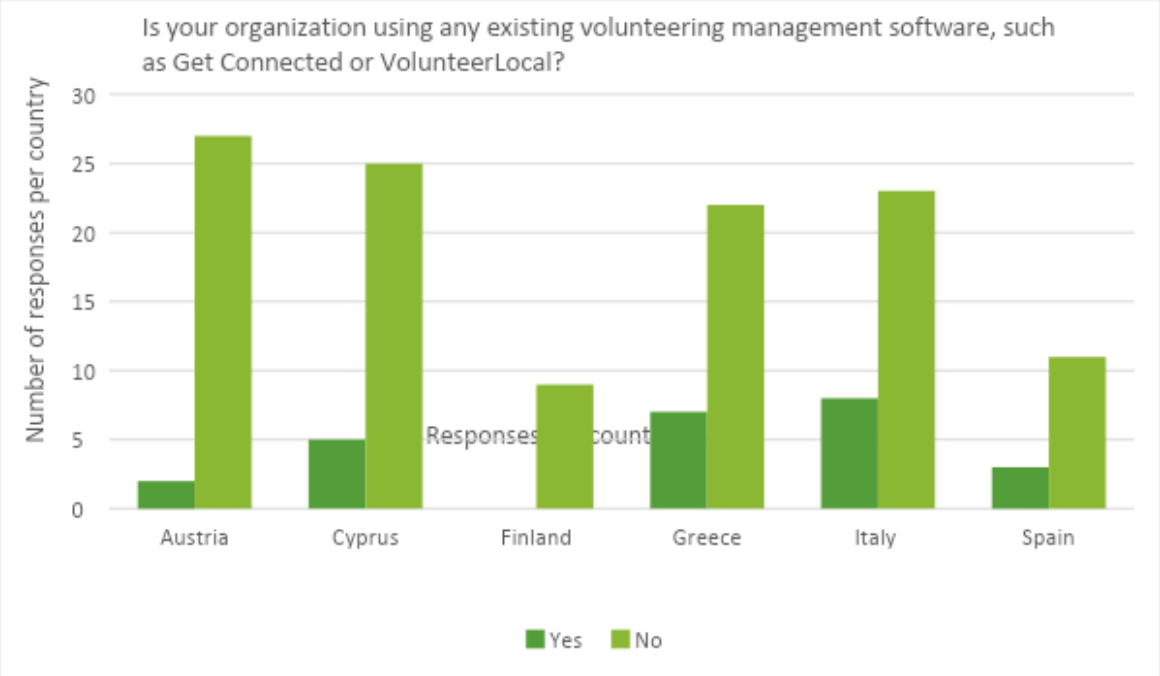
Additionally, organizations seem to be unfamiliar with software related to the engagement of people in volunteering activities, as most of them stated they do not use or do not even know such software.

Figure 6: Use of volunteering management software



Despite the attempts of the organizations through several means to promote digital tools and volunteering, a great boost would be free of charge digital software and tools. The overwhelming majority of organizations, across partner countries have not fully maximized this opportunity. An e-learning platform and digital tools related to climate change will be created and shared among organizations through the Eco-Media project.

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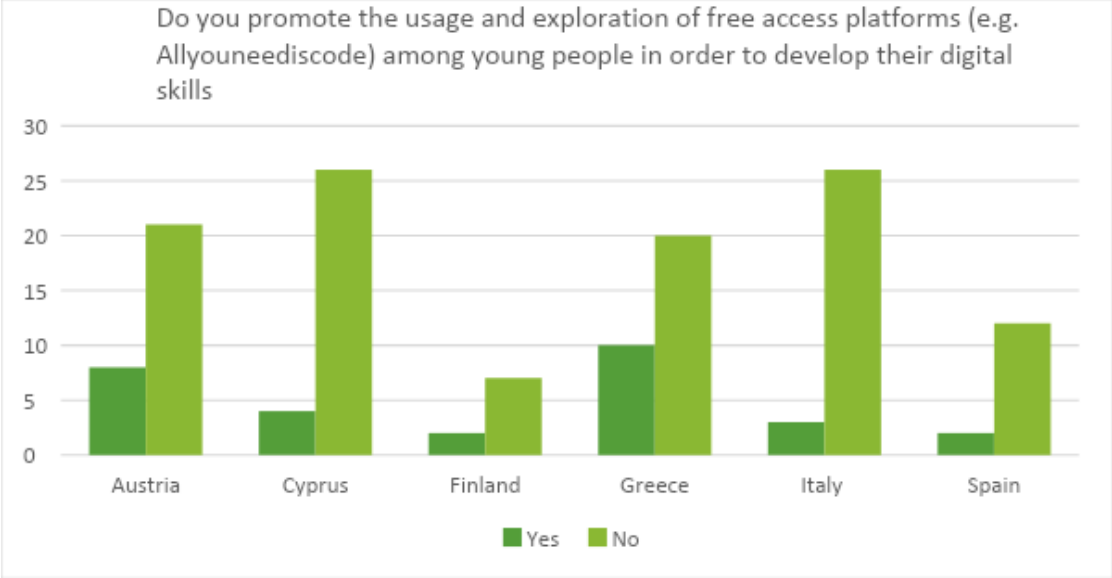
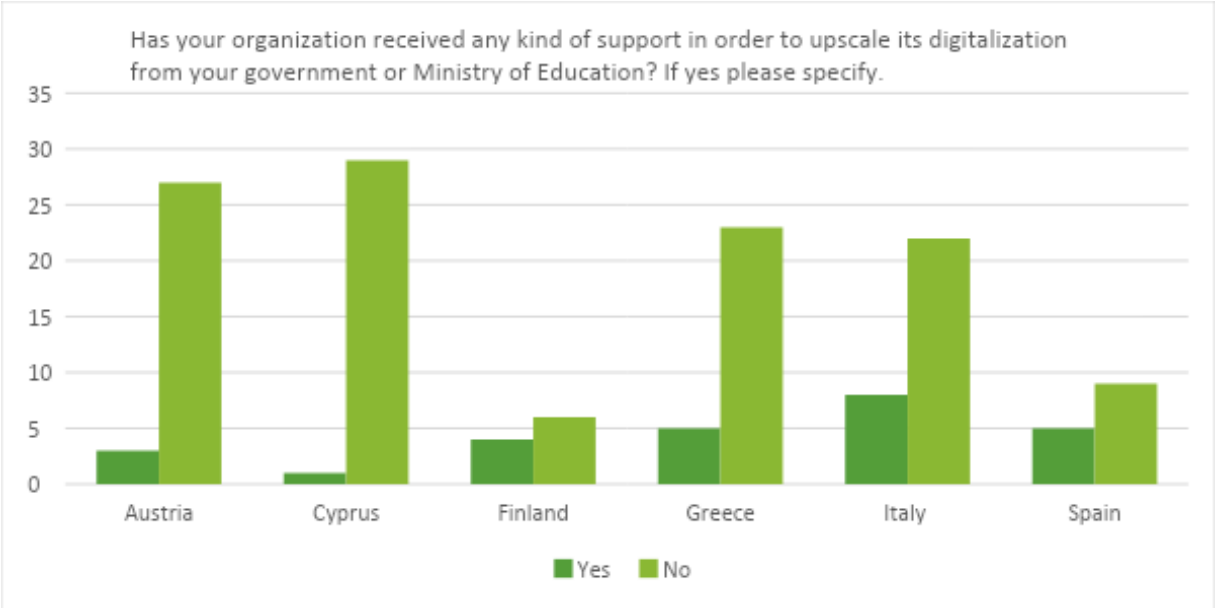
Figure 7: Promotion of the usage and exploration of free access platforms among young people to improve their digital skills



Finally, from the responses received, as reflected in Figure 8 below, there is a lack from a governmental point of view of the support they offer to the organizations in the European context, which in turn affects efforts of digitalizing their services and provide quality digital youth work.

Figure 8: Support by government or ministry of education to upscale digitalization



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CHAPTER 3 | FRAMEWORK FOR YOUTH ENGAGEMENT IN COMMUNITY MEDIA

3.1. Raising awareness on active citizenship

3.1.1. Defining Active Citizenship

The European Youth Forum has defined active citizenship as a legal status and a role. A combination of specific attitudes and institutional arrangements must be in place for individuals to exercise "involvement, participation, and influence." This definition of citizenship also encompasses an individual's relations with others and the labor market, as well as questions of cultural identity, given that individuals belong to and participate in many different communities - social, economic, and cultural. Citizenship is not just a legal status, but the way you participate in your community and the duties you carry out. Traditionally, this would look like paying taxes and voting (duties) or going to school and voicing your opinions (rights). Citizenship theories often place more value on duties or rights depending on where they stand. Active citizenship, on the other hand, can be seen as the articulation of the debate between rights and duties. To be an "active" citizen implies carrying out responsibilities and exercising rights in a balanced way, being part of the community through individual civic engagement.

While there is an acknowledgement that young people are a driving force in shaping societies, research has proposed a variety of reasons for which they do not feel fully incentivised to engage in formal or traditional forms of participation. In several contexts, elections systems are perceived by youth actors as dysfunctional, corrupt and undemocratic. Traditional political parties fail to represent young people, and those youth who do join find it challenging to effectuate change within parties

Yet the image of the disengaged youth does not fully represent the truth. In response to their exclusion, young people have been able to transcend their local boundaries and access more diverse influences and networks in the digital realm, by claiming innovative spaces for less hierarchical dialogue and participation. The digital space provided opportunities for youth to engage in social and political issues in forms that were not previously available. In the past decade, young people's involvement in protests and alternative forms of participation has increased globally, as youth protests have filled the political landscape and young people have engaged with one another through hybrid media systems and across hybrid public spaces. Young people are using digital and online tools to democratise and facilitate their direct participation, voice, agency and leadership, and to monitor, document and report governance failures and human rights breach. Equally, youth in the European region have exhibited a strong motivation for coming together to address global challenges such as climate change, rising inequality, shrinking space for civil society and threats to democratic institutions. In this

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context, new types of youth engagement have emerged, creating online spaces where young people gather around concrete topics, sharing common goals and identities, allowing for a larger, bottom-up and youth-driven self-organisation, and making the online space an important priority for any strategy aimed at youth participation and inclusion.

While there is mixed evidence that engaging in online activism may subdue offline engagement, other evidence suggests that in some cases, online and offline actions are relatively unrelated – either people act differently online versus offline or it is different people engaging in online versus offline actions. The two can also be seen as correlating phenomena: people's online and offline behaviors are intertwined, and one person's online activism can mobilise others for offline civic action. This has happened, for example, in Bosnia and Herzegovina, where young environmental activists mobilised their peers online to take part in peaceful rallies and signing petitions for the conservation of rivers in the country.

However, there is a myth that pervades active citizenship discussions, and that is the myth of the disengaged youth population, killing democracy through apathy towards any sort of politics. This, though, just isn't the case. Yes, as recently as 2013, 4.1 million Aussie voters cast no valid vote, but voting is just one way to engage with political society (one that is blocked by an age barrier no less). Active citizenship can also include volunteering, activism, and participation in social movements. In fact, research shows that there are 6 possible categories for young people's participation within political society: voluntary work (both formal and informal), informal political action (activities focused on bringing about or preventing change), activities with political implications (activities that have political qualities but not focused on change), awareness-raising (informing or challenging other opinions), altruistic acts (random acts like giving blood or donating to charity), and general social participation (solidarity with others through "neighbourly" acts).

Young people have been engaging with the new world of digital citizenship more than any other generation, organising themselves online, creating online movements and resources without borders. Not only is the internet truly egalitarian to those who can access it, in that it does not require a minimum age, but it is now allowing young people to fully participate in a society that was once locked away from them until they turned 18. Young people and digital citizenship are changing the narrative of active citizenship, requiring not voting power, but political agency as the essential ingredient. Voting is important, but so is engaging with your community, in a number of ways. Volunteer with local groups, write to your local MP, join protests and online forums, and think about what you want to see from your government (be it local, state, or federal). We all have a role to play within a democracy and that extends well beyond voting and paying taxes.

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3.1.2. Sustainable pathways for raising awareness among youth for active citizenship

In the current political and social climate, organizations working in the youth sector and accordingly, youth workers can help young people to understand current events in developmentally appropriate ways. create meaningful change:

1. Encourage students to research, study and critique thought-provoking and relevant issues, such as history, politics and religion. Help them to think critically and provide their points of view.
2. Make the case for active citizenship. Challenge students to take responsibility and initiative in order to bring about change in their community and nationwide.
3. Help students find age-appropriate ways to help others, like writing a letter to their local political official or raising money for a community in need.
4. Reinforce understanding, compassion and kindness by identifying the differences and commonalities between races, religions and other cultures. As a result, students will be more inclined to act on issues that may not directly impact them.
5. Share powerful stories of kids taking action in order to change the world, like 7-year-old Isiah Britt who raised $10,000 to buy hand sanitizer so students can be inspired.

The Council of Europe defines education for democratic citizenship as “all practices and activities designed to help young people and adults participate actively in democratic life, by accepting and exercising their rights and responsibilities in society. … The aim of education for democratic citizenship is to strengthen democratic societies by fostering and perpetuating a vibrant democratic culture. It seeks to install a sense of belonging, a commitment to democratic society, and an awareness of shared fundamental values in order to build a free, tolerant and just society at national and European levels.” This definition focuses on the rights and responsibilities in society and on shared values. From a different perspective, the Instituto das Comunidades Educativas breaks with the logic of “education for citizenship” and suggests the concept of “education through citizenship” which means that citizenship cannot be taught; it can only be learned in a collective process. From this perspective, participation in different projects and in community life at different levels is the best way of education for or through democratic citizenship. Education for democratic citizenship, therefore, comprises jointly considering the concept of democracy, learning how to analyse people’s needs and values, and acting according to democratic principles on a day-by-day basis and in the political sphere.

3.2. Social media activism and digital literacy on social media

Contributions encompass multiple social media platforms and practices adopted by activists, including protest tweets, the use of profile and memetic pictures, the content management of activist Facebook pages and groups, the creation and circulation of collective names,

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hashtags, icons, and slogans, and the development of internal discussions on WhatsApp and other instant messaging channels. The different contributions to the special issue illuminate the transformations in the process of collective identity brought by the use of social media, including shifts in the content and the grammar of protest identity; in the relationship between personal and collective forms of identification; and in its manifold forms of circulation

Social media (from mainstream platforms such as Facebook and Twitter to organization-specific tools) have become increasingly pervasive. This is exemplified by the diversity of uses ranging from Twitter and Facebook use during the Arab Spring (Murthy, 2013) to the use of Snapchat by highly surveilled activist groups (Valenzuela et al., 2014). Many social movements have increasingly seen social media as a means to collaboratively crowdsource with diverse stakeholders (Lovejoy & Saxton, 2012). In large organizations, social media are often supported because the technology can help foster the sense of a "digital village" (Berghel, 1995), where individuals are able to "see" the lives of others within their organization and feel closer to them (Brzozowski, Sandholm, & Hogg, 2009). Social media are, of course, used commercially as a key mode for product exposure and messaging (Kaplan & Haenlein, 2010).

In addition, social media have shaped and often fundamentally influenced the landscape of organizational communication within social movements. For example, Twitter has been found to be a dominant "organizing mechanism" which fundamentally shapes a social movement's organizational structure rather than merely serving as a mode of communication (Segerberg & Bennett, 2011). Ultimately, social media often create rippling effects which touch many different aspects of the movements process from resource mobilization to actual interventions. They may also be making SMOs more democratic, breaking down traditional hierarchies between activists, other stakeholders, and movement leadership.

The use of social media in movement contexts is not only widely diverse but also oftentimes complex or contentious. In terms of the latter, for example, microblogging may be seen to be a weak form of activism (i.e., slacktivism) with Gladwell's (2010) infamous argument that it is fairly ineffectual. However, recent social movements such as Black Lives Matter transitioned from tweet debates to action on the streets which profoundly shaped "national discourse about race" (Carney, 2016, p. 180). Activist organizations are increasingly seeing the value of social media for recruitment, public engagement, and campaign organization.

While many factors contribute to the development of youth activist identities, the literature identifies several factors as most important. Research on youth activism highlights 'diffuse emotional support' and social responsibility developed early in life, discussion of controversial social and political issues, critical consciousness, and actual participation in civic life as crucial factors in the development of youth activism

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Research also suggests that youth are more likely to develop activist identities when raised in families and communities that emphasize social responsibility and relational agency (Flanagan, 2013; Kennelly, 2011; Lovell, 2003). Social responsibility is the obligation to act for the benefit of fellow members of one's community and the society at large. Socially responsible individuals want to have a positive impact on society, and feel responsible for the social implications of their personal choices. Research has shown that social responsibility in families and communities takes on a positive contagion effect: when youth interact with peers whose family values include social responsibility, they are more likely to engage in socially responsible behaviors and endorse civic values (Flanagan, 2013). Such family and community contexts can also be characterized by a shared sense of relational agency that can also become contagious for young people

Relational agency is belief in the effectiveness of collective action as means to address oppressive conditions; it is an understanding of how 'people power' can impact change even when individuals feel powerless alone. Youth develop their own sense of relational agency through living and learning with peers and adults in community contexts that collectively embody the belief that civic engagement and grassroots organizing can have a positive impact on the world

The literature on social media activism is relatively new and not as developed as the research on the development of youth activist identities. Social media activism differs from traditional protest methods because it is faster, more diffuse and non-hierarchal due to the use of social media and text messaging. Tuck and Yang (2014) suggest that technology-based 'fast organizing' is effective because it allows youth to utilize underground networks of communication to rapidly convey information out of the view of adult authorities.

3.3. European opportunities for E-Volunteering

Across the majority of partner organisations participating in this project and final report for IO1, lack of participants was recorded as one of the greatest challenges faced by youth organisations, in particular during the Covid-19 pandemic. This brought to light the importance of engaging volunteers online in order to improve the scope of youth engagement across local communities and within Europe.

E-volunteering provides opportunities for the youth of Europe to engage with and help their community remotely, breaking down both geographical and time barriers. The European Youth Portal recognizes the difficulties that youth may face, creating difficulties for them to travel to volunteer locations and be present on-site. These difficulties include but are not limited to home obligations, taking care of loved ones, disability, transport difficulties or work or study schedule. To engage in volunteering activities online, all that is needed is a computer

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or laptop, an Internet connection and the right skill and motivation to contribute to the needs of society.

In 2022, the share of internet access within EU households rose to 93% (Eurostat, 2022). Furthermore, Eurostat (2022) revealed that 90% of EU individuals aged between 16 and 74 years used the internet at least once within the three months prior to the survey date. Significant to the purpose of the scope of the ECO-MEDIA project, the internet appears to play an important role in some EU member states when it comes to participating in civic and political actions. There is however scope for increased opportunities of engagement where 18% of individuals reported civic or political participation on websites or in social media.

Opportunities for e-volunteering are found on platforms such as Eurodesk Opportunity Finder where youth can identify online volunteering options to register for engage with. Users need to specify the format of volunteering as 'online' in order to find the relevant e-volunteering opportunities. In addition to in-person and online volunteering options, hybrid volunteering opportunities are offered. UN Volunteers also presents several opportunities for youth to engage in e-volunteering efforts, varying in terms of scope of humanitarian efforts and timeframe. Volunteer Match is a global platform that provides an effective digital space for youth to identify and apply for e-volunteering opportunities covering the scope of Community, Children & Youth, Seniors, Health & Medicine, Education & Literacy, Advocacy & Human Rights, People with Disabilities, Arts & Culture, Animals, Environment, Hunger, Veterans & Military Families, Women, and Homeless & Housing.

Across the majority of partner organisations participating in this project and final report for IO1, lack of participants was recorded as one of the greatest challenges faced by youth organisations, in particular during the Covid-19 pandemic.

Through a review of e-volunteering opportunities across Europe it is evident that scope exists to integrate more online volunteering opportunities for youth at local level.

3.4. Best Practices in youth work related to digital and community media, e-volunteering and digital activism

Organisations can motivate youth to actively engage in volunteering activities through community media, obtain a voice in their community and act against social challenges such as climate change. Community media can provide opportunities for e-volunteering activities, promote active citizenship of youth in their communities while helping its structure to evolve. As part of the consortium efforts in IO1, partners investigated the best practices in youth work related to community media, e-volunteering and digital activism, led by the Italian partner, ENJOY Italy. All partners provided five best practices within their respective countries, to help inform the content and structure of our modules that will be further developed in IO3 and better understand the current scope of youth work and opportunities that can be explored within the scope of the ECO-MEDIA project.

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3.4.1. Best practices in Spain

BEST-PRACTICE 1: La Palma Juventud

NAME OF THE ORGANISATION: La Palma Juventud

WEBISTE OF THE ORGANISATION: https://juventudlapalma.com/

SHORT DESCRIPTION:

La Palma Juventud is a free public youth information centre run by the Youth Department. It offers information, actions and opportunities that promote personal development and participation in the active life of young people in the town.

In addition, the demand for information is dealt with efficiently, objectively and free of charge. We work on equal terms for all young people in La Palma del Condado, entities, youth mediators and youth associations. The City Council, is the closest administration to the citizen, in this case to young people, and uses social networks as its main communication channel. Furthermore, posters and advertising on radio and television are used not only to inform young people of everything that is offered, but also to get them involve on a youth network. In additon, this entity has a close relationship with other youth entities and local associations. Tools used to recruit young people for the different activities:

- Customer service office
- Social media
- Videos
- Posters
- Dissemination in local media.

BEST-PRACTICE 2: Guadalinfo La Palma

NAME OF THE ORGANISATION: Guadalinfo La Palma

WEBISTE OF THE ORGANISATION: http://www.guadalinfo.es/web/centro-la-palma-del-condado

SHORT DESCRIPTION:

Guadalinfo is the Andalusian public network of more than 760 centres for digital skills, open innovation and Internet access, co-financed by the Junta de Andalucía and the eight Andalusian provincial councils, and managed by the Consortium Fernando de los Ríos.

The centres are located in rural municipalities (less than 20,000 inhabitants) and in certain neighbourhoods of larger cities where they work with groups at risk of social exclusion.

The focus of Guadalinfo is to empower people (using ICT) to be the driving force for the transformation of their communities: training adapted to different ages and profiles in digital skills, entrepreneurial skills, technological and professional skills, and community awareness and cohesion, with special attention to the prevention of digital, gender and social gaps.

Guadalinfo centres also advise users on their projects and promote collective initiatives for social dynamisation, community awareness and promotion of the environment. Their areas

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of action range from employability to digital literacy, promotion of innovative culture, citizen participation, improvement of quality of life, entrepreneurship, business digitalisation and electronic administration.

From the centre of La Palma del Condado we give support to young people with the help of grants, subsidies for youth organisations, cultural vouchers and courses. In additon, Guadalinfo disseminates events of youth, cultural and artistic interest.

- Customer service office
- Social media
- Videos
- Posters
- Dissemination in local media.

BEST-PRACTICE 3: JOPI

NAME OF THE ORGANISATION: JOPI

WEBISTE OF THE ORGANISATION:

https://www.facebook.com/hermandadsantacruzcallesevilla/

SHORT DESCRIPTION:

Religious Youth Association of young people with social and religious aims. These youth associations, which are traditional in Spain, aim to bring culture, heritage and traditions to all places. They also work for the entities to which they belong and with very interesting social purposes such as:

- Food collection for Caritas
- Collection of school materials
- Social actions of the Brotherhood, collection of cleaning materials for Ukraine

On the other hand, these associations promote faith, culture and values among the young people who belong to the religious brotherhoods under which they are gathered.

Social networks are very important for these associations, as they express what they need, promote values and help getting other young people and adults involve in the social purposes they work with.

- Social media
- Posters
- Local media as dissemination channels
- Videos.

BEST-PRACTICE 4: JOBA

NAME OF THE ORGANISATION: JOBA

WEBISTE OF THE ORGANISATION: www.callecabo.com

SHORT DESCRIPTION:

Religious Youth Association of young people with social and religious aims. These youth associations, traditional in Spain, aim to bring culture, heritage and traditions to all places. They also work for the entities to which they belong and with very interesting social purposes such as:

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- Marea Verde: Solidarity race in which every year we choose an association, organisation or foundation to which the money raised from the race registration fees will be donated. In 2019 it went to the AFA Association, for families of people with Alzheimer's disease.
In 2020-2021, due to the covid restrictions, it could not be held in person, but we still organised it virtually and the proceeds were donated to the Aladina Foundation, for children suffering from cancer.
- At Christmas time they go to the homes of the most disadvantaged people in the village, the sick, the elderly, etc. and we bring them Christmas sweets, sing Christmas carols and spend some time with them.
- Joba joins in all the charity work carried out by the brotherhood, food campaigns, solidarity fundraising for social organisations, Caritas, etc.
- Donation of food offerings in April and September for the needy of our municipality, managed by the parish, Cáritas.

On the other hand, these associations promote faith, culture and values among the young people who belong to the religious brotherhoods under which they are gathered.

Social networks are very important for these associations, as they express what they need, promote values and help getting other young people and adults involve in the social purposes they work with.

- Social media
- Posters
- Local media as dissemination channels
- Videos

BEST-PRACTICE 5: Grupo Joven Hermandad de la Virgen del Rocío
NAME OF THE ORGANISATION: Grupo Joven Hermandad de la Virgen del Rocío
WEBISTE OF THE ORGANISATION: http://hermandadrociolapalma.blogspot.com/p/grupo-joven.html
SHORT DESCRIPTION:
Religious Youth Association of young people with social and religious aims. These youth associations, traditional in Spain, aim to bring culture, heritage and traditions to all places. They also work for the entities to which they belong and with very interesting social purposes such as:

- Food collection for Caritas
- Summer camps for disadvantaged children in the municipality.
  On the other hand, these associations promote faith, culture and values among the young people who belong to the religious brotherhoods under which they are gathered.

Social networks are very important for these associations, as they express what they need, promote values and help getting other young people and adults involve in the social purposes they work with.

- Social media

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- Posters
- Local media as dissemination channels.

3.4.2. Best practices in Cyprus

BEST-PRACTICE 1: E-participation/volunteering, "OPIN" Project

NAME OF THE ORGANISATION: Youth Board of Cyprus

WEBISTE OF THE ORGANISATION: https://onek.org.cy

WEBSITE OF THE BEST PRACTICE: https://opin.me/en/projects/ethelontismos

SHORT DESCRIPTION:

Overarching initiative: E-participation. E-Participation is about fostering civic engagement and open, participatory governance through Information and Communications Technologies (ICTs). Growing evidence points to the rapid expansion of e-Participation as a tool for engagement and strengthened collaboration between governments and citizens. Its objective is to improve access to information and public services as well as to promote participation in policy-making, both for the empowerment of individual citizens and the benefit of society as a whole.

The Cyprus Youth Board chose to participate in a European-wide programme, the EUth. EUth is an innovative three-year research project funded by the European Commission. The aim of the project is to get more young people involved in political decision-making and increase youth trust in political institutions. How is that achieved? Eleven project partners from eight different countries have developed an open and easy-to-use online participation platform called OPIN along with different mobile tools and apps for smartphones and tablets. This way, young people can get involved whenever and wherever they wish with minimum effort.

OPIN - Platform for youth eParticipation in Europe. OPIN is an all-in-one digital and mobile participation toolbox for youth organizations or public administrations. OPIN provides participation projects with a digital home. All stages of the project are transparent and supported by OPIN's software:

- features for digital and mobile participation
- intelligent community management
- integration of offline events
- multimedia information about your project
- The toolbox is developed to support quality participation by design. Concentrated practical tips and a decision support tool help to plan and find the right tools for your purpose. Build a professional eParticipation process without being a pro.

As part of the project, youth submitted proposals based on various fields of action, one being volunteerism. Project is still in progress.

BEST-PRACTICE 2: "Digital Youth: Preparing Youth Workers for a Digital World" Project

NAME OF THE ORGANISATION: Cardet

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WEBISTE OF THE ORGANISATION: https://www.cardet.org
WEBSITE OF THE BEST PRACTICE: https://digital-youth.eu
SHORT DESCRIPTION:
Digital Youth project aims to prepare youth workers to develop their skills and knowledge in order to be able to effectively engage in digital youth work.
Activities include:

1. A Digital Youth Training Package:
   A practical Digital Youth Training Package will be developed to support and educate youth workers to advance their digital competences. The Digital Youth Training Package will be comprised of:
   - an interactive handbook for youth workers and
   - 3 online learning modules
2. An e-learning platform and digital learning resources:
   Develop a Web 2.0, mobile responsive e-learning platform. The platform will be a one-stop-shop providing instant access to the full suite of the Digital Youth learning resources. It will serve as the website of the project and will host and provide access to its results as well as make available 50 Open Educational Resources. The platform will feature gamified characteristics for trainers
3. Policy and Practice Recommendation, Case Studies and Good practices:
   A comprehensive report to document lessons learned as well as good examples and practices in the field, and policy and practice recommendations.

BEST-PRACTICE 3: "Go Digital" Project
NAME OF THE ORGANISATION: SEAL Cyprus
WEBISTE OF THE ORGANISATION: https://sealcyprus.org/
WEBISTE OF THE BEST PRACTICE: https://sealcyprus.org/our-projects/go-digital
SHORT DESCRIPTION:
Go Digital focuses on the Development of Digital Competences as a way to help the young people use digital technologies in a confident, critical, collaborative and creative way to achieve goals related to work and employability and moreover to learning, leisure, inclusion and participation in society. Youth organisations need to support their target groups, in particular, young people with fewer opportunities in becoming more empowered and aware of their employment possibilities through the development of their Digital Competences.
With the training course "Go Digital", SEAL CYPRUS will bring together youth workers and volunteers from European organisations with the main objective to:

1. To promote the Digital Competence and Media Literacy among the individual participants (youth workers/ volunteers) and the target groups of the organisations and
2. use Information Society Technology (IST) and Information Communication Technologies (ICT) in order raise the effectiveness of youth work

Activities:

1. Training: will be based on non-formal and informal education with a learner-centred approach. Activities include icebreakers and energisers, discussions in the plenary,

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question and answer sessions, team- building activities, debriefing after each exercise, case studies, work in small groups, brainstorming, presentations, info sessions for theoretical input, hands-on experiences, team games, tests, intercultural events (international night)

2. There will be a place for reflection on learning experiences and outcomes (with Reflection Groups and with the YOUTHPASS and the Digital Competence Assessment Tool processes) and different types of evaluation/ self- assessment.

BEST-PRACTICE 4: "YOUTH WORK 2.0" PROJECT

NAME OF THE ORGANISATION: YEU Cyprus (Youth for Exchange and Understanding Cyprus)
WEBISTE OF THE ORGANISATION: http://www.yeucyprus.org/
WEBISTE OF THE BEST PRACTICE: http://www.yeucyprus.org/youth-work-2-0-volunteering-opportunity-in-cyprus/
SHORT DESCRIPTION:

Youth work 2.0 aims to improve the process and competencies of youth workers for them to provide quality opportunities and effective support to young people. It aims to reach this ultimate goal via improving its online existence and expanding its service zone by doing the activities via the use of the internet. Creating and improving the online existence for the youth, youth workers, and other stakeholders in order to implement, share and raise awareness of the EU youth strategy (Engage, Connect and Empower) via online NFE methods.
Activities:

1. Create a Social Media Marketing Strategy that is a good fit for YEU Cyprus and its online existence mainly based on the European Youth Strategy of the EU Youth Policy and contents are oversimplified, catchy and informative
2. Create web-content on a weekly basis and a youth-friendly website
3. Create audiovisual material. A series of YouTube videos will be created through a call of volunteers
4. Create policies for the organization or other youth NGO's
5. Create manuals for a series of workshops

BEST-PRACTICE 5: "SUPERYOUTH" PROJECT

NAME OF THE ORGANISATION: Citizens in Power
WEBISTE OF THE ORGANISATION: https://www.citizensinpower.org/
WEBISTE OF THE BEST PRACTICE: https://superyouth.eu/
SHORT DESCRIPTION:

The superYOUTH project focuses on tackling the information-driven malice orchestrated by campaigns resulting in Disinformation, Misinformation and Malinformation (DMM) in youth populations. The effect of DMM is exacerbated by the youth's increased exposure to digital media and the internet leading to poor responses and a rise in extremist views during societal crises such as political events, refugee crises, pandemics (COVID-19), the introduction of 5G technologies, global warming and more!

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Existing attempts to mitigate this effect, such as UNESCO's fake news toolkit (UNESCO, 2020), bare an insufficient focus on youth. For this reason, the superYOUTH project will target youth more specifically by developing a transnational youth worker training programme on better training the youth to debunk DMM. The training programme will upskill youth workers to teach young people how to be proactive against DMM and provide them with techniques to fight their pre-existing biases. Moreover, youth workers will be more capable of handling groups at risk and guiding the youth to engage in active citizenship.

Activities:

1. Youth worker train the trainer toolkit on DMM DigComp competence units and DigComp certification Innovative teaching & learning mechanisms UNESCO's fake news training toolkit (which will be extended with a behavioural element to fight youth's pre-existing biases formed through DMM exposure Storytelling & web-radio techniques
2. Fighting disinformation, misinformation and malinformation (DMM) curriculum: 4 modular competence units that can be integrated in open MOOCs for non-formal education
3. Virtual fake news identification simulator (as assessment)
4. Innovative learning tools
5. YOUTHPASS certification
6. Virtual pilots
7. An open access platform for young people where they can report fake news and ask for advice (moderated by experts) and where they can engage in stopping manipulation and propaganda, contributing thus to social inclusion and civic engagement.
8. Upload data for facilitating youth's practice on fake news identification.

3.4.3. Best practices in Italy

BEST-PRACTICE 1: Happy Angel

NAME OF THE ORGANISATION: Happy Angel

WEBISTE OF THE ORGANISATION: https://www.happyangel.it/

SHORT DESCRIPTION:

Happy Angel is the platform that connects non-profit associations with digital volunteers from all over Italy. From the programming of the site to the launch of the platform, Happy Angel is a project born thanks to a team of professionals, who put their heart on the keyboard. Happy Angel was created to break down the wall of distances and ensure that the full potential of digital flows where it is most needed. Digital Volunteers are people who decide to marry a cause and contribute to the realization of a project, operating from home (or from wherever they prefer), according to their availability. We are talking about recent graduates or professionals, who have skills in areas such as web design, social media management, translation, programming and much more. Activities, therefore, that can be carried out remotely!

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BEST-PRACTICE 2: Alberi in periferia

NAME OF THE ORGANISATION: Alberi in periferia

WEBISTE OF THE ORGANISATION: https://alberiinperiferia.wordpress.com/

SHORT DESCRIPTION:

Alberi in Periferia' was born in October 2019 to respond to the need to translate into practical and concrete actions the awareness of environmental and social issues.

We are a volunteer organization that already has its goal in its name: to plant as many trees as possible in areas of the suburbs to be redeveloped and at the moment we have already reached about a thousand trees. We have carried out dozens of planting initiatives in different peripheral districts (Torbella Monaca, Centocelle, Romanina, Tor Vergata, Selva Candida, Casal Monastero...) involving minors at risk, associations, neighborhood committees, citizens and with the support of the administration, in full compliance with the law and without which it would not have been possible to achieve the result achieved.

We have also carried out planting initiatives within schools, involving pupils and their parents and teachers.

Specifically, we have so far realized:

- +30 planting initiatives in different districts of Rome
- 5 art and information initiatives for the environment
- +30 associations, neighborhood committees, schools... with whom we have collaborated
- About 1500 plants planted
- 1 forest nursery built.

By planting trees in peripheral urban contexts to be redeveloped, we plant participation, sociality and a different narrative of the suburbs, which are not only degradation and marginalization, but also commitment and good practices of defense of the common good, because as we always say "If they want the desert, we will plant participation"
The Association regularly hosted digital volunteers to implement its activities, from web designers to social media managers, graphics experts and social fundraising managers.

BEST-PRACTICE 3: Map for future

NAME OF THE ORGANISATION: Map for future

WEBISTE OF THE ORGANISATION: www.mapforfuture.world

SHORT DESCRIPTION:

Map For Future is a digital cartographic volunteering project to tell through maps, graphics and direct social groups protagonists of the territories and the stories of local actors, of those who take care of spaces and dedicate themselves to animate them.
We operate both in Italy and abroad with attention also to international cooperation projects to bring our contribution of promotion, growth and development through networking and training.

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We organize Digital Mapping Volunteering activities. The aim of volunteering is to increase and improve digital map data especially in disadvantaged contexts of the world. The data is released in an open, "open-data" format. In this way, local administrations and international groups can access geographical data to better design urban and rural interventions.

BEST-PRACTICE 4: Paese dell'acqua

NAME OF THE ORGANISATION: Paese dell'acqua

WEBISTE OF THE ORGANISATION: https://www.paesedellacqua.it/pda-network/

SHORT DESCRIPTION:

The association was founded in December 2015 and was born on the experience developed in Sassinoro, a small town in the Province of Benevento, rich in springs and public fountains, in which, since 2008, an event has been established and organized on behalf of the Municipality, on the occasion of World Water Day, called "SASSINORO PAESE DELL'ACQUA" on the theme of water resources.

Subsequently, the need arises to establish an independent identity capable of speaking an innovative language starting from an extraordinary resource such as water, for the development of internal territories on which the same resource very often depends. Through conferences, workshops, laboratories, we have tried to increase the educational and cultural vocation of the participants with each new edition, placing this resource in the foreground, as a reason for support and development for future generations and for all those (public, private or individual citizens) who have among their objectives, the protection, promotion and safeguarding of the territory and the concept of common good. The national and international network of the "Countries of Water" proposed through a memorandum of understanding, makes the territories protagonists of the cultural and political debate. develops a "network" vision that aims to ensure the environmental sustainability of administrative interventions, increasing awareness and awareness of public opinion. It contributes, therefore, to think of the management of water resources, and more generally that of the protection of natural resources, as a non-sectoral but global problem to which to give concrete answers through the exchange of good practices and virtuous processes. Numerous adhesions have been received to date by public bodies and civil society organizations from the Campania Region, at national and international level.

The Association regularly hosted digital volunteers to implement its activities, from web designers to social media managers and graphics experts.

BEST-PRACTICE 5: Digital Civil Service

NAME OF THE ORGANISATION: Presidency of the Council of Ministries of Italy, Department for the Digital transformation

WEBISTE OF THE ORGANISATION:

WEBISTE OF THE BEST-PRACTICE: https://innovazione.gov.it/notizie/articoli/pnrr-parte-il-bando-per-i-volontari-del-servizio-civile-digitale/

SHORT DESCRIPTION:

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How to create a digital identity, manage e-mail, book a medical examination or register for an online course: these will be some of the main tasks of the "digital facilitators", the volunteers of the Digital Civil Service who will support citizens in the use of new technologies. The young volunteers will also promote cultural events and initiatives in the area, aimed at presenting new digital tools useful to citizens, schools, and businesses, involving different organizations in the planning of activities and managing special communication and dissemination activities, online and offline.

The call that has been recently published that will allow 2,160 young people to join the initiative, open to young people between 18 and 28 years old, with the aim of increasing the digital skills of the less able, favoring the use of online public services. Participants will be entitled to a monthly allowance and for all there is a certification path of the skills acquired.

For volunteers participating in the projects, in addition to the usual general training of the Universal Civil Service, there is a specific training course by the Department for Digital Transformation, assisted by the Department for Youth Policies and Universal Civil Service. The training on digital issues and the digital facilitation service will allow volunteer operators to develop the professionalism of "digital facilitator" and develop specific skills that will also be the subject of a certification process. The training course will be based on the Digcomp 2.2 framework, i.e. the Framework for citizens' digital skills developed by the European Commission. The project is one of the measures of the National Recovery and Resilience Plan (PNRR) dedicated to digital skills and is part of the Universal Civil Service, carried out in collaboration between the Department for Digital Transformation of the Presidency of the Council of Ministers and the Department for Youth Policies. The first projects will be activated starting from November 2022 and will have a duration of 12 months.

3.4.4. Best practices in Austria

BEST-PRACTICE 1: Jugendportal - The Youth Reporter Project (2016 - 2021)

NAME OF THE ORGANISATION: Federal Network Austrian Youth Information (BÖJI)

WEBISTE OF THE ORGANISATION: https://www.jugendinfo.at/

WEBSITE OF THE BEST PRACTICE: https://www.jugendportal.at/mitmachen/youth-reporter-blog

SHORT DESCRIPTION:

The main goal of the Youth Reporter Project is to empower young people to become journalists. The project ran from 2016 to 2021 and offered many young people the opportunity to take their first steps in journalism. With the help of the Youth Reporter Workshops, regular trainings and the experienced feedback of the youth portal team, some Youth Reporters were able to gain a foothold in the media world and now work in different editorial offices, play with new brands channels on social media and thus became media makers themselves!

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Although the Youth Reporter project has come to an end in this form after five years, the achievements of our young journalists are of course still impressive today. Some of the articles are contemporary documents, but many are timeless.

They are opinions, positions, assistance, interviews, tips, photo galleries, reviews, reports and poems.

BEST-PRACTICE 2: Brochure service

NAME OF THE ORGANISATION: WienXtra

WEBISTE OF THE ORGANISATION: https://www.wienxtra.at/

WEBSITE OF THE BEST PRACTICE: https://www.wienxtra.at/jugendliche/broschueren/

SHORT DESCRIPTION:

WIENXTRA is an organization for all children and young people in Vienna which offers different types of services. To adapt to the COVID-19 pandemic's measures, WIENXTRA moved some of their activities online. One of their services include brochures and information on many different topics. Young people can use their free order service or simply download the information as a pdf file.

Some of the topics covered by the brochures are career and educational paths guides, teaching aids for schoolteachers and other youth workers, argumentation aid against climate change deniers, etc.

BEST-PRACTICE 3: Südwind

NAME OF THE ORGANISATION: Südwind

WEBISTE OF THE ORGANISATION: https://www.suedwind.at/

SHORT DESCRIPTION:

Südwind is a development organization with full-time employees and volunteer members. With offices in Vorarlberg, Tyrol, Salzburg, Upper Austria, Styria, Lower Austria and Vienna, Südwind is represented throughout Austria and has strong regional roots. Internationally, Südwind cooperates with numerous partner organisations.

It provides many online learning opportunities for youth and youth workers through their programme SÜDWIND IM VIRTUELLEN RAUM – Südwind in virtual space which offers Global Learning and Global Citizeship Education in virtual space:

- the Digital Library contains current educational materials for free download.
- The Südwind eCampus offers space for courses and content modules.
- The digital platform bildung2030.at bundles information on the SDGs.

BEST-PRACTICE 4: Heinrich-Böll-Stiftung

NAME OF THE ORGANISATION: Heinrich-Böll-Stiftung

WEBISTE OF THE ORGANISATION: https://www.boell.de/index.php/de

SHORT DESCRIPTION:

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The Heinrich Böll Foundation is the green political foundation with projects and offices in 34 countries. They offer online teaching opportunities about climate-related topics, including:

- Sim games, e.g., "Stop & Go?" simulates how interest groups and politicians negotiate the sustainable design of freight and delivery transport. The players take on the roles of association and ministry representatives. The simulation game of freight transport is democracy and environmental education in one. Downloadable PDF
- Mobility Atlas course book on the transport transition. It presents proposals and solutions for climate-friendly and resource-saving mobility.
- Podcasts based on concrete examples, the podcasts deal with the complex questions of sustainable mobility and have them answered by experts.

BEST-PRACTICE 5: Klimabündnis Österreich

NAME OF THE ORGANISATION: Klimabündnis Österreich

WEBISTE OF THE ORGANISATION: Klimabündnis Österreich (klimabuendnis.at)

SHORT DESCRIPTION:

The Climate Alliance in Austria was initiated by environmental and development organisations and is actively committed to climate protection, climate justice and a sustainable lifestyle.

They offer a series of services for different types of target groups, including online learning for young people and children about climate change and green activism.

On their website, it is possible to find an extensive database of accompanying teaching materials for all school levels.

3.4.5. Best practices in Greece

BEST-PRACTICE 1: Elix International volunteer programs

NAME OF THE ORGANISATION: Elix

WEBSITE OF THE ORGANISATION: https://www.elix.org.gr/en/be-volunteer-en/workcamps-with-elix-en

SHORT DESCRIPTION:

International volunteer programs (short, medium, and long-term WorkCamps) are run by ELIX in Greece and abroad with the goals of preserving cultural heritage, protecting the environment, and fostering social harmony.

A volunteer work program provides a special chance to utilise your free time creatively, to interact with people from around the world, and to learn about and practice principles like cooperation, communication, cohabitation, and solidarity.

There are programs for voluntary work all year round, although they are most prevalent in the summer. Each program employs 15 to 20 international volunteers who provide their time for six hours a day, five days a week. For their coordination, two fully qualified team leaders are in charge. Unless another language is specified, one of the requirements is the capacity to communicate in English. All age groups are targeted by the programs.

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Volunteers participate, with special guidance, in such activities as:

- environmental preservation, labour in wilderness regions, path marking and signalling, woodworking, tree planting, and vegetation cleansing
- Work in cultural centers, social work, creative child employment, work in schools and playgrounds, support for people with disabilities, work in traditional buildings, rehabilitation of masonry, stone pavers, and dry stone, custody and maintenance of archives and exhibits, work in traditional buildings, and assistance with the integration of migrants and refugees.
- promotion of culture, involvement in celebrations, regional celebrations, cultural activities, and study groups.

BEST-PRACTICE 2: Infinity Greece

NAME OF THE ORGANISATION: Infinity Greece

WEBSITE OF THE ORGANISATION: https://infinitygreece.com/en/

SHORT DESCRIPTION OF THE PRACTICE (INITIATIVE/PROJECT/ACTIVITY/ETC):

A creative youth organisation called “InfinityGreece” was founded in Thessaloniki in 2014 as a group of student volunteers. The idea behind the organisation is to give the city's kids a secure space for expression, where each young person will get creative media stimulation, grow as a person, widen his horizons, and learn via experiential learning, leaving his mark on the local community.

Since 2014, InfinityGreece has established meaningful partnerships with a variety of organisations, including the Municipality of Thessaloniki, United Societies of the Balkans, Kids in Action, and Youthnest, as well as businesses like o WE, Efood, Lancom, and Isomat and youth groups like TEDxUniversityofMacedonia and AIESEC. The strong relationships of friendship and respect that were forged with everyone engaged who witnessed the accomplishment of the shared objectives were a common element in all these collaborations!

BEST-PRACTICE 3: United Societies of Balkans

NAME OF THE ORGANISATION: United Societies of Balkans (U.S.B)

WEBSITE OF THE ORGANISATION: https://balkanheart.org/

SHORT DESCRIPTION:

U.S.B has been implementing initiatives, educational, social, and voluntary mobility, as well as youth empowerment programs, for more than ten years. We want to help people integrate into society, build a network of engaged citizens, and enhance their quality of life.

Balkan Heart is a public creative space in the heart of Thessaloniki that U.S.B. established for exhibitions, conferences, events, and educational programs. In 2018, after 10 years, we created a space for creativity and expression in the historic centre of Thessaloniki. Balkan Heart, a big Balkan heart, is waiting for you at its premises, Agia Sofias and Alexandrou Delmouzou 8, to welcome you to a seminar, a workshop or another action of cultural and social interest.

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BEST-PRACTICE 4: Homo Digitalis

NAME OF THE ORGANISATION: Homo Digitalis

WEBSITE OF THE ORGANISATION: https://www.homodigitalis.gr/en

SHORT DESCRIPTION:

In the modern era, using the Internet is an integral aspect of daily life. The digital world now shapes our reality and our decisions, actions, and ways of thinking.

By establishing a new, digital image of ourselves—a digital identity, which is not always an exact replica of our real personality but enjoys the same freedoms and rights—it reforms not just our society as a whole but also human existence itself. The safety of Internet users in Greece is the main objective of Homo Digitalis. It exists to defend and uphold the fundamental freedoms and rights in the digital sphere when they are threatened or attacked by public entities, individuals, or private businesses.

The right to privacy, the security of personal data, freedom of expression and of the press, access to justice, freedom of information, property rights, and the elimination of discrimination are Homo Digitalis' top priorities for the upcoming years. We are a brand-new non-governmental organisation committed to achieving our goal. We began operations in 2018. All of our assets go directly toward our mission. Over 100 people are a part of Homo Digitalis (regular members and volunteer members).

BEST-PRACTICE 5: Sarantaporo Community Wireless Network

NAME OF THE ORGANISATION: Sarantaporo.gr Community Wireless Network

WEBSITE OF THE ORGANISATION: https://www.sarantaporo.gr/el/profil

SHORT DESCRIPTION:

A community wireless network called Sarantaporo.gr exists in a distant and secluded part of the village of Sarantaporo in rural Greece. Since 2010, we have worked with the local community to construct the necessary telecommunications infrastructure, provide digital literacy training for residents, and foster and develop our community. We now provide open access internet connectivity to the communities in our region. Our intervention plugs gaps in a system where the market is uninterested, and the government is unable to provide connectivity for local residents.

The Sarantaporo.gr Community Wireless Network is a part of a global trend of community networks that are growing in both rural and urban regions and providing people who are still offline with cost-effective, high-quality connection. Even today, the other half of the world's population has no internet connection at all. For the other half, connectivity is described as “connection to the internet via any form of device at least once in the past three months" and is measured as such. On the worldwide front of meaningful connectivity and the right of access to the internet, things are not looking good, but they are improving!

3.4.6. Best practices in Finland

BEST-PRACTICE 1: Finnish Youth Centres experiential learning

NAME OF THE ORGANISATION: Finnish Youth Centers

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WEBISTE OF THE ORGANISATION: https://www.snk.fi/en/

SHORT DESCRIPTION:

Youth Centres in Finland (Suomen nuorisokeskukset) are spaces designed specifically for youth work. They provide excellent opportunities for physical activity, adventure, crafts, and outdoor activities in natural settings. Youth Centres are usually located near nature and offer full board and lodging. Their activities vary from small functions to large events for hundreds of people. The activities are safe and goal-oriented, and they are carried out in a high-quality operating environment.

The centres' group process and youth work skills are also put to use in self-organized events. All Youth Centre programs adhere to the non-formal education method, which supports the Finnish curriculum and children's active learning through careful planning and execution of activities outside of the school environment.

Finnish Youth Centres empower youth mainly through experiential learning: the process of learning through reflection on doing. In practice, this is based mainly on concrete experience, reflective observation, abstract conceptualization, and active experimentation.

The centres collaborate with regional networks and also with national ones such as the Finnish Adventure Education Network which comprises professional educators, researchers, students and other actors who practice or promote adventure and outdoor education and therapy.

The centres use digital media such as digital social networks to reach out to Finnish youth to invite them to visit the centres and to promote the centres' activities and events.

BEST-PRACTICE 2: Poppari Street work of City Youth Services

NAME OF THE ORGANISATION: City Youth Services

WEBISTE OF THE ORGANISATION: https://www.salto-youth.net/tools/otlas-partner-finding/organisation/helsinki-youth-services-torpparimaeki-youth-center.10173

SHORT DESCRIPTION:

Many municipalities in Finland have elaborate City Youth Services. City Youth Services typically aim at empowering young people in public participation and providing them with support and advice on issues related to young people's lives. Poppari, the information point of the City Youth Services, provides information sessions and events on current themes as to empower young people.

A good practice example of Poppari is their "Street work" activity. Poppari employees would typically go out in areas of the city which are popular with young people and in shopping centres and approach youth directly.

Social medias are useful means in the toolset of Poppari. They are mainly used as dissemination channels.

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BEST-PRACTICE 3: Hyvärilä Youth and Holiday Centre

NAME OF THE ORGANISATION: Hyvärilä Youth and Holiday Centre

WEBISTE OF THE ORGANISATION: http://www.hyvarila.fi/en

SHORT DESCRIPTION:

Hyvärilä Youth and Holiday Centre aims at empowering young people in terms of social skills and healthy habits through a range of indoor and outdoor activities with a philosophy of sustainable development.

Although the organization acts locally, it is an active member of the European Network of Youth Centres contributing to its mission in promoting international youth travel. Through this collaboration, Hyvärilä Youth and Holiday Centre encourages the internationalization of the Finnish youth and promotes multi-culturalism, cultural awareness and acceptance, and peaceful dialogue. Like other Finnish Youth Centres, Hyvärilä Youth and Holiday Centre uses digital media such as digital social networks to reach out to Finnish youth to invite them to visit the centres and to promote the centres' activities and events.

BEST-PRACTICE 4: Finnish Youth Association

NAME OF THE ORGANISATION: Finnish Youth Association (Suomen Nuorisoseurat)

WEBISTE OF THE ORGANISATION: https://nuorisoseurat.fi/

SHORT DESCRIPTION:

Finnish Youth Association is Finland's leading organisation for cultural children's and youth work. It aims at improving the overall personal growth and development as well as active and responsible citizenship of children, youth and adults. The best practice lesson that we could learn from the activity of this association is their use of educational and recreational activities in the area of culture as a main mean to achieve their objectives. Their cultural activities include cultural events, camps, training courses, some of which are facilitated online, and study visits, with a focus on the areas of dance, theatre, music and physical activity.

BEST-PRACTICE 5: ICYE Voluntary work placements

NAME OF THE ORGANISATION: International Cultural Youth Exchange Finland (ICYE Finland) - Maailmanvaihto

WEBISTE OF THE ORGANISATION: https://www.icye.org/icye-in-the-world/finland/ **SHORT DESCRIPTION:**

ICYE Finland is part of the international youth organisation ICYE which empowers young people through mobility and international voluntary service opportunities. ICYE aims at halting prejudices and develop intercultural understanding in young people and in the world. The best practice that we could learn from how ICYE Finland operates is that it reaches its goal mainly through voluntary work placements. The idea is to improve youth social work and educational skills through volunteering work placements in schools, kindergartens, nursing homes, residential centres for people with disabilities, and educational institutes including those meant for children with learning difficulties.

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Digital media are mainly used to promote the activities of the organisation and to invite young Finns to volunteer with ICYE.

3.5. Database of community media, related organizations and best practices

To identify the current situation regarding community media in partner countries, each partner developed a database of community media from their respective partner country.

This stage of the research required insights on community media within each partner country in order to gauge the potential opportunities that may be explored within the scope of the project with community media organisations as the project develops. This information provided will be integrated in the e-learning platform for the benefit of all relevant stakeholders during the lifetime of the project. Through extensive desk research and networking the community media and related organisations database was developed.

3.5.1. Database from Spain

Organization	Region	Website	Type of Organization
El Condado Noticias	Spain	elcondadonoticias.es	Newspaper
Guadalinfo	Spain	guadalinfo.es	Organisation
JOBA	Spain	www.callecabo.com	Organisation
JOPI	Spain	https://www.facebook.com/hermandadsantacruzcallesevilla/	Organisation
LA PALMERA	Spain	http://www.educateca.com/centros/sep-palmera-adultos.asp	Adult School
VIRGEN DEL ROCÍO	Spain	https://www.facebook.com/profile.php?id=100066681440693	Organisation
La Palma Juventud	Spain	@lapalmajuventud	Organisation
Condavisión		www.condavision.es	Media
Radio Voz del Condado		https://www.facebook.com/radiovozdelcondado/?locale=es_ES	Media
Canal Sur		https://www.canalsur.es/radio_directo-2014.html	Media
Huelva Información		https://www.huelvainformacion.es/	Media

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Huelva Buenas Noticias		https://huelvabuenasnoticias.com/	Media

3.5.2. Database from Cyprus

Organization	Region	Website	Type of Organization
Adesmeftos tis Pafou	Pafos	www.adesmevtos.com	Weekly Newspaper
Ta Nea tis Lapithou	Lefkosia/Nicosia	www.lapithos.org.cy	Online Newspaper
Athienou	Larnaca	www.athienou.eu	Quarterly Newspaper
Akathkiotissa	Cyprus	www.akanthou.org.cy	Newspaper
MYCYradio	Cyprus	www.mycyradio.eu	Radio
Lemoni radio	Lefkosia/Nicosia	lemoniradio.com	Radio
UCY University Voice	Lefkosia/Nicosia	www.ucy.ac.cy/ucyvoice	Radio
G C School Radio Station	Lefkosia/Nicosia	www.gcsc.ac.cy	Radio
Cyprus Media Radio Cyprus | Radio CY Cyprus TV Green TV	Cyprus	http://www.radio.cy/, https://www.cyprustv.cy/, https://www.greentv.cy/	Radio
CUT radio	Limassol	www.cut.ac.cy/cut-radio	Radio
Pissouri Chariandry	Lefkosia/Nicosia	https://paidi.com.cy/interview-pissouri-chariandry-radio-230721/	Radio
Oneiropagida by anomoios	Lefkosia/Nicosia	www.oneiropagida.net	Magazine
Eleftheri Kythrea	Lefkosia/Nicosia	www.eleftheri-kythrea.com	Magazine
Karaviotika Dromena	Lefkosia/Nicosia	www.karavas.eu	Magazine
CCMC	Lefkosia/Nicosia	www.cypruscommunitymedia.org	Online Media
I apopsi mas	Lefkosia/Nicosia	www.fimonoi.com	Online Media
apopsi-la	Cyprus	www.apopsilarnaka.blogspot.com	Online Media
Riffs online magazine	Cyprus	www.recto.com.cy/RIFFS	Online Media

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Old Nicosia Revealed	Lefkosia/Nicosia	www.facebook.com/old.nicosia.revealed	Photograph
Pafos FM	Pafos	http://www.radiopafos.com/	Radio
Cyprus Living Magazine.net	Pafos	https://cypruslivingmagazine.net/	Magazine
ETEK	Lefkosia/Nicosia	https://www.etek.org.cy/	Magazine
Anef	Lefkosia/Nicosia	http://www.e-anef.com/	Journal
Agros Kypros | Agrocypro	Nationwide	http://www.moa.gov.cy/moa/agrokypros.nsf/index_gr/index_gr?opendocument	Multimedia
Cyprus Review (The)		www.unic.ac.cy, www.cyprusreview.org	Journal
Dia Xeiros Ammochostian on	Limassol	http://www.famagusta.org.cy/	Online Media
Demos Kyrenia	Lefkosia/Nicosia	http://www.kyreniamunicipality.com/	Online Media
Karaviotika Dromena	Lefkosia/Nicosia	http://www.karavas.org.cy/	Online Media
UNIC Mediazone	Lefkosia/Nicosia	https://mz.unic.ac.cy/	Online Media
O Tachydromos tis Pafou	Pafos		Monthly Newspaper
Neolaia	Lefkosia/Nicosia	https://www.edon.org.cy/	Monthly Newspaper
Cyprus Mail	Cyprus	http://www.cyprus-mail.com/	Daily Newspaper
O Phileleftheros	Cyprus	http://www.philenews.com/ http://www.phileleftherosgroup.com/	Daily Newspaper
Agrotis	Cyprus	http://www.moa.gov.cy/moa/agrokypros.nsf/index_gr/index_gr?opendocument	Quarterly Periodical
Radio TEPAK	Limassol	http://www.cut-radio.org/	Radio

An example of a best practice of community media in Cyprus is found in the form of the he Cyprus Community Media Centre (CCMC). This media organization works to empower civil society organisations and community groups with the tools to communicate their message to a wider audience.

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CCMC promotes the benefits of community-based media by giving people the skills to be in control of their own messages. Through their efforts they strive to be an example of a best practice in community media, aiding the establishment of the sector in Cyprus.

3.5.3. Database from Italy

Organization	Region	Website	Type of Organization
LACNEWS 24	Calabria	https://www.lacnews24.it/	TV and e-newspaper
Catanzaro Informa	Calabria	https://www.catanzaroinforma.it/	e-newspaper
Il Vibonese	Calabria	https://www.ilvibonese.it/	e-newspaper
Informa	Calabria	https://www.periodicoinforma.it/	e-newspaper
ReggioToday	Calabria	https://www.reggiotoday.it/	e-newspaper
La Nuova Calabria	Calabria	https://www.lanuovacalabria.it/	e-newspaper
Crotone Informa	Calabria	https://www.crotoneinforma.it/	e-newspaper
Iacchite	Calabria	https://www.iacchite.blog/	e-newspaper
Giornale di Calabria	Calabria	tps://www.giornaledicalabria.it/	TV and e-newspaper
Quotidiano del Sud	Calabria	https://www.quotidianodelsud.it/	e-newspaper

3.5.4. Database from Austria

Organization	Region	Website	Type of Organization
Bundesnetzwerk Österreichische Jugendinfos	Austria	https://www.jugendinfo.at/	information centre for youth
Jugendportal	Austria	https://www.jugendportal.at/	online info point for youth
Südwind	Austria	https://www.suedwind.at/	youth NGO
Südwind	Austria (Federal office Vienna)	https://www.suedwind.at/	youth NGO
Klimabuendnis Oesterreich	Austria	https://www.klimabuendnis.at/	

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3.5.5. Database from Greece

Organization	Region	Website	Type of Organization
Youthspot.gr	Thessaly	https://youthspot.gr/	e-Newspaper
Larissanet	Thessaly	http://www.larissanet.gr/	e-Newspaper
Ενεργοί Πολίτες Λάρισας	Thessaly	https://energw.gr/	Volunteer team
Κέντρο Περιβαλλοντικής Εκπαίδευσης Κισσάβου - Ελασσόνας	Thessaly	https://kpethess.mysch.gr/	Volunteer team
Κέντρο Περιβαλλοντικής Εκπαίδευσης Μουζακίου	Thessaly	https://www.kpem.gr/	Volunteer team
''ΔΡΥΑΣ'' Σωματείο για το περιβάλλον και τον πολιτισμό	Thessaly	https://dryas.eu/	Volunteer team
Κέντρο για τη Μελέτη και Προστασία του Περιβάλλοντος και της Πολιτιστικής Κληρονομιάς της λίμνης ΚΑΡΛΑ	Thessaly	https://boebes-karla.gr/	Volunteer team
Όμιλος Προστασίας του Δάσους & της Μυκητοχλωρίδας Ν. Λάρισας AMANITA CAESAREA	Thessaly		Volunteer team
Όμιλος Φίλων της Αμπέλου & του Οίνου Ν. Λάρισας "Ο ΔΙΟΝΥΣΟΣ"	Thessaly	https://www.facebook.com/DIONYSOS1999/about/?ref=page_internal	Volunteer team
Σύλλογος Φίλων Πηνειού & Παραποτάμιου Πολιτισμού	Thessaly	https://www.facebook.com/filoipineiou/	Volunteer team

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ΕΛΛΗΝΙΚΟΣ ΑΓΡΟΠΕΡΙΒΑΛΛΟΝΤΙΚΟΣ ΣΥΝΔΕΣΜΟΣ (ΕΛΑΣ)	Thessaly	https://www.ekke.gr/projects/estia/gr_pages/mko_po/thesaly.htm	Volunteer team
Σύλλογος Φίλων Πηνειού Ποταμού & του παραποτάμιου Πολιτισμού του	Thessaly	http://www.pineios-ngo.org/	Volunteer team
e-thessalia.gr	Thessaly	https://e-thessalia.gr/	e-Newspaper
Anthropomania Volantary Humanitary Action	Thessaly	http://www.anthropomania.gr/en/	Volunteer team / NGO
Ομάδα Εθελεοντών Δήμου Λάρισαιων	Thessaly	https://www.larissamazi.gr/gine-ethelontis/	Volunteer team
Let's Do it Greece	Thessaly	https://www.letsdoitgreece.org/	Volunteer team
Onlarissa	Thessaly	http://www.onlarissa.gr/	e-Newspaper
Thessalianews	Thessaly	http://www.thessalianews.gr/	e-Newspaper
Eeftheria	Thessaly	http://www.eleftheria.gr/	e-Newspaper
Best of Larissa	Thessaly	https://www.bestoflarissa.gr/	e-Newspaper
Thessaliatv	Thessaly	https://www.thessaliatv.gr	e-Newspaper
Trikalanews	Thessaly	http://www.trikalanews.gr/	e-Newspaper
The larissa paper	Thessaly	https://thelarissapaper.gr/home/	e-Newspaper
trikaladay	Thessaly	http://www.trikaladay.gr/	e-Newspaper
karditsanews	Thessaly	https://www.karditsanews.gr/	e-Newspaper

3.5.6. Database from Finland

Organization	Region	Website	Type of Organization
AAR SOCIAL DEVELOPMENT ASSOCIATION (ASDA) RY	Helsinki	http://asdary.com/	

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ALLIANSSI DEVELOPMENT SERVICES LTD	Allianssi, Pasila, Helsinki	https://www.nuorisovaihto.fi/	
Ankkapurha Cultural Foundation	Ankkapurhantie 6A, 46910 Anjala, Kouvola, Southern Finland	https://nuorisokeskusanjala.fi/	
Arbetarnas Bildningsförbund på Åland	Mariehamn, Finland	https://www.abfaland.ax/	
City of Tampere, Youth Services	Tampere, Finland	https://www.tampere.fi/nuoret	
Dagtek Serviceenhet (Kårkulla samkommun)	Ekenäs, Finland	https://karkulla.fi/serviceenheter-expertteam/vastra-nyland/	
Dodo ry, Dodo rf	Helsinki, Finland	https://dodo.org/	
Etelä Karjalan Estradi ry	Lappeenranta, Finland	www.taidekouluestradi.fi	
The city of Hamina	Hamina, Finland		
The city of Harjavalta	Harjavalta, Finland	https://www.harjavalta.fi/	
HELSINGIN SHORT-TERM HOME AND WORKSHOP LYHTY RY	HELSINKI, Finland	https://www.lyhty.fi/	
Hyria foundation sr	Hyvinkää, Finland	https://www.hyria.fi/toihin	
International Youth Cooperation Finland	Helsinki, Finland	https://www.livingforothers.fi/	
Ita-Karjalan Kansanopistoseura ry	Punkaharju, Finland	https://www.ikko.fi/	
KALAJOKI CITY	KALAJOKI, Finland	www.kalajoki.fi	
Kalajoki Kristillinen Opiston Kannatusyhdistys ry	Kalajoki, Finland	https://kkro.fi/	
Kälviä 4H Association		https://kalvia.4h.fi/	

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International Voluntary Work Association	Helsinki, Finland		
Kaustinen 4H association	Kaustinen, Finland	https://kaustinen.4h.fi/	
Kerava City Youth Services	Kerava, Finland	https://www.keravannuorisopalvelut.fi/	
Central Ostrobothnia Educational Association	Kokkola, Finland	https://www.kpedu.fi/	
Central Ostrobothnia Sports	Kokkola, Finland	https://www.kepli.fi/	
Keskipiste-Leader ry	NIVALA, Finland		
Kirkkopalvelut ry	Järvenpää, Finland	https://kirkkopalvelut.fi/	
KISALLI CULTURAL ASSOCIATION	VIHTI, Finland	https://kisallipaja.fi/etusivu-kiitos	
Kokkola City Theater Support Association	Kokkola, Finland	https://kokkolanteatteri.fi/	
City of Kokkola / Youth services	Kokkola, Finland	https://www.kokkola.fi/	
Kokktyö foundation	Kokkola, Finland	http://www.kokkotyo.fi/	
Kölvin Monikulturinen Nuorisotyo ry	Tampere, Finland	https://www.kolvi.fi/	
Association of Basketball Museums	Vantaa, Finland	https://www.basket.fi/hall-of-fame/	
Korsholms municipality	Korsholm, Finland	https://korsholm.fi/	
Korsnäs commune	Korsnäs, Finland	https://www.korsnas.fi/	
City of Kouvola	Kouvola, Finland	https://www.kouvola.fi/	
Kronoby Bildningsavdelning	Kronoby, Finland	https://www.kronoby.fi/kultur-fritid-och-turism/	

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Kukokotuki association	Korkeaoja, Finland	www.kukoistus.org	
Kukunori Association	Helsinki, Finland	https://www.kukunori.fi/	
Kurje ecovillage association	Vesilahti, Finland	http://www.kurjentila.fi/	
the city of Lahti	Lahti, Finland		
Lampisaari School's Support Association	Lampinsaari (Raahe), Finland	https://www.gunnarinkartano.fi/	
Western Saimaa 4H association	Taavetti, Finland	https://lansisaimaan.4h.fi/	
City of Lapua	Lapua, Finland	https://lapua.fi/	
Lehtimäki college	Lehtimäki, Finland	www.lehtimaenopisto.fi	
Municipality of Liminga	Liminka, Finland	www.liminka.fi	
LOIMA EVANGELICAL PUBLIC SCHOOL	LOIMAA, Finland	https://www.leko.fi/	
Loimaa city	Loimaa, Finland	https://www.loimaa.fi/	
MAILMANVAIHTO RY	HELSINKI, Finland	https://www.maailmanvaihto.fi/	
Markkuun Seudun Village Association	Tyrnävä, Finland	https://markkuu.fi/wordpress/	
MONALIIKU-MULTINATIONAL WOMEN'S WELFARE AND EXERCISE ASSOCIATION	HELSINKI, Finland	https://www.monaliiku.fi/	
The welfare services of the city of Nivala	Nivala, Finland	https://www.nivala.fi/	
Rising Coastal Region	Ruukki, Finland	https://nousevarannikkoseutu.fi/	
Youth and nature tourism center Inari Oy	Inari, Finland	www.vasatokka.fi	

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YOUTH AND TOURISM CENTER HYVARILAOY	NURMES, **Finland**	http://www.hyvarila.com/	
Youth and leisure center Pikku-Syöte Oy	Lake Pudasjärvi, Finland	https://pikkusyote.fi/	
Youth Center Metsäkartano	Rautavaara, Finland	https://www.metsakartano.com/	
Piippala Youth Center	Kannonkoski, Finland	www.piispala.fi	
Youth center Villa Elba	Kokkola, Finland	https://www.villaelba.fi/	
Central Association of Young Eagles - Unga Örnars Centralförbund NKK ry.	Helsinki, Finland	https://nuoretkotkat.fi/	
Youth Services	Jyväskylä, Finland		
City of Orivesi, youth services	Orivesi, Finland	https://orivesi.fi/	
THE CITY OF OULU	OULUN, Finland	https://www.ouka.fi/etusivu	
PAAKAUPUNKISEUDUN KIERRATISKESKUSOY	HELSINKI, Finland	https://www.kierratyskeskus.fi/	
Pedersöre kommun	Bennäs, Finland	https://www.pedersore.fi/	
Peräpohjolan Kansanopiston Kannatusyhdistys ry	Tornio, Finland	https://ppopisto.fi/	
Perhon kunta Vapaa-aikatoimi	Perho, Finland	https://perho.com/	
Pietarsaaren kaupunki	Pietarsaari, Finland	https://jakobstad.fi/	
Pirityiset ry	Kaustinen, Finland	https://pirityiset.fi/	
Pirkkalan kunta / Nuorisopalvelut	Pirkkala, Finland	https://www.pirkkala.fi/	

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Pohjola-Nordenin Nuorisoliitto	Helsinki, Finland	https://pnn.fi/	
Porin kaupunki	Pori, Finland	https://www.pori.fi/	
Pyhäjoen kunta / vapaa-aikatoimi	Pyhäjoki, Finland	https://www.pyhajoki.fi/	
Raahen kaupunki/hanketoiminta ja kehittäminen	Raahe, Finland	https://www.raahe.fi/tyo-ja-elinvoima/kehittamishankkeet	
Ranuan kunta	Ranua, Finland	https://www.ranua.fi/	
Rieska-Leader ry	Ylivieska, Finland		
Rovaniemen Kaupungin nuorisopalvelut	Rovaniemi, Finland		
Saariston Savotta ry	Livonsaari, Finland	http://saaristonsavotta.fi/	
SDPL:n Helsingin ja Uudenmaan piirijärjestö ry	Helsinki, Finland	http://www.hekuma.pinskut.fi/	
Seinäjoen kaupunki, nuorisopalvelut	Seinäjoki, Finland	http://www.seinajoki.fi/kulttuurijaliikunta/nuorisopalvelut.html	
Sininauhasäätiö sr.	Helsinki, Finland	http://www.sininauhasaatio.fi/	
SKUNK-skärgårdsungdomarnas intresseorganisation	Kumlinge, Finland	http://www.skunk.ax/	
Social Psychiatric Registered Association of Southeast Finland	Kotka, Finland	http://www.kakspy.com/	
StepEurope ry	Turku, Finland	http://stepeurope.org/	
Finnish Nature Conservation Association	Helsinki, Finland	https://www.sll.fi/	
Finnish Seamen's Church	Helsinki, Finland	www.merimieskirkko.fi	

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Association of Finnish Young Men's Christian Associations	Helsinki, Finland	www.ymca.fi	
Suupohja Development Association	Kauhajoki, Finland	http://www.leadersuupohja.fi	
SYLVIA-KOTI YHDISTYS RY	LAHTI, Finland	ilkka.kuusisto@phnet.fi	
Tyrnävä municipality, cultural and leisure services	Tyrnävä, Finland	www.tyrnava.fi	
Vanhamäki Foundation	Suonenjoki, Finland	www.vanhamaki.fi	
Vänö Vänner rf	Dalsbruk, Finland	www.vano.fi	
Vetel's 4H association	Veteli, Finland	www.veteli.4h.fi	
VIRTAIN CITY	VIRRAT, Finland	www.virrat.fi	
THE CITY OF YLVIIESKA	YLVIESKA, Finland	www.ylivieska.fi	
Youth Department of Kaskinen	Youth Department of Kaskinen	www.Kaskinen.fi	
Youth service (City of Mikkeli)	Mikkeli, Finland	www.mikkeli.fi	

In summary, community media remains a growing and important form of media particularly for volunteering efforts. The Council of Europe, and other EU institutions and organisations, continue to work towards the promotion of a more diverse media landscape both in Europe and at a global scale.

These efforts have provided increased recognition of community media worldwide, however community media still serves marginal positions in comparison to mainstream media.

For community media to become increasingly recognised, there is an important need for recognition of volunteer engagement and support for local anchorage of community media and their activities. Community media is also a fitting medium for this project since the sectors relies on the work of volunteers sustaining community media efforts.

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CHAPTER 4 | CURRICULUM DEVELOPMENT

5.1. Methodology and structure

The ECO-MEDIA Curriculum has been developed utilizing the extensive review of desk research in the areas of youth engagement, e-volunteering, and activism through community media.

In addition, the results derive from the ECO-MEDIA questionnaire has been completed by professionals directly involved with youth volunteering and youth work across partner countries in Europe. The analysis of the results has led to the identification of specific areas/needs that have to be addressed by specialized modules.

Teaching methods will include:

EXPOSITIVE METHODS	Presentations
	Case studies
	Worked examples
	Demonstrations
APPLICATION METHODS	Demonstrations-practice methods
	Jobs aids
	Case-based exercises
	Role plays
	Simulations and serious games
	Guided research
	Project work
COLLABORATIVE METHODS	Online guided discussion
	Collaborative work
	Peer tutoring

The performance level of trainees will be measured through assessments based on the Blooms Taxonomy Model, namely:

Remember	The learner is able to recognize or memorize information.
Understand	The learner is able to reformulate a concept.
Apply	The learner is able to use the information in a new way.
Analyse	The learner is able to decompose and define relationships among components.
Evaluate	The learner is able to justify a decision according to a criterion or standard.
Create	The learner is able to realize a new product or approach.

Sections 5.2 and 5.3. below provides a curriculum design of the two learning units that will benefit youth workers in gaining better understanding and capabilities in two areas namely, Youth engagement through community media and Youth engagement and e-volunteering and activism through community media.

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5.2. Curriculum on youth engagement through community media

The learning scenario of the first learning unit is structured as follows.

5.2.1. Learning subunit 1: Uncovering the scope of youth engagement through community media

Module	Learning objective of the module	Teaching methods	Performance Level	Learning Activities - exercises
Community media / Youth Engagement	Deeper understanding of the terms of "Community Media" and "Youth Participation"	Presentation	Understand	Multiple choice
Youth participation and perception of the role of Community Media in parter countries	Deeper understanding of the relationship of youth participation and the role of Community media in partner countries	Presentations-Case study	Understand	Multiple choice
Importance of youth engagement in local community media	Deeper understanding of the Importance of youth engagement in local community media	Presentation-Case study	Understand	Multiple choice
Approaches of engaging youth in Community Media	Deeper understanding of the approaches to engage youth in Community Media	Presentation-Case-based exercises	Understand and Apply	Multiple choice

5.2.2. Learning subunit 2: Practical implications of youth engagement in community media

Module	Learning objective of the module	Teaching methods	Performance Level	Learning Activities - exercises
Promotion of youth through their engagement in community media	Deeper understanding of the promotion means to engage youth in Community Media	Presentation	Understand	Multiple choice

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Empowerment of youth through their engagement in community media	Deeper understanding of empowerment of youth through their engagement in Community Media	Case-based exercises	Apply and Create	Multiple choice
Significance of youth engagement in community media in different cultural and geographical contexts	Deeper understanding of the impact of youth engagement in Community Media in different cultural and geographical contexts	Presentations	Apply	Multiple choice
Engagement of youth in community media and the role of new technologies	Deeper understanding of the role of new technologies in the engagement of youth in community media	Presentations	Remember	Multiple choice

5.2.3. Learning subunit 3: Case studies

Module	Learning objective of the module	Teaching methods	Performance Level	Learning Activities - exercises
Case studies of successful youth engagement approaches in community media	Identify best case studies and analyse them	Case-based exercises	Evaluate	Multiple choice

5.3. Curriculum on youth engagement and e-volunteering and activism through community media

The learning scenario of the second learning unit is structured as follows.

5.3.1. Learning subunit 1: Approaches for youth engagement in volunteerism

Module	Learning objective of the module	Teaching methods	Performance Level	Learning Activities - exercises

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Digital methodologies for the engagement of young people to volunteerism	Familiarise with recent situation of digital youth work around Europe	Presentations	Understand	Multiple choice
Digital literacy and digital gap elimination	Greater understanding of inequalities related to digital means between young people and potential ways to eliminate them	Presentations-Case study	Understand	Multiple choice
E-volunteering and digital activism	Familiarise with the basics of e-volunteering principles, trends and alternative activism models. Case studies of digital activists	Presentation-Case study	Understand	Multiple choice
Repository of digital tools on digital youth work	Presentation of the existing digital tools to youth workers that could help them provide quality digital youth work	Presentation-Case-based exercises	Understand and Apply	Multiple choice

5.3.2. Learning subunit 2: Youth motivation through community media

Module	Learning objective of the module	Teaching methods	Performance Level	Learning Activities - exercises

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Guidance of young people towards active citizenship	Familiarize with methods that can motivate young people to become active citizens	Presentation	Understand	Multiple choice
Community media for social responsibility and digital youth work	Greater understanding of how community media could raise awareness in the digital era	Case-based exercises	Apply and Create	Multiple choice
E-volunteering and activism through community media	Identify potential pathways for digital youth engagement in volunteering and activism through community media	Presentations	Apply	Multiple choice
Database of community media and related organizations	Presentation of the existing active community media around Europe that could provide e-volunteering opportunities	Presentations	Remember	Multiple choice

5.3.3. Learning subunit 3: Case studies

Module	Learning objective of the module	Teaching methods	Performance Level	Learning Activities - exercises
Case studies of companies best practices related to community media and youth work	Identify best case studies and analyse them	Case-based exercises	Evaluate	Multiple choice

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ANNEX

ANNEX I: IO1 Questionnaire Design

Eco-Media: Community Media for E-Volunteering on Climate Change

Eco-Media is an Erasmus+ project implemented by six international organizations. The project aims to train social and youth workers, school guides, mentors, tutors and in general professionals working with youth in using community media as a tool to enhance the quality of their work and communication. One of the main purposes of this project is to empower young people and raise awareness on other volunteering approaches, i.e. e-volunteering and digital activism, with a focus on climate change.

This questionnaire aims to collect data for digital strategies and means that organizations are using for youth engagement in volunteering activities. It refers to Youth workers of NGOs, youth centers and foundations, social workers and school guides, mentors, tutors and professionals from organizations working with youth.

We kindly ask you to answer the following questions that will help us lay the foundation for a more comprehensive understanding of youth work in the frame of community media and digital methodologies.

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1) On a scale from 1 to 5, how would you rate your organization's youth workers' level of familiarity with digital tools in order to provide quality digital youth work?

1	2	3	4	5
Insufficient				Excellent

2) Which digital media your organization uses in order to inform youth about volunteerism?

	Checkbox
Organization’s site	

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Social media	
Online platform (e.g., YouTube)	
Online community media	
Other	

3) Which of the following digital means your organization employs in order to motivate youth to participate in volunteering activities?

Tick all that apply

	Checkbox
Articles / videos	
Forums/ conferences/ lectures	
Meetings/Workshops/Games	
Mobile tools	
Other	

4) Is your organization using any existing volunteering management software, such as Get Connected or VolunteerLocal? In case of different software, please reply "Other" and specify

	Checkbox
Yes	
No	
Other	

5) In a scale from 1 to 5 how would you rate the response of young volunteers to the digital methods you applied?

1	2	3	4	5
Disappointing				Very Satisfying

6) In a scale from 1-5 please rate in how efficient you believe that free digital tools and e-learning platforms related to climate crisis could be, for motivation of youth to volunteerism.

1	2	3	4	5
Insufficient				Excellent

7) Do you promote the usage and exploration of free access platforms (e.g. Allyouneediscode) among young people in order to develop their digital skills? If yes please specify which platforms.

	Checkbox
Yes	

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No	

8) Please rate to what extent you believe that the following actions will contribute in youth engagement in volunteering activities.

Mark only one optionl per row.

	1	2	3	4	5
Briefing for digital - social media activism					
More opportunities for e-volunteering in organizations					
Training of youth workers digital skills					
E-volunteering in community media					
Creation of e-learning platform and digital toolkits regarding social challenges topics					
Technical seminars to young people on using the provided digital means					

9) Does your organization provide any of the following digital activities for youth e-volunteering?

Tick all that apply.

	Checkbox
Website design or support	
Data entry	
Email marketing or management	
Social media promotion and management	
Copywriting, blogging or editing	
Graphic design	
Video creation	

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10) Which is your relation with your country's active community media?

1	2	3	4	5
Insufficient				Excellent

11) Is your organization providing any of the following kind of support to local community media? If other please specify

Tick all that apply.

	Checkbox
Economical	
Expertise and know how	
Educational material	
Digital material and toolkits	
Collected data	
Other	

12) Which of the following methods you would choose in order to raise youth's awareness regarding climate change?

Tick all that apply.

	Checkbox
Create a media campaign	
Create art relating to climate change	
Give presentations about environmental sustainability	
Organize volunteering green actions	
Develop learning material for youth workers	
Other	

13) What were the obstacles and challenges that your organization came across during the pandemic regarding volunteering?

Tick all that apply.

	Checkbox
Economic	

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Lack of participants	
Lack of expertise in organizations digitalization	
Absence of digital tools	
Other	

14) Has your organization received any kind of support in order to upscale its digitalization from your government or Ministry of Education? If yes please specify.

	Checkbox
Yes	
No	

15) Does your organization offer any of the following opportunities to reduce the digital divide among young people? If other please specify. * Digital divide encompasses the ability, both technical and financial, to make full use of the technology available.

Tick all that apply.

	Checkbox
Free usage of PC/tables in your premises	
Free computing (coding etc.) lessons or seminars	
Accessible free wi-fi area Free access to digital literacy training	
Other	

16) Would you like to receive informative materials from ECO-MEDIA project? If yes please provide your personal or organizational e-mail.

	Checkbox
Yes	
No	

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END OF SURVEY

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ANNEX II: National Reports

SPAIN (P1)

https://docs.google.com/document/d/1fzi_--_e8QR9fUPyLFNwaXNf6AVBhlGx/edit

CYPRUS (P2)

https://docs.google.com/document/d/1Moh694NcKxOr37pW7AhqiXTqku225pfB/edit

ITALY (P3)

https://docs.google.com/document/d/18iiiIXRGu2XwSJttOulQ891Gfr9tHPS8/edit

AUSTRIA (P4)

https://docs.google.com/document/d/1aQAdpIa9LhKz9hFtC9Wk3C0qonctCmIl/edit

GREECE (P5)

https://docs.google.com/document/d/1ZLCtXgDUC5v3FfaJqA1xE7dEVR3ABAWG/edit

FINLAND (P6)

https://docs.google.com/document/d/17K2dKBgbwqodgDtIvpQxKSPRGePf0fNH/edit?rtpof=true

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PARTNERS

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