



# The Guide of good practice

Using digital technology to enhance young people's civic engagement projects – why and how to have a digital intercultural experience?



# Table of content

## INTRODUCTION \_\_\_\_\_ P.2

- Editorial on youth' relation to numeric
- Part on digital and its origins, contexts etc
- Context of the project : visual timeline
- Reminder of the main learnings from the 2 previous productions
- Goals of the guide

## 1. INOVATIVE DIGITAL PROJECTS \_\_\_\_\_ P.9

- Examples of projects using digital technology at the heart of innovative and socially responsible projects

## 2. DIGITAL ISSUES: THE VOICE OF YOUTH \_\_\_\_\_ P.24

- Examples of project related to digital

## 3. DIGITAL TOOLS TO ORGANIZE DIGITAL, RESPONSABLE & INCLUSIVE INTERCULTURAL EXCHANGES \_\_\_\_\_ P.34

- Vision and use of the digital by the Youth
- Classification of tools for each category of tools

## 4. GOOD PRACTICES & TIPS TO ANIMATE ONLINE \_\_\_\_\_ P.49

- Examples (on the basis of experiences and learnings of the project)

## ACKNOWLEDGEMENTS \_\_\_\_\_ P.55

## RESSOURCES \_\_\_\_\_ P.56

# Editorial



As a youth worker, I find myself continuously inspired by the dynamic relationship between young people and the digital world. It's a realm where creativity, innovation, and solidarity intersect to shape our collective future. In this guide, we embark on a journey to explore the multifaceted landscape of digital engagement through a lens of empowerment, inclusion, and responsibility.

At its core, this guide is a testament to the transformative power of digital technology in youth-driven initiatives. It delves into the origins and evolution of the digital sphere, providing crucial context for understanding its impact on today's youth. Through a visual chronology of project contexts, we trace the trajectory of digital engagement, highlighting key insights gleaned from past endeavors.

Get ready to embark on an adventure where we explore everything from cool projects to the challenges we face online, and the awesome tools we can use to make a positive impact.

First up, let's take a trip down memory lane to uncover how the digital world came to be and why it matters so much to us today. We'll check out some epic projects that use tech to do amazing things and learn from the lessons they've taught us along the way. The guide unfolds into four distinct sections, each offering invaluable insights into harnessing the potential of digital tools for positive change.

**1 Digital Projects:** Explore exemplary initiatives that place digital innovation at the heart of transformative and solidarity-driven endeavors.

**2 Digital Challenges:** Youth Perspectives: Hear directly from young voices as they tackle pressing issues within the digital landscape, illuminating the complexities and opportunities therein.

**3 Digital Tools for Intercultural Exchange:** Navigate the vast array of digital tools available for fostering responsible, inclusive, and intercultural dialogues online.

**4 Best Practices for Online Facilitation:** Drawing from the rich tapestry of experiences, we offer practical advice and case studies, exemplified by the impactful "Connexions" project, to empower facilitators in their online endeavor.

Now, onto the fun stuff – digital tools! Ever wonder how we can use apps and platforms to bring people from different backgrounds together? We've got you covered with a breakdown of some rad tools for making online exchanges inclusive and awesome.

Last but not least, we're dishing out some pro tips for rocking it as online facilitators. Learn from the best with examples from the "Connexions" project and get ready to take your digital game to the next level.

This guide is not merely a collection of practices; it is a testament to the vision of a digitally empowered and socially conscious youth community. Together, let us embark on this journey to harness the potential of the digital age for the betterment of all.

So, grab your gadgets and get ready to explore the digital frontier like never before.

*Ivo Risteski*

*Coalition of youth organizations SEGA*

---



# DIGITALS AND ITS ORIGINS

---



Whether in the media, on the street, on posters or at work, digital technology is omnipresent in our lives. But while its use seems perfectly commonplace, digital technology emerged as a revolution only a few decades ago.

The first electronic computer came onto the market in 1951, and was reserved for university use. According to Hafner, K., and Lyon M., "computers were regarded as nothing more than giant calculators" in the 1960s. It was not until ten years later that the first personal computers were sold, and in 1984 that the Macintosh launched by Apple made its appearance (a microcomputer using a mouse and a graphic interface, with Macpaint and Macwrite). A few years later, we were talking about digital revolutions, in a world shaped by the Internet and digital devices.

Today, this has considerably changed the way we work and collaborate in a variety of fields, such as education, communication, entertainment and so on. The need to exchange has intensified, particularly with globalisation. The outsourcing of work has led countries to strengthen their interdependence, and thus increase their exchanges.. This increased connectivity has enabled better access to information and stimulated innovation in many sectors. However, this digital expansion has also led to an increase in inequalities (digital divide, for example, which adds a barrier to access to employment, information, etc.), and raises questions about the surveillance and invasion of privacy that can result from data collection (cybersecurity). At the same time, economic and social dynamics maintain a North/South imbalance in the digital field, where emerging countries are often relegated to the role of suppliers of raw materials, while the countries of the North dominate the technical aspect and the use of digital technologies.

This unequal distribution raises questions about fairness and justice in international relations, while digital pollution reinforces these disparities, turning some areas into open-air dumps, endangering the environment and human health.

The COVID-19 crisis has increased the use of digital technology, particularly videoconferencing tools, leading to a reorganisation and decentralisation of work and public services in large parts of the world. Debates around 5G, artificial intelligence, hyperconnection and disinformation have also emerged, highlighting new legal, ethical and social challenges.



In this context, new terms such as illiteracy and the digital divide have emerged to refer to inequalities in access to technology based on age, geography and social status. This has led to the creation of interconnected spaces and tools that foster proximity between individuals and communities, as well as new ways of using digital technology, particularly in the voluntary sector.

## But what is the "digital" ?

According to the University of Cambridge, digital consists of the recording or storage of information in binary form, represented by a series of numbers 1 and 0 indicating the presence or absence of a signal. Some people trace the origins of the binary code back to Gottfried Leibniz's system in the 17th century.

From a terminological point of view, the term "digital" comes from the Latin "digitus" meaning "fingers". It is used in English without distinguishing between the tool and its use.

According to linguistics specialist Anthony Mathé, "numérique" refers to the technical and concrete dimension of technology, while "digital" is more concerned with the user experience ("basic value" versus "use value").

This guide is part of the Connexion.s project, an initiative created in 2022, in a post-covid context. It has been co-constructed by 4 associations working in different countries: Tunisian Forum for Youth Empowerment in Tunisia, Eclasio in Belgium, Coalition SEGA in Northern Macedonia and Engagé-e-s & Déterminé-e-s (project leader) in France.

It is intended to be a co-construction with young people, who will be asking questions about interculturality and digital technology, while living a physical intercultural experience and then a digital one, in order to imagine/reflect on responsible and inclusive digital alternatives to today's intercultural experiences.



As part of the Erasmus+KA2 (Cooperation Partnership) programme, it aims to strengthen young people's civic commitment and participation in democratic life by using digital technology as a tool to promote intercultural experience. It aims to promote responsible and inclusive digital use, by highlighting the voice and perspective of young people. Through the activities and deliverables produced over these two years, Connexion-s aims to build skills in this area and encourage young people to think about these issues in a holistic way.

The Connexion-s project has already produced two outputs: a questionnaire and a study of young people's intercultural experiences and digital literacy.

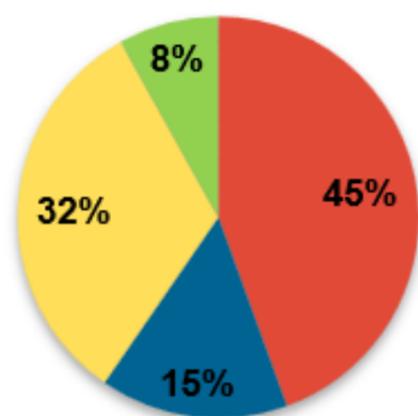
The questionnaire aims to take stock of young people's experiences and visions of intercultural experiences in the participating countries (Tunisia, France, Belgium and Northern Macedonia).

It proposes an analysis of the obstacles and challenges faced by young people, as well as the levers and motivations they draw from their intercultural experiences. We look at the role of digital technology in these exchanges and its use in intercultural connections, with the aim of bringing together the different perceptions of interculturality among the young people involved in the project.

*Example:*

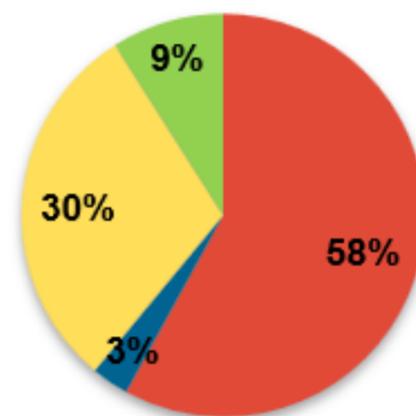
## Is physical mobility necessary to have an intercultural experience?

Those who have had an intercultural experience



■ Yes  
■ Mixed-feelings  
■ No  
■ Did not understand/ don't know

Those who have not had an intercultural experience



■ Yes  
■ Mixed-feelings  
■ No  
■ Did not understand/ don't know

The study seeks to deepen understanding of young people's views on interculturality, their opportunities for accessing international mobility, their interactions with digital technology and their overall understanding of these key issues. It explores these perspectives from the angles of politicians, associations, youth workers and young people themselves, seeking to identify differences in perception and the relative importance of interculturality in each of the countries studied.

The study also extends to young people's mobility and commitment, analysing the definitions, opportunities and obstacles linked to these areas.

Finally, it proposes general and digital recommendations to stimulate interculturality, youth mobility and youth engagement, highlighting the potential complementarity between physical and digital experiences to strengthen youth engagement.

# Methodology

To do this, we have relied on a multi-country approach which allows us to obtain data specific to the four countries and to diversify the tools and projects presented here. We have devoted time to discussions and collective work, while leaving each partner responsible for in-depth research into the innovative digital projects mentioned in the first two parts of the guide. It is important to stress that the selection of these projects is non-exhaustive and seeks to highlight projects that use digital tools or that aim to raise awareness of digital issues.

During our meetings, we deepened our understanding of the challenges of using digital tools in an intercultural context, while experiencing first-hand intercultural creation and reflection in a remote setting. We were able to discover many tools, which we then selected to review and classify in our third part.

In the fourth part, we devoted time to in-depth discussions on good practice and the pitfalls to be avoided in online exchanges. Drawing on our own experiences as an organisation and as individuals, we were able to make some useful recommendations for maximising the effectiveness and engagement of these virtual encounters.

During the drafting process, we were faced with a number of difficulties, not least that of making the complex concept of digital more accessible while remaining within the pre-established framework. We sought to popularise this technical concept while respecting our defined objectives. What's more, we had to strike a delicate balance between tackling the challenges of digital technology without turning it into a political project in its own right.



# Context of the project : the visual timeline



## YOU(TH) PLAN

Project launch seminar, 3 days - 12 young people in Paris, France

Sept.2022

## YOU(TH)INK

Seminar on digital, 5 days - 25 young people in Tunis, Tunisia



Nov.2022



## YOU(TH) CONNECT

Seminar on digital, 5 days - 28 young people in Liège, Belgium

April.2022

## Analysis/Questionnaire

Identify their intercultural experiences and the link (if any) with their commitment path.

Nov.2023

## Study

Propose an analysis of the intercultural realities of young people today in France, Belgium, Tunisia and Northern Macedonia.

Feb.2024

## YOU(TH) CREATE

Creation of the first digital intercultural seminar, 40 young people, online.

Feb.2024



## YOU(TH) CAMPAIGN

The Connexion-s digital campaign : so that young people can have their say on the digital future enable other young people to get involved.

May.2024

## The Guide of Good practices

Allows young people to learn to create a digital intercultural exchange and raise awareness digital issues.

June.2024

## Tool Kit

Enables other young people and associations to make relevant use of digital technology and raise awareness.

Sept.2024



# **PART.1 : INOVATIVE DIGITAL PROJECTS**

# Digital project

In this section, we aim to present projects that have used digital technology for social, environmental or other purposes...



FRANCE

## ESCAPE GAME – NAZA MWANA



### The project

Naza Mwana, a Franco-Congolese association, has launched the "Escape Balabala" project, a mobile application game that raises young people's awareness of children's rights, particularly the rights of child sorcerers, by immersing them in the life of a street child in Kinshasa. The aim is to raise awareness of the situation of street children in a fun and constructive way, by putting the player at the heart of the reflection and action, and to promote the right to education, food, decent housing and protection against all forms of violence.

### The digital aspect

The game is played online by logging on to the application created by their partner Cooperia. Just like in a real escape game, the player has to find solutions to the riddles to get off the street and face the challenges imposed.

### Why digital?

Based on the UNICEF escape game concept, and in the context of COVID-19, which has radically changed the way we interact (confinement - working remotely, etc.), the creators of the Escape Balabala project thought of a digital format. This online mode of play reaches out to a wider audience and, in a way, makes it more accessible to certain users.

### Strengths and weaknesses of the project

+ = The tool has enabled us to get a message across in a dynamic way, because it's easy to create links with your neighbours when you're stuck, and it raises questions and debates.

- = The creation process can be long and complex. Outsourcing can be expensive (this needs to be factored into the budget). Not enough communication around the application, which limited visibility.

### Advice

Think about the profitability of a project when investing funds (e.g. symbolic participations). If outsourcing is involved, draw up a contract with a reliable partner and have it reviewed by a lawyer and others if possible.

In the case of digital projects, remember to translate productions into English and check that they are available on Android and iPhone.

### The project

The 'Eyes On EU' project is led by a group of committed young people and supported by Eurasia Net, in cooperation with four other groups of young people from Greece, Romania, Croatia and Estonia. Born of numerous European exchanges, it aims to create a space led by young people and for young people, promoting the construction and reflection on Europe as well as the expression and support of young people's voices. Through videos, we trace the vision of young people on various themes.

### The digital aspect

This initiative takes the form of a web series of six episodes, each lasting around twenty minutes and set in a different European country. Preceded by periods of work and mobility between the partners, this series highlights young people as the main actors, offering a space for debate and representation of the realities of European youth. Digital technology has been used as a final medium (videos posted on Youtube) and as a working tool for working and exchanging with the participating countries (Google drive, video exchange, communication channels such as Discord, Facebook, etc.).

### Why digital

Digital technology was not the focus, but rather a tool, a support to get the message across. Videos and platforms like Netflix were very popular, so it was a fun way (even in its creation) to make it accessible to everyone.

### Strengths and weaknesses of the project

+ = The young people were involved from start to finish, despite some difficulties, and the project is still accessible and of high quality. It was shown at several festivals and local associations. As far as digital technology is concerned, there were no major technical incidents.

- = The covid period put a slight brake on the project and relations between the young people could sometimes be difficult and lead to tense situations

### Advice

Even if it's a digital project, it's better to add physical moments together, depending on the objective of the project, because it's more difficult when it's only done remotely. Even if it's remote, it's important to think about the conviviality and the fact that the young people are talking to each other.

It's also important, as in a physical project, to start from what people want and need.



## The project

The 'AccesibleU' project is run by ESN (Erasmus Student Network) France, an association that welcomes international students and raises awareness of international mobility. The aim of this awareness-raising game is to make international mobility more inclusive, particularly for people with disabilities, by making European civic education and access to information accessible and inclusive using fun digital tools. Users choose the character they want to play, in the form of an animated story with a short quiz, which redirects them to information sites according to the subjects they are looking for.

## The digital aspect

The tool is available online. It was developed by a web developer using tools such as Simphonie and Wordpress or typeform, which can be used to create websites and attractive interfaces.

## Why digital

As a continuation of the IMD (International Mobility with Disabilities) project, the priority was to meet the needs of the network, its partners and the Erasmus + agency. It was necessary to create a tool that could be easily mobilised and disseminated so that they could use it and take it over.

## Strengths and weaknesses of the project

+ = Digital simplifies the process for users: it's simpler and more attractive than explanatory sheets. It is also more accessible, as it is available on Google, from a computer or mobile phone. ESN trains its volunteers so that they are familiar with the game and can present it to young internationals.

- = The workload is greater than creating PDFs or paper booklets. A number of unforeseen problems, particularly in terms of security and the smooth running of the application, have complicated its implementation.

## Advice

Don't underestimate the 'maintenance/testing' part of the project, to avoid any plausible 'bugs'. The best way to do this is to include it in the design and timing of the project from the outset. Upstream, make sure that the coding is simple and that the risk of new technical and compatibility issues is limited. It may also be useful to hold focus groups to assess needs upstream and discuss the project.

# A VIRTUAL JOURNEY – EMANCIPER MAYOTTE



## The project

The 'Virtual Journey' project, aimed primarily at secondary school students, was designed to give young people the opportunity to discover Europe and their own country. This project, led by the association 'EMANCIPER mayotte', enabled 10 young people from Mayotte to take part in visits to the 5 municipalities concerned, and to carry out the research needed to produce a film about Mayotte, which they presented to young people from the other partner countries (Poland, Romania and Lithuania).

## The digital aspect

Each country produced its own video, which they presented on the day of the presentation by video conference. Exchanges between young people took place via online exchange platforms (e.g. zoom).

## Why digital

The ISI scheme naturally led to the creation of the intercultural exchange project without crossing borders. The association 'Emanciper Mayotte', concerned by the issue of mobility, explored online alternatives, taking advantage of the context of the COVID-19 pandemic to develop this idea.

## Strengths and weaknesses of the project

+ = The project was a great success, with almost all the young people taking part in the various phases of the project and learning new skills. It also enabled them to take part in a project that made them proud, particularly when they saw their product on YouTube.

- = Access to digital technology is not necessarily easy in some neighbourhoods, and there is still a lot of work to be done to make it easier to access and democratise.

## Advice

We need to think about the long-term future of the project. In this specific context, it is important to make the videos available online after the project (e.g. by posting them on Youtube, but we also need to think about their use in other projects/training courses).

Similar projects or practices: Coexister used digital technology (in particular videoconferencing tools) for its fourth InterFaith tour. Remote exchanges and debates were organised to promote and connect innovative projects using interfaith to foster social ties and build peace on a global scale.



**BELGIUM**



## **DIGIKIOSQUE IN BENIN – ECLOSIO**

### **The project**

This project is being carried out in Benin with the local team from the NGO Eclósio in 6 villages, where the use of digital tools is used mainly to strengthen and empower producers in the fight against predators in their maize fields. Digikiosks are set up in the villages to show explanatory videos in order to stimulate discussion and debate between villagers and gather their feedback on good practice. The application is used by farmers to store information, monitor the condition of their fields and receive live advice. The young people support the producers in understanding how to use these tools and facilitate digital appropriation.

### **The digital aspect**

Projection of videos on a projector screen, or tablets depending on who is possible via the digikiosk device powered by solar panels to bring villagers together. The specific application (Agricerf) can be used on smartphones (Android, etc.) or conventional telephones (voice messages set up) to receive live advice on how to take action against field predators and improve production yields.

### **Why digital**

Following covid, the technicians could no longer travel to meet producers and give them advice on managing their land. They wondered how they could continue to give advice to everyone from a distance. They came up with the idea of using an effective means of communication via smartphones or traditional telephones. With the growth of digital technology, access to information has become more widespread and easier, responding to the desire to bring people together efficiently, make the transmission of information more fluid and empower producers.

### **Strengths and weaknesses of the project**

+ = These are good ways of bringing villagers together and make for great exchanges. The training courses organised give young people the opportunity to help their parents understand and use the application, thereby empowering them and facilitating access to information.

- = The challenge: Not everyone has the same access (networks, smartphone OR traditional telephone), nor the same facilities for understanding how the application works. There is also the cost of the internet connection to consider, as well as the need to maintain the digital tools made available (device maintenance, battery management, etc.).

### **Advice**

Take into account the real digital access divide, equipment, available network, connectivity, etc. Find solutions and adapt them to the reality on the ground (e.g. create voice messages for people who don't have a smartphone).

Help users to understand how to use the tool (through training, by directly involving certain people who can play a key role, etc.).

## The project

For many years, C-paje has been tackling societal issues with pupils from primary to higher education. During the 2019–2020 school year, the association ran the Jeunes Pensées Pixels project, focusing on digital citizenship. Around a hundred pupils from nine schools in the Liège region of Belgium expressed their views on the subject using mash-up, chronophotography and video game techniques.

## The digital aspect

Video production, chronophotography, video games, digital exhibitions, online learning and online mobilisation to

## Why digital

We wanted to start with what interested young people and what was available to them. In particular video games and social networks (for recreational purposes), because these are cultural practices that deserve our attention and should not be demonised. The aim is to educate people about these media/mediums and turn them into springboards for creative and constructive practices.

## Strengths and weaknesses of the project

+ = Promoting young people, another possible vision of video games to convey (artistic, cultural, creative and political means if desired). A way of tackling social issues in a fun, more accessible way, in line with what affects and interests young people.

## Advice

**In general:** Adopt a benevolent attitude towards the tools (don't 'ban' them on the basis of preconceived ideas), but start from what interests the audience, the young people, and put yourself at their level to begin with and then give them information, train them further to increase shared knowledge. Encourage them in their activities

**Specifically:** make sure you have sufficient technical expertise, anticipate technical problems and difficulties of use, be aware of the technical resources available to participants (telephone, computer, ...) because not everyone has the same equipment. Provide free, non-downloadable tools that can be used at the click of a button.



### The project

Project in co-construction of awareness-raising tools by students from Benin, Senegal and Belgium in relation to sustainable food systems from their own co-construction of awareness-raising tools by students from Benin, Senegal and Belgium in relation to sustainable food systems from their own perspective. This was the first civic education project to be carried out in two other countries in which Eclósio usually works but which do not use this capacity-building methodology.

### The digital aspect

Use of communication tools such as Teams for meetings and Whatsapp for important and urgent information.

### Why digital

As with most organisations, the project took place during the Covid period and forced us to show resilience in finding ways to continue working together remotely and meet our desire for co-construction between the Eclósio project managers from the different countries involved (already between ourselves), then with the professors from the accompanying Universities (Thiès in Senegal and Parakou in Benin) and finally with the students in the preparation of the meeting.

### Strengths and weaknesses of the project

+ = Having this phase of getting to know each other before the meeting in Thiès meant that the young people already knew each other, had exchanged ideas and built an ethical charter together. It saved a lot of time and helped the collaboration run more smoothly. The return to digital after the return home was also smoother.

- = The levels of involvement prior to the meeting were distorted by the fact that we did not know the link/relationship/realities of digital in the countries and the use young people made of it (type of connections are not stable, medium and places and cultural habits not known).

### Advice

Take the time to study the relationship between the stakeholders in a project and digital technology, and plan a budget to reduce the digital divide (purchase of hardware, software, a stable connection, prepaid cards for young people, a meeting place with a stable connection and computers available).

Include the participants in the choice of the digital tools they are going to use to facilitate their serene and efficient participation and propose training modules before the work and meeting sessions to ensure that everyone masters the software or tool (such as Miro) to facilitate their full participation.



TUNISIA

## THE DARNET PROGRAM



ASSOCIATION  
PENSÉE  
NATIONALE  
LIBRE  
MAHDIA

### The project

Initiated by the association Pensée Nationale Libre (PNL), this project aims to promote equitable access to scientific and technological creativity for young people in disadvantaged areas by establishing community digital learning spaces.

### The digital aspect

The Darnet programme tackles digital issues by focusing on the digital divide and the digital inclusion of vulnerable young people. It does this by creating digital learning and innovation spaces in secondary schools and youth centres. This programme offers young people the opportunity to strengthen their digital skills and competencies. Through training modules, awareness-raising workshops and practical activities, these spaces enable young people to acquire the tools and knowledge they need to thrive in an increasingly digital world

### Why digital

The choice of digital technology in the Darnet programme responds to two major concerns. Firstly, young people in disadvantaged areas are already socially and economically marginalised, and it would be unfair to impose another form of exclusion on them, namely the digital divide. This is why the initiative has been launched to integrate these young people into the global digitalisation process. In addition, by offering digital access to these young people, Darnet seeks to reduce inequalities in access to digital resources and provide them with educational and professional opportunities that will help to reduce social, economic and digital disparities.

### Strengths and weaknesses of the project

+ = The strength of the Darnet programme lies in its ability to meet an important need is to integrate young people from disadvantaged areas into the digital world by offering them equitable access to technology and digital learning.

- =The sustainability of this type of project is a constant challenge, especially in light of the rapid development of the digital world. The financial resources required are considerable, as computer hardware and digital tools are becoming increasingly sophisticated and expensive. This therefore requires a substantial financial allocation to keep the project up to date and meet the growing need for digital equipment..

### Advice

To carry out a digital project successfully, it is essential to carry out an in-depth study of the target audience, understanding its situation, environment, capabilities and expectations. This analysis enables the content of the project to be better prepared, ensuring that it responds effectively to the specific needs of the target audience. In addition, it is imperative that the association remains constantly up to date with technological developments and continually develops its skills and knowledge in order to remain relevant and effective in a constantly changing environment.

## The project

The TEARN association (Tunisian Education and Resource Network), in partnership with the IEA association (International Education Association), has developed educational content to build the capacity of teachers in the training and evaluation of digital pedagogy. It provides them with the skills they need to engage students in active and authentic online learning, with appropriate assessment and immediately usable teaching methods, strategies and models.

## The digital aspect

It offers online training sessions using tools that are accessible to learners, such as Miro, Padlet, TEAMS, videos, communication tools, etc. Learners control the pace of the course, with ongoing support via live webinars. The course is available in Arabic or English and comprises five sections organised around five themes: preparation, planning, live presentation, evaluation and training. Each section follows a consistent structure with clear objectives, organised content, links to teaching tools and resources, activities, case studies, templates and regular webinars.

## Why digital

This idea came up with COVID. The diagnosis of a school that could not meet the demands of an unforeseen reality gave us food for thought. We felt it was imperative to give teachers the skills they needed to migrate towards appropriate education. Although digital technology is a promising teaching method, many teachers have not yet mastered it. It was therefore necessary to offer them the opportunity to improve their skills, and thus enable learners to acquire the digital skills required for effective, enjoyable learning that takes account of their well-being, needs and orientations.

## Strengths and weaknesses of the project

+ = The teachers' commitment to training

- = the Ministry of Education and its various departments are not receptive to change, do not facilitate infrastructure and remain very suspicious of the need to make digital not just a tool but above all a pedagogy.

The unexpected is always linked to digital accessibility: infrastructure problems, connection problems and refusal of assistance.

## Advice

Consultation is essential to the success of a project. It is crucial to understand that education is at the heart of development and that tools are not an end in themselves. They are constantly evolving, and the user must not become a technician.

Projects must also aim to improve the quality of life on the planet. It's essential to take the learning process out of the classroom and include the environment, understand the benefits of digital technology, gather information, define objectives and listen to experiences. The quote *'computers won't replace teachers, but those who use digital technology will replace those who don't'* is now being taken up by subjects such as AI.

## The project

The aim of this project is to digitise a story using software. Primary school pupils produce digitised stories in French.

## The digital aspect

Thanks to this project, pupils are learning about the media and the Internet (EMI) and gaining digital skills (using a visual programming tool such as Scratch on a computer, mobile phone or other device).

## Why digital

Children read less and less and have difficulty understanding the languages they are taught. Through this project, participants are stimulated and strengthen their language skills while learning the basics of programming and technical skills. Pupils create and present digital stories and plays, developing their knowledge and creativity.

## Strengths and weaknesses of the project

+ = The project encourages collaborative learning between peers, allowing participants to consolidate their language skills while stimulating their imagination. This encourages the development of creativity and digital skills. Over the course of five hours, students are confronted with various obstacles which they must overcome together by researching on the Internet, finding appropriate photos and writing dialogues. It's a dynamic and interactive learning experience.

- = Not all students have the same level of language skills as they only start learning French in Year 3, which can be challenging. In addition, finding funding for accommodation and transport for young people to competitions in other governorates is another financial challenge. The inclusion of rural areas remains a major logistical challenge, requiring additional efforts to include these regions in the project.

## Advices

- Be open to international experiences.
- Focus more on digital education than on the technical aspects, and avoid following trends such as coding if they do not make sense in the context.
- Open up opportunities for the creation of clubs in schools.



MACEDONIA

INICIRAJ.MK, PLATFORM FOR YOUTH

E-PARTICIPATION- SEGA



СЕГА  
Коалиција на младински организации  
www.sega.org.mk

## The project

Iniciraj.mk is a digital and mobile tool, which can be easily embedded on the websites of youth organisations, schools and public administration. Contributing to an independent and sustainable civil society supported by a suitable environment that encourages participatory and gender-sensitive processes of youth policy-making. Iniciraj.mk as a tool for youth e-participation provides room for young people to convey their opinion to decision-makers at the local level and thus contribute significantly to the democratic development of the local community.

## The digital aspect

Thanks to this tool, you can offer initiatives through different tools such as - brainstorming, challenge of idea, setting an agenda, view texts, polls, mapping locations and challenges.

## Why digital

This enables intelligent inclusion of the community, as well as the integration of offline events and multimedia information about your project. These are proposals and initiatives aimed at improving the living conditions of young people and strengthening dialogue between young people and decision-makers at local level made possible by this tool.

## Strengths and weaknesses of the project

+ = It is easy to access for a wide range of users, regardless of their location or device, promoting inclusion and convenience, and easily adapts to growing user bases or increased demand without significant changes to the infrastructure.

It enables real-time collaboration: multiple users can work simultaneously on the same project, improving productivity and efficiency. Updates and enhancements are ideal for rapid iteration based on user feedback and technological advances.

- = Data protection: Dependence on a good internet connection, security issues, limited customisation, compatibility issues and data confidentiality regulations.

## Advice:

- Choose tools that align with your specific needs and objectives.
- Invest time in learning how to use the tools efficiently.
- Collaborate with team members and share best practices.
- Regularly update and maintain your tools for optimal performance.
- Keep security measures in mind to protect your data.
- Explore integrations to enhance productivity and workflow.
- Seek out tutorials and support resources for troubleshooting.
- Provide feedback to tool developers to help improve functionality.
- Stay organized and streamline processes with the use of online tools.

# VIRTUAL RECONSTRUCTION OF HISTORICAL MONUMENTS – REGIONAL GREEN CENTRE OHRID



## The project

Digitization and promotion of cultural heritage in Ohrid. This project develop and promote tourism, the culture and cultural historical heritage

## The digital aspect

It is a virtual visit of the site itself, in the state in which the site was in the past, giving the visitor an unusual and quite interesting experience.

## Why digital

Digital reconstructions provide a non-invasive means of preserving historical monuments. Unlike physical restoration efforts, which may require altering or even damaging the original structure, digital reconstructions can be created using historical data, photographs, and other non-destructive methods.

## Strengths and weaknesses of the project

+ = Virtual reconstruction preserves endangered historic monuments and makes them accessible to a wider public, promoting education and global engagement. It is a valuable educational tool, offering immersive experiences that facilitate historical and cultural understanding. In addition, it stimulates cultural tourism and promotes cultural exchange by enabling virtual exploration of heritage sites.

- = Digital reconstructions can lack fidelity and current technologies do not always capture all the necessary details. Historical data may be incomplete, posing problems of reliability. Access to the necessary technology is not universal, limiting accessibility. Finally, virtual experiences can be less engaging and educational than physical visits.

## Advice

It's important to research and verify the content of what you see: here you can gather as much historical data, archive documents, photographs and archaeological evidence as possible to ensure the accuracy and fidelity of the reconstruction.

Choose platforms capable of capturing complex details and producing realistic renderings to reinforce the authenticity of the virtual reconstruction if you are carrying out a similar project and are looking to (re)build a virtual reality.



## The project

Adhocracy+ is a platform for launching participatory digital projects directly, without any installation or prior technical knowledge. The platform is developed and managed by Liquid Democracy, a Berlin-based non-profit organisation. The code is in the public domain. adhocracy+ can be used free of charge and is funded by donations, except for additional paid services such as training.

## The digital aspect

Developing a platform based on Adhocracy promotes open invitation, dynamic adaptation of skills and a culture of experimentation and learning.

## Why digital

Accessibility transcends geographical barriers, enabling the participation of a wide range of individuals, promoting diversity of thought, expertise and perspective. This inclusivity enriches discussions, stimulates creativity, and optimises resources.

## Strengths and weaknesses of the project

+ = Decentralised decision-making fosters a sense of ownership and responsibility, while encouraging inclusion, diversity of viewpoints and the principles of democratic governance. Collaborative innovation brings together diverse individuals, enabling collaboration, knowledge sharing and co-creation of solutions, stimulating creativity and innovation, personal and professional development, and collective progress. Long-term sustainability is ensured through mechanisms for ongoing community engagement, resource allocation and project continuity, laying the foundations for lasting impact and resilient progress over time.

- = The risk of fragmentation or digital and accessibility divide, but also other more organisational issues with coordination problems, risks of manipulation or misinformation.

## Advice

Improving coordination and communication mechanisms facilitates alignment, collaboration and transparency between participants.

Clear communication channels for sharing updates, coordinating activities and soliciting feedback are necessary to ensure that information flows freely and that decisions are taken transparently. Regularly reviewing and reassessing these channels helps to improve efficiency and responsiveness.





## The project

The GBWN programme aims to strengthen the role of CSOs as stakeholders who contribute to increasing accountability and transparency and improving the management of public funds by monitoring and evaluating the impact of policies and budgets on gender equality. The GBWN programme has set itself one general objective and three specific objectives: General objective: To improve the participation of CSOs in the political and budgetary processes in South East Europe and the Republic of Moldova by using the reports and networks of gender budget observatories.

## The digital aspect

The training centre offers a range of tools to deepen your knowledge of gender budgeting and access expert discussions and webinars. These resources offer practical examples from various social fields, such as climate change, crisis management (such as Covid-19), public finance management, and the role of civil society organisations, etc.

## Why digital

Digital platforms ensure wider participation and engagement, promoting a diversity of perspectives and experiences, particularly through their accessibility and inclusivity. They also increase the reach and impact of the programme by reaching a wider audience and reducing the costs associated with traditional face-to-face events: digital platforms provide equitable access to training resources and expert knowledge, maximising the reach and effectiveness of the programme.

## Strengths and weaknesses of the project

+ = The GBWN programme strengthens the role of CSOs in increasing accountability and transparency in policy and budget processes. It provides a platform for capacity building, networking and collaboration, while promoting accountability and transparency.

- = GBWN faces resource constraints, capacity gaps, fragmentation and coordination issues, as well as data and information challenges

## Advice

Diversify funding sources: Diversifying funding sources beyond traditional donors reduces reliance on a single funding source.

Explore partnerships with philanthropic organisations, private sector entities and international development agencies to secure additional funding and support project activities.

In digital projects, it is important to build capacity in a targeted way (*e.g. engaging in advocacy and dialogue, filling data and information gaps...*).



## **PART.2 : DIGITAL ISSUES: THE VOICE OF YOUTH**

# DIGITAL CHALLENGES



Digital technology is useful in many projects, but it is also important that projects raise awareness of digital issues because of the many challenges digital can raise. As mentioned above, the impact of its use is not without consequences.

The environmental impact of digital technology, particularly in terms of greenhouse gas emissions and energy consumption, is a growing concern, requiring awareness and action to reduce our digital footprint. In addition, the management of electronic waste (e-waste) poses a major challenge in terms of pollution and responsible management of resources.

Online security issues, such as identity theft, cybercrime and violation of privacy, require increased vigilance and appropriate protection measures.

Inequalities in digital access and training widen social and economic gaps, limiting access to opportunities and information for certain population groups. Indeed, misinformation is also one of the challenges facing our society: the rapid spread of false information online can have serious consequences for societies and individuals, compromising informed decision-making and fuelling polarisation.

By raising awareness of these issues, we can better understand the implications of digital technology on our lives and on society as a whole, and take steps to promote responsible and ethical use of technology.

## ETHICAL DIGITAL – MÉTACARTES

---

**Project/NGO:** Metacartes, Digital Ethics, board game

**Theme/issue addressed:** Ethics and digital

**How this project is working on this theme :**

They have created a board game with cards. The aim is to (re)think about the problems raised by digital tools and habits, and to change our practices through a fun and educational game.

There are different types of card: ingredients, help and recipe.

- The ingredients present different uses and criteria, proposing 20 uses to take a step back and change our habits with regard to certain tools, and 20 concepts to discover or delve deeper into the subject.
- The recipe helps you find the means to make a real change: discovering alternatives to GAFAM, different ways of working, etc.
- The 3 help sheets are questions to ask yourself about your values and ways of doing things when it comes to digital ethics.

## VPN – ANIMAFAC

---

**Project/ NGO:** Animafac, VPN – Guide & tutorials

Animafac is a network of student associations whose mission is to stimulate initiatives by associations and to help students carry out their projects by providing them with support.

**Theme/issue addressed:** Global understanding of digital technologies

**How this project works on this theme :**

This project called 'Vivier de Projets Numériques' (VPN) worked on understanding digital technology through 5 productions.

Co-created with Actions Média Jeunes (Belgium), EPMA (Czech association) and Hello asso (French company), they produced online tutorials for creating websites, applications, media and video games, a guide to managing a digital project (how to build it, finance it, make it sustainable, etc.), a series of videos based on digital issues and, finally, an interactive questionnaire and a collection of European best practices with examples of digital projects.

These tools were produced by the NGOs and young people taking part in the project. At the end of and throughout the project, intercultural and international courses and training were organised.

## NO CONGO NO PHONE– GENERATION LUMIERE

---

**Project/NGO:** No 'congo no phone' – Génération Lumière

Génération Lumière is an association dedicated to the education and empowerment of young people through innovative programmes designed to foster their personal development and community involvement.

**Theme/issue addressed :** Decolonial digital technology / Environmental impact

**How this project works on this theme :**

This 'No phone No congo' conference-testimony aims to discuss and raise awareness on the subject of the consumption of digital products.

We use these tools on a daily basis without knowing where they come from or how they are made, and the consequences for the Democratic Republic of Congo. The extraction of cobalt, coltan and other minerals is necessary for fabrics, but has a major economic, political and social impact. They also discuss the issue of climate justice and eco-genocide.

## INTERNET ADVENTURE SURVIVAL GUIDE – RITIMO

---

**Project/NGO:** Internet adventure survival guide

**Theme/issues addressed:** Accessibility and cybersecurity/privacy

**How this project works on this theme :**

This project is in fact the third version of a guide led by CECIL and aims to identify a number of tools and habits that can help improve our privacy on the web. The data collected by proprietary software (Microsoft, Apple etc.) can be used for targeted advertising, identity theft or price discrimination. In this guide, you will find alternatives that use free software (as in freedom), respect your privacy and have a lower environmental impact when provided by local non-profit organisations. They also mention other tools to help you with passwords, anonymity, etc.



## MEDIA EDUCATION WORKSHOPS – ACTION MEDIA JEUNES

---

**Project/NGO:** Media education workshops

**Theme/issue addressed:** training young people in the use of digital tools so that they adopt a critical mindset and learn to use them correctly.

**How does this project work on this theme?**

Media education workshops and training courses for young people are at the heart of the project, reading, analysing and producing media content that is accessible to all. All media are involved, from mass media (television, radio, written press, etc.) to media developed around the Internet and digital tools (social networks, webcreations, podcasts, video games, live streams, etc.), via emerging technologies. After titillating young people's curiosity, thinking and creativity, the time has come to (re)appropriate these media.

The aim is to identify and analyse the technical, cultural, economic, social, political and ecological issues associated with the media.

# DIGITAL FESTIVAL – MÉDIA ANIMATION

---

**Project/NGO:** a week-long festival to explore digital practices

**Theme/issue addressed:** environment, gender issues, cybersecurity, etc.

**How this project is working on this theme :**

A whole week devoted to questioning digital practices around several themes. In 2023, one of the main digital themes was gender. Some examples of workshop themes:

- To get around algorithms and reach women, you'd almost have to put photos of cosmetics on engineering job ads".
- Artificial intelligence: 'It's absurd that an elite group of white heterosexual men should be designing inclusive technology'.

# AGENCE WEB INCLUSIVE – ACCESSIA

---

**Project/NGO:** inclusive web agency , Eqla

**Theme/issue addressed :** Inclusion of people with disabilities

**How this project works on this theme :**

It's the first inclusive web agency, firmly convinced that digital accessibility is a factor in the emancipation and employability of people with disabilities. Accessia puts accessibility upstream of the creation of websites and applications, and supports companies in making their existing digital services accessible. The stakes are high: today, only 5% of public and private websites actually comply with accessibility standards



## EDUCATION TO DIGITAL TOOLS- EDU-LAB

---

**Project/NGO:** Education in digital tools

**Theme/issue addressed :** Training in the use of digital tools

**How this project works on this theme :**

The project offers a modern experimentation and prototyping platform dedicated to experimentation, training and sharing around digital education and the integration of new technologies into learning.

## MEDITERRANEAN ASSOCIATION FOR ART AND NATURE

**Project/NGO:** Mediterranean Association for Art and Nature (AMAN)

The Boubli project aims to address several key issues affecting young people from marginalised communities in Tunisia, such as limited access to arts and media education, lack of productive outlets, marginalisation of young talent and the need for a creative space.

**Theme/issue addressed :** Digital accessibility, art and empowerment

**How this project works on this theme:**

In order to solve the problems, Boubli has implemented a strategy based on access to arts and media education, the creation of productive outlets, the empowerment of young talent and the creation of a creative space.

Establishing a creative space.

Access to arts and media education:

Boubli has offered training programmes to young people from marginalised communities, familiarising them with the arts and audiovisual production techniques.

Familiarising them with artistic and audiovisual production techniques.

Creating productive outlets

By engaging young people in creative activities such as filmmaking and media production, Boubli has provided them with constructive outlets,

Boubli has offered them constructive outlets for their talents and aspirations, steering them away from negative paths such as irregular migration.

**Project/NGO:** Jamaity is a collaboration between the British Council in Tunisia, the Euro-Mediterranean Human Rights Network, the European Union, the Arab Institute for Human Rights, the French Institute, the Embassy of the Kingdom of the Netherlands in Tunis and the association Développement sans frontières.

Information on NGOs is fragmented across different platforms, making data collection difficult. Many NGOs struggle to obtain funding and resources, and find it difficult to raise their profile and connect with other organisations or donors. In addition, there is a lack of systematic documentation and sharing of project results and best practice, hindering learning and improvement.

**Theme/issue addressed :** Access to information

**How this project addresses this theme:**

By creating a centralised platform, Jamaity consolidates information on NGOs and their activities, making it easier to find reliable data in one place. The platform improves access to resources by providing information on funding and capacity-building programmes. It increases the visibility and networking of NGOs, enabling them to share their activities and connect with other organisations and donors. Jamaity also facilitates the systematic documentation of projects and good practice, encouraging learning and improvement.

## **“TRASHPINGER”– APPLICATION BY A MACEDONIAN SECONDARY SCHOOL**

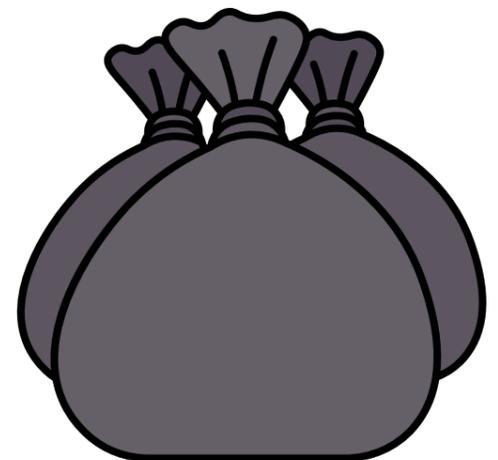
---

**Project/NGO:** ‘Trashpinger’– Application by a Macedonian secondary school

**Theme/issue tackled** Environmental protection

**How this project works on this theme**

This application is used to report and clean up illegal waste dumps in the city. It also helps to raise and promote environmental awareness. It is a modern and innovative opportunity to preserve a clean and healthy environment.



# FINANCINI – UNISIAN CONFEDERATION OF CITIZEN

## ENTERPRISES

**Project/NGO:** FINANCINI – Tunisian Confederation of Citizen Enterprises

The problem solved by financini.org.tn is the difficulty Tunisian businesses have in accessing adequate funding and reliable information on funding and support mechanisms.

**Theme/issue addressed :** Access to information

**How this project addresses this issue:**

The platform addresses this challenge by offering the largest database of financing and support mechanisms tailored to SMEs in Tunisia. It enables entrepreneurs not only to find suitable funding, but also to make contact with credible partners and explore investment opportunities.

In addition, financini provides a platform for registered users to connect free of charge with experts in the entrepreneurship ecosystem and benefit from their advice.

This initiative aims to overcome the obstacles hindering the development of Tunisian businesses by providing accessible and comprehensive information and support to entrepreneurs and the Tunisian diaspora.

## INNOVATIVE LEARNING APPROACH FOR CIRCULAR CHEMISTRY IN SECONDARY EDUCATION – ECO-LOGIC

**Project/NGO:** Innovative approach to learning circular chemistry in secondary education – Eco logic

**Theme/issue addressed:** ecology and youth engagement

**How this project works on this theme**

The Innovative Approach to Learning about Circular Chemistry in Secondary Education project has produced the educational game '7 Days to the End of the World' created as part of the project: '7 JOURS JUSQU'À LA FIN DU MONDE' created as part of the project. The aim of the game is to encourage a debate between the 'guardians of the green galaxy' and the 'bad guys' on topics related to circular chemistry. The game offers a range of materials available online in many languages that can encourage young people to participate and learn about an innovative approach.

The Erasmus+-funded project was coordinated by the Swedish University of Malardalen, in partnership with nine schools, organisations and research institutions from Macedonia, Spain, Sweden, Italy and Lithuania.

# CHA9A9A.TN – THE TUNISIAN ASSOCIATION OF DIGITAL TECHNOLOGIES

**Project/ NGO:** CHA9A9A.TN – The Tunisian Association of Digital Technologies

Cha9a9a.tn solves the problem of limited donation methods, the lack of financial support for social projects, the under-use of e-commerce and the geographical obstacles to funding projects and creating communities.

**Theme/issue addressed:** Financing and digital commerce

**How this project works on this theme :**

Cha9a9a.tn facilitates online giving by providing a secure platform for financial contributions, allowing a flexible transition from material to financial donations.

The platform provides essential technical support to social projects, enabling them to create fundraising campaigns to solve specific problems, as well as helping young entrepreneurs to raise funds and connect with potential investors, thereby increasing their chances of success.

By promoting a structured e-commerce model, it encourages more reliable participation beyond traditional social networks and fosters the creation of digital communities, enabling users to come together around common causes. Finally, by eliminating geographical barriers, Cha9a9a.tn enables anyone to create and fund projects, regardless of their location, while maintaining transparency with regular updates on project progress.

## “YOUTH PARTICIPATION TOWARDS STRONG AND SUSTAINABLE COMMUNITY DEVELOPMENT” – SEGA

**Project/ NGO:** Youth participation for strong and sustainable community development’ – SEGA

**Theme/issue addressed:** Digital participation of young people

**How this project works on this theme**

Iniciraj.mk is a digital and mobile tool that can be easily integrated into the websites of youth organisations, schools and public administrations. It contributes to an independent and sustainable civil society supported by an appropriate environment that encourages participatory and gender-sensitive youth policy-making processes. As an e-participation tool, it enables young people to convey their opinions to decision-makers at local level, thereby making a significant contribution to the democratic development of the local community.

# “YOUTH PARTICIPATION TOWARDS STRONG AND SUSTAINABLE COMMUNITY DEVELOPMENT” – SEGA

Project/ NGO: Project/NGO: ‘Youth participation for strong and sustainable community development’ – SEGA

Theme/issue addressed: Digital participation of young people

How this project works on this theme

LMS net was created to enable the networking of local youth councils and youth leaders from all municipalities in the country. The interactive networking platform enables members of local youth councils and youth leaders to share their experiences, good practices and consultations in order to improve youth development at local level.

This platform offers

- an electronic database of resources and learning materials needed to run and develop the LMS
- a blog for sharing opinions and views on certain topics
- a forum for peer-to-peer communication.





## **PART.3 : Digital tools and alternatives**



# DIGITAL TOOLS

This section is dedicated to digital tools, to give young people the keys to creating an online event. As the choice of tools has a major impact on the way the sessions run, we give examples and our opinion on the platforms to use, based on various criteria (accessibility, environmental impact, ease of use and security of use).

With this (non-exhaustive) list, we hope to enable young people to make an objective choice and fully experience their civic commitment online.

We conducted the survey using a questionnaire designed to study the realities of young people's experiences and visions in terms of digital experiences in the four project countries. It examines young people's habits and views on the role of digital technology in their daily lives and more generally. However, as the results were too uneven and there were not enough of them (98 respondents for France, 92 for Tunisia, 35 for Belgium and 34 for Northern Macedonia), we preferred to provide a brief summary of the trends that emerged.



It is notable that 48% of the young people who responded to our survey are involved in some kind of digital activity, with mobile phones being used most frequently (96%), although 81% prefer computers for school or academic purposes. Internet access remains uneven, however: of the young people who say they do not have stable or permanent access to the Internet, more than a third come from Tunisia. Feelings of comfort also vary from country to country: while around 65% of young people feel very comfortable using digital technology, there are still differences from country to country: 42% in Tunisia, 82% in Belgium, 50% in France, and 84% in Northern Macedonia.



*It is important to note that the figures for France and Tunisia are the most representative, based on larger samples than those for Belgium and Macedonia.*

Access to good training, accessible tools and a good connection and usage is important, as 52% say they spend more than 5 hours a day on screens (computers, phones, video games, etc.).

Aside from social networks or communication platforms such as Instagram, WhatsApp and TikTok, young people are already very familiar with tools such as Canva and Kahoot, which are particularly used in the educational and professional spheres. In their use of digital technology, young people base their choices on various criteria, primarily ease of use, but not only: accessibility (66%), data security (56%), and environmental impact (15.6%), as well as the importance of price, are also taken into account.

The importance of digital ethics, verification of information, training and the reduction of inequalities are crucial aspects to be taken into account in the use of digital tools, which is why we classify the tools with the following codes:



**Environmentally friendly**  
(based on Ecoindex ranking)



**The funniest alternatives**



**High data protection/privacy**

## Project Management Tools



Trello is an accessible tool for organising and managing tasks. In particular, you can connect and share your Trello with your colleagues, and prioritise tasks, comment on them and create automation processes. It's also accessible on mobile phones, although it's easier to use on a computer. The free version does not allow you to use the calendar and does not offer very comprehensive project management, but it is very useful for both personal and professional organisation.

**GOOGLE DRIVE**



Google drive is a platform for sharing and storing files, documents and data, files, documents and data. It also lets you collaborate in real time and integrate with other products such as google doc, sheets, slides, etc. It is also available on the phone via its application. However, you will need to set up a Google email address (gmail). The data is processed by Google. If you want to avoid being tracked by GAFAM, you can use the Framasoft alternative.



Airtable is a code-free database and spreadsheet application. It can be used to store and share data. Often compared to a simplified 'Excel', it can be used to organise and share information, and is easy to customise and learn. It can be adapted to suit your needs (including calendars and other planning tools). You can also create surveys. Its free version includes an unlimited number of databases with up to 1000 entries per database, which can be linked together, and is accessible to up to 5 editors. Its attachment storage capacity is also limited (1 Gigabyte).



Monday is a digital no-code platform that is dedicated to project management. Its interface allows you to manage your projects while automating work processes (with tables and sub-tables that can connect to each other, in particular). Integrated tools such as the Gantt chart help you optimise your time and planning. However, it's not necessarily easy to get to grips with at first, and the limited version only accommodates 2 employees. It also has a strong environmental impact.



Notion is a perfect project management platform for a small team (or a single person). It allows you to create documents, link them together and categorise them, and offers more global features in terms of management, notably with the Kanban board and calendar. It's very affordable and fairly easy to use once you get the hang of it, but it can be complex to use for a large number of projects and the security isn't optimal.



Wrike is a platform somewhat similar to Monday, which enables teams to collaborate and manage their projects. Like the other tools, it includes task, calendar and resource management, as well as report visualisation. While it facilitates project coordination, users must take precautions regarding the security of their data and it is not accessible to everyone (a paid version is required).

*Other examples: Asana, Smartsheet, Clickup...*

# Content creation tools

We are now going to look at content creation tools (graphics, text, etc.) that can be useful for both professional and personal projects. Here are a few examples that you can use as part of your activities:

## Canva CANVA



Canva is an online graphic design tool (presentation, various graphic elements, infographics, publications for social networks). It offers a wide range of templates and images to create attractive content without needing to be qualified in this field. It's very easy to use and accessible, but users need to be careful about copyright and leaking personal data.

Also; some features are chargeable.

## CHATGPT



ChatGpt is a language processing artificial intelligence developed by OpenAI. It can be used to generate text but also to answer specific questions or requests in many fields. This tool is very useful, but it's important to bear in mind that some answers may be biased and that it is based on a selected database (so it doesn't have every possible source and doesn't only hold reliable answers). Be sure to give the context of your request and ask for several answers and points of view while completing and checking the results yourself.

## GENIALLY

Genially is an interactive online content creation platform that lets you design presentations, infographics, posters and other multimedia content. Thanks to their interactivity, the models offered by Genially are attractive and capture the attention of users. It is preferable to have a strong internet connection, as certain functions require a high bandwidth. As far as environmental impact is concerned, intensive use of multimedia can lead to higher energy consumption, particularly when distributing interactive content online.

Powtoon is an online platform similar to Genuinely in that it allows users to create animated presentations and explanatory videos. Powtoon allows users to create visually appealing content without animation skills, but with a monthly subscription fee. Its main advantage is its attractiveness, which makes presentations more dynamic and engaging. However, like Canva, you need to be careful about copyright when using graphic elements from the library. It also has a strong environmental impact, particularly because of the energy consumed by its servers.



Prezi is an interactive presentation tool that uses the principle of an "infinite" canvas where users can zoom in and out freely. It provides an immersive experience and adds a dynamic element to texts, images and videos. While this is a very attractive tool, it is unfortunately only accessible once you have taken out a paid subscription (€3 per month for students, otherwise €5 for individual use). It also has a high environmental impact if used intensively.

*Other examples: Ahaslide, Piktochart, Inkscape...*

## Communication and sharing tools

Communication and sharing tools are necessary to ensure good exchanges between teams and individuals. From the traditional to the lesser-known, you will find here a list of the various options available.



Whatsapp is an instant communication tool. Like traditional messaging, it lets you send text messages, voice calls and video calls.

Very popular and fairly universal in its use, it is easy to use and widely available. However, it is important to be aware of the privacy settings and to check them.



Slack is a communication tool mainly reserved for professional use. It allows you to chat live, share files and collaborate as a team. This pay-as-you-go tool is very popular with organisations because of its efficiency and user-friendliness. Slack offers confidentiality and security options to protect its users' data.

DISCORD



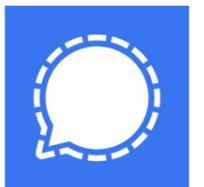
Discord is an online communication platform that lets you create servers (spaces dedicated to a team, group, project, etc.) and organise your conversations (in the form of channels and conversations, which can be voice and video, which nevertheless increases its environmental impact when used). You need to be careful about the content you share to avoid misinformation. The main advantage of Slack is that it is free, and it offers parental control and confidentiality of conversations.

## Brevo BREVO

Brevo, formerly Sendinblue, is a platform for exchanging documents, with dedicated options (e.g. for sending newsletters). Some of these options are chargeable, but it is easy to use and offers good communication management features.



SIGNALS



Signals is a telecommunications tool renowned for its guarantees in terms of the privacy and security of its users, thanks to its encryption. It lets you send both permanent and temporary messages, make voice and video calls and set up discussion groups. Its interface is fairly intuitive and consumes no more energy than other tools. However, its use on Linux, an operating system, can make it more complex to use.



TELEGRAM

Telegram is a messaging application like Whatsapp. It offers text message, video and voice call functions. Renowned for its encryption, which guarantees greater security and confidentiality, it offers advanced features such as the ability to create public channels and discussion groups. Reliable and fast, it is an option for anyone looking for an alternative to other messaging options.

VIBER



Viber is another communication application that is more widespread in the Balkans. It offers similar features, with chat, voice and video calls. Like Whatsapp, it offers the option of synchronizing conversations between different devices. Like Signals, it is appreciated for its security settings and ease of use.



Filevert is another file-sharing tool that lets users send documents online. It works in much the same way as Wetransfer, using a link generated on the platform. All you have to do is copy the link and send it. Efficient and slightly more environmentally friendly, it could be a good alternative to Wetransfer.



Wetransfer is a file-sharing platform that lets you share documents, images or videos of up to 2 GB. It's fast and easy to use, and lets you quickly send large files directly by email (a pay version is available to increase the volume). In terms of security, it is not possible to refuse cookies in the free version.

*Other examples: Chanty, Flock, Framatalk, Signals...*



## Videoconference tools

Videoconferencing tools enable effective team communication and collaboration, whether for remote, hybrid or face-to-face working.



Gathertown is a videoconferencing platform that enables both formal and informal interactions. Unlike other tools, it takes us into an immersive, fun world where users can interact using avatars. Similar to a video game platform, once you've got the hang of it, it's very easy to use. Registration is free, but is required to access the platform. Like any other online platform, it avoids some of the emissions associated with travelling in person. Nor is it considered to be the most polluting videoconferencing platform, despite its design, which might suggest that it is

SKYPE



Skype is another videoconferencing tool used for business meetings but also as a communication tool (instant messaging, voice and video calls, individual or group). It is easy to use and offers good audio quality. However, while business accounts are free and open to all, personal accounts may be blocked in some countries, such as the United Arab Emirates. Its environmental impact as a videoconferencing tool is greater than that of other applications such as Teams, Zoom or Googlemeet.

zoom ZOOM

Zoom is probably one of the most popular platforms used in the professional, educational and personal sectors. Its platform is easy to use and offers the possibility of creating virtual rooms to separate participants and work in smaller groups. However, the free version is limited to 45 minutes, which can be a real disadvantage when meeting certain needs. In terms of security, Zoom protects meetings against unauthorised intrusion and enhances the protection of its users' privacy.



TEAMS



Teams is the videoconferencing platform with the lowest environmental impact overall (although this varies according to parameters such as whether the camera is open, whether it is used on a mobile or computer, etc.). To sign up for Microsoft Teams (free), all you need is a Microsoft account. Microsoft Teams includes the Outlook add-in, which lets you create new Teams meetings directly from Outlook. With guest access, you can provide access to teams, documents in channels, resources, chats, and applications to people outside your organization, while maintaining control over your corporate data. Anyone with a business or consumer email account, such as Outlook, Gmail, or others, can participate as a guest in Team



GOOGLE MEET

Google Meet is the platform developed by Google and one of the easiest to use. It allows you to quickly create meetings by sharing links. It requires a Google account and offers free 15GB storage, which is rare for this type of service. The meetings are however limited to 1 hour if you are using the free option. Available via telephone, it offers the same features as other videoconferencing tools. When it comes to user security, its end-to-end encryption means that users' communications are protected by a number of option



JITSI



Jitsi is a free, open-source platform. It is accessible to everyone and offers greater control and transparency in terms of security and data storage. It can be used indefinitely, but it can be more complicated to settle and generate a link in advance. You can connect your google agenda with jitsi.



## Survey tools

These interactive platforms can be used to collect information in general terms. Whether for feedback, evaluation or analysis, these tools are resources for gathering data and opinions.



## ANSWER GARDEN

Answer garden is a simple survey tool that collects feedback and information using word clouds. While it is effective for obtaining instant responses, its platform and design are rather unattractive. Its use is limited to this functionality, and it does not offer the other possibilities found in other tools.

## GOOGLE FORM



Google Forms is a tool developed by Google for creating online questionnaires. Easy to use and share, it offers a wide range of options (question types, customisation options, etc.). As all Google tools are linked together, responses are synchronised with Google sheet. It is available free of charge and is useful in the professional and educational sectors for collecting information (anonymous option).

## DOODLE

Doodle is another survey tool focused on scheduling appointments. It is easy to use and requires no prior registration. To find a time slot, it offers several options for dates, times, etc., and Doodle can be synchronised with certain diaries. Like Answer garden, it is reserved for specific use.





Framadate is a tool similar to Doodle and Google forms. The difference is that it is open source, which makes it more secure and transparent. It allows you to collect responses on a variety of subjects (although it offers fewer features and is less attractive than Google forms), and to plan events in the same way as Doodle. It does not require registration, but an email is generally requested.

*Framasoft is a complex of alternative applications to Google (framataalk, framacartes etc...) which offers the same services without data tracking and monitoring.*

Other examples: Typeform, Whatsapp...

## Animation tools

Animation tools are needed to create dynamic content and exchanges with groups. The content can be entertaining, attractive and professional. Here is a varied list of platforms to use:



Flip (formerly flip grid) is a video animation platform. It allows you to create online video discussions, either by posting a video yourself or by reacting directly to other videos. It is often used in educational environments to increase interactivity and engagement. You need to register with an email address, even to join a group, and download the application on the mobile version. Its environmental impact is not very good, being a platform with video content and a complex interface.

KAHOOT



Kahoot is a fun online entertainment platform. It offers multiple-choice games and quizzes. It is available on the web or via its application and is used mainly in the educational sector. Easy to use, all users have to do is share a code to join the quiz. The "student" or "individual" version can be shared by up to 10 people, but the "teacher" version can be used by up to 40 people. It also has a fairly heavy environmental impact due to its complexity and content, and Kahoot does not implement measures to guarantee the safety of its users.



Mentimeter is a platform that offers a variety of tools for creating interactive presentations. In particular, it allows you to create word clouds, mind maps, quizzes and also SWOT and PESTEL analyses for more 'professional' purposes. Registration is required, but Mentimeter is easy to use and can be used to create interactive and attractive presentations. It can also be used to visualise ideas and collect thoughts.



Mindmeister et Mindmup are quite similar in their uses: they are both online mind map platforms. Mindmeister offers more features and is more attractive (particularly in terms of idea generation and project planning). Mindmup is fairly straightforward, both in terms of its interface and its design. It supports a range of features such as adding text, images, links and attachments to nodes, as well as collaboration with multiple users simultaneously. Both are useful for note-taking and teamwork. They allow you to visually organise your thoughts, ideas and information in a hierarchical format. Storing user presentations on servers consumes energy.



Quizlet is a learning platform that offers a range of options and educational tools. Flashcards, quizzes and other resources make it an effective tool for revising lessons. Quizlet allows you to collaborate with other users. It can be accessed on a variety of devices (phones and computers) and is easy to use. As with previous tools, its server power consumption adds to its environmental impact.



Padlet is a platform for creating online 'boards' where users can add notes, documents, links, etc. It is a tool for collaboration and information gathering. Although it's free and easy to use, it can take a little longer to get to grips with than some other tools. Restricted access to tables and data protection ensure the security of data and information shared on the platform.

## RANDOM LIST

Random lists is an animation tool that generates random lists (covering a wide range of subjects: names, numbers, ideas or anything that can be categorised). It requires no registration and is highly intuitive. Often used to make a decision or generate "inspiration" (e.g. ideas for films, books, etc). As Randomlist does not collect personal information, security is not a concern.

## WHEELS OF NAMES



Wheels of names is a tool like randomlist that allows you to create a wheel to choose randomly. Its interface is fairly simple and unattractive. It is very functional. It also does not collect any personal information.



Mural is a content creation and animation platform. It allows you to create and organize highly attractive virtual boards. Collaborative, Mural is often used for brainstorming sessions or meetings. It is relatively intuitive, easy to access (sometimes a little cumbersome for certain connections) and available on mobile, although it is more ergonomic on a computer. The platform offers features that guarantee the security of its users, but is very energy-intensive and complex, which adds to its environmental impact.

## MIRO



Miro is a virtual collaboration platform that lets you create and design diagrams, mindmaps, dashboards and other visual documents. It can also be used as a platform for energizers and impact measurements. Miro offers a wide range of templates and predefined tools to facilitate remote workshops and brainstorming sessions. Easy and reliable, its drawback is sometimes the sharing and demand for access, as well as its environmental impact (as Mural, it is heavy and not very accessible in some country).



Sketch  
Together

## SKETCHTOGETHER

Sketchtogether is a collaborative drawing application that lets you draw with other users at the same time. It offers a range of features: text, shapes and designs, but also gives users the choice of freehand drawing, making it suitable for different types of collaborative work, including design, planning and education. Users can share their sketches with others, invite collaborators to join them and work together. The tool is accessible directly from the web browser and does not store sensitive data.

*Other examples: Quizizz, InVision...*

# Outils de recherche



Search engines are tools for finding information on the web. The best-known are Google, Bing and Yahoo, but some have a more social and sustainable vocation. Here are some of our suggestions:



Ecosia is a search engine that aims to finance replanting programmes, and thus have a neutral impact on the environment. Since each search consumes energy and therefore emits CO<sub>2</sub>, it tries to counteract this effect by planting trees (around 1 tree planted for every 45 searches). It uses Bing to provide these results, which can differentiate them from Google results.



Youcare et Lilo are two solidarity search engines. For each search, they donate a sum to charitable projects. Youcare donates 80% of its profits, mainly from advertising revenue, to charities. Lilo distributes "drops of water", which correspond to an amount that is passed on to the charitable projects of your choice. These alternatives also take measures to protect the privacy and data of their users.



Qwant is a French search engine that guarantees the protection of personal data by not tracking and/or selling it. Widely used in France, it claims to be "anti-google".



Brave is an open-source engine that blocks data collection. All cookies, adverts and trackers are banned and it does not collect your IP address.

**All these search engines are accessible on mobile phones and computers and work like traditional search engines.**

*Other examples: You, giveWater, Eroku...*

## Other tools



DeepL is a simultaneous translation tool for 29 languages. It's free, but offers paid options for more advanced features. Reliable and fast, DeepL can translate long texts and files, even if it sometimes contains translation errors. Its impact on the environment is quite substantial, in particular



Eco Index is an evaluation tool that measures the environmental impact of mobile sites and applications. We used it in particular for this best practice guide. It analyzes various aspects of a site, such as its energy consumption and CO2 emissions. It can guide users in their choice of tools.

## GLOBAL FOOTPRINT NETWORK

Le Global Footprint Network is both an international organization and a website that enables users to calculate their environmental impact and promote more sustainable actions with its "measure what you treasure" tool. While this site is not necessarily useful for building projects, it does enable us to rethink our actions and raise awareness of environmental challenges.



## **PART.4 : Tips to create your own event online**

# TIPS AND GOOD PRACTICE



In order to provide young people with the best possible support in their use of digital technology, we have sought to highlight good practice and the pitfalls to be avoided when creating online events. We have drawn mainly on our experiences as a youth organisation and as individuals to encourage online exchanges.



## LOGISTICS

Beware of the time difference and schedule: Indeed, sometimes, we tend to forget that it exists. When you are planning a visio conference, make sure to precise and define the timing for each country (ex: saying you are on the Paris, London, Milan time period). Also, some periods like vacations and public holidays can be different, don't forget to take them into consideration.



Avoid the peak times of connection (ex : in Tunisia, on Saturday evenings). Make sure to talk about it and ask your partners about the habits in their country/city. You can check in the annexe. Also, bear in mind the "customs" associated with each country (when is the best time to work, breaks, holidays, etc.).



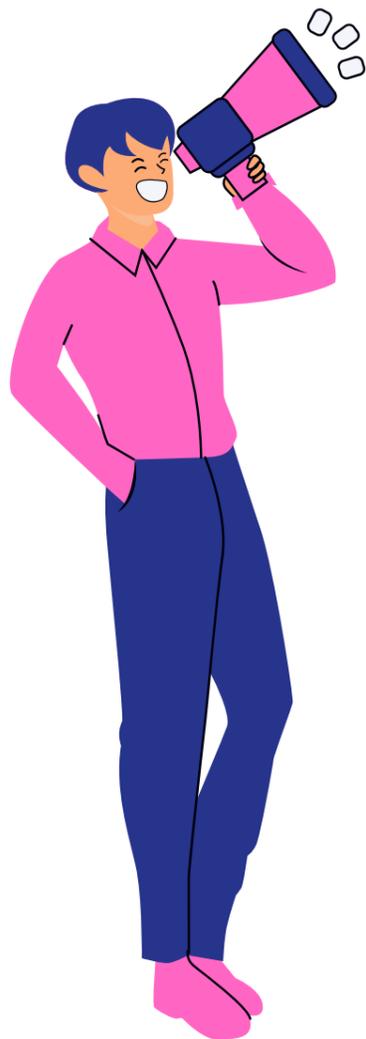
Remind people in advance of the meeting, the subject to be discussed, the agenda and send documents in advance. This is very important. Everyone wants to know the agenda, the topic, who will speak etc.

Verify if the visio tools used are relevant and adapted for your activity. For example, the free version can sometimes be shorter and will offer you only limited service (ex kahoot is up to 10 participants in the free version, zoom works for only 40 min).

Always ask participants to connect in advance (to anticipate technical problems) but also to have time to fix all technical problems without losing session (meeting) time.

- Ensure that participants have all the informations and confirm their participation. You can send them an e-mail with a reminder and the link but also remind them by phone.

- Zoom & teams: Mute the mic of participants when participants arrive and make sure if you have an exterior speaker/contributor that they can use your tools (for example: check 10 min before the event with them)



Anticipate unforeseen circumstances by providing alternatives in cases where the visual tools don't work for everyone or crashes. Provide a second link or another platform. For online games and animations, check that they are available and not undergoing maintenance and have an alternative

*Make sure that young people have a strong enough connection, as their support and participation in exchanges and events is very important.*



# ANIMATION

Limiting online activities to a maximum of two hours is crucial because youths tend to lose interest and focus rapidly in digital environments. Prolonged screen time can lead to digital fatigue, decreased attention spans, and potential negative impacts on physical and mental well-being.

Make sure that the sound accompanying the animations is clear and at an appropriate volume for participants in person and online.

As with face-to-face sessions, facilitation requires a framework of trust that you can establish at the start of the session. A dynamic and open attitude is a key criterion for a successful event (although be careful not to push too hard with more discreet participants).

The focus of the group is much smaller when working online so always use breaks and energizers to keep participants attention. (There are many online tools you can use for this purpose. Such as: miro, miral, kahoot etc..)

Prepare visual and incorporate interactive elements: keeping your public active and interested can be a real challenge when it comes to online events. Make sure to prepare polls, quizzes or practical exercise to make it more dynamic and participative (/!\ it has to be inclusive and accessible for all the participants).



SAFE SPACE!

To ensure that everyone can participate actively in online exchanges, check and make sure that everyone is familiar with the tool used and have access to it. If this is not the case, allow time for a brief reminder of how the tool works or offer an alternative. For example, on Teams, how to raise your hand, how to use chat ....

### To go further, you can ask before participants and partners some questions:

What financial resources do they have? What channels do they have at their disposal (telephone, computer, tablets)?

Based on this, choose the tools that will enable the best possible exchange and participation by all.

Different countries have different ways of getting online, in terms of network access, Internet access and access to equipment.

This is why it is also advisable to be familiar with the habits of partner countries

You can find some information about animation techniques and lots of tips on the criteria to take into account before creating or animating for people of different nationalities in the Tajine Guide (available only in french)

The energizer and warm up should not take more than 15 minutes. Otherwise, the participants could get bored and could not be fully invested during the animation time.

If you use a shared document, it is important to keep links and the material created during the meeting available. Keep a trace, like a PPT, screenshot, taking notes so you can have written elements of your module and use it later on (communication, for a thankful email to the participants etc...)

 <https://www.>





# GENERAL

Before recording any online activity, it is imperative to obtain explicit consent from participants. It's essential to emphasize to them that their personal information, including pictures and names, will not be posted online without their express consent

- Unsubscribe to spams, newsletter etc when you just registered to a website if you don't want them to spam you
- Some tools exist to protect your privacy such as:
  - **Adblock** : Adblock blocks the various and intrusive, advertisements that may be shown in your browser. Personal opinion : Good tool for blocking ads, but can slow down certain applications. Example: youtube
  - **VPN (virtual private network)** : VPN is a more secure or private way of connecting to the Internet.
- If you organize online workshops with children or adolescents, it is very important to maintain good practices regarding the safeguarding of digital information (protecting all documents containing their private information and limiting the number of people with access to these documents). Written consent from parents or legal guardians must be required for their children and adolescents to participate by providing detailed information on how the data will be used and stored.

*Why use it?* Hide your IP, avoid censorship, Change country: for example, to unblock content restricted to the inhabitants of a particular country. Or, for example, if you're traveling abroad and want to watch a French replay, you'll need to connect to a VPN server located in France. Securing an Internet or Wifi connection: This is important when you're connecting to an open Wifi network, such as in a hotel or airport

Example of free VPN : On brave or on Opera

# ACKNOWLEDGEMENTS

We would like to express our deepest gratitude to all those who have contributed to the production of this guide. Your support and commitment have been invaluable every step of the way.

Our warmest thanks go to Erasmus+ and the Agence Française de Développement (AFD) for their financial support and trust. Without their help, this project would not have been possible.

Our thanks also go to the partner organisations that have actively collaborated in the creation of this project:

- ECLOSIO in Belgium
- Tunisian Forum for Youth Empowerment (TFYE) in Tunisia
- SEGA Coalition in Northern Macedonia
- Engagé-e-s & Déterminé-e-s (E&D) in France



We are particularly grateful to the young people who actively participated in the projects and responded to our survey on the use and vision of digital. Your voice and ideas have enriched our work and given it a valuable perspective.

Many thanks to the projects and organisations that shared their experiences and practices:

- **In France:** European Student Network (ESN), Émanciper Mayotte, Ritimo, Eurasianet and Naza Mwana
- **In Tunisia:** Jeunes des 2 Rives (J2R), Association Pensée Nationale Libre, Tunisian Education and Resource Network (TEARN), Jeunesse Active, Médias Inclusifs et Littératures Numériques (Jamil.net)
- **In Belgium:** Eclasio Benin, C-page, Eclasio Belgium
- **In Macedonia:** SEGA, Ohrid Green Regional Centre, Liquid Democracy and Gender Budget Watchdog Network (GBWN)

Your contributions have been fundamental to the development of our recommendations and for the inspiration you have given us.

Finally, we would like to thank all the people and organisations mentioned in this guide, as well as those who work on these issues on a daily basis. Your dedication and efforts are a source of inspiration and motivation for us all.

Thank you all for your invaluable support and for making this project possible.



# RESSOURCES

# INDEX

## Definition

Cambridge defines **Open-source** as software or information that can be obtained legally and free of charge from the Internet and can be used, shared or modified without having to pay or ask for special permission.

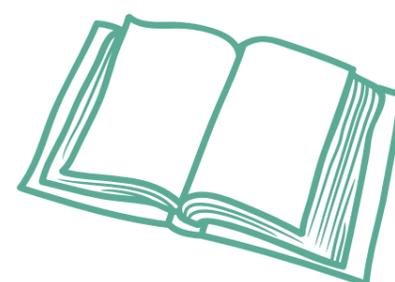
**No-code** is an approach to software development that requires little or no programming skills to quickly create an application, website or module that integrates into an existing system (techtarget.com website).

According to the Robert dictionary, **cybersecurity** is all the means used to ensure the security of the computer systems and data of a State, a company, etc. (site techtarget.com).

According to Larousse, **illectronism** is the condition of a person who has not mastered the skills needed to use and create digital resources. (A distinction is made between lack of skills in the use of digital tools (computers, smartphones, etc.) and lack of skills in the use of content available on the Internet (filling in an online form, buying from a website, etc.).

## Bibliography

- Blanc, Félix. "Géopolitique des câbles: une vision sous-marine de l'internet." Les carnets du centre d'analyse, de prévision et de stratégie (2018).
- Flichy, Patrice. "Internet et le débat démocratique." Réseaux 4 (2008): 159-185.
- Le projet Connexion-s, Questionnaire "Exploration des expériences interculturelles de jeunes: obstacles, motivation et rôle du numérique", 2023
- Guide of MedNC 2021: recourir au numérique pour mieux accompagner les jeunes en difficulté d'insertion en Méditerranée, 2021
- Hafner, Katie, and Matthew Lyon. Where wizards stay up late: The origins of the Internet. Simon and Schuster, 1998.
- Joyce, Mary C. Digital activism decoded: The new mechanics of change. IDEA, 2010.
- Lecomte, Romain. "Internet et la reconfiguration de l'espace public tunisien: le rôle de la diaspora." tic&société 3.1-2 (2009).
- Nikolić, Aleksandar. "GOTTFRIED WILHELM LEIBNIZ ET LE SYSTÈME." Page 71
- UNESCO, S'engager en ligne, 2019



# INDEX

## Sitography

- Numi consult: [La petite histoire du numérique, pionniers, dates, faits \(numiconsult.com\)](http://numiconsult.com), consulté pour la dernière fois le 23/01/24
- Site du parlement européen: [Intelligence artificielle : définition et utilisation | Thèmes | Parlement européen \(europa.eu\)](http://europa.eu), consulté pour la dernière fois le 6 mars 2024
- Site IBM [Qu'est-ce que la cybersécurité ? | IBM](http://ibm.com), consulté pour la dernière fois le 6 mars 2024
- Le blog du modérateur: <https://www.blogdumoderateur.com/numerique-ou-digital/>, consulté pour la dernière fois le 23 janvier 2024
- Greenspector, [L'impact de nos usages en visio-conférence sur mobile et PC](http://greenspector.com), édition 2022, consulté pour la dernière fois le 13 mars 2024
- Guide Tajine: Etudiant et développement, le Carrefour associatif, Tunisian Forum for Youth empowerment, 2020, disponible sur: <https://www.engagees-determinees.org/medias/GuideTAJINE.pdf>
- OINET: Amélie CHARNAY "Plongée au coeur d'Internet, cinq chiffres pour tout savoir des câbles sous-marins", publié le 29 décembre 2018 et dernièrement consulté le 24 février 2024
- RITIMO: <https://www.ritimo.org/>, consulté pour la dernière fois le 12 mars 2024
- Génération Lumière: <https://generationlumiere.fr/nos-actions/>
- Jeu AccesibleEU: <https://esnfrance.org/nos-outils-et-actions/accesibleu/>
- Emanciper Mayotte: <https://emancipermayotte.org/>, consulté la dernière fois le 15 février 2024
- C-paje: <https://c-paje.be/animation/projet/4>
- Jeunes des 2 rives: <https://jeunesdes2rives.org/>
- Facebook de Jamil.Net: <https://www.facebook.com/Jamiljamilnet/>
- Adhocracy: <https://adhocracy.plus/>
- Eclasio: <https://www.eclasio.org/>
- Gender budget watchdog network: <https://gbwn.net/en/>
- SEGA/ <https://segaorg.mk/en/>
- Action Médias Jeunes: <https://www.actionmediasjeunes.be/>
- Métacartes: <https://www.metacartes.cc/numerique-ethique/>
- Animafac: <https://www.animafac.net/vpn-vivier-de-projets-numeriques/>
- Accessia: <https://eqla.be/nouvelles-technologies/accessia/>
- Jamaity: <https://jamaity.org/>
- Financiny: <https://www.financini.org.tn/>
- Cha9a9a: <https://www.cha9a9a.tn/>
- Ecologic: <https://ecologic.mk/innovative-learning-approach-for-circular-chemistry-in-secondary-education/>
- Facebook of the Tunisian forum for Youth empowerment: <https://www.facebook.com/TunisianForum.FYE>
- <http://association-aman.tn/33-2/>