



TOOLKIT

"EASY AND APPEALING ONLINE/DIGITAL EDUCATION FOR YOUTH WORK WITH MARGINALISED YOUNGSTERS AND THEIR PARENTS"



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Project

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- **DOTS - Cooperativa de Inovação Social para a Transformação Social, CRL; Portugal**
- **Centar za savremene životne kompetencije (CSZK); Serbia**
- **LINK DMT S.R.L.; Italy**

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ABOUT THE PROJECT

The presence of online education started to get recognised quite a lot in the recent years, starting from different individual online courses to the Massive Open Online Courses that people can register and complete all through online platforms. Many organisations have used a combination of online and in-person activities to conduct a certain programme.

Even though many organisations and educational institutions have managed to easily switch to the online provision of educational services, there is still a big number of those that are experiencing challenges to fully switch and deliver their programme in an effective way as they did before the pandemic. Yet, they have to remain active and respond to their target groups' needs. Additionally, there is a significant number of organisations and educational institutions that did not manage to survive the online way of working and therefore remained inactive during all this period. This also influenced the whole process of their project's implementation, the involvement of people in the programmes, the possibility of employees of these organisations to lose their job, as well as the further planning and initiating future projects.

With our target groups of youngsters with marginalised backgrounds (and their parents) facing bigger challenges (than their mainstream peers) in the current realities and implications of the online/digital education, there is a need for us to further raise capacities of our youth workers to efficiently address those issues, in order to contribute to the more inclusive society in our communities.

With this project, we want our beneficiaries, youngsters with marginalised background (and their parents) to improve their digital skills, and we also aim to encourage and empower more youth workers for organising easy and appealing online/digital education activities for marginalised youngsters, in line with the newest updates and innovations in the field.



Project Objectives

To empower youth workers and improve knowledge management of our organisations in theory and practice for building competences of educators in online / digital non-formal education for marginalised youngsters, through innovative curriculum for youth workers' training.

To empower marginalised youngsters for equal participation in online / digital NFE youth work through development of inspiring, innovative and up-to-date toolkit with workshops for beneficiaries and their parents.

To exchange good practices and further develop quality strategic partnership among partners from 3 European countries with different realities in regard to inclusion and online/digital education possibilities.

Project activities

A1 – Project Management

M1 – Kick-off meeting

O1 – Curriculum of the training course for youth workers “Easy and appealing online/digital education with marginalised youngsters”

M2 – Second meeting

O2 – Toolkit “Easy and appealing online/digital education for youth work with marginalised youngsters and their parents”

E1, E2, E3 – Open conferences in Italy, Portugal, Serbia

M4 – Evaluation meeting

Project Partners

DOTS – Cooperativa de Inovação Social para a Transformação Social, CRL; Portugal

Centar za savremene životne kompetencije (CSŽK); Serbia

LINK DMT S.R.L.; Italy

INTRODUCTION

The Toolkit “Easy and appealing online/digital education for youth work with marginalised youngsters and their parents” is envisioned as a resource material for youth workers who will further work directly with beneficiaries, marginalised youngsters (and their parents) on their digital skills development for their equal involvement in online/digital education available, as well as for their quality benefit from the online education provided in a formal and especially non-formal setting.

Marginalised youngsters such as those from rural areas, refugees, migrants, ethnic minorities, economically impoverished youngsters, women, LGBTQI community are constantly facing disadvantaging situations in education. The period of the Covid-19 pandemic has emphasised this phenomenon even more when many students were not able to successfully participate in their formal and non-formal education activities due to the limitations to digital skills, devices, internet access, proper study environment, and so on. Research publications by international institutions and organisations such as UNESCO and UNDP have brought in the attention the need to urgently address the empowerment of marginalised youngsters to digital education and accessibility to online activities.

Addressing the importance of online/digital education for youth work with marginalised youngsters and their parents, this toolkit provides relevant concepts and analysis of marginalised youngsters realities, as well as recommendations and instructions for youth workers and educators for their work in the future. It is specifically designed to support the youth work and online education and promote the inclusion of marginalised youngsters in online NFE youth work. Addressing this issue is of high importance in order for all young people to feel included in formal and non-formal online education and utilise the existing education opportunities that marginalised youngsters are not exposed to.

The Toolkit comprises of two parts. The first part covers theoretical concepts and recommendations on the specificities of organising online youth work activities for the target group of marginalised youngsters. It follows the understanding of their needs in education and level of skills they possess for proper participation, the follow up activities such as mentoring for long-term impact, as well as a set of recommendations for youth workers as the frontiers for inclusion of marginalised youngsters in online NFE programmes.

The second part consists of 18 digital tools explored and adapted for using in online NFE youth work activities when directly educating and mentoring marginalised youngsters (and their parents/guardians) for understanding and quality involvement in online/digital education in both formal and non-formal learning settings. The second part provides a more practical input, consisting of different communication, collaboration, design and illustration tools that significantly support youth workers' engagement in the topic and impactfully address the needs of marginalised youngsters in online/digital education. Each digital tool explored consists of a presentation about the use and functionality, the importance to online education and involvement of youngsters, followed by a conclusion on the key take-aways.





Part 1

CONCEPTS AND RECOMMENDATIONS

1.0 The specificities of organising online NFE youth work activities with marginalised youngsters and their parents/guardians

When organising online NFE youth work activities with marginalised youngsters and their parents/guardians, there are various specificities to be taken care of and adapt. The main specificities consist of assessing the realities of each type of marginalised communities, awareness on their needs to education (skills, knowledge, materials/devices, etc.), involvement of other stakeholders and public institutions for promoting inclusive education, awareness on the risks of digitalisation and so on. This section consists of various aspects on this regard as well as existing theories and models for better promotion of diversity, inclusion, justice and equity in online education.



1.1 Assessing the community

Youth workers and educators targeting marginalised youngsters for online/digital education should be aware that there are different groups that experience marginalisation and in different forms. Therefore, one of the key specificities when organising online NFE activity is to first conduct an assessment in the community and obtain the relevant information and data about their realities. The assessment should include small neighbourhoods as well for more detailed information and for better segmentation of each group. The community assessment includes data collection of existing groups that experience marginalisation, their involvement in education activities with a focus on non- formal education ones, their challenges, their motivation, causes to marginalisation and so on.

This aspect is very essential and serves as a good base for all other aspects during the organisation process, but as well as for overall work with marginalised youngsters and their parents/guardians. It is a result that information is directly obtained from the individuals/groups experiencing the marginalisation, it is updated information, and it allows to create space for establishing the first contact with these groups.

1.2 Assessing the needs and level of skills

As stated previously, different marginalised youngsters face different type of discrimination or marginalisation. It means that they have different realities, different level of education, different skills and competences. Therefore, when organising online activities for them, it is important that youth workers conduct individual assessment or small group assessment to ensure adequate assessment of the level of skills they have for following online educational activities.

1.3 Cross-sectoral cooperation

The inclusion of marginalised groups is an issue that is tackled on a global level and involved many sectors. Education on the other hand, is also an important aspect of including and empowering these groups. Youth workers should be aware of the existing programmes that other institutions do, the support from the governmental system, the public services they receive, and so on. The cross- sectoral cooperation is very essential especially when supporting marginalised youngsters in both formal and non-formal education. Depending on the situational realities, different stakeholders and sectors should be involved. A list of potential stakeholders and sectors can include:

- Elected Officials/Community Leaders; Health and Safety Professionals;
- Law Enforcement Officials;
- Faith Leaders;
- Corporate and Business Professionals;
- Mental Health and Social Service Professionals; Educators (including Special Education Professionals); Parents and Guardians;
- Youth Leaders Organisation Members;
- City/County Recreation Professionals.

1.4 Importance of mental health – detecting signs of stress or other worrying situations

In most of the countries, marginalised youngsters such as refugees and migrants are offered with psychological support due to unpleasant situations experienced and traumas they got from these situations/wars/conflict. Other groups such as LGBTQI or minority ethnic groups experience discrimination and bullying on daily bases which causes them stress, depression, anxiety or other forms of worrying mental health situations. Educators should be aware that the work with marginalised youngsters is very sensitive and requires attention during the whole programme. It is important that they stay aware of such situations in order to be prepared, predict and prevent stressful situations and address young people's mental well-being.

1.5 Raising awareness of risk of digitalisation for young people

Mainstream youngsters being more exposed to digital content are more aware about the potential risks that digitisation might bring, even though the benefits are way much higher. Yet, they are vulnerable to cyberbullying, different type of content misuse, and other forms. Marginalised youngsters are even more vulnerable to being the next victims of such risks. The research published by the Council of Europe and the European Commission in 2017, shows that the main risks identified in this study that concern, not only digital youth work, but digitalisation overall, are: cyberbullying, exposure to harmful online content, information bubbles and lack of critical thinking, and questions of privacy and data protection⁽¹⁾. The risks to be more prone to these phenomena are higher when a youngster has limited digital skills. Therefore, youth workers should be aware of the possibility of these risks and work on raising awareness of marginalised youngsters in order to minimise the chances. Being exposed to any kind of above-mentioned risks, lowers the motivation for participation and development of needed skills to be present to the digital content from these youngsters as they already face different forms of exclusion, bullying, discrimination.

(1) Šerban, A. M., Stefan, V., Potočnik, D., Moxon, D., & Pašić, L. (2020, November). Research Study: SOCIAL INCLUSION, DIGITALISATION AND YOUNG PEOPLE. Council of Europe and European Commission. <https://pjp-eu.coe.int/documents/42128013/47261953/053120+Study+on+SID+Web.pdf/0057379c-2180-dd3e-7537-71c468f3cf9d>

1.6 The Lenses of Diversity, Equity, Inclusion & Justice

The inclusion of marginalised youngsters and organisation of online NFE youth work activities with them can be achieved the best by offering inclusive learning experiences. The published article by Quintana and Lachheb (2021) introduces an effective tool/model that comprises of 5 elements for online inclusive learning experiences. The model is called “The Lenses of DEIJ (Diversity, Equity, Inclusion & Justice)”, and an illustration of the model is presented below in the figure.



Online activities for marginalised youngsters should be developed by taking these elements into consideration and ensuring equity in participation. More specifically, the integration of each element as a specificity for online education of marginalised youngsters is as follows:

1. Addressing Social Inequality – marginalised youngsters face social inequalities constantly and it is important that these issues are addressed so that all youngsters are aware of the importance of respecting each other, as well as become aware of their own acts/words that might slide as offensive.
2. Finding Common Ground – this lens is as a continued step of the addressing social inequality. Different groups of marginalised youngsters experience different inequalities. Therefore, it is essential that a common ground is set at this stage for them to enter peacefully the online programmes and together go through next steps that bring more personalised approach to individuals.
3. Recognising and Making Explicit the Impact of Power and Privilege – besides recognising the inequality and addressing them, the educators must know the causes of the marginalisation and the current interaction that the system is having with these groups. This lens focuses on deep analysis of the marginalised youngsters' realities that determine their needs to improve for faster adaptation to online/digital workshops and tools.

4. Including Multiple Perspectives – youth workers and educators in the NFE activities usually use interactive methodologies and case studies from different backgrounds and histories. When working with marginalised youngsters, it is more effective if they describe different cases and scenarios based on the perspectives of underrepresented or marginalised youngsters so that participants can understand better the connection to their cases and feel heard by their educators.

5. Valuing Individuals – each youngster (mainstream or marginalised) has unique values, characteristics, talents, skills that differ him/her from other peers. Also, coming from different backgrounds, highlights further the importance of valuing each individual according to his/her values. This last lens is the point where all other lenses connect and promote the importance of all DEJI elements through valuing the individual.



2.0 Needs and level of skills of marginalised youngsters (and their parents) for online NFE youth work

The developments in the 21st century and rapid digitalisation is playing a crucial role in the education and employability of people. Simultaneously, it is also increasing the demand for acquiring digital skills and 21st century skills. While the development of programmes, courses, training is increasing, there are still groups that cannot fully pursue them. According to the research publication by Chyee- Chen and Osman (2017), there are differences in many countries when it comes to education and skill level of native learners and non-native learners. With the transformation of learning from schools to online platforms during Covid-19 pandemic, many schools and international organisations realised how marginalised groups and youngsters living in developing countries were unprepared for such transformations. This fact is also stated by UNESCO in their recent articles. A research study published by Council of Europe and European Commission states that there are limitations to inclusion of marginalised youngsters in digital education:

- Tools and programmes that are not adapted to the needs of different groups of young people;
- Limited digital tools;
- Insufficient digital skills;
- Access to technology or educational programmes might come with a financial burden(2).

Marginalised youngsters, depending on the challenges they're facing or the reality, are sometimes not fluent or with a desired level of knowledge of local languages spoken in the country they live. This reality is especially present among refugees and asylum seekers. Others, who are in camps or in less developing areas face continuous limitations on having proper digital devices that enable them to participate in online educational activities. In addition, the situation of imposed online learning during Covid-19 has brought to our attention the need for supporting youngsters in adapting to digital learning. Since the support from educators was more limited and only reached through online platforms, young people mainly received support to online learning through parents and their peers. This is another limitation (lack of skills and a discovered need) that marginalised youngsters have. Their parents or guardians have lack of exposure to digital content, therefore are not able to support and assist their children; which further contributes to the exclusion and disadvantaging continuing on for marginalised youngsters. Thus, factors such as social exclusion, financial situation, and education have a strong impact on marginalised youngsters' quality of life and education. This situation highlights their needs in being included in educational activities, especially in digital ones and developing needed skills and competences to be able to pursue the existing opportunities, as well as adapt to the new era of education and employability.

Chyee-Chen and Osman (2017) in their research further state that marginalised learners should strive to improve themselves through education in order not to be left behind in this development when compared with other communities. Through education, marginalised learners can and will be able to move forward and adapt themselves in this new era society. In addition, it also provides the learners for a future that requires knowledge and application skills in a highly competitive job(3).

2.1 Needed skills for online NFE youth work for marginalised youngsters

The online NFE youth work requires both mainstream and marginalised youngsters to have skills that are related to their participation in the youth work activities. Most of the skills are commonly required by all online learners/participants and include digital skills, communication, effective time management, and collaboration. However, taking into consideration the position of marginalised youngsters and lack of opportunities, they need an adequate improving of these skills in order to be able to reach and attend successfully online NFE youth work activities. The table below presents in detail the needed skills, their importance, the level of skills and causes for the marginalised youngsters.

Type of skills/elements	What is it? Why is it important for online NFE YW?	Skills' level of marginalised youngsters	Causes
Computer skills	<p>Basic computer skills are needed to be able to communicate and participate in the online forums, platforms, video conference, and email.</p> <p>Also, to conduct assignments, upload them, convert documents, navigate through the websites/ platforms, software update, etc., that ensure the effective and active participation of the youngster.</p>	Low	<p>Certain groups of marginalised youngsters have financial obstacles to own a proper digital device where they can develop basic computer skills. Some of these groups such as youngsters from rural areas, refugees, migrants, ethnic minorities, economically impoverished youngsters, etc. have not adequate education level or have to leave their schools due to certain reasons and discriminatory causes. Another element is the lack of desired internet access, especially for refugees and migrants that are placed in camps and youngsters who live in under-developed rural areas.</p>

Type of skills/elements	What is it? Why is it important for online NFE YW?	Skills' level of marginalised youngsters	Causes
Digital communication	Digital communication consists of all means of writing and speaking by using digital communication tools that enable collaboration between team members and educators. In order to be able to be included in the communication, one must know how interactive education activities within the Learning Management System (LMS) work, how to use chat sessions, how to participate in real time conference session. Moreover, it consists of awareness and knowledge on using formal/ informal language, knowing when to use emoticons, etc.	Low	Certain groups of marginalised youngsters have financial obstacles to own a proper digital device where they can develop basic computer skills. Some of these groups such as youngsters from rural areas, refugees, migrants, ethnic minorities, economically impoverished youngsters, etc. have not adequate education level or have to leave their schools due to certain reasons and discriminatory causes. Another element is the lack of desired internet access, especially for refugees and migrants that are placed in camps and youngsters who live in under-developed rural areas.
Web Search	Consists of skills that go beyond "Google It", more specifically knowing the right sources to find the information needed, sharing the information in the participating forums, projects, and so on.	Low	
Effective Time Management	Time management affects the performance and overall involvement in an online activity. It includes following the posted content and questions regularly, participating in discussion on time, recording of all assignments and logging in the course at the proposed time, meeting deadlines and communicating regularly about group tasks.	Low	Marginalised groups by being not exposed to different existing opportunities but being more concerned about basic needs for living or family responsibilities, might have not had the chance to develop skills related to time management. This is because life problems always get in the way.

Type of skills/elements	What is it? Why is it important for online NFE YW?	Skills' level of marginalised youngsters	Causes
Collaboration	<p>Most of the online activities require that participants do group work. In NFE activities in youth work, the team work, collaboration and interaction among participants is unavoidable.</p> <p>Collaboration supports participants in developing competences to problem solving, observing and analysing situations from different perspectives, in developing open mindedness and tolerance for people with different backgrounds and culture, as well as setting up a group work that consists of different ideas and approaches to work. It enables sharing and exchanging of information between participants.</p>	Low	<p>Marginalised youngsters cannot act independently to improve the situation around them, and also might not have the motivation to do so. However, the motivation among these youngsters exist as long as they are not discriminated by their peers or others.</p> <p>Being exposed to different life struggles, and constant striving to feel included as well as having to be creative and flexible towards problem solving situation are indeed aspects that deprive these youngsters to feel motivated. However, at the same time, this has affected the independent way of acting and managing unpredicted situations for marginalised youngsters. With a proper education management system, the skills of collaboration, motivation and independence can be exceeded successfully among them.</p>
Motivation and independence	<p>The key note to achieving the goals set for education are in the motivation and independence. In online activities youngsters have to be self-motivated and independent in order to success and accomplish the processes they signed-up for. By being motivated and independent, one can follow the activities regularly, participate actively, engage with other participants, remain active in problem solving and group tasks.</p>	Medium	

3.0 Recommendations for youth workers working with marginalised youngsters in the topic of online/digital education

The youth work programmes in the topic of online/digital education are numerous. With the Covid- 19 pandemic affecting everyone's lives, the work on this topic and adaptation to digitalisation is even more needed especially among young people with disabilities and marginalised youngsters such as refugees, migrants, minority groups, LGBT community and other groups which are different in every society/country. Youth workers involved in the topic of online/digital education have been constantly active in supporting their target groups. However, when working with marginalised youngsters, they should be aware of the needs of particular groups and level of skills they have, as well as different approaches to reach them, but also how youth workers should be prepared as they are the multipliers of knowledge and practices. The following content of this toolkit presents a set of recommendations for youth workers working with marginalised youngsters in the topic of online/digital education.

- **Focus on the social climate**

Social norms and climate are highly important when determining the work of a target group. Also, marginalised youngsters can be of different groups, therefore their situation in a community differs as well. It is important that this information is obtained in the initial stages of the work for youth workers to be able to design the proper programmes in the online/digital education, as well as understand how to reach these target groups.

- **Assessment of the needs and skills of marginalised youngsters**

In order to design the appropriate programme for marginalised youngsters, it is crucial to first conduct an assessment of their needs and also the level of skills and knowledge they have in the digital/online education. The assessment can be conducted through questionnaires, interviews with youngsters and their parents, or with professors/teachers that work with them directly. The assessment of the needs and skills is highly recommended as it helps with following:

- Obtaining and analysing relevant information on the youngsters' realities, for better conceptualisation of the new programmes designed;
- Reflecting on youth workers and organisations' competences needed for offering online/digital education to the marginalised youngsters and improving the existing methodologies;
- Understanding which relevant (soft) skills for online/digital education the youngsters have, which ones they need to learn from the basics or further develop from the future programmes;
- Analysing problems and people's needs to create a useful solution project;
- Understanding which stakeholders can be relevant for cooperation, approaching and promoting the new ideas to them.

- **Include relevant stakeholders in the process**

A better impact can be achieved only with the collaboration of different actors relevant to the topic and the needs of marginalised youngsters. It is essential that youth workers include other stakeholders when working with marginalised youngsters in order to analyse their reality from different perspectives and better address the needs for online/digital education. Relevant stakeholder in this case can be:

- Parents/guardians;
- Community leaders/Official from local governance;
- Teachers/professors and other representatives of the education institutions;
- Other organisations working with marginalised youngsters – their leaders or representatives.

- **Active participation and contribution on policies about education of marginalised youngsters in digitalisation**

Although policies and governance on education can be quite generalised, it is important for youth workers to advocate for the inclusion of marginalised youngsters in education programmes developed on institutional level. This includes promotion and lobbying for developing programmes on the topic of online/digital education. These processes should be done in close cooperation and coordination with schools/universities, parents/guardians of marginalised youngsters, other organisations working with this target group or in the digitalisation topics, and so on.

- **Regular meetings with marginalised youngsters**

Youth workers as important actors on improving life quality of marginalised youngsters, should organise regular meetings with their target groups. These meetings should have the aim to discuss about their current needs, the issues they are facing, their interests and hobbies, and their inclusion in the community, the adaptation to online/digital programmes, etc. The regular meetings are helpful way to keep track on their realities and renew the methods/programmes/efforts that support them.

- **Nurture a supportive community in the online world**

When having online activities, it is important that the youth worker understands and transmits the information to the participants that the 'online space' is their training room/classroom. Participants should be supported during the online activity in order for them to flourish; this can be achieved by using different methods and methodologies that allow them to interact with other peers, express themselves in small groups and forums, as well as engage in feedback with others.

4.0 Mentoring marginalised youngsters as a follow-up after the online workshops, in the process of establishing their equal inclusion in the ongoing online education in formal and non- formal settings

Activities/workshops/courses on empowering marginalised youngsters in online education are indeed very effective for their inclusion in education and their empowerment in digitalisation. A better impact and long-term effect requires follow-up actions and long-term programmes that further support youngsters in this process, thus ensuring sustainability of the action. It is essential that they are supported in their formal and non-formal education activities, in order to ensure their equal inclusion and participation. Mentoring programmes are considered quite beneficial for these purposes and especially for marginalised youngsters who need more personalised responses to their needs and challenges they face to be included in the community they live and work/study. Being considered beneficial, mentoring programmes require active participation and engagement from the mentor and mentees (marginalised youngsters, in this case). If dedication and active participation is lacking, the chances to a successful mentoring are low. Besides these, there are other factors that ensure a successful mentoring. The image below, presents 8 elements that are crucial to mentoring.



The image is introduced in an article on mentorship by the Washington State University, Carson College of Business (2020). The direction, coaching, support, goal, training, motivation and advice, are presented as essential to the last element/step 'success' to mentoring and as the main qualities when looking for a professional mentor, as well. Hence, developing a mentoring programme by taking into consideration these elements, indeed ensures a quality support for marginalised youngsters in the process of establishing their equal inclusion in the ongoing online education in formal and non-formal settings.

4.1 Seven key steps of mentoring programme

The image above shows that direction, coaching, support, goal, training, motivation and advice, are 7 elements that lead to achievement of the 8th element - “success” of the mentoring. This is one theory and model that explains mentoring and it is indeed useful. There are different existing theories that describe the elements and process of mentoring. However, a proper mentoring model should be designed based on the topic/situation and the individuals involved (their needs, acquired skills, knowledge, and attitudes, and their realities). The elements presented above should be structured and transformed into a more detailed process that address the needs and inclusion of marginalised youngsters in education. Based on the knowledge and experience of youth workers involved in designing this toolkit, mentoring marginalised youngsters as a follow-up after the online workshops, in the process of establishing their equal inclusion in the ongoing online education in formal and non- formal settings can be developed by a 7-step mentoring programme that consist of the following:

1. Fostering personal contact – Mentor and Mentee
2. Empowerment in education and orientation
3. Setting goals and objectives
4. Designing an action plan
5. Implementation phase and communication
6. Debriefing the completed activities
7. Sustaining the Action Plan

Below is the detailed explanation of each step and the process.

Step 1. Fostering personal contact – Mentor and Mentee

The first step to follow-up after the completion of online workshops with marginalised youngsters is to foster a personal contact/relationship with them and understand their realities. This includes few meetings where youngsters can share more information on the school they attend, the programmes/activities they attend in the formal and non-formal settings, their needs of skills improvement for equal participation in these activities, as well as the devices they have access to. Also, the first step includes sharing information on the support they receive from other peers, parents/guardians, relatives, teachers/professors, trainers and so on. Thus, the first step of the mentoring is mainly about getting to know the mentee’s realities and encourage their participation and engagement.

The mentor should also share his/her background, as well as the experience in the mentoring and digital/online education. Through these introductory sessions, the mentee will feel more comfortable to share their situation, to ask for advices, share their concerns about the educational activities he/she participates or considers to in the future. It also creates space for a creation of healthy professional relationship for the next steps of the mentoring. It is important that during these meetings, both (mentor and mentee) talk about their expectations from the mentoring programme and support/engagement they expect from each other.

Step 2. Empowerment in education and orientation

The second step of the mentoring is the start of focusing on the goals and empowerment of the youngster. After obtaining information on the formal and non-formal education activities that the youngster is involved, the mentor focuses on further empowerment to the digital world. Continuous training is provided based on the needs of the mentee and introduction to different digital tools used for education.

Also, during this step, the mentor ensures to share different existing sources and materials that support the learning of the mentee. Further on, in case there are platforms/tools that the mentee has to use in the formal/non-formal education, they use these meetings to test and help the mentee to become an independent user. This step is focused on the orientation of mentees into the digital world and education.

Step 3. Setting goals and objectives

With the further support in education and orientation, the mentee is already at a state where he/she can think about organising the work and participation. An effective and equal participation in online education requires good time management skills, persistence, and organised work. Since formal and non-formal settings are different when it comes to working style and participation, the goal setting for each can be:

- Formal education – goals and objectives in regular participation and completion of given tasks/homework;
- Non-formal education – goals and objectives to reach out topics of interest, apply, participate, and evaluate the activities.

Setting goals and objectives are helpful for the mentee to see their involvement in education and participation in the near future. The mentor should use this opportunity to ask for the motivation of the mentee, the topics of interest, and so on.

Step 4. Designing an action plan

The next step after the establishment of goals and objectives is to design an action plan that helps in achieving them. For the formal education activities, the action plan can consist of a simple 'To Do List' or 'Schedule' on accomplishing the given tasks from the professors, but also achieving higher grades. However, the more detailed the action plan is, the clearer is the path that the youngster has to follow and accomplish the activities that lead to the goal achievement. The mentor can instruct and orientate the mentee on this by asking him/her to answer the following questions:

- Why do I want this particular goal to be achieved?
- What is the end goal of this endeavour?
- What resources do I have for the success of this objective?
- What happens after the goal is achieved?(4)

A good example of a structured action plan is presented below and consists of more details.

Action plan PowerPoint template

Objectives	Task	Criteria	Time frame	Resources
Enter your text here	Enter your text here	Enter your text here	Enter your text here	Enter your text here
Enter your text here	Enter your text here	Enter your text here	Enter your text here	Enter your text here
Enter your text here	Enter your text here	Enter your text here	Enter your text here	Enter your text here

Step 5. Implementation phase and active communication

The fifth step is about implementation of the designed action plan/schedule/to do list. This is a very crucial element and step of the mentoring. The mentee, while participating in the online education in formal and non-formal settings, is also experiencing the feeling of responsibility to stick to the action plan. With the constant support and communication from the mentor, the youngster will have to exercise the motivation to participate and have equal involvement in educational activities. This will help the regular participation of the youngster but also support them in overcoming challenges that a marginalised youngster can face for equal participation. The mentor's role in this step is to maintain regular communication, encourage and motivate the youngster.

Step 6. Debriefing the completed activities

The step on debriefing of the completed activities is to check whether the mentee has managed to accomplish the developed action plan and ensure active participation in desired online activities, as well as achieving his/her goals. In the debriefing session, the youngster can share the success/failure of the action plan, or things that could be planned better. In case the action plan resulted with failure, they redesign the plan and work together in further support, encouragement and motivation for the mentee. In case the action plan resulted with success, they discuss on further sustaining the process of mentoring.

Step 7. Sustaining the Action Plan

A mentoring programme is all about sustainability and consistency. The debriefing step provides the inquiry on the success/failure of the mentoring programme and the designed plan. If the debriefing results with success, then the mentor and mentee should sustain the mentoring by following exact same steps, improve other processes on the way, and increase the level of participation in online education. The sustaining can continue until the independence of the youngsters to pursue all learned steps on his/her own.



Part 2

**DIGITAL TOOLS FOR USING IN ONLINE NFE
YOUTH WORK ACTIVITIES WHEN
DIRECTLY EDUCATING AND MENTORING
MARGINALISED YOUNGSTERS (AND
THEIR PARENTS/GUARDIANS)**

5.0 Zoom



Official website to access the tool: <https://zoom.us/>



What is Zoom?

Zoom is an online video conferencing tool that millions of people use to connect with family and friends worldwide. It's also one of the most common tools for online meetings, business meetings, and group video conferencing. Zoom provides a simple way for people to share their screens in real-time with each other. Zoom is designed for individuals and small businesses who need easy access to high-quality, affordable video conferencing services. Users use Zoom to see who is on their team or schedule a meeting with them from home or on the go. Zoom is available as a web-based application on any device with an internet connection, including computers, tablets, and smartphones.

Zoom has many features that make it ideal for small business owners who want to use video technology to enhance their sales process – such as scheduling appointments, setting up meetings, and sharing presentations. Zoom permits users to create and join virtual conferencing rooms where they can interconnect with each other using video, audio, and screen sharing. Participants can share their screens, share files, and use text messaging within the meeting group or privately with other participants. Zoom is a digital learning technology that empowers educators/trainers to teach the youth directly from home. The technology allows them to customize learning experiences for each participant while providing a platform that makes videos easy to find and access.



Zoom and education

Many online education systems utilise models in which each participant is assigned a personalised learning experience to follow. With Zoom, one can set up a learning experience tailored to the individual. Users can create a "virtual" class independent of others in the room. Also, educators/trainers can engage youth to participate in "lesson assessments" where they can watch and offer comments on the video lesson. This can help understand how the material is being taught while also helping the teacher to identify areas of their weakness.

One of the best uses for Zoom is to provide practical experience and show youngsters how to use digital tools. This includes using the camera to record video, taking pictures, and using various software to analyse the content. The educators/teaching staff can even give youth participants the option to capture and save still images from their interactivity using the camera. This is how students can better comprehend how the tools work together and how to utilize them best. Also, youth participants can use it to take practical notes during video class. This is particularly important for participants who might not have had a chance to experience an online video class in school. With Zoom, youth can incorporate infographics, graphs, tables and more into their class presentations, making the content more engaging and easier for them to retain information. Another important aspect of using ZOOM is a collaboration with other youngsters worldwide. Educators/trainers can create "modules" with related videos and content tailored to other youth participants' needs, accessible through their accounts. Educators/trainers can also invite other youth participants' parents to view their content and take part in its creation. It helps youth build their general knowledge, providing another avenue to share what they have learned.



Conclusion

With so many benefits of using Zoom, it is easy to see why this digital learning tool is such an effective education tool for youth, especially in Non-Formal Education. Whether looking to offer a personalized learning experience for youth or collaborate with others on a project, Zoom provides an easy way to share content, take videos, and more. These tools offer a great way to engage youth in learning and allow educators/trainers to create distinctive teaching experiences.

6.0 Whereby



Official website to access the tool: <https://whereby.com/>



What is Whereby?

Video conferencing tools are becoming an essential part of modern business. With the right tool, people can reduce their time spent traveling and save money by not having to rent conference rooms when collaborating with colleagues remotely. The technology of video conferencing is constantly improving, and currently, there are many different ways to use it. Although it seems like everyone uses video conferencing platforms in this post-COVID-19 period, not everyone is using them in a smart way. Hence the Whereby!

Whereby is an intelligent video conferencing platform that allows its users to communicate remotely with colleagues, employees, students, or customers. It offers easy ways to set up and manage meetings, schedule meetings, and share meeting links with participants. Users can join from their desktop computer, laptop, tablet, or smartphone (iOS or Android). Whereby users can create a private video chat room, video conference, or group chat with moderators who can manage who can enter the room and who cannot. The system has a built-in audio/video recorder, so users can save their meetings and access them later or share them with others.



How Does Whereby Work?

- The facilitator creates a channel with moderators and other participants.
- After the channel creation, users choose how to participate. They can use a private channel, video conference, or group chat.
- Once they are in the channel, participants choose which features they would like to use.
- All communications are encrypted, making it impossible for anyone to access without a password. Moderators can block users and ban users from channels.
- Users can create profiles with photos and bios to help them feel more supported and connected, even if they are not in the channel with other users.
- Users can create custom messages to communicate with each other in different ways. For example, users can create a list of people who need to be on the channel or who need to leave.
- Users can also create groups with specific people in the channel.
- Participants can ask questions about specific issues and receive helpful answers from a team of educators and activists.
- Screen sharing – users can share what they are currently viewing on the screen



Conclusion

Working with different groups of people is so broad and complex. It spans various fields, such as training teachers, helping students succeed in school, or working with youths struggling in the community, making it multifaceted. Whereby platform may act as a facilitator in building a society where people, especially youth, feel heard and supported through the use of tools leveraging the power of digital technologies and ecosystems, transforming the organisational models and bringing a new perspective to the society.



7.0 Webex



Official website to access the tool: <https://www.webex.com/>



What is Webex ?

As a result of the COVID-19 crisis, we are witnessing new dawn for audio/video conferencing software. Due to their complacency, the big players have been forced to change their marketing and "re-invent" strategy. They had to re-assess what they do, where they are, and who their target audience is. This is where videoconferencing platforms like Skype, Google Hangouts, Cisco Webex Meetings, and Webex Teams stepped in, looking for a way to enhance relations, improve productivity and boost engagement for people and businesses who had to adapt to a "new normal." Webex is a unique video conferencing platform used for calls, meetings, messaging, and events in the cloud for teams of all sizes. With Webex, users collaborate with others from anywhere on the planet. Webex provides enterprise-class meeting software accessed from virtually any device, including phones, tablets, and PCs. Webex also offers mobile apps for iOS and Android devices.

Webex is ideal for businesses that want to save money by having videoconferencing services on an as-needed basis rather than having them as part of their monthly subscription plan.



Webex Benefits

- Enhanced audio/video communication quality
- Reduced dependence on written communication
- Increased productivity
- Less anxiety about missed meetings
- Better recruitment strategies
- Reduced absenteeism
- Improved customer satisfaction
- Improved community engagement

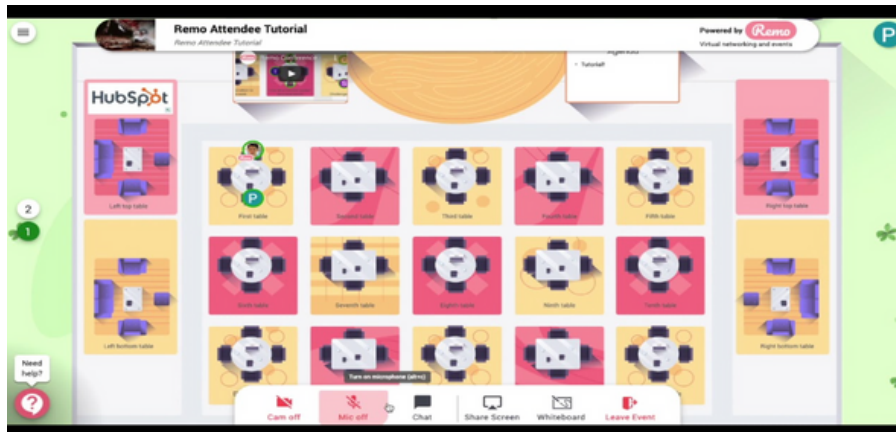


Conclusion

Webex is a go-to conferencing platform with tools that make scheduling and hosting online meetings more effortless than ever. Whether for running an international company, a small business, or anything in between, Webex has the tools users need to keep everyone on the same page. Webex is a solid option for individuals/organisations that need a highly scalable video conferencing solution, and it has the added benefits of file-sharing tools, mobile apps, and other features that can make team meetings easier, along with some beautifully designed features that are both easy to use and reliable.



8.0 Remo



 **Official website to access the tool:** <https://remo.co/>

What is Remo ?

Remote work has become the standard nowadays for a large portion of the workforce, as opposed to being a choice and benefit. Video conference platforms, in general, are similar in nature and purpose, allowing users to take calls and conduct virtual meetings efficiently. These platforms are sometimes referred to as digital conferencing. They are used when people who are not physically present in some location want to conduct meetings or when they want to conduct sessions outside of standard office hours, during weekends, or in the evening. Remo platform does differentiate from the rest of video conferencing software, as it is a cloud-based video conferencing platform that allows users to create virtual workspaces for video calls, with additional features like a whiteboard, screen sharing, team collaboration, email reminders, gathering spaces in the form of "tables," floor plan designs, etc. Remo virtual platform is easy to set up and has a simple, intuitive interface that makes it easy to create and manage meetings. One can also view and edit meeting notes, add attendees, and invite people to join different custom-made environments and gatherings.



The Remo platform and youth engagement

The Remo platform is free to use, but one can purchase premium features to make it more useful. Remo can educate and assist youth in finding part-time employment through their direct involvement in Career Fair gatherings or other similar Networking events. This is of particular importance for youth with no prior work experience. With Remo, youth can get involved in environments designed by stakeholders where they collaborate on a peer-to-peer basis, creating a custom-tailored environment bringing educators, entrepreneurs, youth, and investors together in one place.



Conclusion

Remo helps boost creativity in youth by engaging them in an open virtual environment, where they are encouraged to promote collaboration and the exchange of views on specific topics, building their skill sets like critical thinking, creativity, communication, digital literacy, etc. The Remo platform provides help to youth workers/trainers/educators by equipping them with the digital tools that provide real-time feedback, streamlining the assessment processes of such youth, and making the training engagement a smooth, seamless experience, giving higher value to learning experience.



9.0 Jamboard



Official website to access the tool: <https://jamboard.google.com/>



What is Jamboard ?

Jamboard is an application tool developed by Google to boost student engagement and innovation with technology. Students/participants on tablets, smartphones, or PCs can access a virtual whiteboard collaboration environment with various sophisticated editing tools to work with other students, trainers/educators on tasks and projects. The Jamboard has been developed to assist youth in developing skills and becoming more digitally literate by providing a range of instruments to aid active learning. Jamboard is an interactive hardware/software that helps youth become more creative and better prepared for digital learning. Jamboard has enormous potential as an educational tool, as it allows multiple users/classes to work together in different ways, allowing for the separate Jamboards spaces to be used individually or together by creating so-called 'jam sessions' with real-time co-authoring.



Use cases

Youth participants can use basic handwriting and shape recognition to add content, draw with a stylus just like on a whiteboard, pull in images from a Google search, grab assets directly from the web or Google Docs, Sheets, and Slides or save their work to the cloud automatically, making the work collaboration experience seamless and intuitive. Also, the users can make learning visible and accessible to all jam session collaborators. In addition, they can easily present their jams through other Google tools like Meet, allowing for quick sharing or connecting in real-time, all while collaborating.

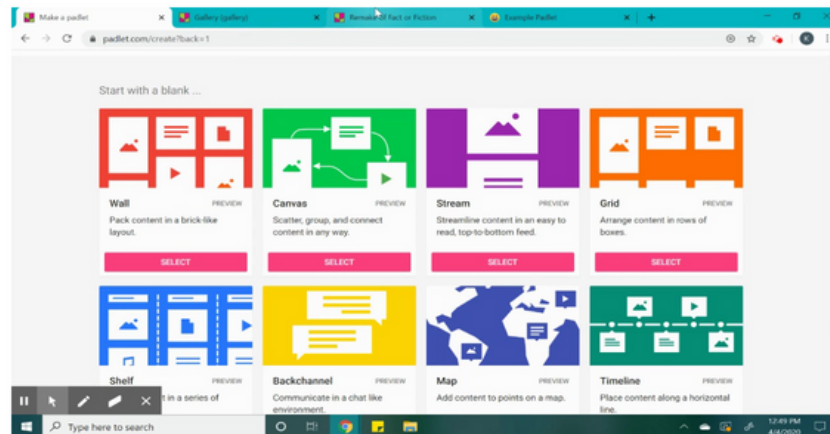


Conclusion

The Jamboard can assist trainers/educators in educating marginalised youngsters by creating unique non-formal training programs/curriculums for different activities, enhancing curation and collaboration for youth participants, for example, by creating training plans on a Jamboard adding images showing intended training steps/exercises. It can assist in enhancing marginalized youth's visual cognitive processes by notetaking/sketch noting, creating a link, and associating verbal with the visual, allowing them to memorise things they need to learn. Another benefit of Jamboard is that it can provide youth with a thinking space, connect the idea sequence, and help them better organise their "train of thoughts."



10.0 Padlet



 **Official website to access the tool:** <https://padlet.com/>

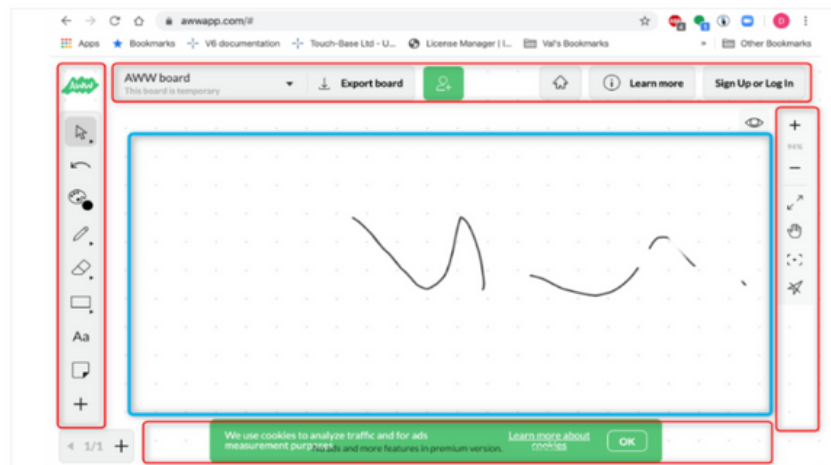
What is Padlet?

PADLET is an online, all-in-one collaboration platform used for virtual content creation on whiteboards, brainstorming, working on school projects, collaboration, communication, and learning activities through sharing text, images, links, documents, videos, and voice recordings in a single space. It is a robust platform designed to let anyone start a project, curate its content, and promote interaction and learning in a shared space. It quickly became apparent to PADLET creators that young people could benefit from an all-in-one collaboration platform that provides access to free resources and information about important educational topics, health, employment, etc. PADLET's primary goal is to equip youth with a tool to help them find resources and overcome hurdles in their everyday lives. Its simplicity and versatility make it the perfect tool for information sharing and team building. It provides educators/trainers with an easy way to assign and work on group projects and surveys. Users can share their PADLET resources with others through email, embed them directly into their web space, build up on each other work, and easily communicate their thoughts and plans. PADLET promotes and facilitates youth-led discussions and supports youth in taking more leadership roles. It provides a safe space where youth can express themselves, use interactive web tools to connect with others, share ideas and concepts and connect with people, socialising more and working towards a common goal of educating and empowering youth.

Conclusion

Padlet encourages youth who need a more visual experience in knowledge acquisition, social mobility, inclusion, building of self-confidence, professional skills, and inspiring critical thinking. It can assist them and their parents by giving them a sense of involvement and value, promoting self- advocacy of youth, and affecting their socio-emotional development through networking with other youth participants, teachers, counsellors, and the wider community, in activities such as project development, project implementation, online quizzes, creation of digital portfolios, questions and answers sharing.

11.0 AwwApp



Official website to access the tool: <http://www.awwapp.com/>



What is AwwAp?

The internet has revolutionised the way people do business, communicate, and live their lives. It has also empowered people who might otherwise be left behind, giving them access to information and creating additional opportunities in life. As the world grows smaller through the web, people are starting to understand the power of online platforms in empowering marginalised communities. Collaboration-sharing platforms can give these groups a voice and help them create change in their communities by allowing them to create content and connect with others like themselves.

AwwApp is another web-based collaboration-sharing platform for individuals and large entities (organisations, companies, and institutions) working on exchanging visual content in real-time. AwwApp comprises of numerous productive features such as session sharing, recording, document storage, participant management, progress tracking, and template creation. The platform allows managers to interact with remote team members by sharing work or conducting video conferences via Skype. Platform tools are intuitive with an easy-to-use interface, including basic collaborative functionalities like image upload, lines/shapes draw, pen size/colour selection, multiple users' work, generation of collaboration links and instant sharing over social media, download/upload features, real-time synchronisation for users, etc. Its convenience reflects in the fact that it enables its users to brainstorm and collaborate through whiteboarding sessions in real-time via video conferencing, chat, and document sharing without needing expensive software or hardware resources.

AwwApp users may run live seminars, sketch or upload documents, export sessions to PPT or PDF, and collect feedback using a dashboard. A messaging hub is provided to online tutors, who may organise classes using a simple dashboard that contains the robust array of features and messaging infrastructure necessary to communicate online.

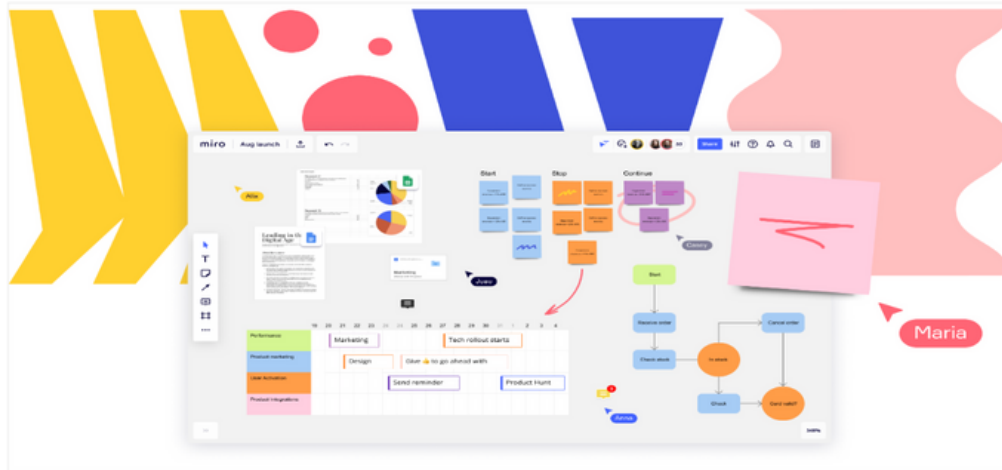


Conclusion

AwwApp promotes teamwork and a faster and more thoughtful approach to working with marginalised youth. Youngsters and their parents can work together across different devices on a shared project/whiteboard, exchange experience, materials, ideas, and design lessons that address the specific needs of each youth participant. AwwApp allows users to hold video conferences promoting specific solutions, discussing progress, planning further steps, exploring, and making decisions simultaneously.



12.0 Miro



Official website to access the tool: <https://miro.com/>



What is MIRO?

Collaborating with other teams can sometimes be challenging and frustrating, so staying organised and on top of things can be incredibly difficult. It takes some work, planning, and forethought. With the right set of tools, collaborating with other teams becomes easier than ever before. MIRO is an organisational tool that helps teams collaborate more effectively. Miro is an online collaboration platform that allows teams in remote locations to work together quickly and effectively. Miro is used in a wide range of situations, such as brainstorming ideas with digital notes, planning meetings with tablets and smartphones, managing workflows, or even collaborating with remote colleagues on documents and files.

MIRO platform creates a culture of curiosity and discovery by engaging teams with centralised resources to spark discussion and brainstorming. MIRO is especially useful for creative fields like advertising, design, and marketing, as it offers advanced visuals perfect for developing ideas. MIRO promotes collaboration and creativity, all in one space. When users set up a shared workspace, teams can collaborate with the same tools (like Google Docs). The best part is that other MIRO users can view and contribute to their work without any need to set up an entirely separate infrastructure.



MIRO and youth

MIRO lets its users create meeting rooms for collaboration with specific purposes, like for example - educating youth on some particular topic. For example, users can create a meeting room for their weekly stand-up meeting on specific issues they face or for the team's event planning meeting. Once meeting rooms are designed, other team members can view them and join the space to collaborate on projects and tasks. This can be useful in tracking projects and tasks.

Email integrations are another way to let other teams see other teams' MIRO content. With emails, users can send meeting requests and let their colleagues know when they are working on a new project. Users can also use MIRO's email integration to set up alerts and send notifications. This way, other teams can stay on top of each other's latest work and tasks. With an AI-powered chatbot, youth can collaborate with remote team members or parents on a single platform. The chatbot will be able to leverage the moderator's expertise to create custom presentations, mock-ups, and surveys for youth to gather research data for a project.

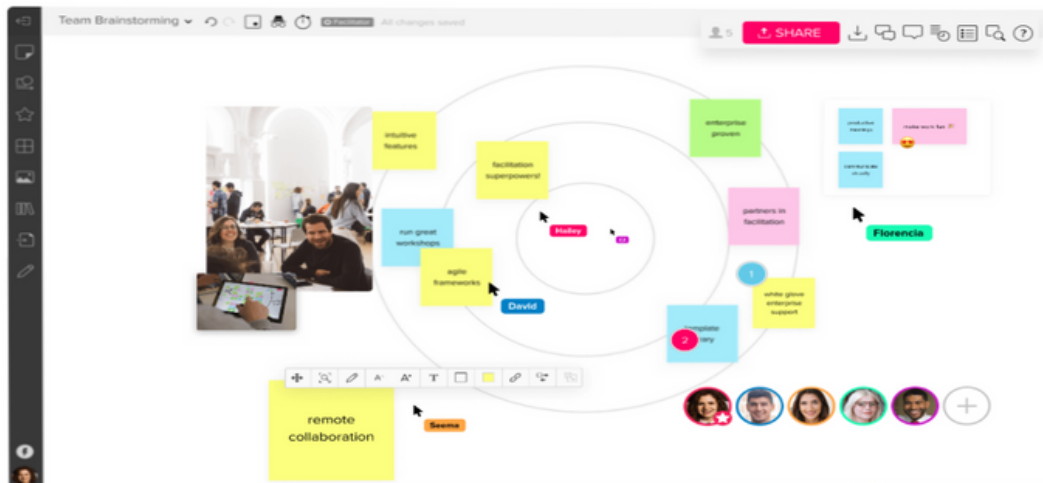


Conclusion

MIRO's users in education work with schools, non-profits, and businesses to identify the unique needs of their youth and then create relevant educational content for the platform. MIRO platform aims to provide a technological solution by offering an inclusive and cost-effective way for users and companies (both domestic and international) to hire youth who wish to work hard. MIRO platform can act as a safe space for youth to explore their identities and build networks showcasing that they are not alone and to express themselves through creativity. The goal is to provide accessible resources, mentorship, and training to equip young people with the tools to achieve their full potential. The platform offers advisers, mentors, and other youth from diverse backgrounds who can help them in different aspects of life.



13.0 Mural



Official website to access the tool: <https://www.mural.co/>



What is MURAL?

MURAL is a virtual and digital whiteboard platform transforming how its users collaborate, create, and learn in real-time. It is an innovative smart whiteboard that connects teams with digital features designed to inspire innovation. MURAL can transform every workplace, making it possible for all employees to contribute meaningfully, regardless of location or the office layout.

MURAL was created by a team of experts in the field of education, art, and technology who wanted to make a more effective way for people to work together. When developing the platform, its creators had in mind that traditional whiteboards are often too small and restrictive for genuinely collaborative projects, so they decided to create a tool that would break down barriers and allow everyone involved in the project – from artists and educators to students and participants – to contribute their ideas without getting bogged down by software limitations. The MURAL simplifies the way its users work, allowing them to focus on being creative. It empowers teams to find flow and real-time collaboration while building ideas with minimal friction.



MURAL and youth

For trainers/instructors/parents, it is a tool that allows them to create engaging lessons; and for youth/students, it is a tool that enhances group work and their ability to self-regulate their learning. MURAL also allows youth to create their profile to showcase their achievements and share their stories. Additionally, youth and their parents will be able to create “walls/boards” where they can collaborate with other trainers / youth workers / parents in creating unique digital content. The interactive feature allows users to create and collaborate on online assignments, projects, and presentations. MURAL’s whiteboard function allows its users to sketch out their thoughts and ideas in real-time, allowing them to share their creative process with the team.

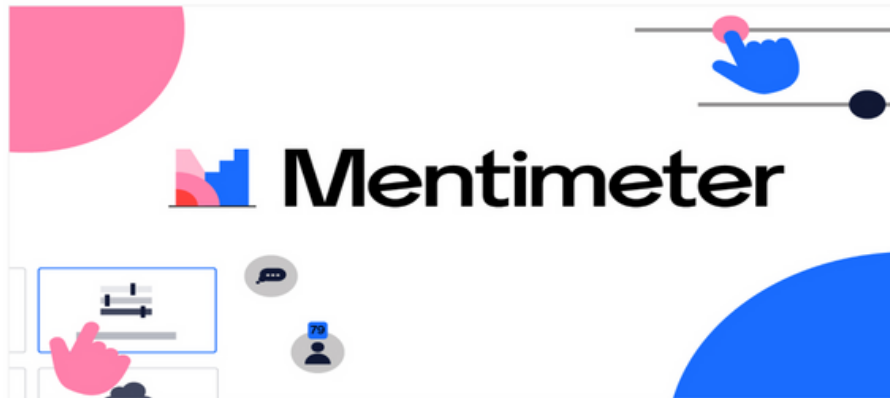
The social environment of the MURAL platform enables users to share their ideas with their colleagues, who can then upvote these suggestions to help the team prioritise its next project. With the whiteboard and social features of MURAL, users can now collaborate from any location at any given time. With MURAL, one can easily share their screen with others in real-time using any device. It's perfect for remote youth teams who want to collaborate on projects but can't get together face- to-face every day.



Conclusion

MURAL can be used to organise and communicate with people across the community/organisation/businesses. This includes examples of hiring young people in entry-level positions, building relationships with them, and offering them mentorship. MURAL can also collect data on the company’s employees (i.e., hiring statistics, retention rates, feedback, etc.) and present it to stakeholders (i.e., human resources departments, administration staff, managers, etc.). Finally, MURAL can be used to connect people to processes across the organisation. This can be done by offering career paths for young people, creating opportunities, and transforming the organisational structure of those businesses.

14.0 Mentimeter



 **Official website to access the tool:** <https://www.mentimeter.com/>

What is Mentimeter?

The potential of technology to create social change is undeniably present. It is the ever-changing, innovative way for technology to bring new horizons, fresh ideas, and a bright future to the learners. In an era where communicating with and understanding the youth is becoming necessary, interactive presentation tools provide the ability to display visual materials with audience engagement more actively than traditional presentations.

Mentimeter is an internet polling presentation instruments created for digital, real-time use. It is a cloud-based platform that allows educators to create content, upload multimedia, and track attendance and scores for students participating in online classes. It has a number of features and tools that make it useful for people in many different professions and fields. Mentimeter is used by many organisations and institutions, including the United Nations and UNESCO.

It is designed for both in-person instruction and online learning. Mentimeter allows users to communicate with their audience in real-time, conduct polls, deliver quizzes, etc. The idea is that the audience should find it more interesting to learn outside the traditional teaching methodology approach. It can be used as an icebreaker, knowledge test, opinion poll, and discussion starter, with several question formatting options. There are different modes, like a competitive quiz mode, a straightforward form for gathering data, or a Q&A mode where users can vote on questions.

Mentimeter has a number of features that are useful for trainers/instructors in preparing and delivering content. The platform makes it easy to create visual content, such as presentations and diagrams and allows trainers/instructors to collaborate easily with others on projects. Mentimeter also has various tools built in, which makes it easy to create content accessible to people with disabilities. This includes features allowing users to create content available in different languages or formats, such as large print formats or an audio version.



Mentimeter for Employability Education Activities

Employability skills workshops aim to equip marginalised youth with skills and knowledge that help them find or create meaningful employment. Mentimeter can be used to deliver content for employability skills workshops, such as information about the labour market, resume and cover letter writing, and interview skills. Mentimeter can be used to develop and deliver a wide range of modules on critical employment skills, such as writing cover letters and CVs, applying for jobs, building professional networks, and learning about the labour market.



Conclusion

Education is not solely about learning and books but also about equipping people with the tools they need in order to find employment and contribute meaningfully to society. There are not many places where youth from disadvantaged backgrounds can get the proper support to pursue education. Similarly, there aren't enough avenues for youth who want to learn new skills or explore a new career. Employment opportunities are limited for people who don't have the right credentials or a college degree. They have all experienced the challenges of growing up in underserved communities. Unfortunately, most of them also experienced being ignored and overlooked by the available resources in their communities. Mentimeter created a digital platform accessible and tailored to the needs of everyone in society, including the marginalised youth. Mentimeter helps youth and their online communities to have their own digital spaces where they can congregate and voice their opinions on a particular subject. Mentimeter is one online tool that offers an excellent opportunity for young people to connect, build relationships, and create a positive social change, specifically catering to different social classes.



15.0 AhaSlides



Official website to access the tool: <https://ahaslides.com/home-v4>

AhaSlides is an interactive presentation platform that allows its users to create and share presentations online or invite viewers to join a collaborative session. Users can easily create interactive presentations with images, videos, and hyperlinks that can be shared with others in real-time or as a recording for future viewing. The company has developed an interactive marketing platform that enables brands to create advanced hyper-reality experiences, the real and virtual world combined, but in an engaging way. The content on AhaSlides covers everything from geography, history, and science to business studies, politics, and economics.



Why AhaSlides?

AhaSlides is designed to meet the needs of today's young presenters. It offers an intuitive interface that can be used without any special training. It allows users to create interactive presentations with images, videos, and hyperlinks that can be shared with others in real-time or as a recording for future viewing. It has a robust sharing functionality that can be used to host presentations or create builds or workspaces where users can collaborate to create content collaboratively. With a strong focus on social media and collaboration, AhaSlides offers an easy and powerful way to share ideas and present them to a broader audience.

An interactive presentation can also be uploaded via a computer or through a cloud drive such as Dropbox. The platform will then generate an individual link to access the presentation and all of its resources. Once the presentation is created, users can add media resources such as images, videos, and audio files. These can be linked to a particular slide, allowing the resource to be viewed within the presentation. Users can also hyperlink to websites and documents. This enables them to easily direct viewers to additional resources and information, allowing their presentation to become a living, growing resource.



Collaboration

Interactive presentations allow viewers to interact with the presenter and each other in real-time during the presentation, either via a live stream or a recorded session. Users can invite viewers to join the presentation and view the presenter's computer screen. This allows viewers to ask questions, discuss points and be part of the presentation experience. Users can also use the Collaborate function to invite viewers to edit the presentation simultaneously, which is particularly useful when creating joint presentations for work or student projects. AhaSlides allows users to create a durable resource that can be shared with others by saving the presentation as a recorded session that can be viewed later.



Recording sessions and saving work

The recording function enables users to save their presentation as a video file for future reference. This can be an invaluable resource for trainers/educators and others who wish to make their content accessible to a broader audience, especially youth/students. Users can view the presentation normally or display it as a transcript. It allows them to link to a particular slide and display its content on the screen as they speak. These files can be linked to a presentation or uploaded to a cloud drive for easy sharing.

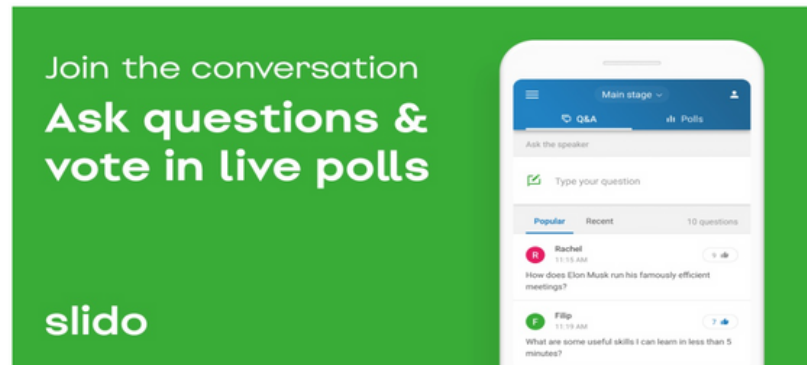


Conclusion

AhaSlides is the ultimate interactive platform, particularly suited to the needs of young people, assisting them in learning and reviewing concepts of their interest. It offers an intuitive interface that can be used without prior training, combining videos, images, maps, and charts into one comprehensive resource. AhaSlides is an excellent resource for multiple choice questions (MCQs) and open-ended questions (OEC). Participants can complete MCQs independently, allowing them to access the material at their own pace. They can also collaborate in groups or individually to solve OECs in a training room or outside of a training room (e.g., during lunchtime or after the completion of the daily programme).

AhaSlides is ideal for youth who are paving their way to create visual content for digital media, student projects, and marketing campaigns, eager to learn and retain knowledge, especially when paired with the right set of similar tools.

16.0 SLIDO



 **Official website to access the tool:** <https://www.slido.com/>

Youth and education systems

Young adults often find it hard to turn their ideas into reality, and that is because they often do not possess the skills or resources to achieve this. Education systems have been focused on preparing students for their career paths in their 20s and 30s instead of fostering creativity and entrepreneurial skills. This has left a lot of youth feeling like they don't have the tools or knowledge to follow their ideas. This is definitely an issue, as creativity has been linked to psychological health, emotional intelligence, and overcoming social anxiety. Youth also often don't have the finances necessary to bring their ideas to life. This is especially true for creative projects, like designing a website, creating a t-shirt, or making a short film. They can't make it happen if they don't have the money to pay for design software, a graphic designer, or film equipment. Cultivating creative thinking, problem-solving abilities, and innovative solutions are essential elements of the Slido platform. This simple game-like tool lets users pitch their thoughts on the screen and receive feedback from others. The result? Increased willingness to take part, confidence in creative thinking, interactivity, and ease in turning new concepts into real-life projects.

What exactly is Slido?

Slido is an intuitive platform for polling and Q&A sessions, lives, remote or hybrid meetings, conferences, workshops, and webinars. Event planners may set up Slido events in less than a minute, and all participants need to join the chat via a short event code or link. The platform allows an unlimited number of participants on mobile and desktop devices by providing instant real-time data access.

Slido platform features a growing library of ready-to-use slideshows and offers a powerful set of features like real-time audience feedback, social media integration, and detailed analytics. Slido provides everything its user requires in order to create an engaging presentation that keeps everyone on their toes. Slido empowers its audience to participate and obtain the answers from inside the comfort of users' own offices or homes.



Conclusion

Nowadays, it is not enough only to have great ideas. Aspiring leaders and entrepreneurs should be able to turn their ideas into reality. Slido can support them in making the transition from an idea to a project but with measurable outcomes.

In order to turn ideas into real-life projects, youth need to be comfortable to take creative risks. Slido can help them to address those, explore new concepts, find solutions to problems, and ultimately make the world a better place. With the Slido app, youth can put their ideas on the table and receive feedback from their peers in just a few clicks. This digital polling platform is a simple and fun way for young people to brainstorm and bring their ideas to fruition.



17.0 Kahoot!



Official website to access the tool: <https://kahoot.com/>

Educating youth nowadays can be a challenging task. One needs to keep students engaged, or they will zone out on their phones instead of listening to the class. One needs ways to keep things exciting and ensure they're learning the necessary information, all while maintaining some semblance of professionalism and not exploding with frustration. Thankfully, plenty of tools can help teachers find new ways to engage their students and ensure everyone understands the material. Utilising online quizzes like Kahoot! has several benefits for both the youth workers/educators and participants.



What exactly is Kahoot ?

Kahoot is an online game-based learning platform that allows youth workers/educators, organisations, and parents to create a fun learning for students, children, and young adults. Kahoot makes it easy to create quizzes and surveys that can be used across multiple devices and platforms.

Quizzes on Kahoot! can be played by a single player or team, allowing users to play together in class and at home. Kahoot! is an innovative education platform transforming how people learn and educators educate. Kahoot platform is present in over 70% of the world's countries and used by over 90 million people. The platform aims at learning through fun and by creating engaging interactions that make learning social and empowering for youth.



How does youth get involved?

Youth workers and trainers want participants/students to retain information and apply knowledge in real-world situations. When a trainer creates a quiz, they're creating a test. Learning doesn't stop there, though. Quizzes should be used to check if the participants understood what was taught and as a way to introduce new information. Quizzes are also useful for checking what areas require more attention from the participants. A good quiz is not just about the right or wrong answers but also how they respond.

Youth workers/educators can create different types of quizzes like knowledge quizzes, multiple choice quizzes, or generate a quiz from a webpage. Instructors/educators can create a quiz on Kahoot! by choosing a category and subcategory or choosing one of the many fun pre-made quizzes. For example, users can create a science, a pop culture, or a language quiz. If a youngster does not understand the question, then youth workers/educators can allow them to play the game again or answer the questions aloud for everyone to hear.



Kahoot! makes learning visible

Parents/teachers/trainers can create a quiz with questions specific to youngsters' needs and what they know. They can then make the quiz public so their counterparts can see what the youngsters know and don't know. Parents can also use Kahoot! to create quizzes for conferences or parent- teacher meetings to make participants' learning visible. Kahoot! can be used to create a quiz for a reading assignment or other topic that participants are attending/studying of. This can help track on their understanding level and realise which participants need more help with it.



Conclusion

Youth growing up in disadvantaged circumstances with social disconnection with their local community are more vulnerable to online risks, any form of harassment, or bullying. Kahoot! seeks ways to engage troubled students through social inclusion by utilising digital resources, making the knowledge acquisition experience more interactive. It gives knowledge a new dimension, acting as an educational tool that will leave youth excited about learning the new method. Kahoot! acts protectively by offering personalised educational activities for marginalised youth, allowing them to learn in a monitored environment where they can feel safe and content.

18.0 Canva



Official website to access the tool: <https://www.canva.com/>



What is Canva?

Canva is an online design tool providing its users access to over 9000 graphic design templates. Through Canva's intuitive interface, users can easily create infographics, e-book covers, social media posts, logos, banners, posters, ads, etc. Their templates are very user-friendly and help new users get up and running in no time. Moreover, it has more than 35 million users who also use it daily for their graphic design needs.

Canva is an easy and effective design tool that can teach youngsters the basics of digital design and can also be used in education for various projects. Canva's cloud-based design platform makes graphic design accessible to all users, regardless of their level of expertise. Whether the young people take a class that requires them to use Canva or want to learn more about design in the classroom/training room, it's an excellent tool for creating eye-catching designs. Canva also simplifies the publishing process of images and documents, allowing users to publish their work efficiently. Canva offers a tool known as Canva for Education as one of its features. Youth workers/teachers/educators may create a virtual classroom, invite young people, and work on a project together, using video conference tools such as Zoom, as described earlier. Participants may present screen slides for the entire class with Zoom. Also, there are free online courses offered by Canva to help youth workers/educators learn how to use it effectively.



Conclusion

Digital media consumption has changed in recent years. With the advent of digital devices, social media, and the rise of digital services, people consume more digital content than ever before. Through the use of online graphic design tools, like Canva, marginalised youth can get a chance to increase their degree of digital literacy, enhancing their socio-economic capacities and allowing for better integration into the community. Digital media is a low-cost way for marginalised youth to meet and create networks, which can lead to opportunities for development in the business sector, as well as entrepreneurial empowerment of youth. Youth that is self-empowered and taught to rely on their skills, talents, and other resources become more resilient and independent in their socio-economic relations later in life and accomplish their goals without requiring any externally dependent connections.

19.0 Google Drive



Official website to access the tool: <https://www.google.com/drive/>



What is Google Drive?

Google Drive is a powerful and easy-to-use online storage solution from Google. It allows its users to upload, store, search, download, and share any types of files using the platform available for all major devices and operating systems, including Windows, iOS, and Android. Users can effortlessly access, view, edit, and share documents, photos, and videos across any device at home or on the go. Saving files in Google Drive is intuitive, and just a click away; a user selects the file for upload and presses the Upload button. Also, users can easily edit files collaboratively without sending copies back and forth; they create a folder with all their files and share them with others, either inside or outside an organisation.



Benefits of Using Google Drive

- **Convenience** - Google Drive simplifies work and allows file sharing. This is convenient because users do not need to manually upload files to their computers.
- **Security** - Users can create folders and add files to create various security levels. Users can also create a folder for sensitive files and restrict access.
- **Interoperability** - With Google Drive, users can access and view files from different devices, including Macs, Windows PCs, Android devices, and Chromebooks.
- **Cost-Effectiveness** - With Google Drive, users can store a large number of files without worrying about how much space they're taking up on a computer or a mobile device. Users can also access files from multiple devices and view them from different perspectives.
- **Flexibility** - Users can set up a dedicated Google Drive account for business use. This can be convenient because they can create a separate account for business use and keep their personal account for personal use.



Conclusion

Young generations constantly seek their space under the sun, first in the family and then in society, actively looking for support and understanding in their networking circles, identifying harmful practices, restraining their personal marginalisation experience, and living introvertly without caring about society's disapproval. Utilising online storage like Google Drive as a tool to disseminate advancements and digital engagement of such youth contributes to technological empowerment and literacy, encouraging them to interact in cyberspace, working behind the scenes on empowering digital literacy in the community, and pushing further the disregarded youth integration, contributing to their involvement in all socio-economic aspects of life.



20.0 Seesaw



Official website to access the tool: <https://web.seesaw.me/>



What is Seesaw?

Seesaw is an affordable, flexible digital-based class-management platform that permits students, teachers, and parents or guardians to complete and share classroom work across devices, with features like real-time student assessment, responsive notifications, and reporting. Trainers can post assignments, mark them off with a single click, and grade them in one place—making grading faster and more accurate than traditional paper-based systems. Participants can see their progress at a glance, set reminders on due dates for homework or tests, and collaborate with friends to prepare for plenary discussions or presentations.



Create daily routines

Educators can create a daily routine for their students to make them feel more comfortable in the working room. It can also help them feel like they have a purpose when in a working room and help them concentrate on a task and not be distracted by other things. Users can create a daily routine that is as simple or as elaborate as they want. Users can make use of the Seesaw platform by setting group tasks on certain days of the week. This can be great for a number of reasons. First, it can make certain days feel a little more special. It can help to create a little more engagement in the working room and also it reminds participants that they have an important purpose there. This can be a beneficial way to use the Seesaw platform for participants in an educational programme, especially for those who frequently forget why they are participating.



Encourage youth collaboration

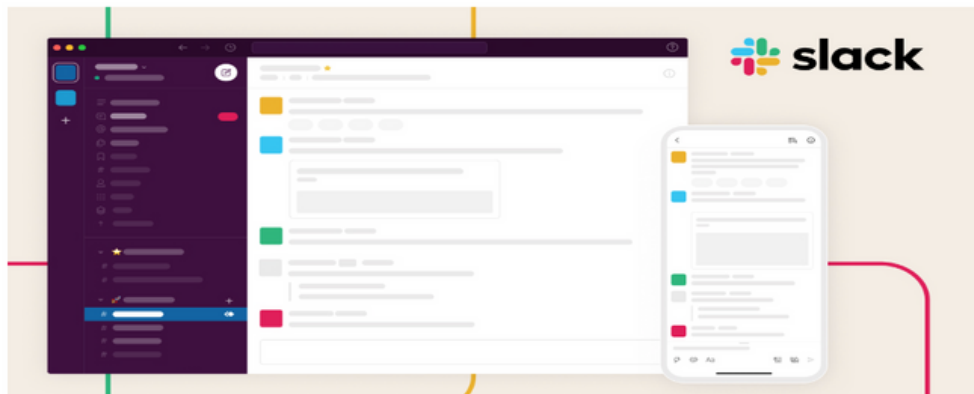
Youth workers/educators can encourage collaboration in their classes by setting up collaborative group activities. Collaborating with their peers makes young people more engaged. This is because it helps to offer them a sense of purpose. It can help to build a community in the class and can also help to keep students accountable for each other. A positive ambiance in the classroom is vital, having in mind the importance of youth marginalisation prevention and treating everyone equally without prejudice.



Conclusion

Creating commitment of youth can be challenging for an educator. Seesaw approach to this issue is innovative and focuses on social connectedness. It shows how a simple technology design can make a big difference in the classroom and outside of it. This approach could potentially be applied to encourage effective practices in the classroom and help youth establish trustful relationships with teachers and their peers, foster their interests, and boost morale.

21.0 Slack



 **Official website to access the tool:** <https://slack.com/>

What is Slack?

In the past, communication between co-workers was strictly email. While there is nothing wrong with email (it is an excellent tool for some things), it is not optimised for working together as a team. Slack is a workspace collaboration platform that helps teams communicate, be more productive, and get things done. Slack features group chat, messaging, cloud storage, and audio/video calls to help users stay organised and move projects forward. Youth can also use Slack in educational purposes programs to promote digital literacy.

Features

Slack consists of three main features: channels for communication, direct messages for private conversations, and bots that facilitate various tasks. Each user has a Slack channel, the team's equivalent of a Twitter feed. The "direct messages" are similar to text messages in a way that you can send them only between two users—the difference is that they're archived in Slack so that anyone on the team can search through all previous messages at any time. The bots are like artificially intelligent assistants: they can remind users when projects are due or when an important event is coming up, transcribe what's happening in a chat room and post it somewhere else, and even help users manage their files.



Digital literacy

Slack is a messaging program designed to promote digital literacy among youth. Its purpose is to encourage the dialogue between young people and educators by creating a digital engagement space. With it, educators can help bridge the technology/communication gap between teachers and students in a meaningful way. The Slack platform promotes sophisticated communication methods that start at the ground level of technology with younger minds. Rather than looking at digital literacy as a solution to social problems, Slack provides an opportunity to promote better communication while removing at least one barrier to entry. The question is not if it works but how to make it more effective and integrate youth skills with other platforms.



Conclusion

Slack has done an excellent job of providing an environment that facilitates the creation of virtual communities. From the start, Slack made it easy for companies to create groups dedicated to specific projects or discussions. And while Slack is marketed as a tool to improve communication within companies and teams, it has also become an invaluable resource for marginalised communities. For example, many LGBT individuals use Slack Channels as a safe space where they can discuss their gender identity with others without fear of harassment or violence.

While Slack does provide beneficial features that allow users to block other users, it does not have any built-in tools that foster inclusivity in terms of age-related diversity. This is where it needs improvement, but one can rest assured that the Slack team understands how marginalising language and behaviour can influence aging employees' feelings about themselves and their employers. Therefore, to maintain a functional workplace, Slack has already put some measures in place to prevent harassment, trolling, cyberbullying, and other forms of marginalisation / discrimination / bullying.



22.0 Asana



Official website to access the tool: <https://asana.com/>



What is Asana?

Asana is a project management platform created by a team of computer science engineers in Silicon Valley. Asana is designed to make it easy to create and manage projects. The Asana platform provides a central place for storing all projects, tasks, and files in one place, and contains a set of tools that help users track the project implementation progress. Asana's platform is versatile and easy to use and can be used by youth workers in education as a tool for project-based learning. The Asana platform provides a digital space for youth workers/educators to share their resources with participants.

By creating and sharing lesson plans through the Asana platform, youth workers/educators can decrease the amount of time it takes to teach, and students can learn at their own pace. Using this platform will reduce classroom management issues that arise when too many participants are in a small space. The platform will also allow youth workers to provide more in-depth one-on-one lessons. Participants will have greater access to information and be able to take more time reviewing specific material that they do not understand.



Efficiency

With Asana, it is easy to see what is due and when, because all tasks are uploaded by date and time, so users can easily organize tasks according to what is expected before the deadline. Asana's platform has made the workplace more organised by encouraging people to stay on track with their assignments and responsibilities. Therefore, the Asana platform can also be an effective tool for improving youngsters' academic performance. With Asana's help, youth workers can set up tasks for participants/students and monitor their progress as they are being completed. Youth workers can create a task for every assignment so that participants don't forget their assignments or lose their submittals. Young people can see what homework has been assigned and what's due when. It also allows participants to share documents, helping them collaborate better in class projects and group work.



Conclusion

The Asana company's goal is to improve academic outcomes for underprivileged, underserved, and marginalised students by allowing access to these resources without having the financial capacity of more privileged communities. The Asana company wants all participants to feel like they have equal opportunities in education and beyond. Asana platform can also positively impact the educational accomplishments of marginalised youth by reducing stress among such groups of participants. By allowing youth workers and educators to set due dates for each homework task or exam, participants can reduce the time spent worrying about missing or late work. Users who have access to the Asana platform and Internet access can quickly check their given assignments while away from their education institution.

Asana is a platform that connects students/participants with educators/tutors and mentors to help those who may be struggling with certain subjects. The platform allows participants to search for a subject they are struggling in, find a tutor or mentor, schedule time to meet with them, and work on improving their performance in a way that suits them best, whether online or offline tutoring. The platform also provides mentorship through one-on-one support, helping participants develop skills such as resume building, interview practice, and personal development. This streamlines communication between educators and young people, allowing them to stay more engaged while making more efficient ways of completing lessons.

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