



DIGITAL YOUTH WORK VOYAGE

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Good Practices in Youth Work Digitalisation

A Practical Guide for Youth Organisations

This guide presents seven good practices from seven partner organisations across Europe. For each practice, you will find a description of what was done, why it matters for youth work, and concrete steps for how your organisation can adapt and apply it.

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How to Use This Guide

This document was produced as a result of the Digital Youth Work Voyage — an Erasmus+ partnership-building activity that brought 14 youth workers from Georgia, Turkey, Romania, Lithuania, Croatia, Sweden, Slovakia, and Bulgaria together in June 2026. During the activity, each partner organisation presented a concrete example of how they have integrated digital tools and approaches into their work.

The practices collected here are not theoretical models. They are real solutions developed by real organisations in response to real challenges. They range from simple administrative automations that anyone can implement this week, to more complex programme formats that require planning and partnerships.

Each practice is presented in four parts:

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| 1 | About the practice — what the organisation did and how it works. |
| 2 | Why it matters for youth work — the broader relevance and value for organisations working with young people. |
| 3 | How to apply it — a step-by-step guide for adapting the practice to your own context. |
| 4 | Tools & resources — the digital tools used, most of which are free or low-cost. |

Before diving in, consider which practices are most relevant to where your organisation is right now. If your biggest challenge is administrative overload, start with Practice 1 (ARYAS) or Practice 7 (Pozitiva Samobor). If you want to run engaging digital activities with young people, explore Practice 3 (Prompt Battle) or Practice 6 (Umbrella). If you are thinking about the organisation's digital presence and communication, Practice 5 (Tavo Europa) is your starting point.

You do not have to implement everything at once. Choose one practice, start small, and build from there. The goal is not digital transformation as a destination — it is a culture of continuous, thoughtful improvement.

1. Asociația ARYAS

Romania

"Automatic Project Folder and Contract Generator"

ABOUT THE PRACTICE

Every Erasmus+ project brings the same administrative cycle: folders, contracts, reimbursement forms, partner communications — and all of it again for the next project. Romanian organisation ARYAS decided to break that cycle.

They developed a digital system that, based on basic project data — title, reference number, dates, partner organisations — automatically generates a complete Google Drive folder structure and pre-filled project documents: partnership agreements, travel reimbursement forms, dissemination templates, evaluation tools, and reporting folders. Partners fill in a single online form with their details; the system generates a contract, sends it by e-mail, and automatically creates a shared folder where the partner can immediately upload signed documents.

The key insight: the system did not replace people — it eliminated the repetitive part of the job and gave project coordinators back time for meaningful work.

WHY IT MATTERS FOR YOUTH WORK

Youth organisations are often run by small teams with large project loads. Every hour saved on administration is an hour returned to working with young people. Automation also reduces human error in documents, speeds up onboarding of new project partners, and creates a consistent, professional experience for everyone involved.

HOW TO APPLY IT IN YOUR ORGANISATION

- 1 Start by mapping your most repetitive administrative tasks — what do you create or copy manually every time a new project begins?
- 2 Choose ONE process to automate first (e.g. creating a shared folder for a new partner). Don't try to automate everything at once.
- 3 Build a Google Form to collect partner data (name, address, bank details, dates). This becomes the input that drives the automation.
- 4 Use Google Apps Script (free, built into Google Workspace) to create folders, generate documents, and send emails automatically. Use an AI assistant like ChatGPT or Claude to help write the script if you don't have coding experience.
- 5 Test thoroughly with dummy data before going live. Ask a colleague to be the 'partner' and go through the whole process.
- 6 Document the system so anyone on your team can maintain it — not just the person who built it.

Tools & Resources

Google Forms · Google Sheets · Google Docs · Google Apps Script · ChatGPT / Claude (for coding assistance)

Key takeaway: Digitalisation does not have to be expensive or require a developer. With tools your organisation already has, one motivated person and a few hours can build a system that saves weeks of work per year.

2. Youtheurasia

Turkey

"Creative Folklore for Youth Empowerment"

ABOUT THE PRACTICE

During the years of the pandemic, when contact with young people became difficult, Turkish organisation Youtheurasia developed an online learning platform that offered young people aged 15–30, from several European countries, something unexpected: European folk heritage as a starting point for creative development.

The platform combined video guides, interactive content, and creative activities through which young people explored cultural heritage, produced their own creative works, and developed digital and communication skills — all through non-formal education methods. Access was free and open to all, with no prerequisites.

The results were visible: participant feedback showed growth in self-confidence and a reduction in feelings of isolation.

WHY IT MATTERS FOR YOUTH WORK

Online learning in youth work is often seen as a poor substitute for in-person contact. This practice challenges that assumption by showing how digital formats — when designed around creativity and cultural identity — can produce genuine engagement, learning, and connection. It is also a model for reaching young people who cannot participate in physical activities due to geography, disability, or circumstances.

HOW TO APPLY IT IN YOUR ORGANISATION

- 1 Identify a cultural theme or local heritage element that is meaningful to the young people you work with — folklore, crafts, music, stories, or local history.
- 2 Design a short online learning module (3–5 sessions) that pairs the cultural theme with a creative task — a short film, illustration, written story, or music piece.
- 3 Use accessible tools: Google Sites or Canva for the platform, YouTube for video content, Google Forms for registration and feedback.
- 4 Make participation free and low-barrier: no login required, mobile-friendly, available in participants' language.
- 5 Build in a sharing moment — a virtual showcase, an online exhibition, or a printed booklet of participants' work. Visibility of their output is a powerful motivator for young people.
- 6 Collect feedback after each module and iterate. What did participants enjoy? What was confusing or too difficult?

Tools & Resources

Google Sites · Canva · YouTube · Google Forms · Any free video editing tool (CapCut, DaVinci Resolve)

Key takeaway: Digital learning works when it is creative, identity-affirming, and outcome-focused. Young people engage when they are making something — not just consuming content.

3. Youthfully Yours SK

Slovakia

"Prompt Battle"

ABOUT THE PRACTICE

Slovak organisation Youthfully Yours SK brought one of the simplest yet most innovative practices: an activity that develops prompting skills in young people — one of the key digital competencies of our time — in a fun and competitive format.

The format is straightforward. Two laptops, two participants, the same AI chatbot, the same theme or problem — and a timer. Each participant has 15 minutes to get the best possible result from the AI. Once time is up, the facilitator walks through both approaches: what worked, what did not, and why a better prompt produces a better outcome. Then a new round — and already in the second battle, improvement is visible.

What makes this practice particularly transferable is its minimal infrastructure: all that is needed is two devices with internet access and someone who understands the basics of prompting.

WHY IT MATTERS FOR YOUTH WORK

AI tools are already part of young people's lives — but most use them passively and ineffectively. The ability to communicate clearly and precisely with AI systems is becoming a foundational digital skill, comparable to internet search in the early 2000s. Teaching it through competition and play is not only more engaging than a lecture — it is more effective. Young people learn by doing, by failing in a low-stakes environment, and by seeing immediately what better looks like.

HOW TO APPLY IT IN YOUR ORGANISATION

- 1 Prepare a list of 5–10 prompting challenges in advance, ranging from easy (write a birthday message) to complex (explain climate change to a 10-year-old using an analogy). Choose topics relevant to your group.
- 2 Set up two stations: two laptops or tablets with the same AI chatbot open (ChatGPT free tier works perfectly). Participants work simultaneously.
- 3 Explain the rules: same prompt topic for both, 15 minutes, no collaboration. After time is up, read both results aloud.
- 4 Facilitate a structured debrief: Why did one output work better? What details made the difference? Introduce concepts like clarity, context, role-setting, and iteration.
- 5 Run 3–4 rounds to let skills build. In later rounds, introduce constraints (write it in the style of a fairy tale; make it persuasive; explain it using only numbers).
- 6 Close with a reflection: Where in your daily life — school, work, creative projects — could you use AI more effectively? What would you try differently?

Tools & Resources

ChatGPT (free tier) · Any AI chatbot (Gemini, Copilot) · Two laptops or tablets · Timer

Key takeaway: You don't need a technology curriculum to teach AI literacy. A timer, two laptops, and a good debrief are enough to shift how young people think about — and use — AI tools.

4. MG Sustainable Engineering AB

Sweden

"Innovation and Entrepreneurship Week"

ABOUT THE PRACTICE

What happens when academia meets industry and a shared challenge becomes a driver of change? Swedish organisation MG Sustainable Engineering AB, in partnership with the University of Gävle, developed an intensive week-long programme that shows exactly that.

The Innovation and Entrepreneurship Week brings together students and young entrepreneurs aged 18–30 around a common theme — sustainability and renewable energy in the context of the UN Sustainable Development Goals. Over five days of teamwork, mentoring, and pitching, young people develop startup concepts grounded in real global challenges. Mentors come from both worlds: academic and industrial.

The results speak for themselves: participants leave with concrete ideas, strengthened confidence, and an expanded professional network.

WHY IT MATTERS FOR YOUTH WORK

Youth organisations working in digital skills and STEM often focus on tools and competencies in isolation. This practice shows the power of combining digital skills with real-world purpose. When young people work on solutions to genuine problems — and receive mentoring from both researchers and practitioners — the learning is deeper and the motivation is intrinsic. The entrepreneurial format also builds skills that go beyond the topic: communication, teamwork, resilience, and the ability to pitch an idea.

HOW TO APPLY IT IN YOUR ORGANISATION

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| 1 | Identify a local challenge that is relevant to young people and that intersects with digital skills or STEM — sustainability, mobility, digital health, local economy. |
| 2 | Reach out to a partner institution: a university, technical school, local company, or research centre. Frame the collaboration as mutual benefit — they get fresh ideas, you get expert mentors. |
| 3 | Design a structured week: Day 1 = team building and problem framing; Day 2–3 = research and prototyping; Day 4 = refinement and preparation; Day 5 = pitch and celebration. |
| 4 | Recruit mentors from at least two sectors (academic + business/NGO). Brief them in advance on their role: they guide, not solve. |
| 5 | Build in a public pitch at the end — an audience creates real stakes and teaches young people to communicate ideas clearly and confidently. |
| 6 | Document outcomes: what ideas were generated, what partnerships formed, what the participants plan to do next. This becomes evidence for future funding. |

Tools & Resources

Miro or Mural (online collaboration boards) · Canva (presentation design) · Google Workspace
· Mentimeter (live audience polls)

Key takeaway: When entrepreneurship education is grounded in real challenges and backed by cross-sector mentors, it produces more than business ideas — it builds young people who believe they can change something.

5. Tavo Europa

Lithuania

"AI Tools for Business Process Automation and Digitalisation"

ABOUT THE PRACTICE

Lithuanian organisation Tavo Europa approached digitalisation comprehensively: not merely as a tool for communicating with young people, but as a fundamental shift in the way the organisation operates.

The focus of their practice is the introduction of AI tools for automating internal business processes — from administration and document management to tasks that have traditionally required significantly more time and resources. Alongside this, Tavo Europa has also digitalised its external presence: website creation and management, and social media communication are now integrated into the organisation's daily operations, supported by digital tools that make the process faster, more consistent, and accessible even for smaller teams.

Their practice demonstrates that digitalisation is not reserved for large organisations with large budgets.

WHY IT MATTERS FOR YOUTH WORK

Youth organisations often operate with minimal staff and tight budgets, but the volume of communications, content creation, and administrative work keeps growing. AI tools can act as a force multiplier — allowing a two-person team to produce the output of a five-person team without burning out. At the same time, when the organisation itself models thoughtful use of digital tools, it becomes a more credible and relevant partner for young people navigating a digital world.

HOW TO APPLY IT IN YOUR ORGANISATION

- 1 Audit your organisation's recurring tasks: which ones take the most time and follow a predictable pattern? (Examples: writing social media posts, responding to standard emails, summarising meeting notes, creating event invitations.)
- 2 Start with one AI tool for one task. Recommended starting point: use ChatGPT or a similar assistant to draft social media content for one month. Observe the time saved and quality of output.
- 3 For website creation: explore tools like Wix, Squarespace, or WordPress with AI-assisted content generation. You do not need a developer to build a professional, mobile-friendly website.
- 4 Build a small 'prompt library' — a shared document with your team's best prompts for recurring content tasks. This makes AI use consistent and lowers the learning curve for new team members.
- 5 Establish clear editorial standards: AI output is a first draft, not a final product. Someone on the team should always review and personalise before publishing.
- 6 Once comfortable with one tool, map the next task. Digitalisation is a journey, not a project — small consistent improvements compound over time.

Tools & Resources

ChatGPT / Claude (writing, summarising) · Canva (visual content) · Wix / Squarespace (website) · Buffer / Later (social media scheduling) · Make / Zapier (workflow automation)

Key takeaway: Start with one tool, one task, one month. Prove the value to yourself and your team before expanding. AI is not a transformation — it is a series of small decisions that add up to one.

6. Umbrella

Georgia

"Digital Skills Development Through School-Based Projects"

ABOUT THE PRACTICE

Georgian organisation Umbrella brought a perspective from within the formal education system: school staff who have recognised the potential of non-formal methods and Erasmus+ projects for developing the digital competencies of young people.

Their practice is built on designing and running projects that actively involve students in digital processes — not merely as users of technology, but as creators and decision-makers. The digital skills development projects that Umbrella runs in a school context show that the boundary between formal and non-formal education can be permeable.

What is particularly valuable in their approach is the combination of institutional rootedness (the school as a safe environment) and the flexibility of non-formal methods, which creates space for digital learning that students experience as relevant to their own lives.

WHY IT MATTERS FOR YOUTH WORK

Schools reach young people that youth organisations often don't — particularly those in communities with limited access to extracurricular activities. Bringing non-formal methods and Erasmus+ into the school context multiplies reach and legitimacy. At the same time, schools benefit from the energy, creativity, and student-centred focus that youth organisations bring. The collaboration between formal and non-formal actors is one of the most underused strategies in digital skills education.

HOW TO APPLY IT IN YOUR ORGANISATION

- 1 Identify a teacher or school coordinator who is already curious about innovation and open to new approaches. The first collaboration should be easy for the school — don't propose a full restructuring of their curriculum.
- 2 Start with a project-based activity that takes 3–5 sessions and produces something visible: a student-created digital magazine, a short documentary, a community survey visualised in Canva, or a micro:bit prototype.
- 3 Frame it around competencies, not technology: what skills will students develop? (Communication, collaboration, creative thinking, digital safety.) Use DigComp or similar frameworks to make the language familiar to teachers.
- 4 Invite students to co-design at least part of the activity — what topic would they choose? What format? Young people invest more in something they helped shape.
- 5 Document the process with student permission: photos, short reflections, a blog post. This evidence helps both the school and your organisation secure future funding.
- 6 Propose a next step before the project ends: a follow-up activity, an Erasmus+ application, or a presentation to other teachers. Momentum is easier to maintain than to rebuild.

Tools & Resources

Canva (visual storytelling) · Scratch (programming) · micro:bit (physical computing) ·
Mentimeter (interactive reflection) · Google Classroom (coordination with teachers)

Key takeaway: The most powerful digital skills programmes happen when young people are creators, not consumers. Schools have the reach; youth organisations have the method. Together, the impact multiplies.

7. Pozitiva Samobor

Croatia

"Automating Internal Processes in Erasmus+ Project Management"

ABOUT THE PRACTICE

As the coordinating organisation of the activity, Pozitiva Samobor shared their own example of digitalisation — one that grew from a concrete need: how to reduce the administrative burden that comes with managing mobility projects, while maintaining high standards of accuracy and document organisation.

The solution was found in automating two key processes. The first is participant documentation management: for each mobility, a digital structure was set up that tracks each participant from application to project completion, with automatically generated folders and templates. The second is the travel cost reimbursement process: from collecting travel tickets and receipts to calculation and payment, the entire workflow has been digitalised and standardised, eliminating errors and speeding up reimbursements.

Both processes rely on tools the organisation already uses — Google Workspace and simple scripts — but approach them systematically rather than ad hoc.

WHY IT MATTERS FOR YOUTH WORK

Erasmus+ coordination is detail-intensive and compliance-sensitive. Errors in documentation — a missing signature, a wrong date, an incomplete receipt — can delay or reduce grant reimbursements. Beyond compliance, poor processes affect participants: delays in travel reimbursements are demotivating and can deter future participation, particularly from young people with fewer financial resources. A well-designed digital system protects both the organisation and the participants it serves.

HOW TO APPLY IT IN YOUR ORGANISATION

- 1 Draw the participant journey from start to finish: application form → selection → pre-departure info → mobility → arrival confirmation → document collection → reimbursement → Youthpass. Each step where something can go wrong is an opportunity to automate or standardise.
- 2 Create a master folder template for each mobility type. Include subfolders for: participant documents, travel receipts, signed agreements, communication, and final reports. Replicate this for every new group.
- 3 Build a reimbursement tracking spreadsheet (Google Sheets) with one row per participant. Columns: name, mode of travel, actual cost, eligible amount, date submitted, date paid, status. Use conditional formatting to flag missing or overdue items.
- 4 Use Google Forms for collecting participant data and travel receipts. Connect the form to the tracking spreadsheet automatically (Tools → Script editor, or use a third-party connector).
- 5 Establish deadlines and communicate them clearly: participants must submit receipts within X days of return. Send automated reminders via email or your communication channel.

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Review the system after each mobility: what worked, what was unclear, what step created the most questions. Update the template and the instructions accordingly.

Tools & Resources

Google Drive (folder structure) · Google Sheets (tracking) · Google Forms (data collection) · Google Apps Script (automation) · DocuSign / Adobe Sign (digital signatures, optional)

Key takeaway: Good administration is not bureaucracy — it is care for participants and responsibility to the programme. A clear, systematic digital process protects everyone and leaves more time for the work that actually matters.

Where to Go From Here

The seven practices in this guide cover a wide range of organisational needs — from internal administration to youth-facing programmes, from AI literacy to sustainable entrepreneurship. What they share is a common thread: all of them started with a simple question, a willingness to try, and a readiness to learn from the outcome.

If you are new to digital tools in youth work, the most important first step is not choosing the right tool — it is building the habit of experimentation. Pick one practice from this guide, allocate a few hours, involve a colleague, and see what happens. The experience itself will teach you more than any guide can.

If your organisation is further along in its digital journey, these practices may serve as a prompt for reflection: which of our current processes could be smoother? Where are we still working harder than we need to? What skills are our young people asking for that we are not yet equipped to offer?

Digital tools change quickly. What matters more than knowing the latest platform is developing the organisational reflex to notice problems, experiment with solutions, and share what works. That reflex is what all seven partner organisations in this guide have in common.

For questions, collaboration ideas, or to share your own experience applying these practices, contact Pozitiva Samobor at info@pozitivasamobor.hr.

About the Activity

Digital Youth Work Voyage is a partnership-building activity (KA1 — Mobility of Youth Workers) implemented by Pozitiva Samobor (Croatia) within the Erasmus+ Programme of the European Union. The activity took place from 8 to 10 June 2026 at three venues: Mali Tehnopolis Samobor, Centar za mlade Bunker (Zagreb), and Tehničko veleučilište Zagreb (campus Borongaj).

The activity brought together 14 youth workers from 8 countries: Georgia, Turkey, Romania, Lithuania, Croatia, Sweden, Slovakia, and Bulgaria. Over three days, participants explored digital transformation in youth work, shared good practices, and engaged with STEM tools in non-formal education settings.

This publication was produced as one of the activity's tangible outputs — a transferable resource for youth organisations across Europe.

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