

# Developing digital youth work

## Policy recommendations, training needs and good practice examples

*For youth workers and decision-makers*

*Expert group set up under the European Union Work Plan for Youth for 2016-2018*

**EUROPEAN COMMISSION**

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Picture on the cover page: Expert group on digitalisation and youth, 2016

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## Executive summary

Set up under the [European Union Work Plan for Youth 2016-2018](#), the expert group on 'Risks, opportunities and implications of digitalisation for youth, youth work and youth policy' provides policy recommendations, training needs and good practice examples in developing digital youth work across the EU.

Twenty-one Member States nominated a representative to this expert group from diverse backgrounds, including from ministries, youth organisations and councils, and national agencies working in the digital field. The European Youth Forum was invited as a permanent participant.

This publication contains the main outcomes of this expert group:

- A working definition of 'digital youth work';
- Examples of innovative practices in delivering digital youth work and upskilling youth workers' digital competences;
- Policy recommendations on the development of digital youth work;
- Identification of training needs of youth workers relevant for digital youth work, based on existing competence frameworks for digital skills and for youth work;
- Collection of training material which is available online and which addresses the identified training needs of youth workers relevant for digital youth work.

### **A working definition of 'digital youth work'**

The expert group used the following working definition of digital youth work:

Digital youth work means proactively using or addressing digital media and technology in youth work. Digital youth work is not a youth work method – digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.). Digital youth work has the same goals as youth work in general, and using digital media and technology in youth work should always support these goals. Digital youth work can happen in face-to-face situations as well as in online environments – or in a mixture of these two. Digital media and technology can be either a tool, an activity or a content in youth work. Digital youth work is underpinned by the same ethics, values and principles as youth work. Youth workers in this context refer to both paid and volunteer youth workers

### **Examples of innovative practices in delivering digital youth work and upskilling youth workers' digital competences**

The expert group identified a set of innovative practices in both delivering digital youth work and also upskilling youth workers' digital competences. They include the following practical examples:

- Using social media in sharing information
- Online youth counselling
- Supporting digital literacy
- Enabling participation with digital tools
- Supporting cultural youth work online
- Supporting the development of technological skills
- Using digital games in youth work

## Policy recommendations on the development of digital youth work

The expert group makes policy recommendations on the development of digital youth work in the following areas: common understanding of digital youth work; strategic development of digital youth work; youth participation and youth rights; knowledge and evidence. These policy recommendations can be used by Member States and other countries as inspiration when preparing national strategies and plans for youth work. They can also serve as inspiration for organisational development in youth work organisations.

### Identification of training needs of youth workers relevant for digital youth work, based on existing competence frameworks for digital skills and for youth work

Having considered existing competence frameworks for digital skills and for youth work the expert group identified competences to ensure youth workers have the skills and knowledge required to deliver digital youth work. In addition to competence areas related to using digital media (like, for example, in DigComp – the European Digital Competence Framework for Citizens), the expert group took on board pedagogical competences. These were drawn from the model of media education competence (Blömeke) and a competence framework for teachers developed within the framework of the MENTEP (MENToring Technology-Enhanced Pedagogy) project.

Overall, training needs of youth workers were defined in the following areas:

1. Digitalisation of society
2. Planning, designing and evaluating digital youth work
3. Information and data literacy
4. Communication
5. Digital creativity
6. Safety
7. Reflection and evaluation

These training needs can be used to inform training plans or programmes and develop new training including new methodology and issues. Youth workers and organisations can use them to assess individual and collective competence and identify training needs.

### Collection of training material which is available online and which addresses the identified training needs of youth workers relevant for digital youth work

In order to lay the basis for the creation of training modules aimed at upskilling youth workers, the expert group collected training material which is available online and which addresses the identified training needs of youth workers relevant for digital youth work. The purpose of this collection is to offer concrete and readily available examples of training material addressed to youth workers. The identified material, which is not an exhaustive list, is listed separately for each field.

### An agile mindset is crucial

Digital literacy and 21<sup>st</sup> century skills play a crucial role as part of modern-day citizenship and modern life in general, and youth work should be able to encourage this.

Youth workers need an agile mindset, being willing to try new things and learn from both success and failure, and be supported to do so.

## 0. Introduction

### What?

The mandate of the expert group on 'Risks, opportunities and implications of digitalisation for youth, youth work and youth policy' was twofold:

- Based on identified good practice, barriers and gaps in digital youth work and youth workers' continued professional development, to lay the basis for the creation of training modules aimed at upskilling youth workers on methods of digital youth work and on the risks, opportunities and implications of digitalisation;
- Recommendations addressed to policy-makers as input to possible Council conclusions on the development of innovative methods in youth work, including digital tools.

The participation of Member States in the work of the group was voluntary and Member States could join at any time. The following Member States appointed a representative: Belgium, Czech Republic, Denmark, Germany, Estonia, Ireland, Spain, France, Croatia, Italy, Latvia, Luxembourg, Malta, Austria, Poland, Portugal, Slovenia, Sweden, Slovakia, Finland and the United Kingdom. The European Youth Forum was invited as a permanent participant.

### 2. Why?

New technologies emerge rapidly. Through the Internet of Everything, billions of objects and people are connected to each other. Automation, machine learning, mobile computing and artificial intelligence are no longer futuristic concepts, they are our reality (Gartner 2016). Knowing how technology is built, learning to be critical towards information, and being curious as well as critical towards new technologies is more important every day. Digital literacy and 21<sup>st</sup> century skills play a crucial role as part of modern-day citizenship and modern life in general. All young people of today will need technological skills and an agile mindset towards technology in their future work and everyday life, and youth work should be able to encourage this.

### 3. How did we do it?

We started by identifying innovative practices in both delivering digital youth work and upskilling youth workers' digital competences. We found out that there are many good practices around Europe which can inspire others in their youth work practice. These practical examples also helped us to come to a working definition of 'digital youth work'.<sup>1</sup>

We addressed recommendations to policy-makers as input to the Council conclusions on smart youth work adopted on 20 November 2017.<sup>2</sup>

Having considered existing competence frameworks for digital skills and for youth work, we identified the competences needed to ensure youth workers have the skills and knowledge required to deliver digital youth work. These training needs can be used to inform training plans or programmes and develop new training including new methodology and issues. Youth workers and organisations can use them to assess individual and collective competence and identify training needs.

In order to lay the basis for the creation of training modules aimed at upskilling youth workers, we collected training material which is available online and which addresses the

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<sup>1</sup> Meanwhile, other concepts emerged, e.g. 'smart youth work', which has a different focus and which we took into consideration during our work.

<sup>2</sup> [http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52017XG1207\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52017XG1207(01))

identified training needs of youth workers relevant for digital youth work. The purpose of this collection is to offer concrete and readily available examples of training material addressed to youth workers.

In the course of our work, we exchanged with the ET 2020 Working Group on Digital Skills & Competences and the expert group on youth work for active citizenship, preventing marginalisation and violent radicalisation. We also took into account the preliminary results of the study on the impact of internet and social media on youth participation and youth work.

#### **4. Who is this publication for?**

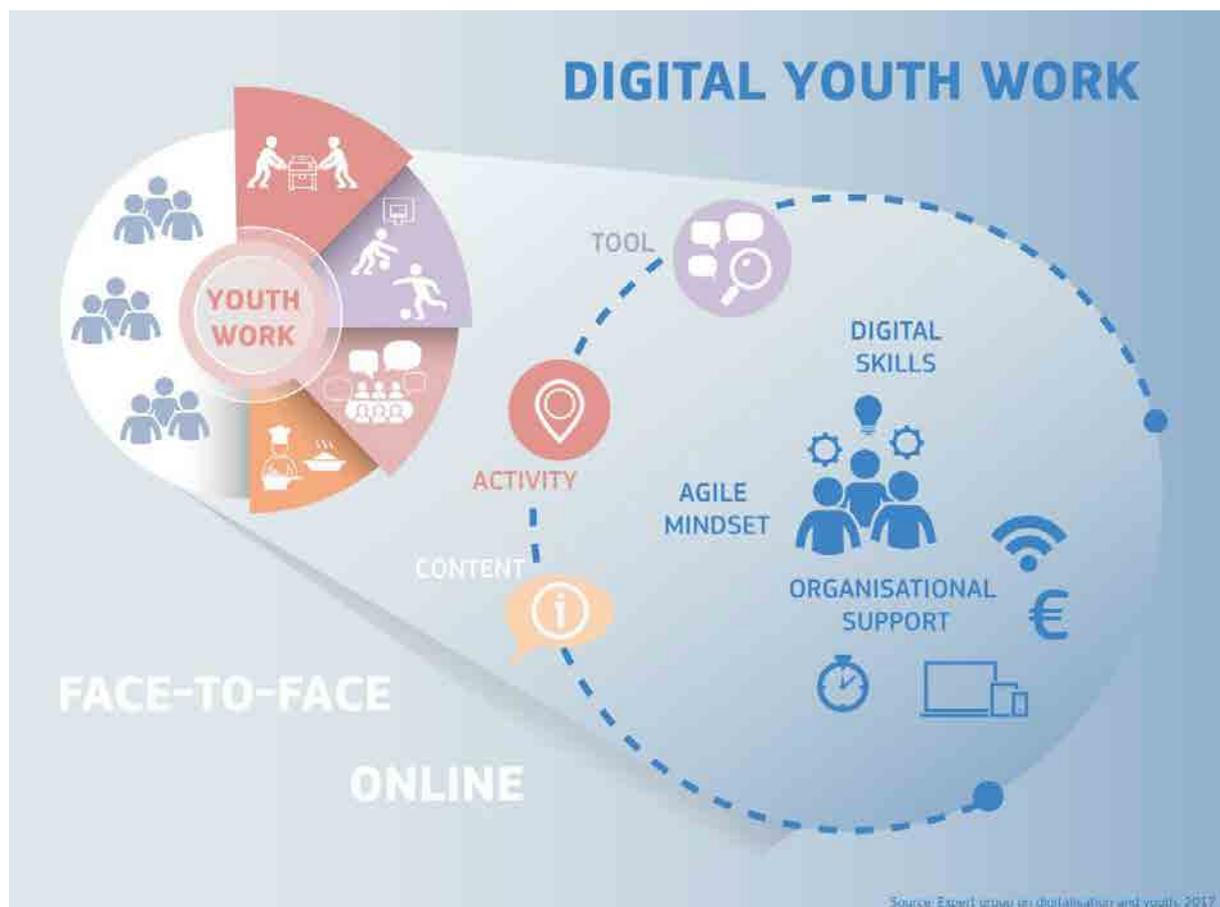
The results of this expert group will be of interest to anyone involved in developments in youth work in the 21<sup>st</sup> century, especially youth workers, organisations, training providers, policy-makers, other practitioners, and researchers:

- Youth workers (the results are relevant to their daily work, professional development, changing working field/demands; they will help them adapt, play an active role in children and young people's personal development). Youth workers are provided with a simple overview of competences and it is recommended to use the existing platforms for training material listed in [Annex G 'Where to find more training material?'](#);
- Organisations (they need to provide youth workers with tools and support them, offer training, organisations and youth workers should know where to find appropriate training);
- Policy-makers (the recommendations on the development of innovative methods in youth work, including digital tools, are addressed to policy-makers at local, regional, national and European level);
- Various others: training providers, professional and standard-setting bodies, curriculum developers, software developers to provide appropriate tools, researchers, etc.

## 1. What is digital youth work?

The expert group used the following working definition of digital youth work:<sup>3</sup>

- Digital youth work means **proactively using or addressing digital media and technology in youth work.**
- Digital youth work is not a youth work method – digital youth work **can be included in any youth work setting** (open youth work, youth information and counselling, youth clubs, detached youth work...).
- Digital youth work has the **same goals as youth work in general**, and using digital media and technology in youth work should always support these goals.
- Digital youth work can happen **in face-to-face situations as well as in online environments** – or in a mixture of these two. Digital media and technology can be used either as a tool, an activity or a content in youth work.
- Digital youth work is underpinned by the same ethics, values and principles as youth work.
- Youth workers in this context refer to both paid and volunteer youth workers.



<sup>3</sup> Based on Verke's understanding of digital youth work (Verke = Development Centre for Digital Youth Work in Finland).

## 2. Policy recommendations on the development of digital youth work

The expert group on risks, opportunities and implications of digitalisation for youth, youth work and youth policy, set up by the European Union Work Plan for Youth for 2016-2018:

### Acknowledging that:

- New technologies emerge rapidly. Through the Internet of Everything, billions of objects and people are connected to each other. Automation, machine learning, mobile computing and artificial intelligence are no longer futuristic concepts, they are our reality (Gartner 2016). Knowing how technology is built, learning to be critical towards information, and being curious as well as critical towards new technologies is more important every day. Digital literacy and 21<sup>st</sup> century skills play a crucial role as part of modern-day citizenship and modern life in general. All young people of today will need technological skills and an agile mindset towards technology in their future work and everyday life, and youth work should be able to encourage this.
- Young people in Europe spend an increasing amount of their time consuming digital media and technology (video streaming, messaging, blogging, gaming, etc.). These can provide a place for young people to learn, to share their experiences, to exchange their views, to have fun with their friends and to actively participate in society.
- The term 'digital native' falsely suggests that young people intuitively know how to use digital technologies. But evidence shows that a substantial percentage of young people in Europe lack basic ICT skills (ECDL Foundation 2015). Another challenge is the digital divide: access to the internet and social media can become problematic in many EU countries for young people from disadvantaged backgrounds when they leave school or are not in training (Youth participation in democratic life, LSE 2013). This inevitably leads to a 'voice divide' in digital settings.
- There are a lot of youth work practitioners who lack the digital skills or attitudes to fully benefit from the opportunities created by digital technologies for delivering quality youth work (National Youth Council of Ireland 2016).
- Many youth workers see digital media only as social media. Their understanding of the possibilities of digital media and technology should be widened (National Youth Council of Ireland 2016).

### Defining digital youth work as:

- Digital youth work means **proactively using or addressing digital media and technology in youth work**. Digital youth work is not a youth work method – digital youth work **can be included in any youth work setting** (open youth work, youth information and counselling, youth clubs, detached youth work, etc.). Digital youth work has the **same goals as youth work in general**, and using digital media and technology in youth work should always support these goals. Digital youth work can happen **in face-to-face situations as well as in online environments** – or in a mixture of these two. Digital media and technology can be either a tool, an activity or a content in youth work.

- Digital youth work is underpinned by the same ethics, values and principles as youth work.
- Youth workers in the context of these recommendations refer to both paid and volunteer youth workers.

**Recommends the following to ensure and enhance the development of digital youth work:**

*Common understanding of digital youth work*

1. Member States should consider the working definition of digital youth work, of the expert group on digitalisation and youth, in their understanding and development of digital youth work.
2. As digital cultures and media are an intrinsic part of young people's lives, every youth worker should understand the importance of digital youth work and be able to address digital issues in their work.
3. Youth work should embrace technological developments and support young people to develop the skills, competences and courage to actively shape digital technologies and society.

*Strategic development of digital youth work*

4. Every Member State should have a plan for developing and resourcing digital youth work as an integral part of their youth policy. Young people and youth organisations should be consulted and engaged in the development and implementation of this plan.
5. Every Member State should provide strategic financial investment in digital youth work. Resources should be allocated to youth worker training, development of innovative digital youth work methodology, working time, infrastructure, and devices/technologies to be used with young people.
6. Digital youth work should be incorporated into youth worker training, national youth work occupational standards and youth worker competence standards.
7. Digitalisation and young people's digital cultures should be taken into account when designing youth work policy at local, national or European level.

*Youth participation and youth rights*

8. It should be ensured that digital youth work incorporates an inclusive approach, recognising the barriers to participation in digital engagement. Youth work should make use of technology and pedagogical practices to increase access and break down barriers for all young people to participation in society.
9. Digital youth work shall respect the safety and privacy of all young people, and equip both youth workers and young people with the necessary competences to safeguard the rights of young people online.

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*Knowledge and evidence*

10. Development of digital youth work should be evidence based. To ensure quality in digital youth work, systems should be developed for evaluating its impact, reach and effectiveness.
11. Continuous academic research on young people's digital uses and cultures is needed to ensure youth work is meeting the needs of young people in the digital age. The research should be done both on national and on European level.
12. As digitalisation is a global phenomenon, it is imperative to facilitate knowledge exchange on digital youth work and young people's digital cultures on international level. Initiatives should be supported at local, national and European level to share knowledge and practice. Cross-sectoral knowledge exchange should be encouraged to promote innovative thinking.

Brussels, 21 June 2017

**References:**

European Union Work Plan for Youth for 2016-2018, <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:42015Y1215%2801%29>

European Commission (2013), Youth participation in democratic life, LSE, [http://ec.europa.eu/assets/eac/youth/policy/youth\\_strategy/documents/youth-participation-study\\_en.pdf](http://ec.europa.eu/assets/eac/youth/policy/youth_strategy/documents/youth-participation-study_en.pdf)

ECDL Foundation (2015), The Fallacy of the 'Digital Native': Why Young People Need to Develop their Digital Skills, [http://ecdll.org/media/thefallacyofthe'digitalnative'positionpaper1\\_1.pdf](http://ecdll.org/media/thefallacyofthe'digitalnative'positionpaper1_1.pdf)

National Youth Council of Ireland (2016), Using ICT, digital and social media in youth work. A review of research findings from Austria, Denmark, Finland, Northern Ireland and the Republic of Ireland, <http://www.youth.ie/sites/youth.ie/files/International%20report%20final.pdf>

Gartner (2016), Hype Cycle for Emerging Technologies, <http://www.gartner.com/newsroom/id/3412017>

European Commission, Study on the impact of internet and social media on youth participation and youth work, Consortium led by Open Evidence (preliminary results, to be published in 2018)

### 3. Competences for digital youth work

When looking at the planning, development and implementation of digital youth work activities and projects, it is important to not only focus on the skills related to using digital media but look more broadly at the knowledge, skills and attitudes needed to ensure an engaging and meaningful digital youth work experience. An agile mindset is crucial for youth workers to perform their work in our dynamic society.

We identified three dimensions impacting the success of digital youth work:

1. digitalisation of society,
2. organisational digital development and
3. youth work competences.<sup>4</sup>



<sup>4</sup> This notion draws on the concept of 'medienpädagogische Kompetenz' (Blömeke 2000, Knaus et al. 2017). This concept identifies relevant competences educators need to support children and young people to build up their media literacy/media competence. For digital youth work this requires an educator to be aware of the societal changes that are enabled by digitalisation and their effect on growing up, as well as being media literate. It implies the ability to contribute to organisational digital development governed by professional standards and guidelines, which should be enabled by an appropriate organisational culture. In addition to digital competence (as in DigComp) youth workers need to be able to plan, design and implement digital youth work.

Through our process we identified 34 training needs across seven, distinct but linked areas, based on these three dimensions.

Existing competence frameworks (like, for example, DigComp – the European Digital Competence Framework for Citizens) need to be extended/elaborated as they often do not take into account the importance of designing and planning youth work activities, the organisational aspects and the broader aspects of digitalisation of society.

### **Relevant training needs of youth workers**

Having considered existing competence frameworks for digital skills and for youth work<sup>5</sup> the following competences have been identified to ensure youth workers have the skills and knowledge required to deliver digital youth work, being aware of the continually changing digital environment and the need to adapt content accordingly.

These training needs bring together the existing frameworks, connecting digital and youth work competences to develop practice throughout the cycle of youth work; understanding the context, planning, designing, implementation and evaluation alongside young people. In addition to the competence areas related to using digital media (like, for example, in DigComp – the European Digital Competence Framework for Citizens), the expert group took on board pedagogical competences based on a competence framework for teachers developed within the framework of the MENTEP (MENToring Technology-Enhanced Pedagogy) project.

These training needs can be used to inform training plans or programmes and develop new training including new methodology and issues. Youth workers and organisations can use them to assess individual and collective competence and identify training needs.

#### **1. Digitalisation of society**

1.1 To understand how digitalisation is shaping the societies, including its impact on youth work and on young people

1.2 To be able to take young people's digital cultures into account in youth work practices

1.3 To be able to encourage young people to shape the process of digitalisation themselves

<sup>5</sup> See Annex E 'Relevant competence frameworks for identifying youth workers' training needs'.

## 2. Planning, designing and evaluating digital youth work

- 2.1 To develop an agile mindset towards digital youth work
- 2.2 To know how to support existing youth work goals with digital media and technology
- 2.3 To be able to plan digital youth work according to the needs and hopes of young people: their interests, preferences, aspirations, hobbies, styles and online habits
- 2.4 To know how to involve young people in all stages - design, development, implementation and evaluation - of digital youth work (for example peer activities, giving responsible roles to young people, volunteering), and to recognise the barriers to participation in these stages of digital youth work and how to overcome them
- 2.5 To be able to develop, implement, reflect and redesign engaging activities supported by/with/about digital media and technology
- 2.6 To be able to assess the risks involved in digital youth work activities and to mitigate them by applying appropriate measures
- 2.7 To be able to design individual and collaborative activities using digital media and technology
- 2.8 To be aware of digital devices and applications available and to be able to choose them for youth work
- 2.9 To be able to use assistive technology to support young people with disabilities to access youth work; to recognise barriers to participation that may be presented in the use of digital technology
- 2.10 To be able to use digital technologies to increase social inclusion and participation in society

## 3. Information and data literacy

- 3.1 To be able to challenge young people to think critically about digital content and services
- 3.2 To understand the digital literacy level of each young person (and to adjust digital youth work activities to it)
- 3.3 To know what information can be stored from a legal perspective (protection of young people's privacy, personal data, etc.)

#### 4. Communication

- 4.1 To know how young people communicate in digital environments and to adjust digital youth work activities to that
- 4.2 To be able to help young people to make informed choices about the appropriate digital tools with which to interact, collaborate and share with different target groups
- 4.3 To be able to help young people be aware of cultural and generational diversity in digital environments
- 4.4 To be able to support young people become active citizens in digital society
- 4.5 To know how to react to hate speech, cyber bullying and other unwanted behaviour online, and to encourage young people to do so
- 4.6 To be able to reflect on the youth worker's own digital identity in a youth work setting

#### 5. Digital creativity

- 5.1 To be able to encourage young people to create and edit digital content and to express themselves through digital means
- 5.2 To be able to give young people opportunities to explore coding or get acquainted with maker culture
- 5.3 To understand how copyright and licences apply to data, information and digital content
- 5.4 To be aware of the available tools for digital creativity (including free and open source tools)

## 6. Safety

6.1 To be able to encourage young people to make informed decisions about how they want to portray themselves and engage online, who they want to share their content with and how to control this by using privacy settings

6.2 To be able to help young people to understand terms and conditions of digital services and ownership of their data

6.3 To be able to help young people deal with problems they have encountered in digital settings, for example cyber bullying, grooming, sexting and exposure to content they find upsetting or shocking. To be able to refer young people on to appropriate support services if necessary

6.4 To be able to help young people minimise the environmental impact of digital technologies and their use

6.5 To be able to establish appropriate professional boundaries in their online relationships with young people

## 7. Reflection and evaluation

7.1 To understand where the youth worker's own digital competence needs to be improved or updated

7.2 To be able to use evaluative techniques to reflect on the effectiveness of undertaking digital youth work and to improve practice

7.3 To know how to share experience and learn from other youth workers

## 4. Available training material

The present collection contains training material which is available online and which addresses the identified training needs of youth workers relevant for digital youth work.

The purpose of this collection is to offer concrete and readily available examples of training material addressed to youth workers (not to young people directly). If suitable for youth workers, material for teachers is also included. The identified material, which is not an exhaustive list, is listed separately for each field.

Much of the training material addresses multiple training needs so double and triple entries are numerous. This section contains **hyperlinks** to each item of training material. Annex F 'Training material' presents a more detailed overview of each item and the training needs it addresses.

These are examples of training material, it was not as easy as hoped to source training materials available in all European languages. We invite readers to share their training materials via the SALTO Toolbox for Training & Youth Work.<sup>6</sup>

### Digitalisation of society

#### Training needs

##### 1. Digitalisation of society

1.1 To understand how digitalisation is shaping the societies, including its impact on youth work and on young people

1.2 To be able to take young people's digital cultures into account in youth work practices

1.3 To be able to encourage young people to shape the process of digitalisation themselves

#### Training material

This section contains **hyperlinks** to each item of training material. Annex F 'Training material' presents a more detailed overview of each item and the training needs it addresses.

[Are you digitally savvy? – A quiz for parents - \*Er du rigtig digitalt klog?\*](#)

[Aye Mind](#)

[Blog posts and good practices about digital youth work](#)

[Centre for Digital Youth Care - \*Center for Digital Pædagogik\*](#)

[Connected Learning Resources](#)

[Cyberhelp.eu](#)

[Danish Media Council for Children and Youth – \*Medierådet for Børn og Unge\*](#)

<sup>6</sup> <https://www.salto-youth.net/tools/toolbox/>

Dig-it Up! – A model for a training course aimed at creating pedagogical and digital bridges between youth workers and young people

Digital education in school and extracurricular institutions – *Digitale Bildung in der Praxis - werkstatt.bpb.de*

Digital gap, digital competence of parents - *Digitālā plaisa, vecāku digitālā kompetence*

Digital Skills Pathways Programme for Youth Across Europe

Digital YIntro

Digital Youth Work – A Finnish Perspective

Digitally Agile CLD Resources

Digitally Agile National Principles

Easy Coding

Educational video on consequences that may arise if one sends a nude photo to someone – 'Mocking'; 'Stealing' and 'Raping' – *Video par: Izsmiešanu, Zagšanu un Izvarošanu*

Emotional harassment - cyberhooliganism 'It is not funny is someone is hurt' – *Emocionālā pazemošana - kiberhuligānisms "Nav smieklīgi, ja citam sāp"*

EMU Denmark's learning portal – *EMU Danmarks læringsportal*

Freelance. Prevention. Health - *Freelance. Prävention. Gesundheit*

Gauting Internet Meeting – *Gautinger Internettreffen*

How young people use social media & basics on digital youth work

Initiative 'Growing up well with media' – *Initiative "Gutes Aufwachsen mit Medien"*

Innovative school of the 21<sup>st</sup> century - *Innowacyjna szkoła XXI wieku*

Is the digital world real? - *Vai digitālā pasaule ir īsta?*

klicksafe.de

Learning with and about Digital Technology

Lesson plans – *Stundu plāni*

MakeITsafe - a peer project for youth work – *MakeITsafe - Jugendliche unterstützen Jugendliche*

Mobile application

Most frequent psychological and health issues - *Biežāk sastopamās psiholoģiskās un veselības problēmas*

Mozilla tools and activities to develop web literacy

Multimedia skills

Online Collaboration

Online Course on Digital Youth Work

Open Educational Ressources on media education

Sexting – *Sekstings*

Smartphone sector educators corner – *Handysektor.de Pädagogenecke*

Social media in international youth work – *Social Media in der Internationalen Jugendarbeit*

Social Web – Social Work

SomeCast

SozPad - Social Media for organisations and youth workers – *SozPad – Soziale Medien für Organisationen und Fachkräfte in der Kinder- und Jugendhilfe*

StartHardware.org

The responsible use of digital technologies - *Atbildīga digitālo tehnoloģiju izmantošana*

The Web - As Experienced and Told by Young People - *Verkko nuorten kokemana ja kertomana*

Towards Digital Youth Work - *Kohti digitaalista nuorisotyötä*

Video editing

Video game and education: 20 workshops for an active and a gaming pedagogy

Web Design

Wi-fi School – *Vaifija skola*

World on a net – *Pasaule tīmeklī*

Youth Work eLearning Partnership (YWeLP)

Youthpart - youth participation in the digital society - *Jugendbeteiligung in der digitalen Gesellschaft*

## Planning and designing digital youth work

### Training needs

#### 2. Planning, designing and evaluating digital youth work

- 2.1 To develop an agile mindset towards digital youth work
- 2.2 To know how to support existing youth work goals with digital media and technology
- 2.3 To be able to plan digital youth work according to the needs and hopes of young people: their interests, preferences, aspirations, hobbies, styles and online habits
- 2.4 To know how to involve young people in all stages - design, development, implementation and evaluation - of digital youth work (for example peer activities, giving responsible roles to young people, volunteering), and to recognise the barriers to participation in these stages of digital youth work and how to overcome them
- 2.5 To be able to develop, implement, reflect and redesign engaging activities supported by/with/about digital media and technology
- 2.6 To be able to assess the risks involved in digital youth work activities and to mitigate them by applying appropriate measures.
- 2.7 To be able to design individual and collaborative activities using digital media and technology
- 2.8 To be aware of digital devices and applications available and to be able to choose them for youth work
- 2.9 To be able to use assistive technology to support young people with disabilities to access youth work; to recognise barriers to participation that may be presented in the use of digital technology
- 2.10 To be able to use digital technologies to increase social inclusion and participation in society

### Training material

This section contains **hyperlinks** to each item of training material. [Annex F 'Training material'](#) presents a more detailed overview of each item and the training needs it addresses.

[Are you digitally savvy? – A quiz for parents - Er du rigtig digitalt klog?](#)

[Blog posts and good practices about digital youth work](#)

[Centre for Digital Youth Care - Center for Digital Pædagogik](#)

[Connected Learning Resources](#)

[Cyberhelp.eu](#)

[Danish Media Council for Children and Youth – Medierådet for Børn og Unge](#)

Dig-it Up! – A model for a training course aimed at creating pedagogical and digital bridges between youth workers and young people

Digital education in school and extracurricular institutions – *Digitale Bildung in der Praxis - werkstatt.bpb.de*

Digital gap, digital competence of parents - *Digitālā plaīsa, vecāku digitālā kompetence*

Digital Skills Pathways Programme for Youth Across Europe

Digital YIntro

Digitally Agile CLD Resources

Digitally Agile National Principles

Easy Coding

Educational video on consequences that may arise if one sends a nude photo to someone – 'Mocking'; 'Stealing' and 'Raping' – *Video par: Izsmiešanu, Zagšanu un Izvarošanu*

Emotional harassment - cyberhooliganism 'It is not funny is someone is hurt' – *Emocionālā pazemošana - kiberhuligānisms "Nav smieklīgi, ja citam sāp"*

EMU Denmark's learning portal – *EMU Danmarks læringsportal*

Freelance. Prevention. Health - *Freelance. Prävention. Gesundheit*

Gauting Internet Meeting – *Gautinger Internettreffen*

How young people use social media & basics on digital youth work

Initiative 'Growing up well with media' – *Initiative "Gutes Aufwachsen mit Medien"*

Innovative school of the 21<sup>st</sup> century - *Innowacyjna szkoła XXI wieku*

Is the digital world real? - *Vai digitālā pasaule ir īsta?*

klicksafe.de

Learning with and about Digital Technology

Lesson plans – *Stundu plāni*

MakeITsafe - a peer project for youth work – *MakeITsafe - Jugendliche unterstützen Jugendliche*

Mobile application

Most frequent psychological and health issues - *Biežāk sastopamās psiholoģiskās un veselības problēmas*

Mozilla tools and activities to develop web literacy

Multimedia skills

Online Collaboration

Online Course on Digital Youth Work

Open Educational Ressources on media education

OPIN guidelines

Sexting – *Sekstings*

Smartphone sector educators corner – *Handysektor.de Pädagogenecke*

Social media in international youth work – *Social Media in der Internationalen Jugendarbeit*

Social Web – Social Work

Social Work and Social Media – *Lastensuojelu ja some*

SozPad - Social Media for organisations and youth workers – *SozPad – Soziale Medien für Organisationen und Fachkräfte in der Kinder- und Jugendhilfe*

StartHardware.org

The responsible use of digital technologies - *Atbildīga digitālo tehnoloģiju izmantošana*

Towards Digital Youth Work - *Kohti digitaalista nuorisotyötä*

Video editing

Video game and education: 20 workshops for an active and a gaming pedagogy

Web Design

Wi-fi School – *Vaifija skola*

World on a net – *Pasaule tīmeklī*

Youth Work eLearning Partnership (YWeLP)

Youth Work Is Blogging - *Nuorisotyö bloggaa*

Youth Work Is Gaming - *Nuorisotyö pelaa*

Youth Work Throws a Lan Party

Youthpart - youth participation in the digital society - *Jugendbeteiligung in der digitalen Gesellschaft*

## Information and data literacy

### Training needs

#### 3. Information and data literacy

3.1 To be able to challenge young people to think critically about digital content and services

3.2 To understand the digital literacy level of each young person (and to adjust digital youth work activities to it)

3.3 To know what information can be stored from a legal perspective (protection of young people's privacy, personal data, etc.)

### Training material

This section contains **hyperlinks** to each item of training material. Annex F 'Training material' presents a more detailed overview of each item and the training needs it addresses.

[Blog on media pedagogy – Medienpädagogik Praxis Blog](#)

[Blog posts and good practices about digital youth work](#)

[Centre for Digital Youth Care - Center for Digital Pædagogik](#)

[Competence centre for the protection of minors on the internet – jugendschutz.net](#)

[Connected Learning Resources](#)

[Cyberhelp.eu](#)

[Cybernauts - be safe online - Cybernauci - bądź bezpieczny w sieci](#)

[Danish Media Council for Children and Youth – Medierådet for Børn og Unge](#)

[Digital education in school and extracurricular institutions – Digitale Bildung in der Praxis - werkstatt.bpb.de](#)

[Digital gap, digital competence of parents - Digitālā plaisa, vecāku digitālā kompetence](#)

[Digital Heroes – Digitale Helden](#)

[Digital YIntro](#)

[Digitally Agile National Principles](#)

[EMU Denmark's learning portal – EMU Danmarks læringsportal](#)

[Freelance. Prevention. Health - Freelance. Prävention. Gesundheit](#)

[Gauting Internet Meeting – Gautinger Internettreffen](#)

[Initiative 'Growing up well with media' – Initiative "Gutes Aufwachsen mit Medien"](#)

[Innovative school of the 21<sup>st</sup> century - Innowacyjna szkoła XXI wieku](#)

[klicksafe.de](#)

[Learning with and about Digital Technology](#)

Lesson plans – *Stundu plāni*

'Media driving licence' youth work – *Medienführerschein Außerschulische Jugendarbeit*

Most frequent psychological and health issues - *Biežāk sastopamās psiholoģiskās un veselības problēmas*

Mozilla tools and activities to develop web literacy

Online Course on Digital Youth Work

Open Educational Resources on media education

Screenagers: Digital Youth Work Guidelines

Smartphone sector educators corner – *Handysektor.de Pädagogenecke*

Social media in international youth work – *Social Media in der Internationalen Jugendarbeit*

Social Web – Social Work

Social Work and Social Media – *Lastensuojelu ja some*

SomeCast

SozPad - Social Media for organisations and youth workers – *SozPad – Soziale Medien für Organisationen und Fachkräfte in der Kinder- und Jugendhilfe*

Think Big

Video game and education: 20 workshops for an active and a gaming pedagogy

webhelm.de - online competency - *kompetent online*

Wi-fi School – *Vaifija skola*

Youth Work eLearning Partnership (YWeLP)

Youthpart - youth participation in the digital society - *Jugendbeteiligung in der digitalen Gesellschaft*

## Communication

### Training needs

#### 4. Communication

4.1 To know how young people communicate in digital environments and to adjust digital youth work activities to that

4.2 To be able to help young people to make informed choices about the appropriate digital tools with which to interact, collaborate and share with different target groups

4.3 To be able to help young people be aware of cultural and generational diversity in digital environments

4.4 To be able to support young people become active citizens in digital society

4.5 To know how to react to hate speech, cyber bullying and other unwanted behaviour online, and to encourage young people to do so

4.6 To be able to reflect on the youth worker's own digital identity in a youth work setting

### Training material

This section contains **hyperlinks** to each item of training material. [Annex F 'Training material'](#) presents a more detailed overview of each item and the training needs it addresses.

[Aye Mind](#)

[Blog posts and good practices about digital youth work](#)

[Centre for Digital Youth Care - Center for Digital Pædagogik](#)

[Checklist for twitter and snapchat](#)

[Clubhouse](#)

[Connected Learning Resources](#)

[Conspiracy theories: mechanisms](#)

[Cyberhelp.eu](#)

[Danish Media Council for Children and Youth – Medierådet for Børn og Unge](#)

[Digital Heroes – Digitale Helden](#)

[Digital YIntro](#)

[Digital Youth Work – A Finnish Perspective](#)

[Digitally Agile National Principles](#)

[EMU Denmark's learning portal – EMU Danmarks læringsportal](#)

[Gauting Internet Meeting – Gautinger Internettreffen](#)

[How young people use social media & basics on digital youth work](#)

Innovative school of the 21<sup>st</sup> century - *Innowacyjna szkoła XXI wieku*

Lesson plans – *Stundu plāni*

'Media driving licence' youth work – *Medienführerschein Außerschulische Jugendarbeit*

Mozilla tools and activities to develop web literacy

Online Collaboration

Online Course on Digital Youth Work

OPIN guidelines

Screenagers: Digital Youth Work Guidelines

Smartphone sector educators corner – *Handysektor.de Pädagogenecke*

Social media in international youth work – *Social Media in der Internationalen Jugendarbeit*

SomeCast

The Web - As Experienced and Told by Young People - *Verkko nuorten kokemana ja kertomana*

Think Big

Towards Digital Youth Work - *Kohti digitaalista nuorisotyötä*

Video game and education: 20 workshops for an active and a gaming pedagogy

Wi-fi School – *Vaifija skola*

Youth Work eLearning Partnership (YWeLP)

Youth Work Is Blogging - *Nuorisotyö bloggaa*

## Digital creativity

### Training needs

#### 5. Digital creativity

5.1 To be able to encourage young people to create and edit digital content and to express themselves through digital means

5.2 To be able to give young people opportunities to explore coding or get acquainted with maker culture

5.3 To understand how copyright and licences apply to data, information and digital content

5.4 To be aware of the available tools for digital creativity (including free and open source tools)

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[Blog posts and good practices about digital youth work](#)

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[Clubhouse](#)

[Connected Learning Resources](#)

[Conspiracy theories: mechanisms](#)

[Danish Media Council for Children and Youth – Medierådet for Børn og Unge](#)

[Digital education in school and extracurricular institutions – Digitale Bildung in der Praxis - werkstatt.bpb.de](#)

[Digital Skills Pathways Programme for Youth Across Europe](#)

[Digital Youth Work – A Finnish Perspective](#)

[Easy Coding](#)

[EMU Denmark's learning portal – EMU Danmarks læringsportal](#)

[How young people use social media & basics on digital youth work](#)

[Innovative school of the 21<sup>st</sup> century - Innowacyjna szkoła XXI wieku](#)

[Learning with and about Digital Technology](#)

[Lesson plans – Stundu plāni](#)

[Mobile application](#)

[Mozilla tools and activities to develop web literacy](#)

Multimedia skills

Online Collaboration

Online Course on Digital Youth Work

Screenagers: Digital Youth Work Guidelines

Social Work and Social Media – *Lastensuojelu ja some*

SomeCast

StartHardware.org

The Web - As Experienced and Told by Young People - *Verkko nuorten kokemana ja kertomana*

Think Big

Towards Digital Youth Work - *Kohti digitaalista nuorisotyötä*

Video editing

Video game and education: 20 workshops for an active and a gaming pedagogy

Web Design

Youth Work eLearning Partnership (YWeLP)

Youth Work Is Blogging - *Nuorisotyö bloggaa*

## Safety

### Training needs

#### 6. Safety

6.1 To be able to encourage young people to make informed decisions about how they want to portray themselves and engage online, who they want to share their content with and how to control this by using privacy settings

6.2 To be able to help young people to understand terms and conditions of digital services and ownership of their data

6.3 To be able to help young people deal with problems they have encountered in digital settings, for example cyber bullying, grooming, sexting and exposure to content they find upsetting or shocking. To be able to refer young people on to appropriate support services if necessary

6.4 To be able to help young people minimise the environmental impact of digital technologies and their use

6.5 To be able to establish appropriate professional boundaries in their online relationships with young people

### Training material

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[Aye Mind](#)

[Blog posts and good practices about digital youth work](#)

[Centre for Digital Youth Care - Center for Digital Pædagogik](#)

[Checklist for twitter and snapchat](#)

[Competence centre for the protection of minors on the internet – jugendschutz.net](#)

[Connected Learning Resources](#)

[Cybernauts - be safe online - Cybernauci - bądź bezpieczny w sieci](#)

[Danish Media Council for Children and Youth – Medierådet for Børn og Unge](#)

[Digital education in school and extracurricular institutions – Digitale Bildung in der Praxis - werkstatt.bpb.de](#)

[Digital gap, digital competence of parents - Digitālā plaisa, vecāku digitālā kompetence](#)

[Digital Heroes – Digitale Helden](#)

[Digital YIntro](#)

[Digitally Agile CLD Resources](#)

Digitally Agile National Principles

Educational video on consequences that may arise if one sends a nude photo to someone – 'Mocking'; 'Stealing' and 'Raping' – *Video par: Izsmiešanu, Zagšanu un Izvarošanu*

Emotional harassment - cyberhooliganism 'It is not funny is someone is hurt' – *Emocionālā pazemošana - kiberhuligānisms "Nav smieklīgi, ja citam sāp"*

EMU Denmark's learning portal – *EMU Danmarks læringsportal*

Gauting Internet Meeting – *Gautinger Internettreffen*

Guide on the privacy/security settings when using Instagram - *Nastavitve zasebnosti in varnosti na Instagramu*

Guide on the privacy/security settings when using Viber application - *Varnost in zasebnost v aplikaciji Viber*

Initiative 'Growing up well with media' – *Initiative "Gutes Aufwachsen mit Medien"*

Innovative school of the 21<sup>st</sup> century - *Innowacyjna szkoła XXI wieku*

Instagram guide - *Συμβουλές για Ασφάλεια στο Instagram*

Instructions – Instrukcijas

Interdisciplinary discourses on youth in mediated lifeworlds - *Interdisziplinärer Diskurs über das Heranwachsen in mediatisierten Lebenswelten*

Is the digital world real? - *Vai digitālā pasaule ir īsta?*

klicksafe.de

Learning with and about Digital Technology

Lesson plans – *Stundu plāni*

MakeITsafe - a peer project for youth work – *MakeITsafe - Jugendliche unterstützen Jugendliche*

'Media driving licence' youth work – *Medienführerschein Außerschulische Jugendarbeit*

Mozilla tools and activities to develop web literacy

Online Course on Digital Youth Work

Open Educational Ressources on media education

Screenagers: Digital Youth Work Guidelines

Secrets of a child's room - *Egy gyerek szoba titkai*

Sexting – *Sekstings*

Smartly on the web online course - *Безопасный Интернет (Targalt internetis) - для учителей детских садов, школ и проф-тех училищ*

Smartphone sector educators corner – *Handysektor.de Pädagogenecke*

Social Web – Social Work

Social Work and Social Media – *Lastensuojelu ja some*

SomeCast

The other dictionary for Internet

The responsible use of digital technologies - *Atbildīga digitālo tehnoloģiju izmantošana*

Think Big

Web Safety in Youth Work

webhelm.de - online competency - *kompetent online*

Wi-fi School – *Vaifija skola*

Youth Work eLearning Partnership (YWeLP)

Youth Work Is Gaming - *Nuorisotyö pelaa*

## Reflection and evaluation

### Training needs

#### 7. Reflection and evaluation

7.1 To understand where the youth worker's own digital competence needs to be improved or updated

7.2 To be able to use evaluative techniques to reflect on the effectiveness of undertaking digital youth work and to improve practice

7.3 To know how to share experience and learn from other youth workers

### Training material

This section contains **hyperlinks** to each item of training material. Annex F 'Training material' presents a more detailed overview of each item and the training needs it addresses.

[Are you digitally savvy? – A quiz for parents - \*Er du rigtig digitalt klog?\*](#)

[Badge Wallet App](#)

[Centre for Digital Youth Care - \*Center for Digital Pædagogik\*](#)

[Competence centre for the protection of minors on the internet – \*jugendschutz.net\*](#)

[Connected Learning Resources](#)

[Conspiracy theories: mechanisms](#)

[Danish Media Council for Children and Youth – \*Medierådet for Børn og Unge\*](#)

[Dig-it Up! – A model for a training course aimed at creating pedagogical and digital bridges between youth workers and young people](#)

[Digital Heroes – \*Digitale Helden\*](#)

[Digital Youth Work – A Finnish Perspective](#)

[Digitally Agile National Principles](#)

[EMU Denmark's learning portal – \*EMU Danmarks læringsportal\*](#)

[Interdisciplinary discourses on youth in mediated lifeworlds - \*Interdisziplinärer Diskurs über das Heranwachsen in mediatisierten Lebenswelten\*](#)

[klicksafe.de](#)

['Media driving licence' youth work – \*Medienführerschein Außerschulische Jugendarbeit\*](#)

[Mozilla tools and activities to develop web literacy](#)

[Open Badges for Youth Workers](#)

[Smartphone sector educators corner – \*Handysektor.de Pädagogenecke\*](#)

[Social Web – Social Work](#)

[Social Work and Social Media – \*Lastensuojelu ja some\*](#)

[Towards Digital Youth Work - \*Kohti digitaalista nuorisotyötä\*](#)

Youth Work eLearning Partnership (YWeLP)

Youth Work Throws a Lan Party

## Annex

### A. Members of the expert group

Member State <sup>7</sup>	Name	Organisation
<b>BE fr</b>	Ms Isabelle DE VRIENDT	Service de la Jeunesse du Ministère de la Fédération Wallonie-Bruxelles <a href="mailto:isabelle.devriendt@cfwb.be">isabelle.devriendt@cfwb.be</a>
<b>BE nl</b>	Mr Joos CALLENS	Mediaraven - Staff member innovation <a href="mailto:Joos.Callens@mediaraven.be">Joos.Callens@mediaraven.be</a>
<b>CZ</b>	Ms Michaela PRILEPKOVA	Ministry of Education, Youth and Sports Youth Affairs Department <a href="mailto:Michaela.prilepkova@msmt.cz">Michaela.prilepkova@msmt.cz</a>
<b>DK</b>	Mr Kristian KALLESEN	National Agency for IT and Learning <a href="mailto:Kristian.Kallesen@stil.dk">Kristian.Kallesen@stil.dk</a>
<b>DE</b>	Mr Niels BRÜGGEN	JFF - Institut für Medienpädagogik in Forschung und Praxis <a href="mailto:niels.brueggen@jff.de">niels.brueggen@jff.de</a>
<b>EE</b>	Mr Ardo ROHTLA	Ministry of Education and Research Youth Affairs Department <a href="mailto:Reelika.Ojakivi@hm.ee">Reelika.Ojakivi@hm.ee</a>
<b>IE</b>	Ms Jean-Marie CULLEN	National Youth Council of Ireland <a href="mailto:Jeanmarie@nyci.ie">Jeanmarie@nyci.ie</a>
<b>ES</b>	Mr Juan Pedro HERNANDO ESPINOSA	Spanish Youth Institute
<b>FR</b>	Mr William VERRIER  Ms Audrey LEMOINE	Ministère de la ville, de la jeunesse et des sports <a href="mailto:william.verrier@jeunesse-sports.gouv.fr">william.verrier@jeunesse-sports.gouv.fr</a> <a href="mailto:audrey.lemoine@jeunesse-sports.gouv.fr">audrey.lemoine@jeunesse-sports.gouv.fr</a>
<b>HR</b>	Mr Darko ČOP	Association of Youth Information Centres
<b>IT</b>	Mr Carlo PRESENTI	Permanent Representation of Italy to the EU
<b>LV</b>	Mr Rinalds RUDŽĪTIS	NGO "Projektu darbnīca kopienām" <a href="mailto:rinalds.rudzitis@gmail.com">rinalds.rudzitis@gmail.com</a>

<sup>7</sup> Roman alphabetical order of the countries' geographical names in the original language(s).

<b>LU</b>	Ms Debbie PLEIN	Service National de la Jeunesse <a href="mailto:debora.plein@snj.lu">debora.plein@snj.lu</a>
<b>MT</b>	Ms Isabelle MALLIA	Ministry for Education and Employment <a href="mailto:isabelle.mallia@gov.mt">isabelle.mallia@gov.mt</a>
<b>AT</b>	Ms Barbara BUCHEGGER	Österreichisches Institut für angewandte Telekommunikation <a href="mailto:buchegger@oiat.at">buchegger@oiat.at</a>
<b>PL</b>	Mr Rafal LEW-STAROWICZ	Ministry of National Education Textbooks, Program & Innovation Dept. <a href="mailto:Rafal.Lew-Starowicz@men.gov.pl">Rafal.Lew-Starowicz@men.gov.pl</a>
<b>PT</b>	Mr. Hugo CARVALHO	National Youth Council <a href="mailto:hugo.carvalho@cnj.pt">hugo.carvalho@cnj.pt</a>
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<b>SK</b>	Ms Miroslava GAJDOŠOVÁ	Ministry of Education, Science, Research and Sport of the Slovak Republic
<b>FI</b>	Ms Suvi TUOMINEN	National Development Centre for Digital Youth Work <a href="mailto:suvi.tuominen@verke.org">suvi.tuominen@verke.org</a>
<b>UK</b>	Ms Liz GREEN	YouthLink Scotland <a href="mailto:lgreen@youthlinkscotland.org">lgreen@youthlinkscotland.org</a>
<b>YFJ</b>	Mr Jo DEMAN Mr Manuel GIL	European Youth Forum <a href="mailto:jo.deman@youthforum.org">jo.deman@youthforum.org</a> <a href="mailto:manuel.gil@youthforum.org">manuel.gil@youthforum.org</a>

## B. What is youth work?

The Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018) points out that 'youth work is a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of "out-of-school" education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders and is based on non-formal learning processes and on voluntary participation.'

The two previous expert groups used the following **working definition** of youth work: actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning.

Youth work takes place in many different forms and settings. The most common ones are: youth centres, youth projects, outreach/detached youth work, informal youth groups, youth camps/colonies, youth information, youth organisations, youth movements. These different forms of youth work can be carried out and/or governed by different entities (municipalities, NGOs, etc.) and take place in different localities (youth centres, schools, churches, etc.). These are the most common forms of youth work; due to different terms used in different countries and/or local conditions, there are other (sub-) forms of youth work that still apply to the working definition above.

Youth work understands a young person not as a unit of labour or as a problem to be solved, but rather as a person with talent, skills and abilities some of which have yet to be realised. It engages with young people, builds relations and trust and empowers them to use their strengths and address their weaknesses. Youth work also supports young people to become active citizens and engage in decisions and actions which affect them and their community. As a result it enables young people to better understand the views and concerns of others and those of wider society, which in turn contributes to greater harmony and social inclusion. In this context, youth work also has a preventive effect on polarisation and radicalisation potentially resulting in violent behaviour.

## C. What is digital youth work?

The expert group used the following **working definition** of digital youth work:

Digital youth work means proactively using or addressing digital media and technology in youth work. Digital youth work is not a youth work method – digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.). Digital youth work has the same goals as youth work in general, and using digital media and technology in youth work should always support these goals. Digital youth work can happen in face-to-face situations as well as in online environments – or in a mixture of these two. Digital media and technology can be either a tool, an activity or a content in youth work. Digital youth work is underpinned by the same ethics, values and principles as youth work. Youth workers in this context refer to both paid and volunteer youth workers.

## D. Good practice examples for digital youth work

The expert group identified a set of innovative practices in both delivering digital youth work and also upskilling youth workers' digital competences. The expert group found out that there are many good practices around Europe, and several of them concentrate in online informing and counselling.

The expert group selected the most innovative good practices to this list, while also taking care of a geographically good representation. The expert group also wanted to concretise the term of digital youth work with these practical examples. Let these good practices act as innovation of even more innovative ones!

### 1. Delivering digital youth work

#### ▪ Using social media in sharing information

##### **WhatsApp Broadcasting by 'Rataufdraht' and 'WebChecker' (Austria)**

Language: German

Description: WhatsApp Broadcasting is a good method of providing information to young people, just like a 'newsletter', but using young people's favourite form of communication.

- Rat auf Draht – the Austrian national youth helpline – provides relevant information on all topics, but mainly on smartphones, WhatsApp and helps to encourage young people to inform themselves better when using the Internet.
- WebChecker – a regional training project in Upper Austria – focuses on digital media and mainly offers information about fraud and malware.

**Comment:** Information for young people in their most used communication platform. Both services are very well used and accepted. Saferinternet.at provides a guide how to set up such a service since it is relevant for a lot of youth organisations. Problem: not all organisations have a smartphone available for such a service.

Organisation: Rat auf Draht, WebChecker

<http://www.rataufdraht.at/>

<https://online.webchecker.at/>

### Using a mascot in youth work online presence (Finland)

Language: Finnish

Description: Eight neighbouring municipalities (population: 2,000–85,000) of Satakunta, also known as the Bear Municipalities, decided to join their forces and create a joint website + social media accounts in 2015. At the same time, a new cartoon mascot began its journey on both the website + social media. The mascot is called Nuokkarhu (Youth House Bear) and its personality is negative, passive, and grumpy, which reflects both Finnish mentality and 'teenage angst'. The slogan of Bear Municipalities' youth work is 'Don't listen to the bear', which encourages young people to abandon the passivity of Nuokkarhu and to participate. The expressions used by the character are written in a dialect of the Bear Municipalities region, and they always have a hint of tongue-in-cheek sarcasm. It can be sometimes difficult to convey sarcasm in written form, but young people seem to understand it. The Facebook, Instagram, Snapchat, Twitter and YouTube accounts of the Bear Municipalities youth work are named after the mascot: @nuokkarhu. The accounts are managed by local young people, youth workers and other people who work with young people. By having multiple people managing the accounts, the social media channels have new material more often than what a single busy youth worker could produce. The Nuokkarhu social media accounts are used to inform young people about interesting current local affairs, to offer some entertaining content, to arrange campaigns and to help young people to have an impact on services provided for them. There are laminated versions of Nuokkarhu available that can be taken along to youth houses, events and activities. Young people can write anything the bear might say in a speech balloon and they can take a selfie with the bear.

**Comment:** *The bear has made it easier for some employees to publish pictures on social media and to inform about activities - they do not have to show their own face online if they do not want to, and the social media presence is still done with a personal touch. The grumpy bear mascot also appeals to young people better than being overly cheerful, and that is also one reason why Nuokkarhu is distinctive from other similar youth work mascots. Another good practice in this is that young people are given the actual responsibility to update youth work services' social media.*

Organisation: Eight neighbouring municipalities of Satakunta

<https://nuokka.fi/>

### ▪ Online youth counselling

#### Kellimni.com – Speak to me (Malta)

Language: English, Maltese

Description: Kellimni.com offers free online support to young people, through smart messaging, e-mails, chat or in a forum. Services offered are free and confidential and young people have the right to remain anonymous. This service is run in partnership between four entities which provide their expertise towards the service, which is manned by a team of professionally trained operators ready to support young people. Kellimni.com receives funding through a voluntary organisations funding scheme to be able to operate.

**Comment:** *Kellimni.com has been operating since 2011 and during the past years has registered a steady increase in the number of young people who make use of the service. Although manned by volunteers, these are highly trained and supervised by a professional in the field. It fills a lacuna in the field since youth counselling is not readily available unless paid for or through schools. It also means that during school holidays there is no 'free' counselling service the young people can turn to. It also has the advantage of allowing young people to remain anonymous. Its powerful link to youth work is that it allows the young people to take control of their own lives. Through youth information, all young people are made aware of this service and how and when they can use it.*

Organisation: Kellimni.com is a service run in partnership between the SOS Malta, Salesians of Don Bosco, Agenzija Appogg, and Agenzija Zghazagh.

<http://kellimni.com/>

### **IPcko.sk – Internet Advisory Service for Young People (Slovakia)**

Language: Slovak

Description: IPcko.sk is an online, anonymous, free of charge counselling service for young people. The main purpose of the counselling service is to be a safe place on the Internet where young people can find real help and support. IPcko.sk offers psychological help, social, legal as well as personal-development counselling with special focus on providing friendly support to all those who happen to be in a difficult situation. Online counsellors (volunteers) are available online through a chat. They are often the first contact point for young people who need to talk about their problems and need support with seeking help. Organisation is run by 50+ young people (social workers, psychologists...). All the team members are accredited by the Ministry of Education (special training on psychological and social support in critical situations through Internet). The organisation also runs a youth club (Upside Klub), organises debates and educational activities for students.

**Comment:** *IPcko.sk is currently probably the best example of a good practice in Slovakia where online tools and Internet are used as very efficient tool to help young people in difficult situations. It is an award winning project. The organisation is very well known in Slovakia.*

Organisation: IPcko.sk

<http://ipcko.upside.sk/>

## ▪ **Supporting digital literacy**

### **Portraits of young people by young people (Belgium)**

Language: French

Description: The young volunteers of the youth organisation MagMA write portraits of young people which are broadcast on the Internet. The genre of the portrait encourages them to meet different people. During the meeting, they interact well and deconstruct stereotypes. After the meeting, the young volunteers work on the realisation of a written portrait, photo or video of the person interviewed as a 'citizen witness', gathering also extra information on the person. At the end of the process, the young volunteers draw conclusions and offer citizen actions in favour of intercultural dialogue and social diversity. The portraits are broadcast on various channels: social networks, internet, associative press and various groups.

**Comment:** *The genre of the portrait is particularly suitable for the broadcast on social networks. Moreover, even if the volunteers are not professional journalists, before disseminating these portraits, they apply the rules of journalism: they verify the information and check the sources. In this way, the youth organisation is able to promote critical thinking among the young volunteers.*

Organisation: MagMA – Magazine Mixité Altérité

<http://www.mag-ma.org/>

### Street interview by a youth information service (Belgium)

Language: French

Description: Once a quarter, the team of Infor Jeunes Couvin chooses a theme related to either the youth directly, either local and/or regional issues that impact the young inhabitants of Couvin (town in Wallonia). The youth centre builds a questionnaire and a visual support in. Youth workers meet young people in the street and interview them about the chosen topic, let them react about it and develop arguments as much as possible. All the interviews are filmed. The testimonies of young people are then edited and broadcast online via the YouTube channel of the youth information centre. This work is done with the help of the Public Digital Space (Espace public numérique) of Infor Jeunes Couvin. The video is shared by the youth information centre via its Facebook page, its website and its newsletter, with an impact on the local level and on the regional level as well.

**Comment:** *This practice is a good way to give young people a voice. It uses a media close to the young people (YouTube). It has also an added value for the youth information centre, since it develops additional visibility for it. It helps also the youth workers to develop digital skills, with the support of the Public Digital Space.*

Organisation: Infor Jeunes Couvin

<http://www.inforjeunescouvin.be/ejn-couvin/>

<https://www.youtube.com/watch?v=rDRAi8Sff58>

### CiTyVee (Germany)

Language: German

Description: CiTyVee is an innovative approach to youth work making use of digital online tools as well as developing young people's digital skills. It is based in the city of Nuremberg and carried out by local partners in the field of youth work: the Nuremberg youth information, youth council and the local youth media center Parabol. CiTyVee is more than a YouTube channel. To describe CiTyVee three aspects are essential: first, the active participation of young adolescents; second, the media-savvy use of digital media channels that are popular with the target group; and third, the YouTube-style atmosphere that is created with relevant and serious content. Additional to engaging in CiTyVee itself, the programme also provides with workshops for those, who simply wish to develop their digital skills. Most prominent is the Youtube Barcamp, in which active YouTube producers and adolescents who are interested in becoming a YouTube producer share ideas, support each other and get connected in a barcamp-style workshop.

**Comment:** *This is a good practice for four reasons:*

- *CiTyVee is good practice because it is an example for how the participatory potential of social media for young people can be harvested in youth work. It would not work and reach their audience in the same way, if the content were produced by professionals for youth. Instead, with CiTyVee youth get support to produce appealing content for youth.*
- *CiTyVee relates in many ways to other formats of youth work and therefore brings youth information into media channels that are relevant for the audiences.*
- *CiTyVee combines the participation in CiTyVee with the development of digital skills to engage in a mediatised society beyond the programme' scope.*
- *It is a proven good practice because others awarded it as a nationwide outstanding project. In 2015 CiTyVee received the 'Dieter-Baacke-Preis, a reward for outstanding media education practices in Germany. The participation scheme CTV is part of - 'laut!' - got rewarded with the German award for civic education in 2013.*

Organisation: Jugend Information Nürnberg

<http://www.laut-cityvee.de/>

<https://www.youtube.com/user/CiTyVee>

### **DigiRallye (Luxembourg)**

Language: French, German

Description: It is a Rallye with 10-12 stations within a facility or other place (throughout village or city). Groups of 4 to 7 children (age 9-12 years) are given the task to visit twelve stations, each providing a short workshop, where they are faced with different topics of a safer and responsible internet usage. (Examples: a memory game to treat the topic phishing; Don't text while you drive: Children need to type a text while driving a go-kart through an obstacle parcours; design your own app with paper, pens and scissors; password 'hacking' activity: find the right combination of 4 digits and learn about safe passwords). Participation in each workshop is documented in a 'Digipass' which is completed by the end of the day. It has also shown to be a nice closure of the event to have a little show at the end, e.g. a magician.

**Comment:** *The goal of the event is for children to learn how to deal with new media and technologies in a responsible manner, as well as to pick up useful knowledge on the internet, computers and smartphones. The DigiRallye usually has between 100-120 participants, who join the event in groups arranged by day care centers. However, this concept can also be used for youngsters if activities are adapted accordingly, e.g. in the style of so-called 'maker fairs'.*

Organisation: The BEE SECURE DigiRallye is realised with the support of various different partners (e.g. the police) who each provide a station.

<https://www.bee-secure.lu/fr/digirallye>

## ▪ Enabling participation with digital tools

### **Lomap (Belgium)**

Language: Dutch, English, French

Description: Lomap is a smartphone app and photography tool with which people, but especially children and young people, can easily share their opinion about their neighbourhood or city in a fun and intuitive way. By simply adding color-codes and tags to their photos they can share their view on what they like or dislike in their neighbourhood with the entire world. This free app is a very intuitive tool you can use as an individual or as a youth worker, teacher or researcher with your group of children or youngsters. Lomap can be used as a tool in participation processes with youngsters, can be a way to teach youngsters media skills (media literacy) or to research their social environment. It can be a way to map cultural hotspots in a neighbourhood, to focus on environmental or traffic issues in a certain neighbourhood. It can be all of the above and much more.

**Comment:** *This tool uses smartphone photography and filters (cfr. Instagram) as a way for youngsters to express their opinion, which makes it very accessible and easy to use for them. Furthermore, the developers provide lots of tips and tricks on how you can use the app (as a youth worker or researcher). Lots of content has been produced so far and the application/method gets very high appreciation levels with the target audience.*

Organisation: Lomap was developed by BEAM, the Brussels based medialab of JES.

<http://lomap.be/>

### **YAD Street Team - Volunteer Work Online (Finland)**

Language: Finnish

Description: YAD Street Team is all about drug prevention from youth to youth. Street Team is an internet based form of youth work, and the main goal is to offer an easy and an interesting way for young people to do voluntary work and drug abuse prevention online. The volunteers are from 13 to 21 years old. Street Team is a game based way to do volunteering the team members can achieve rewards by accomplishing different kind of tasks by spreading information about drug abuse for example on social media. Young people are able to choose which tasks they are willing to do and when. Street Team is an easy way to do volunteering, and young people can spend their time and effort as much or little as they want.

**Comment:** *Street Team is a great way to do 'light-activism' and is based on the interests of young volunteers. It responds to the changes on the field of traditional volunteer work. Because the interaction is mostly done on virtual channels and youngsters can do it anonymously, it lowers the threshold to participate and contributes equality.*

Organisation: YAD, a non-profit civil association that started out in 1988 as a small civil movement of young people aiming to influence and prevent drug abuse

<https://streetteam.yad.fi/>

## ▪ **Supporting cultural youth work online**

### **Face2Art (Czech Republic)**

Language: Czech

Description: Face2Art gives to young people from 13 to 23 years present themselves as artist with their pieces of art towards public and gain new artistic experience. They can enhance all level of skills at:

- Producing/making art
- Perceiving/analysing art
- Reflect upon arts/culture (production as well as perception) in seven art disciplines.

The base for presentation is virtual gallery, where the pieces of art are placed and 'fans' can vote on them in the contest. Every discipline has a patron (known artist), which study the pieces and become personal mentor for the best. The online part is balanced with offline part – young people participating are invited to take part in several workshops and meetings and meet the online community face-to-face.

**Comment:** *It is obvious that young people of a certain age emphasise their original expression of own personality. They often use art as mean of this expression and seek for feedback and exchange from the community. They like to show pieces of art for example on facebook to get acknowledgment and reflection on it. This kind of project supports them to make better use of it. In the safe online environment with pre-set rules, which is as virtual space convenient for young people, they get adressed feedback and professional mentoring to learn from it. The other strength of this approach to youth work is two levels connection between working with young people online and giving them support and space offline, encouraging them to meet their peers with similar attitudes.*

Organisation: HUDEBNÍ MLÁDEŽ (Jeunesses Musicales) Czech Republic

<http://www.face2art.cz/index.php/o-projektu>

### **Ballymun Regional Youth Resource (Ireland)**

Language: English

Description: Ballymun Regional Youth Resource (BRYR) use ICT, digital and social media in many projects such as Hated Asylum project, which aims:

- To realise an ambitious large-scale environmental theatre piece in the Reco building.
- To repurpose the building for creative aims.
- To manage a large multi discipline piece that will incorporate performance/art/technology.

Methodology/Activities: Brainstorming/laising with duty staff and management; storyboarding and mapping the project / drafting to-do lists / building costumes and props / filming and editing video inserts for the project / recording and editing audio effects for the piece.

**Comment:** *Ballymun Regional Youth Resource (BRYR) are using ICT, digital and social media to develop skills and foster creativity but they are also exploring a strategic approach to ICT, digital and social media use in youth work. The main goal is to create a best practice policy and culture of both generating and using digital and social media in youth work that enshrines a culture of inclusion, etiquette and responsibility and 'digital citizenship' amongst our young people.*

Organisation: Ballymun Regional Youth Resource (BRYR)

<http://www.cdysb.ie/Projects/Directory/BRYR.aspx>

## ▪ **Supporting the development of technological skills**

### **IDEA 2030 project (France)**

Language: French

Description: At the territorial level, the 2030 IDEA project allows the testing of a coherence of training actions and employability around digital. It aims to strengthen collaboration and develop cooperative initiatives between institutional actors and project leaders from civil society. It must allow, through the development of new spaces (fablab, workshop, dedicated website) and collaborations (public-private, youth cooperatives, cooperative activities and jobs) to promote technological innovation and educational (web TV ...) and cooperation between workers, users, islands, outdoor. For beneficiaries of public actions planned, the project IDEA 2030 target skills and knowledge:

- learn to code and decode, appropriating the digital world in which they operate,
- promoting the emergence of new activities and new jobs,
- increasing opportunities to communicate, cooperate and move outside the island territory.

Strategic objectives and actions:

- I. Developing the skills of young people to become actors emerging ecosystems;
- II. Generate collective intelligence: from competition to cooperation, from consumerism to the collective production;
- III. Promote initiatives and youth mobility.

The 2030 IDEA project is intended to address five young test groups of 13 to 30: Young college students, high school students; Young students, researchers, students; Young job creators (incubator and incubator); Youth training in job seekers; and Unemployed Youth not in further education or training.

**Comment:** *The good practice is in*

- *the governance of the project which has two dimensions: (a) a strategic dimension which is a competence of the makers of the project partners' structures, authorities empowered to commit human and financial resources for the implementation of the project; (b) an operational dimension that seeks control of programming and planning of project actions.*
- *the territorial coverage: the IDEA 2030 project is broken down regionally in a north-east/south-west axis grouping the two urban centers and major employment areas in the region (Bastia urban community, urban community of Ajaccio country) integrating the campus center of Corsica (Corte).*

Organisation: Project led by Centre du Sport et de la Jeunesse de Corse (CSJC)

[www.csjc.eu](http://www.csjc.eu)

### **Coding Pirates (Denmark)**

Language: Danish

Description: Coding Pirates aims to support and promote complex ideation, creative construction, design thinking and enterprising through the use of mixed technologies, media and materials. It is an association that constitutes the organisational framework around the network of Coding Pirates departments, events, activities, courses and website.

The departments are spread across the whole country and seek to promote a democratic participatory culture. Here children and youngsters (age 8-17) come together on club evenings with volunteers to design, construct, code, invent, explore and experiment with technologies. Club evenings typically take place once a week and last for two hours. In addition special events, activities and courses about e.g. robots or game construction are arranged and can take place online as well as at a specific location. The volunteers have different backgrounds and can be e.g. a student, a teacher, a programmer or an architect, but they have in common that they like to use ICT in a creative way and are engaged in the social activity.

**Comment:** *Coding Pirates appreciates and catches something and someone that the Danish educational system does not catch that well at the moment. The use of ICT is integrated in the various subjects in the Danish schools, but at very different levels (after K10 you can attend a few specific ICT subjects). Coding Pirates wants to foster technological competencies and education as well as creative and reflective thinking with technologies to an extent that you won't find in many schools. They succeed in providing an open space for technological imagination and initiative.*

*Also the participatory culture in Coding Pirates is worth noticing. Across age, gender, culture and means people come together to have fun, be creative and collaboratively solve problems. Some departments build partnership with e.g. a local university, library or company and in that way create new dialogues and collaborations between people meeting around mutual technological projects.*

Organisation: Coding Pirates

<https://codingpirates.dk/>

### **STEM in Youth Work Maker Project (Ireland)**

Language: English

Description: This project is supporting youth workers to inspire young people to create, invent and make with Science, Technology, Engineering and Maths (STEM). As well as receiving a day of hands-on Techspace Maker Training, youth workers will receive a grant for equipment that can be used to deliver technology-enhanced activities spanning electronics, robotics and coding to music, arts and crafts. Following the training, through TechSpace, they will have access to follow-up support, resources, an online community of practice and much, much more. Young people will have the opportunity to showcase their work at regional and national events, including the amazing annual Creative Tech Fest.

Find out more at.

**Comment:** *Youth workers receive training but also a grant for equipment that can be used to deliver technology-enhanced activities and there is ongoing online and face to face support for participants.*

Organisation: NYCI and TechSpace

[www.youth.ie/stem](http://www.youth.ie/stem)

### Makerspaces (Luxembourg)

Language: German, French

Description: Children and youngsters are provided a room, where they can be creative and realise their own projects: the makerspace. Makerspaces are individual in what activities they offer: coding, robotics, 3D printing, webdesign, digital music production, soldering, exploring electronics, etc. See for example the offers the makerspace provided by BEE CREATIVE in their makerspace 'BaseOne' in a building at a school campus in Luxembourg. The approach is mainly peer-to-peer activity, learn-by-doing and trial and error. But this is only one example of many different makerspaces which are active in Luxembourg. *The makerspaces in Luxembourg exchange with each other, share knowledge and ideas and are also in contact with other makerspaces on an international level.*

**Comment:** *Individual projects, walk-in workshops, workshops-on-demand, open space times -the concept is flexible and can be adapted to local resources available. From low-cost BYOD coding to laser cutting and building drones, a vast number of creative projects are possible. This allows for hands-on experiences and learning digital skills in a non-formal and fun way. Coaches (experts) can be involved in helping the children/youngsters with their projects, but any adult (youth worker) with curiosity can realise a makerspace and learn/explore possibilities together with the children/youngsters as well. For youth workers, visiting makerspaces in their community or building their own together with their youngsters is an attractive option to learn and reflect about digital technologies.*

Organisation: BEE CREATIVE

<http://www.bee-creative.lu/>

Makerspace BaseOne:

<http://www.base1.lu/> (German, French, English))

For more examples of makerspaces, see overview on map:

<http://www.bee-creative.lu/makerspaces> (French)

## ▪ Using digital games

### Open Badges - Gamifying learning recognition (Finland)

Language: Finnish

Description: Finnish Youth Centres (SNK) have been involved in developing online recognition systems based on Mozilla's open badges technological standard. Finnish Youth Centres have used the online recognition system especially in international youth work, for example youth exchanges. Open Badges support directly the recognition of the eight key competences, and implementation of Youthpass recognition process in this. As a result Youthpass self-assessment will be done by reflecting on the overall learning experience and achievements using badges as a source for data about participant's learning.

At any time participants will be able to share their achievements on their social networks (e.g. Facebook, Twitter, LinkedIn, Google+) and in other web appearances (e.g. blogs, websites). Later they may decided to include their collections of open badges into their in their CVs and digital portfolios. Badges will also help participants to organise their learning outcomes and describe them for the Youthpass Self-assessment part (key competences).

Finnish Youth Centres are using pre-designed set of badges specifically developed to support participants' reflection on their non-formal learning. The badge system is always specifically linked to competence framework of the activities offered for example in a youth camp setting. Besides the set of 'general' learning badges created for youth exchanges, relating to support the key competences development, the groups also create together in the preparatory phase (and during the first day) individual and themed learning badges – based on their own learning objectives set early on in the activities and preparation.

**Comment:** *Open badges is a good example of how online tools are used meaningfully in face-to-face work. The open badges recognition system gamifies learning in a fun way, and also provides the opportunity to share learning achievements online. This is a good way to visually share what a person is learning from non-formal education activities.*

Organisation: Finnish Youth Centres (SNK)

<http://www.snk.fi/>

<https://www.verke.org/blog/osaamismerkit-gotta-catch-em-all/>

### Digital Gaming Houses (Finland)

Language: Finnish

Description: Gaming houses give an opportunity for young people to have a place to play games together and a place where their digital gaming hobby is well approved. Nowadays youth game houses all around Finland offer many types of activities in gaming culture for young people. Game houses are usually in the same environment as other youth activities, but they can also be located in a separate space. A usual setup for a game house is anything from 5 to 40 gaming ready computers. Game houses can offer space and equipment for different gaming groups such as eSports-teams, lan groups, tabletop groups, coding clubs, game development clubs, guided group activities, game video editors and publishers, streamers, etc.

**Comment:** *Game houses are good practice because:*

- *Coding and gamedev clubs give youth possibility to learn about working as a part of a group, project management, graphic skills, sound effects and music, storytelling etc.*
- *The groups and activities provide a safe and inspirational environment to learn social skills, get new friends and have a positive impact in life.*
- *Makes possible to utilize both face to face and digital environment in youth work.*

Organisation: Many Finnish municipalities, parishes and NGOs:

<http://bunkkeri.gg/>

[https://www.youtube.com/watch?v=\\_3FO-VgZv6c](https://www.youtube.com/watch?v=_3FO-VgZv6c)

<http://www.po1nt.fi/fi/kunnat/kuopio/pelitalo-muikku/>

<https://www.facebook.com/TurkuGameAcademy/>

<http://score.munstadi.fi/>

### Actionbound - Get to know local entrepreneurs (Latvia)

Language: Latvian

Description: Ogre city municipality in 2015 and 2016 organised Carrier week and invited students to participate in an interactive game 'Open the door', where young people could get to know local businesses, labour market and its requirements and working environment.

The game was based on Actionbound application and it mainly used city-hunting principles. Young people participated in teams of 5 people, using the application on the phone they had to move around Ogre city and with certain local businesses they had stops and pre-prepared tasks (tasks were included in the application). Completing each task the team received points and in the result team who managed to complete tasks the fastest and to the highest quality received prizes provided by entrepreneurs participating in the game.

The application allows combining movement in the city and getting to know the neighbourhood with a chance to learn new things through specific tasks. The application also counts points and this makes job of the organiser much easier.

**Comment:** *The aim of this activity was to introduce young people to local entrepreneurs and businesses in an attractive and participatory way. In addition to this young people explored digital technologies and its use for learning purposes. Using games is a good way to involve young people and to make learning more interesting. It is important to keep the balance between the result and the game, to make sure the process is not just a game, therefore it is always important to define the aim of the game and learning goal and to understand who will participate in the game.*

Organisation: Ogre municipality

<https://en.actionbound.com/bound/OgresKN>

## 2. Building youth workers' competences

### Media specialist counselling (Germany)

Language: German

Description: The media specialist counseling is a unique framework to support youth work with regard to media practices (digital, online, audio, video, etc.) in youth work in Bavaria. The structure consists of at least one salaried (and additional voluntary) counselors in each district of the federal state of Bavaria. It is based on the framework 'Medienfachberatung Bayern' that has been developed by JFF (Institute for media education and media research) and the Bavarian youth council (Bayerischer Jugendring).

**Comment:** *This is a good practice for four reasons:*

- *The media specialist counselling is a deep-seated structural framework with a long record of benefits as a support structure for youth work. It is not a short termed project.*
- *It is a structure that effectively combines bottom-up and top-down insight into new affordances for youth work reflecting developments in the lifeworld of adolescents as well as the media environment.*
- *It is a support structure that enables youth work on a local level to meet the challenge of taking on digital media as part of youth work. Here the counselling is a good approach to help to find relevant and sustainable methods based on each case in the counselling.*
- *It is a framework that enables and fosters innovation in youth work regarding digital and online media. The counseling both enables youth workers through projects that are accompanied as well as many other means. The key aspect is that the media specialist counsellors are close enough to the local level to transfer overall approaches to the actual needs and affordances on the ground.*

Organisation: Netzwerk Medienfachberatung Bayern

<http://medienfachberatung.de>

### Collectif EDUCPOPNUM (France)

Language: French

Description: The team 'EDUCPOPNUM' is a non-formal collective. It explores what kind of links exists between digitalisation and non-formal education. It is composed of non-formal education associations, 'espaces publiques numériques' (public and digital places) and structures from the socio-economic field. This team works on local level and proposes different types of activities dealing with non-formal education and digital experiences (study visits, conferences etc.). It is a professional network which tries to better understand digital impacts on non formal education. The ultimate goal is to create local dynamics to encourage the development of digital youth projects.

**Comment:** *It is a good practice because the setting-up of a professional network permits to swarm and develop new projects in a local dimension. Furthermore, this dynamics permits to have a local prospective vision on digitalisation.*

Organisation: Collective co-managed by the Comité Régional des Associations de Jeunesse et d'Education Populaire (CRAJEP) Poitou-Charentes and the Direction Régionale et Départementale de la Jeunesse, des Sports et de la Cohésion Sociale Nouvelle-Aquitaine

<http://www.educpopnum.org/>

### **SomeJam - a hackathon for youth workers (Finland)**

Language: Finnish, English

Description: SomeJam is a hackathon event, and the aim is to create innovative technological solutions for youth work over one weekend. We want to bring together the know-how and creativity of various branches. Participants include youth workers, graphic designers, coders, service designers, social media experts etc. We try to make sure that there is at least one youth worker and one coder in each group. The multi-talent teams have 48 hours to create new concepts. The concepts can be for example web services for young people, mobile applications or other services utilising digital technology.

**Comment:** *We believe in the idea of SomeJam: providing youth workers hands-on experience on how to create new technological solutions. We have gotten really good feedback from the youth work participants.*

Organisation: Verke

<https://www.somejam.fi/>

### **SomeCamp – event for youth workers (Finland)**

Language: Finnish

Description: SomeCamp (= social media camp) is a national event targeted for youth work professionals interested in digital youth work. The idea of SomeCamp is to create an informal space for youth workers from across Finland, and from all youth work sectors, to engage in dialogue on using ICT, digital media and gaming in youth work, and to identify areas of collaboration and joint practices. The nature of the event is very informal. It is arranged in camp facilities.

**Comment:** *The feedback from all three SomeCamps (arranged from 2015-) has been very positive and according to the feedback survey, the participants have been extremely satisfied with the event. They have liked the cosy atmosphere, and they have gotten many new ideas for their own work. According to the feedback, we had succeeded in creating an event where everyone felt like their expertise was appreciated and everyone could share their own good practices.*

Organisation: Verke

<https://www.somecamp.fi/>

### **Seminar: Developing Digital Youth Work (Finland)**

Language: English

Description: The aim of the Developing Digital Youth Work seminar was to demystify the idea of digital youth work and identify common challenges. It supported organisations to develop digital youth work practices in their local context. Seminar overview: <http://trainings.salto-youth.net/5692>

**Comment:** *Some countries see social media as a big risk factor for young people and the role of youth work has predominantly been enhancing youngsters' skills to safely use the web. While some countries can be somewhat lagging behind in terms of using social media in youth work, they are often much more advanced in adopting different digital tools, e.g. GPS tracking apps for adventure activities, hacklabs or makerspaces. There is definitely much to be gained in the mutual exchange of experience and practices on a European level.*

Organisation: CIMO (OPH)

<https://www.verke.org/wp-content/uploads/2014/09/Taking-youth-work-to-the-digital-world.pdf>

### Media Coach (Belgium)

Language: Dutch, French

Description: Media Coach is a training course for teachers, library staff and youth workers and other professionals interested in the challenges and opportunities of using digital media with youngsters. During an elaborate 10-day training course, the professionals get to know good practices, methods and tips about how they can use digital media in their everyday work. Besides this, the media coaches in training are coached in setting up a media (literacy) project in their own work environment. The content of the course is disclosed for non-participants via a MOOC.

**Comment:** *The collaboration of experts on digital media from different fields (academics, government, youth work, cultural sector) ensures a very broad range of backgrounds, first-hand experiences and knowledge of good practices. For the coaches in training, the fact that they can share knowledge with direct colleagues and with people working in different contexts is a bonus. After three editions, we see coaches going back to their organisations and taking up an active role as media expert or media literacy expert.*

Organisation: The project is a collaboration between Linc vzw (media literacy expert), CultuurConnect (supporting libraries in the field of digital innovation), Mediawijs.be (knowledge centre for media literacy), Mediaraven (digital youth work) and the University College of Leuven-Limburg.

<http://www.media-coach.be/?lang=fr>

<https://en.mediawijs.be/mediawijsbe-launches-the-mediacoach-mooc>

### Certificate in Digital Creativity in Youth Settings (Ireland)

Language: English

Description: The NUI Certificate in Digital Creativity in Youth Settings is a Level 8 special purpose award of 20 ECTS across four modules: 1. The Digital Age; 2. Digital Creativity Learning Models; 3. Digital Tools for Igniting Creative Confidence; 4. Digital Creativity Project and Showcase. The programme is designed to enable youth workers and others working in youth settings with the ability to work effectively with young people to develop 21<sup>st</sup> century skills and improve their creative confidence and competence. This programme provides a blended and applied learning experience for participants using varied methods of delivery – lectures, workshops, individual reflective learning, creative group-oriented methodologies, presentations, direct contact with youth organisations and groups.

**Comment:** *The Digital Creativity in Youth Settings programme is unique in Europe that utilises an innovative learning approach to developing digital creativity among young people in youth settings. The programme also addresses the CPD needs of the youth work sector by developing youth work educators' abilities to work creatively with young people in diverse settings. This includes the deployment of a framework for integrating educational technology in youth organisations supported by an established pedagogical approach to digital creativity in youth work.*

Organisation: The programme is an initiative of the Maynooth University Department of Applied Social Studies and is offered in conjunction with TechSpace, a national organising hub situated in Camara Ireland for youth organisations promoting young people's digital creativity across the island of Ireland.

<https://www.maynoothuniversity.ie/applied-social-studies>

<http://www.techspace.ie/>

**Webcampus – a training programme for youth and social workers on digital media (Austria)**

Language: German

Description: The curriculum of this training course focuses on the use of digital media for practical use in youth work. It takes 6 months and consists of 84 hours of training. The focus lies on transfer into practice.

**Comment:** *This is a good practice for the following reasons:*

- *Youth worker from different regions work together and learn from each other*
- *The curriculum focuses on the practical use and transfer into practice*
- *Digital media is key content and not just an add on.*

Organisation: wienXtra

<http://www.wienextra.at/institut-fuer-freizeitpaedagogik/lehrgaenge/webcamp/>

## E. Relevant competence frameworks for identifying youth workers' training needs

Title (Year)	Organisation	Comments	Competences
<p>DigComp 2.1 – The digital competence framework for citizens with eight proficiency levels and examples of use</p> <p>(2017)</p> <p><a href="https://publications.europa.eu/s/cYFB">https://publications.europa.eu/s/cYFB</a></p>	<p>Joint Research Centre (JRC) of the European Commission</p>	<p>DigComp 2.1 is a further development of the Digital Competence Framework for Citizens. Based on the reference conceptual model published in DigComp 2.0, we present now eight proficiency levels and examples of use applied to the learning and employment field.</p>	<ol style="list-style-type: none"> <li>1. Information and data literacy</li> <li>2. Communication and collaboration</li> <li>3. Digital content creation</li> <li>4. Safety</li> <li>5. Problem solving</li> </ol>
<p>Digital Competence Framework for Educators (DigCompEdu)</p> <p>(2017)</p> <p><a href="https://ec.europa.eu/jrc/en/digcompedu">https://ec.europa.eu/jrc/en/digcompedu</a></p>	<p>Joint Research Centre (JRC) of the European Commission</p>	<p>The objective of DigCompEdu is to identify and describe the key components of educators' digital competence and to provide an instrument for (self-)assessment, based on research and stakeholder consultations.</p> <p>The DigCompEdu framework is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational training, special needs education, and non-formal learning contexts.</p>	<p>Area 1 focuses on the professional environment;</p> <p>Area 2 on sourcing, creating and sharing digital resources;</p> <p>Area 3 on managing and orchestrating the use of digital tools in teaching and learning;</p> <p>Area 4 on digital tools and strategies to enhance assessment;</p> <p>Area 5 on the use of digital tools to empower learners;</p> <p>Area 6 on facilitating learners' digital competence.</p> <p>Areas 2 to 5 form the pedagogic core of the framework. They detail the competences educators need to possess to foster effective, inclusive and innovative learning strategies, using digital tools.</p>
<p>ETS (European Training Strategy) Competence Model for Youth Workers to Work Internationally</p> <p>(2017)</p> <p><a href="https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/">https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/</a></p>	<p>SALTO-YOUTH Training and Cooperation Resource Centre</p>	<p>Detailing the competences into attitude-skills-knowledge-behaviour</p>	<ol style="list-style-type: none"> <li>1 Facilitating individual and group learning in an enriching environment</li> <li>2 Designing programmes</li> <li>3 Organising and managing resources</li> <li>4 Collaborating successfully in teams</li> <li>5 Communicating meaningfully with others</li> <li>6 Displaying intercultural competence</li> <li>7 Networking and advocating 8</li> <li>Developing evaluative practices to assess and implement appropriate change</li> </ol>

Title (Year)	Organisation	Comments	Competences
<p>digi.kompP – Digitale Kompetenzen für PädagogInnen (Digital competences for teachers)</p> <p>(2016)</p> <p><a href="http://www.digikomp.at/praxis/portale/digitale-kompetenzen/digikompp-paedagoginnen/ueber-digikompp.html">http://www.digikomp.at/praxis/portale/digitale-kompetenzen/digikompp-paedagoginnen/ueber-digikompp.html</a></p>	Virtuelle PH (Austria)	Based on digital competences for students aged 10 to 14, a competence framework for teachers was defined. It serves as a self-assessment tool and for continued professional development of teachers.	<p>A – digital competences and ICT competences (before studying teachers)</p> <p>B – digital life (during studies)</p> <p>C - being digitally creative (during studies)</p> <p>D – teaching and learning digitally – pedagogics (during studies)</p> <p>E – teaching digitally – content (during studies)</p> <p>F – organising teachers activities digitally (during work experience)</p> <p>G – digital school and teachers team (during work experience)</p> <p>H - digital staff development (during work experience)</p>
<p>Media Literacy Policy</p> <p>(2016)</p> <p><a href="http://www.bai.ie/en/bai-launches-media-literacy-policy/">http://www.bai.ie/en/bai-launches-media-literacy-policy/</a></p>	Broadcasting Authority or Ireland	<p>Sets out a range of skills to help people to navigate current, new and emerging content platforms.</p> <p>Includes a list of competences relevant here, along with associated skills indicators and success indicators</p>	<p>Core competency 1 Understand and critically evaluate broadcast, digital and other media content and services, in order to make informed choices and best manage media use.</p> <p>Core competency 2. Access and use broadcast and digital media content and services in a safe and secure manner, to maximise opportunities and minimise risks.</p> <p>Core competency 3 Create and participate, via media, in a responsible, ethical and effective manner, in the creative, cultural and democratic aspects of society.</p>
<p>Overview of 27 competence frameworks on media literacy</p> <p>(2016)</p> <p><a href="https://mediawijs.be/sites/default/files/artikels/be-standen/27_competentie-modellen.pdf">https://mediawijs.be/sites/default/files/artikels/be-standen/27_competentie-modellen.pdf</a></p>	Flemish Knowledge Center for Media Literacy	Analysed a lot of different frameworks and could help in selecting the relevant ones for youth work and digital media	<a href="https://mediawijs.be/dossiers">https://mediawijs.be/dossiers</a>
<p>The MENTEP (MENToring Technology-Enhanced Pedagogy) project</p> <p>(2015-2018)</p> <p><a href="http://mentep.eun.org/">http://mentep.eun.org/</a></p>	European Schoolnet	MENTEP, a European Policy Experimentation funded by the Erasmus+ programme, investigates the potential of an online Self-Assessment Tool (SAT) to empower teachers to progress in their Technology-Enhanced Teaching (TET) competence at their own pace.	<p>Four main areas related to teachers' digital competences:</p> <ul style="list-style-type: none"> <li>Digital pedagogy</li> <li>Digital use &amp; production</li> <li>Digital communication &amp; collaboration</li> <li>Digital citizenship.</li> </ul>

Title (Year)	Organisation	Comments	Competences
<p>Basic Digital Skills Framework (2015)</p> <p><a href="https://www.thetechpartnership.com/basic-digital-skills/basic-digital-skills-framework/">https://www.thetechpartnership.com/basic-digital-skills/basic-digital-skills-framework/</a></p>	<p>Go ON UK</p>	<p>The Basic Digital Skills Framework shows a standard of what citizens and organisations need to achieve to participate fully in the digital world, and how to get there.</p>	<p>Managing information</p> <p>Communicating</p> <p>Transacting</p> <p>Problem solving</p> <p>Creating</p>
<p>Council of Europe Youth Work Portfolio (2015)</p> <p><a href="http://www.coe.int/en/web/youth-portfolio">http://www.coe.int/en/web/youth-portfolio</a></p> <p>pdf version: <a href="https://rm.coe.int/1680699d85">https://rm.coe.int/1680699d85</a></p>	<p>Council of Europe</p>	<p>A tool for the assessment and development of youth work competence</p>	<p>The competences that one needs to have in order to do youth work have been divided into two categories:</p> <p>Specific youth work competences – competences that make this field of activity unique</p> <p>More general competences – competences relevant for other fields of activity but which are usually important for youth work</p> <p>(...)</p> <p>COMPETENCE 8.4 Use information and communication technology tools when necessary</p> <p>This involves:</p> <p>Knowledge: information, communication and media tools (online)</p> <p>Skills: using ICT in youth work (projects), creativity</p> <p>Attitudes and values: curiosity, personal initiative</p>
<p>Digital skills metro map for higher education (2015)</p> <p><a href="http://allaboardhe.org/digital-skills-framework/">http://allaboardhe.org/digital-skills-framework/</a></p>	<p>All Aboard is a project funded by Ireland's National Forum for the Enhancement of Teaching &amp; Learning</p>	<p>Aims to identify the wide range of skills and knowledge that students, and all those who work in higher education, will need to feel confident and creative when learning, working and exploring the digital world.</p> <p>Interactive version of the 'Metro Map' version of "A National Skills Framework for Irish Higher Education" (contains a selection of example frameworks for digital and information literacy). Short descriptive videos have been produced for each of the tracks and rollover text summaries of the topic of each 'station' have also been added. Work has also begun on designing and scripting online lessons and the collation of relevant resources for each topic.</p>	<p>The National Digital Skills Framework which we are building is not intended to be an overly formal document with huge levels of complexity, but rather a living document that adapts and evolves to suit all of our needs and which seeks to keep as up to date as possible with technologies and the related human skills. It is intended to be community-owned, building on the excellent work of others in the whole area of digital literacies, skills &amp; training, and professional development</p>

Title (Year)	Organisation	Comments	Competences
<p>Digital Strategy for Schools 2015-2020 (2015)</p> <p><a href="http://www.education.ie/en/Publications/Policy-Reports/Digital-Strategy-for-Schools-2015-2020.pdf">http://www.education.ie/en/Publications/Policy-Reports/Digital-Strategy-for-Schools-2015-2020.pdf</a></p>	<p>Department of Education and Skills (Ireland)</p>	<p>The Digital Strategy for Schools provides a rationale and a Government action plan for integrating ICT into teaching, learning and assessment practices in schools over the next five years.</p>	<p>Theme 2: Teacher Professional Learning</p> <p>Indicators of Success:</p> <p>Use of ICT for teaching, learning and assessment is embedded at each stage of the continuum of teacher education i.e. Initial Teacher Education, Induction and Continuous Professional Learning.</p> <p>Department and Teaching Council policies on teacher education recognise the role and potential of ICT to enhance teaching and learning.</p> <p>Department-funded support services and related bodies have embedded the use of ICT in CPD design, development and delivery.</p> <p>Guidance and examples of good practice on the effective, critical and ethical use of ICT for teaching, learning and assessment are provided to and shared by teachers.</p>
<p>The framework catalogue of digital competences (2015)</p> <p><a href="https://mc.gov.pl/files/ramowy_katalog_kompetencji_cyfrowych_final_ang_jj_2.pdf">https://mc.gov.pl/files/ramowy_katalog_kompetencji_cyfrowych_final_ang_jj_2.pdf</a></p>	<p>Team of Authors (Poland)</p>	<p>A reference document when shaping the intervention strategy in the scope of development of the digital competences and planning of trainings and other educational activities with regard to the e-integration and the e-stimulation.</p>	<p>IT competences</p> <p>Information competences</p> <p>Functional competences:</p> <p>Work and personal development</p> <p>Leisure and hobby</p> <p>Relationship with relatives</p> <p>Everyday matters</p> <p>Health</p> <p>Civil commitment</p> <p>Finance</p> <p>Religion</p>
<p>Digitally Agile National Principles (2014 - a living document which will be continually reviewed)</p> <p><a href="https://www.digitallyagilecld.org/">https://www.digitallyagilecld.org/</a></p>	<p>YouthLink Scotland, Learning Link Scotland and Scottish Community Development Centre</p>	<p>A national framework of guiding principles for the use of digital technology and social media in Community Learning and Development (CLD).</p>	<ol style="list-style-type: none"> <li>1. Practice</li> <li>2. Policy</li> <li>3. Professional Guidelines</li> <li>4. Resource</li> <li>5. Inclusion</li> <li>6. Evaluation</li> <li>7. Digital Literacy</li> <li>8. Learning and Development</li> <li>9. Co-production</li> </ol>

Title (Year)	Organisation	Comments	Competences
<p>Media, information and digital literacy competencies catalogue (2014)</p> <p><a href="http://katalog.edukacjamiedialna.edu.pl/en/">http://katalog.edukacjamiedialna.edu.pl/en/</a></p>	<p>Fundacja Nowoczesna Polska</p> <p>Narodowy Instytut Audiowizualny</p>	<p>The aim of the catalogue is to answer the very basic question: 'What do we really mean by media literacy?' It covers a broad spectrum of topics: from information use, through media language, ethics and law, to economical aspects of media. It is a map of information, media and digital literacy, which allows identification of knowledge, skills and attitudes for every age group in different thematic fields.</p>	<ol style="list-style-type: none"> <li>1. Use of information</li> <li>2. Relations in the media environment</li> <li>3. Media language</li> <li>4. Creative use of media</li> <li>4. Ethics and values in communications and media</li> <li>5. Safety in communications and media</li> <li>6. Law in communications and media</li> <li>7. Economic aspects of media functioning</li> <li>8. Digital competencies</li> <li>9. Mobile security</li> </ol>
<p>North/South Education and Training Standards (NSETS) professional endorsement – Criteria and Procedures for the Professional Endorsement of Higher Education Programmes of Study in Youth Work (2013)</p> <p><a href="http://www.tagpalcw.org/NSETS%20Professional%20Endorsement%20Criteria.pdf">http://www.tagpalcw.org/NSETS%20Professional%20Endorsement%20Criteria.pdf</a></p>	<p>North/South Education and Training Standards Committee for Youth Work (Ireland)</p>	<p>NSETS is responsible for the professional endorsement of youth work programmes on the island of Ireland. NSETS works to ensure and promote quality standards in the education and training of youth workers through an endorsement process based on a rigorous assessment of all aspects of programme content and delivery.</p>	<p>Section 3 – Requirements for the content of submissions (...)</p> <p>2. Institutional Commitment, Leadership, Management and Development of the Programme (...)</p> <p>accommodation for the programme that enables a full range of teaching and learning methods to be employed, including up to date ICT (...)</p> <p>8. Programme Delivery: Teaching and Learning Methods (...)</p> <p>methods employed to ensure that students are confident and competent users of ICT (...)</p>
<p>Youth Work National Occupational Standards – LSI YW00 (2012 Functional Map)</p> <p><a href="http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf">http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf</a></p>	<p>NOS National Occupational Standards (UK)</p>	<p>These form the basis of qualifications in youth work and outline different occupational standards and the knowledge / understanding and practical 'performance criteria' that youth workers should demonstrate for each of the standards below.</p>	<p>Key areas:</p> <p>A: Work with young people and others</p> <p>B: Facilitate the personal, social and educational development of young people</p> <p>C: Promote inclusion, equity and young people's interests and welfare</p> <p>D: Develop youth work strategy and practice</p> <p>E: Develop, lead and manage self and others</p>

Title (Year)	Organisation	Comments	Competences
<p>UNESCO Media and Information Literacy - Curriculum for Teachers (2011) <a href="http://unesdoc.unesco.org/images/0019/001929/192971e.pdf">http://unesdoc.unesco.org/images/0019/001929/192971e.pdf</a></p>	UNESCO	<p>This Media and Information Literacy Curriculum for Teachers is a tool specifically designed for teacher training institutions. The curriculum is also relevant to NGOs, government officials and ministries, and other social organisations.</p>	<p>Core teacher competencies:</p> <ol style="list-style-type: none"> <li>1. Understanding the role of media and information in democracy</li> <li>2. Understanding media content and its use</li> <li>3. Accessing information effectively and efficiently</li> <li>4. Critically evaluating information and information sources</li> <li>5. Applying new and traditional media formats</li> <li>6. Situating the sociocultural context of media content</li> <li>7. Promoting Media and Information Literacy (MIL) among students and managing required changes</li> </ol>
<p>UNESCO ICT Competency Framework for Teachers (2011) <a href="http://unesdoc.unesco.org/images/0021/002134/213475E.pdf">http://unesdoc.unesco.org/images/0021/002134/213475E.pdf</a></p>	UNESCO	<p>The Framework intended to inform educational policy makers, teacher-educators, providers of professional learning and working teachers on the role of ICT in educational reform, as well as to assist Member States in developing national ICT competency standards for teachers with an ICT in Education Master Plan approach.</p>	<p>The Framework addresses all aspects of a teacher's work:</p> <p>UNDERSTANDING ICT IN EDUCATION</p> <p>CURRICULUM AND ASSESSMENT</p> <p>PEDAGOGY</p> <p>ICT</p> <p>ORGANIZATION AND ADMINISTRATION</p> <p>TEACHER PROFESSIONAL LEARNING</p> <p>The Framework is arranged in three different approaches to teaching (three successive stages of a teacher's development):</p> <ol style="list-style-type: none"> <li>1. Technology Literacy</li> <li>2. Knowledge Deepening</li> <li>3. Knowledge Creation</li> </ol>

Title (Year)	Organisation	Comments	Competences
<p>Competences for Community Learning and Development (2009)</p> <p><a href="http://cldstandardscouncil.org.uk/?page_id=8">http://cldstandardscouncil.org.uk/?page_id=8</a></p>	<p>Community Learning and Development (CLD) Standards Council for Scotland</p>	<p>Competence framework for youth workers, community workers and adult educators they accompany National Occupational Standards for Youth Work and Community Development</p>	<ol style="list-style-type: none"> <li>1. Know and understand the community in which we work</li> <li>2. Build and maintain relationships with individuals and groups</li> <li>3. Provide learning and development opportunities in a range of contexts</li> <li>4. Facilitate and promote community empowerment</li> <li>5. Organise and manage resources</li> <li>6. Develop and support collaborative working</li> <li>7. Evaluate and inform practice</li> </ol>
<p>Youth Work Core Competencies – A Review of Existing Frameworks and Purposes (2009)</p> <p><a href="https://www.niost.org/pdf/Core_Competencies_Review_October_2009.pdf">https://www.niost.org/pdf/Core_Competencies_Review_October_2009.pdf</a></p>	<p>School's Out Washington (US)</p>	<p>A review of existing youth work core competencies frameworks from the United States. Compares 14 competency frameworks in terms of content, structure and system-level uses, summarizing similarities and differences in each of these three areas.</p>	<p>Competency areas:</p> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Professionalism</li> <li>Connecting with Families</li> <li>Health, Safety, and Nutrition</li> <li>Child and Adolescent Development</li> <li>Cross-Cultural Competence</li> <li>Professional Development</li> <li>Program Management</li> <li>Connecting with Communities</li> <li>Environment</li> <li>Child and Youth Assessment</li> <li>Communication with Youth</li> <li>Youth Empowerment</li> <li>Connecting with Schools</li> </ul>
<p>P21 Framework (2007)</p> <p><a href="http://www.p21.org/our-work/p21-framework">http://www.p21.org/our-work/p21-framework</a></p>	<p>The Partnership for 21<sup>st</sup> Century Learning, Washington (US)</p>	<p>The P21 Framework represents both 21<sup>st</sup> century student outcomes and support systems.</p>	<p>3. Information, Media and Technology Skills:</p> <p>Information Literacy:</p> <ul style="list-style-type: none"> <li>Access and Evaluate Information</li> <li>Use and Manage Information</li> </ul> <p>Media Literacy:</p> <ul style="list-style-type: none"> <li>Analyze Media</li> <li>Create Media Products</li> </ul> <p>ICT Literacy:</p> <ul style="list-style-type: none"> <li>Apply Technology Effectively</li> </ul>

Title (Year)	Organisation	Comments	Competences
<p>Recommendation 2006/962/EC on key competences for lifelong learning (2006)</p> <p><a href="http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962">http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962</a></p>	<p>European Parliament and Council of the European Union</p>	<p>The Reference Framework sets out eight key competences.</p>	<ol style="list-style-type: none"> <li>1) Communication in the mother tongue</li> <li>2) Communication in foreign languages</li> <li>3) Mathematical competence and basic competences in science and technology</li> <li>4) Digital competence</li> <li>5) Learning to learn</li> <li>6) Social and civic competences</li> <li>7) Sense of initiative and entrepreneurship</li> <li>8) Cultural awareness and expression</li> </ol>

## F. Training material

This table presents, in alphabetical order (English title), a detailed overview of each training material and the training needs it addresses.

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Are you digitally savvy? – A quiz for parents - <i>Er du rigtig digitalt klog?</i> (2017)</b></p> <p>Language: Danish</p> <p>Type of material: Game; Training material</p> <p>Description: Are you digitally savvy? is a fun online quiz targeted parents and grown ups. The purpose is for them to test their trivia knowledge on what's hot and what's not in children's online life. The quiz is developed in cooperation with a group of 4th and 5th graders to ensure questions that reflect exactly what is current and trendy among the 10-12 year olds when it comes to cool games, hot YouTubers, most used abbreviations etc.</p> <p>Organisation: Media Council for Children and Young People from Denmark</p> <p><a href="https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=15374">https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=15374</a></p>	1	2				6	7

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Aye Mind (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: Website</p> <p>Description: Can young people use the internet, social media and mobile technologies to improve their mental health and wellbeing? Improving the mental health and well-being of children and young people is a key priority both internationally and locally. Aye Mind draws on emerging evidence from around the world that digital communication tools and resources have great promise in the mental health sphere and has developed a platform for encouraging positive approaches to youth wellbeing – with material for both young people and those who work with them. Aye Mind aim to enable youth-related workers, policy makers, planners and service providers to be more prepared to engage with young people in supporting their mental health and in drawing on digital communication technology. Toolkit, resources and a 'digital springboard' are available in the 'Professionals' section of the site.</p> <p>Organisations: NHS Greater Glasgow and Clyde, Mental Health Foundation, Snook, Young Scot</p> <p><a href="http://ayemind.com/professionals/">http://ayemind.com/professionals/</a></p>	<b>1</b>			<b>4</b>		<b>6</b>	
<p><b>Badge Wallet App (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: App</p> <p>Description: Badge Wallet is a simple and secure way to Earn, Store, Manage and Share your achievements using digital Open Badges. Badge Wallet developments were co-funded by the Erasmus+ programme. The App will be available in any European language soon. This App proved to be very effective with youth workers to support their reflection and recognition of learning and achievements. It enables youth workers to follow their learning progress, set learning goals, monitor their achievements, and share them online.</p> <p>Organisation: Badge Wallet is developed through the international partnership 'Trusted badge systems' and co-funded by the Erasmus+ programme.</p> <p><a href="https://www.badgewallet.eu/en/">https://www.badgewallet.eu/en/</a></p>							<b>7</b>

Training material description	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Blog on media pedagogy – Medienpädagogik Praxis Blog (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: App; Game; Publication; Training material; Website</p> <p>Description: Platform with Creative-Commons content: material, methods, project examples, tips and tricks and news for media pedagogy in youth work and school.</p> <ul style="list-style-type: none"> <li>Practical handbook: <a href="https://www.medienpaedagogik-praxis.de/handbuch/">https://www.medienpaedagogik-praxis.de/handbuch/</a></li> <li>Free software for youth work: <a href="https://www.medienpaedagogik-praxis.de/kostenlose-software/">https://www.medienpaedagogik-praxis.de/kostenlose-software/</a></li> <li>Free content for youth work: <a href="https://www.medienpaedagogik-praxis.de/kostenlose-medien/">https://www.medienpaedagogik-praxis.de/kostenlose-medien/</a></li> </ul> <p>Organisation: Media educators from different regions in Germany. Editor: eike[at]medienpaedagogik-praxis.de <a href="https://www.medienpaedagogik-praxis.de/">https://www.medienpaedagogik-praxis.de/</a></p>			3		5		
<p><b>Blog posts and good practices about digital youth work (2011-)</b></p> <p>Language: Finnish (a couple of blog postings translated to English and Swedish)</p> <p>Type of material: Website</p> <p>Description: Verke has a blog on the topic of digital youth work. The idea is to invite writers to write about different aspects of digital youth work. We try to publish a new post at least once a month. Depending on the topic, can be linked to practically all competences. Emphasis mostly on #communication and #digitalpedagogy.</p> <p>Organisation: Verke</p> <p><a href="https://www.verke.org/blog/?lang=en">https://www.verke.org/blog/?lang=en</a></p>	1	2	3	4	5	6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Centre for Digital Youth Care - Center for Digital Pædagogik (accessed 2017)</b></p> <p>Language: Danish</p> <p>Type of material: Publication; Website</p> <p>Description: The Centre for Digital Youth Care provides an overview and links to the latest knowledge and reports about youth and new media</p> <p>Organisation: Center for Digital Pædagogik</p> <p><a href="http://cfdp.dk/publikationer/">http://cfdp.dk/publikationer/</a></p>	1	2	3	4	5	6	7
<p><b>Checklist for twitter and snapchat (accessed 2017)</b></p> <p>Language: Hungarian</p> <p>Type of material: Publication</p> <p>Description: The Hungarian Safer Internet Centre has produced 2 handy checklists for using 2 popular social media networks safely - the Snapchat and the Twitter</p> <p>Organisation: Katalin Baracsi (NGYZ) from Hungary</p> <p><a href="https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=14857">https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=14857</a></p>				4		6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Clubhouse (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: Website</p> <p>Description: It is a forum for all the Clubhouses around the world to share project ideas and it also has information about competitions but these would be unique to the Clubhouses and you cannot have an account without being a member of the Clubhouse.</p> <p>Organisation: The Clubhouse Network</p> <p><a href="https://www.clubhousevillage.org">https://www.clubhousevillage.org</a></p>				4	5		
<p><b>Competence centre for the protection of minors on the internet – <i>jugendschutz.net</i> (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Brochure; Publication; Website</p> <p>Description: jugendschutz.net urges providers to comply with youth protection laws and change, remove or make their content inaccessible for minors accordingly. jugendschutz.net checks internet content for violations of youth protection laws. jugendschutz.net also runs a hotline to which internet users can report illegal and harmful content and regularly searches for potential risks on the internet. The focus is on topics and services that are specifically important for children and young people. The brochures and flyers of jugendschutz.net raise awareness of potential risks caused by endangering content, contacts or cost traps. They also provide practical tips on how children stay safe online.</p> <p>Brochures and flyers on:</p> <ul style="list-style-type: none"> <li>▪ how right-wing extremists use false reporting online to distort public opinion and stir up xenophobia and on how users can uncover these manipulations;</li> <li>▪ the grey areas of child sexual abuse and</li> <li>▪ about risks and safety measures for young users in communities like Facebook &amp; Co.</li> </ul> <p>Organisation:</p> <p><a href="http://www.jugendschutz.net/faltblaetter/">http://www.jugendschutz.net/faltblaetter/</a></p>			3			6	7

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Connected Learning Resources (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: Publication; Training material; Video; Website</p> <p>Description: The Connected Learning Alliance supports the expansion and influence of a network of educators, experts, and youth-serving organisations mobilising new technology in the service of equity, access and opportunity for all young people. The website offers a wealth of resources to be learned from and used in a practical work with young people. This is very rich resource with a multilevel content. From research findings, to good practices, articles and publications, activities and tools. Youth workers can just dive into these resources and learn much what they need to become equipped for the digital youth work.</p> <p>Organisation: Connected Learning Alliance</p> <p><a href="https://clalliance.org/resources/">https://clalliance.org/resources/</a></p>	1	2	3	4	5	6	7
<p><b>Conspiracy theories: mechanisms - <i>Théories du complot : ressorts et mécanismes</i> (accessed 2017)</b></p> <p>Language: French</p> <p>Type of material: Brochure; Publication; Training material; Video; Website</p> <p>Description: Designed as a tool for teachers and young educators, this website is a media literacy tool that invites decoding and debating conspiracy theories. Through 14 themed video capsules and 6 video exercise capsules, this tool proposes to approach conspiracy theories under a critical and structured approach that also offers the opportunity to review our critical thinking about traditional media.</p> <p>Organisation: Media Animation asbl</p> <p><a href="http://theoriesducomplot.be/">http://theoriesducomplot.be/</a></p>				4	5		7

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Cyberhelp.eu (2015 and 2017)</b></p> <p>Language: English, German, Czech, Lithuanian, Romanian, Slovenian, Slovak, Russian, Esperanto</p> <p>Type of material: Game; Training material; Video; Website</p> <p>Description: Multilingual website about cybermobbing in the everyday life of social work and for educators in school day.</p> <ul style="list-style-type: none"> <li>▪ Educational videos: <a href="http://cyberhelp.eu/en/videos">http://cyberhelp.eu/en/videos</a></li> <li>▪ Rolling game about Cybermobbing and its appearances - A learning offer for children and adolescents: <a href="http://cyberhelp.eu/en/modules/sozialarbeit/rollenspiel/1">http://cyberhelp.eu/en/modules/sozialarbeit/rollenspiel/1</a></li> <li>▪ Pool of ideas: <a href="http://cyberhelp.eu/en/modules/sozialarbeit/ideenpool/1">http://cyberhelp.eu/en/modules/sozialarbeit/ideenpool/1</a></li> <li>▪ Discussion guide: <a href="http://cyberhelp.eu/en/modules/sozialarbeit/gesprachsleitfaden/1">http://cyberhelp.eu/en/modules/sozialarbeit/gesprachsleitfaden/1</a></li> </ul> <p>Organisation: This multilingual website is the product of two European projects with the aim to address different target groups (for teachers in school day, in everyday social work)</p> <p><a href="http://cyberhelp.eu/en">http://cyberhelp.eu/en</a></p>	1	2	3	4		6	
<p><b>Cybernauts - be safe online - Cybernauci - bądź bezpieczny w sieci (accessed 2017)</b></p> <p>Language: Polish</p> <p>Type of material: Brochure; Publication; Training material; Video; Comics, quiz</p> <p>Description: The Nowoczesna Polska Foundation invites you to familiarise with the educational materials of safe use of the Internet. We have prepared materials for all groups - comics for children and adolescents, knowledge tests for parents and lesson plans for teachers. We hope you will use them in your schools and homes.</p> <p>Organisation: Fundacja Nowoczesna Polska</p> <p><a href="https://cybernauci.edu.pl/materialy-edukacyjne/">https://cybernauci.edu.pl/materialy-edukacyjne/</a></p>			3			6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Danish Media Council for Children and Youth – Medierådet for Børn og Unge (accessed 2017)</b></p> <p>Language: Danish</p> <p>Type of material: Website</p> <p>Description: The Danish Media Council for Children and Youth provides an overview and links to the latest knowledge and reports about youth and new media.</p> <p>Organisation: Medierådet for Børn og Unge</p> <p><a href="http://www.dfi.dk/Boern_og_unge/Medieraadet-for-Boern-og-Unge/Videncenter/Viden-og-rapporter.aspx">http://www.dfi.dk/Boern_og_unge/Medieraadet-for-Boern-og-Unge/Videncenter/Viden-og-rapporter.aspx</a></p>	1	2	3	4	5	6	7
<p><b>Dig-it Up! – A model for a training course aimed at creating pedagogical and digital bridges between youth workers and young people (2017)</b></p> <p>Language: English</p> <p>Type of material: Publication</p> <p>Description: Outcomes of the 2017 edition of the training course Dig-it Up! aimed at youth workers interested in learning and improving practical skills regarding digital youth work. The publication includes insights, recommendations and guidelines regarding digital youth work and contains examples and out-takes from the training course to show how digital youth work activities can be designed and delivered with simple means and tools, even outdoors.</p> <p>Organisation: Agenzia Nazionale per i Giovani</p> <p><a href="http://www.digitup.cloud/wp-content/uploads/2017/12/Ang_DIG_ITUP_2017.pdf">http://www.digitup.cloud/wp-content/uploads/2017/12/Ang_DIG_ITUP_2017.pdf</a></p>	1	2					7

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Digital education in school and extracurricular institutions – <i>Digitale Bildung in der Praxis - werkstatt.bpb.de</i> (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Training material; Video; Website; Open Educational Resources Practical examples</p> <p>Description: Digital education in school and extracurricular institutions; Modern settings of digital learning; Tools and materials needed for digital education.</p> <p>Organisation: Federal Agency for Civic Education (Bundeszentrale für politische Bildung/bpb), Germany</p> <p><a href="https://www.bpb.de/lernen/digitale-bildung/werkstatt/">https://www.bpb.de/lernen/digitale-bildung/werkstatt/</a></p>	1	2	3		5	6	
<p><b>Digital gap, digital competence of parents - <i>Digitālā plaisa, vecāku digitālā kompetence</i> (accessed 2017)</b></p> <p>Language: Latvian</p> <p>Type of material: Presentation</p> <p>Description: Digital gap between generations, digital competence of parents and skill to develop relationship through various approaches in raising children.</p> <p>Organisation: SIA ZetCOM (provider of mobile)</p> <p><a href="http://laimigamgimenem.lv/1296/0/36871">http://laimigamgimenem.lv/1296/0/36871</a></p>	1	2	3			6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Digital Heroes – Digitale Helden (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Recording of conference, webinar, etc.</p> <p>Description: Recording of online seminars (webinars) on:</p> <ul style="list-style-type: none"> <li>▪ What you should know about smartphone safety;</li> <li>▪ What is so fascinating about live communication and online self-portrayal;</li> <li>▪ What to do against cybermobbing;</li> <li>▪ How to secure your smartphone;</li> <li>▪ How to handle YouTube, Instagram &amp; Co.;</li> <li>▪ What you should know about Sexting;</li> <li>▪ How educators can handle cybermobbing;</li> <li>▪ Insights into how adolescents use Instagram and similar services and how these services differentiate.</li> </ul> <p>Organisation: Digitale Helden gemeinnützige GmbH</p> <p><a href="https://www.digitale-helden.de/">https://www.digitale-helden.de/</a></p>			3	4		6	7

Training material description	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Digital Skills Pathways Programme for Youth Across Europe (2017)</b></p> <p>Languages: English, German, Polish</p> <p>Type of material: Brochure; Video; Website; Deep dive resources online</p> <p>Description: The project produced a structured Digital Pathways programme that develops a range of digital skills that can be delivered in any informal learning setting across Europe. The programme consists of a set of learning modules; a set of 'taster sessions'; and a set of digital artefacts. The modules include: Introduction and Teambuilding; Film; Digital Image Editing; Stop Motion Animation; 2D Animation; Sound; Social Media and Game Making. The structure allows young people to work together and develop digital skills in areas such as film making, game development, animation and social media. During these 'taster sessions' they have a chance to explore some specific areas of digital media, as well as engage with people from across the digital media industry. In this way, young people can link their 'fun' out-of-school activities with the real world of work. The project also developed a set of CPD materials which provide guidance on developing strategies and approaches that have already proven successful in engaging young people with digital media. Additional 'Deep dive' materials are provided for Digital Mentors to investigate topics more thoroughly.</p> <p>Organisation: H2 Learning, the Digital Hub Development Agency (DHDA), the National College of Art and Design (NCAD), Krzyzowa Foundation (Poland) and MFG Baden-Württemberg (Germany)</p> <p><a href="http://www.digitalpathways.eu">www.digitalpathways.eu</a></p>	1	2			5		

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Digital YIntro (accessed 2017)</b></p> <p>Languages: English, French</p> <p>Type of material: Brochure</p> <p>Description: The module on Digital Youth Information is one additional module to the ERYICA beginners course YIntro - Stepping into Youth Information. It is therefore designed for Youth Information workers who have already successfully completed a YIntro or have gained experience in basic Youth Information knowledge through practical working and/or other national training.</p> <p>Aims of the Digital YIntro:</p> <ul style="list-style-type: none"> <li>▪ to introduce relevant areas, competences and skills within Digital Youth Information;</li> <li>▪ to offer a basic course on specific skills and tasks when working with young people in digital environments;</li> <li>▪ to enhance a common quality framework within the ERYICA network;</li> <li>▪ to promote the ERYICA Webbies Workshop and the booklet on 'Safety and Quality in Online Youth Information' and motivate Youth Information Workers to actively use it.</li> </ul> <p>Organisation: European Youth Information and Counselling Agency (ERYICA)</p> <p><a href="http://eryica.org/page/digital-yintro">http://eryica.org/page/digital-yintro</a> (for the time being, only accessible for member organisations)</p>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		<b>6</b>	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Digital Youth Work - A Finnish Perspective (accessed 2017)</b></p> <p>Languages: English</p> <p>Type of material: Publication</p> <p>Description: 'Digital Youth Work – a Finnish Perspective' is a collection of articles from 32 contributors from the vanguard of digital youth work in the Finnish youth work field. The examples provide insight on both the how and the why of digital youth work by showing glimpses of both the practical activities as well as organisational support and development strategies. The book is for everyone interested in youth work, and the effects technologisation has on it. While the examples contained within are by no means a comprehensive list of all possible digital youth work activities, they can provide an understanding of the versatility of digital youth work and act as an inspiration when enhancing your own digital approaches in youth work.</p> <p>Organisation: Verke</p> <p><a href="https://www.verke.org/material/digitalyouthwork/?lang=en">https://www.verke.org/material/digitalyouthwork/?lang=en</a></p>	1			4	5		7
<p><b>Digitally Agile CLD Resources (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: Website</p> <p>Description: Resources relating to each of the Digitally Agile National Principles: Practice, Policy, Professional Guidelines, Resource, Inclusion, Evaluation, Digital Literacy, Learning and Development, Co-Production. This is a collection of policy documents, research reports, guidance documents and other resources for practitioners and managers.</p> <p>Organisation: YouthLink Scotland</p> <p><a href="https://www.digitallyagileclld.org/resources">https://www.digitallyagileclld.org/resources</a></p>	1	2				6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Digitally Agile National Principles (2014)</b></p> <p>Language: English</p> <p>Type of material: Publication</p> <p>Description: A national framework of guiding principles for the use of digital technology and social media in Community Learning and Development. They are aspirational and aimed at organisations to work towards in creating an environment for practitioners to use digital technology in their work safely, effectively and creatively. The Digitally Agile National Principles were created by youth work, adult learning and community development practitioners and managers.</p> <p>Organisation: YouthLink Scotland with Learning Link Scotland and the Scottish Community Development Centre</p> <p><a href="https://www.digitallyagileld.org/">https://www.digitallyagileld.org/</a></p>	1	2	3	4		6	7
<p><b>Easy Coding (2017)</b></p> <p>Languages: English, Croatian, Italian, Latvian, Lithuanian, Greek</p> <p>Type of material: Publication</p> <p>Description: The basics of working with Pixlr Editor, Game Development with Construct 2; Explosion effects; Add event on Collision Ball with Bird; Scores and Creating a heads-up display (HUD); Tablo Scores, Sounds import; Animated sprites; Design, Simplicity; Game publishing; FTP servers; Google drive - How use it, Upload your exported game folder to Google Drive; Explain your creation shortly, but impressive; Elevator pitch and creating the 'Elevator Pitch'.</p> <p>Organisation: Erasmus+ project Generation 0101 is a strategic partnership between 6 countries: Croatia, Cyprus, Italy, Latvia, Lithuania and Turkey.</p> <p><a href="https://www.generation0101.eu/en/educational-materials-0">https://www.generation0101.eu/en/educational-materials-0</a></p>	1	2			5		

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Educational video on consequences that may arise if one sends a nude photo to someone – 'Mocking'; 'Stealing' and 'Raping' – <i>Video par: Izsmiešanu, Zagšanu un Izvarošanu (2015)</i></b></p> <p>Language: Latvian</p> <p>Type of material: Video</p> <p>Description: Three videos on children and young people who have become victims of blackmail in Internet when they shared private, intimate information with people hiding behind fake social media profiles.</p> <p>Organisation: Net-Safe Latvia</p> <p><a href="https://youtu.be/waOrFddfm1k">https://youtu.be/waOrFddfm1k</a></p> <p><a href="https://youtu.be/HCngkf60P7U">https://youtu.be/HCngkf60P7U</a></p> <p><a href="https://youtu.be/2QemSd6HFPk">https://youtu.be/2QemSd6HFPk</a></p>	1	2				6	
<p><b>Emotional harassment - cyberhooliganism 'It is not funny is someone is hurt' – <i>Emocionālā pazemošana - kiberhuligānisms "Nav smieklīgi, ja citam sāp" (2016)</i></b></p> <p>Language: Latvian</p> <p>Type of material: Publication; Video</p> <p>Description: Video on emotional violence in Internet using online tools.</p> <p>Organisation: Center for illness prevention and control and State Inspection of Child's rights protection</p> <p><a href="https://www.esidross.lv/2016/09/09/emocionala-pazemosana-virtualajas-platformas/">https://www.esidross.lv/2016/09/09/emocionala-pazemosana-virtualajas-platformas/</a></p> <p><a href="https://youtu.be/6kPUq0WDpCQ">https://youtu.be/6kPUq0WDpCQ</a></p> <p><a href="https://youtu.be/KnhA9_d8PrA">https://youtu.be/KnhA9_d8PrA</a></p> <p><a href="https://youtu.be/ITGqR50Pfv0">https://youtu.be/ITGqR50Pfv0</a></p>	1	2				6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>EMU Denmark's learning portal – EMU Danmarks læringsportal (accessed 2017)</b></p> <p>Language: Danish</p> <p>Type of material: Website</p> <p>Description: EMU is a learning portal run by the Danish Ministry of Education. It is meant for formal education but has resources that can be of interest for youth workers. E.g. these two about digital citizenship.</p> <p>Organisation: Styrelsen for It og Læring</p> <p><a href="http://www.emu.dk/modul/digital-dannelse-0">http://www.emu.dk/modul/digital-dannelse-0</a></p> <p><a href="http://www.emu.dk/modul/udvikling-af-digitale-medborgere#">http://www.emu.dk/modul/udvikling-af-digitale-medborgere#</a></p>	1	2	3	4	5	6	7
<p><b>Freelance. Prevention. Health - Freelance. Prävention. Gesundheit (accessed 2017)</b></p> <p>Language: German, Italian</p> <p>Type of material: Training material; Course concepts</p> <p>Description: Teaching units on topics such as cyberbullying, gaming, online gambling, sexting, social media, and smartphones.</p> <p>Organisation: Vereinigung der kantonalen Beauftragten für Gesundheitsförderung in der Schweiz (VBGF), Switzerland</p> <p><a href="http://www.be-freelance.net/de/unterrichtsmodule/digitale-medien/unterrichtseinheiten">http://www.be-freelance.net/de/unterrichtsmodule/digitale-medien/unterrichtseinheiten</a></p>	1	2	3				

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Gauting Internet Meeting – Gautinger Internettreffen (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Recording of conference, webinar, etc.; Video</p> <p>Description: Annual conference with a focus on new media environments and their implications for social/youth work. Documentation of key note lectures via video. Focus of 2016:</p> <ul style="list-style-type: none"> <li>▪ The potential of active online participation;</li> <li>▪ The influence of media;</li> <li>▪ Focus on education and youth work.</li> <li>▪ Presentation 'Digital discrimination or digital empowerment? Political participation online of young migrants'</li> </ul> <p>Organisation: Institut für Jugendarbeit Gauting and SIN – Studio im Netz, in cooperation with the Pädagogisches Institut des Referats für Bildung und Sport der Landeshauptstadt München</p> <p>Key note lectures: <a href="https://www.studioimnetz.de/projekte/gautinger-internettreffen">https://www.studioimnetz.de/projekte/gautinger-internettreffen</a></p> <p>Presentation 'Digital discrimination or digital empowerment? Political participation online of young migrants': <a href="https://www.youtube.com/watch?v=Fsd2Q-w1xIQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=Fsd2Q-w1xIQ&amp;feature=youtu.be</a></p>	1	2	3	4		6	
<p><b>Guide on the privacy/security settings when using Instagram - Nastavitve zasebnosti in varnosti na Instagramu (2017)</b></p> <p>Language: Slovenian</p> <p>Type of material: Training material</p> <p>Description: Short guide with pictures of settings and short texts that provides the necessary information for parents and young people on how to use Instagram safely.</p> <p>Organisation: Safe.si</p> <p><a href="https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=16719">https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=16719</a></p>						6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Guide on the privacy/security settings when using Viber application - <i>Varnost in zasebnost v aplikaciji Viber</i> (2017)</b></p> <p>Language: Slovenian</p> <p>Type of material: Training material</p> <p>Description: Short guide with pictures of settings and short texts that provides the necessary information for parents and young people on how to use Viber application safely.</p> <p>Organisation: Safe.si</p> <p><a href="https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=16718">https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=16718</a></p>						6	
<p><b>How young people use social media &amp; basics on digital youth work (accessed 2017)</b></p> <p>Language: Finnish</p> <p>Type of material: Video</p> <p>Description: Verke's most wanted training in video format. These videos were made for an online course but can be used in different contexts. Very basic info on what is social media and why young people use it, main trends in social media, memes, vlogging, what is digital youth work, examples of good practices.</p> <p>Organisation: Verke</p> <p><a href="https://www.youtube.com/playlist?list=PLjB4rN4v0oeehI8YQtQbsQILARKjchmIW">https://www.youtube.com/playlist?list=PLjB4rN4v0oeehI8YQtQbsQILARKjchmIW</a></p>	1	2		4	5		

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Initiative 'Growing up well with media' – Initiative „Gutes Aufwachsen mit Medien" (2017)</b></p> <p>Language: German</p> <p>Type of material: Recording of conference, webinar, etc.; Training material; Video</p> <p>Description: Online conferences on different topics, such as insights into children's media consumption, concepts of media education.</p> <p>Organisation: BMFSFJ (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth), Germany</p> <p><a href="https://www.gutes-aufwachsen-mit-medien.de/weiterbilden/">https://www.gutes-aufwachsen-mit-medien.de/weiterbilden/</a></p>	1	2	3			6	
<p><b>Innovative school of the 21<sup>st</sup> century - Innowacyjna szkoła XXI wieku (accessed 2017)</b></p> <p>Language: Polish</p> <p>Type of material: Brochure; Game; Publication; Training material; Video; Website</p> <p>Description: The Association of Miasta w Internecie helps local governments and school directors to holistically modernise their educational institutions, attaching particular importance to the dissemination of methodical and digital competence among teachers. The association conducts, among others things, attractive extracurricular activities for school children using ICT, including the study of computer thinking and programming.</p> <p>Organisation: Stowarzyszenie MIASTA W INTERNECIE</p> <p><a href="http://mwi.pl/innowacyjna-szkola-xxi-wieku">http://mwi.pl/innowacyjna-szkola-xxi-wieku</a></p>	1	2	3	4	5	6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Instagram guide - Συμβουλές για Ασφάλεια στο Instagram (2017)</b></p> <p>Language: Greek</p> <p>Type of material: Publication</p> <p>Description: Tips for staying safe on Instagram. Originally targeted for kids, but due to length more suitable for grownups.</p> <p>Organisation: saferinternet4kids.gr</p> <p><a href="https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=14621">https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=14621</a></p>						6	
<p><b>Instructions – Instrukcijas (accessed 2017)</b></p> <p>Language: Latvian</p> <p>Type of material: Training material; Website</p> <p>Description: Information on content filters, security settings for computers and smartphones, as well as information on how to set a safe search mode in Google or Bing and how to restrict violent, unpleasant or inappropriate for age video availability on YouTube. It also provides information on security settings most popular internet programmes provide (Google Chrome, Mozilla Firefox and Internet Explorer). There is also instruction on security and privacy settings on social media.</p> <p>Organisation: Net-Safe Latvia</p> <p><a href="https://drossinternets.lv/page/375">https://drossinternets.lv/page/375</a></p>						6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Interdisciplinary discourses on youth in mediated lifeworlds - <i>Interdisziplinärer Diskurs über das Heranwachsen in mediatisierten Lebenswelten</i> (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Recording of conference, webinar, etc.</p> <p>Description: Lectures from interdisciplinary conference:</p> <ul style="list-style-type: none"> <li>insights into what laws are relevant, when old children/young adolescents make use of online services;</li> <li>insights into how children between 10 and 14 years of age make use of online-services and how they perceive risks.</li> </ul> <p>Organisation: JFF (Institut für Medienpädagogik) and BLM (Bayerische Landeszentrale für neue Medien), with support from BMFSFJ (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth), Germany</p> <p><a href="http://www.id-tagung.de/medien/">http://www.id-tagung.de/medien/</a></p> <p><a href="https://videonline.edu.lmu.de/en/wintersemester-2016-2017/8896">https://videonline.edu.lmu.de/en/wintersemester-2016-2017/8896</a></p>						6	7
<p><b>Is the digital world real? - <i>Vai digitālā pasaule ir īsta?</i> (accessed 2017)</b></p> <p>Language: Latvian</p> <p>Type of material: Presentation</p> <p>Description: Information and data on relationship between teenagers, their interconnection and behavior in social platforms.</p> <p>Organisation: SIA ZetCOM (provider of mobile</p> <p><a href="http://laimigamgimenem.lv/1296/0/36871">http://laimigamgimenem.lv/1296/0/36871</a></p>	1	2				6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>klicksafe.de (accessed 2017)</b></p> <p>Language: German (some material also available in English, Turkish, Russian)</p> <p>Type of material: Publication; Training material; Video; Website</p> <p>Description: klicksafe is an awareness campaign promoting media literacy and adequate handling of the internet and new media. The klicksafe website offers essential knowledge on important safety and consumer issues relating to the internet, for example, on problematic content, chatting, instant messaging, and mobile communication. Each topic is explained in the rubric 'kurz &amp; knapp' (quick &amp; concise), followed up in the area 'aktiv werden' (take action) by practical tips on the individual topics: what to be on the lookout for; how to proceed. For the practical education and qualification of teachers and parents, klicksafe offers training modules and conceptions for continuing education and the dissemination of information in these target groups.</p> <p>Organisation: klicksafe is a mutual project of the Central Authority for Media and Communication Rhineland-Palatinate (LMK), which is responsible for the coordination, and the Media Authority for North Rhine-Westphalia (LfM).</p> <p><a href="http://www.klicksafe.de/">http://www.klicksafe.de/</a></p> <p>Themes: <a href="http://www.klicksafe.de/themen/">http://www.klicksafe.de/themen/</a></p> <p>Material: <a href="http://www.klicksafe.de/materialien/">http://www.klicksafe.de/materialien/</a></p>	1	2	3			6	7
<p><b>Learning with and about Digital Technology (2016)</b></p> <p>Language: English</p> <p>Type of material: Brochure</p> <p>Description: This is a diverse hands-on workshop kit which offers a diverse learning workshop for youth workers to get familiar with various types of digital technologies, content related to learning about digital environments and try tools/apps in practice.</p> <p>Organisation: Nectarus</p> <p><a href="http://www.nectarus.lt/en/mokykis-technologiju-ir-apie-jas/">http://www.nectarus.lt/en/mokykis-technologiju-ir-apie-jas/</a></p>	1	2	3		5	6	

Training material description	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Lesson plans – Stundu plāni (accessed 2017)</b></p> <p>Language: Latvian</p> <p>Type of material: Training material</p> <p>Description: Materials on topics related to the use of Internet. The target audience of activities is 7-18 years old. Materials contain topics on privacy, problem-solving, protection of private information, anonymity and emotional harassment on Internet, digital citizenship, sexting, balance between real and digital life and other topics. The length of lesson is 40-90 minutes.</p> <p>Organisation: Net-Safe Latvia</p> <p><a href="https://drossinternets.lv/page/306">https://drossinternets.lv/page/306</a></p>	1	2	3	4	5	6	
<p><b>MakeITsafe - a peer project for youth work – MakeITsafe - Jugendliche unterstützen Jugendliche (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Training material</p> <p>Description: Within the peer project MakeITsafe, a toolbox with methods were developed, that can be also used by youth workers. This toolbox offers ideas, how to work on safer internet projects. All training materials for peers can be also used by youth workers. It is one of the only collections only targeted at youth work and not school. It offers a broad variety of methods and topics and can be used online by young people and youth workers.</p> <p>Organisation: ecpat.at</p> <p><a href="http://www.makeitsafe.at/toolbox/">http://www.makeitsafe.at/toolbox/</a></p> <p><a href="http://www.peerbox.at">www.peerbox.at</a></p>	1	2				6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>'Media driving licence' youth work – Medienführerschein Außerschulische Jugendarbeit (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Training material, Video</p> <p>Description:</p> <p>The training unit 'Media literacy' can be used by course leaders for the training and further education of youth leaders. The aim is to strengthen youth leaders' media competence so that they can accompany children and young people in a reflective and responsible approach to media. Focus on 'Mobile Communication': The training unit focuses on mobile communication. The topics 'media use', 'selfportrayal' or 'offensive online acting' can be explored in depth. It focuses on how young people between the ages of 10 and 17 use social media services and the challenges they face. It provides youth leaders with practical advice and tips for dealing with media critically.</p> <p>Material development: Parallel to the conception and development of the training unit, several workshops were held with representatives of the youth work sector. The JFF - Institute for Media Education in Research and Practice developed the materials on behalf and in close cooperation with Stiftung Medienpädagogik Bayern. The Bavarian Youth Ring (BJR) accompanied the development as a partner.</p> <p>The material addresses particularly the voluntary youth work sector. This is reflected in the timing of the materials and the proposed units.</p> <p>Organisation: Stiftung Medienpädagogik Bayern</p> <p><a href="https://www.medienfuehrerschein.bayern.de/Ausserschulische-Jugendarbeit.n191.html">https://www.medienfuehrerschein.bayern.de/Ausserschulische-Jugendarbeit.n191.html</a></p>			3	4		6	7

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Mobile application (2017)</b></p> <p>Languages: English, Croatian, Italian, Latvian, Lithuanian, Greek</p> <p>Type of material: Publication</p> <p>Description: Teachers' and students' guides on developing a mobile application from A to Z.</p> <p>Organisation: Erasmus+ project Generation 0101 is a strategic partnership between 6 countries: Croatia, Cyprus, Italy, Latvia, Lithuania and Turkey.</p> <p><a href="https://www.generation0101.eu/en/educational-materials-0">https://www.generation0101.eu/en/educational-materials-0</a></p>	1	2			5		
<p><b>Most frequent psychological and health issues - <i>Biežāk sastopamās psiholoģiskās un veselības problēmas</i> (accessed 2017)</b></p> <p>Language: Latvian</p> <p>Type of material: Presentation</p> <p>Description: Use of internet and game addictions and issues it causes on psychological and health level.</p> <p>Organisation: SIA ZetCOM (provider of mobile</p> <p><a href="http://laimigamgimenem.lv/1296/0/36871">http://laimigamgimenem.lv/1296/0/36871</a></p>	1	2	3				

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Mozilla tools and activities to develop web literacy (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: Training material; Website</p> <p>Description: Mozilla Foundation has offered tools, activities and resources to start teaching others how to read, write and participate on the web with these free activities created by teachers, educators and technologists like you. Each featured activity includes step-by-step instructions and has been tested in schools, after-school programmes, libraries and community centers around the globe. Whether learning how to code, understanding why privacy matters, or creating openly-licensed web content, we believe teaching the web should be fun and engaging! These resources are well organised, free of charge, aligned to a specific web literacy model. They offer ready-made solutions as well as the possibility to create, upload and share tailor made activities. They are at the very core of what progressive digital youth work could be.</p> <p>Organisation: Mozilla Foundation</p> <p><a href="https://learning.mozilla.org/en-US/activities">https://learning.mozilla.org/en-US/activities</a></p>	1	2	3	4	5	6	7

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Multimedia skills (2017)</b></p> <p>Languages: English, Croatian, Italian, Latvian. Lithuanian, Greek</p> <p>Type of material: Publication</p> <p>Description: Basic course 'Media literacy':</p> <ul style="list-style-type: none"> <li>▪ 1. module 'Basics of photography';</li> <li>▪ 2. module 'Basics of creation of sound';</li> <li>▪ 3. module 'Basics of creation of video.</li> </ul> <p>In-depth course 'Media literacy':</p> <ul style="list-style-type: none"> <li>▪ 1. module 'Basics of project management';</li> <li>▪ 2. module 'Creation of digital stories';</li> <li>▪ 3. module 'Creation of audiovisual works</li> </ul> <p>Organisation: Erasmus+ project Generation 0101 is a strategic partnership between 6 countries: Croatia, Cyprus, Italy, Latvia, Lithuania and Turkey.</p> <p><a href="https://www.generation0101.eu/en/educational-materials-0">https://www.generation0101.eu/en/educational-materials-0</a></p>	1	2			5		
<p><b>Online Collaboration (2017)</b></p> <p>Languages: English, Croatian, Italian, Latvian. Lithuanian, Greek</p> <p>Type of material: Publication</p> <p>Description: The course focuses on the advanced use of online collaboration tools which young people can implement in their working, learning and social activities processes. Special accent is on creating joint projects and sharing different files, organising online meetings and webinars, as well as on ethical, security and copyright issues of online collaboration.</p> <p>Organisation: Erasmus+ project Generation 0101 is a strategic partnership between 6 countries: Croatia, Cyprus, Italy, Latvia, Lithuania and Turkey.</p> <p><a href="https://www.generation0101.eu/en/educational-materials-0">https://www.generation0101.eu/en/educational-materials-0</a></p>	1	2		4	5		

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Online Course on Digital Youth Work (2016 and 2017)</b></p> <p>Language: Finnish</p> <p>Type of material: Recording of conference, webinar, etc.; Training material; Video; Website</p> <p>Description: 3 independent courses:</p> <ul style="list-style-type: none"> <li>▪ MOOC1: Introduction to Digital Youth Work</li> <li>▪ MOOC2: Participation and media production</li> <li>▪ MOOC3: Online counselling.</li> </ul> <p>Each course lasts 4 weeks, and each course week has a specific theme. The study materials are varied in form: podcasts, videos, prezis, powerpoints, live streams, texts, links to articles/research, etc. We also involved practitioners to produce study materials for the course. Also the pedagogies are varied: group exercises, individual exercises, video production, essays, discussion exercises, polls, etc.</p> <p>Organisation: Humak, Metropolia, Koordinaatti, Verke</p> <p><a href="http://www.distanssi.fi">www.distanssi.fi</a></p>	1	2	3	4	5	6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Open Badges for Youth Workers (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: Digital tool</p> <p>Description: The badge system invites youth workers who take part in an international training activity to set their goals, monitor learning progress and self-assess their personal and professional development. Specific missions challenge participants to take learning opportunities and unlock Open digital badges which signify their (learning) achievements. Organisations can set up this badge system following the guidelines of how to import this badge system from Badgecraft.eu public library of badges. Badges promote youth workers' personal and professional development linked to the areas of 8 key-competences for lifelong learning. Participants complete missions of their choice, collect evidence of achievements and unlock Open digital badges. By using badges for recognition, youth workers raise their professional profile, collect and show evidence of competence development. They can share their achievements on their CVs or LinkedIn profiles. Open Badges support the European recognition tool Youthpass Certificate."</p> <p>Organisation: European Badge Alliance</p> <p><a href="http://ebawebsite.net/badge-systems/youth-workers-badges/">http://ebawebsite.net/badge-systems/youth-workers-badges/</a></p>							7
<p><b>Open Educational Ressources on media education (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Training material; Handouts, slide presentations, sample solutions</p> <p>Description: Media pedagogical course material for peer education available as Open Educational Resources (OER). Different subjects: cybermobbing, data privacy, online self-portrayal, protection of minors in media, etc.</p> <p>Organisation: SIN – Studio im Netz e.V.</p> <p><a href="https://www.studioimnetz.de/materialien/freie-unterrichtsmaterialien-zu-medienpaedagogischen-themen/">https://www.studioimnetz.de/materialien/freie-unterrichtsmaterialien-zu-medienpaedagogischen-themen/</a></p>	1	2	3			6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>OPIN guidelines (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: Publication; Website</p> <p>Description: The OPIN guidelines offer practical tips and tricks and draw attention to issues to consider in order to succeed with youth eParticipation projects. They are part of OPIN, a digital and mobile participation toolbox ready to be embedded in web presence of youth organisations or administrations. The toolbox was developed within the project 'EUth - Tools and Tips for Mobile and Digital Youth Participation in and across Europe'.</p> <p>Organisation: NEXUS Institute for Cooperation Management and Iinterdisciplinary Research (nexus), Germany, project coordinator</p> <p><a href="https://opin.me/en/help/guidelines/">https://opin.me/en/help/guidelines/</a></p>		2		4			
<p><b>Screenagers: Digital Youth Work Guidelines (2016)</b></p> <p>Language: English</p> <p>Type of material: Publication</p> <p>Description: These guidance documents were developed in response to the recommendations identified in the Screenagers International research project. They accompany a Screenagers workshop with policy makers and youth work organisations, exploring:</p> <ul style="list-style-type: none"> <li>▪ An Introduction to Digital Youth Work</li> <li>▪ Using Digital Media and Technology Safely and Effectively in Youth Work Settings</li> <li>▪ Using Social Media in Youth Work Settings</li> <li>▪ Training &amp; Resources for Digital Youth Work</li> </ul> <p>Organisation: The National Youth Council of Ireland, Techspace and the members of the North/South ICT in Youth Work Group</p> <p><a href="http://www.youth.ie/digital-youth-work-guidelines">http://www.youth.ie/digital-youth-work-guidelines</a></p>			3	4	5	6	

Training material description	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Secrets of a child's room - <i>Egy gyerek szoba titkai</i> (accessed 2017)</b></p> <p>Language: Hungarian</p> <p>Type of material: Publication</p> <p>Description: A booklet for parents/grownups describing which are the most common online risks for children and how to talk with the kids in order to educate them to avoid the problems in internet. The goal is to ensure that parents are able to protect and inform their child about data and privacy protection.</p> <p>Organisation: Katalin Baracsi (NGYZ) from Hungary</p> <p><a href="https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=14857">https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=14857</a></p>						6	
<p><b>Sexting – <i>Sekstings</i> (accessed 2017)</b></p> <p>Language: Latvian</p> <p>Type of material: Training material; Video</p> <p>Description: Educational video on consequences that may arise if one sends a nude photo to someone.</p> <p>Organisation: Net-Safe Latvia</p> <p><a href="https://drossinternets.lv/page/337">https://drossinternets.lv/page/337</a></p> <p><a href="https://youtu.be/k3ZhB-IyNNA">https://youtu.be/k3ZhB-IyNNA</a></p>	1	2				6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Smartly on the web online course - Безопасный Интернет (Targalt internetis) - для учителей детских садов, школ и проф-тех училищ (accessed 2017)</b></p> <p>Language: Russian</p> <p>Type of material: Training material</p> <p>Description: Fully online course for teachers 'Smartly on the web' in Russian language. Course is open and free to everyone who is registered user in Estonian educational portal Koolielu (School life): <a href="https://koolielu.ee">https://koolielu.ee</a>.</p> <p>Organisation: Dmitri Mistšenko (Information Technology Foundation for Education - HITSA) from Estonia</p> <p><a href="https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=17214">https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=17214</a></p>						<b>6</b>	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Smartphone sector educators corner – Handysektor.de Pädagogenecke (accessed 2017)</b></p> <p>Language: German (some videos also available in English and other languages)</p> <p>Type of material: Brochure; Video</p> <p>Description: Explanatory videos and infographics on</p> <ul style="list-style-type: none"> <li>▪ What to consider in an App store;</li> <li>▪ What to consider by using a Cloud;</li> <li>▪ How to take action against Cybermobbing;</li> <li>▪ Preventing online costs;</li> <li>▪ Smartphone Apps and their access control;</li> <li>▪ Sexting;</li> <li>▪ infographic on Snapchat;</li> <li>▪ infographic on hidden costs in my smartphone;</li> <li>▪ infographic on considerable aspects of smartphone apps</li> <li>▪ infographic on how to secure your smartphone;</li> <li>▪ digital first aid kit about subjects like cybermobbing, sexting, pornography and violence.</li> </ul> <p>Organisation: Landesanstalt für Medien Nordrhein-Westfalen (LfM) and Medienpädagogischer Forschungsverbund Südwest (mpfs)</p> <p><a href="https://www.handysektor.de/paedagogenecke/startseite.html">https://www.handysektor.de/paedagogenecke/startseite.html</a></p>	1	2	3	4		6	7
<p><b>Social media in international youth work – Social Media in der Internationalen Jugendarbeit (2013)</b></p> <p>Language: German</p> <p>Type of material: Publication</p> <p>Description: Forum for innovation on social media and international youth work.</p> <p>Organisation: IJAB - International Youth Service of the Federal Republic of Germany</p> <p><a href="https://www.ijab.de/uploads/tx_ttproducts/datasheet/IJAB_Social-Media-in-der-Internationalen-Jugendarbeit_web_01.pdf">https://www.ijab.de/uploads/tx_ttproducts/datasheet/IJAB_Social-Media-in-der-Internationalen-Jugendarbeit_web_01.pdf</a></p>	1	2	3	4			

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Social Web – Social Work (2012-2014)</b></p> <p>Language: English, German, Spanish, Czech, Polish, Lithuanian</p> <p>Type of material: Game; Publication; Training material; Video; Website</p> <p>Description: The project Social Web – Social Work aimed to improve children's online safety by availing the positive energy and influence of social work on children and youths at risk. Within the project, the project partners were working together with a broad variety of associated partners to enhance knowledge about the role of social work in the field of youth protection and online safety. Online learning units:</p> <ul style="list-style-type: none"> <li>▪ Module 1: Basic knowledge on the social web and its appliances</li> <li>▪ Module 2: Understanding the Internet usage of children and youths</li> <li>▪ Module 3: Understanding how to address children and youths appropriately with regard to their online behaviour</li> <li>▪ Module 4: The Matrix of Risks and Threats</li> <li>▪ Module 5: Intervention - how to react in case children and youths are facing risks and where to find the right information and support</li> <li>▪ Module 6: Prevention - how to prevent children from potentially harmful contacts and risky online behaviour</li> </ul> <p>Organisation: Stiftung Digitale Chancen, Germany</p> <p><a href="http://www.socialweb-socialwork.eu/content/sections/">http://www.socialweb-socialwork.eu/content/sections/</a></p> <p>Online learning units: <a href="http://www.socialweb-socialwork.eu/content/sections/index.cfm/secid.22">http://www.socialweb-socialwork.eu/content/sections/index.cfm/secid.22</a></p>	<b>1</b>	<b>2</b>	<b>3</b>			<b>6</b>	<b>7</b>

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Social Work and Social Media – Lastensuojelu ja some (2016)</b></p> <p>Language: Finnish</p> <p>Type of material: Website</p> <p>Description: An online guide for social workers who work with children and young people. Very basic info, like what is social media and what is professionals' role in using it, how to protect children online. Includes some examples of good practices, for example school counsellors in Instagram.</p> <p>Organisation: Lastensuojelun keskusliitto</p> <p><a href="http://lskl.e-julkaisu.com/lastensuojelu-ja-some/">http://lskl.e-julkaisu.com/lastensuojelu-ja-some/</a></p>		2	3		5	6	7
<p><b>SomeCast (accessed 2017)</b></p> <p>Language: Finnish</p> <p>Type of material: Podcast</p> <p>Description: A podcast about social media and youth work. About 20 episodes so far and more to come. Targeted mainly to youth workers, but also to other people interested in social media. Four people as regular hosts, plus some guests in some episodes.</p> <p>Organisation: Verke</p> <p><a href="http://www.somecast.fi">www.somecast.fi</a></p>	1		3	4	5	6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>SozPad - Social Media for organisations and youth workers – SozPad – Soziale Medien für Organisationen und Fachkräfte in der Kinder- und Jugendhilfe (2013)</b></p> <p>Language: German</p> <p>Type of material: Brochure</p> <p>Description: Brochure which gives overview of content and offers of children and youth work online.</p> <p>Organisation: IJAB - International Youth Service of the Federal Republic of Germany</p> <p><a href="https://www.ijab.de/publikationen/detail/?tt_products%5bbackPID%5d=689&amp;tt_products%5bproduct%5d=109&amp;cHash=5951a9f6047eb12cb267f19601292458">https://www.ijab.de/publikationen/detail/?tt_products%5bbackPID%5d=689&amp;tt_products%5bproduct%5d=109&amp;cHash=5951a9f6047eb12cb267f19601292458</a></p>	1	2	3				
<p><b>StartHardware.org (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Recording of conference, webinar, etc.; Training material; Construction plans, circuit diagrams</p> <p>Description: Learning and exploring interactive hardware for children and youth. How to code.</p> <p>Organisation: An initiative of Stefan Hermann</p> <p><a href="http://starthardware.org/">http://starthardware.org/</a></p>	1	2			5		
<p><b>The other dictionary for Internet (2015)</b></p> <p>Language: Bulgarian</p> <p>Type of material: Brochure; Publication</p> <p>Description: Booklet for teenagers with short and funny texts about the most often online risks they face and brief advice.</p> <p>Organisation: ARC Fund</p> <p><a href="https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=10709">https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=10709</a></p>						6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>The responsible use of digital technologies - <i>Atbildīga digitālo tehnoloģiju izmantošana</i> (accessed 2017)</b></p> <p>Language: Latvian</p> <p>Type of material: Presentation and test</p> <p>Description: Responsible use of technologies. Test on frequency of use of devices.</p> <p>Organisation: SIA ZetCOM</p> <p><a href="http://laimigamgimenem.lv/1296/0/36871">http://laimigamgimenem.lv/1296/0/36871</a></p>	1	2				6	
<p><b>The Web - As Experienced and Told by Young People - <i>Verkko nuorten kokemana ja kertomana</i> (2015)</b></p> <p>Language: Finnish</p> <p>Type of material: Publication</p> <p>Description: An article collection about how young people use and experience the online worlds. Articles by young people, youth workers, researchers. As the online behaviour of young people is often seen as something negative, we wanted to give a different viewpoint to the discussion: how online world can help the growth of young people and how youth workers can support it.</p> <p>Organisation: Verke</p> <p><a href="https://www.verke.org/wp-content/uploads/2015/12/Verkko_nuorten_kokemana.pdf">https://www.verke.org/wp-content/uploads/2015/12/Verkko_nuorten_kokemana.pdf</a></p>	1			4	5		

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Think Big (accessed 2017)</b></p> <p>Language: German</p> <p>Type of material: Video; Recording of a videochat</p> <p>Description: Easy programming; How to build your community with social networks; Livestreaming with your Smartphone Using Twitch, Facebook Live or Hangout on Air; Everything you need to know about graphic design (How to design your own flyer, poster, etc.); Data privacy, encoding data, data tools; Development of smartphone apps.</p> <p>Organisation: Jugendprogramm der Telefónica Stiftung und der Deutschen Kinder- und Jugendstiftung (DKJS) gemeinsam mit O2</p> <p><a href="https://www.think-big.org/entdecken/">https://www.think-big.org/entdecken/</a></p> <p><a href="https://www.think-big.org/entdecken/coden-lernen-soziale-projekte/">https://www.think-big.org/entdecken/coden-lernen-soziale-projekte/</a></p> <p><a href="https://www.think-big.org/entdecken/community-building-mit-facebook-instagram-co/">https://www.think-big.org/entdecken/community-building-mit-facebook-instagram-co/</a></p> <p><a href="https://www.think-big.org/entdecken/livestreaming/">https://www.think-big.org/entdecken/livestreaming/</a></p> <p><a href="https://www.think-big.org/entdecken/soziale-netzwerke-und-projekte-mit-gefluechteten/">https://www.think-big.org/entdecken/soziale-netzwerke-und-projekte-mit-gefluechteten/</a></p> <p><a href="https://www.think-big.org/entdecken/grafik-design-leicht-gemacht/">https://www.think-big.org/entdecken/grafik-design-leicht-gemacht/</a></p> <p><a href="https://www.think-big.org/entdecken/datenschutz/">https://www.think-big.org/entdecken/datenschutz/</a></p> <p><a href="https://www.think-big.org/entdecken/app-entwicklung/">https://www.think-big.org/entdecken/app-entwicklung/</a></p>			3	4	5	6	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Towards Digital Youth Work - Kohti digitaalista nuorisotyötä (2016)</b></p> <p>Language: Finnish (guidelines in English)</p> <p>Type of material: Publication</p> <p>Description: An article collection about strategic planning of digital youth work. About 30 short articles on different aspects of planning and developing digital youth work. Writers are youth work managers, researchers, youth workers, coordinators from municipalities, NGOs and parishes. The book also includes the Finnish national guidelines for digital youth work. Verke has built a training based on this book: 3 trainings held so far, more to come.</p> <p>Organisation: Verke</p> <p><a href="https://www.verke.org/wp-content/uploads/2016/10/Kohti-digitaalista-nuorisotyota-1.pdf">https://www.verke.org/wp-content/uploads/2016/10/Kohti-digitaalista-nuorisotyota-1.pdf</a></p> <p><a href="https://www.verke.org/material/guidelines-for-digital-youth-work/?lang=en">https://www.verke.org/material/guidelines-for-digital-youth-work/?lang=en</a></p>	1	2		4	5		7
<p><b>Video editing (2017)</b></p> <p>Languages: English, Croatian, Italian, Latvian, Lithuanian, Greek</p> <p>Type of material: Publication</p> <p>Description: Digital Storytelling; Video making, editing from A to Z.</p> <p>Organisation: Erasmus+ project Generation 0101 is a strategic partnership between 6 countries: Croatia, Cyprus, Italy, Latvia, Lithuania and Turkey.</p> <p><a href="https://www.generation0101.eu/en/educational-materials-0">https://www.generation0101.eu/en/educational-materials-0</a></p>	1	2			5		

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Video game and education: 20 workshops for an active and a gaming pedagogy (accessed 2017)</b></p> <p>Language: French</p> <p>Type of material: Brochure; Publication; Recording of conference, webinar, etc.</p> <p>Description: 20 workshops and tools to implement a gaming and an active pedagogy in schools, cultural spaces and youth services. Using video games as tools for motivation, learning by doing, digital learning and initiation to culture.</p> <p>Organisation: For'J and Quai 10</p> <p><a href="http://www.quai10.be/wp-content/uploads/2017/08/Brochure_Pedagogique_V1_Final_5mm.pdf">http://www.quai10.be/wp-content/uploads/2017/08/Brochure_Pedagogique_V1_Final_5mm.pdf</a></p>	1	2	3	4	5		
<p><b>Web Design (2017)</b></p> <p>Languages: English, Croatian, Italian, Latvian. Lithuanian, Greek</p> <p>Type of material: Brochure; Publication</p> <p>Description: In order to decrease youth unemployment in partner countries, a reaserch was done on e-skills programmes in the partner countries and based on the research 7 non-formal learning programmes will be developed in the field of new ICT. There will be a handbook produced on developing a home page from A to Z.</p> <p>Organisation: Erasmus+ project Generation 0101 is a strategic partnership between 6 countries: Croatia, Cyprus, Italy, Latvia, Lithuania and Turkey.</p> <p><a href="https://www.generation0101.eu/en/educational-materials-0">https://www.generation0101.eu/en/educational-materials-0</a></p>	1	2			5		

Training material description	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Web Safety in Youth Work (accessed 2017)</b></p> <p>Language: English</p> <p>Type of material: Website</p> <p>Description: This resource from NYCI's Child Protection Programme has been written for small and large youth work organisations who often share similar concerns, risks and challenges in ensuring all young people, staff, volunteers and the organisation are safe online.</p> <p>Organisation: National Youth Council of Ireland</p> <p><a href="http://websafety.youth.ie/">http://websafety.youth.ie/</a></p>						<b>6</b>	
<p><b>webhelm.de - online competency - kompetent online (2017)</b></p> <p>Language: German</p> <p>Type of material: Brochure; Video; Website</p> <p>Description: Online available material with basic information for youth workers (<a href="http://webhelm.de/webhelm-2015/wp-content/uploads/2015/08/webhelm_Booklet_online_20170302_geringeAufloesung_barrierefrei.pdf">http://webhelm.de/webhelm-2015/wp-content/uploads/2015/08/webhelm_Booklet_online_20170302_geringeAufloesung_barrierefrei.pdf</a>) about: Data privacy Copyright Online conflicts</p> <p>Organisation: JFF - Institut für Medienpädagogik in Forschung und Praxis</p> <p><a href="http://webhelm.de/methoden/">http://webhelm.de/methoden/</a></p>			<b>3</b>			<b>6</b>	

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Wi-fi School – Vaifija skola (2015)</b></p> <p>Language: Latvian</p> <p>Type of material: Publication</p> <p>Description: It is a Reading book on Internet for kids aged 5-7 'Wi-fi school' and methodological material (lesson plan, methodological approaches, description of games, additional resources on internet and hand-outs).</p> <p>Organisation: Net-Safe Latvia</p> <p><a href="https://drossinternets.lv/upload/materiali/vaifija_skola.pdf">https://drossinternets.lv/upload/materiali/vaifija_skola.pdf</a></p>	1	2	3	4		6	
<p><b>World on a net – Pasaule tīmeklī (2016)</b></p> <p>Language: Latvian</p> <p>Type of material: Brochure; Publication</p> <p>Description: The book 'World on a net' is an educational material for children aged 11-15 to increase their media literacy and it will help to acquire critical thinking, learning reading, writing, discussion and argumentations skills, as well as cooperation skills.</p> <p>Organisation: Net-Safe Latvia</p> <p><a href="https://drossinternets.lv/upload/materiali/gramatas/pasaule_timekli_5-9_klase.pdf">https://drossinternets.lv/upload/materiali/gramatas/pasaule_timekli_5-9_klase.pdf</a></p>	1	2					

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Youth Work eLearning Partnership (YWeLP) (2017, ongoing)</b></p> <p>Language: English</p> <p>Type of material: Website</p> <p>Description: The Youth Work eLearning Partnership (YweLP) is a strategic partnership across 5 countries (Ireland, Finland, Estonia, Northern Ireland and Australia) that has received Erasmus+ Key Action 2 funding. The primary Intellectual Outputs of the YWeLP project will be: Open Educational Resources hosted on a high quality accessible website. The thematic modules are:</p> <ul style="list-style-type: none"> <li>▪ Ethics and Human Rights in Professional Youth Work</li> <li>▪ Youth work in the Digital World</li> <li>▪ Youth work in Contested and Diverse Spaces</li> <li>▪ Youth Participation</li> <li>▪ Communicating Youth Work</li> </ul> <p>The materials will include short videos related to each theme along with a well-designed downloadable pdf document of both the content and additional sources/resources.</p> <p>Organisation: The project is co-ordinated by the Centre for Youth Research and Development (CYRD) in the Department of Applied Social Studies (DAPPSS), Maynooth University.</p> <p>Please contact the co-ordinator for more information: <a href="mailto:ywelp@nuim.ie">ywelp@nuim.ie</a></p>	1	2	3	4	5	6	7
<p><b>Youth Work Is Blogging - Nuorisotyö blogga (2014)</b></p> <p>Language: Finnish</p> <p>Type of material: Publication</p> <p>Description: A practical guidebook on how to implement blogging in youth work. What is blogging, technical guidance on how to establish a blog, what is good blog post like, how to participate young people, and good practices from the youth work field.</p> <p>Organisation: Verke</p> <p><a href="https://www.verke.org/wp-content/uploads/2016/01/Nuorisotyö%CC%88-blogga.pdf">https://www.verke.org/wp-content/uploads/2016/01/Nuorisotyö%CC%88-blogga.pdf</a></p>		2		4	5		

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Youth Work Is Gaming - Nuorisotyö pelaa (2014)</b></p> <p>Language: Finnish</p> <p>Type of material: Publication</p> <p>Description: A guidebook on how to implement gaming in youth work. Different aspects and forms of gaming presented, for example gaming in open youth work and gaming in group activities. Also how to combat excessive gaming and hate speech. Nearly 20 collaborators from NGOs, parishes and municipalities: youth workers, experts, youth work managers.</p> <p>Organisation: Verke</p> <p><a href="https://www.verke.org/wp-content/uploads/2016/01/Nuorisoty%C3%B6-pelaa.pdf">https://www.verke.org/wp-content/uploads/2016/01/Nuorisoty%C3%B6-pelaa.pdf</a></p>		2				6	
<p><b>Youth Work Throws a Lan Party (2016)</b></p> <p>Language: Finnish</p> <p>Type of material: Publication</p> <p>Description: A practical guide on how to organise a lan event at the youth house. How to participate young people in planning, marketing, implementing, etc. What kind of equipment is needed, what kind of collaboration models there could be, etc. Written by seven youth workers who are specialised in gaming and have held several lan parties at their youth houses.</p> <p>Organisation: Verke</p> <p><a href="https://www.verke.org/wp-content/uploads/2016/09/Nuorisoty%C3%B6-lanittaa.pdf">https://www.verke.org/wp-content/uploads/2016/09/Nuorisoty%C3%B6-lanittaa.pdf</a></p>		2					7

Training material description	Training needs addressed						
	1. Digitalisation of society	2. Planning and designing	3. Information and data literacy	4. Communication	5. Digital creativity	6. Safety	7. Reflection and evaluation
<p><b>Youthpart - youth participation in the digital society - <i>Jugendbeteiligung in der digitalen Gesellschaft</i> (2014)</b></p> <p>Language: German (some documents, such as the guidelines, also available in English)</p> <p>Type of material: Publication; Website</p> <p>Description: The project served to identify innovative approaches towards e-participation that exist at the national and international level. These are analysed in terms of their effectiveness in encouraging young people to participate, and subsequently documented. The project also provides support to pilot initiatives run by public authorities and youth work organisations and assists them as a partner in developing their schemes. The overarching aim of youthpart was to provide support, advisory services and help in advancing online participation formats.</p> <p>The project released several publications, such as:</p> <ul style="list-style-type: none"> <li>▪ Guidelines for successful e-participation</li> <li>▪ Ypart for Youth. A Guide for Digital Youth Participation on the Participation Platform Ypart.eu</li> <li>▪ Brochure on YouthBarCamps</li> </ul> <p>Organisation: IJAB - International Youth Service of the Federal Republic of Germany</p> <p><a href="https://www.ijab.de/youthpart">https://www.ijab.de/youthpart</a></p>	1	2	3				

## **G. Where to find more training material?**

### **Better Internet for Kids – Resource Gallery**

Over the years, Safer Internet Centres have developed various educational resources aimed at helping teachers, parents and carers, and children and young people, to discover the online world safely. Now you can access all of these resources in just one place via this resource gallery.

<https://www.betterinternetforkids.eu/web/portal/resources/gallery>

### **European Schoolnet – Resources**

From its start in 1997, European Schoolnet has been involved and actively supported the open educational resources (OER) movement in Europe. European Schoolnet is one of the main players in Europe and beyond in learning resource exchange; in collaboration with its network of schools and teachers, European Schoolnet has also contributed to the development, testing and validation of new resources.

<http://www.eun.org/teaching/resources>

### **Partnership between the European Union and the Council of Europe in the youth field – Training**

<http://pjp-eu.coe.int/en/web/youth-partnership/training>

### **SALTO Toolbox for Training & Youth Work**

Created to help you find and share useful training Tools, the Toolbox is an online catalogue you can browse through freely or even contribute to!

<https://www.salto-youth.net/tools/toolbox/>

### **Teacher Academy**

Professional development opportunities for teachers through online and on-site courses

[https://www.schooleducationgateway.eu/en/pub/teacher\\_academy.htm](https://www.schooleducationgateway.eu/en/pub/teacher_academy.htm)

## H. Background documents

### Relevant European Union policy documents

Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018), <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1390996863108&uri=CELEX:32009G1219%2801%29>

European Union Work Plan for Youth 2016-2018, [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42015Y1215\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42015Y1215(01)&from=EN)

Council conclusions on smart youth work (20 November 2017)  
[http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52017XG1207\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52017XG1207(01))

EU Youth Report 2015, [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215(01)&from=EN)

Council Resolution on encouraging political participation of young people in democratic life in Europe (2015/C 417/02), <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:42015Y1215%2802%29>

Paris Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (17 March 2015),  
[http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration\\_en.pdf](http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration_en.pdf)

Communication from the Commission – European Strategy for a Better Internet for Children [COM(2012) 196 final <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2012:0196:FIN>]

Communication from the Commission – A Digital Agenda for Europe [COM(2010) 245 final, <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52010DC0245>];  
<https://ec.europa.eu/digital-agenda/>

### Studies

European Commission, Study on the impact of internet and social media on youth participation and youth work, Consortium led by Open Evidence (preliminary results, to be published in 2018)

European Commission (2015), European Youth, Flash Eurobarometer 408, TNS Political & Social, [http://ec.europa.eu/public\\_opinion/flash/fl\\_408\\_en.pdf](http://ec.europa.eu/public_opinion/flash/fl_408_en.pdf)

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European Commission (2014), Working with young people: the value of youth work in the European Union, ICF GHK, <https://publications.europa.eu/s/dlxl>

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Mickoleit, Arthur (2014), Social Media Use by Governments: A Policy Primer to Discuss Trends, Identify Policy Opportunities and Guide Decision Makers, OECD Working Papers on Public Governance, No. 26, OECD Publishing,  
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[https://www.erziehungswissenschaften.hu-berlin.de/de/institut/abteilungen/didaktik/data/aufsaetze/Jahrbuch\\_Medienpaedagogik\\_Manuscript.pdf](https://www.erziehungswissenschaften.hu-berlin.de/de/institut/abteilungen/didaktik/data/aufsaetze/Jahrbuch_Medienpaedagogik_Manuscript.pdf)

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