YOUTH WORKERS 2.0

A GUIDE TO DIGITAL EDUCATION FOR YOUTH WORKERS

YOUTH WORKERS 2.0
DIGITAL GUIDE PROVIDES
TO YOUTH WORKERS THE
TRAINING RESOURCES, TOOLS
AND GOOD PRACTICES IN ORDER
TO BE ABLE TO BETTER DELIVER
BASIC SKILLS IN YOUTH EDUCATION

CONTENT

The European Commission launched the Digital Education Action Plan in 2017 in order to improve key competences and digital skills of European citizens. The action plan outlines how the EU can help people, educational institutions and education systems better adapt to life and work in an age of rapid digital change. This initiative of the Commission is due to the fact that Europe is facing a radical digital transformation of its society and economy. Already 90% of all jobs require at least some level of digital skills. Despite high level of youth unemployment, there are millions of job vacancies in Europe – many in new digital fields. Training and re-skilling young people to prepare them for the job market are more necessary than ever.

According to the Digital Skills Gap in Europe report of 2017, the demand for information and communications technology specialists is growing fast. In the future, 9 out of 10 jobs will require digital skills. At the same time, the report revealed that 44% of Europeans aged 16–74 do not have basic digital skills, consequently a large percentage of European youth lack basic digital skills. Nowadays situation can be described as a technology paradox where young people are quick to consume new technology but in many cases they lack the skills and/or interest to master this technology and use it in more critical and creative ways.

Considering the increasing digitalisation of the society, it is therefore more important than ever that youth workers develop their own digital and pedagogical skills. At the same time, it is widely acknowledged that youth workers face many challenges as they deal with increasingly complex and diverse learning situations and meet competence demands in a constantly changing work environment with the evolvement of new technologies. As a result, there is an urgent need to provide youth workers a comprehensive professional development programme for upgrading and up-skilling their digital skills.

This digital guide is based on the results of the "Youth Workers 2.0" strategic partnership project supported by the Erasmus+ Programme of the European Union. As a joint effort of the Asociación EuropeYou (Spain), the Österreichische Jungarbeiterbewegung (Austria), the Group of the European Youth for Change (Romania) and the Institute for Cultural Relations Policy (Hungary), this booklet is aimed at providing to youth workers the resources and good practices in order to improve their knowledge of usage of different digital tools and making them understand what kind of skills are needed in different contexts.

The traditional education system no longer fulfils modern trends and needs, evolving at a very fast pace. Digital Education can be defined as the use of a combination of technology, digital content and instruction in the education system to make it more effective and efficient than the traditional education system.

As we embark Fourth Industrial Revolution, it's clear that technology will play a central role in nearly all aspects of our lives. To prepare the talent needed for the digital economy, education must adapt as fast as the demand for IT skills growing and developing.

Insights into the influence of psychological, social, cultural, and environmental factors on how we learn are emerging from "the new science of learning". This approach to understanding education argues that in our complex and rapidly evolving world today, academic models based on interdisciplinary research are necessary to create effective teaching and learning environments.

The unprecedented digital transformation of the global economy and society is likely to increase the complexity of the modern world, as well as the speed of change, largely because of increased connectivity and more educated individuals worldwide. These two elements – complexity and speed of change – mean that connecting education to the trends shaping the world we live in had never been so urgent for action [1].

Future challenges in digital education

Digital technologies are rapidly transforming both business practices and societies, and they are integral to the innovation, driven economies of the future. Along with lot of opportunities, digitalisation comes with following challenges.
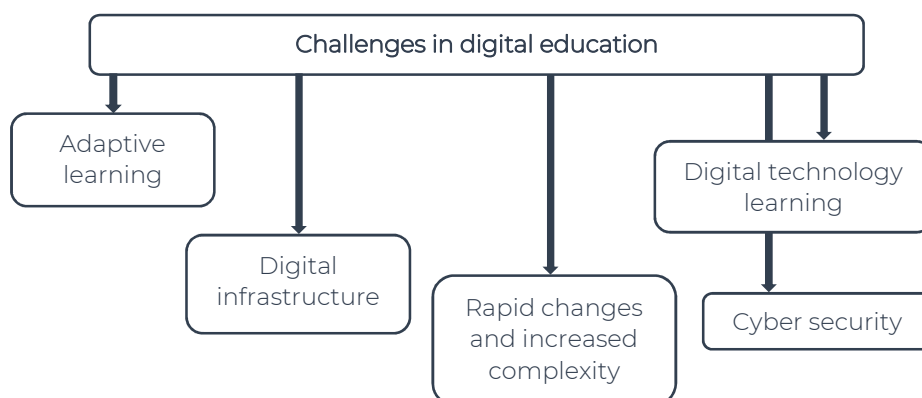
Below we will define the key challenges in digital education.

Adaptive learning activities can respond to a learner's needs in real time, facilitating the development of higher-level skills including bringing together knowledge; it is a computer-based educational method that uses various algorithms to analyse the performance, needs of the user, and modifies the presentation according to the user's requirement.

Adaptive learning is the future of eLearning. Many organisations are increasingly adopting adaptive learning to ensure that everyone learns the same skills at their own pace and according to their level of understanding [2].

In the corporate industry, keeping ourselves updated with the latest trends around the world is the need of the hour. Most eLearning courses offer one-size-fits-all packages. That means all learners are forced to cover the same content. If a learner is already expert in some topic, he or she may find the course dull and may lose interest [3].

To overcome this, a personalised course that suits an individual's distinct needs will yield better results. The million-dollar question, though, is how to achieve a personalised experience in eLearning? It is not that difficult, as, with rapidly changing technology and the use of Artificial Intelligence (AI), it is possible to provide 100% unique training for every learner.

What are the benefits of Adaptive learning?

- It saves time on learning;
- Identifies competency gaps;
- Tailor-made focused training;
- Adjusts to different learning styles;
- Updates when information changes.

Digital infrastructure is a foundational service that necessary to digitalisation capabilities of a nation or organisation. It is essential to develop a digital world [4].

It has taken less than two decades for the commercial internet to go from innovation to indispensable, from fun to fundamental. About 2.5 billion people are connected to the internet today, a third of the world's population; there are projected to be about 4 billion users by 2020, or more than half the global population. Continuous access to information, commerce, communication, friends and entertainment – among myriad other things – has become a daily fact of life for billions and will soon become a reality for billions more.

The digital infrastructure is a significant challenge such as fixed broadband, telecommunications, data centres, cloud computing services, APIs and integration and many more. It is essential to invest and establish digital infrastructure. The challenges for establishing virtual and physical infrastructure are complexity and scale. Education and private companies (start-ups) are trying to solve these issues with tech-sharing policies and collaboration.

As more people and businesses come online, and more companies invent more ways to serve their needs – cloud services, machine-to-machine communications (M2M), and the Internet of Things (IoT) are all new and fast-growing phenomena, for example – the volume of digital traffic will continue to grow exponentially.

Can the infrastructure that society now count on (mostly without thinking about it) to carry all this traffic keep up? A corollary question: who is responsible for making sure that it does?

Infrastructure does not get built without foresight, planning, investment and innovation.

Policy-makers, industry participants and other stakeholders need to work collectively to do three things:

- Commit to actions that promote the long-term growth of the digital economy.
- Remove impediments to the expansion of digital infrastructure.
- Modernise policies to encourage investment and innovation throughout the internet ecosystem.

Getting digital infrastructure right allows us to:

- connect people and places;
- improve productivity;
- increase economic growth;
- improve sustainability;
- adopt new technologies.

Cyber-security. With new technologies, comes new cyber-security threats like unauthorised access, misuse of information. The need to protect digital infrastructure has never been more necessary.

Most security risks are focused around your most valuable asset. For cybercrime, this is data – the new source of value and potential value for an organisation. Data needs to be viewed as a treasured commodity and

asset and for this reason, also as a target for cybercrime that must be well protected.

The rise of Internet of Things (IoT) and autonomous objects will make this decentralising of security even more acute. Each object will need to be able to protect itself from threat. To do this we must be as close as possible to where data is generated. One who has the technology and product base to encrypt and manage access, can bring Artificial Intelligence, automation and robotics and can bring edge technology and security. Having the cybersecurity conversation is not enough, what's vital is understanding the ever-shifting challenges and being able to stay a step ahead at all times.

With approximately seven billion devices connected to the internet worldwide today and 20 billion estimated to be connected by 2020, the risk to privacy, information leakage and size of an organisation's attack surface is increasing. This does not account for the introduction of General Data Protection Regulation (GDPR) in May 2018, with stricter controls around the governance and protection of sensitive data. However, security concerns relating to the Internet of Things span much further than purely unauthorised access to data. IoT devices are still in their infancy when it comes to security, which makes them easier to target due to vulnerabilities such as software reconfiguration and default passwords.

Security questions are indeed often badly understood, partly because they affect different employees within the company and also due to the lack of advisors with all the necessary skills who are capable of providing a universal and integrated solution.

Data privacy and security almost immediately come up in discussions regarding data ethics. The main challenge lies in being able to use personal data while ensuring that personally identifiable information and individual privacy preferences are protected. Installing necessary safeguards to prevent data theft is also critical. In education, this becomes even more challenging in the context of young learners, who, in legal terms, cannot yet provide express consent regarding the collection and use of their personal data.

In fact, the security of the IoT depends on four things:

- ◆ Securing sensors and their operations.
- ◆ The confidentiality and integrity of data in transit.
- ◆ Securing stored data.
- ◆ Securing access to information.

The key points:

- An attack can come anywhere anytime, and can spread wherever it can – not just to specific targets.
- Always keep endpoints patched (even after WannaCry attack, some businesses still failed to patch systems).
- Always run supported operating systems and applications (many businesses still use unsupported versions of Windows XP and Server 2003 to run the business-critical operations).
- Establish and test Security Incident Response procedures to react to an attack.
- Ensure employees are properly informed and trained to spot suspicious activity.
- Use Threat Intelligence and Behavioural Analysis: using Antivirus software alone is not enough.
- Establish appropriate business continuity and disaster recovery plans and rehearse them regularly to make sure they are fit for purpose.
- The value of threat intelligence is in helping organisations to prioritise actions in proportion to the threat and an analysis of overall risk [5].

Rapid changes in informational technologies and modern digital tools increase complexity in providing digital education.

Digital technology learning

Increases learner's efficiency and productivity, sharpen critical thinking skills, which are the basis for the development of analytic reasoning. Equipping students with the requirements of higher education and holding a career at a young age has become one of the most crucial responsibilities of school education.

Digital learning solutions based on problem-based learning emphasise on learning methods that are constructive, collaborative and calls the student's attention to a real world approach to learning. For example, with the ongoing employment crisis in the "Middle East and North Africa" (MENA) region, it is crucial that if young people are unable to find jobs, they should have the ability to create their own and ideally even generate jobs for others. For this purpose, newer methods of learning and education need to become incorporated into the school curriculums, starting right away from elementary school. Digital learning tools and technology in elementary, secondary, and high schools prepares students for higher education and modern careers by helping them acquire skills including problem solving, familiarity with emerging technologies, and self-motivation [6].

Digital technology has transformed nearly aspect of modern life. Let us specify its advantages:

- ◆ social connectivity;
- ◆ communication speeds;
- ◆ versatile working;
- ◆ learning opportunities;
- ◆ automation;
- ◆ information storage;
- ◆ editing;
- ◆ accurate duplication;
- ◆ transportation, GPS and mapping;
- ◆ low cost;
- ◆ entertainment, news;
- ◆ warfare;
- ◆ banking and finance;
- ◆ smaller size of devices.

Examining the future of digital education in the context of global mega-trends has to main goals:

1. It is necessary to better prepare education for the transformations underway in economic, social, technological and other spheres. Education must evolve to continue to deliver on its mission of supporting individuals to develop a persons, citizens and integration into society. This might require the reorganisation of formal and informal environment, and remaining education content the delivery.
2. It is a key to better understand how education can influence these trends. By providing the skills and competencies needed to operate in the modern world, education had the potential to influence the life outcomes of the most disadvantaged. It is a powerful tool to reduce inequity [7].

Future trends in digital education

Game-based learning. Gamification facilitates learning and entertainment at the same time by using game mechanics like gathering points, getting badges, being on the leaderboard or getting a trophy. This drives learner engagement, boosts retention rates and reduces the course dropout rates. Educational institutions of all types and sizes are making use of gamification to create intangible incentives that drive successful learning results. Overall, gamified learning courses make the content more appealing to each learner, boost their motivation and simplify the learning process. Last but not least, game-based learning helps foster an emotional and intensive learning experience.

Video-based learning. Apps, podcasts, videos, interactive software, e-books, and online interactive electronic boards, YouTube channels.

Artificial Intelligence (AI) enters classrooms. AI and other next-generation technologies will influence learning material and educational software in 2020 and beyond. AI can potentially make learning more inclusive and accessible as AI-enabled learning software can seamlessly adapt to a student's individual abilities. Therefore, students stand to benefit from modules that help them learn in the way best suited to them. According to a recent study, the application of AI in education and learning will increase by nearly 50 per cent in 2021. Further, its impact will be felt right from primary school to institutions of higher learning.

There are no indications of a system-wide adoption of AI-based applications for teaching and learning or system management, even though the educational technology industry has yet to cease production on new developments. Their fundamental flaw is that, rather than

addressing the existing problems and issues that teachers face, they promote new ways of organising teaching that collide with mainstream traditional practices, often without rigorous evaluations supporting the claimed benefits of new solutions. Not surprisingly, teachers hear what vendors have to say, but do not necessarily buy into it. Against this context, some countries have already designed policies that support the national EdTech industry's efforts to promote innovation, intensify efforts and modalities of qualifying and empowering the demand (teachers and schools), while supporting their innovative practices and, finally, exploring how AI can contribute to a richer, more evidence-informed policy and planning environment in education.

Not only teachers have to prepare to understand and grasp the new technological possibilities digital and AI-powered education are developing. The history of innovations in education is full of lost promises that fail to understand how teachers work and the culture of schools. To create new educational possibilities, AI developers have to participate in a new dialogues with educators, content designers and cross-disciplinary specialists [8].

Immersive learning. In a world of constant interruptions and dwindling attention spans, students need something more from their learning environments: to be immersive. Augmented Reality (AR), Virtual Reality (VR) and Mixed Reality (MR) come to support educators in providing highly immersive learning experiences for their students. AR augments existing learning material through intriguing images and graphics. The core aim is to deliver a truly immersive learning experience that thrills and engages learners.

Future educational technology developments in need:

- Authentic learning experiences that connect students with real-world problems and work environments.
- Digital literacy improvement is critical to favour the development of technological skills that are transcendent for success in work and citizenship.
- Organisational designs of 21st-century companies. Educational institutions must adopt flexible structures based on teams to be innovative and adjust to the needs of students and employers.
- Digital equity should arise by providing sufficient bandwidth and internet speed to guarantee distance learning.
- Diminish economic and political pressures that obstruct access to education. For instance, these obstacles restrict providing scholar-ships, opportunities for foreign students or generating research.

- Rethink the role of the educator to act as a guide and facilitator focused on the students; training for qualification development of workers.
- Artificial intelligence developments to improve online learning, adaptive learning software, and research processes, and to relieve tedious task for instructors.
- Robotics – automated machines – as a facilitating tool in educational processes.

Universities are looking for ways to provide high quality service and more learning opportunities at lower costs. Digital technologies will transform the way education is delivered and supported through applications that enable real-time student feedback, the way education is accessed in remote and regional areas and the way value is created within higher education and related industries but these technologies will be expensive to implement.

Because space impacts on learning, spaces need to support the pedagogies and technology in the room so that teachers can provide real-time feedback and support to students in small group, peer-to-peer learning. The integration of pedagogy, technology and space define new active learning with particular attention being paid to mobility, flexibility and multiple device usage [9].

Conclusions

Digital technologies are continuously renovating both business models and societies, and they are integral to the innovation-driven economies of the future. This technological revolution has been achieved using internet and latest digital technologies such as AI, IoT, big-data, cloud computing, blockchain etc. Digitalisation has involved in our everyday experiences which includes wide range of areas, such as health, education, agriculture, governance, tax, transports, entertainment, and environment, among the others

Technology and globalisation are already transforming the workplace. By 2022, there will be a surge in demand for data analysts and scientists, software and application developers, and e-commerce and social media specialists. There will also be a demand for new, highly specialised roles for AI and machine learning specialists, big data specialists, process automation experts, robotics engineers and blockchain specialists.

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Information and communication technologies (ICT) [1] affect people's everyday lives in many ways, whether in the workplace, an educational establishment, at home or on the move. Mobile phones, tablets, netbooks, laptops and computers are just some of the devices that are frequently used – often on a daily basis – by a large proportion of the population of the European Union (EU) [2], particularly by young people.

The use of ICTs is widespread among children from a very young age as they access technology in the home or at friends' or relatives' houses and at school; indeed, it has become commonplace to see young children playing on mobile phones and tablets even before they are able to read and write. But the wonderful world of the Internet has its downsides, and young people need to be informed about them and equipped to identify and tackle online threats. Although parents and teachers have a key role in shaping children's learning process, youth workers are also essential guides in the education and digital education of young people, as they seem to be a mature figure less authoritarian than their parents and teachers and often closer to the digital trends.

This chapter will focus on the online behaviour of young people, looking at some statistics and current trends in the social media usage of youth, then we will talk about data protection and the online rights that young people should know about; as we mentioned before, there are a lot of risks online, and we will discuss a few of them (fake news, hate speech,

cyberbullying) and the ways to be prepared and not fall into the traps; we will dedicate a part of the chapter to the digital footprint, since it is not a very well-known topic, but which should be discussed more, and finally, we will look at the youth workers' role in educating young people.

Young people's online behaviour

There is a growing debate on how the nature of citizenship is changing due to how young citizens use digital media. In order to go more in-depth regarding this topic, we needed first to analyse young people's behaviour in social media: [3]

- ◆ 92% of teens go online daily, and 24% say they go online "almost constantly."
- ◆ 76% of teens use social media (81% of older teens, 68% of teens ages 13 and 14).
- ◆ 77% of parents say their teens get distracted by their devices and do not pay attention when they are together.
- ◆ 59% of parents say they feel their teen is addicted to their mobile device.
- ◆ 50% of teens say they feel addicted to their mobile device.

The top 5 popular apps for young people are:

- ◆ WhatsApp
- ◆ Snapchat
- ◆ YouTube
- ◆ Instagram
- ◆ Twitter

Facebook is associated lately with parenting control, and because more and more adults around them are on Facebook, teens tend to get away from it. [4] Young people's online experiences have changed considerably over the past decade, with YouTube becoming increasingly popular, and with national social networking sites giving way to Instagram and other prominent apps. Watching videos, listening to music, communicating with friends and family, visiting a social networking site and playing online games top the list of activities that children do on a daily basis. Country differences are considerable, however. For instance, watching videos daily ranges between 43% of 9- to 16-year-olds in Slovakia and 82% in Lithuania. [5]

The minimum sign up age for Facebook, Instagram, Snapchat, Twitter and YouTube is 13. This is because a child's social and emotional capability is still developing which can make it more difficult to identify and manage challenges that occur on a platform designed for adults and teens. [6] As today's digital natives, young people experience their social, cultural and political lives online first and foremost. Eurostat reports that 91% of young Europeans make daily use of the internet, [7] while 1 in 3 internet users are younger than 18 years old. [8]
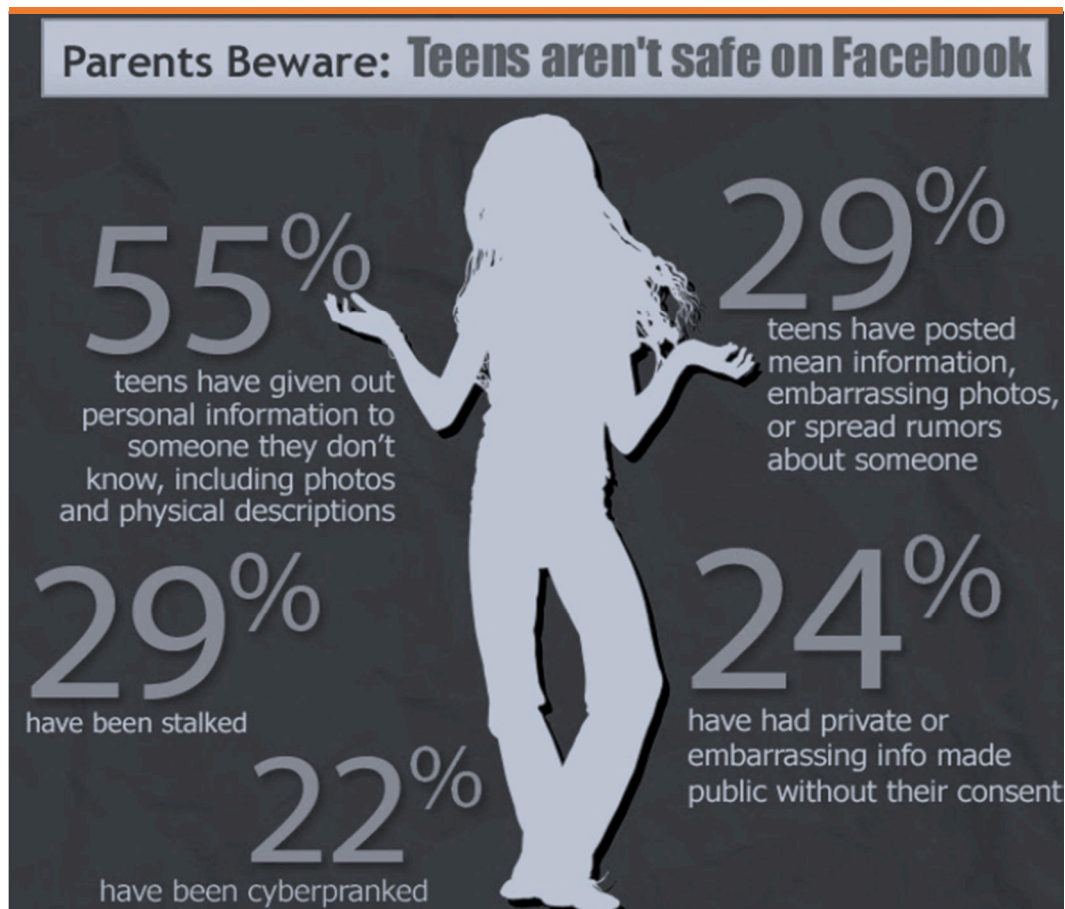
Data protection

Youth workers should be very well informed on several aspects related to the use of social media and ICT tools; one of those aspects is data protection.

Personal data exchanged in public messages on social media platforms is not owned by the brand or the agencies acting on behalf of brands; it is owned by the individual who uses social media platforms. The social

media platforms have their own privacy notices and guidelines which social media platform users and advertisers agree to comply with. [9] Understanding data protection can be a bit hard, especially for young people, who generally think that being online means being private. Well, it is not exactly like that. Let us take, for instance, the case of Facebook: your photos, likes, online activity while on Facebook (and while browsing the web in general), pages you visit, purchases you make online, your contacts list, even your location, it is all stored somewhere on Facebook's servers used for one major purpose – to give the network better data for advertising purposes. [10]

The EU and its General Data Protection Regulation [11] (GDPR) is the move in the right direction when it comes to personal privacy. Since May 25, 2018 "every company that does business with citizens of EU member countries will be required to notify authorities of a data breach within 72 hours of discovering the event or face stiff fines. The rule applies to any company, located inside or outside the EU, that offers products or services to citizens of EU member countries, and that collect, process and hold personal data of EU citizens."

You can also deliberately set about creating a positive online image. Identify how you want people to see you, now and in the future, and shape your online profile to reflect this. Publish photographs and blogs that present you in a good light and illustrate your values, skills, talents, interests, hobbies, and experiences. Our Internet activities are a cloud of data scattered on servers that are beyond our control. Our digital profiles are regularly bought and sold without our permission. [12]

Online risks

The advantages of the internet greatly outweigh the disadvantages. There are a number of risks that young people can be exposed to online that cannot be ignored. Sometimes young people can see inappropriate, offensive or illegal content online even if they have not sought it out. It can pop-up during a game, someone could send them a link, a simple video search can show explicit images, or a misspelt word could return unexpected content. Risks such as cyberbullying, harassment, exposure to harmful content and online grooming can position children as vulnerable victims to the point of causing serious harm.

The question asked of 9- to 16-year-olds was: In the PAST YEAR, has anything EVER happened online that bothered or upset you in some way (e.g.: made you feel upset, uncomfortable, scared or that you should not have seen it)? The proportion of children who said "yes" varied among countries, ranging from 7% (Slovakia) to 45% (Malta). In most of the countries, the proportion of children who said "yes", something online had bothered or upset them, is smaller than the proportion in each country who reported the more common risks, such as sexting or meeting new people on the internet. This suggests that not all risk results in self-reported harm to a child. The proportion of children reporting such a negative online experience rises with age, although there are few or no gender differences in most countries.

Hate Speech Survey in Europe (HaSpe) [13], part of a European research, which aims to identify youngsters' perception about hate speech, with a particular focus on hate speech online, and how they perceive their role in this regard shows that 32.6% from the respondents felt offended, discriminated or bullied by online content and that 76.1% participated or initiated hate speech online.

COE Recommendation 97 defines hate speech as all forms of expression which spread, incite, promote or justify racial hatred, xenophobia or other forms of hatred based on intolerance.
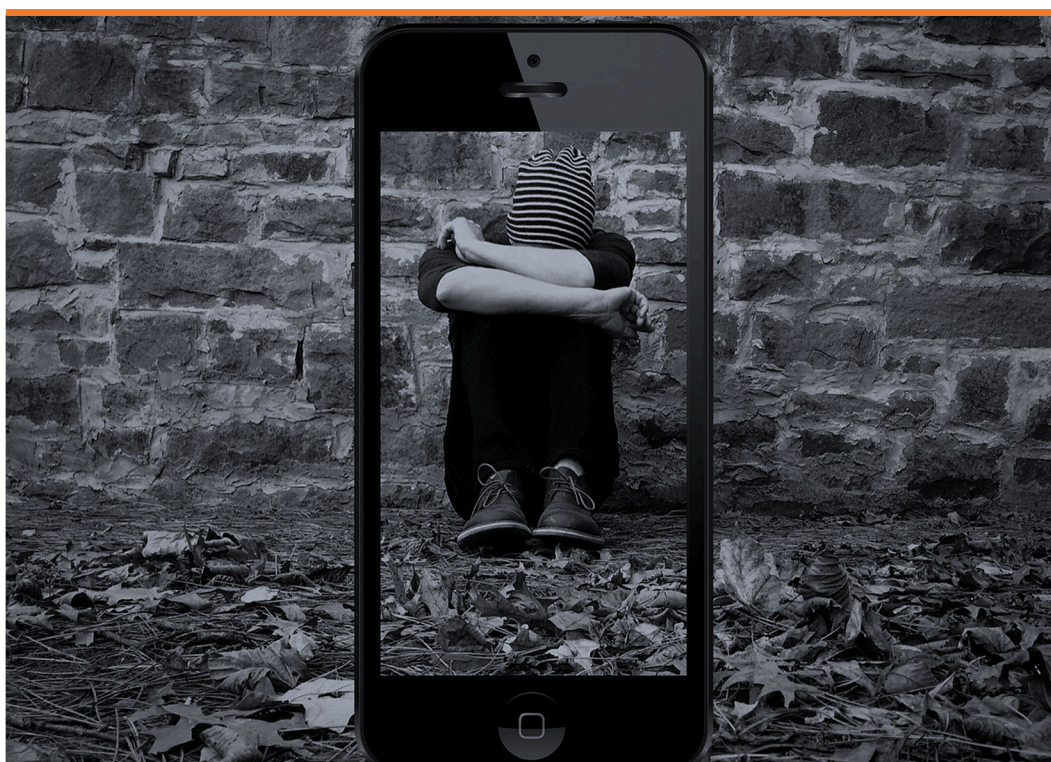
As regards cyberbullying, there is not a European agreement about the definition. EU institutions describe it as the "repeated verbal or psychological harassment carried out by an individual or group against others". The Commission defines it as different from face-to-face bullying in various aspects, such as the anonymity, the capacity to reach a wider audience, the lack of sense of responsibility of perpetrators and the reluctance of victims to report incidents. It calls for urgent responses by relevant public and private actors. [14]

According to a 2018 Eurobarometer survey, instead, "hate speech is the type of illegal content most mentioned by respondents in 10 countries (in particular Malta, Czech Republic, Bulgaria and Poland). While Estonia,

Italy and Lithuania are the only countries where fewer than one in five say to have come across hate speech online". While surveying, it was not given a definition of "hate speech", leaving it to the free interpretation of respondents. [15]

Eurostat, in the document "Being young in Europe today – digital world" shows concerns about the behaviours of children and young people. According to the report, "they may be exposed to potentially harmful content, which may create dependency, anxiety or aggression". [16]

Digital footprint/ Cyber shadow/ Digital shadow

According to Pew Research Centre, Internet users are becoming more aware of their digital footprint; 47% have searched for information about themselves online, up from just 22% five years ago. [17]

> *"It is too difficult to give exact statistics on the amount of data people leave, but confirmed every time we perform an online action, we are contributing to our digital footprint. Our digital footprint is more public than we would ever imagine." – Rob Livingstone, IT Consultant*

A digital footprint is a trail of data you create while using the Internet. [18]

An "active digital footprint" contains data that you deliberately submit online. The more active you are online, the bigger your digital footprint is. It ranges from installing cookies, sending emails and information you submit to online services to filling out online forms, publishing blog posts, content and impressions (likes and comments) on social media networks. Even if you delete those later on, there is no guarantee this is removed from the Internet forever.

A "passive digital footprint" is a data trail you unintentionally leave online. Your digital reputation is directly related to the digital footprint you leave behind. The impact of both is huge as a positive digital reputation can help one a lot and also a negative will make you fall out on many things. In the cyber world, everything we do, places we visit, and online contents that we read and write are in some way stored and can be traced back to find the activities of the individual. Some things that you should consider:

- It is hard to keep a good digital footprint because everything you do online will never be deleted. Everything you do is stored in a remote area that you may never have known about.
- If you visit a website, the website usually looks at what websites you were on before and after you looked at theirs.

- Anything that you search on Google can be looked up.
- If someone says something about you online it goes on your digital footprint.
- Negative comments, reviews, unorthodox pictures, and more can all leave a scar on our reputation no matter how long ago it was posted, said, etc.

It is a good idea to have a positive digital footprint. This information is your digital identity, and it could show up when someone searches for your name online. Your online identity can influence different aspects of your life. For example, employers, schools, colleges, and law enforcement officials could use your digital footprint as a basis for character assessment. [19]

How do we leave digital footprints? [20]

- Websites and online shopping (Retailers and product review sites often leave cookies on your system which can track your movement from site-to-site, allowing targeted advertisements)
- Social Media
- Mobile phones, tablets or laptops (Some websites will build a list of different devices you have used to visit those sites. While this can often be used as a way to help secure your account, it is important to understand the information being collected about your habits.)

The most effective ways to control your active digital footprint:

- Read Terms and conditions,
- Be careful about the information you share online,
- Be aware of the particularities of the platforms where you share the information (a Web forum, an email, a social network),
- Be mindful of whom you share information with (use privacy settings to set your sharing with the public, friends and family, an individual),
- Be particularly attentive to publicly sharing any personal information, [21]
- Google your name and look through the first two pages of results: are they positive or negative? This information is actually your digital identity.
- Set up a Google Alert for your name.

Youth workers vs young people in the digital era

According to the European Commission, digital literacy and 21st century skills play a crucial role as part of modern-day citizenship and modern life in general. Youth work should be able to encourage this. Therefore, youth workers need an agile mind-set, willing to try new things, learn from both success and failure, and be supported to do so. As we have seen before, digital youth work means proactively using or addressing digital media and technology in youth work.

Youth workers are sometimes in a lot of pressure to adapt to the changing nature of the digital media and to keep updating their skills, in order to relate to their target group, so in order to fully exploit all the potentials of digital education and ICT tools to deliver basic skills education for their target groups, the participants shared different tools that are useful in their work.

Youth workers and teachers can play a very important role in the education of young people; in 2019, GEYC has been involved in a Europe-wide project called Young Digital Leaders, which aimed to empower young people across Europe through digital citizenship, critical thinking and media literacy. Through a combination of school workshops, training of teachers and teachers organising workshops in their schools, we have reached several conclusions: [22]

- There was a 68% increase in students' knowledge of how to flag hate speech, and a comparable gain in their knowledge of how to give and receive consent online;
- A 56% increase in students' knowledge of how to give and receive consent online;
- 77% of young people felt they would behave differently online having learned how to be more positive online through the workshop sessions;
- An 18% increase in students' feeling they would watch their language to avoid being hurtful when disagreeing with others online;
- A 12% increase in the willingness of students to listen and understand the opinions of others online;
- A 27% increase in teachers' confidence around what practical steps they can take to help students use the internet more positively.

Nobody had explained to us why it's so important to be responsible in the online environment… I understood that we have to stop believing everything we see online and that we need to be more informed, even though we are young. (YDL Student, Romania)

Young people need technical expertise, but also inspiration to create pluralistic and respectful digital communities. To achieve this, youth workers must go beyond explaining how information and communication technologies work (often referred to as "digital literacy"), and show young people how positive, proactive behaviour in the real world can be mirrored online. If we have achieved broad consensus on the need for "digital skills" (everything from coding and internet searches to common software like Excel), we must now turn our attention to "digital citizenship", exploring the impact of online platforms on civic life. [23]

Being able to connect with young people on the topic of social media can be tricky for you as a youth worker. Often, you may feel like young people "know everything" when it comes to their online presence, but this is far from the truth. They need to be guided to make the right choices online; to be able to identify fake news; to properly respond to hate speech and to cyberbullying. Giving the youths credits for being tech savvy, yet supporting them in raising their awareness on the challenges they might encounter while being present in the digital world is definitely not an easy thing to do. A non-formal education approach could be helpful, based on learning by doing, monitoring and debriefing, as it would empower the young people to take ownership of their online identity, boost their confidence in managing the risks and threats and positively develop their digital interactions. Here are a few things that you can do:

- Foster critical thinking and non-violent communication skills;
- Be candid with them: explain the risks and threats they are facing;
- Instruct them to never give out personal information online;
- Never arrange a face-to-face meeting with someone they met online;
- Never post pictures of themselves on the internet or electronically send photos;
- Never respond to messages that are suggestive, obscene or harassing;
- Be aware of the "Block" and "Report" options on social networks and other support they can get in regards to offensive/ inappropriate content;
- Support them in creating counter-narratives;
- Remind them that what they post online can be used against them and that nothing ever gets deleted, once it has been posted;
- Make sure they understand what privacy settings are for and use them;
- Teach them to create strong passwords and not to share them with anyone;
- Re-assure them that you, their parents and/or teacher can provide support whenever they feel concerned, offended, anxious or upset by an online action.

Rather than being a tech expert, a digital youth worker should have the competences to guide youths through their online navigations, support them in building their digital identity, encourage their critical thinking and innovative approaches and empower them to safely manage their relations online, by becoming aware of the possible risks and threats, as well as of the various solutions to tackle those.

Last, but not least, one crucial aspect is that us, as youth workers, as people who were not born with a device in their hands, should be aware of the fact that we have much to learn from young people too. "Instead, ask your teen to teach you how to use different social media platforms. When kids feel like they are the experts, they let down a lot of their barriers." [24]

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Nowadays, Internet and technology bring a language for cooperation and mutual understanding and used correctly, digital youth work can contribute a lot to the non-formal education of youth. The dispute about the cultural-making role of technology brings different understanding what Internet is for, but there is no doubt that technologies can play an important role in our digital culture, referring to wide accessibility, interactivity and connectivity which characterise today's internet. Moreover, every digital tool, being a tool, can be used for a number of possible uses, in a number of possible contexts, and youth workers thanks to their creativity can reach and attract young people acting as a crucial actor in the prevention of different form of social exclusion.

In the following chapter, we will discover how youth workers putting their efforts together can create activities and content for young people that can inspire them to explore and learn something new as well as get involved in social action and education.

Understanding gaming and social tools

Before to see the relation between gaming and social tools as well as the impact they could have on youth work and non-formal education, it is important to understand what both concepts mean.

Gaming

Gaming is bigger than ever and the games industry, with the advent of mobile gaming, is involving more and more people that are playing games than ever before. Moreover, the rise of mobile gaming let to the diversification in audience, opening games up to a larger variety of people. Many games involve role play and simulation similar to those used in youth work and development education. There has been considerable work done in education and training (Games Based Learning), and in addressing social issues (Games for Change). [1]

According to Tehcnopedia, [2] gaming refers to playing electronic games, whether through consoles, computers, mobile phones or another medium altogether. Gaming is a nuanced term that suggests regular gameplay, possibly as a hobby. Although traditionally a solitary form of relaxation, online multiplayer video games have made gaming a popular group activity as well. A person who is into gaming is often called a gamer or player.

The term "video game" spans everything from playing a simple game of Solitaire on your own to massively multiplayer online games (MMOG's) with whole virtual universes, where users interact with other players, and where transactions – usually points or game enhancements, but sometimes real money – are involved.

Video games are played on computers and laptops, handheld devices, game consoles – and with increasing frequency – on phones and tablets. Some games are purchased and installed on devices, others are downloaded from the internet, and some are played exclusively online. [3]

There are different game genres such as action and adventure (games in which the player traverses and explores environments, often involving combat and puzzle-solving), sports (games that simulate the strategy and physics of real world professional sports) or simulation (a huge category of games that are generally designed to simulate real world activities such as farming, aviation, interior design, city planning). For the types of games used in the educational environment researches have distinguish two categories: video games (designed for pure entertainment) and serious game (designed to teach or help learners practice specific skills or content).

There much more genres which are constantly shifting and differ across which platform they are being played on as well as many popular games incorporate ideas and mechanics from several different genres at once. For example, there are certain role play games that typically involve players embarking on quests, or missions within a virtual world and there encountering puzzles, obstacles and opponents that need to be overcome. These games have the added dimension that players construct an online persona for themselves from a menu of characteristics and they often join a clan or a tribe with whom they collaborate.

The second significant technological advance in the hardware of the gaming industry has been the technical capabilities and proliferation of hand held mobile devices. This has facilitated the emergence of real time interactive games which link with player's locations and social media profiles. Games such as Farmville and Candy Crush, both of which mimic real-world work tasks and accomplishments and integrate collaboration and interaction with friends into gameplay. This ability to play with, and assist, real world friends in such a casual and accessible manner can build the social connections of players.

When it comes to teaching, the modern education system is also using technology to impart education. Moreover, the growing usage of digital games and applied sciences into learning environments has affected both the teaching of educators and the learning of students, because game based learning could be successfully used to improve both learning and teaching.

The same is valid for the non-formal education and the new opportunities that technology and game-based learning are bringing to youth workers and educators. Through gaming, they can create a dynamic that can help youth to develop skills and emotional connection to different topics as well as make them collaborate, communicate and work in teams. It also allows young people to discover new methods of working towards achieving goals and objectives in an interactive manner. Moreover, video games as with any other cultural resource are basic tools in social and cultural learning, tools for socialising that provide players with social competences and skills. So, youth work need to incorporate gaming as an effective educational tool that can enrich their educational projects and also consider video games such as tool that can allow them develop different activities such as gaming tournaments, maker culture, group building activities or digital storytelling. More about this examples, we will see in the second part of our chapter.

Social tools

To understand better the following part, let us see briefly what are social media, social tools and specifically, social learning tools.

◆ Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. Many people define social media as apps on their smartphone or tablet, but the truth is that this communication tool started with computers. Mostly, this misconception stems from the fact that most social media users access their tools via apps. Social media can help to

improve an individual's sense of connectedness with real or online communities and can be an effective marketing tool for corporations, entrepreneurs, non-profit organisations, advocacy groups, political parties, and governments. There are several types of social media such as blogs, business and enterprise social networks, forums, social gaming, video sharing, collaborative projects, etc. [4]

- Social Tools are tools that use social media to enable people to meet, connect or collaborate through computer-mediated communication and to form online communities. For example, social analytics tools are valuable for the quantitative analysis of social media metrics that are often taking place on owned social media channels. They enable companies to gather data from their social media channels for example, the number of fans and engagement rate. On the other hand, there are also social listening tools that extract and filter online conversations from social media platforms. They can help to derive meaning and sentiment from the mass of online noise. There are many other social tools but the ones that we would like to present you are the social learning tools.

- Social learning tools are tools used for pedagogical and andragogic purposes that utilise social software and/or social media in order to facilitate learning through interactions between individuals and systems. The idea of setting up "social learning tools" is to make education more convenient and widespread. It also allows an interaction between users and/or the software which can bring a different aspect to learning. [5] Social learning tools are used in schools for teaching/learning and in businesses for training. Within a school environment, the use of social learning tools can affect not only the user (student) but his/her caretaker as well as his/her instructor. It brings a different approach to the traditional way of learning which affects the student and his/her support circle. Companies also use social learning tools. They used them to improve knowledge transfer within departments and across teams. Businesses use a variety of these tools to create a social learning environment.

In addition, there are many social learning tools created for the sole purpose of education. When we talk about education we refer to formal, non-formal and virtual learning. The education system has adopted technology as a way to educate students in school and outside of school settings, where youth have shown to work well with such new methods. Social learning tools including Moodle, Khan Academy, TED-Ed and TeacherTube can all be used both in school and at home through the use of the Internet. For example, Khan Academy is a perfect example on how

youngsters can learn easier though video tutorials and beyond that, they can also train themselves with quizzes or self-paced training exercises.

Moreover, also Skype as a telecommunication tool can gives youth workers an opportunity to connect with youngsters from remote areas or also, it can be used as a way to include youth who are at home due to illness into collaborative discussions held during a workshop. In addition, also YouTube can be a great social learning tool in education in many different ways: showing videos on different subjects in class or having youngsters research how something works to answer questions, for homework or even to seek further knowledge. There are many platforms of YouTube that lead to other useful social learning tools for educational purposes. TED Talks created its account on YouTube, which provides videos of the best ideas from trusted voices discussing different issues, sharing knowledge or facts and opinions, sharing poetry and spoken word. For education, TED has created its own platform called TED-Ed, which is essentially short TED Talks videos that may be used for information or insight purposes on many different subjects.

Gaming and social tools supporting youth work

In the current climate of technological innovation within digital games and youth culture there are constantly new and evolving trends. As a matter of fact, the new generations have no possibility to compare their everyday life with the world before the internet.

Therefore, youth work has to address today's education challenges and adapt the learning process to the youth´s needs and profiles through the use of digital game based learning and gamification. While digital game-based learning offers a balance between lessons and educational gameplay, gamification involves taking elements from games, such as levels or points, and adding them to lessons. The main idea is to make lessons that might not be enjoyable more engaging for youth. Games and gamification can be used to increase individuals' motivation to engage with youth work activities.
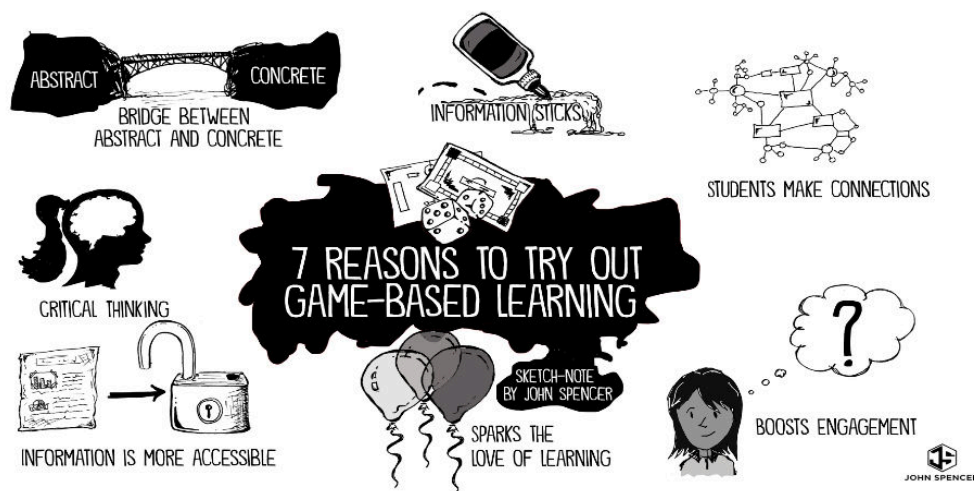
Game-based learning can help youth workers engage today's increasingly tech-distracted youth. Indeed, digital learning games combine present day technology allowing a whole new level of interaction, collaboration and a unique learning experience. Moreover, digital game-based learning o e-learning can combine content with video games and computer games to more successfully reach and teach youngsters. Games in youth work may be used in a multitude of ways because they are a good means of assisting participant develop a variety of skills as they play. They can also be used to encouraging better social and cultural understanding between people and reducing isolation, they can encourage personal reflexion and promote positive group work. Most importantly, digital learning games should empower players to push the learning boundaries as further as possible.

Youth workers and educators can use games and social tools for different purposes such as course management and group communication, for mind-mapping and brainstorming, for creative repetition, for programming or also for evaluation of progress and access learning. Let us see some examples.

Kahoot!

Kahoot! [6] is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Thanks to Kahoot! youth workers can evaluate the youngster` knowledge on different topics through a series of multiple choice questions. The format and number of questions is up to the creators, and also it´s possible for them to add images, diagrams and videos that can amplify youth engagement. After such a game, youth workers can also encourage youngsters to create and share their own Kahoot! on the same or different topic. Kahoot! can be also play in teams, where each team can share a phone, tablet or laptop. The Kahoot! team mood can help youth develop their collaboration skills, teamwork, leadership skills and good communication while having fun.


The photo challenge and digital storytelling

The following game is also very interesting and engaging for youngsters. The idea is that divided in teams they have to take photos with their mobile phones that match the criteria presented by their trainer/youth worker before the start of the competition for a certain time. About the criteria, they are up to the youth workers. Some examples could be to make a group photo with an animal, with a random person on the street, a crazy mad photo of all the group or some kind of dance moves in the public square. This activity is perfect for the teamwork and creativity of

youngsters as well as the healthy competition between the groups will lead to give their best – not being just good enough. Youngsters will do more than is required and the activity its self will help participants to do something than is out of their comfort zone.

To be more attractive and digital, youngsters will be challenged to present their photos and videos using digital storytelling. "Digital storytelling" is a relatively new term which describes the new practice of everyday people who use digital tools to tell their "story". Digital stories often present in compelling and emotionally engaging formats, and can be interactive.
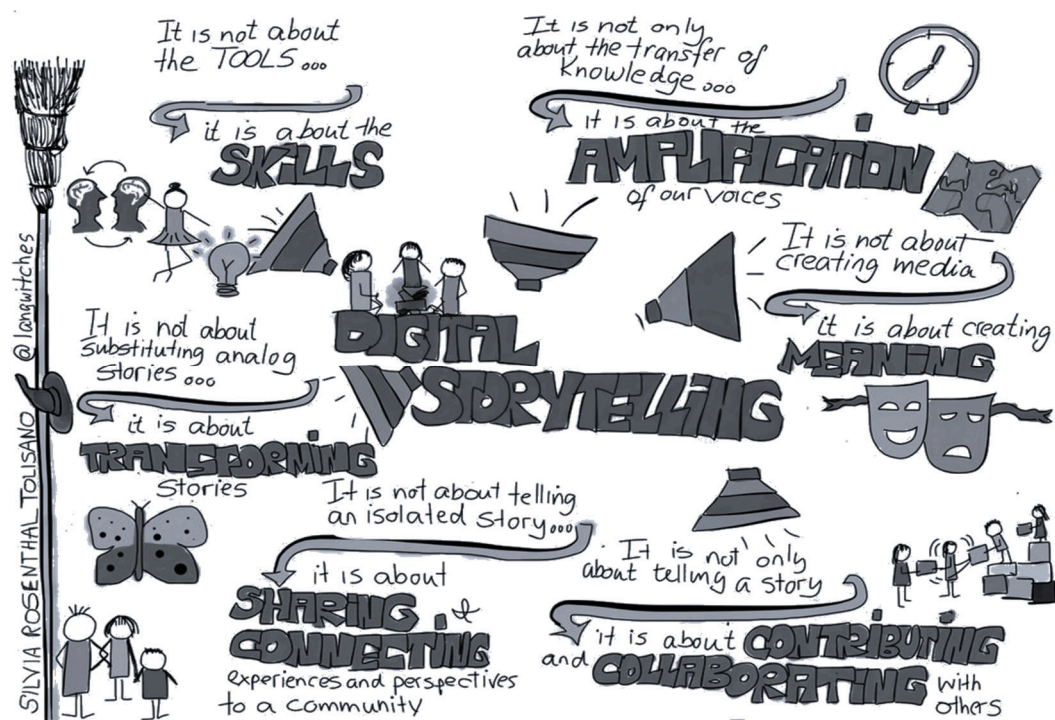
When youth are able to participate in the multiple steps of designing, creating and presenting their own digital stories, they can build several literacy skills such as writing skills when developing a script or organisation skills by managing the scope of the activity within a time constraint. Learning about the use of technology is a skill that can be gained through learning to use a variety of tools, such as digital cameras and multimedia authoring software and presentation skills through the presentation of the story to an audience. Therefore, the following activity will help them to create their own materials and through digital media they have to "tell the story" behind every scene.

Mindomo

Mind maps can be used effectively in non-formal education, either by individuals or by teams working on the same mind maps. Through mind mapping, youth workers can guide youngsters not only to master a great variety of concepts, but to develop essential learning and thinking skills: generating new ideas, synthesising and structuring information, problem-solving, decision-making, using evidence to support claims, accurate planning. Therefore, a good way for youth workers to create mind maps is with the help of a digital tool such as Mindomo.

Mindomo [7] is an online, web based mind mapping tool, featuring functionality only found in the most advanced mind-mapping applications. Accessing Mindomo can be as easy as opening any modern web browser when you have an Internet connection. Mindomo can be used to organise brainstorming results to build up a mind map of topics to develop and study as well as can help youth workers to create lesson plans and gather research materials.

CodinGame

Learning to code, or at least have a basic understanding of it, should become a common part of a youth education from an early age. Indeed, coding and coding literacy can be argued to be one of the most important skills for current and future generations to learn. Consequently, youth workers need to engage youngsters in an interesting way such as playing games, in order to let them learn how to code.

CodinGame [8] is among the most evolved platforms, incorporating a great variety of tasks and game themes as well as more than 25 programming languages in which youth can write their solutions, including Java, JavaScript, PHP, Python, Ruby, C#, C++, C, Perl, Scala, and others. The platform has more than 1.5 million members with regular global contests besides individual tasks. Given its popularity, many American and international companies are attracted to it as an efficient cost-saving recruitment tool – players with the highest scores have great chances to land real programming jobs in companies like EA games, Adobe, Nintendo, Bank of America, Warner Bros.

Moreover, one of the great things about CodinGame is that youth can play with friends or colleagues, and also enter international coding competitions. Thanks to CodinGame, users can keep improving their skills by solving the World's most challenging problems, learn new concepts, and get inspired by the best developers.

Cesim Project

The terms business simulations, serious games and learning tools are sometimes used interchangeably by educators and even the developers themselves. Business simulations are an excellent tool for educators and youth workers to capture the attention of their groups and improve their business skills. Let us take as an example Cesim Project.

Cesim Project [9] is a team-based, interactive project management simulation. It allows participants to experience the dynamics of managing a project that is part of a broader, multi-project program with interdependent projects. It is focused on project management, teamwork and leadership, effective collaboration and communication.

Thanks of this interactive project management simulation, youth workers can involve youngsters in four interdependent projects. The role of each team member is to manage a project and the goal of the team is to complete a program that consists of multiple projects. Project managers who are in charge of their respective projects seek to complete their projects with the highest quality, least cost, and on time within the budgetary constraints. Each project has its own task requirements that need to be matched with the project team members' skill sets. Project managers decide about prioritisation of project tasks, use of overtime hours, preparation for unexpected changes, outsourcing of tasks, and potential changes in project team composition.

The ultimate goal for the team is to complete the whole program and successful teams will demonstrate strong communication skills and skilful balance between individual and team goals.

The expected outcomes of such a simulation game are better understanding of the critical element of communication in project work; increased understanding of the interplay of collaborative and competitive elements in an environment that puts interpersonal skills to test; insights into the systematic measurement of project goals and key metrics like time, cost, and quality; and appreciation of differences of opinion and variance in teamwork skills.

Moodle

Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments.

Thanks to Moodle, youth workers can create their own e-learning courses and engage their target groups. Moodle can be scaled to support the needs of both small groups or large organisations. It is web-based and so can be accessed from anywhere in the world. With a default mobile-compatible interface and cross-browser compatibility, content on the Moodle platform is easily accessible and consistent across different web browsers and devices. Moreover, youth workers can communicate via messaging, forums and mobile notifications with the youngsters as well as monitor their progress easily.

Social tools for communication and social activism

As we said before, social media provides the ability to communicate with young people enabling conversations to happen outside of face-to-face meetings, as well as opportunities for relationship building and, where others are involved, a sense of community. There are lots of great examples of how social media can be used as a youth work activity, engaging young people in something they are interested in and encouraging positive engagement, community building and knowledge sharing.

Thanks of social media channels such as Facebook, Instagram, Twitter youth workers can promote their work as well as raise awareness on current topics. Social media activism involves raising awareness and visibility for certain issues by using various tools sites while posting, liking, sharing info, news and photos, commenting and sparking discussions and debates. Social media platforms have made mobilising, coming together, discussing, organising and protesting much easier than it used to be, especially through the effectiveness and rapidity of online communications, and the accessibility for both disabled and able-bodied people of different ages, genders, financial states, religions, and sexualities from around the world.

It is much easier today to deliver and spread a meaningful message concerning an important social issue. For example, the contribution of social media in boosting the movement of aid, reception and support of

refugees during the biggest refugee crisis since World War II that took place in the past couple of years has been tremendous. Social media and smartphones have been a vital communication tool for refugees, and have also helped inform and raise awareness to the rest of the world, as well as provide further tools necessary for refugee volunteering and activism. In addition, #RefugeesWelcome became one of the trending 2015 Twitter hashtags.

On the other hand, as we already said in the beginning, social media platform such as YouTube for example, have proven to be excellent place for resources used in the process of education. Youth workers can select interesting and motivation videos that can be used as a supplemental resource in their learning environment. It may be a way to offer additional information, show a real-world example, or be a visual method of taking youngsters through the step-by-step solution for a problem they need to solve. Some people work better through visual components and others learn better by directly reading the information that needs to be retained. With YouTube, youth workers have the option to provide multiple methods of showing a problem's resolution so that everyone is able to learn in a way that best suits its needs.

To conclude, we can say that when digital youth work is well done can bring a lot of benefits for youth. Furthermore, it is important for youth workers and educators to understand the new way of youngsters' digital communication and through developing positive attitude toward technology to find ways for easier and effective communication with youth.

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It is particularly important for youth policy to see the digitalisation of the information society as an opportunity and to actively use it. Young people are pioneers in the field of digitisation and the appropriation of new media and technologies. For this reason, however, they are also exposed to particular risks. It is therefore important to improve and strengthen the media and information literacy of adolescents, families and professionals in youth work. [1]

Information literacy

Due to the existing oversupply of information, it is not always easy to deal with all this information. A critical and competent handling of information is especially important for young people who are confronted with many questions for the first time in their lives.

Information literacy is the ability to recognise that there is a need for information about a specific situation or problem, to obtain appropriate information about it, to prepare and evaluate this information and then to use it in a meaningful way.

Especially in today's digital world, the critical assessment and evaluation of information from the internet and online sources is often difficult. It is therefore more important to train the information literacy of youth workers so that they can pass on their knowledge to young people and act as role models with regard to online information.

Media literacy

In addition to information literacy, media literacy is also a key skill in today's digital society. Regardless of whether at work, at school, during leisure time, at home or on the road, digital media are our constant companions. Therefore, it is important to use media in a self-determined, responsible, critical and creative way - media competence enables us to do so.
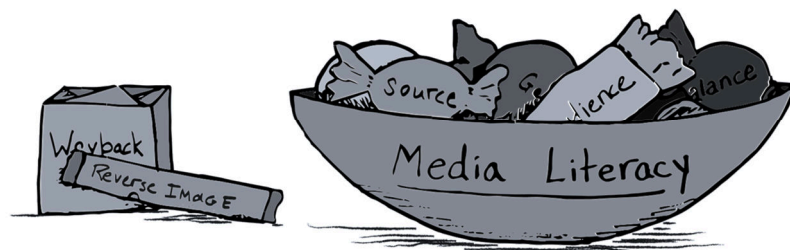
Media literacy means being able to use the individual (new and old) media, knowing the possibilities of application, active (participation in) designing, critical examination, knowledge of the dangers and how to deal with them.

The basic idea of media literacy is to see and value people as self-determined, socially active individuals. It is therefore particularly important to strengthen and support young people at an early age to use media actively, productively and safely.

It is particularly important to remember that media literacy is not only important for young people, but for all people. The more important and significant media become in the everyday life of children and young people, the more the demands on the media competence of youth workers, teachers and other professionals increase.

By training and preparing youth workers in the field of digitalisation, they are prepared for the new challenges in their daily work with young people. It is important for youth workers to train regularly in order not to lose touch, to be able to help young people with their problems, to stay calm in critical situations and to act as role models. On the one hand, trainings should be offered that enable youth workers with limited time resources to continue their education, on the other hand, tools and methods should be used that youth workers can apply in their daily work with young people.

In the following, some tools and methods that can be used in training for youth workers will be presented. They can help to improve and deepen the digital competences of youth workers so that they can pass on their knowledge and skills in their daily work with young people.

eLectures

An eLecture [2][3][4][5] refers to digital recordings of lectures and courses that are made available to participants by an educational provider via the Internet. These recordings contain slides presented including markers, the sound and usually a video of the lecturer. In the field of e-learning, eLectures become more and more popular due to their easy creation.

In addition to the eLectures, it is usually useful to organise additional regular meetings. These can then be used to exchange, discuss and ask questions about what has been learned online. This creates a close connection between self-directed learning and intensive support.
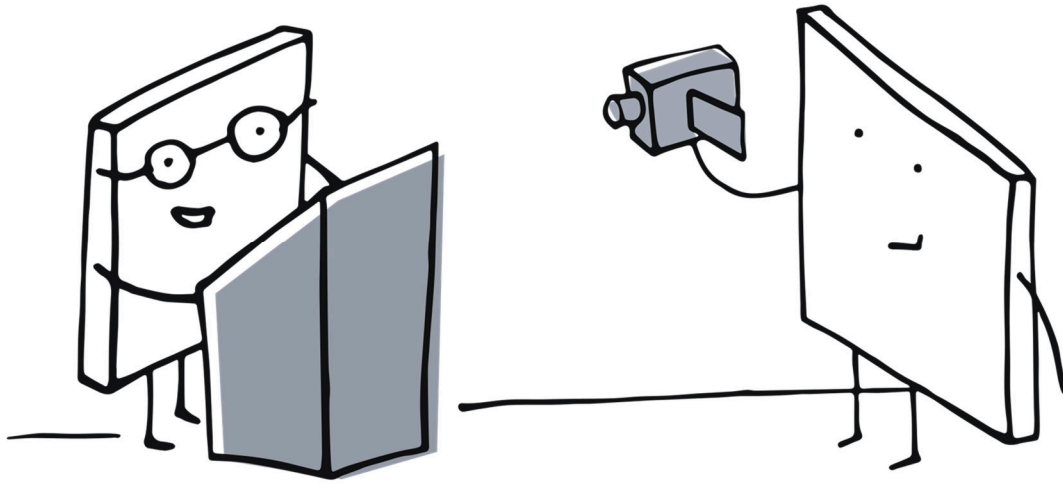
In recent years, some tools for the creation of lecture recordings have been developed. In the field of commercial applications there are for example Lecturnity from imc, Captivate from Adobe, VideoMS from Vilea or tele-TASK from the Hasso-Plattner-Institut Potsdam.

From the OpenSource area there is the project Opencast Matterhorn. This project was brought to life by the Opencast community.

Meanwhile, eLectures are used by many universities, colleges and other educational institutions and are offered to participants in addition to face-to-face lectures.

5-step model by Gilly Salmon

According to Gilly Salmon, virtual group processes run in five phases, which are supported by activities (so-called E-tivities).

Level 5: Self-organisation

Level 4: Knowledge construction

Level 3: Information exchange

Level 2: Online socialisation

Level 1: Access and motivation

Level 1: Access and motivation

In this phase the participants get access to the virtual learning environment for the first time. They have the task of entering the system, looking around and shying away from the new environment and entering the learning process. In this first phase the participants do not have to take any actions, it is enough if they are silent visitors.

Level 2: Online socialisation

In stage two, participants get used to the technical tools, take on small tasks, inform about themselves, and chat about simple points. The participants start to define their roles and thereby form the learning group.

Level 3: Information exchange

During the next phase the real exchange of information begins. The participants work through learning material and discuss it among themselves.

Level 4: Knowledge construction

In the fourth stage the participants develop their knowledge and link it to their experiences. They reflect, discuss and expand their horizons. The ability for self-organisation plays an important role here.

Level 5: Self-organisation

In the final stage, development, participants decide what they want to learn, organise their own learning environment and decide with whom they want to work, discuss and exchange ideas.

All the phases described above are supported by activities by lecturers, teachers, e-moderators etc. These activities are the "E-tivities" mentioned at the beginning. They aim at initiating common online activities and promoting the reflection process and are the key factor for successful online learning.

E-tivities are based on interactions between the participants and essentially consist of written communication. These activities can be addressed to individuals or to all participants and can receive stimuli to start something, give feedback, instruct or summarise – in any case, E-tivities always receive a small piece of information.

Coffeecup learning

Coffeecup learning [6] is a micro-learning offer of the NCoC (National Center of Competence) Virtual Pedagogical University for the systematic development of digital competencies of pedagogues. Since 2011 it is located at the University of Education Burgenland (Austria). It sees itself as an innovation hub for digital educational trends, as a support partner of the Universities of Education and as a consultant for the implementation of digital innovative teaching and learning concepts.

Coffeecup learning is aimed at teachers who do not have much time for further training, but do have time for a cup of coffee. A coffeecup learning unit does not take longer. In these short units you can extend or deepen your digital competences and collect coffee beans.

The concept of the coffecup learning of the Virtual University of Education can of course be adapted to the target group of youth workers and their further training, taking into account the requirements and needs of them. In the following, the concept for educators of the Virtual University of Education is briefly presented.

A coffeecup learning unit takes 10 - 30 minutes. With each completed module, the participant acquires defined digital competences for his/her own teaching practice. It makes no difference whether the units are

completed at home, in a coffee house or on a mobile phone during a train journey. Whenever the teachers have the time and desire, they can log in and continue working on the units.

Development of a coffecup learning unit:

(1) coffeecup educational video
The introduction to the respective coffeecup topic is provided by a practical video.
(2) coffeecup script
The most important contents of the unit are summarised in a compact script.
(3) coffee cup quiz
At the end of each unit there is a self-check quiz. For each successfully completed quiz the participant automatically receives a coffee bean.

Coffeecup learning is modular. Each module consists of five units, which - depending on the previous knowledge of the participants - take 10 - 30 minutes. As soon as all quizzes of the five units have been completed successfully, a certificate for the respective coffeecup module will be generated.

There are two prerequisites for participating in a coffeecup learning unit:

(1) A terminal device (computer, mobile phone, tablet, etc.) with Internet access
(2) An account on onlinecampus-profil.viertuelle-ph.at

Tweetup

The word tweetup [7][8] is composed of the words "Twitter" and "meet-up". In general, it refers to a meeting in the physical world that you have arranged to meet via Twitter. Different people with a common interest in a topic come together in a tweetup and communicate (twitter) about that topic. This does not necessarily have to be done via Twitter, but can also be done via other social media platforms such as Facebook and Instagram.

In the cultural sector, for example, this means that you set a hashtag in advance, meet at a cultural institution/exhibition at a certain time and then take part in a guided tour together. Meanwhile, the participating persons tweet under the set hashtag and the own followers or subscribers of the hashtag can read along from outside and participate in

conversations or discussions. This naturally leads to a PR effect for the cultural institution/exhibition, which is why more and more often tweetups are organised by museums. In addition to cultural institutions, this form of communication is also becoming increasingly popular in the field of science and research.

Characteristics of a tweetup:

- Unique opportunity to participate in events
- Exchange about the experience in real time
- Different duration (from 1-2 hours to days)
- Getting to know other interested persons
- Limited access for participants
- The possibility to try out research objects (hands-on)
- Relaxed discussion atmosphere with exciting people

### LearningApps

The site learningApps.org [9] supports learning and teaching processes with small multimedia and interactive modules. These can be created online and integrated into learning content. The platform offers various templates (assignment exercises, multiple choice tests, crossword puzzles etc.) for the building blocks (called apps), which can be used by both teachers and students.

The platform was created in Switzerland, as part of a research project carried out in cooperation with the Bern University of Education, the Johannes Gutenberg University of Mainz and the Zittau/Görlitz University of Applied Sciences, as well as with many teachers.

The goal of LearningApps is to use more audio and video content in addition to the classic teaching media such as text and images.
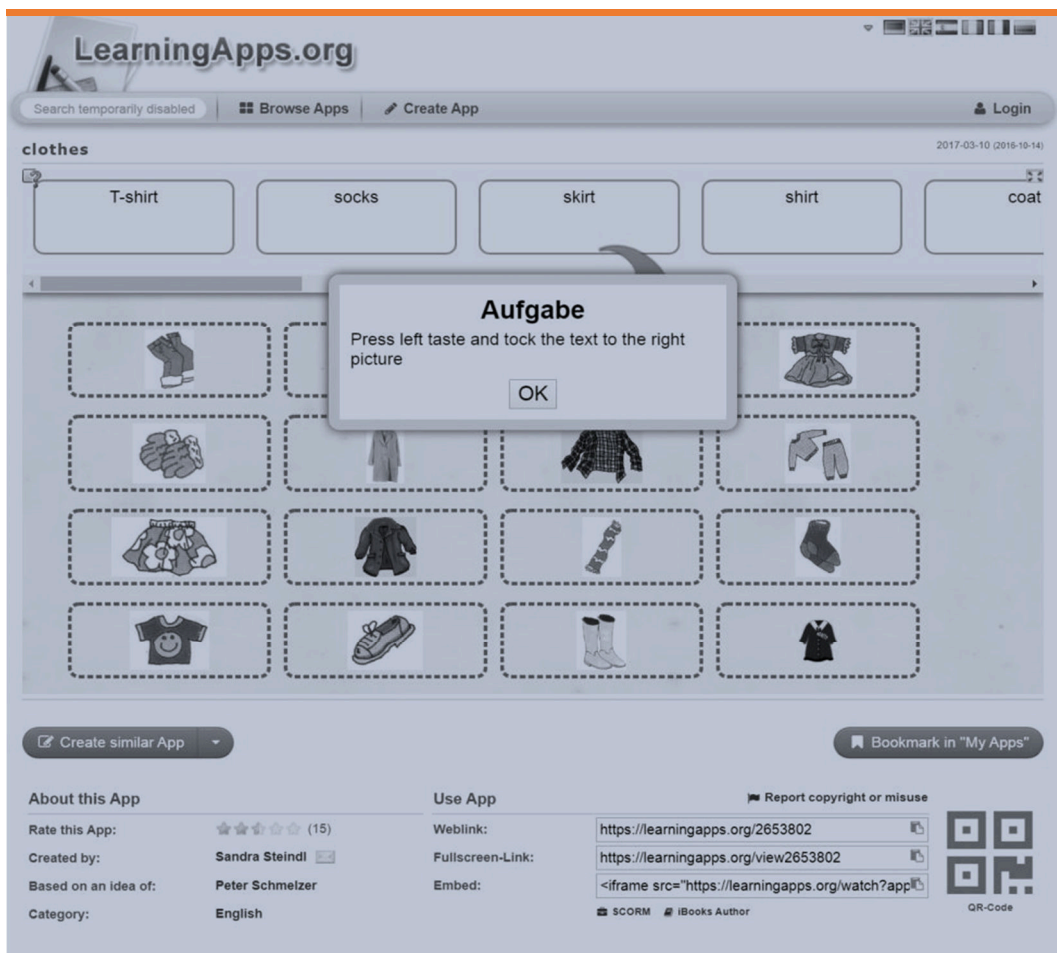
The created learning modules can be administered and used privately or within the framework of a class/course, or they can be published on the platform and made accessible to other teachers. The broad spectrum of usage types meets the methodological-didactical requirements of learning resources: the use on mobile devices is possible and it is possible to integrate the created modules into existing platforms.

The platform provides schools and other educational institutions with a free authoring tool to make greater use of the multimedia potential in their own lessons. The site LeraningApps.org is available in 21 languages.

WhatsApp

WhatsApp [10] is an instant messaging service founded in 2009 and part of Facebook Inc. since 2014. The app allows users to exchange text messages, picture, sound and video files, as well as documents, contact information and location information - either between two people or in groups. Internet-based telephony has also been possible since spring 2015. WhatsApp's biggest competitors are the applications Signal, Telegram and Threema.

To use WhatsApp, the app must first be installed on the smartphone. Afterwards, a registration with your own mobile phone number is necessary. However, WhatsApp can no longer be used only on mobile phones. A browser-based version of WhatsApp has been available since January 2015. This enables you to access existing messages and write new ones via Internet access on your PC/notebook. To use WhatsApp Web, the smartphone must be switched on and connected to the Internet. Scanning a QR code enables a connection to the WhatsApp server.

The WhatsApp desktop app was introduced in May 2016. This works similar to WhatsApp Web, with the difference that the desktop app must be installed first. Afterwards it offers the full range of functions.

Due to the many ways WhatsApp can be used, this app is particularly well suited for internal communication (creation of groups) in courses, further education and similar educational opportunities. Of course, other instant messaging services can also be used as alternatives to WhatsApp.

Collaborative writing

Collaborative writing [11] means working on the same text document simultaneously. Before the Internet, this was hardly possible. Nowadays, there are many ways to let people work on the same document online at the same time. Especially for the educational sector, working with texts is of central importance. On the one hand, this concerns direct educational work with the participants (e.g.: joint creation of content), on the other hand it concerns organisational or coordinating work (e.g.: writing concepts, reports, minutes).

Examples of applications for collaborative writing:

- Creating a common protocol during a telephone or video conference
- Draft sketch during a telephone call
- Creative writing
- Collecting ideas on a given topic
- Working on a common topic

To be able to use collaborative writing, a program for collaborative text editing in real time is required. There are many different programs/applications available, both commercial and open source.

In the following some commercial and free tools shall be mentioned.

Commercial tools:

- Google Docs (business)
- SubEthaEdit

Open source:

- Google Docs (private)
- Firepad
- Etherpad
- Gobby
- MoonEdit
- Jibble
- eduPad

Conclusion

There are many different tools and methods that can be used in and for trainings for youth workers. It is important to develop their media and information skills and to broaden their knowledge of digital tools so that youth workers are well equipped to work with young people. In today's digital world everything is fast moving and it is especially important to prepare young people for a sustainable, sensitive and critical use of digital media. In order to make this possible, the youth workers also need to undergo regular training to keep up to date. They must act as role models and pass on their knowledge in a playful and relaxed way.

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3. Wikipedia (n.d.) "E-Lecture" article in Wikipedia [online] Available at: <https://wikipedia.org/wiki/E-Lecture>

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make-IT-safe 2.0

Implementing organisations

ECPAT Austria (Working Group for the Protection of the Rights of Children against Sexual Exploitation)

Funded by:

- Federal Chancellery Republic of Austria
- Federal Ministry Republic of Austria – Social Affairs, Health, Care and Consumer Protection
- Federal Ministry Republic of Austria – Justice
- Federal Ministry Republic of Austria – Internal Affairs
- Funding initiative "netidee" from the Internet Foundation Austria (IPA)
- Province of Styria
- Healthy Austria Fund

Cooperation Partners:

- BJV – Austrian National Youth Council
- bOJA – Centre of competence for Open Youth Work in Austria
- BÖJI – Austrian youth information centres
- ÖIAT / safernet.at
- LOGO – Youth Management Styria
- Akzente Salzburg – Initiatives for young people

Objectives

The aim was to address socially disadvantaged young people and to teach them the safe and responsible use of digital media through workshops in order to be able to pass this knowledge on to other young people through the peer method.

Description

Digital media have been part of the everyday life of children and young people for a long time and are an important part of their social communication. At the same time, their use can also be connected with risks - for example through violations of privacy, cyberbullying, hate speech or sexual border crossings. Whether young people can avoid and deal with such risks depends strongly on their social environment and their media competence. The peer group has an important role model function here.

The make-IT-safe 2.0 project has made use of this potential: young people from Styria and Upper Austria were trained in workshops to handle digital media safely and responsibly.

The young people received background knowledge on topics such as cyberbullying, sexting, dealing with images on the net and hate postings. They learned about the social and legal consequences of online violence and how they can better protect themselves and others. In the workshops, they were also able to work together to develop methods for passing on their knowledge to other young people. This led to a toolbox which is a collection of methods that can be used in youth work to raise awareness among young people about the topic of "child protection online".

Results

The project "make-IT-safe 2.0" could be finished after two years of project duration with great results.

All the developed materials and the toolbox are still available on the internet and the toolbox is still updated with new methods.

Sources

https://www.makeitsafe.at

https://www.jugendinfo.at/projekte/make-it-safe-2-0

https://peerbox.at

PoliPedia.at

Organisations involved

- Democracy Centre Vienna
- ICT&S Center University of Salzburg

Funded by:

- Federal Ministry Republic of Austria – Education, Science and Research

Objectives

- Increase the ability to promote new media for social/political participation
- Strengthen media - especially internet literacy
- International networking of politically interested young people
- Strengthening the European awareness
- Exploiting the potential of information and communication technologies (ICT)
- Overcoming the information gap
- Independent, media-supported learning in the age of Web 2.0

Description

Participation is an important component for democracy to function. Within the project PoliPedia young people become producers of politically participatory content.

POLIPEDIA.AT
DEMOKRATIE – POLITIK – PARTIZIPATION

PoliPedia is a tool, with which content aspects of the political education and the use of digital media can be combined. It is a multimedia and collaboratively produced textbook on the Internet, which is jointly "written" by students, teachers and extracurricular instructors. It enables the use of multimedia elements such as wikis, blogs, video and audio clips and allows young people to develop and use peer-to-peer knowledge.

Through PoliPedia, young people acquire and consolidate their ability to judge and act a self-responsible participatory behaviour and competence in dealing with new media.

In this way, an interest in politics, in a deliberative understanding of democracy and in participative possibilities for action should be opened up.

Applicability

PoliPedia is applicable in many learning and information situations:

- At school, for example in lessons of political education
- For school project work and individual work (portfolio etc.)
- In youth work in the context of workshops or projects within youth organisations etc.
- In general, when you want to form your own opinion or discuss your own point of view
- As a collaboratively developed online encyclopaedia.

Results

A multimedia collaboratively developed online textbook for political education on the Internet using social software (wikis, blogs, tags, video clips, etc.), which content young people can independently design and actively use.

Sources

http://www.polipedia.at

http://jugendbeteiligung.at/files/swissy/img/Produkte_download/Parcamp_Dokumentation.pdf (Pages 40-43)

#followme – Sicherheit durch Medienkompetenz
(Security through media competence)

Implementing organisations

- ◆ Association Amazone
- ◆ Stifter-helfen.at
- ◆ Fundraising Verband Austria
- ◆ Federal Ministry Republic of Austria – Digital and Economic Affairs
- ◆ Province Vorarlberg

Objectives

The aim of the #followme project is to critically examine the effects of digital media.

It is also a matter of promoting mutual understanding, acceptance and support, thus creating a link between young people and adults, who are particularly at odds with one another, especially with regard to digital media.

Description

Social media platforms like YouTube, Instagram, Snapchat and Co. are everywhere in the lives of young people of the digital natives generation. But also cyberbullying, sexting, cybergrooming, hate postings and sexism on the net are part of it. Since the Internet is now the primary and in some cases the only source of information for young people, a critical examination of the personal, social, societal and political effects of digital media is an important topic that will increasingly occupy societies in the upcoming years.

To ensure that young people are able to deal with these issues in an appropriate manner, exchange and discussion as well as strategies and support are needed.

In the course of the project, workshops were held for both young people and adults.

Workshops for young people:

The project #followme was designed in cooperation with young people. Themes and contents of the workshops taking place in the project were worked on and adapted in the course of surveys and discussions.

In the course of these workshops, young people were informed about options for action and possible counter-strategies to hate on the net and also received information about possible legal steps and other support offers.

The essential component of these workshops is the experiences of young people as starting point and the continuous integration of these personal experiences. These specific problems were clarified in the run-up to the workshops in order to be able to take into account the current topics and questions of the participants.

The methodology of the workshops is based on the following basic principles:

- Participatory methodology and didactics
- Interactive and playful methods (pictorial representation through videos, use of own smartphones, image material for visual memorisation etc.)
- Loops of discussion, reflection and insight
- Methods of violence prevention
- Methods of sex education
- Preventive games and methods

The workshops for young people took place in the Amazone girls' centre (girls*only). But there was also the possibility for other youth centres and schools to ask for these workshops (for girls and boys).

Workshops for adults:

Besides the workshops for young people there were also workshops and discussions for adults. In these workshops, the experiences of young people in social media were discussed and important current media skills were taught to increase safety.

By immersing themselves in the digital world, it was possible to develop and recognise preventive methods and to better understand young people and their digital world.

#followme thus not only creates spaces for reflection and exchange, but also aims to promote mutual understanding, acceptance and support, thus building a bridge between young people and adults who feel very far apart - especially when it comes to digital media.

Results

The project #followme has received two awards.

In November 2018 the project was awarded the "Bank Austria Social Prize".

In November 2019, the project was honoured with the "Austrian Youth Prize 2019" in the category Digital Youth Work.

Sources

https://www.amazone.or.at/index.php/projekte/followme

https://jugendarbeitinoesterreich.at/kategorie-digitale-jugendarbeit

https://www.regio-v.at/news/followme-sicherheit-medienkompetenz

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Youth and district centre "5erhaus"
everyday, needs-oriented media work in the youth centre

Organisations involved

- Association Wiener Jugendzentren
- City of Vienna

Objectives

The focus is on the everyday, needs-oriented and situation-related media work.

Description

The "5erhaus" sees itself as an open meeting place and place of communication in the 5th district of Vienna. It is mainly visited by young people from socially disadvantaged families with several children.

The use of media is an integral part and important field of action in the "5erhaus" in its work with all target groups at different levels:

The youth centre provides the target groups with technical resources (W-Lan, media equipment such as photo camera, video camera, tablet, possibility for music production, computer for free use,…) and the staff have know-how in many media areas.

The focus is on every day, needs-oriented and situation-related media work, in which the youth workers provide support for school tasks (from Internet research to the presentation) or help young people in their job search (from online searches to CVs and applications). Media design such as photo and video editing are also part of the programme as well as assistance in setting up mail and social media accounts or minor repairs to their own equipment. Quick creative experiments around coding and the maker scene are also possible as joint computer and console gaming in the open area and beyond that at LAN parties with overnight stay in the "5erhaus".

In addition there are also planned media projects (partly with external partners) in order to respond to lifeworld issues with more time resources and to open up new design spaces.

The youth editorial office of CU television has its homebase in the "5erhaus": Television by young people for young people. CU is a monthly, one-hour TV programme from the Association Winer Jugendzentren on the community channel OKTO. On Saturdays the editorial team meets to work on the show. However, the production rooms and equipment (camera, editing suite, studio, green screen) are always open to young people.

Short, quick reactions to and with media in the open area of the "5erhaus" is on its daily agenda. Longer media actions, which require staying power and commitment, are therefore difficult to plan and implement in terms of resources.

For this reason, the "5erhaus" is a particularly noteworthy example of Viennese youth work, because the needs of young people in terms of media are taken up in an everyday and needs-oriented manner. Just as our living environment is inseparably linked to media, the "5erhaus" provides its target groups with a range of offers and thus provides a lifeworld-oriented encounter at eye level.

This encounter is made possible especially by the employees of the "5erhaus", who accompany their target groups on the way to participation in the digital society and see media competence as a process in lifelong learning - both their own as well as that of the target group.

Results

With the recording studio, practice room and media room, teenagers and young people develop audio-visual skills which they pass on to their peers and younger people as multipliers. The supervisors of the youth centre constantly update their own knowledge in order to set an appropriate media-pedagogical framework.

Sources

https://www.wienxtra.at/fileadmin/web/medienzentrum/PDF/Screenagers_Bericht_DigitaleMedienJugendarbeit.pdf (Pages 26-27)

https://www.jugendzentren.at/standorte/5erhaus

Teens talk

Organisations involved

- wienXtra-media centre
- Radio ORANGE 94.0

Objectives

Teens talk offers young people a platform to discuss topics of their own choice on the radio.

Description

Teens talk is a monthly discussion show on ORANGE 94.0 for young people aged 12 and over. The first show took place in November 2010. The topics talked about are determined by the young people themselves.

The programme is uncomplex and can be recorded at different locations: in youth centres, youth cafés, schools and courses or directly at ORANGE 94.0 or at the wienXtra-media centre.

The program is broadcast on ORANGE 94.0 on the 1st Monday of each month from 7.30 pm to 8 pm, after that the programs are available for download on the teens talk page.

Procedure of a teens talk:

To get to know each other, there is a short introduction to radio technology, then we work out together what needs to be considered when discussing (especially for radio) and a rehearsal teens talk is recorded and reflected together. Afterwards the group determines a topic together and decides who will discuss and who will moderate. A short preparation of the content follows, the moderators have time to formulate their questions and are supported by a supervisor. Afterwards the (half hour) programme is recorded.

Group size:

4-8 young people (1-2 moderation, 3-6 discussion), in case of larger groups, some young people from the audience can take part in the discussion .

Time required:

approx. 3-4 hours (can be slightly shorter if necessary).

Costs:

none.

In the past, programmes on a wide variety of topics have been produced, for example: Fears, life in the performance society, summer in Vienna, social media, sustainability, mobbing and much more.

Results

Young people are offered the opportunity to openly discuss topics on the radio that concern them. At the same time they acquire new digital and communication skills.

The long duration of the project speaks for itself. It shows how well the self-produced radio programmes are received by young people. There are always enough topics that keep young people busy to be able to create many future broadcasts.

Sources

https://teenstalk.medienzentrum.at

https://o94.at/de/programm/sendereihen/teens-talk-2

https://www.wienxtra.at

Digital education at Lajos Vass Primary School in Kispest

Objectives

- Digital education
- Experiential pedagogy
- Phonetic-analytical-component method

Description

Programme consists of: task list, to-do list, grading of different subjects, environmental knowledge, Hungarian language, maths, etc.

Minimum technical conditions for participation in digital education are: device with internet access, browser program, use an e-mail program to submit solved tasks.

The school suggests digital education for teachers with online study materials. Experiential pedagogy provides interactive interpersonal development for the students. Phonetic-analytical-component method provides an opportunity for grammatical preparation; skills development.

Results

To be graded at the end of the school year, all students participate in digital education programme developed by Lajos Vass Primary School in Kispest. Students receive online interactive digital learning materials.

The teachers prepare and widen their qualifications and are able to use the tools for providing digital education. Educational approach empowered students to manifest their potential in various activities. In 2020 Lajos Vass Primary School won the honorary title of the Basic Institution from the Office of Education for the second time.

Source

https://vassl.hu

Digital education at Gourmand Iskola

Objectives

- Vocational training structure
- Language preparation course with public funding
- Adult education outside the school system
- Pedagogical principles implementation
- Digital education with a time-consuming method

Description

Digital education with time-consuming method lies established independent curriculum processing, essay-type examination and project work. For designing the communication interfaces were created digital groups. Vocational teachers place the necessary teaching aids, information, homework and deadlines. Students also use the Kréta Homework feature. From the 2020/2021 school year, the school operates in the hospitality and tourism sector with a new Vocational training structure. The main goal is to train professionals for the hospitality industry. Adult education outside the school system maintaining Gourmand Iskola's profile and provides the opportunity to acquire the same professions as the full-time courses in adult education. Pedagogical principles fit the primary goal to acquire the basics of general education.

Results

Students adopt to organise their own tasks, create an agenda for themselves. Students obtain required assignments, inspections, and examinations, assessments and grades in order to close the school year validly and successfully.

Adult education graduates receive the Europass certificate (an additional part of the OKJ certificate), its significance is that it makes the certificate obtained in Hungary interpretable, evaluable, and thus usable in the member states of the European Union.

Source

https://gourmand-iskola.hu

Okosdoboz (Smart Box)

Objectives

- Smart games for children learning
- Videos for children learning
- Digital health books
- Active Network for the teachers

Description

Smart Box is a digital learning tool that helps elementary school children to learn interactively, practice, and develop skills with graphical task sets, thinking games, and short instructional videos. It consists of: daily video, game of learning, task lines, videos, games and personal page. Okosdoboz has following learning parts: Smart games dividing by those categories, games on a practice programmed with a wide variety of methods, Videos for children learning, digital health books, active Network for the teachers.

Results

Mentioned digital learning tool helps elementary school children to learn interactively with impact of visual learning, practice approach, and develop student's skills with graphical task sets, thinking games, and short instructional videos. Teachers are registering on Okosdoboz website and using the Academic paper feature for their work. With this functions they have the possibility to send a task to the students in a controlled way and to monitor the students' progress and results. The teachers can find the results that students have shared with their teachers using the sharing feature. To make these results easy to review, Okosdoboz created a summary table. In the table, teachers can see the results of all the students who shared their results in their assignments with them at once. In addition to the Smart Box Facebook page is being used to share experiences and publish good practices. The group is available at the following link: https://www.facebook.com/okosdoboz

Source

http://www.okosdoboz.hu
https://adaptivoktatas.hu

GEOMATECH

Implementing organisation

Hungarian Association for Digital Education

Objectives

- Digital education
- Geomatech: Moodle study materials
- Satisfaction measurement

Description

Digital education covers practical advice for parents; distance learning through the eyes of a teacher; application, websites for distance learning for educators.

GEOMATECH is a free mathematics and science digital curriculum portal. It provides efficiency of teaching and increase the playfulness and experience of lessons. The 1,200 mathematics and 600 science assignments fit into the National Core Curriculum and in and out of class contributes to students better understanding, more loved and willing to learn these subjects. In GEOMATECH trainings held within the framework of the EFOP 3.2.3-17 and VEKOP.7.3.3–17 tenders entitled "Digital Environment in Public Education".

Results

The greatest strength of the GEOMATECH digital task system, is that it provides assistance by making abstract math and science tasks visible. The biggest advantage of its application in education is that the individual elements and contents can be changed in an interactive way in real-time by the students, thus providing an opportunity to explore connections and discover new possibilities.

Source

http://mdoe.hu

KRÉTA Administration System

Objectives

- Digital education administration module
- Mobile application
- Video Library
- Klebelsberg Training Scholarship Program

Description

The KRÉTA Administration System User Manual provides assistance to heads of institutions, deputy principals, school secretaries and administrative staff in performing administrative and educational administration tasks. Administration module, which is used to manage school administration and school administration tasks, the Electronic diary, which is suitable for the complete replacement of paper-based diary keeping, and the Electronic control book, which helps to inform students and parents. Verification mobile application provides assistance to Students of Institutions and Parents who use the electronic diary of the KRÉTA system. The system helps to effectively monitor students' academic progress. The aim of the Videótár Portal is to publish short, one-on-one films for the users of the Basic Education Registration and Study System. The subject of the Klebelsberg Training Scholarship Program is the scholarship support for students choosing a teaching career during the semester during which the scholarship student status. It shall establish a full-time employment relationship, selected from among the institutions of the group, and maintain it permanently, but for at least the period corresponding to the period of payment of the scholarship.

Results

KRÉTA provides effective assistance to the users. It supported educational organising tasks of public education institutions, which cooperate in an integrated and adaptive manner with other systems of public education.

Source

https://www.facebook.com/neptunkreta
https://tudasbazis.ekreta.hu

GEYC Community (Group for the European Youth for Change)

Objectives

For the organisation:

- use social media in order to actively involve young Romanians living in the country or abroad;
- build a community of volunteers, who can support organising local activities;
- have a clearer image of the needs of local communities.

For members:

- socialising and improving competences (foreign languages, personal development, soft skills, teamwork, leadership);
- opportunity to interact with other members (possible cooperation and support);
- exclusive learning opportunities.

Description

GEYC Community is an online platform of sharing and communication among its members, who are 14-35 years old young people and/or youth workers and/or teachers. GEYC Community active members get involved in at least one activity each 6 months.

Results

3,875 active members (in March 2020) from all regions of Romania. According to the #GEYC10 Impact Report, the skills acquired from the projects proved useful in job interviews. Also, it was noticed a positive impact in the workplace, through the soft skills developed during the non-formal education activities. Having GEYC Community, helped the organisation diversify its activities at national/ local level, many people coming in contact with GEYC through these first, rather than through the European mobilities.

Source

https://www.geyc.ro

mAPP my Europe

Implementing organisation

◆ House of Education and Innovation - HEI

Objectives

◆ facilitate and promote a modern access to cultural heritage education for youths
◆ stimulate young people's interest towards cultural heritage.

Description

mAPP for Europe is a smartphone app for youth tourism, which can be downloaded for free from the App Store and Play Store for Android and iOS devices, that offers different attractive routes for young people. Although it is a tourist application for young people, mAPP my Europe can also be used at home, as you can view images with monuments chosen by young people for tourist routes and you can read interesting information about each place on our routes, both in local language, as well as in English. It was developed as part of "mAPP my Europe" Erasmus+ project (a partnership among Romania, Bulgaria, Spain and Greece).

Results

The app was created in cooperation with young people, which encouraged youth to explore the culture of the partner regions and to promote it from a youngster's point of view.

Source

https://www.mappmyeurope.com

Digital Schools for NGOs

Implementing organisation

◆ TechSoup Romania

Objectives

To increase the capacity of non-profit organisations to identify, select and implement online solutions and services that will facilitate or streamline their project management, communication with online communities of supporters or fundraising, but also to better prepare them to fulfil their mission in a more technologically advanced world.

Description

The Digital School for NGOs is an annual digital program created by the Techsoup Association to help the employees and volunteers of the non-governmental organisations in Romania and the Republic of Moldova to benefit from professional and on-line training in the use of the technology or the online solutions available to them. The first edition of the program, 2015-2016, was funded by EEA Grants and the NGO Fund in Romania. The program has been ongoing since then and self-funded by the TechSoup Romania Program with contributions from volunteer trainers.

Results

+250 NGO employees and volunteers trained annually in the first school created exclusively for NGOs, where they are taught by the best tech and online experts in Romania and abroad topic such as technology, digital marketing, SEO and SEM, branding, social media, online communication, design, entrepreneurship and online business.

Source

https://ongonline.techsoup.ro/despre-noi

GEYC Resources Centre

Implementing organisation

◆ Group of the European Youth for Change

Objectives

◆ offering free access to new media education;
◆ providing online resources for youth and non-profit work;
◆ encouraging the sharing of good practices among non-profit organisations at European and international level;
◆ stimulating networking between non-profit organisations at European and international level and multilingualism;

Description

GEYC Resources Centre (GEYC RC) aims to digitally empower young people all over the world to create a positive change in their communities by offering access to tools, free education and networking. The resources fall under 8 categories: new media, communication, project management, entrepreneurship, personal development, human rights, health – and are free to use by individuals and non-profits. Resources include: apps, software, digital manuals, e-books, and MOOCs.

Results

Since its very beginning in March 2013, GEYC RC was launched and managed on a voluntary & self-funding basis by GEYC. Now, counting over 750 resources, 50 reviews, 1700 Facebook posts and 250 persons trained in the new media field, part of our mission has been achieved. Although not all the categories are updated on a daily basis, the Educational resources offer a selection of the latest digital tools developed by GEYC and its partners.

Source

https://resources.geyc.ro

New Media Ambassadors

Implementing organisations

◆ Group of the European Youth for Change

Objectives

For the organisation

◆ develop the content of the Resources Centre
◆ increasing the efficiency of the organisation's projects by integrating digital tools
◆ creating a community of youth with digital skills

For the participants

◆ raising new media skills (find out about other new media resources, testing them, sharing them)
◆ raising communication, PR and social media skills
◆ developing sense of initiative and creativity skills

Description

New Media Ambassador is a complex three-month online practical training with both professional and personal objectives. The new generation is the key to re-build all connections around the world using new media as a first step to hear about and connect with others and exchange multicultural information by stimulating networking between non-profit organisations at European and international level. Participants learn by doing, researching, testing and reviewing resources, and developing international online awareness campaigns with their peers.

Results

7 editions and approx. 200 media ambassadors from all over the world

Source

https://resources.geyc.ro/p/nma.html

Telefónica Educatión Digital

Implementing organisation

Telefónica is one of the largest telecommunications companies in the world by market capitalisation and number of customers. The foundation supports the improvement of people's development opportunities through educational, social and cultural projects, adapted to the challenges of the digital world. Telefónica offers a wide variety of quality e-learning content and social learning tools to enrich and empower all citizens as well as collaborate with different international organisations in order to boost the growth and development of digital learning.

Description

Teléfonica is offering a free access for all citizens to three online platforms with educational resources: (1) MiriadaX, a MOOC platform with over 90 universities offering more than 500 courses in a wide range of subjects, including ICT and teacher development; (2) StemByMe platform, which provides free online courses and guidance to children aged 12 within the area of STEM and ICT, particularly in the field of robotics and programming; (3) ScolarTIC, an online teacher development resource centre which brings together experts and the teaching community to improve digital skills and impact on learning outcomes. Since 2013 they have reached 4,850,000 enrolments on the MiriadaX platform with Coding and Agile methodologies courses being the most in demand - again a trend that continues to rise, particularly with young people.

Another Telefónica´s project is #CiberseguridadAlCole, a face-to-face training provided by Telefónica Volunteers that aims to raise awareness among young people between 10 and 16 years old about the potential offered by technology and warn of the risks of the Network. In 2019, more than 10,500 students received the training and only for a month and a half 310 Telefónica Volunteers have approached the classrooms of 100 educational centres in 22 provinces in Spain.

Sources

https://pledgeviewer.eu/pledges/telefonica-educacion-digital-50.html
https://dialogando.com.es/10-500-alumnos-mas-ciberseguros

El Instituto de Educación Secundaria Rosa Chacel – (IES Rosa Chacel)

Implementing organisation

The Institute of Secondary Education Rosa Chacel has been awarded in the National Contest of Good Practices in teaching centres for 2019 in Spain, for developing a pioneering program to adapt education to the current technological world. The IES Rosa Chacel has developed this project in collaboration with the Network of Technological Innovation Institutes, as well as with the Ministry of Education and Youth of the Community of Madrid, which has promoted the development of the Framework of Digital School Competence in Secondary School.

The centre has been awarded because of "TIC-TAC", project for the accompaniment of digital competence work involving all students of Compulsory Secondary Education to receive digital training, not only from a technical point of view, but also from the relationships between students. "TIC-TAC" had two main objectives: 1) Provide students with tools to become aware, value and learn to control their digital identity; 2) Involve the entire educational community, and students in particular, in the development of digital competence.

Within this program, Technological Education Days are also developed, based on the exchange of innovative teaching experiences related to ICT, between the IES Rosa Chacel and another Institutes of Technological Innovation. Consequently, the activity "@abuelos enredados" is carried out, which main objective for students is to bring basic skills to the elderly people in Colmenar Viejo, Madrid, so they learn how to handle computers.

Sources

https://www.comunidad.madrid/noticias/2019/12/01/instituto-premiado-concurso-nacional-buenas-practicas-centros-docentes

http://ies.rosachacel.colmenarviejo.educa.madrid.org/documentos/proyectos/TIC-TACfinal.pdf

Aprende INTEF

Implementing organisation

Aprende INTEF is the set of online learning activities offered by the Ministry of Education and Vocational Training, through the National Institute of Educational Technologies and Teacher Training in Spain. It includes a wide range of online learning experiences of various modalities for a digital transformation of education: tutoring, open, massive, self-learning, connected and ubiquitous.

Description

Some of their digital courses: 1) #PROTECCIÓNDIG – get to know and use the essential safety measures to keep your devices and your digital contents protected; 2) #JUEGASCRATCH - It helps youth to learn about the tool in order to be able to program an educational video game application in their classroom; 3) #EQUILIBRIOONOFF – the main objective is to make young people aware of undesirable behavioural changes resulting from excessive use of technology and learn to maintain a healthy balance between digital and disconnected activities; 4) #ACOSODIG – get to know the characteristics of cyberbullying and learn to develop prevention, detection and action strategies. Another e-learning courses could be fine here.

In 2019 Aprende INTEF developed the annual call for online tutoring courses, in which 11,620 places were offered distributed in 45 courses and over two editions. 37,954 users have participated in the MOOC (Massive Open Online Courses) – both teachers and other members of the educational community or interested citizens and 35 NOOC (Nano Open Online Courses) have been developed, among which the MOOC "Training and Awareness on Climate Change" stands out as a novelty. Moreover, in 2019, 30 new resources in the format of educational pills have been created to contribute to self-training in the field of security and digital creation for the nearly 25,000 users of the Edupills App.

Sources

https://enlinea.intef.es
https://intef.es/wp-content/uploads/2019/12/Trad-20-01.pdf

Technovation Girls Madrid and Technovation Families Spain

Implementing organisation

Technovation Girls Madrid and Technovation Families Spain are initiatives supported by the global tech education nonprofit Technovation which main aim is to inspire girls and families to be leaders and problem solvers in their lives and their community.

Description

Every year, Technovation invites girls from all over the world to learn and apply the knowledge necessary to solve real-world problems, through technology and entrepreneurship. The world's largest international competition for girls is conducted by volunteers in the different countries where the program is run. For 12 weeks, coordinated by their mentors, girls work on a program inspired by the principles of design thinking, which guides girls through four stages of launching a mobile application: Ideation (identify a problem in the community), Technology (develop a solution through a mobile application), Entrepreneurship (build a business plan to launch the application) and Presentation (bringing the business closer to the market).

Results

To date, more than 20,000 girls from more than 100 countries have participated. In Spain, more than 1,500 girls have participated and more than 300 volunteers have been involved as judges or mentors.

Source

https://powertocode.org

"Sé + Digital"
supported by Escuela de Oragnización Industrial and Orange

Implementing organisation

"Sé + Digital" ("Be+ Digital") is a free training initiative promoted by EOI (Escuela de Organización Industrial) and Orange that encourages the development of digital skills for the improvement of professional activities. Therefore, the ultimate goal of this alliance is to actively promote among the Spanish foundations the participation in the program in order to accelerate the digital transformation of the sector, helping citizens to develop their digital skills, improve their professional activities and better face the challenges posed by the new global digital economy.

Description

During the course, those enrolled will receive training in concepts such as: 1) new technologies that are being applied to business (Big Data, NFC, Smart Cities, Internet of Things, Cloud Computing); 2) Innovative business models and new channels of the digital economy (micropayment, payment for consumption, subscription, Crowdfounding, Freemium-Premium, online advertising, collaborative economics, e-commerce); 3) e-commerce platforms (types of platforms and elements for decision making); 4) how to promote my business on a global scale from my city (what is Social Media Marketing, strategies of use of social networks, new forms of interaction with the client, how to promote on the Internet with SEO and SEM strategies); 5) new financing formulas, from bank financing to crowdfunding, business angels, seed capital or star-ups accelerators; 6) Good practices to boost an internet business .

"Sé + Digital" is the continuation of "Sé Digital", a program promoted by EOI in collaboration with Orange to promote the digital transformation of citizens, in order to achieve a rapid and effective adaptation of the entire population to the challenges that poses the new global digital economy. Since its launch, in March 2016, both programs have already trained more than 10,000 people from 130 municipalities and entities throughout Spain.

Source

https://sedigitalylanzate.es/blog

The traditional education system no longer fulfils modern trends and needs evolving at a very fast pace. The unprecedented digital transformation of society is likely to increase the complexity of the modern world, as well as the speed of change including education.

Digital Education can be defined as the use of a combination of technology, digital content, and instruction in the education system to make it more effective.

Along with a lot of opportunities, digitalization comes with challenges such as adaptive learning, digital infrastructure, cyber-security, rapid changes in informational technologies, and modern digital tools. These factors increase complexity in providing digital education.

Current situation of Digital education has changed also future trends in education, future trends include elements of education such as game-based learning, video-based learning, artificial intelligence in classrooms, and immersive learning.

ICT technologies affect people's everyday lives in many aspects. But the world of the Internet has its downsides, and young people need to be informed about them. Besides parents and teachers youth workers are essential guides in the digital education of young people, as they seem to be closer to the digital trends. Analysis shows that in fact European countries differ in the use of social media hence they need different approaches. One of the important aspects related to the use of social media and ICT tools is data protection. Understanding data protection can be a bit hard, but for instance, the General Data Protection Regulation of the EU is the move in the right direction when it comes to personal privacy.

Hence there are advantages of the internet and disadvantages that bring a number of risks that young people can be exposed to online that cannot be ignored. Young people can face online hate Speech, incite, promote or justify racial hatred, xenophobia, anti-Semitism, or other forms of hatred based on intolerance. Or they can face cyberbullying.

While being on the internet each of us creates a footprint. A digital footprint is a trail of data you create while using the Internet. It means the more active you are online, the bigger your digital footprint. A "passive digital footprint" is a data trail you unintentionally leave online. Your digital reputation is directly related to the digital footprint you leave behind. The impact of both is huge as a positive digital reputation can help one a lot and also a negative will make you fall out on many things.

CONCLUSIONS

Therefore, youth workers need an agile mind-set, willing to try new things, learn from both success and failure, and be supported to do so since digital youth work means proactively using or addressing digital media and technology in youth work.

Today gaming is bigger than ever. Many games involve role-play and simulation similar to those used in youth work and development education. There has been considerable work done in Games Based Learning. When it comes to teaching, the modern education system is also using technology to impart education. Moreover, the growing usage of digital games and applied sciences into learning environments has affected both the teaching of educators and the learning of students, because game-based learning could be successfully used to improve both learning and teaching. In the current climate of technological innovation within digital games and youth culture there are constantly new and evolving trends. As a matter of fact, the new generations have no possibility to compare their everyday life with the world before the internet. Game-based learning can help youth workers engage today's increasingly tech-distracted youth.

Indeed, digital learning games combine present-day technology allowing a whole new level of interaction, collaboration, and a unique learning experience.

There are many different tools and methods that can be used in and for trainings for youth workers.

Besides the risks, it is important to develop their media and information skills, particularly it is important to strengthen and support young people at an early age to use media actively, productively, and safely. In today's fast-moving world it is especially important to prepare young people for a sustainable, sensitive, and critical use of digital media. In order to make this possible, the youth workers also need to undergo regular training to keep up to date.

Hence nowadays there is a high demand on the media competent youth workers. They must be role models and pass on their knowledge in a digitalized way.

The digital world and our world are one at this point because of its tight integration into our lives, hence it is important to take into account recommendations on what digital youth workers should take into account.

Youth workers purpose is to support the personal and social development of young people. In the modern world, they should focus on:

- Digitalization and digital transformation of the youth work,
- Proactively use or address digital media and technology in youth work practice as an activity or as content.
- Include a broad range of methods and approaches that can be employed at any youth work setting.

Digital youth work can use technology to make youth work services more accessible and relevant. Youth workers should educate young people in a way that they can become the co-constructors of a positive digital future.

YOUTH WORKERS 2.0

A GUIDE TO DIGITAL EDUCATION FOR YOUTH WORKERS

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