



# Background document of Framework curriculum

## Introduction

**Framework curriculum** of training for youth workers is a document which aims to improve capacity of youth workers and organisations to develop and realise high-quality digital youth work activities; new connections between partner organisations and target groups.

Below you will see **7 categories** (Topics, Suggested formats, Tools, Methods, Skills, Knowledge, Attitudes & Values). You can combine the following categories by selecting one or more from its elements and create your own Curriculum associated with Digital Youth work.

Furthermore, the "Topics" section is linked with some suggested resources providing useful information regarding mentioned topics. Also, you can find useful resources on the map of the best practices.

## Why did DiGi YOUTH create this Framework curriculum?

DiGi YOUTH partnership is aware of the irreplaceable role of digital tools in the field of implementation and development of quality youth work. Their importance was emphasised mainly by the Covid-19 pandemic, which has moved youth work into a new era requiring advanced digital skills from youth workers and teachers. They should know which digital tools are suitable for their work, but especially how to use them so that participants have the best learning experience and interact in the same or similar way as in an offline environment. DiGi YOUTH Framework curriculum was created precisely for youth workers and organisations to help them raise their capacities to work effectively in the digital environment and with modern technologies, use their advantages, and be well prepared for challenges. Since proper training is the right way to achieve it, this Framework curriculum is available for organisations and youth workers to use it, get inspired and understand what are the important topics, formats, tools, or methods that training on digital youth work should contain. Participants of such training will become multipliers who

will share, realise, and promote good digital youth work practices across Europe and beyond.

## **Who is this Framework curriculum beneficial for?**

This Framework curriculum can be beneficial for all who want to acquire new knowledge, skills, and abilities in the field of effective use of digital tools for educational purposes. However, the main target group for which it is intended are youth workers, facilitators, trainers, teachers, and employees of organisations working with youth. They can get inspired and tailor training focused on digital competences according to their needs. The Framework curriculum is designed to increase the capacity, sustainability, and inclusiveness of youth organisations via the methods of digital youth work - with a specific emphasis on interactivity, engagement, and gamification.

## **How can this document be effectively used?**

DiGi YOUTH Framework curriculum is part of something bigger - the online platform that includes numerous materials, from traditional manuals through media pieces to online game and interactive videos, and references to good or best digital youth work practices from all over the world. This document is like a box from which everyone can take pieces of information which are the most relevant or interesting for them - and for their target groups - and create their own learning programmes tailored to their own and their participants' needs. Such programmes will be more suitable and effective in helping them deliver high-quality activities and materials for young people.

The graphical part is there to provide a visually nice overview and draw attention to all the topics included. On the following pages, more information and useful links can be found. Many of the linked materials can be used also directly in activities with youth. As a last step, it's time to go to the DiGi YOUTH platform and select materials that best correspond with competences that are needed when one wants to deliver high quality content for young people. However, it's possible to go the other way around: start with selection of materials and then look into how those can be used in training programmes, e.g. for youth workers.

Last part of this document describes specific competences that are useful for youth workers. In that section it's indicated which chapters of DiGi YOUTH Manuals or external resources help them gain those competences.

# 1. Topics

## - Digital Youth Work - Introduction

### *Description:*

In the beginning, it is very important to clearly explain the needs of the current generation of the so-called digital natives and their daily connection with digital technologies, which have become an integral part of their world, but also the lives of all generations. It is therefore extremely important that youth work adapts, goes with trends and uses digital technologies as effectively and wisely as possible. An introduction to digital youth work should include, first of all, a clarification of the term "digital youth work" - its definitions, development, role as well as the importance of digital technologies in the field of youth work. Training participants should be given space to share their experiences so far.

### *Useful links:*

- <https://www.youthworkandyou.org/wp-content/uploads/2019/08/YWeLP-Mod-5-Unit-1-HU-Digital-Youth-Work-Introduction.pdf>
- [http://intercityyouth.eu/wp-content/uploads/2018/02/Developing-digital-youth-work\\_short.pdf](http://intercityyouth.eu/wp-content/uploads/2018/02/Developing-digital-youth-work_short.pdf)
- [https://www.oph.fi/sites/default/files/documents/DYW\\_Digital%20competences%20and%20capacities%20in%20youth%20work\\_Report.pdf](https://www.oph.fi/sites/default/files/documents/DYW_Digital%20competences%20and%20capacities%20in%20youth%20work_Report.pdf)
- <https://www.emerald.com/insight/content/doi/10.1108/ILS-07-2022-264/full/html>

## - Digitalisation of youth work - the story is open

### *Description:*

Digital youth work is not static, it's a long-lasting process of adjusting youth work activities and responding to social or technological developments or trends, which are also affecting young people and their future. This process is **digitalisation**, use of digital technologies and digitised data to enable or improve certain areas of activities. In the context of youth work it's going far beyond activities in the online space, it's also the use of new tools, methods, and platforms in the physical environment and combination of both virtual and real world (e.g. hybrid events). Digitalisation of youth work highlights responsible **use of media** as well and provides young people with competences in this regard, including production of various formats and their promotion. Last but not least, digitalisation includes a cyclical process of mapping and addressing the opportunities and risks related to technological developments, providing relevant learning activities, and adjusting the work if needed. Ultimately it means the youth organisations and workers need to **continuously follow changes** in the world, get inspired, and be open to or lead innovations if they want to provide up-to-date activities and materials.

### *Useful links:*

- <https://www.verke.org/en/publications/digitalisation-and-youth-work/>
- <https://pjp-eu.coe.int/en/web/youth-partnership/young-people-social-inclusion-and-digitalisation>
- <https://participationpool.eu/et/resource-category/digital-transformation/edu>

- <https://ijab.de/en/projects/internationale-jugendarbeitdigital/current-articles-on-internationale-jugendarbeitdigital/digital-transformation-for-international-youth-work/>

#### - Youth work and disadvantaged youth

##### *Description:*

One of the biggest benefits of digital work with youth is the fact that they open up the space for wider participation of disadvantaged youth and youth with special needs. Many such young people are able to participate in educational activities from the comfort of their homes. On the other hand, those youngsters facing social and economic obstacles might have a problem. Generally speaking, it is very important to proceed correctly and take care of the necessary inclusion of this group of young people. This includes, first of all, understanding the meaning and needs of this target group, adopting the main inclusive approaches in digital youth work, including individualised support, ensuring unequal access to digital devices and Internet for all as well as to help them gain digital and media literacy.

##### *Useful links:*

- <https://digitalinclusion.salto-youth.net/>
- <https://pjp-eu.coe.int/documents/42128013/116591216/Limits+of+digital+youth+work.pdf/732ddd6a-15cb-02a6-c336-efa9aa8154c0>
- [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-2841/Using%20digital%20youth%20work%20to%20reach%20disadvantaged%20youth.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-2841/Using%20digital%20youth%20work%20to%20reach%20disadvantaged%20youth.pdf)

#### - Digital youth information and consulting

##### *Description:*

Media and information literacy is a topic that is interconnected with digital youth work in many ways and through several topics. Youth workers, in order to be able to prepare and deliver quality activities, need **accurate data and information** about young people, from local to international level. At the latter, they would typically rely on statistics and larger sociological research. When there are tools that enable also easier insights into those sources, or when they have skills in data analysis themselves, then youth workers can use those resources more effectively. At the former level, **direct consultations** (interviews around key questions or focus groups for in-depth inquiry) **with young people** are the best method. In context of this topic it is also important to mention that there is no effective participation - and thereby no effective youth consulting - without quality information (or access to it). In other words, if the results of the consultations are to be solid, youth workers should also empower young people to work with information and data and to be resistant to misinformation. These are essential competences for those who want to effectively **participate** in public affairs and **advocate** for community or social needs.

##### *Useful links:*

- <https://europa.eu/eurobarometer/>

- <https://youthmetre.eu/>
- <https://www.dnayouthconsultancy.co.uk/>
- <https://www.emergingyouth.info/>
- <https://mikvachallenge.org/>
- <https://www.coe.int/en/web/youth/youth-participation>
- <https://www.voicesofyouth.org/youthadvocacy>

## - Youth participation and empowerment

### *Description:*

Youth participation refers to the involvement of young people in activities that affect their lives, communities, and society as a whole. Empowerment refers to the process of enabling young people to take control of their lives, make decisions, and take actions that influence their lives and the lives of others. Youth participation and empowerment are closely related, as empowering young people to participate in decision-making processes and take action on issues that affect them is essential for their personal development and for building more inclusive, equitable, and sustainable communities.

### *Useful links:*

- [https://europa.eu/youth/digital-youth-work\\_en](https://europa.eu/youth/digital-youth-work_en)
- <https://www.unicef.org/innovation/stories/youth-empowerment-and-digital-participation>
- <https://www.youthparticipation.eu/>
- <https://www.youthfortechology.org/>

## - Challenges Of Digital Youth Work

### *Description:*

- **Access and inclusion:** Digital youth work relies on access to digital technology and the internet, which can create barriers for young people who do not have access to these resources.
- **Safety and privacy:** Digital youth work involves online interaction with young people, which raises concerns about safety and privacy.
- **Digital literacy:** While many young people are comfortable with digital technology, not all have the necessary digital literacy skills to fully engage in digital youth work.
- **Quality and sustainability:** The rapid pace of technological change can make it difficult to ensure the quality and sustainability of digital youth work initiatives.
- **Digital divide:** Digital youth work can also contribute to the digital divide between urban and rural areas as well as between high-income and low-income communities. The availability of digital technology and internet access can vary across different regions and socioeconomic groups.

### *Useful links:*

- <https://www.youthworkonline.org.uk/challenges-of-digital-youth-work>
- <https://www.youth.ie/programmes/digital-youth-work-hub/>
- <https://ec.europa.eu/digital-single-market/en/news/digital-youth-work-opportunity-young-people>

- <https://www.youthinaction.ie/digital-youth-work>

## - Zoom Fatigue Challenges In Engagement

### *Description:*

Zoom fatigue is a type of exhaustion that people experience after extended periods of virtual communication, specifically through video conferencing platforms like Zoom.

Here are some challenges related to engagement that can arise due to Zoom fatigue:

- **Difficulty in maintaining eye contact:** On video calls, it is difficult to maintain eye contact with the other person
- **Distractions:** People working from home may be easily distracted by other tasks and people in their environment
- **Multitasking:** Since people are not in the same physical space, it is easy to multitask during video calls, leading to reduced attention and engagement.
- **Limited non-verbal cues:** Body language and other non-verbal cues are important in communication, but they are limited on video calls
- **Technology issues:** Technical issues such as poor internet connection or equipment malfunctions can disrupt video calls.
- **Fatigue and burnout:** Extended virtual communication and remote work can lead to fatigue and burnout, which can negatively affect engagement in video calls.

### *Useful links:*

- <https://hbr.org/2020/04/how-to-combat-zoom-fatigue>
- <https://www.psychologytoday.com/us/blog/communicating-connecting/2020/04/zoom-fatigue-dont-let-video-meetings-zap-your-energy>
- <https://www.fastcompany.com/90511238/6-tips-to-overcome-zoom-fatigue-and-get-your-energy-back>
- <https://www.forbes.com/sites/bryanrobinson/2020/05/18/why-zoom-fatigue-is-so-exhausting-and-what-you-can-do-about-it/?sh=47d9d93c5706>
- <https://blog.zoom.us/reducing-zoom-fatigue/>

## - Human Rights And Internet (including AI)

### *Description:*

Human rights and the internet, including artificial intelligence (AI), are intertwined as the internet and digital technologies have become a crucial part of our daily lives. The human rights principles of freedom of expression, privacy, and access to information apply to online spaces as well. However, the use of AI in decision-making processes, such as content moderation, can pose challenges to human rights. For example, algorithms may perpetuate bias and discrimination or restrict access to information. The use of AI for surveillance purposes may also violate privacy rights.

### *Useful links:*

- <https://www.ohchr.org/EN/Issues/FreedomOpinion/Pages/AandFreedomofExpression.aspx>

- <https://www.eff.org/ai>
- <https://en.unesco.org/artificial-intelligence-and-human-rights>
- <https://www.accessnow.org/human-rights-artificial-intelligence/>

## - Ethics

### *Description:*

Ethics refers to a set of principles and values that guide moral behavior and decision-making. It involves making choices that are morally right, fair, and just, and taking into account the potential impact on others.

In the context of digital youth work, ethics are particularly important as it involves working with young people in online spaces where they may be vulnerable to harm, exploitation, and abuse. Ethical considerations in digital youth work include issues related to privacy, consent, safety, and inclusivity.

### *Useful links:*

- [https://ec.europa.eu/assets/eac/youth/library/publications/ethics\\_en.pdf](https://ec.europa.eu/assets/eac/youth/library/publications/ethics_en.pdf)
- <https://www.digitalyouthwork.eu/article/ethics-digital-youth-work>
- [https://www.protectchildren.ca/app/en/media\\_room/guide/ethics\\_digital\\_youth\\_work](https://www.protectchildren.ca/app/en/media_room/guide/ethics_digital_youth_work)

## - The Role Of Safety, Security, and Privacy In Youth Work

### *Description:*

The role of safety, security, and privacy in youth work is really important for ensuring a safe and supportive environment for young people. Safety refers to protecting young people from physical and emotional harm, while security involves safeguarding their personal information and data. Privacy entails respecting young people's right to control their personal information and data. With the rise of digital technology, youth workers need to be aware of the risks associated with its use, such as cyberbullying, online harassment, and grooming. They must take proactive measures to ensure young people's safety, security, and privacy, including educating them about online safety, promoting responsible digital citizenship, and protecting their personal information and data. Ultimately, creating a safe, secure, and private environment for young people is critical in supporting their well-being and development.

### *Useful links:*

- <https://www.youthforum.org/digital-youth-work-and-online-safety/>
- <https://www.childnet.com/resources/online-safety-for-youth-workers>

## - Tools To Secure Youth Work

### *Description:*

Tools to secure youth work are essential for protecting young people from potential risks and harm in their online interactions. These tools can include privacy settings, age restrictions, content filtering, and user authentication measures. They also include policies and procedures that outline best practices for youth workers when using digital technologies to engage with young people. Digital platforms and tools that have been specifically designed for youth work,

such as social networks and messaging apps, can also provide additional safety features that are tailored to the needs of young people.

*Useful links:*

- <https://learning.nspcc.org.uk/child-protection-online-safety>
- <https://www.saferinternet.org.uk/advice-centre>

## - Digital Well-Being And Health

*Description:*

Digital well-being and health refer to the overall impact that digital technologies have on our physical and mental health. This includes issues such as screen time, sedentary behaviour, and the potential impact of social media on mental health. It is important for individuals to be aware of their digital habits and to make conscious choices about their use of digital technologies in order to maintain a healthy balance. This can involve strategies such as setting limits on screen time, taking regular breaks, and engaging in physical activity.

*Useful links:*

- [https://www.who.int/health-topics/digital-health#tab=tab\\_1](https://www.who.int/health-topics/digital-health#tab=tab_1)
- <https://www.apa.org/topics/technology>
- <https://www.common sense media.org/digital-well-being>

## - Developing critical perspective on the digital transformation in young people

*Description:*

Developing a critical perspective on the digital transformation in young people involves encouraging young people to think critically about the impact of digital technologies on their lives and society as a whole. This can include exploring issues such as online privacy, digital citizenship, and the impact of social media on mental health. By developing a critical perspective, young people can make informed decisions about their use of digital technologies and become responsible digital citizens. It is important for educators and youth workers to facilitate this process by providing opportunities for discussion, reflection, and skill-building related to digital literacy and critical thinking.

*Useful links:*

- <https://www.common sense.org/education/digital-citizenship>
- <https://mediasmarts.ca/digital-media-literacy-fundamentals/digital-literacy-fundamentals-framework>
- <https://www.digitalcitizenshipinstitute.org/>
- <https://www.edutopia.org/article/teaching-critical-thinking-digital-age>

## - Building Digital Resilience

*Description:*

Building digital resilience involves developing the skills and strategies necessary to navigate the online world in a safe and responsible way. This can include skills such as online privacy, digital citizenship, critical thinking, and social-emotional learning. By building digital resilience, individuals are better equipped to manage



risks and challenges that may arise in the online environment, such as cyberbullying, misinformation, and online harassment. This is particularly important for young people, who are growing up in a digital world and may face unique challenges related to their online interactions.

*Useful links:*

- <https://www.commonsense.org/education/digital-citizenship>
- <https://www.saferinternet.org.uk/advice-centre/young-people/resources-11-19/s/building-resilience-children-and-young-people>
- <https://www.cyberwise.org/building-digital-resilience>

## - Self-development of youth workers

*Description:*

Self-development is an ongoing process of learning and personal growth that involves developing new skills, knowledge, and attitudes. For youth workers, self-development is crucial in order to continually improve their abilities to support young people. This can involve attending training and professional development opportunities, seeking out mentorship and supervision, and engaging in reflective practice. By engaging in self-development, youth workers are better equipped to meet the needs of young people and to adapt to the changing needs of the communities they serve.

*Useful links:*

- <https://www.salto-youth.net/tools/european-training-calendar/>
- <https://www.britishcouncil.org/society/youth-worker-training-development>

## - Work with information and data

*Description:*

Work with information and data refers to the process of collecting, analyzing, and utilizing information to inform decision-making and program planning. In youth work, this can involve collecting data on young people's needs and interests, using this information to develop programming and activities, and evaluating the impact of these programs. It also involves ensuring the privacy and security of any data collected, and using data in an ethical and responsible way. With the increasing use of digital tools in youth work, the ability to work with data and information is becoming increasingly important for youth workers to effectively meet the needs of young people and demonstrate the impact of their work.

*Useful links:*

- <https://yppartnership.org/resources/data-system/>
- <https://www.youthpolicy.org/toolkits/open-data-toolkit-for-youth/>
- <https://www.commonsense.org/education/articles/data-privacy-for-youth-programs>
- <https://www.acf.hhs.gov/opre/report/data-analysis-for-youth-program-quality-improvement>

## - Networking, cooperation, and best practices

### *Description:*

Networking, cooperation, and best practices are essential components of effective youth work. Building a strong network of peers and partners can help youth workers share ideas, resources, and knowledge to improve their programs and services. Collaboration with other organizations can lead to better outcomes for young people by leveraging collective expertise and resources. Best practices can be shared through networking and cooperation, helping youth workers learn from each other's successes and challenges. Additionally, establishing relationships with stakeholders in the community can help youth workers build support and resources for their programs. Overall, networking, cooperation, and best practices can help youth workers be more effective in their work and improve outcomes for young people.

### *Useful links:*

- <https://www.nydic.org/>
- <https://www.iaymh.org/>
- <https://ypqa.info/>

## - Opportunities of Digital Youth Work

### *Description:*

Digital Youth Work offers various opportunities for young people, such as access to information, education, communication, and creativity. Digital Youth Work empowers young people to develop digital competencies, to become active citizens, and to contribute to their communities. It provides a platform for young people to express themselves, to collaborate, and to engage with others locally and globally. Additionally, Digital Youth Work opens up opportunities for young people to pursue their interests and hobbies, learn new skills, and develop their careers. With the increasing use of digital technologies, Digital Youth Work has become more important than ever in supporting young people to thrive in the digital age.

### *Useful links:*

- <https://ec.europa.eu/jrc/en/publication/digital-youth-work-opportunities-learning-and-employability>
- <https://digitalyouthnetwork.org/opportunities/>
- <https://en.unesco.org/themes/youth/digital-youth-work-opportunities-and-challenges-young-people>

## - Promoting youth work activities

### *Description:*

Promoting youth work activities involves raising awareness about the benefits of youth work and encouraging young people to participate in them. Digital platforms such as social media, online forums, and mobile applications can be used to promote youth work activities to a wider audience. Effective promotion also involves identifying and understanding the needs and interests of the target group and tailoring the activities to meet their expectations. By promoting youth work activities, young people can gain valuable skills, knowledge, and experiences,

and contribute positively to their communities. It is important to ensure that youth work activities are inclusive and accessible to all young people, regardless of their background or circumstances.

*Useful links:*

- <https://youth.gov/youth-topics/youth-work/promote-youth-programs>
- <https://www.iayfjm.org/youth-work-promotion.html>

- **Games and gamification**

*Description:*

Games and gamification have become popular tools in digital youth work for engaging young people and enhancing their learning experience. Games are an excellent way to introduce new concepts or reinforce existing ones, while gamification techniques like points, badges, and leaderboards help increase motivation and make learning more enjoyable. In addition to promoting active learning, games, and gamification can also facilitate teamwork, communication, problem-solving, and decision-making skills. Various digital tools and platforms are available that enable youth workers to create and implement games and gamification activities.

*Useful links:*

- [https://www.youthworkireland.ie/images/uploads/general/Youth\\_Work\\_and\\_Gamification\\_-\\_A\\_Guide.pdf](https://www.youthworkireland.ie/images/uploads/general/Youth_Work_and_Gamification_-_A_Guide.pdf)
- <https://www.youthpass.eu/content/download/2649/19335/file/Games%20in%20Youth%20Work%20Guide.pdf>
- <https://edtechreview.in/trends-insights/trends/2631-gamification-in-education>
- <https://www.apa.org/science/about/psa/2015/05/gamification-engagement-motivation>

- **Media in Youth Work (including GDPR and copyright)**

*Description:*

Media in youth work includes various digital tools such as social media, online video platforms, and multimedia creation software. As digital media becomes an increasingly important part of young people's lives, it is important for youth workers to have a good understanding of media literacy and digital citizenship. This includes knowledge of GDPR and copyright regulations to protect the privacy and intellectual property rights of young people. In summary, media in youth work is a powerful tool that can help engage and empower young people, but it also requires responsible and ethical use.

*Useful links:*

- [https://europa.eu/youth/EU/topics/media-information-literacy\\_en](https://europa.eu/youth/EU/topics/media-information-literacy_en)
- <https://www.ednet.eu/copyright-and-intellectual-property/>
- <https://gdpr.eu/gdpr-and-youth-work/>
- [https://ec.europa.eu/programmes/erasmus-plus/resources/documents/youth-programme-guide\\_en#16.-media-and-communication](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/youth-programme-guide_en#16.-media-and-communication)

## 2. Suggested formats

### - Quizzes

*Description:*

A quiz is a form of assessment that presents a series of questions, often in a multiple-choice format, to test an individual's knowledge on a particular topic or subject.

Quizzes can be a valuable addition to a training curriculum for youth workers, helping to assess understanding, and reinforce learning by providing a quick and easy way to assess whether participants have understood the key concepts and ideas covered in a particular session or module. Also when using digital quizzes they add a fun and sometimes a competitive factor that can serve as an additional motivation for young people.

*Useful links:* <https://kahoot.com/>

[https://learning-corner.learning.europa.eu/learning-materials\\_en?f%5B0%5D=age\\_groups\\_age\\_groups%3A4&f%5B1%5D=type\\_of\\_material\\_type\\_of\\_material%3A26](https://learning-corner.learning.europa.eu/learning-materials_en?f%5B0%5D=age_groups_age_groups%3A4&f%5B1%5D=type_of_material_type_of_material%3A26)

<https://h5p.org/>

<https://quizizz.com/?lng=null>

<https://get.plickers.com/>

### - Seminar, workshop, webinar, media library

*Description:*

A webinar is a type of virtual event whereas a seminar is held in-person. Because webinars are taking place online, they are a better marketing and promotion tool compared to seminars. Seminars have the benefit of being in person therefore making it easier to engage the audience and interact and engage in discussion and exchanging of views and opinions, whereas in webinars the engagement and the dynamic could be harder to achieve. The term “media library” refers to a storage space when one can upload and store and edit image files, different types of documents and other HTML files, it can be a cloud, a flash drive or hard disk for example. A workshop is also an educational session and when we are talking in the field of youth work more a hands on approach where the youth worker in the workshop is more of a facilitator and the young people are working and doing and gaining skills and competencies themselves. It is a more DIY kind of approach to learning (learning by doing) as opposed to seminars and webinars.

*Useful links:* <https://ahaslides.com/>

<https://jamboard.google.com/>

<https://prezi.com/>

<https://zoom.us/>

<https://discord.com/>

[https://books.google.si/books?hl=en&lr=&id=HiJNbEy5f70C&oi=fnd&pg=PP1&dq=media+library+system&ots=yvwA2WlvW5&sig=Uio-hq8Bd2EEjBY6Rbt\\_vwKylhE&redir\\_esc=y#v=onepage&q=media%20library%20system&f=false](https://books.google.si/books?hl=en&lr=&id=HiJNbEy5f70C&oi=fnd&pg=PP1&dq=media+library+system&ots=yvwA2WlvW5&sig=Uio-hq8Bd2EEjBY6Rbt_vwKylhE&redir_esc=y#v=onepage&q=media%20library%20system&f=false)

<https://national-policies.eacea.ec.europa.eu/youthwiki>

## - Interviews

### *Description:*

An interview is a conversation where one participant asks questions, and the other provides answers. In common parlance, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. There are different types of interview, the most common being: Structured interview, Semi-structured interview, Unstructured interview, Focus group,... There are many types of interviews that serve different scenarios. Knowing what we want to achieve and what are our goals we can determine what type of interview would best suit the goal.

### *Useful*

### *links:*

<https://www.emerald.com/insight/content/doi/10.1108/01409171211210154/full/html>  
<https://www.proquest.com/openview/d940c523c1f07359ff99ec56f93c2f57/1?pq-origsite=gscholar&cbl=47216>  
<https://www.youtube.com/watch?v=WDOQBPYEaNs>  
<https://practiceinterview.online/>

## - Projects

### *Description:*

Projects are often used as a form of achieving a goal and an aim of young people, more often long term goals as projects in youth work are more often considered a longer process than a daily activity. Understanding the environment and the situation in which the project will be carried out, our own personal motivations and the competencies for carrying out the project. We also need to set overall goals of projects, they define the purpose, its long term intentions of its mission. The aims reflect the scope in relation to the needs identified. Then we move to objectives - what you plan to achieve by your project within a certain period of time. Next important steps to consider are the Methodology (the way in which the different activities will build up on each other to reach the objectives) and the flow in which sequence the activities will build on each other. Then comes the most visible part to the public - the plan of activities and its methods. The activities are the means we use to try to get results from projects. Each activity contains different forms (like seminars, workshops, webinars, etc.). Look for quality in how to do and implement the activities and the processes the best.

Some examples for projects can be youth initiatives, solidarity projects in the European Solidarity Corps programme, local, regional, national or european youth dialogues as well.

And don't forget when approaching a project KISS! = Keep it Straight and Simple!

### *Useful links:*

[https://youth.europa.eu/eu-youth-dialogue\\_en](https://youth.europa.eu/eu-youth-dialogue_en)  
[https://youth.europa.eu/solidarity\\_en](https://youth.europa.eu/solidarity_en)  
<https://erasmus-plus.ec.europa.eu/>  
[https://youth.europa.eu/erasmusvirtual\\_en](https://youth.europa.eu/erasmusvirtual_en)

## - Practical tests

### *Description:*

Practical tests, as the name states, are test the candidates do on the basis of their performance and ability to apply the theoretical knowledge to the actual practical state. It is also a possibility to invite an outside examiner in order to mark the candidates without bias. In practice, practical test are more often used for hard skills (or for example in vocational schools) rather than soft skills, even though we can also put gained soft skills to the test in a more experimental practical environment in the sense of performance or implementing for example an interview or podcast, etc. For instance, getting a driving license requires a practical exam of driving the car.

### *Useful links:*

<https://learningforchange.net/blog/2017/08/30/knowledge-assessment-test-youth-work-nfl-basics/>

[https://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work\\_en.pdf](https://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf)

[https://rhyclearinghouse.acf.hhs.gov/sites/default/files/docs/20316-Youth\\_Work\\_Practice.pdf](https://rhyclearinghouse.acf.hhs.gov/sites/default/files/docs/20316-Youth_Work_Practice.pdf)

## - Simulation Games

### *Description:*

Simulation video games are a diverse super-category of video games, generally designed to closely simulate real world activities. A simulation game attempts to copy various activities from real life in the form of a game for various purposes such as training, analysis, prediction, or entertainment. Because simulation games make learning a matter of direct experience, they may relieve the tedium associated with more conventional modes of instruction, as they demand increased participation rather than merely reading about or discussing concepts and ideas (like discrimination, culture, stratification, and norms). Students will experience them by actually "living" the experiences. Therefore, the use of simulation games may increase motivation and interest in learning.

### *Useful*

### *links:*

[https://learning-corner.learning.europa.eu/learning-materials\\_en?f%5B0%5D=age\\_groups\\_age\\_groups%3A4&f%5B1%5D=type\\_of\\_material\\_type\\_of\\_material%3A23](https://learning-corner.learning.europa.eu/learning-materials_en?f%5B0%5D=age_groups_age_groups%3A4&f%5B1%5D=type_of_material_type_of_material%3A23)

<https://stopyourgovernment.djnd.si/>

<https://gamefymedia.eu/#/en/simulation-game>

<https://timetomove.eurodesk.eu/berlin/>

## 3. Methods & tools

### - Online meeting tools (zoom, teams, google meet, skype, etc)

### *Description:*

Online meeting tools have proven to be extremely useful in youth work. They have been a great asset to youth work, enabling effective communication and

promoting the well-being and development of young people. Online meeting tools, such as Zoom, Teams, Google Meet, Skype, and others have allowed for remote communication, collaboration, and learning opportunities, and especially during the COVID-19 pandemic were extremely valuable. With these tools, youth workers can easily connect with their young people, host group meetings, workshops, and mentorship sessions, regardless of their location. They can also provide an accessible platform for youth to participate in virtual events, share ideas, and engage in community-building activities. Furthermore, online meeting tools allow youth workers to maintain a safe and secure environment for young people, ensuring that they are protected from potential online risks.

*Useful links:*

Coronavirus Tips & Resources for Mentoring

<https://www.mentoring.org/resource/coronavirus-resources/>

From Crisis into Capacity: Final Report on Findings from Recent Research on E-Mentoring

<https://www.mentoring.org/resource/from-crisis-into-capacity-final-report-on-findings-from-recent-research-on-e-mentoring/>

E-Mentoring Supplement to the Elements of Effective Practice for Mentoring

<https://www.mentoring.org/resource/e-mentoring-supplement-to-the-elements-of-effective-practice-for-mentoring/>

Google Meet for Education

<https://edu.google.com/workspace-for-education/meet/>

Microsoft Teams for Education

<https://www.microsoft.com/en-us/education/products/teams>

Zoom for Education

<https://explore.zoom.us/tr/industry/education/>

- **Living library, media and multimedia materials (videos, interactive presentations)**

*Description:*

Living libraries and media/multimedia materials can be effective ways to engage young people, promote learning, and foster positive social change. A living library is a form of experiential learning that involves individuals (often from marginalized or underrepresented groups) sharing their experiences, perspectives, and knowledge with others. In youth work, a living library can provide young people with the opportunity to engage with diverse individuals and learn about different cultures, lifestyles, and issues. This can be a powerful way to promote empathy, understanding, and social justice. Media and multimedia materials, such as videos and interactive presentations, can also be useful tools in youth work. These materials can be used to facilitate discussions, illustrate concepts, and engage young people in a fun and interactive way. For example, a video about mental health could be used to start a conversation about mental health and well-being, while an interactive presentation about bullying could be used to help young people understand the effects of bullying and how to prevent it. These materials can be easily accessed and shared online, making them a convenient and accessible tool for youth workers.

*Useful links:*

*Living Library*



<https://www.coe.int/en/web/youth/living-library>

*Don't judge a book by its cover! The Living Library Organiser's Guide 2011*

<https://rm.coe.int/16807023dd>

*Living Library: Methodology*

<https://livinglibrary.nl/methodology>

*Human Libraries in the Czech Republic*

<https://www.amnesty.org/en/latest/education/2019/08/human-libraries-czech-republic/>

*Empowering Students Through Multimedia Storytelling*

<https://www.edutopia.org/blog/empowering-students-through-multimedia-storytelling-michael-hernandez>

*Using Multimedia to Create an Emotional Connection in the Classroom*

<https://www.edutopia.org/discussion/using-multimedia-create-emotional-connection-classroom>

*Digital Youth Work: Training materials*

<https://www.digitalyouthwork.eu/training-materials/>

*Guidance on the use of social media in spreading awareness of online counselling*

<https://www.digitalyouthwork.eu/wp-content/uploads/2019/04/Guidance-on-the-use-of-social-media-in-spreading-awareness-of-online-counselling.pdf>

## - **Multimedia presentations**

### *Description:*

Multimedia presentations can be a powerful tool for youth workers to engage and inspire young people, promote learning, and foster creativity and self-expression. Multimedia presentations are a type of digital media that combines multiple forms of content, such as text, images, audio, video, and animation, into a single presentation. These presentations can be interactive and engaging, allowing the audience to participate and interact with the content in various ways. They can be used in both individual and group settings, and they can be adapted to a wide range of topics and audiences. In youth work, multimedia presentations can be used in a variety of ways.

1. Introduce and explain complex or abstract concepts in a visual and interactive way
2. Present information or data in a clear and concise manner
3. Stimulate discussion and critical thinking around a topic or issue
4. Share stories or personal experiences in a compelling and engaging way
5. Provide young people with a platform to express themselves creatively and share their own multimedia projects.

Multimedia presentations can be created using a variety of software tools, such as PowerPoint, Prezi, or Google Slides, or they can be developed using specialised multimedia software.

### *Useful links:*

*5 Ways Digital Tools Are Transforming the Education Space*

<https://edtechmagazine.com/k12/article/2016/02/5-ways-digital-tools-are-transfor>



[ming-education-space](#)

*Multimedia tools in the teaching and learning processes: A systematic review*

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7644889/>

*Multimedia Learning: How to present information to improve learning*

<https://www.buffalo.edu/catt/develop/theory/multimedia-learning.html>

## - Videos

*Description:* Videos are a powerful tool for youth workers to promote learning, engage and support young people express themselves. Videos can be created in a variety of formats, such as short films, documentaries, animations, or vlogs. They can be shared on a variety of platforms, such as YouTube, Vimeo, or social media. Youth workers can create their own videos or use existing videos to engage and support young people. Videos can be used in youth work in a variety of ways, such as:

1. **Sharing information and knowledge:** Videos can be used to explain complex concepts, provide step-by-step instructions, or showcase examples of best practices in a particular field. They can be used to deliver information in an engaging and accessible way.
2. **Telling stories and sharing experiences:** Videos can be used to tell stories and share personal experiences. This can be a powerful way to inspire young people and help them connect with the subject matter on a personal level.
3. **Promoting critical thinking and discussion:** Videos can be used to spark discussion and promote critical thinking. Youth workers can use videos to present different perspectives on a particular topic and encourage young people to think critically about the issues involved.
4. **Fostering creativity and self-expression:** Videos can be a platform for young people to express themselves creatively. Youth workers can encourage young people to create their own videos, expressing their thoughts, opinions, and experiences on a particular topic.
5. **Providing mentorship and guidance:** Videos can be a way to offer mentorship and guidance to young people. Youth workers can create videos offering advice and support on a range of topics, such as academic or career guidance, personal development, or mental health and wellbeing.

*Useful links:*

*TED-Ed (an online platform that offers educational videos and resources for teachers and students)*

<https://ed.ted.com/>

*Using Film In Education*

<https://www.teachingtimes.com/knowledge-banks/using-film-in-education/>

*Video Making for NGO's*

<https://www.salto-youth.net/tools/toy/reference/video-making-for-ngo-s.6993/>

*Filmmaking with Young People in Youth Work Settings*

<https://www.youth.ie/training/filmmaking-with-young-people-in-youth-work-setti>

## - Podcasts

### *Description:*

Podcasts are digital audio files that can be downloaded or streamed online. They are typically created as a series of episodes, and cover a wide range of topics, from news and current events, to entertainment, education, and personal development. In youth work, podcasts can be used in a variety of ways. For example, they can be used to:

1. Share information and knowledge on a specific topic or issue
2. Tell stories and share personal experiences in an engaging and interactive way
3. Provide young people with a platform to express themselves and share their own stories or perspectives
4. Spark discussion and critical thinking around a particular issue or topic
5. Offer mentorship and guidance to young people on personal or professional development.

Youth workers can create their own podcasts or use existing podcasts to engage and support young people. They can also work with young people to develop their own podcasts, providing them with the skills and resources to create and share their own stories and perspectives. Podcasts are available on a variety of platforms, such as Apple Podcasts, Spotify, and Google Podcasts.

### *Useful links:*

*5-Minute Film Festival: 8 Podcasts for Learning*

<https://www.edutopia.org/blog/film-festival-podcasting-classroom-resources>

*Project Audio: Teaching Students How to Produce Their Own Podcasts*

<https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>

*Making a Podcast That Matters: A Guide With Examples From 23 Students*

<https://www.nytimes.com/2020/04/22/learning/making-a-podcast-that-matters-a-guide-with-examples-from-23-students.html>

*How to Make Your Own Radio Shows: Youth Radio Toolkit*

<https://www.comminit.com/content/how-make-your-own-radio-shows-youth-radio-toolkit>

*4 Free Web Tools to Boost Student Engagement*

<https://www.edutopia.org/blog/web-tools-boost-student-engagement-nicolas-pino-james>

## - Infographics

### *Description:*

Infographics are a visual representation of information or data that is designed to make complex information more accessible and easier to understand. Infographics use a combination of graphics, charts, and text to present information in a visually appealing and easy-to-digest format. Youth workers can use infographics to communicate information, raise awareness, promote

discussion, and encourage action among young people. More specifically, in youth work, infographics can be used for:

1. Communicating information: Infographics can be used to communicate complex information in a way that is easy to understand. They can be used to explain a process, a concept, or a set of data in a simple and visually engaging way.
2. Raising awareness: Infographics can be used to raise awareness about a particular issue or topic. They can be used to present statistics, facts, and figures that highlight the importance of an issue and the need for action.
3. Promoting discussion: Infographics can be used to promote discussion and critical thinking. They can be used to present different perspectives on a particular issue and encourage young people to think critically about the issues involved.
4. Encouraging action: Infographics can be used to encourage young people to take action on a particular issue. They can be used to present concrete steps that young people can take to make a difference.

Youth workers can create their own infographics or use existing infographics to engage and support young people. There are a variety of free online tools available for creating infographics, such as Canva, Piktochart, and Venngage.

*Useful links:*

*Online infographic makers to create your own infographic*

<https://venngage.com/infographic-maker/>

<https://piktochart.com/infographic-maker/>

<https://www.canva.com/templates/infographics/>

## - **Simulation games**

*Description:*

Simulation games are games that simulate real-world situations or systems, allowing players to experience and interact with them in a virtual environment. They can be used as a tool for youth workers to support learning, engagement, and personal development among young people. Simulation games can be used in a variety of ways, such as:

1. Teaching skills: Simulation games can be used to teach young people a range of skills, from problem-solving and critical thinking to decision-making and teamwork. They can provide a safe and controlled environment for young people to learn and practice new skills.
2. Encouraging creativity: Simulation games can also be used to encourage creativity and innovation among young people. They can provide young people with opportunities to experiment, explore, and create in a virtual environment.
3. Building empathy: Simulation games can be used to build empathy and understanding among young people. They can provide young people with an opportunity to see the world from different perspectives and experience the consequences of their actions.
4. Facilitating discussion: Simulation games can be used to facilitate discussion and reflection among young people. They can provide a shared experience for young people to discuss and reflect on their thoughts and

feelings.

Youth workers can use existing simulation games or create their own games to engage and support young people. There are a variety of free online tools available for creating simulation games, such as Scratch, Construct, and Unity.

*Useful links:*

*Simulation Games as a Tool of Raising Democratic Awareness and Culture of Dialogue among Youth*

[https://humanityinaction.org/action\\_project/simulation-games-as-a-tool-of-raising-democratic-awareness-and-culture-of-dialogue-among-youth/](https://humanityinaction.org/action_project/simulation-games-as-a-tool-of-raising-democratic-awareness-and-culture-of-dialogue-among-youth/)

*World Climate Simulation (A simulation game that helps young people understand climate change and its impacts)*

<https://www.climateinteractive.org/world-climate-simulation/>

*SIMCITY GAMES (simulation game that allows young people to design and manage their own cities)*

<https://www.ea.com/games/simcity>

*UNHCR Game Changers (online games that educate young people about the experiences of refugees and displaced persons)*

<https://www.unhcr.org/us/news/stories/unhcr-video-game-lets-pupils-experience-refugees-perilous-journey>

## - **Pitching, debate**

*Description:*

Pitching and debate are valuable tools that youth workers can use to develop critical thinking, communication, and leadership skills among young people, and can be applied to a variety of real-world situations.

Pitching is the process of presenting an idea or proposal to a group of people with the goal of persuading them to support it. In the context of youth work, pitching can be used to encourage young people to think creatively and develop innovative solutions to real-world problems. It can also be used to develop communication skills and confidence in public speaking.

Debate is a formal discussion in which two opposing teams argue for or against a specific proposition. Debating can be used to develop critical thinking skills, as participants must research and develop arguments to support their position. It can also be used to develop communication skills, as participants must be able to present their arguments clearly and persuasively. Youth workers can use pitching and debate in a variety of ways, such as:

1. Supporting entrepreneurship: Pitching can be used to support young people in developing business ideas and pitching them to potential investors or customers. This can help young people develop skills in innovation, critical thinking, and communication.
2. Developing social awareness: Debating can be used to encourage young people to think critically about social issues and develop arguments to support their position. This can help young people develop skills in research, analysis, and communication.
3. Building teamwork: Both pitching and debate can be used to develop teamwork skills, as participants must work together to develop their

- arguments and present them effectively.
4. Fostering leadership: Pitching and debate can both be used to develop leadership skills among young people, as participants must take on roles such as team captain or lead presenter.

*Useful links:*

*How to Master the Art of Pitching*

<https://www.rollingstone.com/culture-council/articles/how-master-the-art-of-pitching-1234658510/>

*The Art of Pitching Making a Great Presentation*

<https://fastercapital.com/content/The-Art-of-Pitching--Making-a-Great-Presentation.html>

*Debating Matters*

<https://www.debatingmatters.com/>

*Debate Mate Org*

<https://debatemate.org/>

## 4. Skills - Knowledge - Attitudes and Values

### **Skills**

#### - Flexibility and adaptability

*Description:*

Flexibility and adaptability are crucial skills in digital youth work, as they enable youth workers to respond effectively to rapidly changing technologies and societal shifts. To develop these skills, youth workers should be open to continuous learning, engaging with diverse digital platforms, and embracing new methodologies. One practical way to foster flexibility and adaptability is by regularly participating in workshops, webinars, and conferences that focus on emerging technologies and innovative practices in youth work. For example, a youth worker could learn to use a new social media platform to engage with young people, adapting their communication style to suit the platform's unique features. By actively seeking out learning opportunities, youth workers can stay current and maintain a positive impact on the lives of the youth they serve.

*Other*

*useful*

*links:*

<https://www.verke.org/wp-content/uploads/2018/12/Digital-Youth-Work-a-Finnish-perspective.pdf>

#### - Cooperation skills

*Description:*

Cooperation skills are essential for digital youth work, as they foster productive collaboration among youth workers, young people, and other stakeholders. To develop these skills, youth workers should focus on active listening, effective communication, empathy, and the ability to find common ground. They can participate in teamwork training programs or workshops that emphasize collaboration and conflict resolution. A practical example could involve youth workers collaborating with young people to design and implement a digital project, requiring them to combine their diverse perspectives and skill sets. By honing cooperation skills, youth workers can create inclusive and empowering environments that promote positive outcomes for the youth they serve. Such issues can be addressed in the Digi Youth Forum

Other useful links: <https://yipa.org/the-importance-of-teamwork-in-youth-work/>

- **Communication skills**

*Description:*

Effective communication skills are vital in digital youth work, as they enable youth workers to convey information, build relationships, and provide support to young people. To develop these skills, youth workers should focus on active listening, empathetic responding, and clear verbal and written expression. They can attend communication workshops or courses that address different communication styles, nonverbal cues, and adapting to various digital platforms. For instance, a youth worker might practice tailoring their message to different audiences by using age-appropriate language or engaging visuals on social media platforms. By enhancing their communication skills, youth workers can foster better understanding and connection with young people, promoting a more impactful and supportive youth work environment.

Link with the DiGi YOUTH manuals: Media manual, pages 28 and 60

Other useful links: <https://yipa.org/communication-skills-for-youth-workers/>

- **Skills of listening and observing**

*Description:*

Listening and observing skills are fundamental in digital youth work, as they enable youth workers to better understand, support, and engage with young people. To develop these skills, youth workers should practice active listening, paying full attention to the speaker, and acknowledging their thoughts and feelings. Additionally, they should sharpen their observation skills, being attentive to nonverbal cues, body language, and digital interactions. Youth workers can participate in workshops or courses that focus on improving listening and observational abilities, as well as learning to interpret online behaviors. For example, a youth worker may attentively observe a young person's online activities and interactions to identify potential areas of concern or offer timely support. By honing these skills, youth workers can create a more empathetic and responsive environment for the young people they serve.

Other useful links: <https://www.skillsyouneed.com/ips/active-listening.html>

## - Empathy

### *Description:*

Empathy enables youth workers to put themselves in someone else's shoes, see from multiple perspectives and feel what the other person tries to express much easier. It is very important for a person to share others' emotions if they're trying to connect with them on deeper levels and have the opportunity to defuse difficult situations by understanding what the others are feeling and what upset them in the moment.. Thus, empathy proves to be a very important "tool" in conversations and relationships.

*Other useful links:* [Emotional Intelligence in Youth Work | by Daniel Dixon | The Olive Grove | Medium](#)

## - Analytical and critical thinking skills

### *Description:*

Critical thinking skills, not only a valuable asset to problem solving but also processing information and supporting your own ideas. Hence, many different aspects are defined by one's analytical skills. As a youth worker you must be able to think critically. Many young people are still developing that skill and it's crucial for a worker to be able to help them and guide them to rationality.

*Other useful links:* [What is critical thinking and how do you do it? \(youthemployment.org.uk\)](#)

## **Knowledge**

## - Digital content creation

### *Description:*

Content for the youth is core in this digital era. Thankfully it's not rocket science and everyone can get their hands on many tools to become digitally literate. Implementing content creating as a youth worker can wield many benefits, taking into consideration the amount of time youth spends consuming digital content-being able to produce it is a way to spread ideas faster and on a wider scale.

*Other useful links:* [Digital youth work | Verke](#)

## - Self-development and self-assessment

### *Description:*

For a person to develop oneself it would mean they acquire needed skills, actions or reactions to grow as a person towards being a functioning, mentally healthy adult. Having a positive impact in one's personal and professional life. As people we continuously grow and develop, and as youth workers it's particularly important to know oneself and your boundaries before working with others that look up to you for guidance.

*Other useful links:* [Youth worker competences | Yocomo Self-Assessment Tool](#)



[salto-youth.net](http://salto-youth.net)

#### - Information and data literacy, management

*Description:*

Data literacy is becoming more crucial in today's society. As it is important, youth workers should become acquainted with the data use and creation so we can pass down knowledge to youngsters. Being able to navigate through the constant stream of data we pass by everyday and molding it to our use.

Other useful links: [Youth Data Literacy \(google.com\)](http://Youth Data Literacy (google.com))

#### - Media and information literacy, media making, storytelling

*Description:*

Media and understanding it enables us to be aware of everything we encounter on a daily basis. Taking into account that everything surrounding us is media, interaction is inevitable, but that doesn't necessarily mean people fully understand how to process it or even practice in creating it. Showing youth how to take in media is important for their own mental health, considering how many different topics media can cover.

Other useful links: [Media and Information Literacy | UNESCO](http://Media and Information Literacy | UNESCO)

#### - Learning to learn, peer-to-peer approach

*Description:*

This is a type of learning that happens amongst participants, students, employees, etc. rather than teacher - student. People tend to turn to their peers with questions, the feedback feeling less harsh than if the information came from a higher-up.

Being able to learn from each other is a valuable asset to youth work, with workers implementing it in practices as well as actually practicing it themselves.

Other useful links: [Peer Education | EPTO](http://Peer Education | EPTO)

#### - Learning from others

*Description:*

Learning from others is beneficial for many different reasons, not only solving one's problem but also developing other social and self-improving skills along the way. Feedback from others is key to many problems, giving people a bigger perspective on the issue. Youth workers should be ready to learn not only from their peers but youth as well. Being open to acquiring knowledge from everywhere and everyone is a great asset for oneself.

Other useful links: [youth-in-luxembourg.lu](http://youth-in-luxembourg.lu)  
[sagepub.com](http://sagepub.com)

## **Attitude**



- **Civic-mindedness**

*Description:*

Workers should be ready to open others to being more civically present, which means they themselves should be well acquainted with the topic. Showing youth that civic-related topics are important, not only for self-development, but further developing their community, are steps towards engaging them in bigger and broader topics.

*Other useful links:* [Full article: "Who Cares?": Young Adolescents' Perceived Barriers to Civic Action \(tandfonline.com\)](#)  
[Why Is Youth Civic Engagement Important? | CIRCLE \(tufts.edu\)](#)

- **Freedom of speech and its limits, hate-speech**

*Description:*

This refers to the right of expressing our views without repercussion from the government, as long as one's civil about said views. There are limits to this right, but that does not stop some to use and extort the right, using it to spread hate and misinformation, making it a double edged sword. Youth workers can help youngsters figure out those rights and hopefully set a good model for them.

*Other useful links:* [Youth Engagement in Free Speech – Freechild Institute for Youth Engagement](#)

- **Openness to different cultures, ideas, views & practices**

*Description:*

Being open towards others is a gate to opportunities of more knowledge. Open people are shown to have less conflicts and less likely to be prejudiced. In youth work this is the best door to so many different experiences. Youth workers should always be open, especially when working with youth, to set a better standard for them and possibly continue that process from person to person.

*Link with the DiGi YOUTH manuals (if any):*

*Other useful links:* [How Culture, Diversity, and Prior Experiences Can Influence Positive Youth Development | Youth.gov](#)

- **Respect**

*Description:*

Youth workers should respect not only their peers but also the youngsters and participants in projects they work with. Respect is very important in developing connections and strengthening relationships with everyone. Being able to respect everyone despite differences is crucial, not only for youth workers, but people in general.

*Other useful links:* [All About Respect | Why Is Respect Important? | Kids Helpline](#)

- **Problem solving, risk/conflict prevention & management**

*Description:*

As a youth worker this is something the person should be capable of. Young people need someone to help or guide them when problems arise, and the person they'll look up to is, of course, the facilitator or worker around. Identifying and solving a problem is a skill that can be worked on and it doesn't necessarily mean to constantly get into conflicts, just be more observant. Being able to help others with problems works on multiple other skills, as well as social and critical thinking.

*Other useful links:* [What Is Youth Conflict Resolution? | Matsh Youth Development](#)