

# DIGI YOUTH



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# WORK MANUAL

Coordinator



Partners



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DiGi YOUTH project aims to increase capacities of the youth work sector to fully embrace developments and suitable opportunities in the world of digital technologies and media, so that youth organisations and workers can confidently, competently, and strategically plan, carry out, and promote digital youth work activities. For this purpose, the project offers training, simulations, guidance, database of resources, networking, and good practice sharing. DiGi YOUTH also supports inclusiveness and innovations in the youth sector and showcases the value of digital youth work.

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*Learning, either formal, non-formal or informal, is a dynamic process! This dynamic process is mandated by social, cultural and technological changes, that have also direct influence on youth work. Young people, more and more, show a preference to connect and interact online leading youth work to adapt to the need for a digital transformation.*

*Being open to new trends and developments, and constantly updating tools, goals and approaches in an efficient and productive manner, in order to raise the voice of youth and empower young people, in short being dynamic in every manner, lies at the roots of youth work. The inclusion of digital tools and environments in all aspects of our lives indicates an inevitable transformation in youth work. The word transformation refers not only to changing the tools that are used, but also to updating the way youth work is delivered. Youth workers and decision makers in the field of youth work need to develop a range of knowledge, skill and competences and also to adapt their existing skills and understanding to the emerging concepts of the digital world.*

*Both the DiGi YOUTH Work Manual and DiGi YOUTH Media Manual aim to support this digital transformation through the development of digital readiness and capacity building. They both aim to increase the capacity and readiness of youth organisations to manage an effective shift towards digital youth work. In a period where societies are forced to interact, communicate, work and collaborate “on-line”, the purposeful use of digital technologies in youth work, as well as in education, training, learning, assessment and engagement has become a one-way road.*

*DiGi YOUTH Work Manual was created to address the need to prepare youth workers and organisations to embrace the opportunities and be ready for the digital transformation and the challenges related to the use of various digital technologies in their work and their daily activities.*

*In the following pages, the authors shared their knowledge and expertise together with their professional experiences to create the DiGi YOUTH Work Manual and facilitate the development of digital competences of youth workers and youth organisations needed to successfully plan, deliver and evaluate quality, innovative and inclusive digital youth work. Readers can review the theoretical background, follow practice advice and examples, and go through tips and recommendations on several topics.*

*In the Appendix, readers can find a collection of digital youth work methods and best practices, selected carefully by DiGi YOUTH project partners from their countries, Europe and all around the world. The best practices were selected to help youth workers and organisations explore what is out there, in an attempt to help them explore, build upon and capitalize on already existing knowledge and experiences on capacity building, community building, digital counselling, social and legal assistance.*

*We invite you to the following pages, hoping that you will enjoy the reading and find it useful in continuously improving your work!*

*Last but not least, let us encourage you to use all DiGi YOUTH project deliverables; the DiGi YOUTH on-line Hub, the DiGi YOUTH Media Manual and the DiGi YOUTH Simulation Game! You can access all of them and contact us for further collaboration on DiGi Youth online work hub following the link <http://digi-youth.com/>*

*Dr. Effi Staiou  
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# DEFINITION OF DIGITAL YOUTH WORK

*Written by: Raya Tsvetkova, Rosaliya Kasamska*

## Introduction

*Social media, video-sharing platforms, online games, technology gadgets – this is the world of young people now. Things in interaction with youth have changed rapidly – face-to-face is being substituted more and more by online and virtual communication.*

*If you are a youth worker today, it is extremely important to adapt quickly to the digital environment in order to be able to continue your activities and be more effective in working with young people. Digital media and technology have transformed entirely the way youth communicates and learns. They can be anything, but definitely a significant part of your training, capacity, and everyday activities with young people.*

*This chapter will help you understand what digital youth work is, how to use its advantages, and how to apply the same ethics, values and principles as traditional youth work in a digital environment. We will present to you some digital youth work practices, as well as examples of how digital youth work can be used as a tool, activity and content.*

## Theory

The EU expert group on Digitalisation and Youth (2016) has summarised the definition of digital youth work as follows:

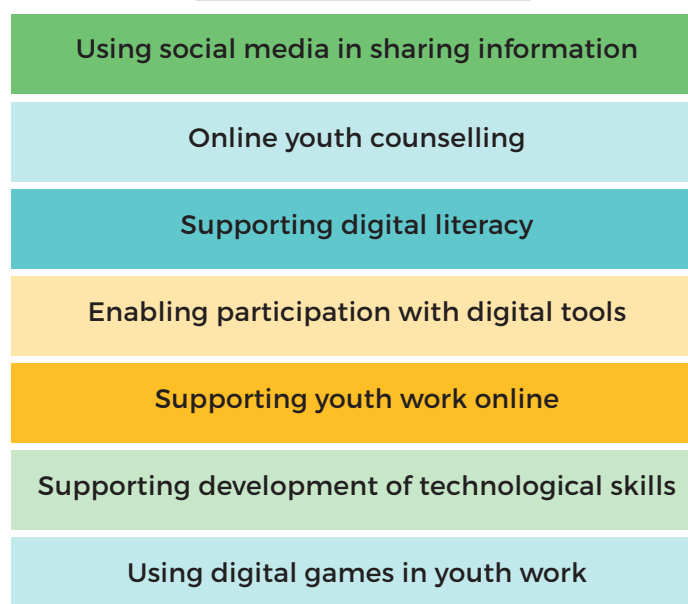
- Digital youth work means proactively using and/or addressing digital media and technology in youth work.
- It should not be seen as a method – it can be included in any youth work setting (open youth work, youth work information and counselling, youth clubs, detached youth work).
- Digital youth work has the same goals as youth work in general. Using digital media and technology should always support these goals.
- Digital youth work can happen in face-to-face situations as well as in online environments – or in a mixture of these two.
- Digital media and technology can be used as either a tool, an activity or a content in youth work. (European Commission, 2016).

### Is digital youth work so different from traditional youth work?

In short, no! Digital youth work should still take the same approach to youth work in a physical setting. It is about taking what you do offline and moving it into an online or virtual context, this might mean doing things differently but fundamentally, it is still youth work. DiGi YOUTH Work and Media manuals will guide you through the process in gaining the necessary knowledge and competences to become expert in providing digital youth work. Let's do it together!

Digital youth work has the same purposes as traditional youth work, it uses similar, but also its own specific tools in a digital environment, transforming recognised youth work practices working in online space (see figure Digital youth work practices).







### Digital Youth Work Practices



## Using social media in sharing information

There is a variety of ways that youth workers can use social media in their practice. As time goes on, things change and so this list will continue to grow.

As of 2019, these are the most popular social media platforms:

Icon	Platform	Information
	Facebook	A social sharing network with over 35 million users in the UK. You can share posts, videos, photographs and time limited story content.
	YouTube	A social network dedicated to video sharing and viewing with over 23 million UK users
	WhatsApp	An instant messaging platform with voice and video calls as well as group messaging functionality.
	Instagram	A photograph and (short) video sharing social media platform, with a story-telling feature, which allows time limited content to be uploaded. Instagram has 14 million UK users.
	Twitter	A micro-blogging platform that allows users to share short snippets of information in a post (up to 280 characters) with 13 million users.
	Snapchat	A platform where users can send images and videos only available to view for a short lifespan with 16 million UK users.

Keep in mind that this is an extremely dynamic field. In 2020, TikTok took the world by storm and showed everyone how unpredictable next steps in social media trends could be. As long as you stay curious and are engaged with the young people you work with, you can keep up with the changes and respond to them appropriately to your work and needs.

Here are some ways you could consider using social media:

1. Communicate with young people - 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.
2. Build an online community - to create a peer-support network and to keep in touch with young people out with your sessions you might want to consider setting up a private online community. A safe space where young people and youth workers can share information, ask questions and engage with each other and your organisation.
3. Populate youth work - you can use social media to shout about your youth work organisation to your existing audience and try to engage new people.



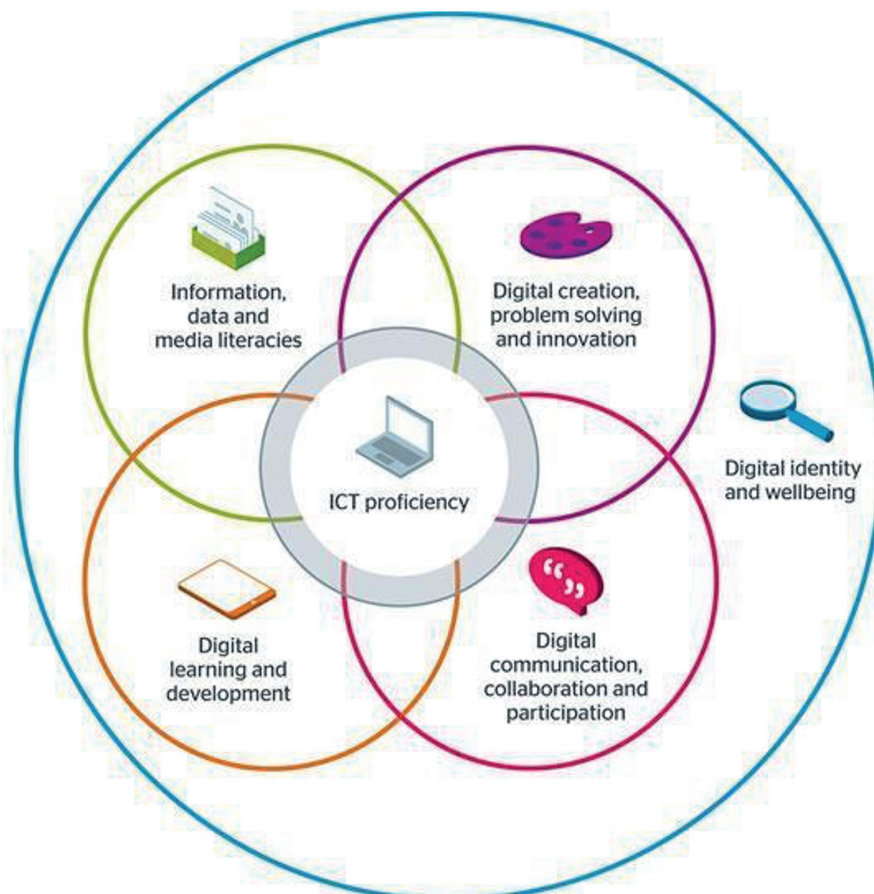
### Online youth counselling

Online counselling service allows youth to connect with a professional youth worker or qualified counsellor to explore the issues that they are facing in a secure and digital environment. Usually the main methods of communication are email to email and live chat via appointment with a youth counsellor. Youth counsellors should be trained to assist with mental health challenges or illness such as depression and anxiety, conflicts with family and friends, sexual and gender identity, and more - depending on the issues that young people are struggling with.

### Supporting digital literacy

This means supporting development of skills that young people need to live, learn, and work in a society where communication and access to information is increasing through digital technologies like online platforms, social media, and mobile devices. This requires critical thinking skills, which are essential when youth is confronted with so much information in different formats – searching, sifting, evaluating, applying, and producing information all require from them to think critically. Communication is also a key aspect of digital literacy. When communicating in virtual environments, young people need to express their ideas, ask relevant questions, maintain respect, and build trust. It is just as important as when communicating in person.

## Digital Capability Framework

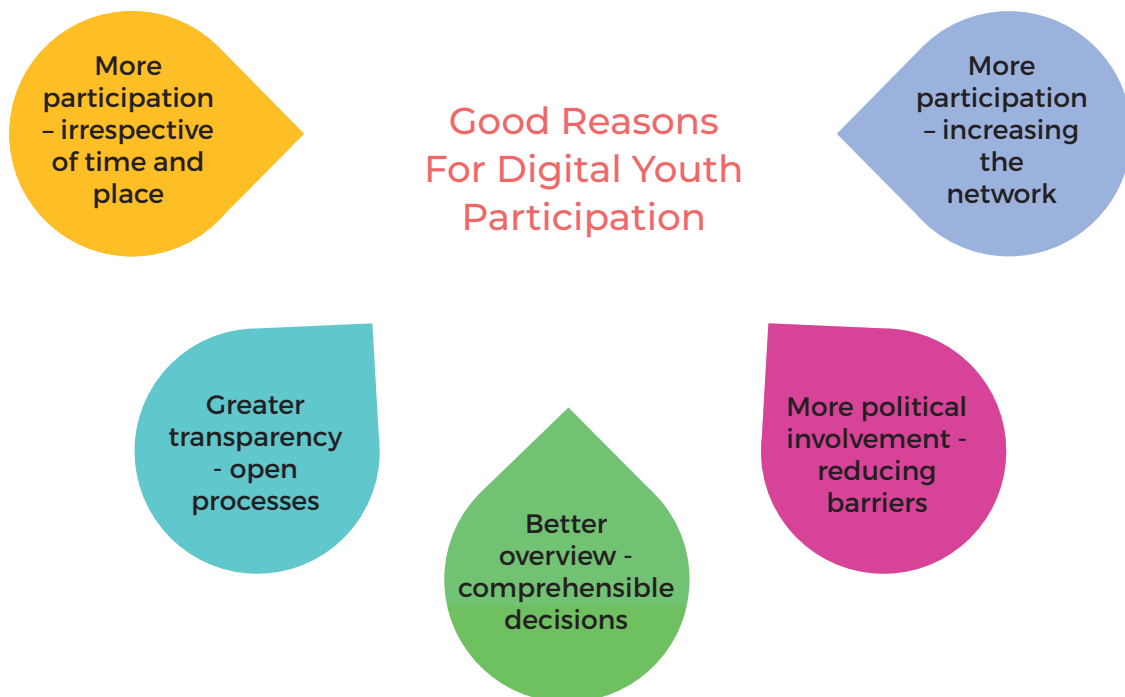


## Enabling participation with digital tools

Successful youth participation via digital tools facilitates dialogue between different generations, encourages innovative ideas, and strengthens democratic competences, but also leads to more sustainable policies and strategies in accordance with youth needs.

Young people need opportunities to participate and be actively engaged in social activities. They need participation processes that are appropriate for their age group, their environment and lifestyle, which undoubtedly requires use of digital and media tools that offer innovative ways to interact, discuss issues, and take part in decision-making.

But what can you achieve as a youth worker, if you include digital youth participation in your everyday activities? Check out Figure - Good reasons for digital youth participation.



## Supporting youth work online

Providing digital youth work and supporting the idea among other youth workers is extremely important for the community! You can spread the good practices by following some simple principles for online facilitating and interacting with youth.

Feel free to try them out and share with your teammates - exchanging best working practices make us better in our work with young people!

- Be yourself
- Get to know the technology you are going to use in advance
- Explain new tools carefully and check for understanding

- Warm-up / get to know each other
- Offer help to others if they have technology issues
- Set the expectations and outcomes at the beginning
- Schedule practical sessions in pairs/groups to let people know each other a little further
- Mix up your participation formats and tools
- Track participation
- Plan breaks
- Honour people's emotions
- Evaluate and close-up positively

### Supporting development of technological skills

Technical skills are the qualities gained by using and acquiring expertise in performing physical or digital tasks. These skills are almost mandatory for each young person in the digitally advanced world we live in. Young people need to continuously increase their knowledge of emerging technologies, as this will help future employers to see them as easily trainable. With that in mind, here is a comprehensive listing of the technology skills that are significant for digital youth work.

- Word Processing Skills
- Spreadsheets Skills
- Database Skills
- Electronic Presentation Skills
- Web Navigation Skills
- Website Design Skills
- EMail Management Skills
- Digital Cameras
- Computer Network Knowledge Applicable to your School System
- File Management & Windows Explorer Skills
- Downloading Software From the Web (Knowledge including eBooks)
- Installing Computer Software onto a Computer System
- WebCT or Blackboard Teaching Skills
- Videoconferencing skills
- Computer-Related Storage Devices
- Scanner Knowledge
- Knowledge of PDAs
- Deep Web Knowledge
- Educational Copyright Knowledge
- Computer Security Knowledge

## Using digital games in youth work

Digital games are gaining more and more popularity among youth workers in their online interaction with young people, as they combine the advantages of ICT with the best of existing games and tools in youth work. Digital games are dynamic, fun, they provoke an environment for analytical thinking and concentration.

Check out why e-games are a preferred tool for digital youth work and remember what Plato said: *“You can learn more about a person in an hour of play than in a year of conversation”*.

### Advantages of Digital Games in Youth Work



## Practical tasks

### Go through your organisation’s social media accounts

Which social media websites does your organisation use? In which are you active? Where do you see engagement with young people and in what form? After reading the theory above, do you think you should change something about your social media presence?

The answers to these questions may not always lead you to the answer “we need more”. Sometimes, you will find that in some social media websites, you are active but the payback for your effort isn’t worth it – the young people you are targeting aren’t using those channels, or they are, but not for the purposes you want. Consider what fits your organisation’s activities, branding, style – do you need a refresh of your social media presence? Do you think a better approach would include even more outreach or perhaps be more targeted? Should you focus your effort on creating new channels of communication or boost the ones that already exist?

To answer these questions, you can look through the analytics, available on every social media website, and compare that to the goals of your organisation and the goals of your online outreach. You can start this activity on your own and collect the data for an overview, but it would be best if you involved your colleagues, brainstormed, and made decisions together!

## Prepare a new online activity to do with young people

Let's spend some time to be creative!

Have you had an activity on your mind that you keep postponing because it may be a little intimidating to start from scratch? Let's structure the steps you can take and draft an idea for a new online activity you can do with your target groups – either a one-off or maybe a new start to something bigger!

Start with choosing an idea – you probably have more than one option, but just stop at the one that seems most attractive to do right now – it may be something you have discussed with the young people you work with, or something you have already seen other organisations or people implementing. Don't worry about being innovative in this, instead – search for the idea, which you think will involve and engage your youngsters best. If you want to, involve others in this step – either the youngsters you plan to work with, or your co-workers! You can use an online tool like [www.mindmup.com](http://www.mindmup.com) (free online tool to create, share, and publish mind maps) or <https://bubbl.us> (helps to organise ideas visually to take notes, brainstorm new ideas, collaborate, and present more effectively) for brainstorming when you involve others. For additional inspiration, of course, you can also jump over to the DiGi Youth Work Hub, where you can see what others have shared in the forums (<https://digi-youth.com/#/en/forum>).

Identify the platform, which is best suited for the activity. Aside from the social media websites listed above, consider also platforms like Zoom, Discord, Miro.com, Twitch, etc., which are specifically created to accommodate different needs and facilitate communication, collaboration and co-creation. For activities like creating a podcast or video series, seek out the most suitable at home also through seeing what other similar products have found as appropriate.

List the resources you need before you start acquiring them. Think in terms of time, people, know-how, hardware, software, any needed props. With modern technology being the way it is, you can start almost all activities with free software and the available hardware in your computers or smartphones. Don't be afraid to look online for the best, most appropriate, and cost-efficient option.

Once you are ready with most of the needed preparatory work, involve more people in your activity! Both young people and co-workers – that way, you can ensure engagement, feedback, and additionally – anticipation of your activity. Don't be shy to promote what you are doing in your available networks, and be open to opinions you may receive.

Good luck and we look forward to reading about your experiences with online activities in the DiGi YOUTH's work hub forums.

## Practical examples

### Guidelines

- Developing digital youth work: Policy recommendations, training needs and good practice examples - [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1744/NC0218021ENN.en.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1744/NC0218021ENN.en.pdf)
- European Guidelines for Digital Youth Work - <https://www.digitalyouthwork.eu/wp-content/uploads/sites/4/2019/09/european-guidelines-for-digital-youth-work-web.pdf>
- Virtual Youth Work Guidelines - <http://virtualyouthwork.com/wp-content/uploads/2018/10/guidelines.pdf>
- Social Media: The Basics for Youth Work - <https://www.youthlinkscotland.org/media/3548/social-media-youth-worker-guide-branded.pdf>
- Using Social Media in Youth Work Communications <https://core.ac.uk/download/pdf/38067372.pdf>
- Online Training for Youth Workers - [https://issuu.com/socialnaakademija/docs/v04\\_ewwyw\\_manual\\_redesigned\\_en](https://issuu.com/socialnaakademija/docs/v04_ewwyw_manual_redesigned_en)
- Leading Groups Online - <https://www.leadinggroupsonline.org/ebooks/Leading%20Groups%20Online.pdf>

### Videos

- What is youth work today? [https://www.youtube.com/watch?v=w\\_dRh3grAik](https://www.youtube.com/watch?v=w_dRh3grAik)
- Youth Work in Digital World 1: What is Digital Youth Work? - <https://www.youtube.com/watch?v=cEq4spvmDiQ>
- Digital literacy and why it matters - <https://www.youtube.com/watch?v=p2k3CiB88w>
- Why Every Youth Worker Must Care About Social Media - <https://www.youtube.com/watch?v=40E9inz-Fmg>
- Smart Youth Work - <https://www.youtube.com/watch?v=iwxrK4DLteE>
- TED talk: Impact of Social Media on Youth | Katanu Mbevi - [https://www.youtube.com/watch?v=soHn6t\\_jjIw](https://www.youtube.com/watch?v=soHn6t_jjIw)

## Do's and Don'ts

Do's	Don'ts
Keep your organisation online in appropriate channels.	Neglect your regular activities because of digital integrations.
Spend time on your online image as a part of your work.	Overbear your activities with online tools when they don't make the process easier.
Keep an eye on new trends and their importance for your target groups.	Keep up online channels, which serve no meaningful purpose.
Find online tools, which fit your and your organization's needs.	Expect the online channels to bring miraculous results.
Incorporate a variety of online activities in your arsenal – both one-off and serial ones.	Give up too fast or get discouraged – sometimes the online efforts just need more of a push before they start showing results.

## SUMMARY

*In this chapter, we made a brief overview of digital youth work – what it is and what it is not, its importance, and some of its key characteristics.*

*As one main take-away, we'd like to emphasize the importance of the digital in youth work – beyond overcoming temporary barriers to meeting, the online space gives us many opportunities to engage disadvantaged and disenfranchised young people; allows us to reach young people, who wouldn't otherwise know about our work and activities; and creates a space for new and attractive activities, which would support our goals and overarching mission in youth work.*

*Be brave in your online endeavours and keep reading the DiGi Youth Work Manual to gain more information and specific knowledge and skills in the realm of digital youth work!*

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# PLANNING AND ORGANIZING AN ACTIVITY

Written by: Aikaterini Kaisari, Niki Michalopoulou

## Introduction

Planning is the function of management that involves setting objectives and determining the course of actions for achieving those objectives. Through planning we set the organizations' goals, establish the strategies for achieving those goals, and develop plans to integrate and coordinate work activities.

Planning and organizing skills help manage time, tools and resources, they help work out what is needed to achieve aims: they are vital at all levels in the workplace. Through planning we have different benefits: a defined plan provides direction and consequently reduces uncertainty, minimizes waste and redundancy, and finally sets the standards for controlling the progresses achieved by the organization.

Planning and organization makes efficient use of your working time by keeping you focused from the beginning of a project to its completion. A comprehensive plan for youth work activities and projects ensures you tackle all necessary steps for success. Organizational tools allow you to track the planning progress for the activity. An organizational plan also facilitates collaboration and information sharing with other team members who play a role in the completion of the activities. Tweaking your organizational method allows you to create the most effective planning system for your work.

What follows in this chapter is a useful guide to help you plan and organize an activity in youth work effectively. It will help you understand planning and organizing principles, as it will demonstrate the methods behind setting goals and objectives. Ways to plan, schedule, and implement working activities will be presented, and practical tips and the best practices will be shared.

## Theory

### Set Objectives

In order to succeed in any activity, the first step that must be taken is setting the objective. An objective describes something that you plan to do or achieve. Broadly, it describes what a project, program or an activity wants to achieve or influence. Establishing goals permits us to gain focus and direction, gain determination, and control over the general aimed direction. Goal setting is a process that starts with careful consideration of what is wanted to be achieved, followed by hard work to actually do it. They can range from simple deliverables that are under the control of a project or program to long-term goals which may be dependent on many different factors. Setting good objectives makes monitoring and evaluation easier and more effective.

Before starting with the specific objectives, it is important to define what is the vision in which the objective is set, the main raison d'être of the project planning in the long run. Theoretical approaches have been defined to better define and understand how to be successful in setting objectives. The most famous one is the SMART approach.

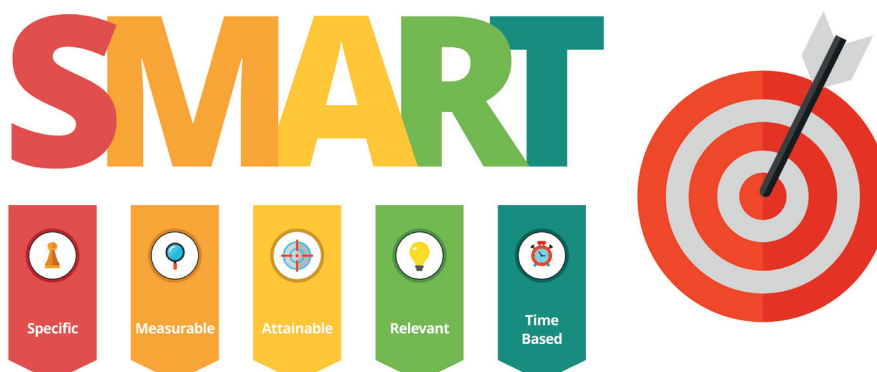
### Set SMART Goals

You have probably heard of SMART goals already, an acronym that you can use to guide your goal setting.

Its criteria are commonly attributed to Peter Drucker's Management by Objectives concept. The first known use of the term occurs in the November 1981 issue of Management Review by George T. Doran. Since then, Professor Robert S. Rubin (Saint Louis University) wrote about SMART in an article for The Society for Industrial and Organisational Psychology. He stated that SMART has come to mean different things to different people, as shown below.

To make sure your goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic and resourced, results-based)
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)



Professor Rubin also notes that the definition of the SMART acronym may need updating to reflect the importance of efficacy and feedback. Nevertheless, some authors have expanded the term to include extra focus areas: SMARTER, which for example, includes Evaluated and Reviewed.

Let's elaborate... The main idea is that for goals to be powerful, they should be designed to be SMART. There are many variations of what SMART stands for, but the essence is the following:

### + Set Specific Goals

You have to have well defined and clear goals. Vague or generalized goals are unhelpful and will not provide sufficient direction. Always keep in mind that you need goals to show you the way. Make it as easy as you can to get where you want to go by defining precisely where you want to end up.

### + Set Measurable Goals

Include precise amounts, dates, and so on in your goals so you can measure your degree of success. If your goal is simply and generally defined as "To reduce expenses", how will you know when you have been successful? In one month's time if you have a 1 percent reduction or in two years' time when you have a 10 percent reduction? Without a specific way to measure your success you miss out on the celebration that comes with knowing that you have actually achieved something.

### + Set Attainable Goals

Make sure that it's possible to achieve the goals you set. If you set a goal that you no way are going to achieve, you will only demoralize yourself and erode your confidence.

In contrast though, resist the urge to set goals that are too easy. Accomplishing a goal that you didn't have to work so hard on can have the opposite results and can also make you fear setting future goals that carry a risk of non-achievement. By setting realistic yet challenging goals, you hit exactly the balance you need. These are the types of goals that require you to "raise the bar" and they bring the greatest personal satisfaction and growth.

### + Set Relevant Goals

Goals should be relevant to the direction you want your life and career to take. By keeping goals aligned with this, you'll develop the focus you need to get ahead and do what you want. Set widely scattered and inconsistent goals, and you'll fritter your time - and your life - away, and you don't want this situation to conquer your everyday life and work.

### + Set Time-Bound Goals

Your goals must have a deadline. Looking in the previous lines, this means that you know when you can celebrate success. When you are working on a deadline, your sense of urgency increases and achievement will come that much quicker.

### The goals & the objectives... How—to?

Written goals should be related in some manner to the overall purpose of the organization. Individual objectives are then written for each goal as the first step toward the goal's accomplishment. Following are specific components that must be considered when writing goals and objectives

#### GOALS: (The Direction to Go)

1. Have a desired future condition.
2. Should be broad in focus.
3. Should be expressed in either qualitative or quantitative terms.
4. Should be long-range in time frame.
5. Should be challenging, yet be realistic and achievable.

#### OBJECTIVES: (The Means to Achieve)

1. Should be specific and measurable.
2. Should be narrower in focus than the goals.
3. Should be expressed in quantitative terms.
4. Have a shorter time frame and be dated.

### Plan and schedule work activities

After having set the objectives, the natural step forward is the planning and scheduling on how you will actually get them. Project scheduling is one of the critical organizational tasks, as it dictates the time frames in which the project will be completed, the budgets/costs in terms of resource requirements and the sequence of tasks to be completed.

Numerous articles, videos and books claim to know the “perfect schedule” to achieve your goals, and most people actually want to know that one single best way to schedule their work in the most efficient way. But the reality is kind of different, and you can quickly get that there is no perfect method for everyone or for every project or for every different situation that occurs. Because everyone has some strengths and weaknesses when it comes to time management and productivity, what works for one person or one particular objective could be an absolute disaster for another one.

*“Scheduling is the art of planning your activities so that you can achieve your goals and priorities in the time you have available.”*

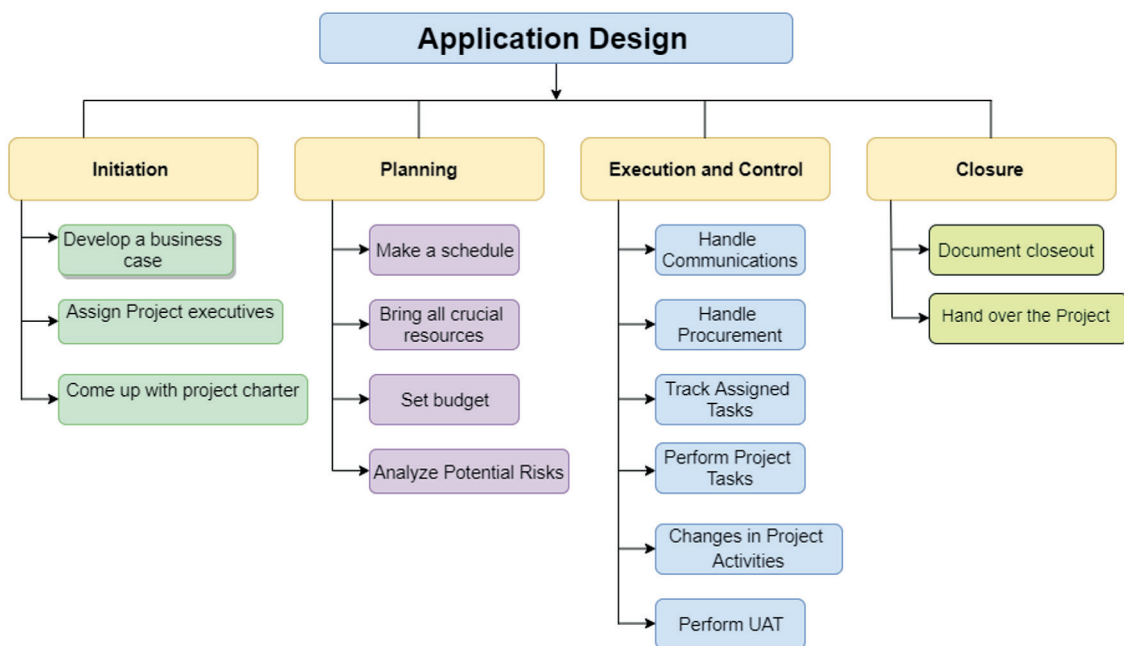
When it is done effectively, it helps you understand what you can realistically achieve with your time and makes sure you have enough time for essential and important tasks .

When beginning to put together and structure a schedule for your project, you should ask yourself four things to start:

- What needs to be done?
- When will it be done?
- Who will do it?
- Where will it be done?

To identify the activity requirements, it could be useful to break the steps that must be taken into smaller tasks and assign due dates to them. In project management, this is what is usually called the “work breakdown structure”, and it consists in decomposing the activity that must be done in a hierarchical way, to make the planning of the activity more manageable, and easier to assign tasks and track progress.

A work breakdown structure (WBS) is a visual, hierarchical and deliverable-oriented deconstruction of a project. It is a helpful diagram for project managers because it allows them to work backwards from the final deliverable of a project and identify all the activities needed to achieve a successful project.



All the steps of a project are outlined in the organizational chart of a work breakdown structure, which makes it an essential project management tool for planning and scheduling. The final deliverable rests on top of the diagram, and the levels below subdivide the project scope to indicate the phases, deliverables and tasks that are horizontal bar also shows how much of a task requires completion.

Another useful instrument that has been developed for planning a project is the Gantt Chart. Gantt charts are utilized in several industries and for a range of projects, they are useful in planning a project and defining the sequence of tasks that require completion. It is displayed as a horizontal bar chart in which horizontal bars of different lengths represent the project timeline, which can include task sequences, duration, and the start and end dates for each task.

To sum up, there are plenty of ways through which planning can be organized. The challenging part is finding the right way to do it, something that works for you. A simple and easy way can also be using pen and paper, organizing your time using a weekly planner. Other apps and software such as Google Calendar, MS Outlook, and Business Calendar. Choose a scheduling tool that suits your situation, the current structure of your job, your personal taste, and your budget!

## Practical tasks

### Build a project management timeline

A project timeline is a visual list of tasks or activities placed in chronological order, which lets project managers view the entirety of the project in one place. A project timeline typically takes the form of a horizontal bar chart, where each task is given a name and a corresponding start and end date. They can be drawn by hand, or on a whiteboard, created with an excel template, or by using a project timeline software. A project timeline provides an in-depth overview of the entire project from start to finish. You can see when a task starts and when it's due—and importantly, whether or not it's dependent on another task.

In the following texts, you can find 8 helpful steps you can follow to create your Project/Activity Timeline.

- 1. Write a project scope statement:** Determining the scope of your project is another part of the project management process you need to complete before you can create your project timeline. A project scope statement outlines the deliverables you plan to produce by the end of a project.
- 2. Create a work breakdown structure (WBS):** To create a work breakdown structure (WBS), start from your scope statement and break your deliverable or deliverables into smaller pieces. You aren't getting into tasks yet, just smaller deliverables. Another name for this section is the scope baseline, and each sub-deliverable is called a work package.
- 3. Break each work package into tasks:** Now you can make a to-do list for each work package. Think about the gap between your baseline and your goal. What needs to happen to get from the starting point to the desired end point? Take note of tasks that are similar across work packages. This process will help you determine dependencies in the next step.
- 4. Determine project dependencies:** Dependencies are tasks that cannot be started until another task has been completed. determining dependencies for a project management timeline can be relatively straightforward, but for more complex processes, mapping dependencies might give you a few gray hairs. Creating a flowchart or diagram is helpful for visualizing and identifying these dependencies. You may find it helpful to use swimlanes or color coding to designate which team or individual will take responsibility for each task.
- 5. Determine total time needed for each task:** Go back to your task list or dependency chart and consider how long it will take to accomplish each task. Assume that the responsible party is working diligently on the task without interruptions. If you are unable to accurately estimate the needed time, work on this section with an expert who can give you some guidance.
- 6. Identify resource availability:** Most often, your limiting resource will be the availability of your team members or employees. In this step, you need to consider when they will be able to spend time working on an allotted task. Even though it may only take a day of dedicated work to complete an assignment, you may need to expand the amount of designated time to a few days or even weeks if there are many other projects occurring simultaneously.

- 7. Identify important milestones:** Project milestones allow you to track the progress of your projects from start to finish. This way, if you get behind, you will know far in advance of your final deadline and be able to adjust your plans or expectations to stay on target.
- 8. Build your project management timeline:** Here we are and this is the fun part! It's time to create your project timeline. Line your tasks end to end, adjust their lengths to reflect the amount of time allotted, and then add milestones to polish things off. Voilà! You have a completed project management timeline.

### Professional tips

To optimize your experience creating project management timelines, here are a few tips:

- Before anything else, set the start and end date of the project and adjust your labels.
- Next, decide whether you are using a line or a block timeline. Use the structure that best fits your project. Basic line timelines help identify key milestones, where block timelines make it easy to visualize teams and specific task progress.
- Determine the labels of your project based on the timeline. Labels can be in seconds, hours, days, weeks, or even years.
- Stack multiple timelines and that labels only appear on the bottom timeline.
- Color-code the different timelines or rows to organize the project and keep everyone on the same page.
- Alter intervals, but only in complete increments.

### How to plan an activity

**Identifying the activity:** can you answer the following questions on the activity?

- What is the activity? Can you give a brief description of what it is and what will be involved?
- Who is the activity designed for? Is it for a club, a class, the whole student body?
- When is the activity planned for? Do you have a target date to plan your other deadlines around?
- How much will the activity cost? Do you have money allotted for the activity? Is it enough, and can you get more if needed? Will there be a fee charged for this activity and is there a bookkeeping system to handle that account?

### Planning the activity

*Step 1: Getting the manpower*

Assemble members of your committee through asking people you know you can depend on and who are willing to work, in addition to having “sign ups” or “recruiting”.

*Step 2: Getting the advisor*

In many aspects of activity planning and following through, it is highly recommended that you seek an advisor, or an adult staff member who is willing to assist you in planning and supervising the follow through of your plans.



*Step 3: How should we plan the activity?*

- **Brainstorm:** After getting your committee and advisor together, “brainstorm” over every possible step that would be needed to plan the activity. As a guide, prior to brainstorming, remind the committee of the following guidelines:
  - No idea is stupid, so no criticism of any suggestion is allowed.
  - Let the ideas flow freely, let everyone complete their suggestion before moving on to the next one.
  - Keep going until every thought is exhausted.
- **Weeding out ideas:** After looking at the completed list of ideas, go over each item separately and objectively to see if it is an idea that is definitely valid and essential to your planning. If not, eliminate it from the list.
- **Prioritize the items:** After looking at the “slimmed down” list, asterisk (\*) or underline those planning areas that would require major attention. Have the committee keep in mind that these areas may be the basis for the formation of “sub-committees”, or related task groups to be responsible for these major items.
- **Chronological listing of the planning list:** After sorting out the “major areas”, have the group list the items in “chronological order”, or list what should be completed from first to last.
- **Assigning people to handle specific tasks:** After agreeing to the organization of the planning of the activity, asking your committee members to handle the major areas identified by the group.
- **Giving deadlines:** Since every task was listed chronologically, now you can assign deadlines, or target dates by which these steps should be completed. Make sure these dates are realistic.

*Step 4: Following through*

To help you in the planning and follow through, it is recommended that you also use the following forms:

- **Checklist For An Activity.**
- **Activity/Program Planning Guide** - After everything is plotted, make copies for all committee members.

Also, in following through, have periodic meetings to check on the progress of job assignments.

**Prior to the activity** (it is suggested to do this during a week or 10 days prior)

- **Check-up:** Make sure everyone has their areas of responsibility properly covered. If anything is not covered, find out why then make the proper arrangements.
- **Activity day plan**
  - Diagram the facilities to be used: Get an idea of the physical area that you will be using.
  - List the major stations/areas of responsibility for the day of the activity: Review stations then check manpower assignments to make sure these areas are covered.
- **Simulation/run through:** If possible, actually run through the activity in the facility to be used. For example, have the person assigned to handle registration for the activity actually practice having the “check in” table go through the simulation of collecting money and stamping hands for a dance.

The main thing to stress here is that as a chairperson, you are to supervise or “direct traffic”. You cannot physically do everything so make sure that those assigned know their duties well enough so that you won’t have to worry about anything except for handling emergencies.

### Day of the activity

- Brief run through
- **Make the proper acknowledgements:** If you are emceeding the activity, take time to properly acknowledge your “crew” for their work and efforts.

### After the activity

- **Send out your thank you notes/letters:** This is the official acknowledgement of their efforts. Take the time even before the activity to prepare these notes or letters so that you can get them out immediately after the activity date.
- **Evaluation:** Review and analyze your efforts and keep good records to help out the next person who will be responsible for this activity.

Remember to list very specific recommendations.

## Practical examples

- Five Rules of Goal Setting - <https://www.youtube.com/watch?v=aVstw9HYI-o>
- How to Set SMART Objectives - <https://www.youtube.com/watch?v=OXA6gfz-FA24>
- Project management timeline templates ideas - <https://www.youtube.com/watch?v=gefWXfIBtI4>

## Do’s and Don’ts

Do’s	Don’ts
Set up a working structure.	Avoid the evaluation process.
Determine the planning framework.	Choose a certain method if it doesn’t work for you.
Agree on timeline and work plan.	Be lost in deadlines. Work to be on time.
Link with other planning processes.	Reject any idea without elaborating it first.
Consider getting external support.	Overload your brain. Use tools for your benefit.

## SUMMARY

*In this chapter, we made an overview of how to plan and organize an activity. We demonstrated the necessary methods and shared the best practices to achieve effectiveness.*

*The importance of having good planning methods and using proper organizational tools is vital, and a comprehensive working plan can lead to a successive implementation of any activity. Though, always keep in mind that there is no perfect method for everyone or for every activity. The purpose of this chapter is to work as a consulting guide, and to share practices that may help you cultivate your own method towards success.*

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# SELF-DEVELOPMENT OF YOUTH WORKERS AND SELF-ASSESSMENT

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## Introduction

Self-assessment can contribute to continuous self-development by presenting an opportunity to assess performance and identify improvement points. Self-assessment users are more engaged and dedicated to their work and be able to understand what and why they are doing. Reflecting on and analyzing your own work also helps development of ownership and commitment. Furthermore, use of self-assessment improves a person's judgement and reflection skills.

Your work and youth sector represent continuously developing areas according to the needs of the beneficiaries. In order to provide sustainability of the development process, self-assessment has a prominent role.

Strive for self-development starts with questions such as “How can I improve the quality of my work? How can I assess my own knowledge, skills and competences and fill the gaps?”

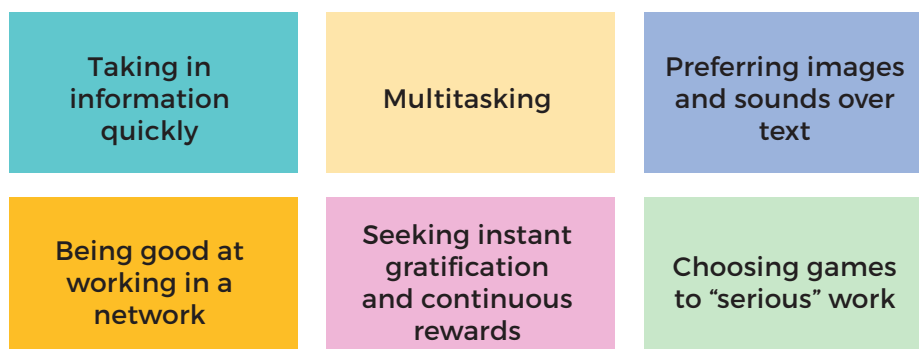
This chapter aims to contribute to the self-development of the youth workers in the field of digital youth work by developing their self-assessment knowledge and skills.

The chapter starts with the definition of basic concepts and terminology regarding self-assessment and continues with practical tasks. The chapter also provides practical examples on the subject and useful tips of Do's and Don'ts.

## Theory

As the society is constantly changing so the needs of young people. Consequently, youth work needs to be able to transform itself to these changes. That is why self-development of the youth workers is important. Self-development usually starts with being aware of one's self. It requires willingness and motivation for improvement.

Increasing use of the information and communication technologies have affected the economic, social and cultural structure of the society which has now become known as the information society. Changing habits of communication and media use have introduced a new concept of 'network society'. Young people are regarded as 'digital natives' as they are "native speakers" of the digital language. This new generation of young people whose acquisition, usage and consumption of information are primarily based on new media and digital tools, have different characteristics and they require different approaches in youth work. According to literature the following are some of the basic characteristics of this new generation of young people (digital natives):



These and many other characteristics of the new generation of young people have been changing the ways in which education, training, and other services are provided. Youth work is not immune to these changes. A new concept of 'digital youth work' is now entered into our lexicon. According to European Commission Directorate-General for Education, Youth, Sport and Culture "Digital youth work means proactively using or addressing digital media and technology in youth work."

While other chapters of this Manual discuss different aspects of digital youth work, we will look at the aspects of self-assessment as part of self-development of youth workers. The following are the definition of basic concepts related with the self-assessment.

### Self-assessment

Self-assessment is an important aspect of self-development. According to Miriam-Webster dictionary self-assessment is "the act or process of analyzing and evaluating oneself or one's actions" or "the act or process of judging your own achievements or progress". "Self-assessment in education involves reflecting on and monitoring one's own work processes and/or products". Self-assessment is the self-assessment of individuals, teams or institutions using specific methods and techniques, in line with established standards.

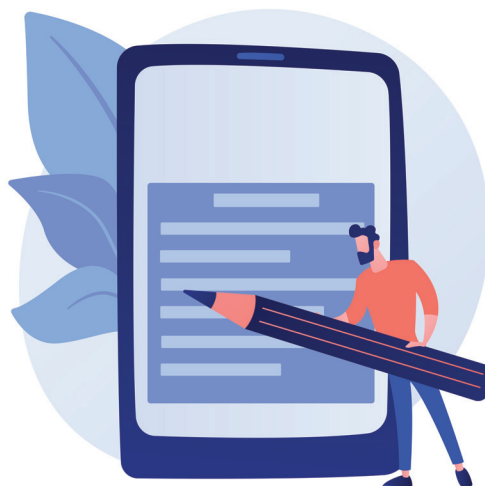
Self-assessment helps individuals to become aware of his/her own strengths and weaknesses and learn to see themselves objectively. It also contributes to development of self-regulation which is closely related with the achievement. People who set goals and make plans to reach them and keep track of their progress tend to be more successful.

As self-assessment requires awareness of tasks related to the goal and monitoring one's progress, it lies at the core of the self-regulation. Therefore, self-assessment can increase both self-regulation and achievement. According to Andrade (2019) "the purpose of self-assessment is to generate feedback that promotes learning and improvements in performance and if there is no opportunity for adjustment and correction, self-assessment is almost pointless."

There is a growing interest and use of self-assessment in different educational contexts due to the increasing use of self-regulated learning and learner-centered instruction methods. Nowadays, self-assessment is widely used in primary, secondary and tertiary education. It is also a widely used method in business and companies.

However, in order to be useful, self-assessment requires learners (in our case youth workers) to have necessary skills to monitor and reflect on their learning processes and outcomes. Furthermore, successful self-assessment requires substantial input from the trainer/instructor. As self-assessment requires time and practice, trainers need to particularly teach and show how to self-assess before learners/trainees are expected to use self-assessment effectively. As part of self-assessment, learners collect information on their performance and then they analyze that information based on the objectives to see whether those objectives have been achieved or not. However, both collecting information and analyzing it correctly require certain knowledge and skills.

Self-assessment can help youth workers to see where they are and draw a road map to reach to where they want to be. Using self-assessment for learning and improvement also contributes to upskilling youth workers' digital competences. The following section summarises the benefits of self-assessment.



### *Benefits of self-assessment*

Benefits of self-assessment have been widely discussed in the educational and business literature. The following are the short summary of its benefits:

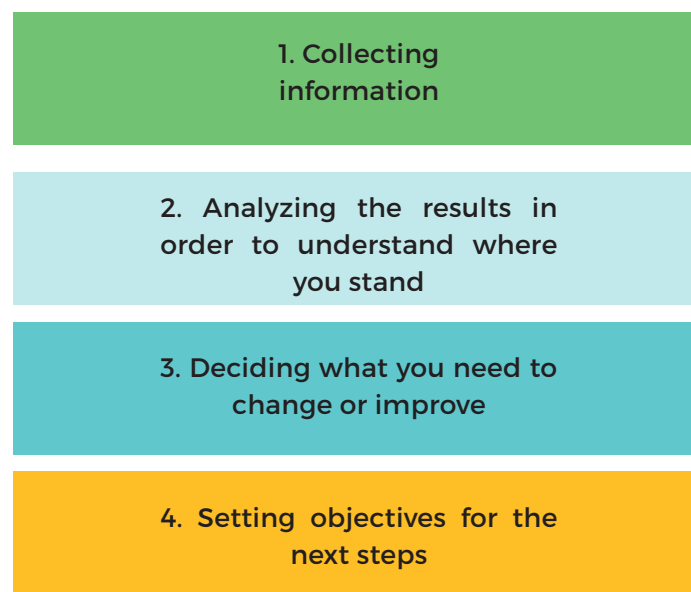
Self-assessment:

- promotes learning and development.
- raises the self-awareness levels regarding own knowledge and abilities.
- promotes self-reflection and self-monitoring.
- fosters self-directed learning.
- encourages learners to look at the training content critically.
- motivates goal-orientation.
- helps learners to uncover strengths and identify areas for development.
- encourages learners to participate in their own evaluation.
- carries the effects of the training beyond by involving learners.
- deepens learner experience.
- helps learners to become autonomous learners.
- makes learners feel that they have authority over their own evaluation.
- fosters active involvement in learning.
- reduces learners' anxiety and boosts personal, mental and social abilities.
- supports continuing professional development.

### Self-assessment process

Self-assessment is a crucial tool in striving for continuous self-development. Continuous self-development requires focus and clear objectives and endeavor to develop and maintain. Addition to all, self-improvement requires effective assessment and monitoring of where you are at the moment and where you are headed.

Self-assessment process can be divided into following 4 phases:



Let's take a closer look into these phases!

### 1. Collecting information about yourself and your performance

It can be difficult to critically and objectively assess yourself and your performance. Therefore, sometimes you may need to utilize other resources for self-assessment. You can collect information about yourself and your performance in many ways. The following are some examples:

- *You can ask feedback from others such as your colleagues, friends or other team members:* Collecting feedback from those you work with helps you to evaluate your own performance. However, if you ask, "What do you think of my performance" or "How did you find my performance as a youth worker?" they would simply answer "It was good or it was OK". Therefore, you need to ask specific questions.
- *You can reflect on the 'critical incidents' that happen:* Reflection means deliberately thinking about and analyzing the things that happen. Deliberate thinking requires asking yourself questions about the things you want to assess. The following types of questions may help you to 'consciously reflect on things/events: "What happened? (description of the events)", "What was I thinking? How I felt?", "What was good? What was bad?", "How and what can I learn from this situation/event?", "What else could I have done differently?", "What could I do differently next time?", etc.
- *Using questionnaires or other self-assessment tools:* There are a lot of free self-assessment tools available. You will find a description of some of these tools in below sections. You can select and use one of these tools by adapting it according to your needs.

### 2. Analyzing the results in order to understand where you stand

Second step in the self-assessment process is the analysis of the information that you've collected. The analysis means asking yourself questions such as "What does this information mean to me?", "What issues/questions facing me?". Then you can make a list of issues/points arising from the answers to these questions. In this step, you are identifying the areas for development - in other words - weak points or the points that need to be improved. If you've used a more structured tool for self-assessment like a questionnaire, a rating scale, or a checklist the analysis of the results will be relatively easy. Since these tools usually have marking or grading scales, pass/fail or yes/no decisions, percentages, or grades.

### 3. Deciding what you need to change or improve

Assessing your performance is pointless if you are not going to use what you've found out for your self-improvement. You should be able to make judgements objectively looking at the results of the analysis that you've just performed in the previous step. Unfortunately, people are not always objective about themselves. You need to accept the responsibility of your performance and acknowledge your mistakes and weaknesses and be ready to learn from them.



#### 4. Setting objectives for the next steps

After the analysis of the self-assessment results and deciding on the points that need to be changed, improved, or developed you need to draw a roadmap for your self-development on those weak points. At this point, you will probably face many alternative solutions (ways) and you need to weigh each one of them carefully. You can make a list of advantages and disadvantages of each alternative or create a decision tree. As each alternative course of action or decision will result in a different outcome, by reflecting on each alternative you will be able to foresee or predict the future outcome.

#### Self-assessment tools

This part includes examples of simple self-assessment tools which can be easily adapted to specific assessment objectives.

#### Rubrics

Rubrics include two types of information: (1) a list of criteria for assessing the important parts of the task and (2) a scale for rating the different levels of achievement in each of the criteria. For example:

Word Processing Rubric Rubric for evaluating In-Class Lab Assignments Word Units A - D			
	Not Proficient(1) 1 pts	Proficient (2) 2 pts	Highly Proficient(3) 3 pts
<b>Preparing Documents</b> 100 % Create, Save, Name, Edit, Move Insertion Point; Check Spelling & Grammar	Not Proficient(1)  Lacks understanding of Word Processing software and the Word program window. Open MS word with instructor assistance.	Proficient (2)  Start a new document, save a new document (file path), print a new document, Close a document, and proper use of terminology	Highly Proficient(3)  Create a document using a template(s), select text, use basic formatting commands save the document, add, edit and change text using [text placeholders].
<b>Formatting Characters &amp; Paragraphs</b> 100 % Change Font & Effects; Apply Styles; Apply Themes; Change Alignment; Indent Text; Line Spacing	Not Proficient(1)  Lacks understanding of the menu bar, toolbar, and status bar. Utilize menu, toolbar, and status bar with instructor assistance	Proficient (2)  Utilize all aspects of command features to include manual commands, icons, and shortcuts.	Highly Proficient(3)  Use the Find and Replace dialogue box to edit text in a document, use AutoCorrect to automatically correct misspellings, and use the right-click to check spelling and grammar.
<b>Customizing Paragraphs</b> 100 % Apply Numbering & Bulleting; Insert Paragraph Borders & Shading; Cut, Copy, & Paste Text; Copy & Paste between documents	Not Proficient(1)  Lacks understanding of Fonts, format text using font list arrow, font style, font size list arrow, and font color gallery. Does not understand basic EDIT features.	Proficient (2)  Understand the use of Fonts, format text using font list arrow, font style, font size list arrow, and font color gallery; document margins and the default document settings, change orientation, margin settings, and paper size. Cut, Copy, and Paste	Highly Proficient(3)  Divide a document into sections (section breaks), change the page layout settings for each section, insert page breaks, understand automatic pagination.

#### Progress cards

Progress cards are reflection tools that contain lists of levels of knowledge, skills or competencies related to the task and a check box that you can tick off if you believe you have achieved that level. Example:

Competencies	YES	NO
I have the knowledge of self-assessment principles and related methods.		
I have the skill of choosing appropriate methods for assessing young people's learning needs and objectives.		
I have the ability to support young people in the self-assessment process.		

*Questionnaires*

Questionnaires are a set of questions about your knowledge, skills or competencies related with a certain task or job and scaled choices of answers. The scaling choices depend on the chosen questions and scales can be a continuum on which you place yourself or 5 or more-point scales. Examples:

Questionnaire Example I:

Q. Overall how confident do you feel using rubrics as a self-assessment tool?						
Very confident						Not confident at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questionnaire Example II:

Competencies	Strongly disagree 1	Disagree 2	Not sure 3	Agree 4	Strongly Agree 5
I have the knowledge of self-assessment principles and related methods.					
I have the skill of choosing appropriate methods for assessing young people’s learning needs and objectives.					
I have the ability to support young people in the self-assessment process.					

Alongside with above self-assessment tools, there are other tools such as Diaries, Portfolios, Reflections Cards, and so on.

If you wish to use above mentioned tools in a digital youth work environment most of these self-assessment tools can be adapted to digital format by using free or low-cost online tools such as Kahoot!, Socrative, Google Forms, Survey Monkey, Typeform, SoGoSurvey, Zoho Survey, or Survey Planet.

**Practical tasks**

The following practical tasks and activities can be used to check if the trainees/learners understood the concepts or to make them practice the implementation of procedures.

List 4 benefits of self-assessment:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Write down 3 questions you can ask to your team members for your self-assessment:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Develop a questionnaire with 5 questions to assess your performance as a digital youth worker:

- Q1. \_\_\_\_\_
- I am good at this     I'm quite good at this     I'm not so good at this     I'm quite poor at this
- Q2. \_\_\_\_\_
- I am good at this     I'm quite good at this     I'm not so good at this     I'm quite poor at this
- Q3. \_\_\_\_\_
- I am good at this     I'm quite good at this     I'm not so good at this     I'm quite poor at this
- Q4. \_\_\_\_\_
- I am good at this     I'm quite good at this     I'm not so good at this     I'm quite poor at this
- Q5. \_\_\_\_\_
- I am good at this     I'm quite good at this     I'm not so good at this     I'm quite poor at this

## Practical examples

### Videos

- Self-Assessment - [https://www.youtube.com/watch?v=Qo\\_5dJ-dIIQ](https://www.youtube.com/watch?v=Qo_5dJ-dIIQ)
- Beginner Self-Assessment - <https://www.youtube.com/watch?v=a5al18tvcxg>
- How to Conduct Self-assessment of Competences? <https://www.youtube.com/watch?v=jUmhFpnOygzg>
- How to use the European Youth Workers Portfolio for self-assessment of competences? <https://www.youtube.com/watch?v=DVWDLnnMyYs>
- How to use the Youthpass for self-assessment of competences? [https://www.youtube.com/watch?v=7m7m55\\_EQ54](https://www.youtube.com/watch?v=7m7m55_EQ54)
- Values a driving force and its relation with attitudes, behaviours and youth work- <https://www.youtube.com/watch?v=2-UcVPRnYs8>
- Empowering Students to Own the Assessment Process- [https://www.youtube.com/watch?v=8WxvVgXC\\_NY](https://www.youtube.com/watch?v=8WxvVgXC_NY)
- Why self-assessment is critical to your career?- [https://www.youtube.com/watch?v=tiqYYm\\_J0hU](https://www.youtube.com/watch?v=tiqYYm_J0hU)
- How to set goals? (Wheel of life exercise, a self-assessment tool)- <https://www.youtube.com/watch?v=MQ3xjbh-ehI>
- SMART Goals - Quick Overview- <https://www.youtube.com/watch?v=1-SvuFIQ-jK8>

## Do's and Don'ts

Do's	Don'ts
Be honest and critical.	Be self-deprecating, know your strengths.
Be proud, highlight your achievements.	Set immeasurable objectives.
Appreciate honest feedback.	Assume, collect evidence.
Continuously seek growth.	Use an ambiguous language, be clear.
Set specific goals.	Settle for less, strive for more.

## SUMMARY

*This chapter focused on self-development of youth workers and self-assessment by providing basic information about the self-assessment process, introduction of major self-assessment tools, and practical tasks and tips.*

*Self-assessment is a helpful approach for supporting learning and self-development. It presents an opportunity to assess performance and identify improvement points. By reflecting on and analyzing their own work youth workers can improve professionally.*

*Self-assessment process starts with collecting information about yourself and continues with the analysis of those information in order to understand where you stand. Afterwards you need to decide what you need to change or improve. After, you need to set objectives for the next steps.*

*To perform self-assessment, you can use different tools such as rubrics, progress cards, diaries or questionnaires and many of these tools can be easily adapted to digital youth work.*

*We encourage you to continuously reflect on your work and monitor your self-development by regularly assessing your work.*

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# CONFLICT RESOLUTION IN YOUTH WORK

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## Introduction

*This chapter will help you understand conflict resolution, which are the steps of a resolution process, and the different methods to resolve a conflict. We will present different modes for responding to conflict situations, as well as practices that should be preferred or avoided during the resolution process.*

## Theory

### What is conflict resolution?

“Conflict resolution can be defined as the informal or formal process that two or more parties use to find a peaceful solution to their dispute. When working with others, sooner or later you will almost inevitably face the need for conflict resolution. You may need to mediate a dispute between two members of your working team, or you may find yourself angered and disrupted by something a colleague reportedly said about you in a meeting. In organizations, conflict is inevitable, and good conflict management tools are found to be essential.”

Skills to handle conflict resolution are required for a wide range of positions across many job sectors. This requirement is based around the fact that conflict tends to reduce productivity and creates a difficult work environment, which leads to unwanted turnover in staff and reduced morale, and thus inefficient work. Individuals who are able to resolve conflicts are often excellent mediators, rational, and able to manage difficult situations and personalities from a place of empathy. In the greatest amount of conflicts, neither party is right or wrong; instead, different perceptions collide to create disagreement.

Conflict is natural and it is up to you to respond to conflict situations quickly and in a professional way. It can actually turn out to be very positive; if you deal with it openly, you can strengthen your work unit by correcting problems and talking about them. Conflicting views give you a chance to learn more about yourself, explore views of others, and develop productive relationships. For a successful conflict resolution, clear and open communication are vitally important and crucial.

To manage conflict effectively you must be a skilled communicator. That includes creating an open communication environment in your unit, by encouraging the team to talk about work issues. Listening to team concerns will foster an open environment: make sure you really understand what they are saying by asking questions and focusing on their perception of the problem.

By managing conflicts skillfully, you can:

Gain cooperation from team members

Improve performance and productivity

Reduce stress and preserve integrity

Solve problems as quickly as possible

Improve relationships and teamwork

Enhance creativity

Increase staff morale

## Resolution Process

A list of things must be addressed and taken into consideration when starting a resolution process. Here you can find some:

1. **Acknowledge that a difficult situation exists.** Honesty and clear communication play an important role in the resolution process. Acquaint yourself with what is happening and be open about the problem.
2. **Let individuals express their feelings.** Some feelings of anger and/or hurt usually accompany conflict situations. Before any kind of problem-solving can take place, these emotions should be expressed and acknowledged.
3. **Define the problem.** What is the stated problem? What is the negative impact on the work or relationships? Are differing personality styles part of the problem? Meet with the conflict parts separately at first and question them about the situation.
4. **Determine an underlying need.** The goal of conflict resolution is not to decide which person is right or wrong; the goal is to reach a solution that everyone can live with. Looking first for needs, rather than solutions, is a powerful tool for generating win/win options. To discover needs, you must try to find out why people want the solutions they initially proposed. Once you understand the advantages their solutions have for them, you have discovered their needs.
5. **Find common areas of agreement, no matter how small:**
  - Agree on the problem
  - Agree on the procedure to follow
  - Agree on worst fears
  - Agree on some small change to give an experience of success
6. **Find solutions to satisfy needs:**
  - Problem-solve by generating multiple alternatives
  - Determine which actions will be taken
  - Make sure involved parties buy into actions. (Total silence may be a sign of passive resistance.) Be sure you get real agreement from everyone.
7. **Determine follow-up you will take to monitor actions.** You may want to schedule a follow-up meeting in about two weeks to determine how the parties are doing.
8. **Determine what you'll do if the conflict goes unresolved.** If the conflict is causing a disruption in the department and it remains unresolved, you may need to explore other avenues. An outside facilitator may be able to offer other insights on solving the problem. In some cases, the conflict becomes a performance issue, and may become a topic for coaching sessions, performance appraisals, or disciplinary action .

## Conflict resolution strategies

Different people use different methods to resolve conflict, and most people have one or more natural, preferred conflict resolution strategies that they use regularly and have worked on them more. Conflicts can be resolved in a variety of ways, including negotiation, mediation, and arbitration.



### *Negotiation*

In conflict resolution, you can and should draw on the same principles of collaborative negotiation that you use when making deals. For example, you should aim to explore the interests underlying parties' positions, such as a desire to resolve a dispute without attracting negative publicity or to repair a damaged business relationship. Moreover, state your best alternative to a negotiated agreement, what you don't make it to an agreement, such as finding a new partner or filing a lawsuit. By sharing options and looking for tradeoffs across issues, you may be able to negotiate a satisfactory outcome to your dispute without the help and involvement of outside parties.

### *Mediation*

In mediation, disputants enlist a trained, neutral third party to help them come to a consensus. Rather than imposing a solution, a professional mediator encourages disputants to explore the interests underlying their positions. Working with parties both together and separately, mediators seek to help them discover a resolution that is sustainable, voluntary, and nonbinding.

### *Arbitration*

In arbitration, which can resemble a court trial, a neutral third party serves as a judge who makes decisions to end the dispute. The arbitrator listens to the arguments and evidence presented by each side, then renders a binding and often confidential decision. Although disputants typically cannot appeal an arbitrator's decision, they can negotiate most aspects of the arbitration process, including whether lawyers will be present and which standards of evidence will be used.



### Best Practices / Resolution Techniques

Among the different practices and theories that have been developed above the conflict management argument, one of the most useful and accredited one is the Thomas-Kilmann Instrument. This model is designed to measure a person's behavior in conflict situations. "Conflict situations" are those in which the concerns of two people appear to be incompatible. In such conflict situations, we can describe an individual's behavior along two dimensions:

1. assertiveness, the extent to which the person attempts to satisfy his own concerns, and
2. cooperativeness, the extent to which the person attempts to satisfy the other person's concerns.

These two underlying dimensions of human behavior (assertiveness and cooperativeness) can then be used to define five different modes for responding to conflict situations:

1. **Competing** is assertive and uncooperative—an individual pursues his own concerns at the other person's expense. This is a power-oriented mode in which you use whatever power seems appropriate to win your own position—your ability to argue, your rank, or economic sanctions. Competing means "standing up for your rights," defending a position which you believe is correct, or simply trying to win.
2. **Accommodating** is unassertive and cooperative—the complete opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.
3. **Avoiding** is unassertive and uncooperative—the person neither pursues his own concerns nor those of the other individual. Thus he does not deal with the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.
4. **Collaborating** is both assertive and cooperative—the complete opposite of avoiding. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem.
5. **Compromising** is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediate between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution.

Each of us is capable of using all five conflict-handling modes, and not just having a single style when dealing with conflict. But certain people use some modes better than others and, therefore, tend to rely on those modes more heavily than others—whether because of temperament or practice.

Your conflict behavior in the workplace is therefore a result of both your personal predispositions and the requirements of the situation in which you find yourself. The Thomas-Kilmann Instrument is designed to measure your use of conflict-handling modes across a wide variety of group and organizational settings .

*Some tips for managing conflicts in youth work:*

- Find a situation or environment in which the young person might feel safe and can speak freely: privately, or in a group; open air or in a closed environment.
- Listen to the young person and don't take sides (any side).
- Encourage the young person to talk and LET him/her talk (don't overthrow him/her with your own conflicts and experiences).
- Help the young person to explore where the roots of the conflict could be: different values, habits, norms, cultural backgrounds.
- Try to understand how the young person feels and thinks.
- Try to find out which roles or strategy both parties are using (if there are parties involved, depending on the conflict).
- Ask the young person if you could help in any way
- Help the young person to clarify the situation, perhaps the conflict is based on a (intercultural) misunderstanding: avoid judging what you don't understand and promote tolerance of ambiguity.
- Don't impose your cultural norms, but try to understand the cultural rules on both sides.
- Ask the young person whether s/he has an idea about how the opposite party might be feeling.
- Encourage the young person to formulate possible solutions for the problem. In this way he/she will feel more involved in the solving phase and support his/her own proposals for solution.
- Encourage the young person to talk to the other party in the conflict if both are ready for this, help establish a fearless atmosphere where open communication is possible (neutral territory, with an external mediator).



### Practical tasks

#### *Assertiveness*

A supervisor might take the initiative to organize a meeting between two employees who have been involved in a public dispute. A worker might seek out a person with whom they're having disagreement to suggest working together to find ways to co-exist more harmoniously.

#### *Listening skills*

A negotiator should have counselling skills. Active listening is the core of counselling. Active listening is the only way that the negotiator would get the nature of the disputes between an employee and a manager.

#### *Empathy*

A mediator might inspire empathy by asking employees in conflict to each describe how the other might be feeling and discerning, and how the situation might look to the other party. Empathy is also a significant skill for mediators, who must be able to understand each party's perspective, without necessarily agreeing with either.

#### *Facilitation*

Managers of opposing departments might facilitate a joint brainstorming meeting with their teams to generate solutions to ongoing points of conflict. Group facilitation techniques can also be used to evade triggering conflict during group decision-making, in the first place.

### Practical examples

- Conflict Resolution PowerPoint Template - <https://slidebazaar.com/items/conflict-resolution-powerpoint-template/>
- No Offence Booklet, Conflict Management (pg.65-67) - <https://www.salto-youth.net/downloads/4-17-1414/NoOffence.pdf>
- Training Kit on Intercultural Learning, Intercultural conflict resolution (pg.92-94) - [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-112/t%20kit%20intercultural%20learning.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-112/t%20kit%20intercultural%20learning.pdf)

## Do's and Don'ts

Do's	Don'ts
Create an opening for communication so that everyone can have their say; address the issue privately when necessary.	Act impulsive; instead pause, breathe, and decide on next steps.
Make sure you understand what they are saying and focus on their perception of the problem.	Face the problem from your point of view.
Use active listening techniques when addressing the conflict.	Spread news without double checking them.
Define the problem & determine an underlying need.	Decide which person is right or wrong; the goal is to reach a solution that everyone can live with.
Determine the most appropriate medium to deal with the issue.	Always talk; be an active listener and lean into the silence in difficult conversations.
Follow up with a close-out conversation, email, or call.	Think you can solve everything; understand when the situation is out of your hands.

## SUMMARY

*In this chapter, we made a brief overview of conflict resolution in youth work - the theoretical approach of a conflict and the best techniques to resolve it.*

*It's important to stress that conflicts are part of a working experience, and thus there should be structural methods in the resolution process. In order for a working team to have open communication and achieve effectiveness, while dealing to reach a peaceful resolution to a disagreement or a dispute, resolution steps must be made with appropriate attention.*

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# ETHICS IN DIGITAL YOUTH WORK

Written by: Martin Maška

## Introduction

*Ethics is not only a philosophical field of study that would be presenting and discussing rather abstract imperatives, but also a practical and useful set of concepts and rules to help make social interactions pleasant and create a space in which everyone can feel safe and engaged. It's not been developed to make people's life more difficult - on the contrary, ethics is not biased and as such, it applies the same standards to everyone who is involved in certain interactions, both professional and personal.*

*Creating and maintaining an ethical youth work environment is important for several reasons. It supports a positive reputation of yourself and your activities or organisation. Thereby it also helps your colleagues to build their professional capacities and grow personally. Violations of ethical rules can drive potential participants or partners away, damage your previous achievements, and even cost you or your organisation money due to actions such as lawsuits. Last but not least, such an environment also nurtures morals and a sense of social and environmental responsibility in participants, and encourages them and other youth workers to follow your good example.*

*This chapter provides insights into ethics that applies to youth work in the digital space. It introduces you into main terms, concepts, rules, and issues. Some of them may be already subject to legal action due to the criminal nature of the behaviour. Although it's focused on youth workers, a lot of rules are for young people as well, and you are encouraged to make them aware of their rights and responsibilities online.*

*It is important to mention here at the beginning that ethical rules and standards which are known from the offline world apply online the same way. Please pay attention to practical examples as they provide additional information and set of knowledge which cannot be included here due to limited space.*



## Theory

### Main terms and concepts

Ethics is dealing with morality, specifically its justification, or in other words legitimization, legalization. The term itself originates from the Greek word Ethos, which means custom, habit, or character. The word Oikos means home or settlement. It was also the basic unit forming a society in most Greek city-states.

Ethics focuses on the basic questions people ask themselves in everyday life, such as “What is the reason for our actions?”, “What is good and bad?”, “What is justice?”, “What is virtue?”, or “How should we act in certain situations in the best way?”. As a philosophical discipline it basically deals with evaluation of judgments and distinguishing between good and evil. Based on that, it provides norms and rules of human behavior in various contexts (e.g. everyday life, profession).

Morality is often confused with ethics, and even though they are closely related to each other, they have a different meaning. It originates from the Latin word Mos, which means habit, custom, or manner. It is a variable set of judgments and inner or conventional customs, ideals, norms, and rules that people follow in a sense of proper behavior in everyday life. Morality is a normative system based on internal sanction, because it shapes an individual’s social identity (one feels ashamed, guilty, annoyed, etc.). While ethics can be regulated by legally binding documents, morality is always unenforceable.

Both ethics and morality are concerned with relationships between people, proper behaviour, and say that people are responsible not only for what they do, but also for what they do not do.

In relation to peculiarities of an online space, most of the rules are included under the umbrella of information ethics. It is dealing with creation, dissemination, transformation, storage, retrieval, use, and organisation of information.” It provides practical guides for everyone who works with information, e.g. librarians, IT specialists, publishers, journalists, and - youth workers. It’s however useful for everyone, as it provides knowledge needed to be resilient to misinformation.

Information ethics is often confused with computer ethics, which deals with the social impact of modern computer technologies. Information ethics also includes specific areas, such as netiquette. Like in the ethics in general, desired behavior is codified in the form of ethical codes.

Karel Janoš, Czech expert on information ethics, lists the following goals of practical use of information ethics, which are relevant for youth workers as well: 1) to point out the need and importance of information ethics for professionals and non-professionals working with information; 2) to increase the quality and level of professional processing of information; 3) to ensure that people working with information do not tend themselves to activities incompatible with the principles of information ethics; 4) to prevent misuse of information; and 5) to contribute to the positive effect of information on the moral development of society.

Rafael Capurro conceives information ethics much more broadly as “a descriptive theory explaining power structures influencing access to information and traditions in different cultures and eras” .

Microethics mainly concern the behavior of individuals processing the information, usually specific correct and incorrect ways. The recommended way of processing is usually codified in the form of codes of ethics. However, as Capurro emphasizes, ethical practice and codes of conduct should not be confused with the very discussion of ethical issues. In 1984, the American Society for Information Science identified the following focus areas: downloading, privacy (including disclosure of data), copyright (intellectual property, software sharing, etc.), prices (in a competitive environment), computer crime, security (password protection, etc.), intellectual and academic freedom, data flow across countries, secrecy, and falsification of information. Macroethics deals with information science, especially the impact of information technology on society (therefore it is closely related to computer ethics) .

When it comes to social responsibilities in the digital world and specifically in the context of youth work, they depend on the role one has in interactions with others - youth workers have additional responsibilities and should consider more the potential impact of their actions, since they influence development of young people. However, some of them are common to everyone. According to Johnson, there are **Three Rules of Technology Ethics**:

*“Privacy - I will protect my privacy and respect the privacy of others.  
Property - I will protect my property and respect the property of others.  
Appropriate Use - I will use technology in constructive ways and in ways which do not break the rules of my family, faith, school, or government.”*

Cyberethics refers to the codes of responsible behavior on the internet. Just like in everyday life offline, the general rules such as “Don’t take what doesn’t belong to you” and “Do not harm others,” apply in the online, cyber, world as well. Thereby the basic rule is “Do not do something in cyberspace that you would consider wrong or illegal in everyday life. “ The prefixes of following terms also involve prefix “cyber”, and it’s a role of youth workers to raise awareness of these not only unethical, but also unlawful, issues and properly react to them:

- Cyberbullying is *“bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. The most common places where cyberbullying occurs are: social media, text messaging apps, online forums, or chat rooms.”*

- **Cyber-Grooming** is *“the process of ‘befriending’ a young person online “to facilitate online sexual contact and/or a physical meeting with them with the goal of committing sexual abuse. Cyber grooming is when someone (often an adult) befriends a child online and builds an emotional connection with future intentions of sexual abuse, sexual exploitation or trafficking. Perpetrators often take on fake identities of a child or teen and approach their victims in child-friendly websites, leaving children vulnerable and unaware of the fact that they have been approached for purposes of cyber grooming.”*
- **Cyber-Mobbing** is *“similar to cyberbullying except that it generally involves more than one person or online-aggressor. Cyber-mobbing is defined as a group of people ganging up on someone using tactics of rumor, innuendo, discrediting, isolating, intimidating, and above all, making it look as if the targeted person is responsible (victim blaming). Cyber-mobbing can be particularly distressing as it can make the victim feel as though everyone is against them and there’s nowhere to turn. This is partially because it’s difficult to tell who is instigating the attacks - the “ringleader” can sometimes be hidden behind the actions of multiple other people, leaving the victim unable to defend themselves from the lead bully.”*
- **Cyberstalking** refers to *“the use of the Internet, e-mail, or other telecommunication technologies to harass or stalk another person. It is not the mere annoyance of unsolicited e-mail. It is methodical, deliberate, and persistent. The communications, whether from someone known or unknown, do not stop even after the recipient has asked the sender to cease all contacts, and are often filled with inappropriate, and sometimes disturbing, content. Cyberstalking is an extension of the physical form of stalking.”*

Privacy and security online is *“the level of privacy protection an individual or organisation on the internet. It concerns personal and financial data, communications, and preferences.”* **It’s a responsibility of youth workers and their organisations to take all measures necessary to keep data of young people safe, and raise public awareness of tools and methods that strengthen online privacy and security online: e.g. anti-virus software, strong password, or stricter privacy settings.**

It’s also important to respect ownership online. In the online space it’s much easier to find and use information, and then forget to mention the source. Special attention should be given to questions of authorship in the knowledge communities like Wikipedia. Since everyone can contribute there, the distinction between authors and audience is not clear. Publication *“Young People, Ethics, and the New Digital Media: A Synthesis from the GoodPlay Project”* raises and discusses several questions related to free flow of information, authorship, or fair use of online content.

Online environment is providing more anonymity, but also numerous opportunities for both young people and youth workers to demonstrate their competences and experiences that help them assume their roles (e.g. experts), be eligible for more opportunities, and easily get new professional experiences. Since this information can be distorted or fabricated, the issue of online credibility arises. It can happen that people misrepresent their competences and experiences and, intentionally or unintentionally, misinform the others. Being conscious of this potentiality is very helpful, as accuracy and transparency is vital for building a real and long-lasting credibility of both young people and youth workers.

Important for the credibility is also keeping the professional distance between youth workers and young people, and sticking to the principle that is known from politics - non-corruption. Youth workers should not engage in professional activities for personal benefits (except for personal growth). They also need to keep a professional distance from young people they work with, and make sure their behaviour in their personal life does not compromise their professional activities. Principles such as integrity, boundaries, transparency, or non-discrimination, among others, should therefore be an integral part of each code of ethics in the field of, not only digital, youth work.

Not as much in the online space as in the offline world, but still, youth workers should also promote responsibility towards our surroundings in the sense of environmental ethics.

### Etiquette

Etiquette is part of both ethics and morality. Its rules are originally unwritten and also today they are not legally enforceable. However, they make personal and professional contacts with others more pleasant and define what is courteous and respectful behaviour. By following the rules of etiquette, one shows knowledge of “what is appropriate” and can more easily prevent conflicts. It helps build networks and good relations with others. It’s important to note that etiquette is a bit different in various countries - what is acceptable in one may be considered as rude or unacceptable in the other.

Netiquette refers to ethics of behaviour on the internet. Some rules are nowadays specifically focused on social media. The term was created by combining words “network” and “etiquette”. The rules are of course derived from those of good behavior in society in general. Netiquette is therefore a recommended code of conduct on the internet, which is intended to help create a friendly online environment. The rules were first defined by Sally Hambridge and later Virginia Shea wrote ten similar rules:

1. Remember the Human
2. Adhere to the same standards of behaviour online
3. Know where you are in cyberspace
4. Respect other people’s time and bandwidth
5. Make yourself look good online
6. Share expert knowledge
7. Help keep flame wars under control
8. Respect other people’s privacy
9. Don’t abuse your power
10. Be forgiving of other people’s mistakes

*Rules of good online communication:*

1. Respect the grammar - write grammatically correctly
2. Defend those who are weaker
3. Respect the privacy of others
4. Forgive mistakes and ignorance
5. Do not send out spams
6. Do not spread unverified information
7. Do not infringe copyright
8. Do not provoke others
9. Do not create flame wars
10. Do not use or create bad arguments (argumentative delusions)”

To learn more about bad arguments, you can read through the illustrated book of author Ali Almosawi, which is available online: <https://bookofbadarguments.com/AIBOBA-white.pdf>.

## Practical tasks

Ethical rules are generally not enforceable, but it doesn't mean they are not regulated by legally binding documents. They can be included in contracts and their breaches are subject to fines or other penalties. Most importantly, many professions have their ethical codes, and youth work is not an exception. Those breaching them also face certain professional penalties.

1. Check ethical codes in the field of youth work in your country (this document will help you: Ethical standards in youth work and how they support education and career pathways of youth workers). Are they applicable to the profession as a whole, or only to certain organisations? What ethical issues do they deal mostly with? Do they reflect ethical challenges related to the digital space?
2. Check ethical codes of other professions (e.g. journalistic). What ethical issues do they deal mostly with? Do they include some principles that would be useful in the youth work?
3. Have you ever encountered any ethical or netiquette issue in your work? Based on the text in this chapter, would you deal with the situation differently?
4. If you don't have it, create an ethical code for your organisation / activities.
5. If you don't have it, create visually appealing netiquette checklists for your organisation and participants of your activities.



## Practical examples

- Ethical standards in youth work and how they support education and career pathways of youth workers (including examples of codes of ethics in the field of youth work): [https://pjp-eu.coe.int/documents/42128013/47262613/06\\_SCRIB.pdf/](https://pjp-eu.coe.int/documents/42128013/47262613/06_SCRIB.pdf/)
- Human Rights and Ethics in Professional Youth Work, Codes of Ethics: <https://www.youthworkandyou.org/wp-content/uploads/2019/08/YWeLP-Mod-3-Unit-3-VU-Code-of-Ethics-FINAL.pdf>
- Code of Ethics of Youth Action (Australia) with commentary: [https://www.youthaction.org.au/2004\\_code\\_of\\_ethics](https://www.youthaction.org.au/2004_code_of_ethics)
- Ethical dilemmas experienced by youth workers: Implications for practice and professional development: <https://conservancy.umn.edu/handle/11299/175138>
- Three videos exploring legal and related ethical issues that commonly arise when working with young people:  
Part 1 - Your Duty of Care: <https://www.youtube.com/watch?v=LqA6sZk3xus>  
Part 2 - Privacy and Confidentiality: [https://www.youtube.com/watch?v=tqJ\\_yyKm12k](https://www.youtube.com/watch?v=tqJ_yyKm12k)  
Part 3 - Reporting Child Abuse: <https://www.youtube.com/watch?v=e4KFBO-deZhg>
- Theory and Practice of Youth Work - Week 10 Youth Work Ethics: <https://www.youtube.com/watch?v=VOfEByVwmgQ>
- Theory and Practice of Youth Work - Week 11 Youth Work Ethics: Theory and Practice of Youth Work - Week 11 Youth Work Ethics - YouTube
- Holding difficult conversations - youth work: <https://www.youtube.com/watch?v=SM1q-CjSI3Y>

### *From research conducted by DiGi YOUTH project partners:*

Most of the interviewed youth workers have never encountered misbehaviour of young people in the online space during their youth work activities, which is a positive finding. Some of them attribute it to the fact that they mostly work in environments in which they have already established trust or they set up agreements together at the beginning of activity. One mentioned that young people seem to be actually more quiet and shy in the online environment among people that they don't know. One interviewee encountered a minor misbehavior, when young people played a game they started to compete with others being a bit arrogant. Another one noted that generally speaking, misbehaviour is much more common in an online space because of the anonymity. Young people seek attention through misbehaviour.

When they need to use digital tools for conflict resolutions, the interviewees set online meetings for mediation. They also use feedback forms to learn what went wrong and improve next activities, team work assessment tools, and risk assessment methods, which help them to identify a conflict situation and control it. One interviewee mentioned activities that support an ethical environment and help prevent conflicts: peace-building activities, actions promoting non-violence, and trust building and reconciliation activities.

## Do's and Don'ts

Do's	Don'ts
Create or get inspired by codes of ethics, follow and promote them, set up rules together with young people at the beginning of the activity.	Put or keep anyone in an uncomfortable situation, e.g. force people to use web-cameras, unless it's a necessary requirement that is known in advance.
Remember that the rules and standards apply the same way in the offline and online world.	Dwell on old practices that are not actual anymore.
Be prepared for the online activities in the same way you would be prepared for offline ones.	Make people fools or humiliate them because of their opinions, beliefs, or when they spread misinformation.
Provide space for safe and equal participation to everyone.	Refuse cooperation with and learning from colleagues and young people.
Defend or support those who are weaker, vulnerable, or disadvantaged.	Spread information that is not verified or that is supporting for example hate or polarization of the society.
Be a moderator of discussion, provide enough space to all sides, discuss without emotions.	Promote only one side of the story.
React to rude, unethical, or unlawful behaviour immediately.	Be passive aggressive, arrogant, use rude or offensive language.
Make people aware of the impact of their activities on the environment, community, or society.	Accept any gift or favours from young people that may compromise your work.
Respect intellectual freedom, copyright, and privacy.	Develop any close personal relationship with young people you work with.
Keep professional distance.	Behave outside work in a way that would undermine the confidence of young people in you and your professional activities.

### SUMMARY

*Acting in accordance with ethical rules is important for development of a democratic and pluralistic society that is not disrupted by hate speech and other forms of negative communication which leads to polarisation, and creation of a pleasant environment (disregarding whether it's at the workplace or in the community) where people feel safe and engaged. Those who want to contribute to a positive change in attitudes and behaviours of others cannot be successful if they themselves don't adhere to ethics, for example rules of netiquette. As they say, you cannot fight fire with fire.*

*Youth workers represent one of the professions - others being for example politicians, teachers, artists, or journalists - that have the privilege and responsibility as they are in position to influence many people. Therefore it's not enough for you to promote and foster ethics among young people and to point out or tackle unethical behaviour, but it's important that you live up to those principles and rules and use them in your activities as well. Then you can gain benefits - prestige and trust - and, most importantly, be an example worth following. That is the way to help young people, other youth workers, and youth work providers to be more conscious of the effects of their behaviour on the world around them, be responsible and trustworthy, and to always do their best to make a right choice that doesn't bring any harm to others.*





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Other resources:

- <https://clanky.rvp.cz/clanek/c/g/14385/INFORMACNI-ETIKA-I-UVOD-A-VY-ZNAM.html/>
- <https://www.ncbi.cz/odborna-knihovna/category/6-metodiky-ucebni-materialy.html>
- <https://theknowledgereview.com/cyber-ethics/>
- <https://en.unesco.org/themes/information-ethics>
- <https://www.britannica.com/topic/netiquette>

Netiquette:

- <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>
- <http://www.bbc.co.uk/webwise/guides/about-netiquette>
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# REACHING DISADVANTAGED YOUTH/YOUTH WITH FEWER OPPORTUNITIES THROUGH DIGITAL TOOLS

Written by: Burcu Kiper, Güldan Kalem

## Introduction

Activities and projects for the disadvantaged youth / young people with fewer opportunities are a crucial part of youth work in terms of empowerment, participation, inclusion, and integration. Digital youth work provides opportunities for youth workers to design and implement activities using digital tools specially targeted towards young people with fewer opportunities.

Considering the current pandemic circumstances, the importance of maintaining links and connection with this target group increases. According to the study entitled “Youth Work and the Corona Pandemic in Europe”, the youth sector has quickly adapted itself and responded to the changing dynamics of youth work by transferring all or some parts of their activities to the online processes. The current situation around the world presents both opportunities and also challenges for youth organizations and youth workers to restructure their outreach activities and projects by using digital tools. Youth workers and the youth sector need to create innovative approaches and ways to reach young people with fewer opportunities keeping in mind the accessibility challenges, diversity and different levels of digital skills within this group.

This chapter of the work manual will firstly discuss related definitions and terminology while providing practical examples and suggestions for you on how to reach and include the disadvantaged youth through digital tools.

## Theory

### Defining the target group: Who are young people with fewer opportunities?

European Guidelines for Digital Youth Work” define three main areas for the use of digital youth work. These are digital youth work practice as a tool, as an activity, and as content.

When used as a tool, digital youth work has the objective of digitizing youth work services specifically to increase their accessibility for young people with fewer opportunities. Secondly, when used as an activity, digital youth work can foster inclusion through collective learning activities. Lastly, digital youth work can be used as content; and in this format, it can empower young people to seek youth services online and engage in civic processes.

Through digital tools, using social media applications and online counseling programs, youth participation, youth outreach, and providing opportunities for the disadvantaged youth can become a reality.

As digital youth work does not differ in objectives and principles from regular youth work, the emphasis on reaching disadvantaged young people is still the main priority in its activities. “The New European Youth Strategy of the European Union” proposes new and improved actions and initiatives that focus on reaching young people with fewer opportunities. These include revising the EU Youth Dialogue mechanism and increasing opportunities for the disadvantaged youth in the Erasmus+ program. Likewise, one of the principles of the Council of Europe’s recommendation on youth participation is fostering the participation of young people with fewer opportunities especially vulnerable groups and groups facing discrimination.

To reach and include this specific target group in digital youth work activities, firstly, we need to define who is considered disadvantageous or with fewer opportunities. In its inclusion and diversity strategy for Erasmus+, the European Commission provides a framework for the definition of young people with fewer opportunities that can be relevant for these debates. The definition focuses on situations or realities which prevent young people from realizing their full capacity in education, employment, mobility, politics covering all aspects of social and political life.

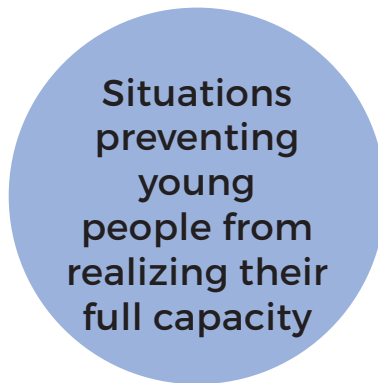


The framework includes the following situations:

**Economic obstacles;**  
a low standard of living, low income, dependence on social welfare system, young people in long-term unemployment or poverty, young people who are homeless, in debt or with financial problems

**Cultural differences;**  
immigrants, refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion difficulties

**Social obstacles;**  
young people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc., young people with limited social skills or anti-social or high-risk behaviours, young people in a precarious situation, (ex-)offenders, (ex-)drug or alcohol abusers, young and/or single parents, orphans



**Educational difficulties;**  
learning difficulties, early school-leavers, lower qualified persons, young people with poor school performance

**Disability;**  
mental, physical, sensory or other disabilities

**Health problems;**  
chronic health problems, severe illnesses or psychiatric conditions

As can be observed from the details of the categories, the definition's focus is rather on those situations, which prevent young people rather than the person or group qualities of the youth in question. This is deliberately done to avoid accusing young people of the situation they are in. Furthermore, there could also be other categories added to the list focusing on the same structural make-up. Some target groups can experience disadvantages in many categories at the same time such as the ones not in employment, education or training (NEETs).

While considering young people with fewer opportunities, the strategy stresses two important aspects which are "comparative disadvantage"; the notion of not having fewer opportunities as a result of being in one of the situations, and "absolute exclusion factors"; such as disadvantageous status resulting from fundamental human rights being violated.

In close relation, the European Commission's report on the situation of young people in the European Union emphasizes that although there have been improvements in labor market access and social inclusion levels of young people over Europe, much is needed for poverty prevention and social inclusion of vulnerable groups especially those with migrant or ethnic minority backgrounds. According to the report, young people born outside of the EU are at the risk of poverty and social exclusion at a rate above 60 % in Greece (64 %), the Netherlands (62.6 %) and Belgium (60.7 %); and above 55 % in Spain (58.1 %), Sweden (56.4 %) and Cyprus (55.9 %) demonstrating the urgency of closing the social inclusion and poverty risk gaps.

In conclusion, the vulnerable young groups need the support and guidance of education, training, and youth organizations to reduce social, economic, and political barriers they face; increase their skills and competencies for employment and mobility and achieve overall higher levels of integration into the society.

### Principles of digital inclusion: digital divide, digital skills, safe digital spaces

Digitalization is a reality for most people around the world. People are using and relying on the internet and mobile devices more frequently. Moreover, due to the special circumstances of the recent pandemic, many sectors and occupations have developed blended learning and working methods to enable remote services and working through incorporating digital tools.

Although digital youth work was not a result of the new working conditions of the pandemic, it has led to increased attention towards digital youth work and using digital tools to work with young people. This brings about the concept of digital social inclusion, which strives for increased participation of all segments in society in digital activities.

According to the European Commission's report on the situation of young people in the European Union, 91% of young people use the internet daily. 80% of young people have basic or above basic level digital skills such as information, communication, problem-solving, and software skills. The findings of the report point to a positive correlation between the high level of daily information and computer technology (ICT) use and digital skills with high levels of formal education. While the results demonstrate a high level of digital potential among the youth in Europe, special attention must be given to young people with fewer opportunities who are disadvantaged in education, social, and economic terms.

Although digitalization and the use of ICT have rapidly increased over the last decade, digital youth work still needs to take into account the realities of the digital divide that affects young people with fewer opportunities. Not every young person has the same level of access and connectivity to the internet and computers. As a result, accessibility can be seen as the initial step to consider in reaching disadvantaged young people through digital youth work. Youth organizations can consider increasing organizational capacity for offering easy access for young people with fewer opportunities at their youth centers and can campaign for the visibility of the issue.

Closely related to the issues of accessibility is the level of digital skills that young people have. When talking about digitalization, a common assumption is that young people regardless of their skills and competencies are referred to as “digital natives”. Although it is correct to assume that young people be more knowledgeable about technology, digital skills need to be addressed and developed through non-formal or formal education methods. According to the definition of the Council of the European Union recommendation on key competences for lifelong learning, digital competences briefly include:

- 1. information and data literacy,**
- 2. communication and collaboration,**
- 3. media literacy,**
- 4. digital content creation,**
- 5. problem-solving and critical thinking.**

Digital literacy and proficiency contribute to the employability, independence, and social inclusion of young people. Investing in digital skills building through youth work for the disadvantaged youth would increase their participation in youth work activities. One way to close the digital divide would be to equip young people with equal opportunities to develop digital competencies.

In this regard, the benefits of ICT and digital skills for young people with fewer opportunities are reinforced. These skills offer youth organizations opportunities to improve their engagement at the same provide disadvantaged youth with innovative ways for participation.

Youth organizations can increase the visibility of their work and reach more young people through using virtual spaces such as social network platforms and online communities. In online settings, young people can reach others with common interests and express themselves more freely and easily. They can find ways to develop their creativity and other digital skills.

According to the Eurostat statistics, young people are much more active in social networks than the whole adult population and they carry out civic activities online. Besides, the European Union – Council of Europe Youth Partnership study on Social Inclusion, Digitalization and Young People puts forward that young people with minority backgrounds believe that the information and news more on social media or the internet to be more truthful. Moreover, they turn to the internet for mental health counseling and conflict resolution. These aspects point to increased opportunities for youth workers to reach young people with fewer opportunities through digital youth work by tailoring digital youth services according to their needs.

Digital youth work mostly happens online by using social media, digital platforms, and tools. Online safety and privacy as well as eliminating online bullying or hate speech would be natural components of working with young people with fewer opportunities digitally. Creating a safe environment for young people to participate should be one of the main goals in this respect. Safety, non-discrimination, and anti-racism policies and implementations should be incorporated into the organizational structure and the implementation of digital youth work.

## Practical tasks

### Mapping of the demographic: Who are the young people with fewer opportunities you work with?

Suggestion: Go through the different disadvantage situations listed in this manual and map the distinct groups you work with to understand their needs and priorities. This way you will be able to design digital youth work activities according to the background of the target group.

### Apply digital social inclusion principles in your digital youth work activities.

Suggestion: Be mindful of the digital divide that exists for young people with fewer opportunities and look for ways to eliminate it. Accessibility is crucial therefore; try to plan and implement activities with the assumption that young people with fewer opportunities can access digital equipment, services and tools.

### Identifying the digital skills and competences of youth workers and young people to tailor services.

Suggestion: Survey the staff and young people at your organization to identify training needs to improve digital skills and competencies. Provide training opportunities and tutorials for using digital tools.

### Ensuring that young people are interacting in safe digital spaces.

Suggestion: Young people encounter online bullying, racial, ethnic, and gender discrimination, and hate speech in virtual settings. The disadvantaged youth face these obstacles at a heightened level. Providing safety and group rules in digital activities, maintaining close contact with the young people, and supporting their continued participation is crucial.

## Practical examples

Below are examples of digital tools used in working with young people with fewer opportunities.

### Videos

- Salto Youth Participation and Information Center Webinar on Reaching Young People Online: <https://www.youtube.com/watch?v=9d4WerzXhH4&feature=youtu.be>
- Irish National Agency Webinar Wednesdays 4: Digital Youth Work Skills: <https://www.youtube.com/watch?v=oz9W3OtHTIY>
- The EU - CoE youth partnership: Social Inclusion, Digitalisation and Young People Webinar: <https://www.facebook.com/eucoeyouth/videos/172701850604930>
- Digital Exclusion vs Inclusion in Digital World Webinar: <https://www.youtube.com/watch?v=GcgWGiC1OW0>
- How to Design and Plan Digital Youth Work Webinar: <https://www.youtube.com/watch?v=uiR4ZXQfL9E>

### Training

- Massive Open Online Course (MOOC) on Digital Youth Work with a specific chapter on reaching young people with fewer opportunities: <https://canvas.instructure.com/enroll/3AEKJ4>

## Do's and Don'ts

Do's	Don'ts
<p>Blend digital youth work with regular youth work activities to reach maximum results.</p>	<p>Assume that because young people are referred to as digital natives, they are digitally proficient. Assess their needs and skills and be aware of the digital divide.</p>
<p>Reach online communities for targeting disadvantaged youth.</p>	<p>Include digital tools without clearly planning how they relate to youth work with young people with fewer opportunities.</p>
<p>Understand the specific qualities of each social media platform and tailor outreach activities according to that specific medium.</p>	<p>Assume that young people have equal access to digital resources or equipment. Carry out an assessment of your target group prior to activity design.</p>
<p>Aim for creating safe/brave spaces for youth participation through facilitated activities and consultancy.</p>	<p>Insist on using digital tools that young people are not interested in. Flexibility is an important aspect of digital youth work.</p>
<p>Follow current developments in the field of digital youth work and organize skills building trainings and workshops for youth workers.</p>	<p>Develop evaluation methods and tools without taking young people with fewer opportunities into consideration.</p>



## SUMMARY

*This chapter focused on reaching young people with fewer opportunities using digital youth work tools. This particular target group is vast in demographics and requires special attention from youth organizations and youth workers to ensure accessibility and inclusion aspects. Youth workers should tailor activities according to the specific circumstances that their target group is and evaluate the disadvantageous situation to come up with responses to increase participation.*

*Whether it is economic, social, geographical, cultural or ability related disadvantageous status, the most crucial criteria for working with the young people with fewer opportunities are carefully planning inclusive elements in youth work to provide safe spaces for young people to participate.*

*Another important aspect of digital youth work with disadvantaged young people is to select and incorporate different digital tools according to their purpose of use. Digital tools can be applied to providing informative and counseling services, meetings with young people, structuring collaborative work and activities, dissemination, and evaluation.*

*Youth workers are encouraged to blend digital tools and virtual activities to face-to-face activities of regular youth work and pay attention to develop activities for young people with young people.*



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# SIMULATIONS AND GAMES AS LEARNING TOOLS

Written by: Rosaliya Kasamska

## Introduction

Is there a learning tool to experience a real-life situation, to use your knowledge and abilities, while discovering your decision-making skills, testing your limits, and that all in a safe educational environment? The answer is simply 'YES'. We have this opportunity for learners and it is achieved by the power of simulation games. Incorporating games and simulations as educational tools in formal and non-formal learning creates many benefits, including:

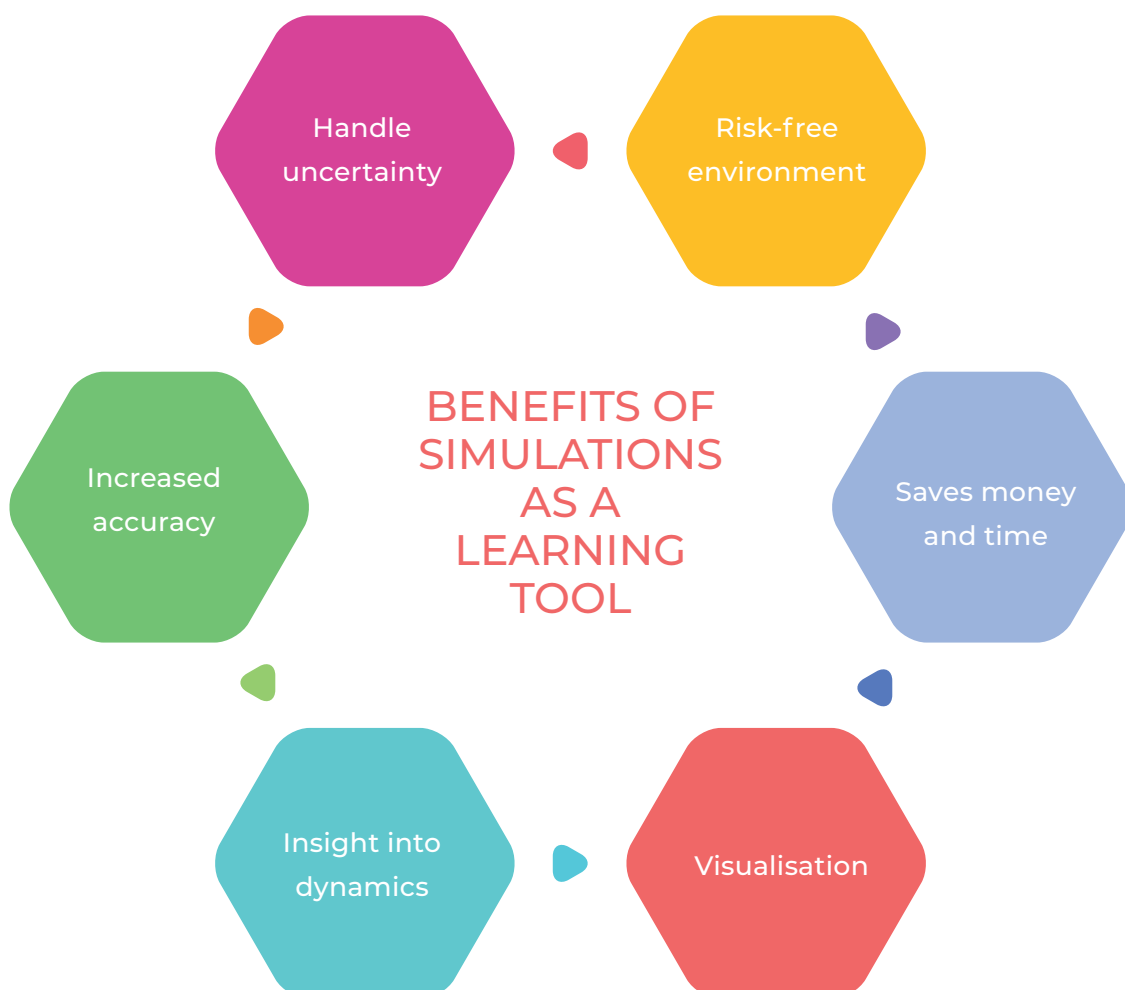
- *Allowing students to learn by doing: Interactive simulations provide a way for students to become active participants in the learning process and learn from their mistakes in a low-stakes, safe environment.*
- *Keeping students engaged: Games and simulations can provide a valuable supplement to traditional instructional methods that keep students engaged and deliver course content to a wider variety of learning styles.*
- *Expanding learning beyond the classroom: Games and simulations allow students to practice concepts and skills from any location.*

Let's see what theory and practice say regarding simulation games, how to use them and benefit from their indisputable advantages.

## Theory

Introducing games for educational purposes as learning tools is controversial for many educators, especially in formal education. Games are typically associated with playing and childhood. Even the name implies that games are the opposite of work, as they are associated with “fun”, ignoring the fact that students who are deeply engaged in learning consider it both fun and hard work. Most of us begin a discussion of games with some discomfort and with an incomplete experience base. For many educators, the term “game” is related to a mental image of playing cards or the so called “casual games”, typically brief, simplistic and used mainly for killing time. But games can be also complex, take up to 100 hours, require collaboration with others, and involve developing values, insights, and new knowledge. In many ways, games have become complex learning systems.

On the other hand, simulations offer great opportunities for students to learn and experience real-world decisions in a risk-free learning environment. They allow learners to deal with real-world problems safely and efficiently. Benefits of simulations as a learning tool shows the main advantages of using simulations for gaining knowledge and skills and learning by doing.



### *Risk-free environment*

Simulations provide a safe way to test and explore different “what-if” scenarios. They help you make the right decision before making real-world changes.

### *Saves money and time*

Virtual experiments with simulation models are less expensive and take less time than experiments with real assets.

### *Visualisation*

Simulation models allow concepts and ideas to be more easily verified, communicated, and understood.

### *Insight into dynamics*

Unlike spreadsheet- or solver-based analytics, simulation modeling allows the observation of system behavior over time, at any level of detail.

### *Increased accuracy*

A simulation model can capture many more details than an analytical model, providing increased accuracy and more precise forecasting.

### *Handle uncertainty*

Uncertainty can be easily represented in simulation models, allowing risk quantification, and for more robust solutions to be found. In logistics, a realistic picture can be produced using simulation, including unpredictable data.

## Why simulation games?

Simulation games and scenarios describe teaching and learning methods in which participants empathise with prescribed roles and / or situations and interact with each other in order to solve a particular problem or task.

Simulation games and scenarios have two learning objectives:

- On the one hand, complex topics are conveyed in a playful way: by putting oneself into a given role and/or situation and taking positive action, participants can develop deep understanding.
- On the other hand, personal, social and methodological skills, such as rhetorical skills, empathy or presentation techniques, can be practised and consolidated.

Learning does not just happen at school: in fact, everyone learns throughout life - right from the time of early childcare to adult education. The culture of learning is diverse in nature and regards the different approaches to learning as participatory, since teachers themselves become actors as part of their teaching activities.

Homo ludens, the playful man, is a concept according to which learners develop their abilities through games. Breaking down the boundaries between games and learning creates an efficient, holistic learning process.

Simulation games and scenarios convey both knowledge and content. By imagining themselves in a situation, changing perspectives and assuming roles, participants not only develop a deep understanding of relevant mechanisms and phenomena, but also learn how these affect structures, institutions and people.

Simulation games teach skills and social abilities such as rhetorical skills, team skills, critical thinking, problem-solving, creativity, and an orientation for action. Thus, in addition to any actual transfer of knowledge, the humanity of the participants is also fostered.

As each learning tool, simulations can have both advantages and disadvantages.

## PROS



- Increase engagement and sense of achievement
- Create enthusiasm and entertaining
- Provide instant feedback
- Accumulate social connections
- Builds teams cohesiveness, creativity and critical-thinking skills

## CONS



- Decrease learner's attention
- Maintenance and update can be costly
- Need logistics
- Requires proper handling and training
- Can cause people not to assess risks thoroughly



## Practical tasks

Check out the following list of Simulations- and game-based learning tools and choose the most appropriate for you to implement in your every-day activities with young people.

*Flash Cards, Game Show Competitions*

These are best suited for memorisation-based or drill-based applications.

*Role-Play, Quests*

These work well when the learning objective is to encourage imitation, reinforce continuous practice, and emphasize increasingly challenging content.

*Strategy, Adventure*

When the objective is to foster decision-making abilities, or sharpen choice-making and quizzing skills, then these types of games are the best way to go.

*Multi-Player Gaming*

These types of games are best suited when fostering collaboration and team work is the ultimate learning objective.

*Open-Ended Simulation*

For teaching experimentation and logic, exposing learners to games and simulations that are open-ended (no single wrong/right answer) is the best way to go.

*Timed Games, Reflex Testing*

When the objective is to foster quick thinking and thinking “out of the box,” then these types of games are ideal.

Check out the following guides for using games and simulations in youth work and try one or more simulation games with young people you are working with.

- E-GAMES: successful implementation of e-games in youth work pp. 53-76
- Simulation games in Civil education
- Simulation for Education, Activity report pp.10-26

Create a simulation game together with young people as a youth activity.

Some of the more commonly used tools to develop simulation and gaming content include the following:

- Adobe Captivate
- Knowledge Dynamic’s KD SimStudio
- Compositica’s Compositica Enterprise
- Twine
- Stencyl



When creating simulation scenarios for your games, keep in mind the following:

1. Defined goals. Remember that the goals of “gamification” are to harmonize the goals of the game with those of learning. When you start putting together gaming content, know exactly what you want the player to learn as they play the game.
2. Personalisation. Not every learner learns the same way. When designing game-based eLearning content, Instructional Designers must provide for customized learning experiences (fonts, colors, cast of characters, sounds, “quest” objectives, etc.) to reflect each individual “player’s” preferences.
3. Gradual progression. The idea behind this design concept is that learning games should allow players to gradually progress into higher, and more complex, levels of learning. If level 1 (i.e. module 1) is extremely complex, a game player will immediately lose interest in progressing to the next level (module).
4. Accomplishment. Gamification of learning is all about reinforcing self-accomplishment amongst learners. Each time a learner clears a simulated hurdle, there must be recognition of his/her accomplishment.
5. Illustrated progress. This is a corollary to #3 above, in that games must visually illustrate (through scores, points, accumulated treasure, etc.) the progress gamers make from completing each module/level. Seeing progress in real-time helps keep players motivated to continue playing.

## Practical examples

### Videos

- Classic Intercultural Simulation Activity - Five Tricks: <https://www.youtube.com/watch?v=b-Y5wiSzWIM>
- Using Simulations in the Classroom: <https://www.youtube.com/watch?v=7S-gOmZIZgB0>
- Decision Making Games: <https://www.youtube.com/watch?v=RIYxBdNxi-A>
- 5 Best Time Management Games: <https://www.youtube.com/watch?v=sycdZp-pPHOI>
- Top 10 Simulation Games to Learn Real World Skills: <https://www.youtube.com/watch?v=2FcKhI1W9r0>

## Do's and Don'ts

Do's	Don'ts
Keep it simple and easy to explain.	Use the game as a separate entity from the lesson, a background task, or a "reward".
Use games the way you would assign readings, films, or other pieces of content.	Feel constrained by what you perceive the game to be about based on title, genre, box, art, etc. – dig deeper.
Explore and think outside the box.	Forget about your constraints on time and space – e.g. too long and complex instructions, room constraints not taken into account, etc.
Do adequate research to ensure the content is appropriate for student age level, etc.	Underestimate feedback from learners.
Ensure the game is recent and of a level of polish and quality.	Be fooled by tools or software that are intended to "gamify" learning but are not games in and of themselves.
Connect the simulation to the rest of students' learning experience.	
Feel free to make your own game!	

## SUMMARY

*In this chapter, we made a brief overview of simulation models and games – what they are as learning tools, their importance and benefits for non-formal learning and some of their key characteristics.*

*As one main take-away, be brave and experiment with different simulation games in your youth work activities! This chapter provides examples for existing simulations that are used by youth workers all over the world, but if you cannot find anything that suits you, you can create your own simulation game, keeping in mind the following 5 top tips:*

1. Keep it simple
2. Have confidence in learners' ability to work things out for themselves
3. Always look for feedback
4. Play it again
5. Share your ideas and your experience



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# DIGITAL YOUTH WORK METHODS AND RESOURCES AVAILABLE IN PARTNER COUNTRIES, EUROPE, AND ON AN INTERNATIONAL SCALE: GOOD PRACTICES

*Written by: Pelin Atakan, Efthimia Staiou*

This chapter is devoted to a collection of digital youth work methods and resources that can be inspirational, informative or guiding for the path of digital youth work that demands continuous improvement. As organizations from Slovakia, Bulgaria, Greece and Turkey we have collected more than 200 good practices from our local regions and many other parts of the world. DiGi Youth online work hub, [digi-youth.com](http://digi-youth.com/) (<http://digi-youth.com/>), contains all good practices as an easy-to-use list (<https://digi-youth.com/#/en/practices-list>) and a map (<https://digi-youth.com/#/en/practices>), where the best practices are marked with an orange pin that has a star in its centre.

In this chapter, from all good practices that are accessible through the DiGi Youth online work hub, 16 best practices in digital youth work from capacity building to counselling and from educational platforms to community building are outlined. More details on the need/context, aim, and objectives; target groups; methodology and results; impact on participants/target groups/community/society of each best practice as well as notes on their unique features and recommendations for users regarding each best practice are exhibited in the following pages.

Some say that capacity building is a good friend of community building or networking. This close friendship is prominent in the digital youth work too! Take a glance at:

- Exempt from Theory if you are interested in IT tools;
- Acumen Academy if you are interested in social change;
- BLEND-IN if you are interested in intercultural communication;
- TimeForYou initiative by the National Youth Forum if you are interested in collaborations with youth workers or young people regarding Covid-19 pandemic in Bulgaria;
- World of Difference if you are interested in technology transfer through NGOs;
- Regeneration Academy of Digital Marketing Young Practitioners if you are interested in digital marketing.

You are up for capacity building but not interested in getting touch with people this time? Then, take a glance at:

- Bodossaki Lectures on Demand (BLOD) for scientific knowledge;
- REACH OUT for migration;
- Generation Y's Virtual Guide to Skill Development and Personal Branding in Social Media for employability skills;
- iSTART for digital entrepreneurship;
- SCREEN AGERS and Summer eLearnathons for educators innovators in Bulgaria for ICT, STEAM and STEM+C;
- Digital National Alliance initiative for the utilization of technology in education;
- Cyberbullying.sk for combating cyberbullying;
- Summer eLearnathons for educators innovators in Bulgaria for kinesthetic practices;
- Lepšia Geografia for geography education.

Last but not least, if you are interested in digital counseling, social and legal assistance, take a look at The IPčko Internet Counseling Center.

# LEARNING OUTCOMES TO BE ACQUIRED BY YOUTH WORKERS

*Written by: Denisa Karabová*

## Introduction

*This chapter represents an overview of knowledge, skills, and abilities that you can acquire more easily as a reader of this Work manual or by using services provided by the DiGi YOUTH Work hub and Simulation game to successfully deliver digital youth work to young people from different communities, or which can be provided to others by using all DiGi YOUTH resources to design and carry out innovative and interactive youth work activities. Its author also made a selection of Do's and Don'ts from the whole publication.*

*The following text shall also help you better reflect on learning outcomes and formulate them in documents such as Youthpass, Europass, other certificates, or CVs.*

*On a general level, youth workers, staff members of youth organisations, and others who are active in the youth field (youth training providers, youth work platforms, mentoring communities) will understand the benefits of digital youth work and be able to deliver it in a quality way - as innovative practice not only in sense of activities in the digital environment, but also use of digital technology in an offline world; engage young people from different communities; use various concrete digital youth work tools, methodologies, and methods; plan, design, and evaluate digital youth work; be prepared to various realistic situations that may occur in the digital youth work and solve potential issues smoothly; be more open to new outlooks on life, intercultural communication, and engagement of young people from different communities; engage more easily in international collaboration with others; and build community and maintain a diverse and inclusive youth network or youth project.*

*DiGi YOUTH resources are beneficial to young people directly as well. They will become familiar with what digital youth work can provide them, be prepared for various situations and challenges, and be aware of how to interact with others in the digital world.*

*Last but not least, DiGi YOUTH helps national and EU policy makers get an evidence base for promotion, multiplication, and mainstreaming of digital youth work, and an ongoing discussion on enhancing the digital environment for sustainable and inclusive youth organisations and successful engagement of young people. They shall also be more familiar with the needs for strategic financial investment in digital youth work: innovative methodologies, working time, infrastructure, and devices/technologies to be used. Now let's focus on each chapter of this Manual.*

## Learning outcomes divided by chapters

### Definition of digital youth work

The digitization of youth work has become more important since the outbreak of the Covid-19 pandemic and has gradually become an integral part of the daily agenda of almost all youth organizations and institutions. Nevertheless, for many youth workers, the digital environment and working with multiple online tools is a big challenge and they are not familiar with it. The chapter presents a very clear introduction to the topic of digital work with youth - the reader will first acquire knowledge about its basic definitions and key characteristics.

It is important to realize that the digital space brings huge opportunities for youth workers - to involve a large number of young people, especially those with a lack of opportunities.

You will learn the differences between digital and traditional youth work and also what their main practices are. Much of the online activity of youth organizations is carried out through social media. In the chapter you can find some recommendations you could consider when using social media for your work.

The chapter offers a look at digital youth work and digital tools in relation to media literacy and how they can support successful youth participation. Following this, you will find interesting tips for online facilitating and interacting with youth.

Digital work in the youth sector involves the acquisition of several types of technology skills and the chapter is introducing you to those you would need for a quality online work with youth. A more advanced technological output is digital games, which are becoming increasingly popular in youth work. The chapter also provides an introduction to this interesting topic, which is elaborated more in a separate chapter.

### Self-development of youth workers + self-assessment

The basis of the success of every youth worker is the ability to properly evaluate their work, approaches and chosen procedures. An analysis of our own work allows each of us to do things better, learn something new and be more efficient. This chapter will help youth workers working in the digital environment to acquire effective self-assessment knowledge and skills. This will allow them to see their strengths and weaknesses and look at their work with a clear and unbiased view.

In the text you will get acquainted not only with the basic definitions of terms related to self-assessment, but you will also learn the main advantages and disadvantages of self-reflection. You will be introduced to the four phases of the self-assessment process, while you will also be given examples of simple self-assessment tools that can be used in the field of digital youth work.

You will learn that the process of self-assessment begins with the collection of information, which must then be subjected to analysis, evaluation and subsequent determination of further steps.

### Conflict resolutions in youth work

Part of working with young people in the digital environment is being able to resolve conflicts in an appropriate way and do everything we can to prevent them. This chapter gives you instructions on how to understand the conflict-solving processes and steps, and you will learn about the different methods you can. Conflict is part of our lives and we encounter it in various forms almost on a daily basis. The digital environment is a new experience for many youth workers, bringing with it unknown risks. It is therefore important to prepare for potential conflict situations and to be able to respond appropriately.

You will learn procedures that are important in the process of problem solving and, conversely, those that you should avoid. One of the first steps in resolving conflict situations is to determine a list of things that need to be considered in this process – you will find out what not to forget to put on such a list.

There is no universal method of resolving conflicts for every situation or group of people. This differentiation is derived from two basic dimensions of human behavior - assertiveness and cooperation. The reader will learn that it is often appropriate to use more than one type of conflict resolution for a specific situation. The chapter also includes useful tips on how to manage selected conflicts in youth work.

### Ethics in digital youth work

Having properly set rules of ethics for online and also offline activities for young people as well as their active support are extremely important. Adherence to ethical standards will ensure your credibility and a positive reputation not only among the participants in the activities, but also among your partners. It is especially important for the youth worker to become a good example for youth and to demand ethical behavior from them. The chapter offers a summary of the most important concepts related to ethics in digital youth work. Ignorance of selected principles can in some cases lead to unintentional violation of the law by youth workers or participants.

The first part describes in detail the most important concepts that need to be incorporated into your daily work with young people - you will find out what is microethics, macroethics, technological ethics, cyberethics etc. In the digital world the same rules apply as we are used to in the offline environment, but many times people are not properly aware of it and do not think about the consequences of their actions. In the chapter, you will also read about the modern problem of cyberbullying, cyberbullying or cyberstalking.



The second part of the text is devoted to explaining the terminology of etiquette, which is part of both ethics and morality. Among other things, the reader will learn what are the rules of good online communication.

### Reaching disadvantaged youth / youth with few opportunities through digital tools

The current situation around the Covid-19 pandemic has hit the whole youth work sector hard. But the positive of this negative experience is the strengthening of online activities of several organizations working with young people. The digital environment provides more opportunities to reach young people with fewer opportunities - the digitization of activities for youth increases their accessibility and also has a positive impact on the inclusion of these people in relation to collective activities. The chapter offers a summary of the most important terminology and offers interesting tips and examples on how to include disadvantaged youth by using digital tools.

The reader will become familiar with the definition of a young person with a lack of opportunities. These vulnerable groups need support and guidance and often a special approach during the preparation and implementation of educational activities. The chapter summarizes what the principles of digital youth inclusion are.

### Methodology principles of the simulation process, which can be also applied in an offline environment

Games and simulations have gradually become a very popular and effective tool for both formal and non-formal education. They are a great complement to traditional teaching methods, as they provide users with the opportunity to learn from their mistakes and, most importantly - to keep their attention and they can be played at any time, even from the comfort of home. In this chapter, the reader will discover on what basis simulation games work, which is their main learning goal and it will also offer you a brief overview of individual simulation models and games. You will learn about the advantages and disadvantages of simulations for non-formal education and their key characteristics demonstrated by specific examples. You can find there the tips on what not to forget when creating your own simulation games and you will get inspired by examples of existing simulations used by youth workers.

### Digital youth work methods and resources available in partner countries, Europe and on an international scale

Although the digitization of youth work is still something that many youth workers are just getting acquainted with, there are many examples of good practice around the world that can serve as inspiration for your activities. The chapter presents 16 different examples from the field of digital youth work, which the project partners identified as best practice. However, on our DiGi YOUTH online Hub you can find more than two hundred good practices, which you will find on an interactive map, as well as a list of resources, which you can search by several categories. Register today on Hub and use all its tools to make it easier for you to work with young people in the online environment.

## Selection of Do's and Don'ts

Do's	Don'ts
Spend time on your online image as a part of your work.	Overbear your activities with online tools when they don't make the process easier.
Keep an eye on new trends and their importance for your target groups.	Give up too fast or get discouraged – sometimes the online efforts just need more of a push before they start showing results.
Determine the planning framework.	Choose a certain method if it doesn't work for you.
Link with other planning processes.	Reject any idea without elaborating it first.
Appreciate honest feedback.	Assume, collect evidence.
Continuously seek growth.	Settle for less, strive for more.
Create an opening for communication so that everyone can have their say; address the issue privately when necessary.	Act impulsive; instead pause, breathe, and decide on next steps.
Use active listening techniques when addressing the conflict.	Think you can solve everything; understand when the situation is out of your hands.
Create or get inspired by codes of ethics, follow and promote them, set up rules together with young people at the beginning of the activity.	Make people fools or humiliate them because of their opinions, beliefs, or when they spread misinformation.
Be a moderator of discussion, provide enough space to all sides, discuss without emotions.	Behave outside work in a way that would undermine the confidence of young people in you and your professional activities.

Do's	Don'ts
Blend digital youth work with regular youth work activities to reach maximum results.	Assume that because young people are referred to as digital natives, they are digitally proficient. Assess their needs and skills and be aware of the digital divide.
Aim for creating safe/brave spaces for youth participation through facilitated activities and consultancy.	Include digital tools without clearly planning how they relate to youth work with young people with fewer opportunities.
Use games the way you would assign readings, films, or other pieces of content.	Feel constrained by what you perceive the game to be about based on title, genre, box, art, etc. – dig deeper.
Connect the simulation to the rest of students' learning experience.	Underestimate feedback from learners.

## MEET THE DIGI YOUTH PARTNERSHIP



### **European Dialogue / europskydialog.eu**

*European Dialogue is a civic association promoting active citizenship, professional media and art, quality youth work, and media literacy in Slovakia and abroad.*

*Its activities are targeted at young journalists and other media makers, artists, youth workers, and young people, including those who face lack of opportunities due to various obstacles, or haven't been active in the public sphere yet. European Dialogue believes that the most important for youth is to live in a safe and inspirational environment, where they can interact with each other, be creative, express their opinions, learn what interests them, and take an initiative to make the world around them a better place.*



### **TFN / tfn-bg.com/#/en**

*The Future Now Association (TFN) is a Bulgarian youth NGO that works on national and international initiatives,*

*activities, and projects for and with young people and youth workers based on the principles of mutual assistance and solidarity. The organization's mission is to facilitate and create new opportunities for the realization of young people, represent and protect their interests, to support, promote, and develop democratic values of civil society and protect freedom, dignity, gender equality and inclusion of children, young people and vulnerable groups of society. TFN works with and for young people and youth workers, supports innovation and technological development, access to high-quality education, media and digital literacy, non-formal learning, mental health support and violence prevention, especially through international cooperation, online tools, and in-depth research.*



### **HIGGS / higgs3.org/en**

*HIGGS is a non-profit organization which aims to reinforce Non-profit organizations (NPOs) in Greece through educational and supportive programs. It offers capacity*

*building support to small and medium NPOs mainly through training and educational initiatives. Currently it operates three capacity-building programs, the Accelerator, the Incubator and the Recharge designed for the Greek civil society assisting them in their growth and development. Since 2016, HIGGS has supported through its programs more than 157 non-profits from all over Greece that have secured over 10.000.000€ in funding and have created more than 771 new job positions. HIGGS further focuses on the enhancement of knowledge in the Greek civil society by taking part in research, establishing a knowledge repository on civil society and disseminating best practices. In this framework, HIGGS operates as a "hub" among the NPOs.*



### **Yasar University / yasar.edu.tr/en**

*Yasar University is a foundation university located in the city of Izmir, Turkey, on the Mediterranean coastline.*

*Established by one of Turkey's leading industry groups,*

*Yasar Holding in 2001, the university is committed to a unique student-centered experience through its personal approach and welcoming environment, and supporting its students in developing the right skills and competences to be highly employable. The university offers English-medium, high quality education in bachelor's, master's, and doctoral degrees in an ideal environment for research, personal development, and learning. Collaborating with more than 300 partners world-wide, the university places importance on developing its international role in line with its local engagement within Izmir and the Aegean Region.*

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