Digital Youth Work

DIG-IT UP!

A model for
a Training Course
aimed at creating
pedagogical and
digital bridges
between
youth workers
and young people

This short but significant publication, related to Digital Youth Work, is mainly addressed to the youth workers, our privileged beneficiaries through which we can concretely reach out and support young people.

The National Agency certainly has a technical role to play in implementing the youth policies and the Erasmus + youth Program, but our major ambition is reaching out young people, enhancing their talent and possibilities, their ideas and positive values.

In this perspective a training course for youth workers aiming to provide digital learning tools to be used in daily work with young people, can contribute to enhance our institutional role.

We also hope that other National Agencies in Europe, as in the case of the Cypriot National Agency hosting the course in 2019, will be able to join our activities and boost its content and the competences stemming from that.

Giacomo D'Arrigo
General Manager

Introduction

With great honour, the Italian National Agency of Erasmus+: Youth in Action has the pleasure to introduce this interesting and amazing publication on digital youth work.

When the three trainers tested for the first time the training course "Dig it up!", during their Practice Project in the framework of the "Training of Trainers", we realized imediately the brilliant idea behind the course.

From at least two years, the Italian National Agency is stongly engaged into the valorisation and recognition of the role of youth worker as one of the most important professionists in the framework of the educational process.

In this sense, we wanted to stress how youth workers, thanks to their professional capacity to combine educational objectives and non formal tools, can reach and attract young people acting as a crucial actor in the prevention of the different forms of social exclusion.

And this was what we found in the idea of "Dig it up!" training course, not only a course aimed at providing information on digital tools, devices and apps but also an opportunity to deepen the pedagogical roles that these tools could play in the special relationship between the youth worker and the youngster.

We really hope this smart pubblication could be useful for all the youth workers working with young people but also for all the other people interested in the topic, not properly or strictly specialzed in this work field, but simply interested to be "close" to young people in educational terms.

Thanks to the three trainers for their interesting study and for their genius idea which is always the first step for a long way of a research.

Alessia Cecchini
TCA Coordinator

Warsaw, Vienna, Monza, May 2017

HELLO WORLD!

This publication is one of the outcomes of the 2017 edition of the training course Dig-It Up! – the European training course funded by Erasmus+ / Youth in Action TCA and aimed at youth workers interesting in learning and improving practical skills regarding digital youth work.

In these pages you will find insights, recommendations and guidelines coming from the ongoing European debate on digital youth work, enriched by the contribution of Dig-It up! trainers' team and participants; you will find information on EU and EC steps in defining and supporting digital youth work, either in terms of statements and documents, and in terms of studies and official collection of best practices, among which we are pleased to count our training course, too.

The publication also contains examples and out-takes from the training course's programme, to show how digital youth work activities can be designed and delivered with simple means and tools, even outdoors. We also collected a set of good practices shared and presented by some participants, together with their profiles, expectations and evaluations of the training course.

To learn more visit the website digitup.cloud
Enjoy the reading!

DIG-IT UP TEAM
Joanna, Raphaela, Michele

Digital Youth Work

DIG-IT UP!

SUMMARY

HOW DID THE IDEA COME UP?

WHY DID WE ORGANISE A TRAINING COURSE ON DIGITAL YOUTH WORK?

Like many great stories, this one too starts with a dream ;)
The dream we had after meeting each other during SALTO Training for Trainers in 2014. We received the task to build a team of four (back then with Argyris Choulias) and following the course structure, to prepare the training practice project to be delivered by the end of the course. We dreamt about delivering a high quality training bringing new insight into current youth work challenges and combining our interests, different starting points and fields of expertise.

As we had been working in schools and with youngsters in their free time, we could see them dealing more and more with internet and mobile devices, while many adults having hard time understanding youngsters' motivation to be constantly online. We could observe banning digital devices in many environments and hear youth workers' comments of being "too old" or "dumb" for new technologies accompanied often with their reluctance to getting to know new digital tools.

What connected us, the trainers, in those observation, was the belief that banning digital devices from institutions and homes is not a reasonable reaction to a new way of youngsters' digital communication. At contrary, it's important and pedagogically useful to deal with digital devices in youth work. We knew from the field experience, that youth workers needed more knowledge, skills and positive attitude towards youngsters using technology and we wanted to find ways to build bridges, diminishing gaps that emerge when it comes to technology and generations. We wished to give an upgrade to youth workers' digital skills and inspire them with different, but always open and creative approaches toward technology, among which linking it with open air activities or awareness to privacy matters or copyrights issues in media creation.

One sunny autumn afternoon during the first seminar of TOT in Reichenau, lovely town in Austria, we were starting from that dream: that we will deliver a training that fulfills these youth workers' need. That day in Reichenau we didn't dare to dream, that there would be a huge interest regarding the topic, confirmed with a big number of applications for our training, from all around Europe, and that we would receive highly positive feedback from the participants of our DIG-IT UP! training course held in May 2015 in Rome. Strengthened by this result and even more passionate with our mission, we succeeded to build a highly cooperative and trusting team to take up, almost after two years, the 2nd round of DIG-IT UP! in March 2017, supported by

TCA and hosted by Italian National Agency, together with Cyprus National Agency, in Rome again.

Together with the training preparation, came the moment that we wanted to disseminate furthermore our contents and spread the insights we got on our trainings. Together with the Italian NA we decided to do a publication for youth workers about the training and the concept of the newborn term 'digital youth work" to share the quality and expertise we have gathered.
Our aim is to popularize the digital youth work approach we have taken on the board. We believe it's very useful and applicable in all non formal learning settings, in various youth work activities and we wish, it is going to inspire the formal education context too. We wish you, our reader, will find your own way.

In this publication you will find:

a first part providing the reader with all the necessary concepts used in the debate about digital youth work, and reviewing this debate from the beginning, the European strategies and priorities on the topic, etc;

a central part collecting outcomes and results of our training course, reconstructing the discussions and the shared opinions, the programme, some of the activities and tools we used;

a final part where some of the participants agreed to share their contributions on the topic, their best practices, their experiences and ideas on digital youth work as they intend it and practice it everyday.

Have a good read, and let's keep in touch for any kind of question, observation, note that you may have.

DIGITAL YOUTH WORK: DEFINITIONS FOR A (NEW?) CONCEPT

While we carry some super-powerful computing devices in our pockets, and for some reason we continue to call them phones, and while the possibility of an every-where, every-time connection to a worldwide information network allows us to perform instantaneously many tasks that before would have required hours, or days (from booking the best flight or train home, to rent the best flat for holidays, to connecting with people on the other side of the globe), we are debating such upcoming concepts as digital citizenship or digital rights, or even digital youth work.

What we would like to underline, in this publication as well as in our training courses, is that we should not be scared by concepts that, taken by themselves, are nothing new.

When we speak about digital citizenship, we are in fact talking about citizenship. When we talk about digital rights, we talk about rights. And we still believe that being in Europe, this is the right place to talk about citizenship and rights.
In this perspective, when we talk about digital youth work, is youth work we are talking about.

What happened is simply that a whole new part of our reality just popped up: it is the place that we can access through our connected devices, the fabled virtual world which is not virtual at all, because is inhabited by human beings and innervated by human relationships. It is indeed a new part of the human world, a new continent just recently discovered, and we are asking ourselves how to apply our rules and principles to this New World, how to bend them to fit in new, unprecedented situations, how to adapt them to new contexts and possible future transformations: in citizenship, in rights, in youth work.

As a matter of fact, the new generations have no possibility to compare their everyday life with the world before the internet. Any 16-years-old in Europe nowadays, grew up in a world where mobile devices and wireless connections were a standard already, or at least something to look for and ask for, for the ones still experiencing a digital divide gap.

Anyway we will not fall into the trap set up by the expression "digital natives", implying that somehow youngsters know intuitively how to deal with technology, as we are aware that the very inventor of the expression, Marc Prensky, changed his vision and approach after many years of misuse of his metaphor .

We actually believe that it is the opposite: youngsters born with easy access to digital tools

and media are maybe native consumers of these contents, but often with a poor knowledge of risks and opportunities which could come from the same digital tools and media that they joyfully consume everyday, as proved by a lot of different researches.

Again, education is the answer, but Houston we have a problem: who is going to help and support these digital youngsters, if parents and youth workers feel like they are still mostly analog in many cases? We are not going to touch the topic of digital parenting here, which is also part of our everyday work as a team, but our Dig-It Up! training course focuses in particular on the named aspect of teaching analog youth workers how to do digital youth work in an easy, effective and engaging way.

So talking about digital youth work, let's try to agree on a definition of youth work, before going further. We would start with an official one:

youth work is a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of "out-of-school" education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders and is based on non-formal learning processes and on voluntary participation[2].

Now talking about non formal education, using the glossary included inside the famous *Compass educational manual* [3], we could define non formal education as:
any planned programme of education outside the formal educational setting that is designed to improve a range of skills and competences, for

example youth work. Non-formal education is also referred to as non-formal learning.

This definition can be widened and deepened in many ways, for instance the *Youth Partnership* [4] between Council of Europe and European Union, on its *European Knowledge Centre for Youth Policy* [5] (EKCYP) also refers to a glossary, offering a much more detailed definition[6] with recent subsequent evolutions[7], but it is not our purpose to go deeper

into definitions and meaning of words.

What we are looking for is the aim and the possibility to include something digital in youth work, through non formal educational approaches. Digital youth work in our vision is youth work in digital times, and this means that it has to include the use of digital media and tools (look for the definition above) together with the usual youth work tools, as cooperative games, outdoors activities, creative workshops etc.
What really concerns us is the fact that this digital side of youth work happens to be regarded by some youth workers, youth leaders and people involved in designing and delivering non formal education activities, as a dark side, to be avoided and kept out

[1] http://marcprensky.com/writing/Prensky-Intro_to_From_DN_to_DW.pdf
[2] taken from The Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018)
[3] http://www.coe.int/en/web/compass
[4] http://pjp-eu.coe.int/en/web/youth-partnership
[5] http://pjp-eu.coe.int/en/web/youth-partnership/-/the-european-knowledge-centre-for-youth-policy-ekcyp-correspondents?inheritRedirect=true
[6] The glossary with this definition is one of the outcomes of SALTO-Youth European conference Bridges For Recognition in 2005: https://www.salto-youth.net/tools/bridges/Bridges2005/BridgesForRecognition/

of sight as much as possible, or used just in the backstage. According to the *Screenagers*[8] research, digital tools that youth workers use the most are :

1. email
2 organization's website
3 Facebook / Messenger
4 WhatsApp
5 Youtube

Honestly, we think that much more could be done in terms of innovation, creativity, engagement of youth, using digital tools and media not only in backstage organisation or dissemination but also in actual activities with youth.

Being afraid that apps and games might create addiction, or thinking that digital media could keep people distant from each other, or isolate youngsters from society, some youth workers instead do not try to show positive and creative ways of using technology in their job, or how to develop an interested, open approach towards digital media, tools features and possible new uses.

The very existence of this publication, and the two editions of the training course Dig-it Up! which originated it, are the living proof that a digital side of non formal education and youth work is possible, and even more: it is badly needed, counting the 300 and more application requests from all over Europe (and beyond!) that we had for each of the two editions of our training.

In the last few years, fortunately there have also been many youth workers discussing about this new practice indeed, as we can read in the final declaration[9] of the European Youth Work Conference 2015, in the part regarding the emerging practice of youth work:

Young people are increasingly engaging with new technologies and digital media. There is clearly a role for online youth work practice, in terms of exploiting a new space for youth work in a meaningful way, supporting digital literacy and enabling young people to deal with some of the associated risks. The practic[al] implications for youth workers lie in new competencies required and new forms of boundary maintenance in relationships with young people.

This role for online youth practice, for which new competences were required and new forms of boundary maintenance were needed in this document from 2015, is the starting point for talking about digital youth work. So, the debate is now open: digital youth work does exist, and many people across Europe are trying to define it the best way possible.

Among the most active figures in this debate it is worth to mention the Finnish organisation Verke, which is a public body in charge of training the Finnish youth workers on digital youth work. This is the first similar experience that we got to know about, putting up an effort of training youth workers on digital youth work on a national scale. We would say that we consider their work an example of best practice on the national level, and another proof of the need for training and updates on this topic among youth workers.

[7] For instance the ones included in Pathways towards validation and recognition of education, training & learning in the youth field, 2004 (http://pjp-eu.coe.int/documents/1017981/1668227/Pathways_towards_validati.pdf) and Pathways 2.0, 2011 (http://pjp-eu.coe.int/documents/1017981/3084932/Pathways_II_towards_recognition_of_non-formal_learning_Jan_2011.pdf)
[8] http://www.youth.ie/screenagers
[9] See http://pjp-eu.coe.int/en/web/youth-partnership/eywc-website-declaration and the whole website http://pjp-eu.coe.int/en/web/youth-partnership/eywc-website

Now before going on, we should also agree on some more terms. This will be once again a working definition, and we are aware of the many possible and different explanations of this terminology, but this is what we chose to adopt during our training course:

DIGITAL MEDIA

We talk about digital media meaning any system or platform able to record, (re)play and share our experience. So in this way, my handmade videos can be digital media, but whole platforms as Youtube can be digital media too.

DIGITAL TOOLS

We talk about digital tools meaning any system or platform able to create and share content. So in this way I can create a video using my mobile phone or my action camera as a digital tool, but digital tools will also be the software, apps or platforms that I might use to edit my video - including Youtube's Video Editor feature, because... yes, this topic is something unclear and blurred and not black-and-white divided, as reality always gets to be.

TECHNOLOGY

We talk about technology as the big frame containing (also) digital media and digital tools.

During our training course we created the following map of possible fields and topics where to apply digital youth work, using the one provided by the Screenagers project as a starting point.
We kept the structure of considering digital media and tools either as medium, as activities, as content, and after having experienced some digital youth work activities with the group, we asked the

participants to define possible applications of digital youth work, having this new grid as a result:

Possible concrete applications of
DIGITAL MEDIA and TOOLS in YOUTH WORK

as MEDIA:
online counselling;
informative websites;
marketing in socialmedia;
communication channels with youth.

as CONTENTS:
young journalists;
discussions about media;
learning coding;
building new social etiquette;
animations and storyboard.

as ACTIVITIES:
gaming tournaments;
maker culture, robotics;
GPS based activities;
group building activities;
contrasting cyberbulling;
digital storytelling.

The list could of course be prolonged furthermore, and we invite you all to do it, finding new possible fields of application of digital media and tools in your youth work, to underline even more that the number of possible applications of anything digital in youth work is wide, and it is widening every day more.

EUROPEAN STRATEGY IN TERMS OF DEVELOPMENT OF DIGITAL COMPETENCES

Dig-It Up! Is a training course which can be considered as born and raised inside the European programmes for youth: everybody in the team developed his/her trainer's competences during many years of experience in youth work, youth mobility and exchanges funded by several Programme generations; eventually we as a team met during SALTO-Youth Training of Trainers course, funded by Erasmus+, and we developed the first concept as a practice project of this training course. The second edition (and the third one, which is being defined while we write) are being funded by Erasmus+ Transnational Cooperation Agreement (TCA), that means different National Agencies from different Countries of the Programme, agreeing on the importance of this training course to fulfill a need on European level.

This alone could make us a living example of the commitment of European institutions on the development of digital skills and competences, but there is a lot more.

A current Commission policy paper on "Rethinking Education: Investing in skills for better socio-economic outcome" states that "it is time to scale-up the use of ICT in learning and teaching." The Council of The European Union in the Resolution on a renewed framework for European cooperation in the youth field (2010-2018) points out clearly that efforts by Member States are needed to ensure new technologies readily available to empower young people's creativity and capacity for innovation, widening quality access to culture and creative tools, particularly those involving new technologies, as well as it is expected to promote specialised training in culture, new media and intercultural competences for youth workers.

Our topic links to the objectives of different European key competences[10], such as the digital competence, as we support and foster a confident and critical use of information society technology in this training, and we will actively enhance participants' digital literacy, by providing or updating skills in information and communication technology;

Regarding the social and civic competence, it is important to foster the knowledge about the social impact of digital tools and media, in order to promote a safer use of these tools for personal, social and civic networking, together with a deeper understanding of risks and opportunities behind them.

It is interesting to point out that Erasmus+ horizontal priorities for 2017, in Key Action 2, also include this one:

Open and innovative practices, in a digital era:

[10] http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32006H0962&from=EN

priority will be given to actions that promote innovative methods and pedagogies, participatory governance where appropriate, develop learning materials and tools as well as actions that support the effective use of Information and Communication Technologies (ICTs) in education, training and youth. This includes supporting synergies with research and innovation activities and promoting new technologies as drivers of improvements in education, training and youth policies.

impact of digital tools and media in education; the transformations and evolutions of the tools and platforms themselves make us think that many more commitments and plans will be issued at European level to tackle these topics, so keeping updated is a real must.

We were happy to find our training course listed among the best practices on digital youth work, inside the working materials following the mandate of the EC Expert group on digitalisation and youth, coordinated by DG EAC Unit C1-Youth policy, with the aim of analysing risks, opportunities and implications of digitalisation for youth, youth work and youth policies during the two years 2016-2017. The mandate of the group is worth reading [11] as it collects a lot of point of views and insights that we feel very close to our approach.

If we want to have a wider look, we can finally mention the Europe 2020 Strategy, which has one of its seven pillars named Digital Agenda. The European Digital Agenda, followed in many Countries by their national versions, has many interesting objectives, from establishing the European digital single market, to promoting fast internet access for all, to enhancing inter-operability and standards. There are at least two objectives in the Agenda which are worth being quoted here, and they are *Promoting digital literacy, skills and inclusion and Strenghtening online trust and security*.

Even more could be done on many levels to openly support digital youth work, and in general, the

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[11] See the Expert group mandate at: http://ec.europa.eu/assets/eac/youth/policy/documents/mandate-expert_group-digitalisation-youth_en.pdfN

YOUTH AND DIGITAL REALITY

Photo: Gijsbert van der Wal

Whenever we open the topic of kids on phones, or youth and digital reality, we step into the arena of conflict.[12] The dispute about the cultural–making role of technology brings different understanding what internet is for, not only between youth and adults, but also among adults themselves. There is only one consensus: technologies play an important role in culture, often called already a "digital culture" referring to wide accessibility, interactivity and connectivity which characterise today's internet. Sympathizing with Verke's "Guidelines for Digital Youth Work[13] we value "the digital media as a key environment for the growth and activities of young people, and the key role that digital technology plays in their everyday lives". It's hard to deny the changes in society initiated by technology. The digital era is having a deep influence on changed pattern of social behaviours. But what does it mean in practice?

A perfect example of a conflict in dispute and perception of the usage of technology by youngsters emerged with once shared online image of schoolchildren sitting over their phones in front of Rembrandt's 'The Night Watch', a masterpiece attracting millions of tourist to the Rijksmuseum in Amsterdam. Social media sparked a debate about what the children were actually doing. The picture has been called a "metaphor of our age" and lots of comments pointed their finger to distracted and bored kids, with lines such as "what a sad picture of today's society!" and that "today's youth is more interested in Whatsapp than they are in Rembrandt"[14] . Believing "The Telegraph" article "it turns out the children were actually researching a school assignment when the photo was taken". One of the facts around the story is that the photo was shared almost 9,500 times within a few days from the first publication, proving that there is a lot of concern about today's kids digital reality.

Having an eye on digital kids and teens
European Commission and other authorities have already financed lots of **research about the digital life and habits of kids and youngsters online**. Most

[12] More in "Smartphone and tablet in child's hand" (printed in Polish only), Wydawnictwo Naukowe Katedra, 2016
[13] https://www.verke.org/wp-content/uploads/2014/09/verke_suuntaviivat_eng.pdf
[14] http://www.telegraph.co.uk/news/newstopics/howaboutthat/12103150/Rembrandt-The-Night-Watch-The-real-story-behind-the-kids-on-phones-photo.html

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of the work was focusing on the risks, addictive behaviours and other internet abuse. Researchers were aiming not only to find evidences, but also recommendations for protecting children from harmful and illegal online content, inappropriate conduct or risky contact. Launched for the first time in 1999, European Commission's "Safer Internet Programme", transformed in 2012 into "Better Internet for Kids" Programme[15][16], creates an umbrella for the European Strategy to deliver a Better Internet for our Children[17] and researches such as EU NET ADB[18], EU Kids Online[19] and Net Children Go Mobile[20].

There is a network of Safer Internet Centres (SICs) across Europe and National Awareness Centres (NACs), present in 30 European countries, focusing on raising awareness and understanding of safer internet issues and emerging trends — typically comprising an awareness centre, helpline, hotline and youth panel. These units are in charge of organizing Safer Internet Days (SID)[21] with many events and activities annually taking place across the globe to mark the day. They also try to ask youngsters for giving advice on internet safety and empowerment strategy, helping to create innovative resources and disseminating e Safety messages to peers. Worth following is the project WYRED,[22] led by researchers and youth organisations, aiming to give the young a voice in relation to research into issues that concern them, starting already the "Children and Young People's Manifesto"[23]

What are the online threats?!
Always on, reachable, connected. These are the basic characteristics of digital youth. Because a smartphone is a very private thing, always at hand, nearly an extension of the body, digital youth is also little controlled by parent. Being online often means being only partly present and lacking the attention for "now and here" - that's the most common regret of the parents and educators, who are afraid of teens social isolation. Meanwhile youngsters are even more exposed to contact with others, also during in the night, and easily getting info social trouble with their peers, while going offline.

Recommendations for online social behaviour coming e.g. from like a *handbook of common digital social etiquette* is something to be worked on and needs to be developed in our opinion and appears in one of the discussions during DIG-IT UP! training. Youngsters often face online information and content, which they are not yet ready for. All their messages leave trace and might pop up in other unfriendly context or can be remade and republished. Whatever they will write, may be reacted by peers[24] in many ways. The percentage of youngsters experiencing internet violence or harassment on themselves or happening to their peers[20] has been growing.
Technological development made youngsters more than ever exposed to bullying, sexual content online, being contacted from strangers and other challenges that are often prosecuted by criminal law. At the same time it made problems youngsters have more visible and youth workers more aware of what kind of help or intervention could be needed.

[15] https://ec.europa.eu/digital-single-market/creating-better-internet-kids
[16] https://www.betterinternetforkids.eu
[17] https://ec.europa.eu/digital-single-market/en/european-strategy-deliver-better-internet-our-children
[18] https://www.rha.is/static/files/Rannsoknir/2013/Qualitative_Report_D5.pdf
[19] http://www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx
[20] http://netchildrengomobile.eu/
[21] https://www.saferinternetday.org/
[22] https://wyredproject.eu
[23] https://repositorio.grial.eu/bitstream/grial/818/1/WYRED_ManifestoY.pdf
[24] https://lsedesignunit.com/EUKidsOnline/html5/index.html?page=1&noflash slides 15-17

What bothers youngsters on the net?[25]
- Receiving hate messages
- Being sued for low violation
- Being stalked, spied and invigilated
- Unaccustomed content, fake information and manipulation
- Suicide and risky behaviours inspiration and tips
- Adds
- Viruses
- Poor quality content
- Human traffic and crime
- Lack of privacy
- That nothing disappears
- Peer violence, bullying
- Addiction
- Money made on stupifying videos
- Sharing photos without permission
- Internet cancer
- Breaking into device's camera
- Control by parents

During the training we asked our participants about their experience with online challenges and threats. We focused the discussion around topic such as: privacy and safety, body images, sexting and digital social etiquette.

What is the value of internet in a teen's life?
There is no question on the must of using the internet safely and responsibly, however, currently a new wave in the discourse emerged, questioning a "risk awareness panic"[26] and shifting to new opportunities, digital literacy, digital citizenship, digital rights and finding a point of balance in approach[27]. If parents and educators stay protecting kids by restrictions, kids won't gain the opportunities for learning, participation, collaboration, creativity and expression they could. They would also not develop resilience against possible future harm.
Internet serves the needs to stay in contact with friends, share, search for advice, read online content

and mostly enjoy all sources of fun, amusement and entertainment available, especially music and movies. Is also a convenient and commonly used tool for teens's learning process: to do their homework, to expand the knowledge useful at school, to get prepared for the upcoming test. We can risk a statement, that internet is present in every aspect of youths life, playing a significant role also because of main features of adolescence – the need for constant new impressions and curiosity. It is a huge source for informal education, which makes life easier and brings positive feedback while making human connections, achieving new levels in games or feeling of belonging to an online community. Positive feedback are especially important for youngsters with minor social skills. Thanks to internet, they can get appreciation and a sense of justice.
Youngsters especially value the internets quality of quick responses to various questions, updated information, maintaining relationships and making new friends. What happens often, is that they miss other, great opportunities and mostly often consume the basic offer.

What youngsters like about the net?[28]
- Getting to know new people
- Entertainment sites
- News and updates (on fashion for example)
- Contact and communication
- Videos, music, series, books
- Downloading files for free
- Anonymity
- Online purchase

EU Kids Online research outcomes proves that youngsters aged 11–16 are on line on a daily basis. But the "ladder of opportunities" is as steep as ever" meaning that teens are mainly engaged in social networks, instant messaging, YouTube and gaming. Only little percentage create and upload their own content, read the news or participate in virtual worlds.[29]
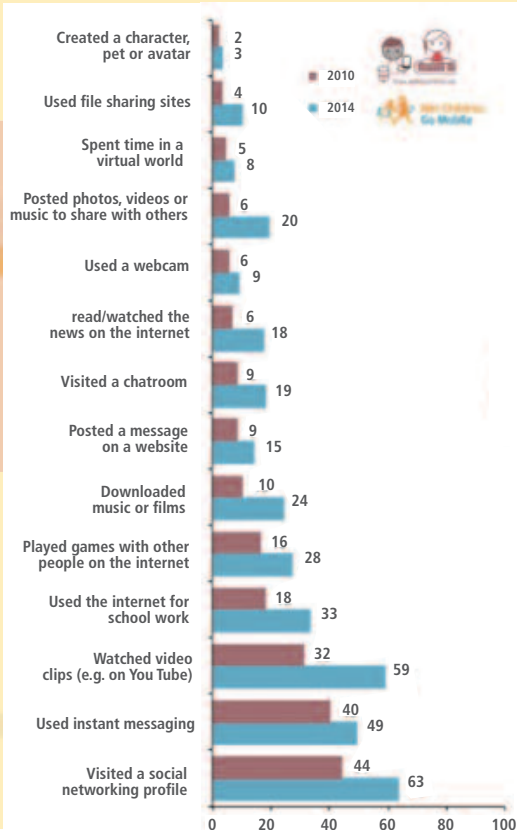
[25] Short group interview with 14–15 years olds in Warsaw lower middle school, 24.04.2017
[26] How children engage with the internet | Sonia Livingstone | TEDxExeter https://www.youtube.com/watch?v=SyjbDUP1o0g
[27] From Uwe Hasebrink, Hans Bredow Institut, keynote speaker at Children & Youth on the Net conference, 27.04.2017, Luxembourg
[28] Short group interview with 14–15 years olds in Warsaw lower middle school, 24.04.2017
[29] https://lsedesignunit.com/EUKidsOnline/html5/index.html?page=1

Ladder of opportunities
from: EU Kids Online: findings – methods – recommendations[30]
(report of EU Kids Online and Net Children go Mobile researches, funded by Safer Internet programme)

This research outcomes gives evidence, that there is much to inspire kids and youngsters with the use of the internet. Great and exciting opportunities like the listed once are rather exceptions not routines in internet use of youngsters.
● discussing hot topics with new friends from another continent;
● searching all source of information about the world;
● advocating for solutions on major global problems;
● exploring unknown places on the planet by online tours;
● coding and creating games and software;
● media creation and edition;
● music production;
● art and cultural education;
● blogging about once own passion
● or any other way of being a content creator then passive receiver.

Being born in digital era is not enough for having developed digital competences, especially if we consider a digital competence as a set of skills including critical usage of digital media and tools, also wider described in the Recommendation of the European Parliament and of the Council, as as a key competence for lifelong learning.[31]It is definitely too complex and permanently under construction, just impossible to be sucked together with mum's milk – even if she posts on FB while breastfeeding;)

How to approach net generation?
Surprisingly to adults, often youngsters see internet sites and services as boring. We shouldn't forget they have a right to have own ideas and youth workers need to find a way to approach them without judgment and prejudice. We believe that technology brings a language for cooperation and mutual understanding. "The internet is a new context of social and cognitive development for adolescents"[32]. It is where they learn social-emotional skills. Shouldn't parents, youth workers, teachers be involved into this world of social-emotional learning and skills' building, as it is what we do in education?! We try to support social learning. Why would we not be where a great deal of learning happens in a very direct and non face to face world?! It is not reasonable any more to ask if to include, but rather how to include digital media in formal and non formal education.
With our training DIG-IT UP! we stand together with all those who wish to take more effort in creating activities and content for young people to inspire them to explore, creatively use and be imaginative while online and in life in general.

[30] https://lsedesignunit.com/EUKidsOnline/html5/index.html?page=1 - see www.eukidsonline.net and www.netchildrengomobile.eu for more infos.
[31] 2006/962/EC, 18 December 2006, http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32006H0962&from=EN
[32] EU NET ADB raport, https://www.rha.is/static/files/Rannsoknir/2013/Qualitative_Report_D5.pdf

SUMMARY OF THE CALL AND PROGRAM

LET'S DIVE INTO OUR TRAINING NOW! ?

The DIG-IT UP! training course aims to provide new knowledge and skills and to find creative ways for this attempt to include digital tools in non formal learning featuring open-air activities. Our focus is on the combination of digital tools IN open-air activities, to probe that digital tools aren't limited to being used alone, in closed spaces and causing health/security/privacy issues. Our main aim is the experience of designing and creating a supportive learning environment by learning to use digital tools in open-air surrounding, an experience that we want to offer our participants.
(from DIG-IT UP 2017 call on SALTO Youth website)

In this chapter we want to give an insight into our training course "DIG-IT UP! held in Rome in March 2017. At the same time we want to résumé about the implementation of the programme and the achievement of our set aims.
We will therefore shortly describe the programme: After a first getting to know each other we started the first working day with an introduction to our programme, our goals and the expectation of participants regarding the training course. The goals for DIG-It UP! Were 1) experiencing popular digital tools that can be used in youth work focusing on outdoor activities, 2) discovering the concept of digital youthwork, 3) sharing experiences and good practices of youth work dealing with digital reality and 4) developing creative digital activities and project ideas for youth work.

We continued the day with the first hands-on experience of a digital scavenger hunt discovering the venue and surroundings and at the same time getting to know the other participants better. The second half of the day we introduced a creative photo shooting exercise using a popular social media platform tackling the topics of privacy and social media, critical content regarding sexting, grooming and cyber-bullying.

To close the first day we introduced the "reflection on the day", which we would also use the following days. The participants were invited to use the last hour of the programme to reflect upon their learning during the day, about possible implementation in their context, the trainer team, the organization and the flow of the programme.

The second working day was dedicated to discovering the concept of digital youth work, terms and definitions. Thereafter we dived into discussion groups talking about different realities and current challenges of digital youth work such as the topic of a social etiquette for using digital devices in social groups, body images and digital media, etc.
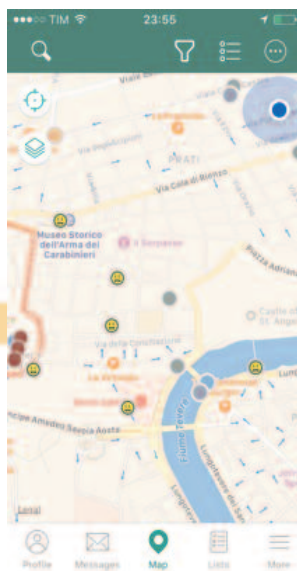

The rest of the second day the group produced a one-shot group video called Lip dub, learning to manage, shoot and edit a video, also talking about music rights and youtube.

Each presented hands-on digital activity or method had debriefing time after the experience itself. The participants discussed possible implementation of the exercise in their organisation and there was time reserved to talk about the practical and technical implementation of the activity.

We started the third working day with a QR-Code based peer learning "getting to know your device" activity, to make sure that all individual participants learned and shared basic digital practical knowledge using their personal devices. After having achieved the learning goals of downloading offline maps, (de-) activating gps, activating hot spots, doing screen shots, setting the privacy conditions on Facebook etc. the group was prepared for the introduction to the afternoon programme: Geocaching in Rome city! The participants could dive into the exciting adventure and recreational outdoor activity of seeking caches around Rome on and offline with their personal mobile devices.

Naturally thereafter the tired Geocachers could enjoy themselves in the city of Rome and at the dinner out.

The morning of the last working day was dedicated to best practice examples of digital youth work presented by the participants, which you will learn more about in chapter 8. The morning also gave the opportunity to learn more about "youth mobility" of Erasmus+ key action 1 having an expert from the Italian NA speaking. The afternoon session was reserved to creating new project ideas, partnerships and a networking opportunity.
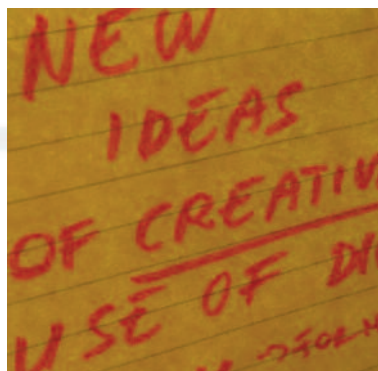

After having an intense and rich training participants received their youth passes and gave feedback about the overall training. Not to forget the final evening with a rich buffet of international snacks together with the screening of the produced and edited music video.

Discussions and debriefing of activities provided the group with a lot of ideas and insights, so here we would like to mention at least of few of them. **During the debriefing of the Lip dub** participants shared new ideas for using lipdubs with their target groups, e.g. using it for a short and spicy 2 hours workshop up to doing a professional lip dub during a couple of weeks with lots of preparation.

The participants found that the exercise was good for supporting communication and team dynamics, as the small groups have to talk and interact with each other and the with person having the camera.

Additionally the participants were interested in using a Lip dub production for promotion reasons of their local community.

There was a longer discussion on copyright issues regarding youtube and Lip dubs. The song used in the Lip dub came from a list created by youtube itself [33] with songs you can use on youtube, rights checked by youtube, but you will have their advertisement at the beginning of the video.

Check out the produced DIG-IT UP! lip dub on youtube.[34]

What came up as a very interesting branch of digital youth work during the DIG-IT UP! TC was the topic about digital manners. We invited the participants to come up with suggestions for a '*social etiquette manual*' on digital manners. Here is a shortened list of the most commonly suggested guidelines:

● Don't say something online that you wouldn't be willing to say face to face;
● Don't have online friends if you don't know them in real life. Make sure you know: Who are they? What do they do? Where are they from?;
● Whilst in a conversation do not engage in a third-party conversation;
● Remember that what you upload stays forever;

● If you upload any content which involves a third-party make sure you have authority;
● Take ownership only of your own content and give credit to your sources.

We want to share two more aspects of the discussion that our participants called 'food for thought':
● Should there be any censorship online?
● Would it be enough to just say that we are applying all general social etiquette and manners to the social digital world?! What are general manners or social etiquette?

In chapter 4 you already came across Marc Prensky's concept of **digital native/migrant,** that he himself changed after a couple of years: also in DIG-IT UP! It was brought up by a participant, so we took it into one of our discussion rounds. We asked participants to discuss whether being born in the digital age is enough to have mastery of digital media and tools and whether the definition of digital native/migrant is more about the attitude, or the knowledge, or the understanding of technology?

Looking only at some of the participant's reflection upon the topic, one would probably also take back Marc Prenskys first concept:

Someone being born in digital age:
● Sees the smartphone more as an extension of the body than a tool;
● More blind trust in tech;
● More access to infos online BUT they are often not prepared for it;
● Are more used to a flat hierarchy in society;
● Are used to instant answers, with little reflection upon the question/answer.

We offered you some of our participants thoughts and discussion topics in this chapter. There were many more on the training and after the training being taken home and reflected upon. To close this chapter we want to share two "Aha moments" and insights our group had during the training:

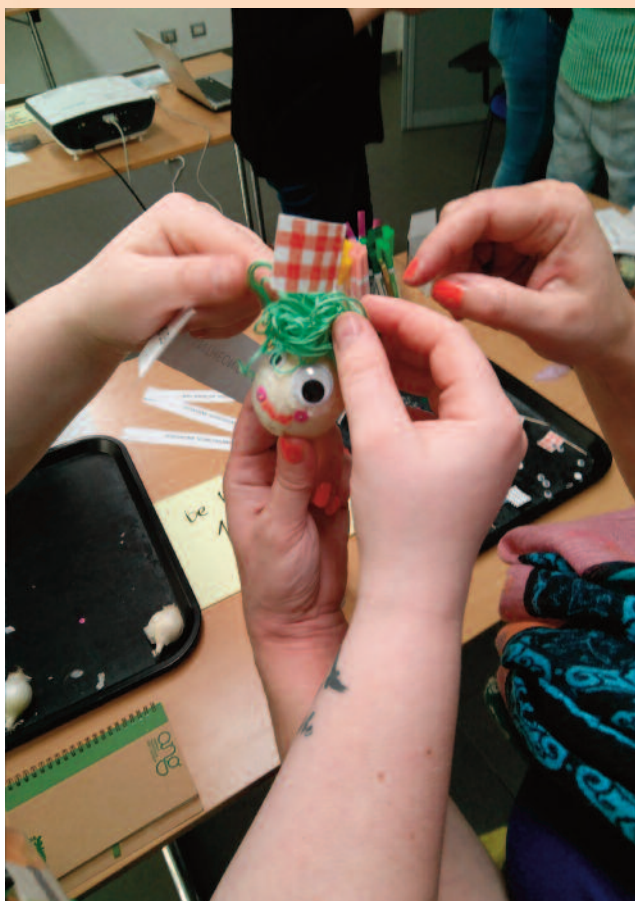"You can choose what you want to do in life but you cannot choose the consequences."
"Nothing is for free online!"

[33] https://www.youtube.com/music_policies
[34] https://www.youtube.com/watch?v=DkZ6S5TyRdo

#BRIANTHEONION OR DIGITAL STORYTELLING

To give more insight into activities we did in DIG-IT UP! we are going to present one exemplary digital storytelling exercise that we created, with the name of "Brian the onion" – working with and reflecting upon the social media platform Instagram. This is the session outline:

#BrianTheOnion

Duration:
30-60 min

Topics addressed:
Online communication, body image, online safety

A simple digital storytelling activity, using instagram pictures / videos and some hashtags. It may be used to open up discussions and increase awareness on how online pictures and video may have impact and leave traces, differences from reality etc.

Aim:
Addressing digital education topics (online pictures and videos impact, etc) with a "classical" non formal education activity, engaging participants and fostering team building processes. Opening up discussions on controversial topics without directly referring to personal experiences, using the result of the activity instead.

Methodology:
The tools applies principles from discovery based learning and peer learning, asking participants to create something with their hands, collaborating with others, and then sharing it online. At this point, they will be asked to discuss and define together which aspects / treats of personality may be told

out of what has been uploaded. This will lead them to discover how easily labels can be attached to people due to what appears in their pics etc.

Step by step process:
● divide participants in groups of 3-4-5 persons
● be sure that every group has someone with a mobile device with the instagram app installed onto, using a public profile – or provide them with a pre-created one if they are on private profiles and (correctly!) do not want to open up their pictures to the world.
● make every group choose 1 or 2 hashtag which you have previously written on different cards.
● The hashtag will define the topics of the scenes to be pictured: for instance #lunchtime, #partyallnight, #youthwork etc
● put all materials (onions, costume parts etc) on a table, and give 15-20+ mins to the groups to think about the 1-2 scenes they have to create according to the picked hashtags, create the settings, style up the onions' costumes
● ask them to share one picture of each scene on instagram using the hashtag #briantheonion AND the hashtag they picked
● put the website websta.me/search or instagram.com on the beamer, login with your personal instagram account and search for #briantheonion
● refresh the page every few seconds, and pictures from the different groups will start to appear!
● when all pictures have appeared, ask every group to write down 4-5 ideas about Brian The Onion character, way of acting, what he likes or dislikes, his personality etc etc.
● Share the results in plenary, writing the results on a flipchart. Is this the real Brian? Is it not? How we can tell?
● Open up and facilitate a discussion on how easily labels can be attached out of online pictures,

generalisations could be done starting from a single piece of picture, etc etc

Materials and resources:
● some onions (1 – 2 every group of 3-4-5 participants)
● markers, colored paper, tapes, scissors, glue and everything could be used to create a costume for the onions
● any kind of other material to turn the onion into a character: feathers, little eyes, small hats, etc etc

● a few mobile devices with instagram app installed (1 for every group of 3-4-5 participants)
● a PUBLIC working instagram account associated with every app (you can either ask participants to put their profiles as public for a while, or provide them with some pre-created profiles. In this case you have to create them one by one on a mobile with instagram app on it. Use different emails – ie briantheonion1, briantheonion2 etc- for the different profiles)
● internet connection
● a device (pc – laptop – tablet – smartphone) connected to a beamer / big screen
● your own instagram account (or one that you created for this activity) to enter the instagram

website www.instagram.com or to sign up on the search engine website websta.me/search to retrieve the pictures

Outcomes:
● more knowledge about the impact of an online picture / video on someone's reputation and public image.
● more understanding on how people can interpret very differently the same picture, getting opposite/different meanings out of it
● some learning and use of creativity using mobile devices... instead of being used by them :)

Evaluation:
We presented this tool in several different contexts, including #DDYW - Defining Digital Youth Work - conference in Oulu Finland in 2016.These are some results of the evaluation processes during the conference:

The big advantage is to include technology in non formal education processes in a simple, easy way to address some of the possible problems that technology itself could bring.

The potentialities are the great, wide possible range of topics and aspects that could be addressed by the tool simply changing, increasing, better-defining the various hashtags that teams have to pick up.

The only limit is the need for mobile devices, instagram account and internet connection.

Notes for further use:
Please always use the hashtag #briantheonion when using this tool! We are very curious to discover who, how, when, where our tool is being used! Of course the onion can be anything else instead (a potato? any kind of fruit or vegetable?) and you can narrow

the choice of possible moments to depict in the pictures, using more specific hashtags. This could lead also to address more specific topics: gender issues, (cyber)bullying, sexting, hate speech...   As said, since the tool works only with *public* instagram account, and you may not want your participants to open up their profiles, you could provide a few pre-registered accounts to the participants to avoid privacy issues.

Possible reflection topics and questions on Brian the onion:
Topic: My youth/target group and Instagram
Does my target group use Instagram?
How and with whom do they use it?
What is their focus/goal on Instagram?
Do I follow my youth/target group with my private account?
Safety features of Instagram?

Topic: Pics on Instagram and other social media
What kind of pics do I/my youth share via Instagram/other social media?!
How do I see the self representation of people/my youth on Instagram?
Do/Did I experience problematic use of Instagram with my target group?
How did I handle this?

PORTRAIT OF THE PARTICIPATING YOUTH WORKERS, THEIR NEEDS AND EXPECTATIONS

Participants had diverse professional backgrounds such as working as an university professor, wanting to integrate new digital methods and tools into the classes. Again others had a business background working with young entrepreneurship.

The group of participants consisted of 28 people from 18 different countries aged from 19 to over 55 years old. Most of the participants came from the youth and social work sector or schools working directly with kids and youth. Others came more from a structural youth work unit such as public bodies for international activities and European projects, Unesco or youth departments.

As this short outline of the participants profile already shows the group was heterogeneous in composition but also in expectations to the programme. We list the most frequent needs expectations of DI-IT Up! Participants regarding a digital youth work training:

1. Experience new digital tools/methods to spice up methods already used in for non formal and formal education
2. Get to know new tools to motivate youngsters to do activities (outside)
3. Meeting new people sharing ideas and experiences, sharing best practices
4. New future project ideas for digital youth projects, networking
5. Experiencing new tools for promoting the organisation
6. European learning: how do other countries deal with digital reality and youth worker education
7. Learn and discuss about the concept of digital youth work
8. Bring home new digital tools and methods that can be shared with the team at work
9. Get to know new practical media that can be used to organise work/ live
10. Gain more technical skills

As far as the list of participants expectations is concerned the most frequent expectations were dealt with in the programme of the DIG-IT UP! Training. Participants embraced the networking session on the last training day. Some participants came with a concrete plan of networking and future activities, the bigger part of participants got inspired during the training and came up with promising and encouraging ideas such as the KAHOOT international group from Robert Ecker (Austria), doing digital storytelling with youngsters with fewer opportunities by Anita Magdu (Hungary), reflection on social network by Giacomo Genisot, (Italy) or spreading the concept of using Pokemon Go in youth work by Kati Hopiavuori (Finland) and many more. You will find more details to some of the presented best practice examples of digital youth work of participants in chapter 11.

Participants showed high interest in the concept of digital youth work. Framing the different ways digital media and technology can be used in youth work such as a medium (online councelling, marketing in social media etc.), as an activity (gaming, group building activities etc.) or as content (critical discussion about media, building new social etiquette etc.) as already mentioned in chapter 4 we asked the participants to mark in what fields they are already active in their youth work. Interestingly

DIGITAL MEDIA & TECHNOLOGY CAN BE USED IN YOUTH WORK

AS A MEDIUM	AS ACTIVITY	AS CONTENT
Online councelling	gaming	young journalists
informative web-sites	maker culture robotics	Disscussions about media
marketing in social media	GPS based activities	learning coding
communication channels with youth	group building activities	building new social etiquette
		animations & storyboard

enough our participants marked quite many areas, meaning that they already had been doing a lot of digital youth work without calling it that way or being aware of doing it.

This brings us to another facette of the profile of our participants. We assume that a big part of people joining our training is "digitally comfortable" and/or "digitally curious and courageous", meaning they are comfortable using or getting friendly with digital devices and are courageous to just go for it and try new digital devices and tools out. Consequently the question arises what kind of offer "digitally shy" people would need to be reached.
From the expectation of participants and the experience during the training, we can still see a need for youth organisations and youth workers to have further education offers in getting to know digital tools to promote the organisation, and to get to know practical digital tools to organise, structure and simplify work and daily life – what we already defined backstage work.
Additionally the question of social digital etiquette came up as a topic that would have needed more time to be discussed, as well as the topic of internet security. These two aspects, even though not directly part of digital youth work, are obviously connected and relevant when you use and incorporate digital media and tools in your youth work.

CONTRIBUTIONS BY PARTICIPANTS' LED SESSIONS

During the last training day, volunteering participants delivered sessions about their own experiences with digital youth work and best practice examples.
We asked them to summarize their sessions here, and below you will find their contributions and/or links to interesting platforms and videos that they presented as tools.

Digital tools for Social Good
Alexandra Corbu (Austria): During this sessions I shared with the other participants examples of how my current organisation is empowering young people to use digital tools for social good. The aim was to inspire them and show them what young people can achieve if they have access to digital tools and support.

The focus was on The Digital Participation Camp & Summit and on FINDIA project:
http://www.findiaproject.org/en/

Watch video on Digital Participation Camp & Summit Review
https://www.youtube.com/watch?v=ve-GXVCVkp8&list=PLo7_rLIVjuDcQ-z2bQ65f2d-aEN7H3pVk&index=2
 Platform with ideas for a successful co-existence with refugees in the community: http://ziag.at/
"Stereotyping glasses" – fighting stereotypes
https://www.youtube.com/watch?v=CbzK8yveaVg

Successful graphic designing
Mariano Montesinos (Spain): He presented useful apps and software for youth workers:
 Icons: https://thenounproject.com/
Design bank
inspiration http://www.freepik.com/
Fonts: http://www.dafont.com/,
https://www.fontsquirrel.com/
Design software:
Paint, https://www.gimp.org/, Photoshop,
https://www.canva.com/
Gifs: https://giphy.com/, https://makeagif.com/
Videos: http://www.videoscribe.co/,
http://www.nchsoftware.com/videopad/index.html,
http://online-video-cutter.com/pl/
Other tools: http://es.savefrom.net/,
http://www.convertfiles.com/,
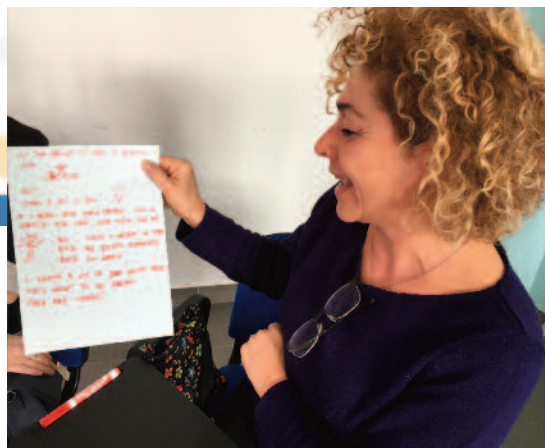https://www.magisto.com/,
http://www.ilovepdf.com/

Pokemon GO and Youth work
Kati Hopiavuori (Finland): Simple, fun and harmless, Pokemon GO is getting thousands, if not millions of people out and walking around, and people are enjoying it! Pokemon GO is a great way for youth workers to connect and get to know children and youth living in the same area.

Pokemon GO's opportunities have been utilized in the City of Oulu's Youth services: youth center shave arranged events related to the game. The goal is to gather people together, regardless of age or background, as well as provide the players functions related to the theme. Pokemon Go — events in the City of Oulu's youth center shave gathered up to 350 participants at some youth centres to play the game and get to know the youth center and its activities.

Pokemon GO created a social experience that brings gamers into the community. Pokemon GO encourages you to go out, meet new people and see the world around you!
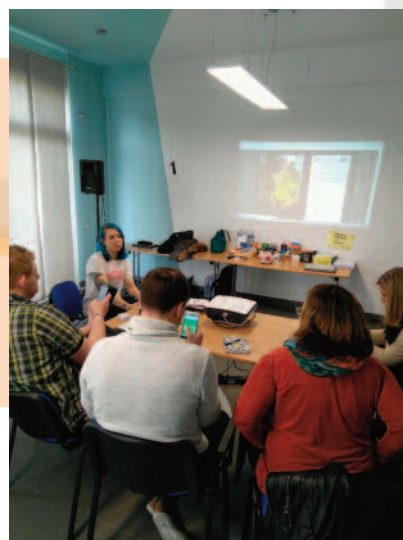
Link to the trailer:
https://www.youtube.com/watch?v=2sj2iQyBTQs
Pokemon Go events in our local newspaper Kaleva:
http://www.kaleva.fi/uutiset/oulu/pokemon-go-kiertue-jatkuu-oulun-nuorisotaloilla-syksyn-aikana/738932/

The IT Champions
Duncan Elliot (UK): In my workshop I talked about IT Champions. Previously, we had been involved in a project with Microsoft, but we are now looking to do it through our own project, the Xcel Project. Up to three young people will be recruited to act as IT Champions. These young people will peer educate other young people as well as working with older people to help them with basic computer skills. They will also offer basic computing skills to people looking for employment, linking in with local partners. We will offer the young people training and support and they will also have opportunities to get involved in the Xcel Project website. The IT Champions would work from a location referred to as 'The Hub', this could be based at a Youth Centre or similar environment.
In the workshop we had a number of very good

discussions. We talked about the age of the IT Champions, agreeing that 16-24 would be an ideal age. We talked about the young people's expectations and thought the young people getting involved would want to learn new skills, take part in training and possibly take it further by completing courses online.

The young people would need to feel a sense of ownership when it came to 'The Hub', this would help them feel part of the journey, we could ask them to source equipment etc. We had a number of ideas for activities that the young people could get involved in. These included:

- eSports competitions, gaming events,
- inter-generational activities on get to know devices better,
- digital Olympics,
- projects with local schools,
- website development (Wordpress),
- facebook page, twitter feed,
- robotics (raspberry pi, drones etc),
- apps,

We concluded that this would be something worthwhile for the young people to get involved in. In a digital work it could be very useful for young people to have spent time as a IT Champion!

Robert Ecker (Austria): First of all, KAHOOT! is an online tool used for funny and interesting quizzes within groups, school, youth centres, other organisations or for private use. KAHOOT! contains loads of quizzes which are provided by the website. The participants join the quiz by entering a game-pin and in a last step before playing they have to create a Nickname. For doing so, they need a mobile phone/tablet and the app "KAHOOT!"

But what if you want to create your own quiz? … then just sign up for free and create the quiz for your individual needs. The professional tool will guide you through the easy steps to create a quiz. Together, we will bring KAHOOT! to the next level!

My idea is to use the tool (KAHOOT!) for building bridges between our countries especially for our youth. As we united Europe to a Union we should also unite our young people for a positive future as well. But it is not easy to build bridges, especially not for young people with fewer opportunities, that is why the idea of "KAHOOT! International" is a chance for everyone to unite at least online. How could it work?
1. Find some "KAHOOT International-Partner" and set an appointment for a quiz session with your participants.
2. Create a suitable quiz for the participants.

3. Make sure you have a stable WIFI/internet connection as well as a good skype connection with your partner. It is important that the participants can see the same screen where the quiz is visualised.
4. Start the quiz and give enough time for everyone in both countries
to enter the Game-Pin and the Nickname on their phones.
5. Start the quiz and have fun together.

Why do we do that?
● We want our youth to develop international awareness and to decrease prejudices about other cultures and countries.
● To improve knowledge about other countries

What if i tell you that social network …
Giacomo Frand Genisot (Italy): what I shared during the training are the results of a three day camp attended by 18/19 years old teenagers that I've hosted before going to the TC DIG -IT UP!. Below you'll find just a pill of those results. Still a lot of work has to be done on the topic of social network.

During the camp the teenagers were working and discussing the following questions and impulses:
● What if I tell you that is difficult to find a definition

of social network;
● What if I tell you that social network increase the odds to suffer of depression;
● What if I tell you that social network can save your life;
● What if I tell you that social network is both killing and not killing communication;
● What if I tell you that the closest definition of social network is: "evolution of internet";
● What if I tell you that social network is entertainment;
● What if I tell you that social network can kill you;
● What if I tell you that social network is addictive;
● What if I tell you: "*Look up from your phone*";
● What if I tell you: "*Look down at your phone*".
● What if I tell you that many others "What if I tell you" can be added to the list, both positive and negative ones.

The following reflections came up during the camp: Internet and social network are our world now, asking for a world without them is an utopia. Social media has got many benefits as well as many costs. Social platform are as good as it's users. Instead of pointing the fingers at the tool, we should perhaps work on the users, make them aware of the consequences of using social networks.

We should use social network instead of abusing it. In case we are bored why not reading a book or take a walk. Let's do a digital diet. Don't look up from your phone and don't look down at your phone. Just look around you!

Be safe in the digital world
Vaia Manoli (Greece)
ICT has a key role in young people's life nowadays. It's a necessity to raise their awareness of capabilities and limitations in the online world in accordance with the European Union Safer Internet Action Plan and also to familiarize them with ways of protection.
During the workshop for youngsters which I carry out, the participants watch a video titled "*The grocery*" (https://youtu.be/ceSUuKMr4xo) and discuss about the real and the digital life.
They find out the European Union's Policy for the cyber space (http://ec.europa.eu/information_society/newsroom/cf/dae/document.cfm?doc_id=1667) and their Rights and Responsibilities from the UN Convention on the Rights of the Child (http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp).
They play relevant digital games (http://www.esafetykit.net/index2.html , https://ec.europa.eu/0-18/wrc_index_en.jsp?main=true&initLang=ES /available in many languages).
The participants can also watch videos: (https://youtu.be/iahc6BmtMXc, https://www.youtube.com/watch?v=Jv4PiyKOpZE, https://youtu.be/LU8K6osTSBE, https://youtu.be/10JhnGLxXu4) and find and connect Rights and Responsibilities. They identify some of the ways that the online rights can be violated; they visit pages that provide ways of protection, report and help on Internet issues (http://www.inhope.org/gns/home.aspx).

At last, they can create their own poster "be safe in the digital world".
Most of the times it's hard for the young participants to realize that everything what is true in the real world is also valid on the web. They recognize how significant is to act with responsibility in every situation and to ask for help when something make them feel uncomfortable.

PARTICIPANTS SPEAK!

Here you will find some feedback on the training course from the direct words of participants.
We also asked the ones from the previous edition (in 2015) to share some feedback for this publications, and we got some from them too:

A very enjoyable course. It has reminded why I do the job I do! Everyone on the course has got involved and made it a valuable experience. I would like to thank all the people who made the course possible. :)

The activities were generally participant centered. That's new for me. That's why I will not forget this week. Congrats!
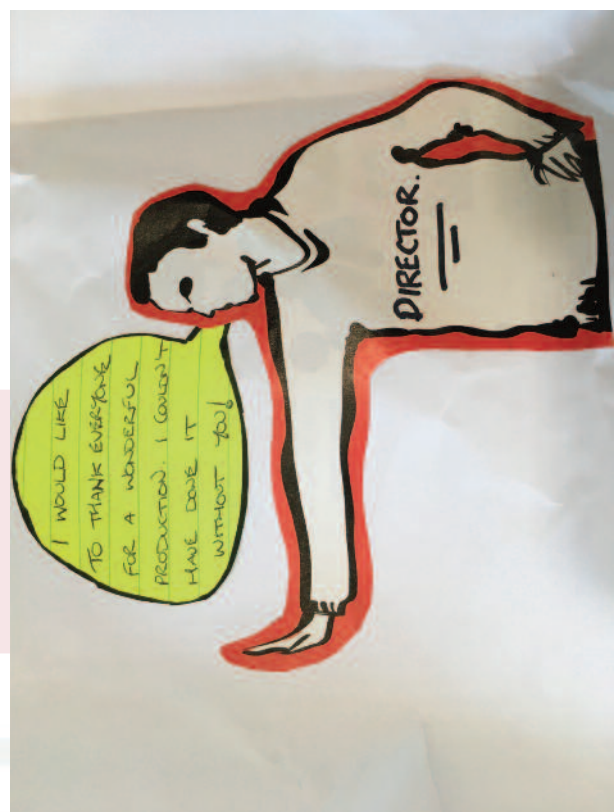
Didn't expected it as this good, with all the people we were I'm really thankful that I've been a part of this training/group :) and now I'm going home with many new skills and tools for my work (2015)

Fantastic training really enjoyed all aspects of it found all activities well structured and programme was well presented trainers were super also very exciting to be part of the experience great personal learning.

Thank you for the experience, for the hard work and dedication that you put into the project. I leave the training with great ideas and inspiration for my work.

DIG-IT UP!

Awesome programme, well planned! I loved it!

I was positively surprised, I really enjoyed your creativity and variety! You are awesome! Thank you! Hugs and Love from Catherine (Norway)

Thanks, I never thought that trainings can be that good! Very well balanced: theory, practice, games, food (too much) TT

You did a great job, thanks for the experience!

It was such an amazing training, I still think of it so often and it's been almost two years now :) Nadine (2015)

FINAL RECOMMENDATIONS

HOW TO PROMOTE DIGITAL YOUTH WORK IN THE FUTURE

"Every maker of video games knows something that the makers of curriculum don't seem to understand. You'll never see a video game being advertised as being easy. Kids who do not like school will tell you it's not because it's too hard. It's because it's–– boring"
(Seymour Papert).

Youth work, when is well done, is engaging. Digital youth work is engaging too, and moreover it seems to benefit of the engaging super-powers that technology has on youngsters nowadays.

It is not exactly like this though; as it always happens, the point is not the medium, the point is the message; in this case it would be better to say, the point is the content. Once more we can refer to some knowledge developed inside the framework of the European projects for youth - in this case we will quote the Youth in Action action 4.4 *Non Virtual Youth Citizenship in a virtual world* [31] (2008-2009) : every challenge with the right content balance between players skills and challenge goals puts the player in a state of Flow, as defined in the studies of Mihaly Csikszentmihalyi. Be it an online roleplaying with your avatars, or climbing a rock in a national park, we should focus on the level of challenge that we are offering to youngsters, the quality of their engagement, the ability to extract, recognize and assess learning from the experiences we design.

This means that we should be able to offer the youth engaging challenges in the digital domain too; this is what the digital entertainment industry has understood decades ago, and what we cannot afford to miss as youth workers of the digital age: being able to design and shape digital youth work activities with engaging content, with positive impact and able to raise digital skills, knowledge and literacy, as well as to address the many risks and concerns often related to digital tools and media, should be our goal.

Closing this publication, we would like to recommend to all policy makers, decision makers, institutions and organisations dealing with education and youth, to support and increase the offer of quality and up-to-date training opportunities for youth workers, focusing exactly on this goal: having a direct impact in youth work activities, and not only on communication, promotion, dissemination, as often happens with trainings dealing with digital tools. These are important aspects, but they are part of the standard, backstage work, while we consider crucial to bring knowledge and competences regarding digital media and tools in the very activities with youngsters.

This approach could then be extended to the formal

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[31] Here you can read the research report (in Italian only)
http://www.spaziogiovani.it/download/pubblicazioni/Report-NonVirtualYouth-flow.pdf

education too; in fact we believe that one very interesting side-effect of digital youth work, when it reaches out from its standard places, is making formal contexts a little more non-formal, allowing a more *playful* attitude to teaching and learning, introducing experience-based learning situations and environments, creating more user-centered approaches, which are a great improvement to the diversity and multiplicity needed by formal learning nowadays to be more effective and inclusive.

Also parenting needs these skills, to become more digital: too many parents have poor knowledge of opportunities, risks and challenges related to digital media, and they often feel inadequate, or tend to worry too much (or not enough!) about behaviors which they have hard time in understanding.

Digital youth workers could have a great impact here too, working as a connection between the analog parents and their *digital* children, proposing activities in which parents and children can play and learn together, or even where children will teach something to parents (in terms of technical mastery of the devices) and parents will teach something to children (in terms of asking questions, apply critical thinking to the platforms etc).

The tasks to be fulfilled by organisations in order to promote digital youth work are already listed and made clear in the guidelines defined by Verke, which once again we totally agree with, so we will not add anything on this topic here.

Every digital tool, being a tool, can be used for a number of possible uses, in a number of possible contexts. We would like to recommend an open-minded attitude towards these tools, trying to find possible uses to any kind of new or widespread piece

of software, app, device etc, as one of our participants demonstrated telling about her experience of using PokemonGo in her youth center. When adults would stop considering video games as "silly games" and start wondering how they can achieve such a grip and an impact on youth, a lot of interesting elements could be learnt, starting from the approach that more and more learning-experience designers are calling gamification, that is based on concepts, such as learning from mistakes and experiences, getting immediate feedback for your behavior, etc, which have been normally included in every well designed youth work activity for years and years.

As we said already, there is a whole new part of the world added to our "normal" reality, and who is dealing with youth should be able to behave in this world with the same openness and curiosity as in the ordinary places we are used to.
This should be the main aim of every training in the field of digital youth work and this is the attitude that we want to keep. And this is also why we need a common approach and quality models in training youth workers on digital youth work.
Here is where the already mentioned EC Expert Group could give a great contribution in changing the point of view, and where the Transnational Cooperation Agreements in the framework of Erasmus Plus could make a difference, for instance deciding to insert recurrent digital youth work trainings in the standard offer of training courses for youth workers, together with the classic trainings that have shaped the use of the programme resources for so many years.

WHO WE ARE

PROFILE OF THE TEAM

Michele Di Paola
He spent a good decade of past century working as youth worker in his organisation Spazio Giovani, based in Monza, close to Milan, Italy. There, in the beginning of the new millennium he started working on the connections between technology and education, and almost 10 years ago he developed his first European projects on Non Virtual youth citizenship in the virtual world (2008-2009), further developing the concept since then. In the last years he has also been active in Italy and Europe as a freelance trainer designing and delivering educational experiences in the framework of non formal education. He founded Coderdojo Monza and co-founded Coderdojo Brianza. In 2013 he co-founded CampusLaCamilla (www.campuslacamilla.it) a makers' school delivering courses on how to use technology (coding, robotics, VR etc) with a non formal educational approach to boost kids' creativity. He completed SALTO-Youth Training of Trainers in 2015. Passionate about technology as a creativity tool, he works also on different approaches to storytelling in digital times, and using digital tools and media in the classrooms.

Joanna Wrońska
lives in Poland, works around Europe as a freelance ERASMUS+Programme trainer.
Sociologist, graduate from Applied Social Sciences at Warsaw University and many national and international professional courses and trainings, among which the Training for Trainers of European Erasmus+ Youth in Action Projects 2015.   Starting her professional career back in 2002 as e-learning courses and platform designer. Last 15 years engaged in working with main Polish NGOs in training projects addressed to young people, teachers, parents, youth workers and local leaders. Local activist herself, experienced in coaching local youth groups. Passionate and specializing about using digital tools in non-formal and formal education.
 Since 2008 member of the Polish National Agency of Erasmus+ Youth (previously Youth in Action) Programme pool of trainers, conducting international training such as "Mobility Academy for Young Leaders", "Trainer Skill Workshop - IT Tools" and "IT tools in non-formal education of young people". Recently working the most with youth and teachers on developing media and digital competencies, contracted within the framework of the "Cybernauci - internet security and creativity" nation-wide project implemented by the Modern Poland Foundation, commissioned by the Ministry of Education in Poland.

Raphaela Helena Blaßnig
lives in Vienna and works as a freelance trainer,
facilitator and process designer in Austria and in
international settings such as for the European
mobility programme Erasmus+. She is a trainer for
the Austrian NA and has participated in the Training
for Trainers of European Erasmus+ Youth in Action
Projects 2014/15.
Her professional roots as a facilitator and trainer
besides her University degree in science of education
lie in play pedagogy, coaching and experiential and
outdoor education. The main pillars of her work are
leadership trainings based on experiential learning
methods, professional orienteering through finding
your passion and delivering trainings in the field of
digitalization and digital youth work.
Raphaela has a long background of working with kids
and youth in Austria and around Europe getting
them outdoors, doing outdoor education for over 5
years. Therefore banning the use of digital devices to
an ordered "digital fasting" has been a common way
of dealing with this matter. Since 2014 she is on the
inspiring path of discovering and developing digital
youth work and is especially interested in the
combination of outdoor and digital and digital social
competences. She has designed and conducted
international trainings in digital youth work such as
DIG-IT UP! 2015 and 2017 and IT tools for non-
formal education of young people Poland 2017.

READ MORE:

"DIG-IT UP!" Final declaration of the European Youth Work Conference 2015:
http://pjp-eu.coe.int/en/web/youth-partnership/eywc-website-declaration and the whole website
http://pjp-eu.coe.int/en/web/youth-partnership/eywc-website

Pathways towards validation and recognition of education, training & learning in the youth field, 2004:
 http://pjp-eu.coe.int/documents/1017981/1668227/Pathways_towards_validati.pdf) and Pathways
2.0, 2011
(http://pjp-eu.coe.int/documents/1017981/3084932/Pathways_II_towards_recognition_of_non-
formal_learning_Jan_2011.pdf)

SALTO-Youth European conference Bridges For Recognition in 2005:
https://www.salto-youth.net/tools/bridges/Bridges2005/BridgesForRecognition/

The Council Resolution of 27 November 2009 on a renewed framework for European cooperation in
the youth field (2010-2018):
http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32006H0962&from=EN

The mandate of the Expert group on digitalisation and youth coordinated by DG EAC Unit C1-Youth
Policy with the aim of analysing risks, opportunities and implications of digitalisation for youth, youth
work and youth policy:
http://ec.europa.eu/assets/eac/youth/policy/documents/mandate-expert_group-digitalisation-
youth_en.pdf

Young Children (0-8) and Digital Technology, A qualitative exploratory study across seven countries:
 http://publications.jrc.ec.europa.eu/repository/handle/JRC93239

EU NET ADB report: https://www.rha.is/static/files/Rannsoknir/2013/Qualitative_Report_D5.pdf

How children engage with the internet , Sonia Livingstone at TEDxExeter
:https://www.youtube.com/watch?v=SyjbDUP1oOg

List of useful / interesting links:
Screenagers international research project
http://marcprensky.com/writing/Prensky-Intro_to_From_DN_to_DW.pdf
http://www.youth.ie/sites/youth.ie/files/Screenagers-Guidance.pdf
https://ec.europa.eu/digital-single-market/creating-better-internet-kids
https://ec.europa.eu/digital-single-market/en/european-strategy-deliver-better-internet-our-children
https://www.rha.is/static/files/Rannsoknir/2013/Qualitative_Report_D5.pdf
http://www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx
https://lsedesignunit.com/EUKidsOnline/html5/index.html?page=1&noflash
http://netchildrengomobile.eu/
https://www.saferinternetday.org/
https://wyredproject.eu
https://repositorio.grial.eu/bitstream/grial/818/1/WYRED_ManifestoY.pdf
https://www.verke.org/wp-content/uploads/2014/09/verke_suuntaviivat_eng.pdf