

A decorative background featuring a glowing blue circuit board pattern on a dark grey background. The pattern consists of interconnected lines and circular nodes, resembling a network or data flow, and is positioned around the central text.

TOOLKIT “DIGITALISATION OF YOUTH WORK FOR INCLUSION OF IMMIGRANTS”



INTRODUCTION

This toolkit is made for education of youth workers in general, but focusing on the practices for working with immigrants. The toolkit provides an in-depth overview of connection between inclusion, learning and digital youth work.

With the COVID-19 pandemic and technology development of late 2010s, youth work has been experiencing a fast progress toward digitalisation. Young people we aim to reach are called “digital natives” which implies their strong connection with apps, programs and virtual life. Youth work is at the “make or break” point with this generation of youth and it needs to pivot its methodology in order to make a meaningful impact. Like it or not, young people live online and this is where youth work needs to go too.

Special focus of this toolkit is on marginalised youth, primarily immigrant youth. This toolkit is focused on helping youth workers engage with young people from migrant backgrounds in order to support social inclusion

Within these pages, one can find explanation, suggestions and analysis for inclusion of youth from migrant background, youth work in online space, digitalisation of youth work methods and development of digital competencies.

Last part of the toolkit offers a list of different tool and apps which can be used in digitalizing youth work activities and methods, with suggestions for different activities based on digital tools.

We, as authors, hope that this toolkit will serve as an inspiration, motivation and a guide for all youth work practitioners who wish to expand their scope of work and integrate innovative methods.

Authors



Youth work

Youth work can broadly be defined as an educational programme aimed at young people and dedicated to supporting their social and personal development, empowering them to actively participate in their communities and in decision making. The cornerstones of youth work are voluntary participation of young people in informal and non-formal learning processes facilitated by volunteers or paid youth workers¹. Instead of being a replacement for academic or vocational training, youth work provides young people with education complementary to that received through formal institutions. In that context, youth work depends on young people's active participation and commitment to learning and in return aims to provide them with learning opportunities, help with building their self-esteem, encourages them to develop a sense of social solidarity, become active citizens, and develop the skills necessary for making informed decisions and managing their private and social lives². An essential part of national and local policies directed at young people, youth work provides structure and possibilities for constructive and creative ways for young people to use their free time, while supporting them in developing social awareness, interest in active participation in their local communities, and creating more inclusive societies.

The wide scope of responsibilities and expectations surrounding youth work were not always commonplace. The complex development of youth work's role in young people's lives evolved over time. Previously focused almost exclusively on games, sports and other leisure activities, youth work grew into a range of educational and leisure activities focused on a more holistic and socially responsible positive development of young people³. This, in turn, made the role of youth workers considerably more complex, placing additional responsibility on relevant stakeholders, such as national and international institutions and policymakers, as well as youth organisations and youth workers themselves, to invest funds and effort into conceptualizing the role and duties of youth workers, supporting their development as educators, and supporting them in carrying out the activities under the umbrella of youth work.

As explained by Bužinkić and others (2015), in the context of the European Union, youth work is recognised as a key element of the European youth policy which has, through Council Resolution of Youth Work, been recognised as supplementary to formal education and able to encourage active citizenship, increase voluntary engagement and activities, social participation, social responsibility, cultural and social awareness, creativity, provide opportunities for inclusion and reach young people with fewer opportunities. Unlike formal educational models, youth work is more flexible and more easily adaptable to the variety of circumstances young people live and develop in. The European Union does not regulate the implementation of youth work which is instead the responsibility and prerogative of Member States, leading to different levels of support for youth work across the European Union. However, the EU has a significant role in shaping youth work programmes across Member States through providing youth organisations and youth workers with guidelines, good practice examples, trainings and access to project-based funding⁴.

Youth work encompasses a variety of approaches and practices. A report produced by Bohn and others (2007) and commissioned by the Council of Europe and the European Commission regarding the scope of youth work carried out in the European Union catalogues the most common types of youth work, namely extracurricular youth education, international youth work, open youth work, participation and peer education, youth work in sports, youth information, youth counselling, recreation, and

¹ Council of Europe, *Youth work*. <https://www.coe.int/en/web/youth/youth-work>

² National Youth Council of Ireland, *What is youth work?* <https://www.youth.ie/articles/what-is-youth-work/>

³ Borden et al., *The evolving role of youth workers* (Journal of Youth Development, 2011), 1-2.

⁴ Bužinkić et al., *Youth work in Croatia: collecting pieces for a mosaic* (Child & Youth Services, 2015), 31-32.



relationship which is important if you are to keep working with them and helping them achieve positive changes in their behaviour?

- Should you respect the young person's right to make decisions independently, a right which entail facing the consequences of one's decisions, or attempt to protect the young person and their well-being in situations when they don't act in their own best interest?
- Should you prioritise the young persons' well-being and freedom to choose over your professional duties, possibly jeopardizing your relationship with governmental institutions?

Situations such as this one require youth workers to carefully weigh damages and benefits each decision would produce for all relevant stakeholders - the young person in question, the youth organisation, the authorities and the youth worker.

In this ethical conundrum, it is useful to return to the definition of youth work. At the centre of every effort undertaken in the context of youth work are young people and their well-being. Therefore, when we are faced with several options, all of which are on some level positive and support important principles, we should prioritise the ones that are closest to our most fundamental reasons for engaging in youth work. In the seemingly unsolvable puzzle described above, the right decision can be made, even though it entails some risks. As a youth worker prioritising the young person's well-being, you would not report the act to the authorities. First, the act of theft did not directly harm anyone and did not jeopardise the youth organisation in any significant way. Further, a conversation with the young person who committed the act might reveal that they believed the stolen item to be necessary for themselves or their family, who we know to be poor. Even more important, you already established a strong relationship with the young person and can continue to provide them with support, helping them to change their behaviour, acquire new skills, build confidence and find alternative ways to cope with financial hardship.

When comparing the positive influence staying in your programme might have on the young person's future compared to the negative consequences and stigmatization they'd likely suffer if the case was reported to authorities, it is clear that the youth worker's decision has to protect the young person's well-being. Any potential repercussions for the youth workers in terms of their own professional credibility, although negative, clearly carry less weight than contributing to a more uncertain future for the young person in question. However, there are certainly limitations. If the problem persists as more than just a one-time occurrence despite additional effort to support the young person in changing their behaviour, the youth worker might consider a stricter approach and notifying the authorities.

Example 2

This second example closely resembles the first, with one key difference illustrating the importance of understanding each young person as a learner who requires a personalised approach. You are again a youth worker who, after considerable effort and time invested, managed to establish a trusting relationship with a troubled young person. However, instead of facing financial hardship and having a history of stealing, this young person is expressing discriminatory views against a minority group. As in the first example, you discussed these views with the young person in question, informing them about the fallacies supporting their misconceptions and the harm brought on by their stance. However, the young person remains adamant about their views. You recognise their opinions as potentially dangerous to other young people, including the possibility of the young person in question being violent towards others. Aware of the young persons' troubled background, the ways in which reporting the case to relevant authorities can reflect on the young person's future, your own responsibility towards your organisation and other young people and the fact that the young person is aware of the problems associated with their actions, what would you do?

Inclusion of young people from migrant backgrounds

This toolkit is focused on helping youth workers engage with young people from migrant backgrounds in order to support social inclusion. In this context, young people from migrant backgrounds include newly-arrived migrants from Africa, Asia, the Balkans and other countries in Europe, refugees, and second-generation youth from migrant families. Due to the variety of barriers to achieving social inclusion they face, youth from migrant backgrounds as a population can broadly be considered disadvantaged or socially excluded youth. This chapter will analyse both the guidelines for including disadvantaged, socially excluded or “hard to reach” populations, groups and individuals, as well as the guidelines for reaching out to young people of migrant background; in particular, in accordance with their specific needs.

Inclusion of young immigrants has been identified as a priority in the European Union youth policies and the Erasmus+ programme. These frameworks recognise youth work as an important element in achieving the following two overarching goals: helping new arrivals learn about and make European values their own, and encouraging intercultural dialogue and building mutual understanding between new arrivals and the receiving communities. Further, the frameworks recognise young people from migrant backgrounds as those from disadvantaged backgrounds and having access to fewer opportunities than European youth on average. Through the Erasmus+ programme, the European Union supports youth work aimed at fostering tolerance, inclusion and mutual understanding while combating racism, extremism and xenophobia¹¹. The toolkit in front of you is a part of that effort.

According to the latest information made available by Eurostat, the number of people residing in the EU with citizenship of a non-member country was 21.8 million in 2019, representing 4.9 % of the EU-27 population. An additional 13.3 million people living in a EU member state held citizenship of another EU member state. Importantly, looking into the age structure of the immigrant population in EU Member States reveals that immigrant populations tend to be younger than national populations¹². This information emphasises the importance of developing youth work strategies aimed at engaging young people from migrant backgrounds.

Foreign-born residents and/or members of ethnical minorities are often referred to as “hard to reach” populations. Statistical and anecdotal information often confirm that there are communities who fail to access relevant services and are not fully engaging in participatory citizenship. Combined with the portrayal of members of these communities as “hard to reach” individuals, the belief that these groups are unwilling or uninterested in engagement is often formed. However, experience from organisations and individuals involved in outreach towards those groups points to different obstacles. It is the service-providers who often lack the education, resources or funding to deliver services in multicultural settings and remove obstacles to participation for persons from migrant backgrounds¹³. For example, according to MosaicLab (2020), populations that tend to be labelled as “hard to reach” often fall under the category of people we believe to be hard to reach when, while in fact, we just have not taken the steps necessary to ensure we reach them¹⁴.

In their *Systematic Literature Review of ‘Hard to Reach’ Students and Methods of Inclusive Engagement*, Shaw and others (2017) offer a useful framework for using the “hard to reach” label and

¹¹ Youth and migrants https://ec.europa.eu/youth/policy/implementation/migration_en

¹² Migration and migrant population statistics, Eurostat, 2020

¹³ How to Engage with Ethnic Minorities and Hard to Reach Groups, BEMIS Scotland, 2015.

¹⁴ <https://www.mosaiclab.com.au/news-all-posts/2020/4/24/free-resource-10-tips-for-engaging-through-difficult-times-86lxm>



understanding the persons in different circumstances and with different needs often grouped behind it. They recommend asking the following questions¹⁵:

1. How has a group come to be labelled as 'hard to reach'?

Youth workers should make sure they self-reflect on the use of the term and consider the power relations involved in labelling young people as "hard to reach" that is, consider where young people behind that label are placed within any educational programme. Secondly, they should consider the specific aspects of young people's lives that lead to the attachment of the label to their experience. Determining what those aspects are can be tremendously helpful in reaching out to students in ways in which a blanket label such as "hard to reach" cannot.

2. What evidence has been used to draw the conclusion that students are 'hard to reach'?

In their review, Shaw and others found that there is often no definition of "hard to reach" learners in publications focused on "hard to reach learners". Using the term without a clear definition of who it stands for increases the risk of assuming shared knowledge. In other words, persons referred to as "hard to reach" by some of us might signify completely different characteristics to others. This kind of careless labelling can further marginalise, stigmatise and isolate already vulnerable learners.

3. What other terms may be used to describe the students in question?

Taking effort to produce a more specific assessment of the contexts from which the young people we work with come from contributes to solving some of the issues outlined below. Further, understanding those specific circumstances removes the burden from the young people in question who we no longer understand as responsible for being "hard to reach" and moves the burden of engaging them to institutions or practitioners offering programmes and services aimed at them.

When engaging with young people from migrant backgrounds, youth organisations and workers must understand cultural awareness and sensibility towards diversity as more than inspiring labels or goals achievable through positive mindset alone. Those interested in working with populations with migrant backgrounds need to be able to appreciate the complexity and variety of obstacles the learners are facing, including, for example, language barriers, uncertain legal status, financial obstacles, lack of education, information on education, or possession of qualifications not recognised in the current country of residence, lack of familial support in a new environment or due to separation, limited social circles, lack of work experience and/or lack of job opportunities.

In fact, even though the inclusion of disadvantaged young people is manifestly one of the cornerstones of youth work, practice often lags behind principles. This is often due to the issue of youth workers lacking the sufficient level of understanding, needed to meaningfully engage with disadvantaged or socially excluded young people, their inability or unwillingness to invest additional time and effort into reaching out and including such groups, or insufficient funding within youth organisations that could support such efforts¹⁶.

The lack of understanding about who the people behind the "hard to reach" label are is reflected in the scientific literature purportedly aimed at understanding their needs. A 2017 systematic literature review by Shaw and others¹⁷ found that there is very little clarity around the definition of "hard to

¹⁵ Shaw et al. Systematic Literature Review of 'Hard to Reach' Students and Methods of Inclusive Engagement (2017), 49-50.

¹⁶ Stanković and Kalaba. Etika od postera do prakse - Priručnik za razumevanje i primenu Etičkog kodeksa u omladinskom radu u praksi (2017), 13.

¹⁷ Shaw et al. Systematic Literature Review of 'Hard to Reach' Students and Methods of Inclusive Engagement (2017), 1-2.

reach” learners. According to the review, the term seems to be used interchangeably in higher education alone to characterise black people, ethnic minority members, people from a low socio-economic class, young people, disabled people, the undereducated, cultural minorities, offenders, vulnerable or marginalised populations, distance learners, learners with low motivation, emotionally detached learners, mature learners, “gays and lesbians”, single parents, commuting students, and technologically advanced students. To make matters even more confusing, almost 20% of the 101 papers analysed did not describe what kind of “hard to reach” student they refer to.

If we consider all of these categories, two points become immediately apparent. First of all, the needs of different kinds of learners can differ greatly - for example, disabled people will need different kinds of support than mature learners, who will require a different teaching approach than young people. This means that labelling learners as “hard to reach” does very little in terms of helping us with creating suitable learning environments for our participants. Secondly, any individual learner can easily “fall under” any number of these categories. Single parents who are cultural minority members can belong to a low socio-economic class and ethnic minority members can be disabled. This emphasises the need to invest genuine effort into understanding the group and individual backgrounds and needs of our participants.

In the context of digital learning, unreliable internet connection or a lack of suitable devices, as well as the lack of physical spaces at home where learners can engage in the learning process with little distraction represents a significant limitation¹⁸. Additional difficulties arise in spaces where cultural awareness is understood only as a surface-level appreciation of different cultures and is, in fact, lacking. Cultural awareness needs to anticipate and understand that certain cultural differences include behaviours welcome in some and inappropriate in other cultures. Youth workers have to be prepared to face unexpected or uncomfortable situations sometimes arising in intercultural interaction openly, using those moments to enhance learning and support inclusion.

What are the steps youth workers and youth organisations need to take to be able to meaningfully engage youth from migrant backgrounds?

- They need to invest time and effort into overcoming stereotypes and their own prejudices towards the groups they are looking to work with. Still, some prejudices might persist and turn up during interaction;
- Any lingering misconceptions need to be openly addressed on both sides instead of being ignored in order to build lasting trust;
- Youth workers and organisations need to understand that there are no blanket approaches suitable for working with any and all minority groups. Background information, characteristics and obstacles specific to different groups and individuals need to be understood to achieve genuine inclusion;
- Consistent and persistent outreach tailored to the communities in question needs to be in place to raise their awareness of the services offered;
- Youth organisations in particular need to focus on actively building their capacity to create supportive and inclusive learning spaces¹⁹;

In considering any learning process, youth organisations and workers should focus on the perceived experience of the learner rather than just the content provided by the educator. This is of particular

¹⁸ Ferri et al., *Online learning and emergency remote teaching: Opportunities and challenges in emergency situations* (Societies, 2020), 1.

¹⁹ *How to Engage with Ethnic Minorities and Hard to Reach Groups*, BEMIS Scotland, 2015.

importance when the learners involved in the process face barriers to learning, including young learners from migrant backgrounds. Given that the severity of barriers they face, as well as their response to those barriers, varies significantly, these types of learners can benefit greatly from a personalised learning approach²⁰. The defining characteristic of personalised learning is variation and in order to employ it, youth organisations and youth workers need to understand the different ways in which learners from migrant backgrounds experience the learning process. In other words, understanding who the learners are and where they are at, both in terms of their learning environments and the learning process they are engaged in, is essential from educators looking to achieve meaningful outcomes. That understanding cannot come only from the educator's professional assessment of the learner - it has to be based on an open and honest dialogue between the learner and the educator in which the learner demonstrates awareness of their own needs²¹.

Practical guidelines for inclusion

- **Reaching out to prospective learners online**

Youth organisations should project openness to include disadvantaged youth in their programmes through any means they use to raise the visibility of their programmes. Today, the bulk of the effort that goes into attracting new participants to the programme has to do with social networks. Organisation and programme characteristics promoted through social networks should point to support and adjustment strategies the organisation has in place for disadvantaged learners. The outcome should be visibility strategies that communicate the organisations' appreciation of diversity and its understanding of particular issues and barriers faced by the organisations' target groups.

- **Reaching out to prospective learners in person**

A considerable number of disadvantaged or socially excluded young people are either not reached by youth organisations' social media campaigns or are facing barriers in accessing the internet, occasionally or altogether. In these cases, youth organisations can redirect their recruitment efforts towards spaces where young people assemble, including, for example, schools, sports halls or facilities, community centres, and playgrounds. Here, youth organisations should carefully consider the populations they are trying to reach and the likelihood of finding them in any particular place. For example, schools in well-off areas with high academic track records will rarely have a considerable number of disadvantaged or socially excluded youth in their student bodies.

- **Learners' role**

Placing learners from migrant backgrounds at the centre of the learning process is the best practice approach to reaching and meaningfully engaging those learners. In addition to understanding learners as active participants in the process of learning characteristic for youth work, youth workers and organisations need to make sure they identify the specific ways in which they can encourage active participation of learners from migrant backgrounds. This can include: designing activities based on community or group requirements defined by its members, ensuring that the first contact between

²⁰ Devi and McGarry, *Online pedagogy: reaching out to the "hard to reach" learners* (Journal of Assistive Technologies, 2013), 37.

²¹ *ibid.*

educators and learners is supportive, open and positive, setting the tone for the entire process and enhancing learning outcomes through encouraging participation, ensuring learners have access to concrete support needed to decrease barriers to participation (such as interpreters), and providing support in developing persistence strategies to be used when faced with barriers outside the circle of influence of either participants or youth workers and organisations²².

- **Language barriers**

It is useful to anticipate the existence and severity of language barriers participants face before any event or activity. This can usually be achieved through a survey or, if applicable, contact with other youth workers or educators who previously worked with individuals or the group. If the language barrier is substantial, an interpreter must be used. If possible, visibility activities around the event, courses, workshops and the like should invite participants to bring family members or friends who can help them understand the content. For some people, language barriers translate into difficulties with writing. When using exercises that require writing things down, youth workers need to offer help to participants who need it. If there is more than one youth worker present, those not leading the exercise can assist participants.

- **Cultural differences**

To the extent that it is possible, youth workers should be aware of the cultural background of participants before the event and prepare accordingly. It is necessary for youth workers to understand that stances and attitudes on certain topics are often shaped through culture and can differ greatly from the local norm. As event moderators, youth workers need to appreciate and understand other points of view, as well as make sure not to offend anyone and be ready to apologize when necessary.

- **Providing support**

To the extent that it is possible, youth organisations and youth workers looking to engage with young populations with migrant backgrounds should be prepared to offer support in terms of learning counselling. In terms of digital learning, organisations should work on providing learners with internet access and necessary devices, either directly or in shared learning spaces, or through facilitating pairing up of individuals with and without the technological conditions to participate.

²² Nechvoglod and Beddie, *Hard to reach learners: What works in reaching and keeping them?* (Adult, Community and Further Education Board, 2010), 6-7.

Youth work in online spaces - context and development

Online learning represents learning in which instruction is delivered through the use of digital devices. Since the proliferation of digital learning platforms and tools started in step with the growing ubiquity of digital devices in our daily lives and the rising levels of internet access, several advantages of online learning in comparison to traditional teaching and learning methods have been identified, such as cost-effectiveness for both service providers and learners, studying from “anywhere” without the need to commute, saving time and more flexibility. However, even though the ability to conduct and access online learning has been exceptionally important in the health emergency that engulfed the world, many challenges remain.

Before we dive into the challenges arising from the move from in-person to online modes of teaching, learning and interacting, it is important to outline the principles and characteristics of youth work that hold true regardless of where the youth work is carried out, as well as the defining characteristics of youth work in digital spaces.

As we already established, youth work is imagined and implemented with young people's well-being in mind. As youth organisations and youth workers, all our efforts need to be directed towards this overarching principle. Youth workers need to continuously expand their knowledge and understanding of the ethical aspects of their work in order to genuinely be able to support young people in developing and reaching their goals. The following pages will clearly demonstrate that ethical challenges we encounter in person easily move to online spaces. Further, youth work relies on voluntary participation. In other words, young people are involved in youth work when they feel their participation is valuable in terms of experiences or knowledge gained, or pleasant time spent with peers and youth workers. Whether youth work is being carried out in person or in digital spaces, youth workers need to be able to create inviting learning environments in order to attract and retain participants. This is achieved through understanding young people as active participants in planning, setting priorities and decision making, establishing an active dialogue between youth workers and young people²³.

It is important to understand that digital technologies and tools are not only to be used because they are unavoidable considering how entrenched young people's lives are in digital spaces, but because they hold enormous potential for increasing the quality and reach of youth work. These technologies give us the opportunity to involve young people who would normally have no contact with youth organisations, increase face to face time by enhancing attendance of in person activities, complement other activities and improve their educational outcomes, improve and simplify communication, and fill the gaps in young people's understanding of digital technologies and associated risks often left open by formal education and familial surroundings²⁴.

Digital youth work stands for proactive use of digital technologies in youth work. This can mean the complete transfer to the use of digital means in conducting youth work, such as is often necessary in many countries due to the measures imposed on account of the Covid-19 pandemic, as well as the use of digital tools during in-person activities, or a mixture of the two. Importantly, digital youth work should not be seen as a youth work method. Instead, it is an approach that can be used in any kind of youth work setting, including in youth clubs, open youth work, counselling and other settings²⁵. In other words, it is useful to think about digital youth work not as a specific kind of youth work, but

²³ National Youth Council of Ireland, *What is youth work?*, <https://www.youth.ie/articles/what-is-youth-work/>

²⁴ Harvey, *Using ICT, digital and social media in youth work* (Screenagers International Research Project, National Youth Council of Ireland, 2016), 13.

²⁵ Developing digital youth work - Policy recommendations and training needs, (European Commission Directorate-General for Education, Youth, Sport and Culture, 2017), 6.

rather good old youth work taking place in a different venue. The venue itself might be something we are not used to. In order to make the best possible use of the space we get to work in by recognising its advantages and finding ways to respond to its disadvantages, we can not only continue to positively contribute to young people's lives, but find new ways to do so. As Blassing and others note in their 2017 publication on digital youth work, the concepts central to our work are not new or completely transfigured by digitalisation: "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"²⁶. Indeed, the relationships established among young people in our programmes still matter and are essential for their development, as are the relationships between young people and youth workers. If we approach digitalisation with an open mind, we might be able to include more young people in our programmes than we were able to do before.

Further, digital youth work is ideally suited to respond to the discrepancy between young people's everyday lives and what formal education is able to offer them. As pointed out by Pereira and others (2018), formal education systems are rarely able to follow the coevolution of young people and digital technologies, marginalising the importance of knowledge and skills that young people need to develop to successfully navigate digital spaces, as well as those digital competencies young people develop despite the shortcoming of traditional schooling²⁷. The study goes on to demonstrate that the potential of informal education can bridge that gap and that the skills relevant to young people and acquired through informal venues of education are, in fact, useful in the context of formal education.

In order for the transition to digital spaces to be successful, we as youth workers need to dedicate time and effort into developing a deep understanding of digital learning spaces. Through participation in online spaces such as the ones created by social media, online forums, chat groups, blogs and collaborative websites, young people have been encountering and creating virtually limitless amounts of content. In those spaces, even as so-called "digital natives" born into a world where digital content is increasingly more accessible, young people are still vulnerable to misinformation, and often lack knowledge about the risks and opportunities associated with the use of digital media. Educators are needed in digital spaces as in "real life" to help in supporting and guiding young people through the process of accessing, understanding and using information and tools accessible to them. In that context, the 2017 publication on digital youth development by the Expert group set up under the European Union Work Plan for Youth for 2016-2018 recognises "an agile mindset" as a crucial prerequisite to a successful digital implementation of youth work, emphasizing that youth workers need to be willing to try new things and prepared to use both success and failure in using digital media and tools in their work as learning opportunities. Importantly, youth organisations and relevant stakeholders need to support them in doing so²⁸.

The findings of the Expert group²⁹ closely mirror this stance in noting that young people in Europe, as elsewhere, are spending an increasing amount of time engaging with rapidly emerging new digital technologies. Even so, they are not intuitively equipped to manage the risks associated with digital technologies and therefore need to be supported in navigating such spaces. Youth work practitioners, on the other hand, often lack the attitude and digital skills necessary to provide that support and should be encouraged to widen their understanding of the potential of digital media and technologies beyond just social media and develop their skills to use those resources accordingly. The Expert group

²⁶ Blassing et al. Dig-it up! Digital Youth Work (2017), 9-10.

²⁷ Pereira and others, *Young people learning from digital media outside of school: the informal meets the formal* (Comunicar. Media Education Research Journal, 2019) https://www.scipedia.com/public/Pereira_et_al_2019a

²⁸ Developing digital youth work - Policy recommendations and training needs, (European Commission Directorate-General for Education, Youth, Sport and Culture, 2017), 5.

²⁹ Ibid., 7-9.

identified the **following elements as policy recommendations on the development of digital youth work**:

- **Common understanding of digital youth work**

Youth work should move to embrace technological advancement and the tools it produces in everyday work in order to support young people in actively contributing to the positive developments in digital technologies through helping them in developing the necessary skills and affinities. Youth workers should understand the importance of digital youth work in helping young people navigate both physical and digital spaces. They should be willing and able to address the digital issues in their work. Member states should understand the need to support the development of digital youth work.

- **Strategic development of digital youth work**

Member States' strategic plans regarding youth policy should include developing youth work as one of its essential components. In order for the strategic goals defined in that context to be achieved, Member States should actively allocate financial resources to support digital youth work development through financing methodology development, youth worker training, and infrastructure, including the devices/technologies needed. The importance of digital youth work should be reflected in national youth work occupational standards and youth worker competence standards.

- **Youth participation and youth rights**

Digital youth work needs to be developed with the principle of inclusion in mind, recognising that some young people face barriers to participation in digital learning spaces, and use technology and pedagogical practices to enable access. There can be no question about safeguarding the rights of young people online. Youth workers should be equipped with the know-how necessary to ensure the privacy and safety of young people are respected in digital learning spaces.

- **Knowledge and evidence**

An evidence-based development of digital youth work should be supported by all relevant stakeholders, including the continual evaluation of the impact, reach and effectiveness of youth work. Academic research in the fields connected to young people's digital habits and digital youth work needs to be supported. Facilitating knowledge sharing on the international level is imperative.

What can we surmise from these recommendations and goals? The tsunami-like onset of measures and restrictions regarding teaching and learning in physical spaces left many of us feeling like there was very little, even no support available to educators struggling to transition to digital spaces in their work. Even so, the importance of supporting digitalisation in youth work has been recognised by relevant institutions, albeit relatively recently, and at least some of the processes aimed at enabling that support are already in place. However, note that supporting any such transition is a long-term commitment of a range of stakeholders in which youth organisations and workers are certainly one. Although often unable to influence, for example, the set-up of digital infrastructure that needs to be in place in order for young people to access online learning spaces, youth organisations and youth workers do have a part to play in this transition. This toolkit is one of the resources exemplifying what practical steps can be taken to contribute to the effort and benefit young people.

Digitalisation - overcoming the digital divide and supporting digital learners from migrant backgrounds

While service providers, in this case youth organisations and youth workers, are focusing on ways to move their activities to digital spaces, a considerable number of their prospective participants are still being left on the other side of the digital divide. The digital divide refers to the divide between those who know how to and can access digital technologies and the internet and those who do not. Even though the ubiquity of computers, smartphones and other smart devices suggests everybody can and do use them, many people are still excluded from digital spaces due to lower levels of education and/or income, including the lack of financial means to purchase smart devices and living in low-income or rural areas where poor infrastructure leads to faulty internet connection or problems with the supply of electricity³⁰. Additionally, some examples, such as the one described in Kenny's policy paper on the digital inclusion of newly arrived young people from refugee and migrant backgrounds in Australia, show that those young people display high levels of digital technology use overall. However, Kenny notes that the levels of digital competency and skill those young people have on arrival, differ greatly on the individual level³¹. These findings emphasise the need for individual assessment and support.

The pandemic has further emphasised the wealth gap through the medium of education, with young people from wealthier families and environments more likely to regularly participate in a variety of learning activities. This contrast is evident not only when comparing the so-called developing within developed countries, but within individual countries where certain populations, including young people from migrant backgrounds, are less likely to be able to meet the basic conditions to participate in digital learning spaces. These inequalities are most evident in the lack of access to the internet and/or devices needed to access online learning spaces, as well as the lack of physical spaces in which learners can participate in educational activities. In light of closure of in-person learning spaces during the pandemic, these conditions can lead to considerable losses in achievement, especially for disadvantaged students³².

When it comes to disadvantaged learners, it is possible to misinterpret barriers to access they face if we don't take the proper steps to inform ourselves about their particular circumstances. For example, a common misconception is that the populations unable to participate in digital activities are made up exclusively of elderly citizens when, in fact, young people can be excluded from those spaces as well. Even though access to the internet is considered to be widely available across the EU, about 10% of households' overall lack internet access³³. Important differences can be observed on national levels. For example, internet access is most limited in Romania, with about 25% households unable to connect to the internet³⁴. When it comes to youth work, this means that the ability of young people to participate in digital activities will vary depending on their background, including geographical location and financial situation. Further, youth organisations working in countries where internet access is not as widely available as we would like to think will need to take additional measures to remove barriers to participation for those young people on the excluded side of the digital divide.

³⁰ Stanford University. *The Digital Divide*. <https://cs.stanford.edu/people/eroberts/cs181/projects/digital-divide/start.html#:~:text=The%20idea%20of%20the%20%22digital,living%20in%20urban%20and%20suburban>

³¹ Kenny, *Settlement in the digital age: digital inclusion and newly arrived young people from refugee and migrant backgrounds* (Centre for Multicultural Youth (CMY), 2016), 6-8.

³² Ferri et al., *Online learning and emergency remote teaching: Opportunities and challenges in emergency situations* (Societies, 2020), 1-3.

³³ Digital economy and society statistics - households and individuals (Eurostat, 2020)

³⁴ *ibid.*

In their 2020 study on trends in online learning as a component of the emergency response to pandemic conditions, Ferri and others have summarised the challenges that remain in online learning. The following table published in the study³⁵ encompasses their findings:

TECHNOLOGICAL CHALLENGES	Access to infrastructure such as technological devices and an Internet connection.
PEDAGOGICAL CHALLENGES	Teachers' lack of skills in using technology. Need for training and guidelines for teachers and students.
	Need for teaching materials in the form of interactive multimedia (images, animations, educational games) to engage and maintain students' motivation.
	Lack of student feedback and evaluation system.
SOCIAL CHALLENGES	Lack of suitable home learning environment to study and parents' support.

The challenges described above were identified in formal learning environments. However, they are reflected in the non-formal and informal learning environments in their entirety. The remainder of this chapter, and next chapter, will deal with analysing the specific ways in which the question of digitalisation exists in relation to youth work, as well as offering some suggestions for bridging the digital divide many young learners from migrant backgrounds experience. After that, we will revisit and expand this table to offer a summary of possible answers to the challenges listed and encompass the specific challenges arising in youth work aimed at young people for migrant backgrounds.

When it comes to the youth sector, there are two major drivers of digitalisation. One, the obvious limitations to conducting youth work in shared spaces as a result of the Covid-19 pandemic forced youth organisations all over the world to move their activities to virtual venues. The influence of the Covid-19 pandemic on digitalisation of learning cannot be overstated. As of March 2020, we have been witnessing a global effort to rapidly expand capacities for online learning. On the international level, global organisations such as UNESCO supported the move to digital spaces in an effort to slow the spread of the virus and provided educators and learners with an extensive list³⁶ of free digital resources that can be used to support the move. On the national levels, ministries of education all over the world mandated the move to online learning and, to various extents, provided support to schools, teachers and educators in non-formal and informal learning sectors in transitioning through digital means of teaching and learning.

Secondly, the youth sector, although slow in transitioning before the pandemic, was nevertheless becoming increasingly more oriented towards digitalisation by the changing preferences of its own participants³⁷. Young people have been both using and influencing the development of digital means of communication for over a decade, with the result of a significant change in the ways in which young

³⁵ Ferri et al., *Online learning and emergency remote teaching: Opportunities and challenges in emergency situations* (Societies, 2020), 4.

³⁶ UNESCO. *Distance learning solutions* (2020). <https://en.unesco.org/covid19/educationresponse/solutions>

³⁷ Paddison, Nik. *Ongoing Developments within the European Youth Work Community of Practice* (JUGEND für Europa, 2020), 28-29.



people access and acquire knowledge. However, it is only in the past two years that the youth sector recognised digitalisation as a priority³⁸.

Apart from the pandemic and young people's affinity towards blending in-person with digital experiences, the reality is that many youth organisations in Europe and beyond face “shrinking spaces”. Due to unfriendly political climates that perceive youth work as a threat or the lack of recognition of youth work as a priority leading to slashing of resources in times of economic crises, youth organisations often face the problem of losing physical spaces in which to carry out their activities³⁹. Although the move to digital spaces cannot deal with the source of this problem and should not be understood as a perfect alternative to in-person youth work, the capacity to operate in digital spaces can serve as a valuable tool for organisations facing the issues described.

Practical guidelines for inclusion of young people with migrant backgrounds in digital learning spaces

In addition to facing obstacles rooted in a lack of financial means, lack of a suitable learning environment or geographical location, young people with migrant backgrounds often face specific challenges. Studies such as the one carried out in Spain by Accem, a non-profit organisation working with immigrants and refugees (2018), point out that digital spaces hold considerable potential for inclusion of people from immigrant populations by fostering inclusion and reducing, to an extent, social inequalities. At the same time, activities carried out in virtual environments are open to specific risks. These risks include:

- Discrimination against people with migrant backgrounds being exacerbated in cases where there are issues in accessing or using digital technologies.
- More exposure to fake news and misinformation with racist or xenophobic content as these types of content are widely shared through digital means.
- Expressions of hate by individual users are more common in online spaces and can inflict emotional and psychological harm, further alienating migrants and refugees in digital environments.

The study⁴⁰ offers suggestions for the realisation of digital technologies’ potential to facilitate inclusion of immigrants and refugees. First of all, digital technologies need to become more accessible, either through the reduction of access costs or through establishing free access points providing both internet access and the devices necessary to achieve it. Youth organisations can make use of the latter and include instructions containing free access spots as a part of their activity visibility efforts. For example, prospective participants can be directed to public libraries, youth centres or free collaborative spaces.

Youth organisations and workers should understand moving to digital spaces as a long-term campaign. The long-term approach is more likely to achieve a lasting change in attitude and encompass more than a single batch of participants. Focusing on providing access to digital technology and the internet, the education needed to develop digital literacy and relevant skills, supporting positive attitudes towards digital technologies, providing young people with a robust support network and offering activities that include and encourage the use of digital technologies are all factors that require

³⁸ *ibid.*, 35.

³⁹ *ibid.*, 36.

⁴⁰ *Divides – Impact of the digital divide on the foreign population* (Accem, 2018), <https://ec.europa.eu/migrant-integration/librarydoc/divides-impact-of-the-digital-divide-on-the-foreign-population>

dedication and have a positive impact on digital inclusion⁴¹. In addition to inviting young people with migrant backgrounds to participate through targeted outreach campaigns and offering options in terms of internet access, youth organisations can use the examples of migrants and minorities who promote the use of, or have contributed to the development of digital technologies and platforms to motivate young people who can identify with and aspire to those success stories. Further, organisations can encourage participation through offering digital competency workshops as complementary educational programmes to their core activities. This approach can significantly reduce inequalities in access and provide young people with skills needed outside of the core activities.

When it comes to racism, xenophobia and other forms of discrimination too often seen in online spaces, it is important to adopt a proactive approach rather than to ignore such content in the hopes of avoiding uncomfortable conversations. Youth organisations should train their youth workers to tactfully address such content and provide learners with counter-narratives and “myth-busting” examples they can use to provide a more realistic, inclusive perspective.

When thinking about obstacles to participation from immigrant populations, the weight of the issue is often mistakenly located only in circumstances surrounding those communities and groups. On the other hand, the role of the service providers in reaching out to those groups is often overlooked, even though it harbours great potential. A constructive point of view youth organisations and workers can adopt is understanding individuals and groups they previously considered hard to reach as people they haven’t reached *yet*. As expressed by MosaicLab: “These people know where they are, we just haven’t done the work required to connect with them yet.” (2020). Based on the framework proposed by MosaicLab built around including marginalised communities in deliberative engagement processes with governmental and community stakeholders⁴², we propose the following approaches adjusted and expanded for use in youth organisations looking to connect with young people with migrant backgrounds:

⇒ **Know your learners**

Youth organisations should carefully identify and analyse the individuals, groups or communities they are looking to engage. They should look into the broadest range of reasons young people might not participate instead of assuming the issue is rooted in unwillingness or inability to use digital tools. Many young people fear expressing their views publicly, especially in front of their peers, or feel their view won’t be valued by the group or youth workers from different backgrounds to their own. Some young people lack the support of their parents in engaging with new educational activities. Youth organisations should reach out to parents to explain the benefits of their programme. This can be done through individual meetings, pamphlets, or conferences for parents.

⇒ **Meet them where they are**

Effort should be made to use digital tools young people are already familiar with. If facing difficulties in getting young people to engage with the content or activities on a particular platform, youth workers should assess their regular digital habits and identify platforms they already use that don’t require them to “go out of their way” to participate.

⁴¹ Kenny, *Settlement in the digital age: digital inclusion and newly arrived young people from refugee and migrant backgrounds* (Centre for Multicultural Youth (CMY), 2016), 6.

⁴² #MONTHLYMYTH: ONLINE ENGAGEMENT & THE 'HARD TO REACH' (MosaicLab, 2020), <https://www.mosaiclab.com.au/news-all-posts/2020/4/24/free-resource-10-tips-for-engaging-through-difficult-times-86lxm>

⇒ **Offer different modes of participation**

Apart from different preferences in terms of receiving help, young people differ in modes of interaction in which they thrive. Some participants might not do well in group meetings. Youth organisations should look into diversifying the engagement options they offer. For example, in addition to group meetings, they might offer recorded lectures, online questionnaires, or web posts.

⇒ **Train staff to offer assistance**

Youth organisations should be able to provide participants in digital activities with technical support without making them feel like they are requesting special treatment. This can be achieved by naming tech support personnel capable of assisting participants before the activity starts. Since the venue for providing support is already established, young people in need of help will not feel like their requests for assistance are out of the ordinary.

⇒ **Prepare tutorials**

Youth organisations should recognise that different people benefit from different kinds of support. Some young people are unlikely to ask for help directly. Those kinds of participants benefit from guides and tutorials in which they can find the instructions on how to engage with digital platforms used by the organisation.

⇒ **Group aid**

When group dynamics allow it, youth organisations and workers can encourage participants with different levels of digital skills to group together, while motivating the more skilled participants to support their peers. This can also apply to internet access in cases of participants who can offer support in terms of sharing their devices with others.

⇒ **Recognise and answer to specific needs**

Some young people from migrant backgrounds might be facing more obstacles than others, even within the same group. Youth organisations and youth workers should not assume an equal level of the ability to engage from all participants. Instead, they should identify specific barriers (such as language, literacy, or digital know-how) as well as the level of the issue they present to individual participants. They should offer support accordingly, for example, in terms of providing interpreters, allowing participation of friends or family members who can serve as interpreters, translating activity materials to different languages, preparing activity materials for different levels of language proficiency, or providing visual content.

⇒ **Encourage taking breaks**

Activities carried out in digital environments are at higher risk of becoming monotonous than the in-person versions of theirs. In order to ensure higher levels of concentration and better outcomes, youth workers should make sure participants get regular breaks and are aware that they can ask for breaks when needed.

One of the principles in reaching out and engaging young people with migrant backgrounds we outlined is the need to incorporate a personalised approach to teaching and learning. This adjustment allows youth workers to approach young learners in accordance with their individual needs which can vary significantly - all young people from migrant backgrounds do not face the same barriers to learning and do not experience and respond to those barriers in the same way. We also mentioned

that the key to creating personalised learning experiences, even in group settings, can be achieved through offering a variety of ways to learn.

Finally, it is crucial for educators to understand the learning process as more than just information transfer. It is both a cognitive and a social process and should, as such, include interactions that support those processes⁴³. One of the main reasons learners find it difficult to engage with and sometimes withdraw from digital learning, which is a considerable risk in youth work where participation is voluntary, is a lack of social connection often present in online learning environments.

In the context of learning in digital environments, Devi and McGarry (2013) analyse one such model offered by Nisai Virtual Academy⁴⁴, a prominent provider of digital education for all learners, including those with special education needs, such as learners suffering from phobias related to school settings, learners with medical challenges and, crucially, learners who are disadvantaged or disengaged for a variety of reasons. We are going to take a closer look into this model and adjust it where needed for use with populations from migrant backgrounds. The model can be used as a blueprint on which youth workers can combine and consider technological tools to achieve variety. First of all, the Nisai Virtual Academy model relies on five technological tools:

1. Breakout groups - allow for appropriate differentiation of learners in regards to the topic and/or task at hand, while taking into account specific dynamics of the group
2. Tutorial chat (public or private) - provides learners with avenues to request personalised support, either in a group or individually
3. Recording and monitoring - allows educators to monitor participants' progress
4. Chill out zones - provide a separate space for breaks and socialisation, elements often lacking in digital learning environments
5. House groups/ tribes - allows for facilitation of learning for pre-formed groups or learning in familial/household settings

All of some of these concepts can be used through different accessible tools and interchangeably, in order to provide diverse learning options. Next, the model is based on concrete **key elements that contribute to successful learning in digital environments**. We provided an explanation and expansion for those elements with youth work focused on young people from migrant backgrounds in mind.

- **Interactive live lessons**

A necessary component to online learning, live lessons provide crucial opportunities for interactions between learners, their peers, and youth workers. Any issues learners face in the learning process can be brought up and discussed in a group setting. For learners who are uncomfortable with discussing such issues in public, use of private chat tools can be encouraged to directly contact youth workers. For many students, who struggle with social interaction, this provides them with a safe environment within which to build their confidence and relationships.

- **Recording live lessons**

Recording lessons and making them available to learners allow them to make revisions and supports them in learning at their preferred pace. This can be particularly beneficial for learners facing language barriers.

⁴³ Ferri et al., *Online learning and emergency remote teaching: Opportunities and challenges in emergency situations* (Societies, 2020), 4.

⁴⁴ Devi and McGarry, *Online pedagogy: reaching out to the "hard to reach" learners* (Journal of Assistive Technologies, 2013), 37-44.

- **Interspersed timetables**

Learning timetables should be designed so as to provide short, frequent sessions with independent and collaborative learning tasks and break periods in between. Sharing such planning with learners can reduce their anxiety about participation.

- **Grouping learners by ability**

Allowing young people to learn in environments with peers with a similar level of knowledge can help in breaking tension, reduce anxiety often associated with learning for persons facing language or literacy barriers, as well as those with little or no education. While sustaining student engagement, care must be taken to provide learners with opportunities to advance their abilities and move groups if possible.

- **Access to support**

Additional support should be provided to all learners. In culturally sensitive environments it is the service providers themselves who can be the source of conflict. Apart from instances when educators fail to project and foster cultural awareness and inclusion, there are instances in which learners are uncomfortable with raising complaints or asking for support from their educators for fear of it influencing the learning process and their standing. Learners should be made aware of an avenue for support divorced from the youth workers immediately involved in the learning process, such as the organisation's designated equity officer, or anonymous complaint forms.

- **Limited group sizes**

Each group should be, to the best of the youth organisation's capacity, be limited to 12 learners per youth worker. This allows youth workers to support learners and minimises the potential for disruptions.

- **Continuous professional development for staff**

Youth organisations should make sure they support youth workers in terms of offering them opportunities to further professionalise their youth work, especially in the field of digital learning. Teaching in digital spaces needs to be understood as a skill that needs to be developed rather than an implied capability inherent to every educator in the internet age. If unable to provide adequate training, organisations should look into other youth organisations or centres offering suitable training. Organisations should regularly facilitate and support staff discussions to share good practice and address key problems.

- **Place emphasis on nurturing a vibrant online community**

Alternative communities of learning, such as the ones characteristic in non-formal and informal learning settings provided by youth work, enable young people to escape from stereotyping, social stigmas, prejudices, peer/family pressure and negative preconceptions. Young people who face difficulties in accessing formal educational models benefit from easy access to stable groups of peers and youth workers. Social relationships fostered by these settings can be exceptionally motivating for young people from migrant backgrounds.

- **Personalised learning**

Personalised learning approaches can be very motivating for learners facing different and substantial barriers to access in traditional settings. Apart from taking into account different learning styles and levels of knowledge, personalised learning enables learners to focus on acquiring the knowledge and

skills they identify as a priority in their lives. For educators, this approach enables easier identification of learners who are having difficulties with engaging in the learning process and easier, quick response in terms of offering targeted support.

- **Visual tools**

The use of visual planning and outcome tools, such as mind-maps and node-mapping, can be highly beneficial to learners. These tools can help learners conceptualise their goals and keep track of their progress, increasing their motivation and satisfaction with the learning process. The use of visual tools can lead to a broader understanding of the topic. The ease of use is increased in digital settings and represents a strength in digital learning in contrast to in-person methods.

Let us now return to the summary of key open challenges in online education presented by Ferri and others⁴⁵, with the addition of possible answers to those challenges youth organisations and youth workers can use in the context of digital education of young people from migrant backgrounds. Although those challenges might have seemed insurmountable, there are in fact a variety of ways to try to meet them:

TECHNOLOGICAL CHALLENGES	Access to infrastructure such as technological devices and an Internet connection.	<ul style="list-style-type: none"> - Provide individuals with devices and internet access - Organise the use of organisation or partner spaces with infrastructure - Direct learners to public spaces with infrastructure (ex. libraries, youth centres) - Pair up learners with and without access to infrastructure
PEDAGOGICAL CHALLENGES	Youth workers' lack of skills in using technology. Need for training and guidelines for teachers and students.	<ul style="list-style-type: none"> - Recruit qualified youth workers or other staff to carry out training sessions - Look for publicly available resources, including governmental or other training schemes for educators
	Need for teaching materials in the form of interactive multimedia (images, animations, educational games) to engage and maintain students' motivation. Lack of student feedback and evaluation system.	<ul style="list-style-type: none"> - Consult open-source resource compilations - Consult publications such as this one - Introduce feedback and/ or evaluation systems through anonymous questionnaires, group discussions with

⁴⁵ Ferri et al., *Online learning and emergency remote teaching: Opportunities and challenges in emergency situations* (Societies, 2020), 4.

		learners, and by appointing a staff member not involved in teaching as a neutral complaints and feedback officer
	Language barriers between youth workers and young people from migrant backgrounds.	<ul style="list-style-type: none"> - Provide an interpreter who can support learners facing language barriers - Encourage learners to invite a friend or family member who can help with interpreting
SOCIAL CHALLENGES	Lack of suitable home learning environment to study and parents' support.	<ul style="list-style-type: none"> - Reach out to parents to introduce them to the benefits of participation - Try to secure learning spaces (public or organisation's) for participants in least favourable conditions
EDUCATIONAL CHALLENGES	Lack of learner engagement.	<ul style="list-style-type: none"> - Adopt a personalised approach to teaching - Encourage taking breaks - Make effort to support socialisation between participants through designated digital socialisation spaces - Use visual tools to attract learners - Provide several avenues of support for struggling learners

Developing digital competences for youth workers and overcoming youth workers' fears

A traditional view of digital devices and tools in educational spaces tends to be exclusive, with many rules and restrictions often in place, including severely limiting “screen time”, allowing the use of digital technologies only during designated activities, such as those focusing on multimedia or computer science, or banning digital devices from educational spaces altogether. In order to overcome the aversion towards digital technologies in any kind of work, including youth work, youth organisations and youth workers should be willing to open their minds to the possibilities they introduce and understand digital technologies and devices as useful tools rather than obstacles in education. Clearly, there is much room for improvement in terms of introducing more varied digital technologies in youth work to achieve even better outcomes.

High-quality digital youth work necessitates more than the youth workers' one-dimensional ability to use digital media. A broader understanding of the environment which creates and influences digital youth work is needed, with an awareness that youth worker competences, access to digital infrastructure and organisational digital development all contribute to the success of digital youth work. For example, as stated in Harvey's report on using ICT, digital and social media in youth work (2016); digital technologies used the most by youth workers in Ireland, Northern Ireland, Finland, Austria and Denmark are email, Facebook and Messenger, and YouTube, with youth workers reluctant to use apps widely used by young people, such as Instagram and Snapchat, and unlikely to use the wide variety of digital resources and tools freely available for different, specific purposes⁴⁶.

This section will focus on youth worker competences and outline youth worker training needs. The European Commission's publication on policy recommendations for developing youth work (2017) found **seven distinct categories of youth worker training needs**, bringing together digital and youth work frameworks, which we report here and expand on them in the context of youth work with young people from migrant backgrounds:

1. Digitalisation of society

- Youth workers' awareness of the role of digitalisation in shaping our societies and, consequently, young people's lives is important for high-quality youth work to be carried out.
- Digital youth work needs to encourage young people to take part in digitalisation themselves as active participants, and appreciates and includes young people's digital habits and cultures in youth work practices.

2. Information and data literacy

- Digital youth work needs to encourage and support young people to think critically about digital content and services. Youth organisations and youth workers should be able to access the digital literacy levels of individual participants and adjust their activities accordingly, while making sure that the activities support the development of digital literacy and critical thinking skills.
- Youth organisations and youth workers need to be aware of the legal framework regarding storing personal data about young people, and make effort to appropriately respect young people's right to privacy.

⁴⁶ Harvey, *Using ICT, digital and social media in youth work* (Screenagers International Research Project, National Youth Council of Ireland, 2016), 12.

3. Planning, designing and evaluating digital youth work

- Youth organisations and youth workers need to adopt an agile mindset towards digital youth work, meaning that they need to be willing to try new approaches, expand their knowledge, and learn from both successful and unsuccessful attempts at integrating digital approaches into their youth work. Youth organisations and youth workers need to be willing to expand or/and change their preferred digital spaces to digital spaces favoured by young people from migrant backgrounds in order to increase their interest and engagement.
- Planning of digital youth work needs to be based on young people's needs. Youth organisations and youth workers have the responsibility to determine what the plans, interests, preferences, aspirations, hobbies and online habits of young people from migrant backgrounds are; through interaction with them.
- Developing, implementing, evaluating and redesigning individual and collaborative digital youth work activities needs to be guided by the principle of participant engagement.
- Youth organisations and workers need to be aware of the risks involved in digital youth work and prepared to reduce those risks and respond to the needs of at-risk youth. In youth work involving young people from migrant backgrounds, youth organisations and workers need to invest time and effort into recognising, understanding and building their capacity to mitigate the specific risks young people from migrant backgrounds are facing, especially in relation with racism, xenophobia and hate speech in digital spaces.
- Youth organisations and youth workers need to take care to continuously inform themselves about the digital devices, applications and tools available for use in youth work.
- Digital youth work needs to be set up so as to recognise young people's disabilities or barriers to access and support young people in engaging in the programme regardless. Digital technologies need to support and increase social inclusion of young people.

4. Communication

- Youth organisations and youth workers need to familiarise themselves with the ways in which young people communicate in digital spaces and adjust their activities to that. They should be prepared to support young people in choosing the appropriate digital venues for collaboration and communication with different target groups.
- Digital youth work needs to help young people be aware of cultural, generational and other differences in digital environments. Young people should be encouraged to nurture their cultural identity while respecting the cultural identities of others. Particular care needs to be taken to ensure mutual respect in culturally diverse participant groups.
- Digital youth work should support and encourage active citizenship in digital spaces, empowering young people to confidently react to cyberbullying, hate and other unwanted behaviour.
- Youth workers should be able and willing to reflect on their own digital identity.

5. Digital creativity

- Young people should be encouraged to express themselves through digital media, create, and edit digital content. To that end, youth organisations and youth workers should support young people in exploring coding and maker culture. Youth organisations and youth workers should be familiar with relevant available tools for digital creativity, with particular emphasis on open-source technologies and tools to reduce barriers to access.
- Youth organisations and youth workers should be familiar with the applications of copyright and licences on digital content and data. They should be able to provide young people with relevant information about the topic.

6. Safety

- Youth organisations and youth workers should be able to support and guide young people in presenting themselves online and engaging with others, while respecting their right to choose and make independent decisions. Young people should be supported in making informed decisions about how they want to share which information or content with, while being informed about the risks and safety measures that can be taken to mitigate risks.
- Youth workers need to be able to establish professional boundaries in their online relationships with young people.
- Youth organisations and youth workers need to support young people in dealing with problems they encountered in digital spaces.
- Youth workers and youth organisations should in particular be prepared to respond in situations involving grooming and contact of sexual nature, as well as exposure to any other type of shocking or inappropriate content. They should familiarise themselves with formal support services young people can be referred to if necessary. They should be prepared to approach sensitive topics tactfully, with cultural sensitivity in mind.

7. Reflection and evaluation

- Youth workers need to be able to critically assess their own digital competences and determine areas in which improvement is needed. They should also be open to exchanging knowledge and experience with other youth workers engaged in digital youth work⁴⁷.

All of the trainer needs listed above emphasise the need for youth organisations and youth workers to be open to new teaching and learning approaches, commit to continual development of their knowledge and skills relevant to the area of digital youth work, and be honest and realistic in assessing their own strengths and weaknesses in digital environments. Activities available through youth work are voluntary for young people - their willingness to engage is, in turn, closely connected to youth workers' level of enthusiasm and engagement. This toolkit is just one of the materials available to youth workers to bolster their digital competences. In line with the Expert groups' recommendations⁴⁸, other training materials and/or collections can be found through the SALTO Toolbox for Training & Youth Work⁴⁹, Better Internet for Kids resource gallery⁵⁰, Teacher Academy⁵¹ or European Schoolnet⁵².

⁴⁷ Developing digital youth work - Policy recommendations and training needs (European Commission Directorate-General for Education, Youth, Sport and Culture, 2017), 11-14.

⁴⁸ *ibid.*, 15

⁴⁹ SALTO, *Toolbox - For Training and Youth Work*. <https://www.salto-youth.net/tools/toolbox/>

⁵⁰ Better Internet for Kids, *Resources*. <https://www.betterinternetforkids.eu/web/portal/resources/gallery>

⁵¹ School Education Gateway, *Teacher Academy*. https://www.schooleducationgateway.eu/en/pub/teacher_academy.htm

⁵² European Schoolnet, *Projects*.

<http://www.eun.org/projects/all;jsessionid=40E0C6430D27ABC5C3F3E6C0450A91C0>

When it comes to young people from migrant backgrounds in particular, the key to supporting them in acquiring skills relevant in the digital age and facilitating their social inclusion through digital participation and access to information is focusing on addressing barriers to their engagement with digital technologies. Furthermore, digital youth work should build on their existing digital skills⁵⁵. In order to do so, a thorough assessment of the range and level of various digital skills is needed on an individual level. Digital youth work programmes should, in turn, be able to deliver flexible and targeted activities. Young people from migrant backgrounds are and often feel excluded and marginalised and are, understandably, likely to disengage when placed in groups or programmes where the education offered is significantly below or above their own. Through this approach, youth organisations can meet young people at their level of skill and knowledge, increasing the likelihood of their continued participation.



⁵⁵ Kenny, *Settlement in the digital age: digital inclusion and newly arrived young people from refugee and migrant backgrounds* (Centre for Multicultural Youth (CMY), 2016), 30.

Digital tools and media in youth work

The rapid innovations in digital technology and digital services influence young people especially strongly since they are often the first to adopt new technological solutions. Simultaneously the rapid growth brings with it new social aspects, new phenomena and new pressures to adapt to change. For the youth work field, our work is cut out for us if we wish to keep up with the times as well as young people's daily habits.

As COVID-19 pandemic appeared, we transferred our lives and work online, including the youth work. Even though many stakeholders and experts in youth work on a European level lobbied for additional digital tools in everyday activities prior to pandemic, there was a general resistance to it for several reasons. However, early 2020 digitalised our field in a matter of days and many questions were left unanswered. How to implement a five-day training course online, based on non-formal and experiential learning? How to motivate young people to participate in activities? How to create content and materials for youth?

In the table below, we present a list of different programs, tools and apps that can be used in youth work. The list contains suggestions on what to use for video making, interactive presenting and learning, communicating and reaching youth. Based on experience, most youth professionals stumble at the beginning, when choosing what and how to practice youth work online. There are so many programs and apps out there that professionals are concerned they will need more time to learn how to use all of these than to use it with their beneficiaries. For this reason, the list contains suggestions ranging from simple-to-use solutions to those requiring more learning-to-use.

As previously mentioned, young people engage and learn in a different way. In order to reach them, to motivate them and teach them, youth professionals should be using their language – digital language with methods they easily understand for competences of 21st century. Videos, graphics, charts, interactive content, DIY kits and online classes have become our standard methods to develop competencies.

Digitalisation makes working with immigrants, as a specific sub-group, easier because it straightforwardly helps and simplifies the process. It promotes their creativity, it gives them a platform for their voices to be heard and it helps them to learn and grow by being a part of an online community, whether it is a social media community, gaming community or the online community of a youth club.

The purpose of the following table is to provide a comprehensive list of ideas for youth workers, leading them to try these tools and integrate them into their activities. In the second part, read more about gaming and STEM activities as methods for youth work.

VIDEO CONTENT CREATION	
Name of the tool	What can be used for
Powtoon	Making animated or live video/edit of an existing video
Biteable	Making short animated videos
Youtube	Video distribution
Adobe Premiere	Video making and editing
Clideo	Video making and editing
Animoto	Video making and editing
GRAPHIC CONTENT CREATION	

Canva	Making posters, infographics, reports and presentations
Adobe tools	Making graphics, illustrations and photo editing
Visme	Making presentations, infographics and other visuals
Big huge labs	Photo editing, making photos, posters and albums
Piktochart	Making presentations, infographics, posters and reports
Flipsnack	Making and designing documents
Timeline Knightlab	Making timelines
INTERACTIVE PRESENTATION OF CONTENT	
Prezi	Making presentations, charts and infographics
Mentimeter	Making presentations and quizzes, evaluation
Jamboard	Facilitation, presentation, discussion
Kahoot	Creating interactive games, questionnaires, knowledge quizzes
Padlet	Creating interactive presentations, maps and timelines
Zoho Show	Making presentations and infographics
Quizlet	Making interactive cards
Glogster	Making multimedia posters, including 3D and VR
Mozaweb	Making interactive 3D models that can be used at all levels of education
Nearpod	Making simulations, gamified quizzes, questionnaires
Popplet	Planning, making mental maps, timelines, charts
Articulate products	Premium e-learning content creation tool, includes video creation programs, interactive games, quizzes, and content distribution
Adobe Captivate	Premium e-learning content creation tool
iSpring	An e-learning content creation tool, includes interactive games, graphics, and questionnaires
Miro	Presentation, planning and discussion
PRESENTATION AND LECTURE	
Zoom	Group meetings, webinars, training courses
Google Classroom	A tool designed for teachers and students. It allows you to create online classes, organise students, create and supervise assignments. A tool designed to organise online classes.
Socrative	A tool designed to organise online classes and courses
Microsoft Teams	Tool designed for conversations, video calls, file sharing, storage

WebEx	A tool designed for group meetings and video conferencing
GoToMeeting	Platform for online meetings, video conferencing
Blackboard	Platform for online teaching, learning, organising classes
SOCIAL MEDIA TOOLS (app based)	
TikTok	Social network based on a short videos where users can like, share and create video content
Instagram	Social network based on photographs
Snapchat	Social network based on a short videos where users can like, share and create video content
Discord	Instant messaging and digital distribution platform designed for creating communities. Users communicate with voice calls, video calls, text messaging, media
Twitch	Live streaming platform for gamers
Twitter	Social media based on posts (tweets) created with 280 characters
ACTIVE PARTICIPATION - ONLINE AND OFFLINE	
Actionbound	Treasure hunt app
Emoji Scavanger Hunt	Augumented reality app as an energiser
Plickers	Making quizzes through interactivity
Makey Makey	A tool for connecting everyday objects and your computer.
Scratch	Online tool for learning the basics of programming, for creating games, animation
micro:bit	A small computer designed for young people to help them learn programming
Classcraft	A tool for greater student engagement (EMS) through video play
COMMUNICATION	
Whatspp	Instant messaging app
Viber	Instant messaging app
Signal	Instant messaging app
Trello	Organising and managing projects
Slack	Communication within the team / organisation
Asana	Project management and organisation

Gaming

In the last 15 years, gaming industry has significantly increased due to high quality visuals and better technology in general. Older generations remember video games as a tool for a simple fun, but young people of today see it as a community place which offers fun as a side-effect. Depending on a person, the motivation for playing video games is different, but “research shows that video games allow youth to escape their problems; to try on different personalities; to socialise; and to engage in challenging and reward-based experiences.”⁵⁶ While there are risks in playing video games if the time spent online and in front of computer is not properly managed, gaming is incredibly popular among young people. Based on the research by National Literacy Trust conducted in December 2019 on 4,626 young people⁵⁷:

- Video games can encourage young people’s creativity through writing (3 in 5 (62.5%) young people who play video games write something relating to video games once a month, including video game scripts (27.5%), advice to help other players (22.1%), fan fiction (10.8%) and blogs or reviews (8.0%))
- The shared cultural experience of playing video games was found to support positive communication with friends and family (Young people said that playing video games helps them to build social connections both ‘in real life’ and online)
- Video games can have potential benefits for increasing empathy.

Gaming increased during the COVID-19 pandemic as young people stayed at home and for some, communication with other gamers was a rare opportunity to socialise. This may be the case for immigrant youth as well, whose language barrier and different social or cultural background are “irrelevant” in gaming world. While playing games, they can be whoever they want, they can chose who they want to play with and how they prefer to communicate.

Based on a 2020 research from J. Clement⁵⁸, “38 percent of video game players still come from the 18 to 34 age demographic”. Based on these data, we can say that young people age 13-30 actively play video games and use gaming on a daily basis. This is why we encourage youth workers and other youth professional to use gaming as a tool or a platform to reach young people, especially young immigrants. This requires youth professionals to learn how to play games and become a part of this community. In the following part, find more information about the basics of gaming. There are many ways to play games:

- Console gaming, such as the PlayStation 4, Xbox One, or Nintendo Switch
- Handheld gaming, such as the Nintendo 3DS
- PC gaming, played on a personal computer, either as a downloaded game or through a service like Steam
- Mobile gaming, such as those played on a smartphone or tablet
- Virtual Reality (VR) gaming, including the HTC Vine and Oculus Rift
- Augmented Reality (AR) gaming, including Pokémon GO

Today, most games have an online component where players are playing against each other or as a team. There are many different types of video game genres, but a few common ones include⁵⁹:

- First-person shooters (Counter Strike: Global Offensive, Call of Duty)
- Battle royal games (Fortnite, PUBG)

⁵⁶ Centre on Media and Child Health, <https://cmch.tv/parents/video-games/>, 10.2.2021.

⁵⁷ Video game playing and literacy Research, <https://literacytrust.org.uk/research-services/research-reports/video-game-playing-and-literacy-survey-young-people-aged-11-16/>, 27.1.2021.

⁵⁸ Age of US video game players 2020, <https://www.statista.com/statistics/189582/age-of-us-video-game-players-since-2010/>, 28.1.2021.

⁵⁹ Centre on Media and Child Health, <https://cmch.tv/parents/video-games/>, 10.2.2021.

- Role-playing games (Diablo, Fallout, Final Fantasy)
- A variety of other massively multiplayer online games (MMOs) (Dota 2, Civilization VI)

Whichever format or a platform is chosen, it can be used to talk to young people while playing. Youth professional can ask questions, talk about “sensitive” topics or get feedback from young people. We recommend creating a gaming team among a usual group of young people. A gaming team can also be a good way to include youngsters who are not very active in usual activities, those who have a language barrier or are generally shy.

In this moment, getting into gaming is more of a decision of a youth professional, rather than a young person because it is obvious that youth are already out there and having fun, while youth workers are thinking about ways on how to increase participation.



STEM⁶⁰ and Maker culture

STEM and maker culture became widely popular in the last 10 years with the arrival and improvement of tools and programs which allow children, youth and adults, who do not have previous experience or expertise in these fields, to learn, play and create innovative solution for everyday issues and challenges. Simple programs such as Scratch enabled easy learning of programming, while micro:bit or Arduino brought engineering and robotics to interested public. Kits like micro:bit and Arduino are being used in school to support creativity in STEM. All these tools spread the interest in maker culture which is focused on empowering participants for self-made projects. And we can all agree that the best confidence booster is when you make something on your own.

Various innovators and makers, from children to adults, have designed things such as 3D-printed prosthetics, clever ways to generate electricity or other equipment that improves the quality of life. Schools are using micro:bit, coded by their students, as moisture sensors for the plants in the school garden. Six students from London's Highgate School came up with the idea of using the micro:bit to help people with autism recognise other people's emotional states, as part of a one-day coding challenge. The team coded the computer so that a user could scroll through a series of graphics, shown via the LEDs, of faces presenting different moods. When they found a match, they could press another button to make the LEDs state what the image represented - for example "happy", "sad" or "angry"⁶¹.

To begin understanding how maker activities can contribute to youth work, we have to first explore and look at the phenomena that the practical activities are built on. As much as maker activities are a part of the spectrum of "traditional" arts and crafts and DIY⁶² culture, the maker movement is more multi-dimensional in nature. The movement strives to a goal of discarding outdated formal teaching practices – or, at least re-evaluating their structures – and moving towards a culture of non-formal peer learning. A small community learning and sharing elements like the one built into the maker movement would not have been possible without the global reach of social media. Within the field there have been various activities, ranging from arts and crafts in open youth work to renovating furniture in youth workshop activities. All of these activities have had a dual role. While the adult working with the young person has used their expertise (such as engineering, crafts or similar) to guide and mentor the young person, there has also been a parallel process running. Most youth workers use the practical work to simultaneously discuss with the young person about his or her life, attitudes, challenges and possible improvements.

Depending on the learning objective, activity itself or a young person involved, the activity can primarily be a non-formal learning process, where young people work on their skills, for example, coding or soldering. On the other hand, the same activity could be implemented as a group building activity, where the primary goal is to provide the participants with a shared experience which they can reflect upon. The activity can be new and exciting, while providing space and time for a youth worker to engage young participants. As Juha Kiviniemi points out, "when implemented in this way, maker activities don't differ that much from a cooking club or a pool table when viewed as a youth work approach"⁶³.

⁶⁰ STEM stands for science, technology, engineering and mathematics

⁶¹ <https://www.bbc.com/news/technology-35824446>, 20.1.2021.

⁶² DIY – Do It Yourself

⁶³ Makers activities in youth work, Verke 2018, https://www.verke.org/wp-content/uploads/2019/01/Verke_maker-opas_ENG_VALMIS_web.pdf, 12.2.2021.

network depending on your target group. Remember, TikTok and Instagram are the most popular social platforms among youth.

Research

Social networks are a great tool for asking and getting feedback. Many of the platforms enable commenting or even creating quizzes. Young people are used on being active on social media and they use different platforms as a tool for being heard. When working with immigrants, it is often hard to ensure active participation or communication, so creating content and asking young people about their ideas, feelings or problems through social media can be very easy and beneficial. Use Instagram quizzes or Discord to reach young immigrants and engage in communication.

Share knowledge and information

Term “microlearning”⁶⁵, which is often used in e-learning, came from social media format. With tweets of 280 characters, Instagram stories and snapchats which disappear in 24 hours, TikTok videos of 60 seconds, young people are quite familiar with the “short format” which gives chunks of information. All these aforementioned platforms are convenient for creating educational material, news or for discussing about a specific topic. Use Instagram or Facebook Live to host young immigrants who will share their story and be an inspiration to others. Create a TikTok account to create short educational videos for young immigrants or to provide them with information they might usually not get.

Hackathon

Hackathon is a term originating from IT community which represents an event; often, in which computer programmers and others involved in software development, including graphic designers, interface designers, project managers, domain experts, and others collaborate intensively on software projects. Hackathon became widely popular in the last 5 years when its format of an intensive sprint started being used in other areas outside of IT community. Hackathons were organised by schools, institutions and organisations for the purpose of generating new ideas and solutions for different issues. Hackathon can be organised online, or with the accordance of epidemiological measures, with the aim of tackling a specific topic, for example – looking for digital solutions for the integration of young immigrants from low-income families. Gather those who are interested, divide them into teams and give them a deadline. It is preferable that participants have infrastructure (computers and mobile phones), good Internet access and reasonable deadline.

LAN Party – gaming tournament

The rise of multiplayer games in the 90s and early 2000s birthed a new way of having fun – LAN parties. Those “parties” would usually meant that a number of participants gather together to play an online game together or against each other. These LAN parties were legendary back in the day, but the format of multiplayer is still alive. As gamers today have much more sophisticated infrastructure and Internet, playing online from home became a normal thing. A player can organise a group of friends or other players to play a game while simultaneously talking to each other using, for example, Discord. Ask your youth group which games they like to play and join. If though this may not seem like a typical youth work, this kind of digital activity can help in group building, communication, prevention of online bullying and building self-esteem.

⁶⁵ Microlearning deals with relatively small learning units and short-term learning activities, <https://en.wikipedia.org/wiki/Microlearning>, 10.2.2021.



Examples of activities

This toolkit presents 8 examples of activities that youth workers can organise in their local community, and with the groups of immigrants they work with. These activities can be further developed, and used not only in original form, but as an inspiration for developing new activities that use digital tools for work with immigrants.

1. Tell your story in a video – online version

Aim of the activity: To develop video shooting, video editing and storytelling skills of participants. To build stronger connections among young people participating in the activities by sharing their personal stories, discussing the process, and what they've learned about each other.

Duration: 2 educational sessions (about video editing and storytelling) – 60-90 minutes each
1 session for preparing video development - 30 minutes
Online premiere with follow-up discussion – 60-90 minutes

As a preparation for this session, youth workers are recommended to check the chapter “Digital tools and media in youth work”. There are different video content creation tools presented in this chapter, which can be useful for carrying out the activity.

Steps:

1. As a first step of this activity, youth worker organises an online educational session on which basics of video editing and producing short videos are presented. Having an expert from local community could be helpful for this preparatory step. Other option is to use online available materials/videos with simple instructions, in order to prepare participants before the start of the activity. Some examples of videos explaining how to shoot good videos and how to edit videos on smartphone, can be found below. Youth workers are encouraged to further explore the topic, and find videos that would best suit the needs of their groups of participants.
2. Second step of the activity is introducing storytelling to participants. Youth worker has an important role of motivating participants about storytelling. For this purpose, Youtube videos can be used in combination with motivational talk. Examples of videos can be found on these links:
3 Principles to master Storytelling:
<https://www.youtube.com/watch?v=hDp9hVDL49Y>
How to Tell Better Stories: What I've Learned:
<https://www.youtube.com/watch?v=XP67thIHCoA>
HOW TO STOP SUCKING at telling STORIES in VIDEO:
https://www.youtube.com/watch?v=lziv7rkv_9k
HOW TO VLOG LIKE CASEY NEISTAT by CASEY NEISTAT:
<https://www.youtube.com/watch?v=Q980C74SdYQ>
3. Youth worker organises an online meeting with participants and give them inputs and needed information for their work. Participants should be given following instructions:
“You have a task to develop a short video, not longer than 2 minutes, in which you will present you and your story. Some of the questions that could help you develop the idea for your videos are: Who am I and where do I come from? Which are my strengths and my weaknesses? What is the one thing that I am most passionate about? Where do I see myself in the future? Etc.”
Main idea is to inspire participants to share their story in a video format of fixed duration.

After giving the initial instruction to participants, youth worker will invite participants to ask any questions that could help them develop the best video.

Youth worker gives participants timeframe in which the videos should be finished. This could be time period of few days or 1-2 weeks.

4. After the videos are developed, premiere of the videos can be organised as a second online meeting with all participants. Premiere can be organised online, via Zoom, Skype or any other platform supporting sharing of the videos in real time.
5. After the premiere of developed videos, youth worker leads a short discussion session with participants, consisting of the following parts: getting feedback from participants on the process, outcomes and outputs (videos) of the process and what they have learned about each other.

Examples of videos explaining how to shoot good quality videos:

<https://www.youtube.com/watch?v=KkrV804Ahzc>

<https://www.youtube.com/watch?v=qhmtkfO8aAk>

<https://www.youtube.com/watch?v=x-gfkXu8OpI>

<https://www.youtube.com/watch?v=G8QwuxRbrUo>

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

Examples of videos explaining how to edit videos on smartphone:

<https://www.youtube.com/watch?v=PzeP8NI02aw>

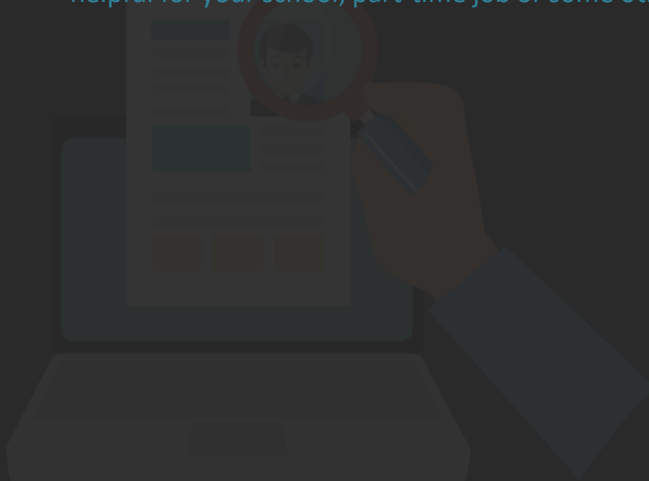
<https://www.youtube.com/watch?v=TGo2EH9xuQ4>

<https://www.youtube.com/watch?v=C4QCY8K1RJI>

<https://www.youtube.com/watch?v=qjB246y3EmY>

Example of questions for leading the discussion part of the activity:

1. What have you learned during this activity? Were there some skills you had before and now you had a chance to improve them? Which skills?
2. How did you like this activity? What did you like the most? What are the parts that could be better?
3. Are you satisfied with the videos you've developed? What could be done better? What was the best part?
4. How was the process of creating the video? Did you enjoy it? What was the best part of creating the video? What was the hardest part?
5. How did you like the process of learning and developing videos mostly by online interactions? Would you prefer some parts to be done in person? If yes, which parts?
6. How can you use the knowledge of storytelling and developing videos in your life? Will it be helpful for your school, part-time job or some other field of interests you have?



2. Tell your story in a video – offline version

Aim of the activity: To develop video shooting, video editing and storytelling skills of participants. To build stronger connections among young people participating in the activities by sharing their personal stories, discussing the process, and what they've learned about each other.

Duration: 180 minutes + time for developing and editing videos (to be determined by youth worker) + 90 minutes for presentation and discussion.

In preparation for this session, youth workers are recommended to check the chapter "Digital tools and media in youth work". There are different video content creation tools presented in this chapter, which can be useful for carrying out the activity.

Steps:

1. In the beginning of the session external expert from the field of video development and video editing explains to the participants the basics of developing video parts and editing them into a final product. Alternative is that the youth worker finds videos explaining the process and plays it to the participants. In this case, the youth worker herself/himself should be well familiar with the videos and all steps of the process.

Some examples of videos explaining basics of video shooting and editing can be found below.

2. Second step of the activity is crucial in order to have participants motivated and engaged in the process. In this step youth worker has an important task to motivate participants about storytelling. Youth worker explains what is storytelling and presents practical examples of storytelling in form of video materials from vloggers. For this purpose, Youtube videos can be used in combination with motivational talk from youth worker. Some examples of videos can be found on these links:

3 Principles to master Storytelling:

<https://www.youtube.com/watch?v=hDp9hVDL49Y>

How to Tell Better Stories: What I've Learned:

<https://www.youtube.com/watch?v=XP67thIHCoA>

HOW TO STOP SUCKING at telling STORIES in VIDEO:

https://www.youtube.com/watch?v=lziv7rkv_9k

HOW TO VLOG LIKE CASEY NEISTAT by CASEY NEISTAT:

<https://www.youtube.com/watch?v=Q980C74SdYQ>

If it's possible to invite local vlogger or someone experienced in the field of storytelling, that would be more beneficial for the final outcome and outputs of the activity.

3. Participants are given instructions to start working on developing their personal videos. Instructions can be given in format similar to the one below:

"You have a task to develop a short video, not longer than 2 minutes, in which you will present you and your story. Some of the questions that could help you develop the idea for your videos are: Who am I and where do I come from? Which are my strengths and my weaknesses? What is the one thing that I am most passionate about? Where do I see myself in the future? Etc."

Main idea is to inspire participants to share their story in a video format of fixed duration.

At the end of the instructional part of the activity; youth worker invites participants to ask any questions that could help them develop the best video.

NOTE: If it's possible, it would be best that participants are given time until next day, or even several days so they have enough time to prepare a good personal story and present it in video format; by using all the information they've been given in first and second step of the activity.

4. Last step of the activity is the "movie time" during which participants show their videos to the whole group.
5. At the end of the activity youth worker leads a discussion on how the activity was for participants, did they learn something new and what that was, how they can further improve

the skills of storytelling and video development, and how the knowledge from this session can be used in other fields of their lives.

Examples of videos explaining how to shoot good quality videos:

<https://www.youtube.com/watch?v=KkrV804Ahzc>

<https://www.youtube.com/watch?v=qhmtkfO8aAk>

<https://www.youtube.com/watch?v=x-gfkXu8Opl>

<https://www.youtube.com/watch?v=G8QwuxRbrUo>

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

Examples of videos explaining how to edit videos on smartphone:

<https://www.youtube.com/watch?v=PzeP8NI02aw>

<https://www.youtube.com/watch?v=TGo2EH9xuQ4>

<https://www.youtube.com/watch?v=C4QCY8K1RJI>

<https://www.youtube.com/watch?v=qjB246y3EmY>

Example of questions for leading the discussion part of the activity:

1. What have you learned during this activity? Were there some skills you had before and now you had a chance to improve them? Which skills?
2. How did you like this activity? What did you like the most? What are the parts that could be better?
3. Are you satisfied with the videos you've developed? What could be done better? What was the best part?
4. How was the process of creating the video? Did you enjoy it? What was the best part of creating the video? What was the hardest part?
5. How can you use the knowledge of storytelling and developing videos in your life? Will it be helpful for your school, part-time job or some other field of interest you have?

3. Photography as a self-expression tool

Aim of the activity: To develop photography skills of participants. To further develop specific topic knowledge of participants (topic depending on choice of youth worker and needs of the group she/he works with).

Duration: 360 minutes

In preparation for this session, youth workers are recommended to check the chapter "Digital tools and media in youth work". There are different graphic content creation tools presented in this chapter, which can be useful for carrying out the activity.

This activity can be used as a part of a longer educational event, or as an individual activity. Topic of the photos should be based on the topics that are relevant for the group of participants who are taking part in the activity. I.e. when working with group of young immigrants the topic could be "my first contact in the new country" or "adapting to new way of life".

Participants can use their smartphones for taking photos.

Steps:

1. In the first part of the activity participants get basic information about the topic they will work on while taking photos. I.e. topic can be: "Using digital tools as a form of self-expression". Youth worker presents participants, in an interactive way, with information about the topic and involves them in discussion about the given topic. Choice of topic is to be made by youth worker, and decision should be based on the needs of the group and specific learning plans for the group.
2. External speaker, with experience in photography, should be invited to the session and give participants instructions on how to make good photos. In case that it's not possible to involve external expert, youth worker can use some of the videos listed below, or find some more; in order to provide participants with basic information and improve their skills of photo taking.
3. Participants are given time period to work individually, or as a group, on creating the photos within the given topic.
4. After the time period for developing photos has passed, participants return to the group where they present their photos and share the meaning behind the photos with rest of the group.
5. Youth worker concludes the activity with discussion followed by a conclusion of the session. During the discussion, participants will have a chance to share feedback on the experience, talk about new skills and knowledge acquired during the session, and how those skills and knowledge could be applicable to their everyday life.

Links to Youtube videos explaining basics of taking good photos with smartphone:

<https://www.youtube.com/watch?v=dQymfKW34XY>

<https://www.youtube.com/watch?v=dJTmalNYYa8>

https://www.youtube.com/watch?v=HXIVNdp_SoM

<https://www.youtube.com/watch?v=bud7TiNRofQ>

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

Example of questions for leading the discussion part of the activity:

1. How did you like the activity? Which parts of the activity you found most useful? Which parts of the activity could be better?
2. Are you happy with the photos you have developed? Is there something you would improve, and if yes: what would you improve next time?
3. How did process of creating photos went? Can you explain it in short?
4. Where did you find inspiration for creating photos?
5. What have you learned during this activity? How will you use that knowledge?

4. Photography as a self-expression tool – online version

Aim of the activity: To develop photography skills of participants. To further develop specific topic knowledge of participants (topic depending on choice of youth worker and needs of the group she/he works with).

Duration: Preparatory online educational session in duration of 60-90 minutes

Time for creating photos (to be determined by youth worker)

Presenting photos and discussion in duration of 60-90 minutes.

This activity is “Photography contest” activity adapted to online surrounding, and can be useful especially in times of covid-19 pandemic, or when it’s not possible to organise face-to-face activity.

This activity can be used as a part of an educational event, or as an individual activity. Topic of the photos should be based on the topics that are relevant for the group of participants who are taking part in the activity. I.e. when working with group of young immigrants the topic could be “my first contact in the new country” or “adapting to new way of life”.

Participants can use their smartphones for taking photos.

In preparation for this session, youth workers are recommended to check the chapter “Digital tools and media in youth work”. There are different graphic content creation tools presented in this chapter, which can be useful for carrying out the activity.

Steps:

1. As a preparation part for the development of photos, online educational session led by youth worker and possibly expert from photography field should be organised. In the first part of the educational session, youth worker present participants, in an interactive way, with basic information about the specific topic connected to the photos participants are planned to develop. During the second part of the educational session, external photography expert shares instructions and tips on how to make good quality photos by using smartphone camera. In case that it’s not possible to involve photography expert, youth worker can use some of the videos listed below, or find some more, in order to provide participants with basic information and improve their skills of photo taking.
2. At the end of online educational session participants are given instructions on how to work on creating photos and are given deadline until which they need to submit their photos. Participants can be given an assignment to work on developing the photos as a group, or as individuals.
3. After the photos are submitted, youth worker organises an online photography exhibition. It can be done by posting the developed photos on social media, or as a private event (i.e. by organising Zoom call on which the photos will be presented).
4. Activity should be concluded by a discussion with participants. In case the exhibition was organised in a form of posting developed photos on social media, discussion can be organised as a separate session after the photos have been posted for several days on social media. In case the exhibition was organised as a private event, discussion part can follow up the presentation of developed photos. During the discussion; youth worker talks with participants about the process, skills and knowledge they’ve acquired along the way, and how the new knowledge and skills can be useful for them.

Links to YouTube videos explaining basics of taking good photos with smartphone:

<https://www.youtube.com/watch?v=dQymfKW34XY>

<https://www.youtube.com/watch?v=dJTmalNYYa8>

https://www.youtube.com/watch?v=HXIVNdp_SoM

<https://www.youtube.com/watch?v=bud7TiNRofQ>

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

Example of questions for leading the discussion part of the activity:

1. How did you like the activity? Which parts of the activity you found most useful? Which parts of the activity could be better?
2. Are you happy with the photos you have developed? Is there something you would improve, and if yes: what would you improve next time?

3. How did process of creating photos went? Can you explain it in short?
4. Are you satisfied with the fact that the activity was carried out online? Which parts of the activity would be better if carried out offline (face to face)?
5. Where did you find inspiration for creating photos?
6. What have you learned during this activity? How will you use that knowledge?

5. Developing online campaigns – practical advices on how to work with group on campaign development

Aim of the activity: Planning online campaign together with group of young people who are involved in the work of youth organisation/youth club/informal group about the topic they are passionate about; in order to involve their peers and raise level of their knowledge and understanding of a specific topic.

Duration: 90-120 minutes

This activity is useful for working with groups of young people who are involved in the work of youth organisation/association/informal group for a longer period of time, and have basic knowledge and skills about specific topics which they acquired through their previous involvement in the activities and possibly through educational sessions. By involving them in this process, youth worker is providing them with an opportunity to use their knowledge, skills and experience in a practical way, and to reach out their peers.

As a preparation for this activity youth worker needs to get acquainted with the topic of using campaigns in youth work.

Steps:

1. Youth worker starts the activity with an energiser for participants. More than one energiser can be used in this step. It's recommended to, in this step of the activity, use energisers which would inspire creative thinking and problem solving within the group of participants.
2. Youth worker presents, in an interactive way, what is a campaign, what is campaign's goal and steps in developing campaign.
3. After presenting the explanation of what campaign is, youth worker reflects on the specific topic that the campaigns will be formed around.
I.e. if the group of participants have just went through educational session about acceptance of diversity, youth worker will use 10-15 minutes of the activity to discuss the topic with participants and underline most important aspects of the acceptance of diversity (what is acceptance, how to promote acceptance, how to support diversity in local community etc.).
4. Youth worker separates participants into 2 to 4 smaller groups and give them flipchart papers, pens and markers; with a task for each group to plan 1 online campaign that will be focused on the topics that youth worker has already covered in previous educational activities. Each group is given time period in which they need to prepare the campaign and prepare presentation of their campaign.
5. After the smaller groups have developed ideas and presentations of their ideas, they return to plenary and present to each other their ideas for online campaigns. Whole group votes for the best solution. After the best solution is selected, youth worker will guide the group to develop the parts of the campaigns (i.e. posts for social media, photos, videos..).

6. Activity is finished with a short discussion and conclusion about the process of developing the campaign, outcomes and outputs and satisfaction of participants with the process.

An additional possible step:

In order to inspire the participants about the development of online campaign, youth worker can prepare overview of some of the successful campaigns. For this purpose videos, photos and other materials can be used. This additional possible step should be taken after the 2nd step of the activity.

Examples from YouTube that could be helpful for youth worker to take this additional step:

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

<https://www.youtube.com/watch?v=m0fjx7A02ho>

Example of questions for leading the discussion part of the activity:

1. How did process of creating the campaigns went? What are the parts of the process that you're most proud on?
2. Are you satisfied with the final product we've created? Which are the parts you are most proud on?
3. What new skills and knowledges we take from this session? How these can be helpful for our future work?

Useful materials for youth workers to get acquainted with use of campaigns in youth work:

- Peace on the Streets. Tools, best practices, knowledge around campaigns and street actions for youth workers and peace activists
<https://www.salto-youth.net/tools/toolbox/tool/peace-on-the-streets-tools-best-practices-knowledge-around-campaigns-and-street-actions-for-youth-workers-and-peace-activists.2713/>
- Y educational toolkit – check from page 271
<https://youngmeninitiative.net/wp-content/uploads/2018/12/Y-TOOLKIT-ENG-WEB.pdf>
- The world's best youth campaigns - and why they worked
<https://plan-international.org/girls-get-equal/best-youth-led-campaigns>
- Campaign examples for “No-hate speech campaign”
<https://www.coe.int/en/web/no-hate-campaign/campaign-examples>

6. Online quiz meeting

Aim of the activity: Working on team-building online. Exploring acquired knowledge on specific topic (topic depending on choice of youth worker and needs of the group she/he works with).

Duration: 45-60 minutes

This activity can be used for building the team and team spirit, if the quiz is organised on some general topic. It can also be used to explore knowledge of participants on specific topic that was previously presented, or as an introduction to an educational activity that will take place after the quiz.

For finding best suitable tool for organising the online meeting quiz, check the chapter “Digital tools and media in youth work”. Mentimeter, Kahoot and Quizlet are some of the tools that youth worker can use for preparing the quiz.

Steps:

1. In preparation of the online quiz meeting youth worker needs to prepare quiz. This can be done by using some of the tools recommended in this toolkit, or further exploring world of digital tools for youth work. If the aim of the activity is to work on team-building, youth worker can in advance select to use some of the pre-prepared quizzes; i.e. those offered on Kahoot platform. In that case Examples below will provide some additional information.
2. Youth worker will organise an online meeting with the group of participants, on which the quiz is presented and participants have a chance to answer the questions and possibly compete in form of answering the questions as fast as possible.
3. After the quiz, youth worker leads a short discussion and conclusion, during which participants will have a chance to reflect on the activity.

Examples:

If youth worker decides to organise an online quiz session for sole purpose of team-building, Kahoot i.e. offers variety of already prepared quizzes.

On this link quizzes from Disney cartoons can be found: <https://create.kahoot.it/pages/5be12809-9650-4ddf-ab60-3276fa948257>

Kahoot!'s collection of social and emotional learning (SEL) quizzes:

<https://create.kahoot.it/pages/5a3b8193-70ab-42eb-a757-48bd405ffba4>

Selection of quizzes from Britannica: <https://create.kahoot.it/pages/cd379f61-db56-48fc-89dd-79d69f8935c6>

More quizzes on different topics can be found by visiting this link:

<https://kahoot.com/academy/study/>

Example of questions for leading the discussion part of the activity:

1. On scale from 1 to 5, 1 meaning not satisfied at all and 5 meaning fully satisfied; how satisfied are you with this activity?
2. What have we learned from this activity?
3. Do you have some ideas for new quizzes to organise in the future?

7. Hackathon

Aim of the activity: Foster critical thinking and out of the box approach to problem solving, by using digital tools.

Duration: 300 minutes

Term “hackathon” is usually associated with computer programs and programming. Depending on the technological skills and knowledge of group of participants, youth worker can decide to use this activity only for developing creative solutions to problems – in form of an smartphone or computer app, online platform, community etc., rather than turning those solutions to computer programs.

Since the activity is based on use of digital tools, use of photography and video creation skills are needed for participants to be part of this activity. Thus, it's recommended that this activity is organised after participants had a chance to be part of activities “Tell your story in a video” and “Photography contest”.

Activity can be organised as a full day event, or as part of a longer educational event.

Steps:

1. Youth worker opens the activity with an energiser(s) and exercise(s) which is(are) focused on creative thinking approaches to problem solving.
2. Youth worker will write down on flipchart paper following topics:

- acceptance of immigrants in local community,
- integration of immigrants in schools and universities,
- first experiences of immigrants in new country and new city,
- educational opportunities for immigrants.

For each of the topics there should be left just enough places for participants to write their name, so each group has equal number of participants working on the given problem.

I.e. if there are 20 participants, each of the topics will have 5 blank spaces for writing names of participants who are interested in the topic.

3. Participants are invited to write their name next to the topic they are interested. Groups are created on basis "first come, first serve".
4. Once the groups are created, youth worker gives instructions for the hackathon. Each group has 210 minutes (3 hours) to:
 - explore the issue/topic,
 - discuss and propose solution in a form of an app, platform or online community
 - make a branding for their solution and present it in form of a picture or an infographic
 - make up to 60 seconds video about their solution.
5. After the groups have finished their work, they are gathered in plenary, where each group has up to 10 minutes to present their solution in form of a presentation accompanied by developed photos and video.
6. After the presentations, youth worker leads a discussion and make a conclusion of the activity.

Example of questions for leading the discussion part of the activity:

1. How did the process in the groups go? Who was in charge of what? Did you have a leader? How did you divide the tasks?
2. Which are parts of the process you are most proud on?
3. Which solution did you like the most?
4. What have we learned from this activity?

8. Gaming tournament

Aim of the activity: Organising a fun activity that will contribute to boosting moral and motivation of the group.

Duration: 120 – 360 minutes

Depending on the resources available to the organisation and youth worker leading the activity, gaming tournament can be hosted within facilities of the organisation, or in gaming centre if such place is available in the local community; and if there is a budget from which funds can be secured for covering the costs of using the services of the gaming centre.

Another option is to use mobile phones for the purpose of gaming, by using multiplayer games.

Steps:

1. Youth worker, as a first and preparatory step of the activity, needs to make posts on social media profiles of the organisation/association or by sharing the news in chat groups with participants of the group he/she work with. Posts should contain information about the games to be played on the tournament, place and time for the tournament and possibly prizes for first 3 places on the tournament.

Canva is one of the free online application which can be used for creating posters, infographics and photos for inviting young people to the gaming tournament.



2. Gaming tournament is organised within facilities of the organisation/association (space that is usually used for meetings with young people). Youth worker leads the activity by opening the event, taking notes of the wins in different games and scoreboard, organising snacks and refreshments for participants, announcing winners and giving prizes.
3. Optional step is to organise live stream of the event on social media, thus contributing to visibility of the event and involving more young people in future similar activities.

Note:

Youth worker should organise a short talk with young people before planning the event, in order to collect information about the games that are currently popular within the group of young people he/she works with. Young people should be involved in all steps concerning the planning of the event. Another option for youth worker is to explore different multiplayer games and choose some, around which the concept of the gaming tournament will further be developed.



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