SCREEN AGERS

GUIDANCE
FOR DIGITAL YOUTH
WORK

INTRODUCTION

ABOUT THE NORTH/SOUTH ICT GROUP

The North/South ICT group have been working to enable collaboration on strategy and practice, on a North/South and international basis, in relation to the implementation of ICT as a youth work methodology in the delivery of quality youth work, statutory and voluntary, and to influence relevant policies in both jurisdictions. The group aims to act as a catalyst for action by providing a platform of policy makers, practitioners and industry representatives. Since forming, members of the group has worked together on the Screenagers International seminar and the Screenagers International research project.

ABOUT THESE GUIDANCE DOCUMENTS

These guidance documents were developed in response to the recommendations identified in the Screenagers International research project. They accompany a Screenagers workshop with policy makers and youth work organisations, exploring;

• An Introduction to Digital Youth Work
• Using Digital Media and Technology Safely and Effectively in Youth Work Settings
• Using Social Media in Youth Work Settings
• Training & Resources for Digital Youth Work

With these guidance documents the North/South ICT group is beginning the conversation around these issues and will continue to update and add to this series based on the feedback received at the workshops and online. Please contribute your feedback through the online form: http://bit.ly/2etoyid

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

Declaration of the 2nd European Youth Work Convention,
BRUSSELS, APRIL 2015

AN INTRODUCTION TO DIGITAL YOUTH WORK

Digital youth work provides a wonderful opportunity for youth workers to increase their effectiveness with young people. This guide was developed to assist newcomers to digital youth work to see its connection with youth work outcomes and to foster the development of a shared language and terminology for digital youth work.
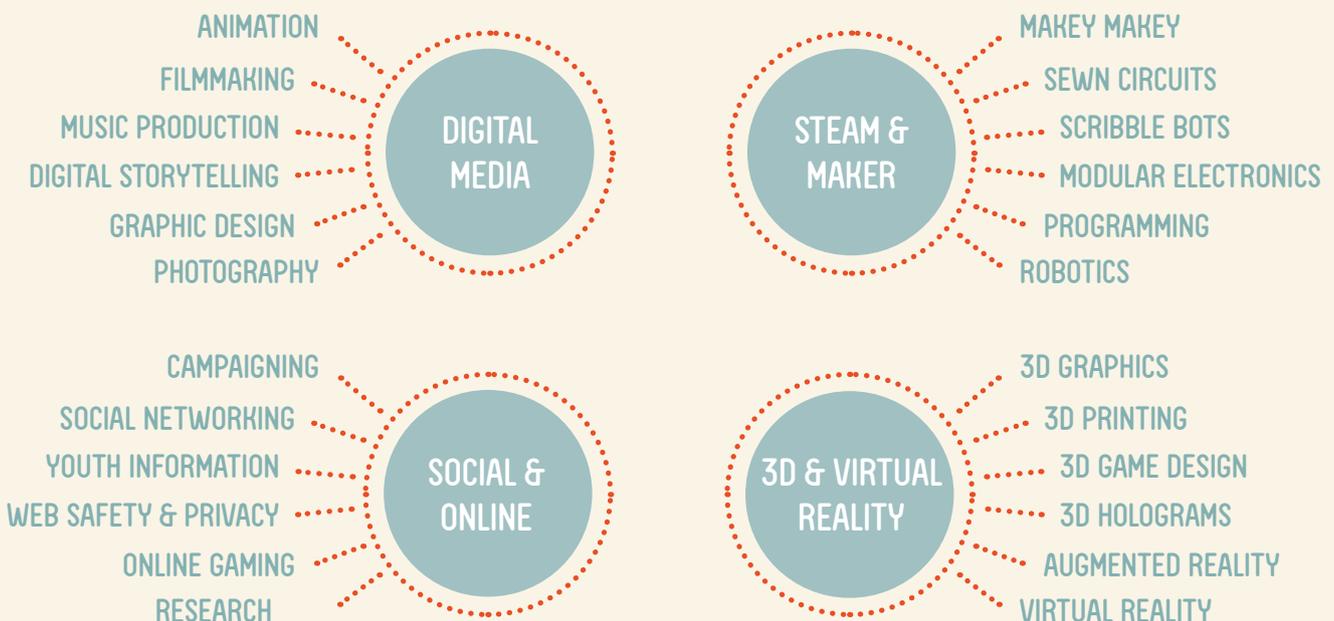
WHAT IS DIGITAL YOUTH WORK?

Digital youth work is an emerging term to describe the area of youth work that uses digital media and new technology to enhance outcome focussed youth development.

The term is used to describe work that can happen in face-to-face situations, social and group settings as well as in online environments - or in a mixture of these. It is relevant to all youth work pedagogies and can enhance all types of practice. Digital youth work should be defined in relation to youth work goals in general, not as a separate project with a separate goal. Digital youth work can be used as a tool for youth development, facilitated by a physical space or an online environment. Digital youth work can also be delivered as an activity and serve as the subject matter or content in a youth work setting.

Digital youth work takes many forms and varies depending on the organisation, the infrastructure, funding and resources available to youth workers at the time.

TYPES OF DIGITAL TOOLS & ACTIVITIES

DIGITAL MEDIA
- ANIMATION
- FILMMAKING
- MUSIC PRODUCTION
- DIGITAL STORYTELLING
- GRAPHIC DESIGN
- PHOTOGRAPHY

STEAM & MAKER
- MAKEY MAKEY
- SEWN CIRCUITS
- SCRIBBLE BOTS
- MODULAR ELECTRONICS
- PROGRAMMING
- ROBOTICS

SOCIAL & ONLINE
- CAMPAIGNING
- SOCIAL NETWORKING
- YOUTH INFORMATION
- WEB SAFETY & PRIVACY
- ONLINE GAMING
- RESEARCH

3D & VIRTUAL REALITY
- 3D GRAPHICS
- 3D PRINTING
- 3D GAME DESIGN
- 3D HOLOGRAMS
- AUGMENTED REALITY
- VIRTUAL REALITY

...AND LOTS MORE!

WHY IS DIGITAL YOUTH WORK RELEVANT TODAY?

Digital media and new technologies are now mainstreamed in youth culture. Young people do not perceive their online and offline worlds as separate entities and fluidly inhabit both worlds simultaneously. Because of this, digital youth work needs a whole organisation, integrated approach and not to be regarded as a specialised service or a niche area.

WHAT METHODOLOGY CAN I USE WITH DIGITAL YOUTH WORK?

Digital youth work is internationally established and underpinned by theoretical research and best practice learning approaches and pedagogies. One of the most widely known is The Clubhouse Network Model*. This model is grounded in a constructivist learning approach that draws on research from the fields of education, developmental and social psychology, cognitive science and youth development. It leverages new technologies to support new types of learning experiences, engaging young people who have been alienated by traditional educational approaches.

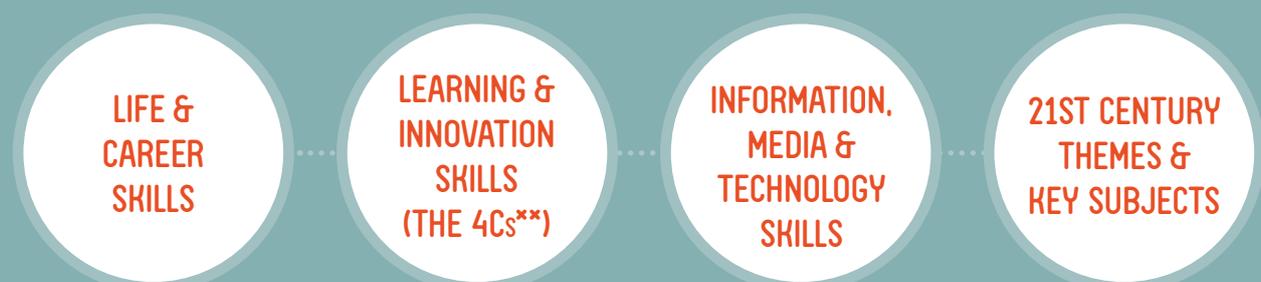Other approaches used in digital youth work throughout Ireland are:
- Adobe & EDC's 'Create with Purpose' approach to digital media making activities
- 'Play with Purpose' approach to 'Maker' activities.

For more information on this see the Training and Resources guidance document.

HOW DOES DIGITAL YOUTH WORK CONTRIBUTE TO YOUTH WORK OUTCOMES?

Outcome focussed youth development is at the heart of digital youth work. The Framework for 21st Century Learning is a tool used to put digital skills, known as 21st century skills, at the centre of learning. It defines and illustrates the skills and knowledge young people need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes.

21st skills and knowledge are defined as:

LIFE & CAREER SKILLS	LEARNING & INNOVATION SKILLS (THE 4Cs**)	INFORMATION, MEDIA & TECHNOLOGY SKILLS	21ST CENTURY THEMES & KEY SUBJECTS

Youth work needs to demonstrate outcomes and the Framework is a great tool to help plan and monitor these outcomes.

In Northern Ireland youth work is expected to contribute to the six national outcomes of the 'Priorities for Youth' policy. A good example of how it can contribute to the 'active citizenship outcome' is for young people to use social media for advocacy purposes. The 'thinking skills and employment skills outcome' can be supported by young people engaging in film making projects where they are using their creative and expressive capabilities.

In the Republic of Ireland youth work is expected to contribute to the five national outcomes of the 'Better Outcomes, Brighter Futures' policy framework and the National Youth Strategy. For instance, a 'connected and respected outcome' in action is young people on the autism spectrum attending weekly music production sessions with their peers. A good example of the 'achieving outcome' is a group of young people exhibiting their Maker projects at an annual celebration event.

* For more information see www.computerclubhouse.org.
** 4Cs are known as creativity, critical thinking, collaboration and communication.

USING DIGITAL MEDIA & TECHNOLOGY SAFELY & EFFECTIVELY

Technology is ever changing. As one tool is mastered a newer, more exciting one appears. Keeping up with today's young 'digital natives' can be a challenge. Each digital tool and activity presents great opportunities for youth development but they also come with challenges and risks. This guide offers some advice on the important role organisations and youth workers can play in supporting young people to use digital media and new technologies safely and effectively.

HOW CAN ORGANISATIONS SUPPORT YOUNG PEOPLE?

The term 'digital native' is often used to describe young people born into the age of digital technology, however, being a 'digital native' does not equate to digitally literacy. Many national and international reports highlight how assumptions are often made about young people's competency when using new technologies. In addition to this, some youth workers have a fear of technology and perceive young people to have advanced technology skills. Youth organisations can can play a vital role here.
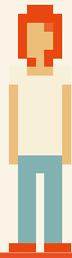
When used safely and effectively digital media and new technologies can be wonderful tools to ignite young people's curiosity, creativity and confidence. It can enhance their social awareness and engagement as active citizens. It can also help to build their sense of agency and enable them to develop new knowledge and skills, and for their voices to be heard. Outcome focussed youth development can uniquely support young people to navigate the digital world safely and become digital creators, inventors and makers - not just consumers of technology. Supporting young people to develop digital media literacy and 21st century skills is one of the most effective ways to achieve this.

Youth workers play a vital role in building young people's capacity to consider risks and consequences, to make informed decisions and to take responsibility every day. With the right policies, infrastructure and training in place youth workers can simply enhance this work by helping young people to assess and negotiate risk when using technology.

WHAT SHOULD MY ORGANISATION BE CONSIDERING?

- INCORPORATE DIGITAL & SOCIAL MEDIA INTO ALL POLICIES & GUIDELINES
- EMBED PEDAGOGICAL APPROACHES IN ALL PROJECTS & PROGRAMMES
- A WHOLE ORGANISATIONAL APPROACH TO PLANNING & IMPLEMENTATION OF TECHNOLOGY
- ESTABLISH A DIGITAL YOUTH COMMITTEE TO ADVISE MANAGEMENT
- INVEST IN CONTINUOUS PROFESSIONAL DEVELOPMENT OF STAFF

EU RESEARCH & THE 'LADDER OF OPPORTUNITIES'

Research shows the more digitally literate young people are the safer they will be online and using digital technology. The 'ladder of opportunities' goes further by describing the five distinct steps through which young people progress in their use of technology; from seeking information and interactive communication and gaming to more creative and participative uses and activities. The majority of young people across Europe remain at the second step. Younger children in particular often lack basic skills in crucial areas of safety such as blocking unwanted messages and privacy settings.

In addition to this, young people from lower socio-economic communities are less likely to gain the benefits of digital literacy compared to those with more opportunities. Youth work can play an important role in the lives of these young people. It provides everyone with a fair chance to experience the immense opportunities that digital youth work and safe access to the Internet can offer.*

SAFETY CHECKLIST FOR DIGITAL YOUTH WORK

Whether you are starting a 10 week health programme that includes making a film to enter into a national competition, or starting a short STEAM/Maker type project to build and programme a robot, the following list gives you some best practice advice to consider:

☐ Is the level of digital skills required and subject matter appropriate to the young people and their age group? Are there any vulnerable young people involved and will they need additional support to participate?

☐ Have I conducted a risk assessment for the project/programme? Are there any additional health and safety considerations e.g. if using digital tools or equipment for 'Maker' projects?

☐ Does my organisation have an Acceptable Usage Policy? Do I have consent forms signed by the young people and their parents/carers? Can this be incorporated into a code of behaviour/group contract session with the young person/group?

☐ Do I have model release forms signed by parents/carers if a child under 18 is appearing in front of the camera?

☐ Do the young people understand copyright and Creative Commons? Will I need to facilitate a session about this?

☐ Do I have consent and copyright permissions to publish the work publicly?

☐ Do the young people know how to access support or report any concerns? Do they have the skills and confidence to action this either in-person or online?

☐ How will I measure digital media literacy outcomes for young people?

This list is not exhaustive. If you have other best practice tips please share them via the online feedback form: *www.bit.ly/2etoyid*

"I involve young people in this process. They love taking on different roles and responsibilities such as the 'Health & Safety Officer' giving a safety demo or the 'Producer' who checks the copyright permissions and collects model release forms."

Youth Worker
TechSpace Network
IRELAND

* O'Neill B., Dinh T., 'Digital Literacy, Digital Opportunities' (2013).
** STEAM and Maker projects are activities based on science, technology, engineering, arts and maths often with a DIY approach.

USING SOCIAL MEDIA IN YOUTH WORK SETTINGS

Social networking is as old as humanity itself. Our families, work environments, the clubs and associations we are part of, our friendship groups, youth groups and so on are all social networks. Social media is simply a new way of doing this networking. Whilst it may seem new or even alien to some adults, it is a significant aspect of the lives of the vast majority of young people these days. Their lives are punctuated by the sharing of thoughts, ideas, images and video with their online 'friends', and with their self-presentation and online persona.

Young people are not only digital consumers, they are often the creators of online content and self-expression. Of course not all young people are skilled in the use of new technologies including social media, and there are many different ways in which young people use social media. This can be dependent to some extent on their access to money to pay for equipment and subscriptions and what their peer group is using social media for. Those who can be vulnerable in the physical world are often the most vulnerable in the online environment. This guide takes the view that using social media is now an essential component of the work of most youth workers and youth organisations.

SHOULD MY ORGANISATION BE USING SOCIAL MEDIA?

Yes – it's a wonderful tool for engagement but the key consideration is *how* you use it. For youth workers and youth organisations to ignore social media platforms is to miss out on a significant aspect of the lives of most young people, as well as an opportunity to promote their work to new audiences. However, there are many risks associated with the online environment – particularly for young people, but also for those working with them. As with any other area of youth work, in the social media space risks need to be assessed and managed. Given the rapid pace of change in social media, risk assessment needs to be an ongoing process. However, it is also vital that risk aversion doesn't prevent organisations or youth workers from engaging with young people through social media.

The use of social media in youth work needs to find a balance between engagement and safety. Organisations must take the online safety of young people, volunteers and staff as seriously as they take these issues in the physical world – online and social media policies should be integrated into organisational policies and procedures including (as appropriate):

- CHILD & VULNERABLE ADULT PROTECTION POLICIES
- DATA PROTECTION POLICY
- COMMUNICATIONS POLICY
- RISK REGISTERS & RISK ASSESSMENTS
- STAFF APPRAISAL & DISCIPLINE PROCEDURES

SHOULD I 'FOLLOW' & 'FRIEND' YOUNG PEOPLE?

This must be decided by each organisation in line with their own policies. Both Facebook and the USA's 'Child Online Protection Act' recommend that the minimum age for social media use should be 13 years. All social media accounts are by their nature 'public'– but staff and volunteers should have clear guidance and support.

HOW CAN WORKERS BE PROTECTED?

It can be useful to separate a worker's personal profile (on Facebook or Twitter for example) from their work persona. Many organisations have encouraged staff to establish a 'work identity' online. Whilst this may be against the policies of social media platforms – it can be a useful device to keep this separation. We suggest that:

- Where such profiles are created, the organisation should retain access at all times including the logins and passwords for these accounts.

- Old accounts (for example of staff or volunteers who have left an organisation or project) should be deleted.

- Any suspicious profiles should be reported and blocked.

- Where a young person who is feeling vulnerable contacts a staff member or volunteer online this should be reported and handled in-line with your child protection policies and procedures.

- Organisations should have appropriate policies around the private use of social media – and alert them to any potential consequences of posts that may be seen to bring the organisation into disrepute.

SUGGESTED KEY PRINCIPLES

It is not possible to give a definitive list of principles for using social media in youth work. Each organisation and model of youth work has a different purpose and focus. However, the following principles may assist with the development of a social media policy and strategy:

1 Always treat use of social media (on Facebook, Twitter, Instagram or any other social media platform) as 'public'. Understand that regardless of your number of followers or your privacy settings, anything you post online can be shared with a wider audience, whether you want that to happen or not.

2 Make sure that any online behaviour is in line with your overall values and principles – and that anyone posting on your behalf understands this requirement.

3 See your policy and strategy as living documents and review regularly (at least every 6 months), as the online environment – including privacy settings – change on a regular basis.

4 Have consistency between your policies and approaches in the physical world and the online environment. For example if your workers or volunteers would not normally be alone with any of your participants, then ensure that in the online environment their communications with young people are open and transparent.

5 Engage! Social media is social. Don't just use it to broadcast or inform. If someone asks you a question, respond to it. People using social media expect conversation and responses. Use language that is engaging and accessible to the audiences you wish to reach.

6 Be open to learning! Social media is constantly changing and evolving. Often young people are more knowledgeable about particular tools and platforms than workers – be willing to learn from young people and others.

TRAINING & RESOURCES FOR DIGITAL YOUTH WORK

This guide provides links to some of the current training available in the Republic of Ireland and Northern Ireland to build the capacity of youth workers and volunteers to facilitate digital youth work with young people.

TRAINING - REPUBLIC OF IRELAND

NYCI Training
- Child Protection Training (includes Safe Use of Social Media).
- Web Safety in Youth Work.
- Understanding Pornography and Young People.

Camara Ireland - TechSpace Training
- Digital youth work training in pedagogical approaches and technical skills. Courses in Digital Media (also available as Gaeilge), STEM / Maker, 3D Design & Print.
- Certificate in Digital Creativity in Youth Settings (Level 8).
  Launching in 2017/18 academic year in partnership with Maynooth University.
- ICT and Google Apps for Education training also available - see Schools & Community Organisations

Make, Create, Innovate
- Workshops and courses that give learners the opportunity to make, build, create and explore.

LearnIT
- LEGO® Mindstorms® workshops enables students to discover STEM in a fun, engaging way.

Maker.ie
- Hands-on workshops in Ireland and the UK to learn electronics and make guitar pedals and amplifiers.

Makeshop
- Walk-in workshops last from 45 minutes to two hours. Choose an item from the menu and start.

Roboslam
- An ultra low-cost robot building workshop for beginners using real electronic components.

TRAINING - NORTHERN IRELAND

Bytes
- Megabytes workshops: Digital Storytelling, Minecraft, Scratch Coding, Raspberry Pi & Micro:Bit, Modular Electronics, Robotics.
- NI OCN Qualifications on QCF: Introduction to Using ICT Systems - Entry Level 3, Award in IT User Skills - Level 1, Certificate in IT User Skills - Level 1, Award In Social Media - Level 1, Award in Information Technology Applications - Level 2, Diploma in Youth Work Practice - Level 2.

YMCA Ireland
- Using ICT in Youth Work OCN Level 2.

LiveNet
- Workshops in Photography, Social Media, Video Making, Using the Internet, Using mobile phones, Blogging, Podcasting.
- ICT & Leisure Activities (QCF) NI EL3.
- eSafety (QCF) NI EL3.

STEMNET (W5)
- Training for STEM Club leaders.

RESOURCES FOR DIGITAL YOUTH WORK

There are lots of resources available for practitioners and policy makers on digital youth work. We've curated a list that is by no means exhaustive and is sorted by category. We've provided a list of relevant keywords to help with self-directed learning. For example try searching for: 'Digital Youth Work + Tools' or 'Digital Youth Work + 21st Century Skills'.

- Tools
- Policy
- Strategy
- Learning Model

- Pedagogy
- Online Safety
- Privacy
- Training

- Learning Network
- Digital Literacy
- Environment
- 21st Century Skills

POLICY - STRATEGY - FRAMEWORK - RESEARCH

Priorities for Youth Policy Framework: #Policy #Youth Outcomes
NI framework for improving lives of young people through youth work.

Better Outcomes, Brighter Futures Policy Framework: #Policy #Youth Outcomes
ROI policy for improving outcomes for young people.

National Youth Strategy 2016-2020: #Strategy
ROI cross-sectoral, whole-of-society approach to supporting young people in their everyday lives.

Partnership for 21st Learning Skills Framework: #Pedagogy #Policy #21stCenturySkills
International guidance on outcomes, support systems, content knowledge, standards, instruction & environments.

Screenagers International Research Project: #Research
A collaborative international research project focussing on the use of ICT, digital and social media in youth work. Includes individual country reports.

ONLINE & SOCIAL MEDIA

Spun Out Online Safety Hub: #Tools #Safety #Training #Privacy
Comprehensive resource with guides for young people and practitioners - social, messaging/dating apps, photos, videos, etc.

Webwise: #Tools #Safety #Training #Privacy
ROI safer Internet information and advice for parents and teachers. Also applicable to youth sector.

Youth Manifesto: #Tools #Network #Strategy
EU toolkit to initiate discussion.

Social Media Use by Governments: #Policy #Strategy #Privacy
OECD checklist of issues to be considered by institutions, indicators to appraise impacts and options for more in-depth routes.

PEDAGOGY - DIGITAL MEDIA - MAKER - STEAM

The Clubhouse Network: #LearningModel #Pedagogy #LearningNetwork
International best practice learning approach for digital youth work.

Adobe & EDC's Youth Media Approach: #Tools #Training #Ideas #Youth Media
Best practice toolkits for digital storytelling, animation, documentaries and graphic design.

The Tinkering Studio (Exploratorium): #Ideas #Tools
STEAM projects, activities and blog.

Get Making with Get Moving! (Girl Scouts): #Ideas #Tools
Projects and step-by-step guides.

DesignerDojo: #Ideas #Tools #Network
Resources for 3D design and printing.

WHAT NEEDS TO BE DONE ?

STRATEGIC FINANCIAL INVESTMENT
IN INFRASTRUCTURE, HARDWARE, PROFESSIONAL DEVELOPMENT, AND PRACTICE DEVELOPMENT

MEETING THE IDENTIFIED TRAINING NEEDS
OF YOUTH WORKERS AT ALL LEVELS, FROM INTRODUCTORY BASIC SKILLS TRAINING TO PROFESSIONAL DEVELOPMENT AND BESPOKE COURSES, AND WITH A FOCUS ON THE PRACTICAL APPLICATION OF SKILLS

CHALLENGE RESISTANT MIND-SETS
AND SUPPORT A FULLER AND MORE CREATIVE USE OF ICT IN YOUTH WORK

ENSURING POLICY COMMITMENT
WITHIN YOUTH WORK SECTORS

WRITTEN GUIDANCE FOR YOUTH WORKERS
LAYING OUT PRINCIPLES OF BEST PRACTICE AND DEMONSTRATING IMPACT, WHICH COULD BE SUPPORTED THROUGH NATIONAL CENTRES OF EXCELLENCE AND/OR THROUGH NATIONAL CHAMPIONS FOR ICT IN YOUTH WORK
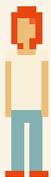
For full report see youth.ie/screenagers

FIND OUT MORE