



YOWOM02.0

# Youth Work Mobile 2.0

A competence framework for youth work in the age of smartphones and social media

## MEASUREMENT & ASSESSMENT

PRODUCTS & CRITERIA

# YOWOMO2.0

## A COMPETENCE FRAMEWORK FOR YOUTH WORK IN THE AGE OF SMARTPHONES AND SOCIAL MEDIA



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## ABOUT YOWOMO2.0

### OVERVIEW

**Youth Work Mobile 2.0 (YOWOMO2.0)** is a European Partnership developing a framework for Vocational and Educational Training (VET) of youth workers facing the growing significance of smartphones and social media in the life of their clients.

The partnership of youth work organisations, vocational and educational training organisations as well as research and development organisations share the same problem awareness: There is a lack of broader approach for Vocational and Education Training (VET) that is based on the experience of youth workers who, on the one hand, are experienced professionals in youth work but on the other hand may not be digitally literate, especially in the current use of digital media and mobile devices. Based on a transectorial multi-perspective approach taken by the collaboration of organisations out of five countries, the partnership reflects a wide range of cultural, social and economic circumstances to develop a substantial framework of VET for youth workers. The framework will include:

- a description of the competences needed,
- the bodies of knowledge, skills and attitude,
- *a tool to measure these competences,*
- *a description of professional products that serve as evidence of competence,*
- different training scenarios, and
- *criteria for the assessment of the professional products.*

**THIS DOCUMENT PRESENTS THE TOOL TO MEASURE THE YOWOMO2.0 COMPETENCES, A DESCRIPTION OF PROFESSIONAL PRODUCTS THAT SERVE AS EVIDENCE OF COMPETENCE AND CRITERIA FOR THE ASSESSMENT OF THESE PROFESSIONAL PRODUCTS.**

### BACKGROUND

There is growing significance of mobile devices in people's everyday lives. Mobile devices (e.g. smartphones) have become the "swiss army knives" of a digitized society. They are used for entertainment (music, games, TV), communication (voice, SMS, eMail), web surfing, social networking, and for video and photo. But the significance of mobile devices manifests itself also in the use of smartphones for "identity formation, social interaction, making meaning in and of the world, leisure pursuits ([Pachler, Seipold & Bachmair](#)).

Especially young people use mobile devices as their main internet access, and use social media (e.g. Facebook), which is most relevant in case of young people. There is a danger that the development in technology use in everyday life can divide youth workers and their young clients depending on how familiar each group is with the use of mobile devices. This is often discussed in terms of "[digital natives vs. digital immigrants](#)", "[Generation X, Y & Z](#)", "[digital divide](#)", and "[generation gap](#)". Youth workers are often not tech-savvy (digital immigrants, Generation X or Y) whilst young people are often early adopters of new technologies (digital natives, Generation Y or Z). Hence there are different levels of expertise to be expected in the use of mobile devices and social media.

On a broader level "users of mobile technologies communicate, structure, organize and order, plan, network, furnish information, assess, evaluate and produce" ([Pachler, Seipold & Bachmair](#)). Even if young mobile users "develop significant expertise in their everyday life-worlds, this expertise tends to be 'naive', i.e. unreflected" ([Pachler, Seipold & Bachmair](#)). Media is consumed for entertainment, created for self-expression and social networks are interacted on a daily, if not hourly basis. All these activities can be drawn upon to support social work, both through enabling a shared discourse with clients, and through providing additional means for engagement with them. The use of social media also raises issues of privacy, protection and digital identity which are of key importance to the security and development of young people. The challenge is to enrich these activities using the professional framework of youth work.

For youth workers there is no standardized training that addresses the competences needed to work within this scenario. There is training that focuses on the use of social media in different topics related to youth work like i.e. privacy settings in social media, compulsive use of social media, policy for social media in organisations, or dealing with cyber bullying. Although a lack of broader approach still exists that is based on the experience of youth workers who, on the one hand, are experienced professionals in youth work but may not be digitally literate, especially in the current use of digital media and mobile devices. These youth workers must be addressed in a certain way to overcome their lack of engagement with this part of young people's needs instead of being made to feel incompetent and shame due to their lack of knowledge and skills. Furthermore most of the training focuses on the negative aspects of the use of mobile devices and social media. Youth workers therefore need to establish a reflected, critical attitude towards the risks of mobile devices and social media but also to develop youth work practice that develops positive regard to young people's use of these technologies. Doing this will build a positive relationship between youth workers and young people, which is crucial for effective youth work.

To achieve this youth workers must be enabled to bridge the digital divide by working on:

- the risks of compulsive use or abuse of the communication possibilities (i.e. cyber bullying, wrong privacy settings, identity theft),
- the beneficial use of smartphones and social media,
- digital exclusion due to poverty or poor education,
- a mindset to develop a digital citizenship,
- the digital divide between the generations,
- the different perception of the relevance of "virtual" incidents in contrast to "real" incidents,
- the competences to use digital devices to relate to young people and by this enhance their skills needed in the labour market,
- the attitude towards technology as a topic and a means of youth work in a digitized society.

The YOWOMO2.0 partnership responds to the needs of the labour market, particularly of social services and training organisations. It anticipates skills needed in this labour market and it aims to improve the qualification of teachers and trainers. The partners collaborate to develop, test and apply a framework for VET at European level with the aim to achieve this on a ground level with professionals with hand-on-experience of the field.

## PARTNERS

The following organisations from Belgium, Germany, Spain, Sweden, and Turkey are members of the partnership.

<b>THOMAS MORE</b>	University College	Belgium
<b>TONUSO</b>	Centre for Youth Support	Belgium
<b>HEUREKANET</b>	Institute for Education, Research and Innovation	Germany
<b>CONSORCIO PROVINCIAL DE DESARROLLO ECONOMICO DE CORDOBA CPDE</b>	Economic development agency	Spain
<b>SKARPNÄCKS FOLKHÖGSKOLA</b>	Folk High School	Sweden
<b>HAYATBOYU ÖĞRENME AKADEMİSİ</b>	Lifelong Learning Academy	Turkey
<b>UŞAK TİCARET MESLEK VE OTELCİLİK VE TURİZM MESLEK LİSESİ</b>	Public Vocational School	Turkey

## COURSE OF ACTION

The tool to measure the YOWOMO2.0 competences, a description of professional products that serve as evidence of competence and the criteria for the assessment of these professional products have been developed between October 2013 and May 2015. Representatives of the involved organisations formed multi perspective, trans sectorial focus groups to brainstorm, structure, write, review, and improve the measurement and assessment. This was mainly done at the partnership meetings in Brussels/Belgium, Konya/Turkey, and Stockholm/Sweden and Münster/Germany. To achieve a high level of practical relevance the partners also

visited youth work organisations during the meetings and discussed the draft versions with local partners in between the meetings to get feedback. Additional piloting of the tools was included in the trainings scenarios that were run in various contexts of the partners.

Additional information about YOWOMO2.0 can be found at <http://yowomo2.wordpress.com/>

## INTRODUCTON

YOWOMO2.0 developed two ideas for measurement and assessment of competences.

For a more **formative assessment** (e.g. at the start of the training or for the monitoring of the learning process) there are online quizzes available at the YOWOMO2.0 website (<https://goo.gl/irOCCZ>). The quizzes walk the trainee through different topics related to youth work in the age of social media and mobile devices asking the trainee to estimate his/her competence for certain tasks. The idea of the quizzes is that the trainee gets a quick impression of the competence level by facing certain tasks. At the end of the quiz the trainee will get a competence score. However, this is not an objective measurement. Therefore the ideas about the professional development that evolve during the quiz are more beneficial than the score.

The quizzes are based on the work of the YOWOMO2.0 Partnership. However a major part of the phrases used in the quizzes is derived from the “The Social Media Resource Kit “ (<https://goo.gl/1q08Eq>) by Sun Sun Lim and Kakit Cheong, published by the Central Youth Guidance Office of the Ministry of Social and Family Services in Singapore. Dr Sun Sun Lim is Associate Professor at the Department of Communications and New Media at the National University of Singapore and provided consultancy support in the development of this quiz. The quizzes are available in English, Spanish, German and Turkish.

For a more **summative assessment** (at the end of the learning process) we chose the assessment of products which is described in the following section.

## ASSESSMENTS OF PRODUCTS

Assessment of competences can be done using methodologies like observation, a portfolio of evidence, questioning, and products or processes. In YOWOMO2.0 we focus on products that can be used as evidence. Depending on the training situation other methods or combinations of methods may be affordable. For more information please go to “The Assessment Guide” (<https://goo.gl/gTmmmt>).

When someone goes through a learning process that includes the performance of several tasks and that ends up in completing a product the product itself can be used as the evidence of knowledge, skills and attitude. Additional questioning and/or reporting may back up the knowledge and attitude components by asking for further information around the product.

A person is defined as competent when they are able to demonstrate that they can apply knowledge, skills and attitude successfully in their working environment.

In order to collect quality evidence you must ensure that you are sure of the competency requirements and thoroughly examine the required knowledge, skills and attitude as described the YOWOMO2.0 description of competences (<https://goo.gl/2aViu5>).

A good way to start the assessment process may be answering the following question looking at your training situation:

1. Expectations – What can you expect from a person at this level?
2. Application – Can the person apply what s/he has been learning?
3. Outcomes – What will be the outcomes?
4. Variable conditions – What range of contexts can the new skills be applied?
5. Range of transference – Can the new skills be transferred to new situations?



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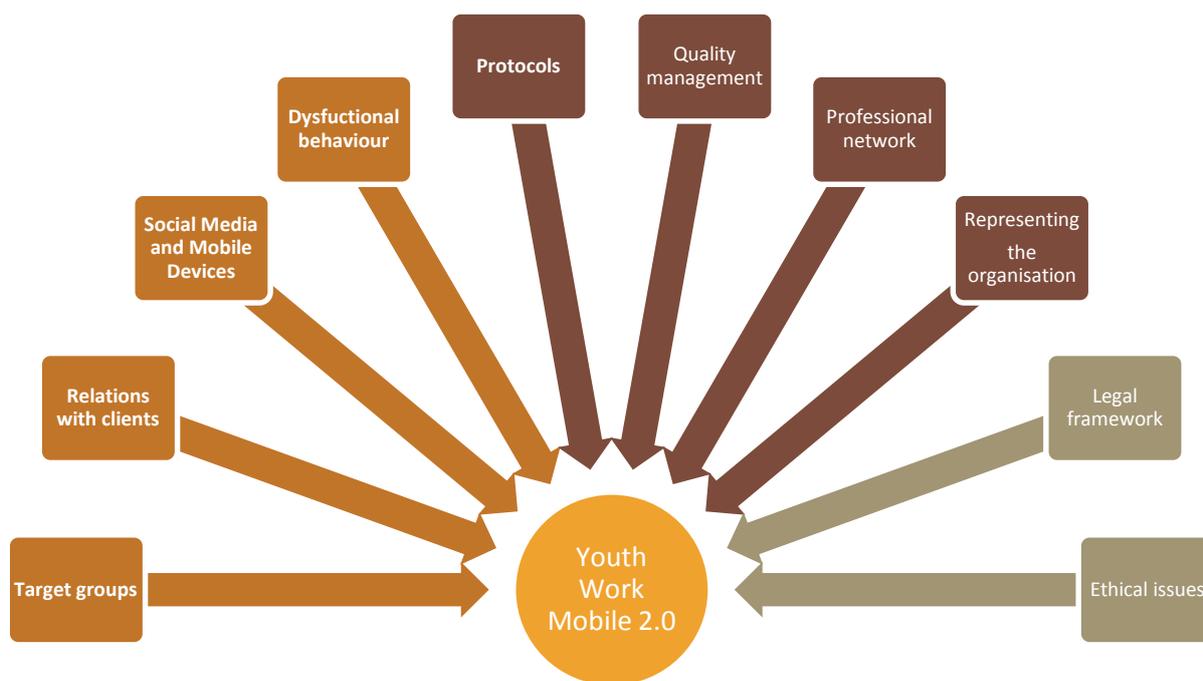
DESCRIPTION OF COMPETENCES  
BODIES OF KNOWLEDGE, SKILLS AND ATTITUDE

Häureka

European  
Commission

**YOWOMO2.0 COMPETENCES & PRODUCTS**

The following table shows a list of examples of products to be used as learning outcomes in trainings based on the YOWOMO2.0 description of competences. The main ideas of this list is to inspire the thinking about learning outcomes both in trainers and trainees. This is not a complete list because – depending on your training situation – other products may be more suitable. The list is structured according to the YOWOMO2.0 Competence Model:



Competence	Product
Target groups	Description of target groups <ul style="list-style-type: none"> <li>• Describe at least three different target groups (possible) for your work. At least one of them shall be a group that you have difficulties to reach today.</li> <li>• Describe what you know about them, what you believe that they need and wish.</li> <li>• Show where and how you think you can get in touch with them and how you can use social media and/ or smartphones in this work. What type of platform and communication is suitable? (Chat, page, group, forum, information, promotion of activities etc.)</li> <li>• Create with your target group a list of “do’s and don’ts” to show you have insight in their needs</li> <li>• Demonstrate that you have made contact with a target group, related to your work, using online media.</li> </ul>
Relations with clients	Description of relation with clients <ul style="list-style-type: none"> <li>• Make and show a professional presentation where it is possible to see on which terms/conditions you are on social media</li> <li>• Make an online promotion for an activity or service that you are offering to your target group</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe what is important when communicating/building a good relations on social media or mobile devices in general and how to handle e.g. friendship requests</li> <li>• Show how to handle a case – e.g. if you discover “some kind of abuse or Dysfunctional behaviour. What to do and when to hand over to another profession.</li> <li>• In an interview, let the student/social worker speak about the relations with the target group. Let them explain what his/her role as a facilitator is on social media in working with clients.</li> <li>• Demonstrate your online relation with clients by showing a portfolio of your (anonymised) relations with clients. (e.g. chats, Facebook, ...)</li> </ul>
<b>Social Media and Mobile Devices</b>	<p>Online representation/profile according to the protocol of your organisation (e.g. security setting)</p> <ul style="list-style-type: none"> <li>• that is "state of the art" (quality, function, credibility, reliability, attractiveness, systematic structure and navigation) and working cross-platform (e.g. using different media)</li> <li>• that shows the organisation you are working for (e.g. logo, corporate identity)</li> <li>• that shows the services you offer</li> <li>• that explains the procedures and proper use in an easy way</li> <li>• that offers information about legal and ethical issues (e.g. disclaimer, managing conflicts, privacy)</li> <li>• that shows different youth work related interaction with clients</li> </ul> <p>and a reflection about the experience of creating and using it</p> <p>Suggest additional use of social media and mobile devices to support youth workers in their job.</p> <p>Make a portfolio of your personal use of social media and mobile devices in your day-to-day job.</p>
<b>Dysfunctional behaviour</b>	<p>See relations! (Don't focus too much on dysfunctional behaviour. It is just a way of looking to people. Concentrate more on things that they do right, and put that in the picture.</p>
<b>Protocols</b>	<p>Summarise the protocols that are used within your organisation and make suggestions to improve them or better implement them.</p> <p>Description of when and how to use a protocol/logbook.</p> <p>Description of reference guides, repository systems, rules and guidelines</p> <ul style="list-style-type: none"> <li>• e.g. Safety planner, privacy, legislation (<a href="http://www.360safe.org.uk/Files/Documents/School-E-SafetyV3">http://www.360safe.org.uk/Files/Documents/School-E-SafetyV3</a>)</li> <li>• electronic forms</li> <li>• forms for résumés</li> <li>• content of protocols</li> <li>• part of job description</li> <li>• local working plan</li> </ul> <p>Let them co-create a collaboration plan with target group to work on safety.</p>
<b>Quality management</b>	<p>Descriptions or examples of</p> <ul style="list-style-type: none"> <li>• Quality management system available</li> <li>• Working diaries for online work</li> <li>• Evaluation system</li> <li>• Online questionnaires for evaluation, preparation</li> <li>• Forum to register problems</li> <li>• Print screens of the work, (Facebook page, chat conversation...)</li> </ul> <p>Indicators</p>

	<ul style="list-style-type: none"> <li>• Is it available?</li> <li>• How often is it used?</li> <li>• Who uses it?</li> <li>• Is it communicated and how?</li> <li>• Is it part of a functional evaluation of the staff</li> </ul> <p>Show how the online media are a full part of the evaluation system in your organisation. Make suggestions for improvement.</p>
<b>Professional network and Representing the organisation</b>	<p>Products for representing the organization online and showing the multidisciplinary network (for example)</p> <ul style="list-style-type: none"> <li>• A social media profile (e.g. Facebook or Twitter) to represent the organization.</li> <li>• A blog to represent the organization.</li> <li>• An internal/closed forum for the staff of the organization to ensure contact and communication for administrative issues.</li> <li>• An internal/closed forum (for the privacy) for the target group to ensure contact and communication.</li> <li>• Membership/subscription to related online forums to get connections, discuss issues and collaborate with different organizations.</li> <li>• Organizing events in collaboration with other organizations and/or support them.</li> <li>• Designing documents e.g. brochures, flyers etc. to promote the organization and disseminating them online (through social media) and/or written press.</li> <li>• Evaluating through feedback from the target group and stakeholders to improve the representation process. (Quality management)</li> <li>• Working/collaborating with experts in different but related fields. Show a contact list over this.</li> </ul>
<b>Legal framework and ethical issues</b>	<p>As an indicators for legal and ethical issues the product has to be a document (contract) with all the needs and legal items to work with social media and mobile devices. in the document there have to be two major topics:</p> <ul style="list-style-type: none"> <li>• A general topic with the explanation</li> <li>• A specific topic for work in social work or in your field of work.</li> </ul> <p>The specific and general topics are different for each country.</p> <p>Ethical issues:</p> <ul style="list-style-type: none"> <li>• Show how you interact with youth workers and young people in the discussion of ethical dilemmas.</li> <li>• The youth worker has to search in the organisation for legal and ethical documents in the youth work specific and not specific to social media.</li> <li>• As a youth worker you need to have a document where it is written in easy language what laws and the ethical issues are and where you can find the original texts.</li> <li>• The document has to be online and accessible for everyone who has concern the legal and ethical issues: <ul style="list-style-type: none"> <li>○ management,</li> <li>○ staff,</li> <li>○ youth workers,</li> <li>○ youth</li> <li>○ and all in an easy language.</li> </ul> </li> <li>• Plan for reviewing the ethical and legal topics and how to keep them up to date.</li> </ul>

## ASSESSMENT CRITERIA

As an assessor, you have to be confident that the assessment decision you make is based upon quality evidence. When you are reviewing evidence, think about the following quality criteria (for more details: “The Assessment Guide” (<https://goo.gl/gTmmmt>)):

### IS IT VALID?

- Does the evidence relate to a unit of competence?
- Does the evidence reflect the four dimensions of competency?
- Does the evidence address the key competencies?

### IS IT SUFFICIENT?

- Does the evidence cover the full range of performance identified in the unit of competency?
- Does the evidence show competence over a period of time?
- Does the evidence show competence in a range of contexts?

### IS IT CURRENT?

Does the evidence show that the candidate can currently perform the competence while working?  
Is the evidence benchmarked against industry standards?

### IS IT AUTHENTIC?

- Is the evidence the candidate’s own work?
- Are the qualifications, references and licences presented by the candidate authentic documents?

## EXAMPLE: DEVELOPING SOCIAL MEDIA POLICIES FOR YOUTH WORK AS PART OF SOCIAL WORK STUDY

Kristin is a fourth year social work student at Saxion University of Applied Sciences in Enschede/Netherlands. As she is running a part-time study internships are a major part of her study. During the YOWOMO2.0 training she developed a self-directed learning project to acquire the competence “Social media and mobile devices”. To assess her non-formal learning and competence-building she developed “A safety handling with social media and mobile devices” for the youth work organization where she is working during her part time study. She decided to develop two policies: one for the clients and one for the professionals. At the end of her learning project she was asked to do a self-assessment of her competence-building by comparing the outcomes (the policies) to the competence (Social media and mobile devices) using the criteria named above (valid, sufficient, current, authentic). Furthermore she was asked to use a grading system of 25 points per criteria which allows for gaining of a total of 100 points for her learning project.

Here Kristin’s self-assessment report:

In the end the results of the project “A safety handling with social media and mobile devices” were two policies. The first one is for the clients and shows how to use social media and mobile devices. The second policy is for the social worker and shows how to use social media at work.

- The qualities of the policies are based on following criteria:
- The policy for the social worker is acceptable for my colleagues.
- The colleagues sign the policy, so it becomes a contract.
- The policy for the clients is written together with a fifteen year old girl.
- The girl and other kids sign the policy, so it becomes a contract.

- The policy can be transferred into other stationary groups.

The product is **valid**, because the policy is related to the unit “Social media and mobile devices” of the competence frame and it reflects the four dimensions of competency. For example the job was performed in the required standard, because I did the project in a role of a social worker and it was integrated in team meetings. If I suppose that there are 25 points for this criterion, I would give it 25, because I have achieved all points.

The project is also **sufficient**. I reached a lot of competences on producing level and have a lot of knowledge about social media and mobile devices, which I can transfer into the work with the clients. I am satisfied with my learning process.

If I suppose that there are 25 points for this criterion, I would give it 20, because I haven't acquired all competences.

The project is **current**, because it is a current topic in the practice. My colleague (the group manager) said: “The project was very current. Before the project I didn't know anything about social media and didn't know how to use it in the social work. Now I know it and can use it.”

If I suppose that there are 25 points for this criterion, I would give it 25.

The project is **authentic**, because it was my idea of the project. The evidence is my own work and it is suitable with my practical work.

If I suppose that there are 25 points for this criterion, I would give it 18, because there are a lot of policies for social media on the internet.

In the end the project has 88 of 100 points. I am satisfied with the learning process and I would like to learn more. The development of social media is fast and if the younger children would like to use social media and mobile devices there will be other technical standards. So Life Long Learning is an important aspect.

The self-assessment Kristin is an example for an assessment of a non-formal self-guided competence building which can be used for a shared decision making if there is a need for a kind of certification. In the case of Kristin her project was related to the Minor Child and Youth Welfare and she could use her project in the module “Professional Development” gaining ECTS for her social work study.