YOWOMO2.0

Youth Work Mobile 2.0

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

DESCRIPTION OF COMPETENCES
BODIES OF KNOWLEDGE, SKILLS AND ATTITUDE,

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 <u>DESCRIPTION OF COMPETENCES</u> AND THE ASSOCIATED <u>BODIES OF KNOWLEDGE, SKILLS AND ATTITUDE</u>.

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.

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

COURSE OF ACTION

The description of competences and the associated bodies of knowledge, skills and attitude have been developed between October 2013 and February 2015. Representatives of the involved organisations formed several multi perspective, trans sectorial focus groups to brainstorm, structure, write, review, and improve the competences and bodies. This was mainly done at the partnership meetings in Münster/Germany, Brussels/Belgium, Konya/Turkey, and Stockholm/Sweden. 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 information about YOWOMO2.0 can be found at http://yowomo2.wordpress.com/

The **YOWOMO2.0 competence model for youth work in the age of smartphones and social media** comprises ten competences within three segments. The three segments represent the **work with clients**, the **work within an organisation** and the **legal and ethical background**.

In the first segment – **work with clients** – the competences are related to the online interaction with different **target groups**, the **relation** and network building with young people, to the use of **social media, mobile devices** and apps in the work with young people, and to the handling of **dysfunctional use** of social media.

The second segment – **work within an organisation** – includes the competences to handle **protocols** for using

social media and mobile devices, to improve the **quality** of youth work applying social media and mobile devices, to **network** with professionals of other disciplines, and to **represent** the organisation following the policy of the organisation using the possibilities of social media and mobile devices.

The third segment – **legal and ethical background** – covers the competences related to the **legal issues** and **ethical problems** associated with the use of social media and mobile devices in youth work.

TARGET GROUPS

TO INTERACT ONLINE WITH DIFFERENT TARGET GROUPS

The youth worker knows	The youth worker is able to	The youth worker
• young people's interests and needs in digital media and how these interests influence an organisation • the background, specific needs and requirements of each target group (Training, Online, open Youth club, Residential care, Therapy, Crime etc.) for handling social media • which media, procedures, tools and methods to be used in specific contexts • methods of youth work to solve problems and conflicts arising from the use of social media in specific contexts	• keep up with the target group • communicate through different media and platforms • motivate and encourage the different target groups using social media and different platforms • reflect the values (of the different targets groups) using social media • update, publish photos, etc.	• regards the youth world online • is the same person online and offline • is open to build new models of work with young people online • is open to new approaches and ways of engaging with the target group

RELATIONS WITH CLIENTS

TO BUILD RELATIONS AND NETWORKS WITH YOUNG PEOPLE

The youth worker knows	The youth worker is able to	The youth worker
• that social media is an important platform for young people to build relations, communicate and operate in the socialization process among young peers • how to create a respectful and professional relation with young people • the differences between online and offline friendship • the pros and cons of using social media and smartphone in relations • the right tools to communicate with young people	• develop and maintain effective sustainable relationships with young people • use the right tools to communicate with young people • help the target group to have a better understanding of the organisation • understand youth culture and language related to youth work • manage his/her professional profile to enhance his/her online and offline positioning • coach parents to understand and to use social media • build relations based on	• adopts an attitude than can be described as respectful understanding, empathetic, and polite • is open to listen actively to the points of views and concerns of his/her clients • meets young people in social media with the same approach as offline • thinks about social media as a way of making connections between organisations, with colleagues and young people • thinks of technology as a part of youth work

• how to coach parents to use social media	confidence and collaboration	

SOCIAL MEDIA AND MOBILE DEVICES

TO USE SOCIAL MEDIA, MOBILE DEVICES AND APPS IN THE WORK WITH YOUNG PEOPLE

The youth worker knows	The youth worker is able to	The youth worker
• the power/impact of connection with social media with young people to improve productivity and innovation • the power/impact of connection with social media with young people to collaboration and involvement • different approaches to empower young people to use mobile devices and social media • methods of co-creation, pros and cons of co-creation • about the different uses of language on the social media platforms among the target group (slang, smileys, etc…) • the netiquette and its effect on virtual community • the features of social media, mobile devices and apps • different ways to install/uninstall (social media) applications on different mobile devices • criteria of effective use of social media applications on mobile devices • potential risks of active use and how to avoid them (i.e. cyberbullying, big data) • crucial security settings of social media and mobile devices	• use technology interactively by understanding its nature and reflecting on its potential • use social media and mobile device applications creatively and effectively • develop and share information • browse, search and filter information on the internet (e.g. get the available apps to achieve his/her goals) • manage his/her professional digital identity • maintain social media and mobile devices on a basic level • manage risks (e.g. security settings) • use netiquette properly to communicate with the target group • communicate clearly and listen to ensure understanding • apply the knowledge of different types of information in different situations and contexts • apply the knowledge of the difference between "cyber language" and "offline-language" • organise the knowledge and information on media and devices in a special manner (online, offline, database, etc…) • analyse what she/ he knows and what she/ he doesn't know	• realises that technical changes ask for forward thinking and constant adoption • is solution and process focused • feels responsible to transfer his knowledge to young people • curious on the development of social media and mobile devices and incorporate them into his professional performance • observes his/her own boundaries in the handling of social media and mobile devices • considers privacy and security as a crucial value • shows a critical and reflective attitude towards available information • is open minded and empathetic for the communication (slang) of young people • is well aware of online cultures • is assertive to the criticism of colleagues and other staff • is willing to and anticipates to resolve questions or issues raised by clients and colleagues • thinks that technology is useful and adds value to youth work

DYSFUNCTIONAL BEHAVIOUR		
TO MANAGE DYSFUNCTIONAL USE OF SOCIAL MEDIA		
The Youth Worker knows	The youth worker is able to	The youth worker
• the meaning, origin and prevention methods of different types of dysfunctional use of social media, e.g. 　o cyber bullying 　o grooming 　o aggressive commercial strategies 　o media addiction • the difference between males and females in the level of dysfunctional use and behaviour	• recognise and detect online and offline behaviour of both actors and victims of dysfunctional use of social media • apply knowledge and skills to deal with dysfunctional use of social media • sees and encourages the skills that young people already have • provide step by step assistance to young people for safe use of mobile devices • reacts and sets boundaries	

PROTOCOLS		
TO HANDLE PROTOCOLS FOR USING SOCIAL MEDIA AND MOBILE DEVICES		
The youth worker knows	The youth worker is able to	The youth worker
• different types of protocols for clients and organisations • the necessary content of the protocols for the work with social media and smartphones (e.g. data management, safety, privacy, relation to other organisations, emergencies, professional social media profiles) • weaknesses and strengths of developing, implementing and working with protocols • criteria for not following a protocol	• develop, implement and follow protocols • guide colleagues in the work following the protocols • link to other organisations according to the protocols • decide when not to follow a protocol	• accepts protocols and has a positive regard towards protocols • feels responsible and is careful when deciding not to follow a protocol

QUALITY MANAGEMENT

TO IMPROVE THE QUALITY OF YOUTH WORK USING SOCIAL MEDIA AND MOBILE DEVICES

The youth worker knows	The youth worker is able to	The youth worker
• the PDCA concept (Plan, Do Check, Act) and its relation to the use of social media and mobile devices • that social media and mobile devices can be the target for PDCA on the one hand and the means for PDCA work on the other	• initiate and execute the steps of the PDCA concept • operationalise the criteria for efficiency, quality and continuous improvement in relation to the use of social media and mobile devices • use social media and mobile devices to execute the steps of the PDCA cycle	• is eager for continuous improvement of processes and products stimulating excellence • is aware of the limitations and benefits of the management plan of social media

PROFESSIONAL NETWORK

TO NETWORK WITH PROFESSIONALS OF OTHER DISCIPLINES

The youth worker knows	The youth worker is able to	The youth worker
• the limits of his responsibility and competence • where to turn to get support to solve problems that are out of his range of competence • how the competences of other professionals support youth work • the suitable platforms and social media for communicating with other stakeholders	• identify problems that can't be solved without help from professionals of other disciplines • integrate the competence of other professionals in youth work • reach different stakeholders in order to integrate them to the youth work	• can stay in charge of his/her responsibilities while asking for help from other professionals and share ideas • is aware of interpersonal skills and pays attention to those skills.

REPRESENTING THE ORGANISATION

TO REPRESENT THE ORGANISATION FOLLOWING THE POLICY OF THE ORGANISATION USING THE POSSIBILITIES OF SOCIAL MEDIA AND MOBILE DEVICES

The youth worker knows	The youth worker is able to	The youth worker
• different ways of representing organisations online	• use the language and the terminology in a persuasive	• feels co-responsible for the policy of the organisation

• what a social media policy is • the social media policy of the organisation and how to contribute to its development • what is his/her task related to the policy • appropriate tools and content for representation of the organisation	and informative way • start the development of a policy or to further develop it (for instance applying the outcomes of YOWOMO2.0 to his/her organisation) • represent the organisation to clients, colleagues and other organisations based on the policy • make connections between the policy of the organisation and needs of the clients/target groups	• thinks critically about the policy • is loyal to shared decisions • is aware of the limitations and benefits of the policy • has an eye for connections in organisations and finds ways to cooperate

LEGAL FRAMEWORK

TO TAKE INTO ACCOUNT THE LEGAL ISSUES ASSOCIATED WITH THE USE OF SOCIAL MEDIA AND MOBILE DEVICES IN YOUTH WORK

The youth worker knows	The youth worker is able to	The youth worker
• relevant laws that have an impact on social media and digital youth work • where to turn to get legal consulting	• recognise the legal aspects of youth work in social media and reacts on it • regard the privacy of clients, colleagues, partners etc. • discuss legal problems with others professionals and legal experts • discuss legal problems with clients • foster client participate in solving legal problems • incorporate legal issues into his/ her professional performance	• is aware of legal issues

ETHICAL ISSUES

TO TAKE INTO ACCOUNT THE ETHICAL PROBLEMS ASSOCIATED WITH THE USE OF SOCIAL MEDIA AND MOBILE DEVICES IN YOUTH WORK

The youth worker knows	The youth worker is able to	The youth worker
• the ethical codex of his profession/the youth work code of ethics • the ethical codex and protocols of his/her organisation	• discuss ethical problems with young people, parents and professionals based on ethical codices • decide how to behave facing an ethical dilemma	• is careful with decisions • is aware that ethical problems ask for reflections even if there is no right decision • accepts that the right way of acting is not always clear

• the ethical codex of online work (especially on transparency, data management, safety, security) • ethical problems and topics of online youth work with mobile devices and social media • the strategy of his organisation to promote the transparency according to the ethical codex	• find different solutions for different environments • facilitate the access to the information in his work to enable communication with the clients and colleagues • work sharing the relevant information following the privacy rules of his organisation • promote a relation based on confidence and the collaboration • use the rules governing how data is communicated, authentication, and error handling • use computers, software applications, databases, and automated systems to accomplish work respecting privacy and security rules	• is always aware of the existence of ethical problems • values the culture of the organisation • is participative and active • worries about the clients and colleagues • favours transparent and open communication