



Intellectual Output 1

Digital mentoring for digital natives

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Introduction

A few words about the project:

With the dynamically changing world of the working environment driven by technological advancement and global connectivity, youth remain confronted with a multifaceted employment challenge which includes unemployment, under-employment, and low job quality, as well as working poverty, job insecurity and long transitions to stable and satisfactory employment.

DIG IN strategic partnership prepared new tools for NEETs outreach and engagement (via ICT & digital mentoring) and personal development (using collaborative learning and networking) to increase their possibility for employment and social inclusion. The program addresses the personal development of NEETs, focusing especially on building their motivation for participating in society, contribution to the labor market, while increasing their confidence as citizens. By participating in the proposed activities, young people will enhance their employability skills using entrepreneurship as an activator for interest and using new ICT based strategies to get in touch with others.

The project's scope is two folded:

- 1) Offer a new outreach strategy that makes use of ICT and new media to increase NGOs and youth associations' ability to reach, engage and motivate NEETs, and
- 2) Prepare a collaborative learning space where NEETs can create new opportunities for themselves by connecting with peers, while enhancing their employability and entrepreneurial skills.

The tools offered are useful for equipping educators with more sophisticated ICT skills and tools, to allow them to define the best blends among online or offline, individual or group activities, and allowing participants to control their own timing and schedule.

The consortium capitalized on the capacity and skills offered by the 6 partners to create tools and products that can be easily used by a variety of actors. Considering the increasing importance of ICT in the global market and the employment opportunities connected to it, increasing ICT literacy and entrepreneurial mindsets are widespread objectives in the EU28, thus a root-based initiative like this one can offer a good starting point for the improvement of the learning provision. The project can be used as baseline practice for digital skills development for other similar initiatives, it can be expanded as an example to youth work and civil society initiatives, and it can be seen as a mean to validate skills acquired through non-formal or informal education.

DIGITAL MENTORING FOR DIGITAL NATIVES

This e-guidebook contains information youth workers and educators need to know to support digital natives using innovative digital youth solutions with a particular reference to mentoring and engagement using ICT and new media.

Among others, the topics of the e-guidebook will be:

- NEETs' specific challenges in society and how to foster their skills and competencies
- Deeper understanding of the so called "digital natives"
- What the role and skills of a digital mentor are
- Techniques for engaging and communicating via social media and ICT
- How to mentor and motivate participants
- Encourage learning, develop a growth mind-set, guided discovery of topics
- Targeting selected skills
- Definition of coaching and mentoring
- Suggestions for educators on how to establish a permanent network to ensure the exploitation and follow-up to the project's results
- How to get in contact with local stakeholders, what the aim of their involvement is, how to support local activities, how to engage local actors, how to let them be more aware of their responsibilities in the community
- Self-assessment tools
- Tips and learned lessons during the pilot test in the different countries.

The document is built up on the competence model for youth workers to work internationally, and it will be based on the [Digital Competence Framework for Educators](#) (DigCompEdu) and the latest [EU YOUTH STRATEGY](#) (encouraging young people to participate in democratic processes and in society, and supporting ways of 'learning to participate' from an early age). Those EU level documents make a clear reference to Digital Natives' needs and skills they think they have but they do not, making sure the educators in charge of their development can tell the difference between skills relevant to the labor market and those oriented to 'free time'.

The e-guidebook's impact will be reflected on the guidelines that a wide audience of operators working in support of youth and youth that are NEETs will provide for their personal development, and on the clear and helpful tools and techniques they can use to engage with disengaged youth and digital natives. The method will offer concrete activities youth workers can use to get digital native youth involved and active. This is relevant at the EU level too, as Europeans live in an increasingly complex digital world, one which is revolutionizing how they work, do business, learn, and conduct themselves as active citizens in society today. Whether it is filling out a job application online, using e-commerce to shop or banking through an app, people need a diverse set of digital skills, knowledge and confidence to make the most of the digital revolution.

The deliverable is characterized by cross-country transferability, due to its multilingual nature and its testing in multiple country contexts, and above all due to its digital form, and by cross-sectorial transferability for the benefit of all the actors involved in the process, wider network of contacts, audiences of targets across the different sectors (NGO, Education, VET via local associates, and private sector).

Digital Competencies

Living in an increasingly digital world, which highly affects the way of carrying out many processes in everyday life, as educators it is crucial to ensure that learners obtain the knowledge, skills and attitudes needed to be equipped in this emerging digital society.

To get an overview of this competence, “digital competence is one of the eight key competencies and refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life. This may sound simple to many of us but, according to the Digital Agenda Scoreboard 2015, 40% of the EU population has an insufficient level of digital competence, including 22% who do not use the Internet”.

As already mentioned, digital competencies and all the concerning knowledge are now, more than ever, essential in our everyday routine. Working, learning, social interaction are a few of our life aspects where digital competencies and skills have become necessary. Especially for education, it is not sufficient to just comprehend the competence itself and its necessity, but also to have the knowledge and skills to develop it.

It is an undeniable fact that children and adolescents are more avid learners with greater acceptance than adults. Therefore, as in any other form of knowledge, the digital competence should also start being gained at an early age. Surely, decisions should be made based on the material learnt at every level, for example, about the types of technologies and amount of time spent with them. “Providing educators with sufficient digital competence is a key factor: the latest OECD’s TALIS study (2013) showed that 18% of trainers and educators feel that they need more development of ICT skills for teaching and 16% on the use of new technologies in the workplace.”

According to UNESCO, “*digital skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information.*”¹ People with basic digital skills are able to create and share digital content, communicate, collaborate and solve problems in many aspects of life. They also use digital devices and online applications on a basic

¹ <https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion>

level, which is widely considered a critical component of a new set of literacy skills in the digital era. There are advanced digital skills, too, which include users to make use of digital technologies in empowering and transformative ways such as professions in ICT.²

Based on a framework about digital skills developed in the UK and intended to support adults to improve their basic digital literacy, the most essential **digital skills** are:

- Foundation Skills – use of devices and applications
- Communicating
- Handling information and content
- Transacting
- Problem solving
- Being safe and legal online.³

The ICT skills are defined as *“the skills needed to use efficiently the elementary functions of information and communication technologies to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the internet.”*⁴

Some fundamental **ICT skills** are considered to include:

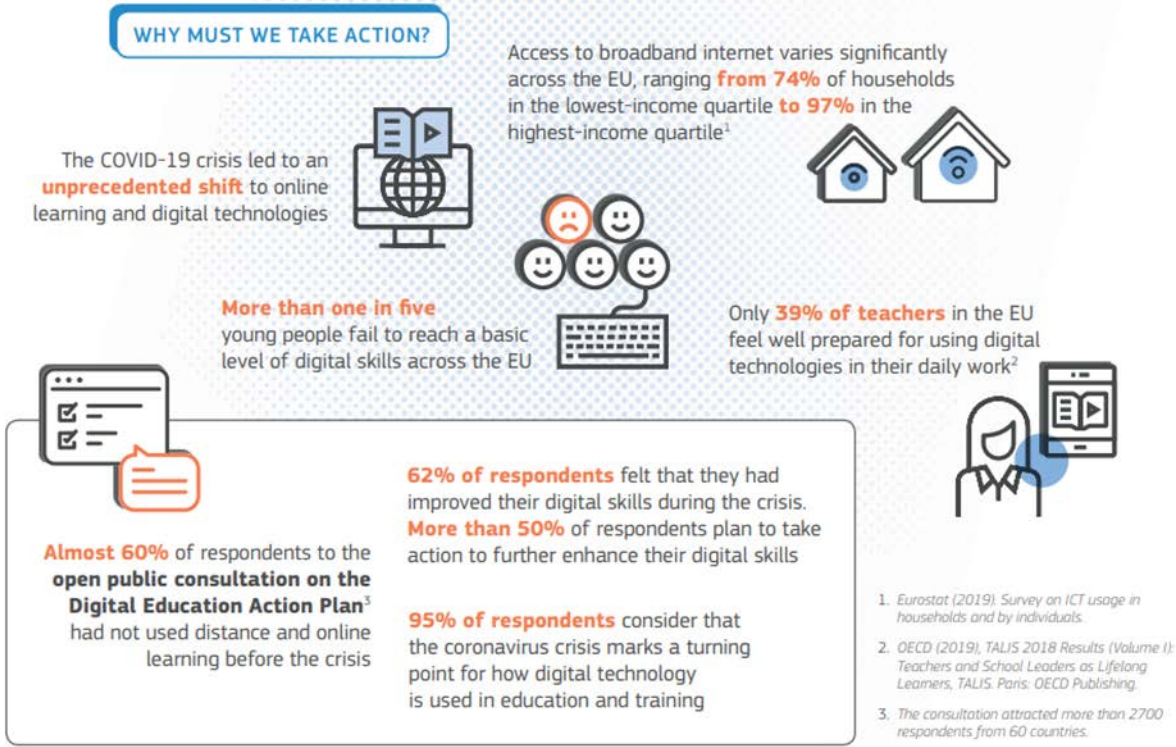
- Email Management and Setup
- Online Research
- Social Media Management
- Online Collaboration
- Data Management and Queries
- Desktop Publishing
- Use of Smartphones and Tablets
- Word Processing
- Other ICT Skills such as: Calendar Management, Organization, Concept Inbox, Realtime Board, Data Analysis, Big Data, Computer Science, Computer Programming and much more.⁵

² <https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion>

³ Source: European Parliament and Council of the European Union (2006); cedefop, 2012, Cedefop (2014). Terminology of European education and training policy. Second Edition. A selection of 130 key terms. Luxembourg: Publications office of the European Union, 2014. Access to: <https://www.eqavet.eu/eu-quality-assurance/glossary/basic-ict-skills>

⁴ Source: European Parliament and Council of the European Union (2006); cedefop, 2012, Cedefop (2014). Terminology of European education and training policy. Second Edition. A selection of 130 key terms. Luxembourg: Publications office of the European Union, 2014. Access to: <https://www.eqavet.eu/eu-quality-assurance/glossary/basic-ict-skills>

⁵ <https://www.thebalancecareers.com/information-and-communications-technology-skills-4580324>



Source: https://ec.europa.eu/education/sites/default/files/document-library-docs/deap-factsheet-sept2020_en.pdf

EU Youth Strategy

“The EU Youth Strategy is the framework for EU Youth policy cooperation for 2019-2027. EU youth cooperation shall make the most of youth policy's potential. It fosters youth participation in democratic life; it also supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society.”⁶

The Eleven European Youth Goals that have been decided and developed in terms of the EU Youth Strategy concern specific areas that are interconnected and concern people’s lives. They aim at pointing out challenges and bringing into the surface the outcomes that ought to be delivered in every field. The EU Youth Strategy’s ultimate goal is to shape the vision that will inspire young people

⁶ https://ec.europa.eu/youth/policy/youth-strategy_en

and their progress in society. At the same time, EE's values comprise the basis of the following Youth Goals:

1. Connecting EU with Youth
2. Equality of All Genders
3. Inclusive Societies
4. Information & Constructive Dialogue
5. Mental Health & Wellbeing
6. Moving Rural Youth Forward
7. Quality Employment for All
8. Quality Learning
9. Space and Participation for All
10. Sustainable Green Europe
11. Youth Organisations & European Programmes

EU Youth Strategy is developed and progressing around three main pillars which indicate the actions and/or activities that will be decided, organized, and implemented for the promotion of the Eleven European Youth Goals. These are: **Engage, Connect, and Empower**. Based on these sectors, material for Intellectual Output 1 will be gathered and evaluated in order to define and build the competence model needed for the education and/or training of youth educators and workers on digital skills.

*“With **engagement**, the EU Youth Strategy aims towards a meaningful civic, economic, social, cultural, and political participation of young people.”⁷*

Member States and the European Commission are invited to:

- Cultivate the democratic way of thinking and inspire young people to adopt and participate in democratic processes, regardless of the field they are active
- Bring together young people and youth organizations or/and other organizers of youth work in order to establish policies and frameworks regarding their lives
- Promote and enhance young people's representation and participation in multiple levels
- Promote the EU Youth Dialogue to highlight diversity and respect
- Diffuse citizenship education and learning strategies to achieve competencies development in the field of citizenship
- Support participation in learning opportunities by raising awareness
- Explore the emerging options in alternative forms of learning and participation

⁷ https://ec.europa.eu/youth/policy/youth-strategy/engage_en

Likewise, youth workers and educators ought to aim at encouraging and promoting the participation of all young people in learning processes, engaging and supporting young people, youth organizations and other organizers of youth work into specialized activities at local, regional, and national level, including diverse opinions of young people in decision-making processes, fostering the development of citizenship competencies, and exploring and promoting the use of innovative and alternative forms of democratic participation e.g. digital tools.

*“Young people in Europe are getting more and more **connected**. Connections, relations, and exchange of experience are a pivotal asset for solidarity and the future development of the European Union. This connection is best fostered through different forms of mobility.”⁸*

Member States and the European Commission are invited to:

- Provide cross-border mobility opportunities to young people through actions and activities that promote solidarity and collaboration, especially with disadvantaged young people
- Promote functional ways (e.g. access to schemes or tools or institutions) that can add young people’s involvement
- Engage young people and related organizations more actively in the design, implementation, and evaluation of programs or projects that serve these goals
- Recognize and enhance, wherever possible, the skills and competencies young people gained through non-formal and informal learning

Bearing solidarity and interconnection in mind, youth workers and educators should provide learners with cross-border mobility opportunities, support measures and schemes, access to synergies and EU funding programs, ways to find and share best practices and work validation and recognition of skills and competencies gained through non-formal and informal learning.

*“**Empowerment** of young people entails encouraging them to take control of their own lives. Today, young people across Europe are facing diverse challenges and youth work in all its forms can serve as a catalyst for empowerment.”⁹*

Member States and the European Commission are invited to:

- Create and promote a European Youth Work Agenda to set standards that reassure the quality of young people’s work
- Promote youth progress professionally through policy development, training, legal frameworks, allocation of resources etc.

⁸ https://ec.europa.eu/youth/policy/youth-strategy/connect_en

⁹ https://ec.europa.eu/youth/policy/youth-strategy/empower_en

- Recognize and equip youth organizations to provide young people with skills and knowledge required for their social inclusion and professional development
- Establish youth points or spots where young people can be informed on work, competencies, training related issues

One of the most important goals of DIG IN project is the empowerment of young people on obtaining and/or enhancing digital skills. Educators and youth workers who will be occupied with this activity will need to be offered training and education, if new in the field, in order to create the ideal conditions and environment to empower and foster the learning process to young learners.



Source: https://ec.europa.eu/youth/policy/youth-strategy_en

In terms of EU Youth Strategy, a specialized platform has been developed. *“The **EU Youth Strategy Platform** facilitates participatory governance and coordination of the implementation of the Strategy. This platform also aims to build a basis for a regular civic dialogue, to give stakeholders a greater role in coordinating the implementation of the strategy and to offer opportunities to exchange information on activities and results.”¹⁰*

Dedicated meetings will be organized by the European Commission in several places accessible to young people who want to be informed on several topics by representatives of EU institutions, National Agencies of Erasmus+ and the European Solidarity Corps, youth organizations and other relevant stakeholders as well as local and regional authorities. These meetings will be great opportunities for youth educators to connect and share knowledge regarding this special platform and its use along with other topics related to digital skills and competencies that may come up.

It is likely that preparation, study, and training will be of paramount importance for educators before they start implementing activities with youth. The above-mentioned platform and other

¹⁰ https://ec.europa.eu/youth/policy/youth-strategy/euyouthstrategyplatform_en

digital tools will be available to both educators and learners to work on; the same applies for the knowledge gained from meetings and other sources. A good example of this kind of knowledge could be the following best practices commonly shared by partners and developed through other projects aiming at learning among young people.

Digital Competence Framework for Citizens

The European Digital Competence Framework, also known as DigComp, offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competencies in all areas of DigComp.

DigComp 2.0 identifies the key components of digital competence in 5 areas which can be summarised as below:

1) Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.

2) Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.

3) Digital content creation: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.

4) Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

5) Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.



Source: <https://ec.europa.eu/social/main.jsp?catId=738&furtherPubs=yes&langId=en&pubId=8203>

The report called DigComp 2.0 presents the updated list of 21 competencies (also called the conceptual reference model) whereas the eight proficiency levels and examples of use can be found in DigComp 2.1.¹¹ The European Digital Competence Framework for Citizens (DigComp) has been developed by the European Commission, aiming at a better understanding of this competence and the steps that need to be taken for its implementation among all European citizens. It is divided into five areas including 21 competencies.

The DigComp Conceptual reference model¹²

Competence areas Dimension 1	Competence Dimension 2
1. Information and data literacy	<p>1.1 Browsing, searching, and filtering data, information, and digital content</p> <p>To articulate information needs, to search for data, information, and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.</p>

¹¹ <https://ec.europa.eu/jrc/en/digcomp>

¹² <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

Competence areas Dimension 1	Competence Dimension 2
	<p data-bbox="427 548 1102 584">1.2 Evaluating data, information and digital content</p> <p data-bbox="427 629 1453 759">To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.</p> <hr/> <p data-bbox="427 889 1098 925">1.3 Managing data, information and digital content</p> <p data-bbox="427 969 1453 1055">To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.</p>
<p data-bbox="161 1137 411 1216">2. Communication and collaboration</p>	<p data-bbox="427 1137 994 1173">2.1 Interacting through digital technologies</p> <p data-bbox="427 1218 1453 1303">To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.</p> <hr/> <p data-bbox="427 1431 951 1467">2.2 Sharing through digital technologies</p> <p data-bbox="427 1512 1453 1641">To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.</p> <hr/> <p data-bbox="427 1769 1147 1805">2.3 Engaging in citizenship through digital technologies</p> <p data-bbox="427 1850 1453 1980">To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.</p>

Competence areas Dimension 1	Competence Dimension 2
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2.4 Collaborating through digital technologies

To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.

2.5 Netiquette

To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.

2.6 Managing digital identity

To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.

3. Digital content creation

3.1 Developing digital content

To create and edit digital content in different formats, to express oneself through digital means.

3.2 Integrating and re-elaborating digital content

To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.

Competence areas Dimension 1	Competence Dimension 2
	<p>3.3 Copyright and licences</p> <p>To understand how copyright and licences apply to data, information and digital content.</p> <hr/> <p>3.4 Programming</p> <p>To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.</p>
<p>4. Safety</p>	<p>4.1 Protecting devices</p> <p>To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.</p> <hr/> <p>4.2 Protecting personal data and privacy</p> <p>To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a “Privacy policy” to inform how personal data is used.</p> <hr/>

Competence areas Dimension 1	Competence Dimension 2
	<p>4.3 Protecting health and well-being</p> <p>To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.</p> <hr/> <p>4.4 Protecting the environment</p> <p>To be aware of the environmental impact of digital technologies and their use.</p>
<p>5. Problem solving</p>	<p>5.1 Solving technical problems</p> <p>To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).</p> <hr/> <p>5.2 Identifying needs and technological responses</p> <p>To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).</p> <hr/> <p>5.3 Creatively using digital technologies</p> <p>To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.</p>

Competence areas Dimension 1	Competence Dimension 2
	<p data-bbox="427 465 943 501">5.4 Identifying digital competence gaps</p> <p data-bbox="427 546 1449 725">To understand where one’s own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.</p>

Digital natives

According to the Cambridge Dictionary,¹³ a digital native is a person who is very familiar with digital technology, computers, etc. because they have grown up with them. Also, according to Wikipedia,¹⁴ the term digital native describes a young person who has grown up in the digital age, in close contact with computers, the Internet, and video game consoles, and later mobile phones, social media, and tablets. But how was this term introduced? Digital native is a term coined by Mark Prensky in 2001,¹⁵ used to describe the generation of people who grew up in the era of ubiquitous technology, including computers and the internet. Digital natives are comfortable with technology and computers at an early age and consider technology to be an integral and necessary part of their lives. Many teenagers and children in the first world today are generally considered to be digital natives as they mainly communicate and learn via computers, social network, and texting.¹⁶

Digital natives are today’s young people who were born into the digital era and are growing up exposed to the continuous flow of digital information. Digital natives are a generation or population growing up in the environment surrounded by digital technologies and for whom computers and the Internet are natural components of their lives. They do not need to familiarize themselves with the technology by comparing it to something else. On the contrary, they propose new ways of

¹³ <https://dictionary.cambridge.org/dictionary/english/digital-native>

¹⁴ https://en.wikipedia.org/wiki/Digital_native

¹⁵ Prensky, M. (2001), "Digital Natives, Digital Immigrants Part 1", On the Horizon, Vol. 9 No. 5, pp. 1-6. <https://doi.org/10.1108/10748120110424816>

¹⁶ <https://www.investopedia.com/terms/d/digital-native.asp>

thinking about how technology can be effectively used. Digital Natives perceive the world through different eyes: what is a novelty for digital immigrants, is something ordinary for digital natives and ultimately an integral part of their lives. Nevertheless, there are individuals, who fall within a grey area since although they were not born in a digital environment, they still manage to integrate in this digital environment. These individuals are also affecting the way organizations operate today due to their ease of use of technology at hand.¹⁷

According to the Digital Skills Indicator, in 2017, 43% of the EU young population had an insufficient level of digital skills and 17% had none at all (<https://ec.europa.eu/jrc/en/digcomp>) and young people, despite being called 'digital natives', do not naturally possess the skills for an effective use of technologies, and the skills they acquired informally are likely to be incomplete and not applicable as 'workplace skills'. The lack of proficiency in the use of digital tools needed for today's workforce contributes to an increasingly lost generation, unable to realize their full potential as learners, employees, entrepreneurs or citizens.

The technological advancement and the progress in information and communication technologies (ICTs) have transformed existing occupational fields and created new ones. ICTs are occurring across all economic sectors and job categories. This overall change has set digital literacy as a prerequisite for employment in general and entrepreneurship, as well. Young people have to realize that ICT literacy is not only a necessary qualification for career development but also for personal and social growth in new societies.

There are many ways that ICTs transform all sectors of economy and entrepreneurship. The wide use of Web 2.0, social media, mobile apps, and other ICT tools is heavily responsible for this transformation. As a consequence, the types of ICT and relevant skills that are required to succeed in today's world need updating, especially through frameworks, curricula, training programs and development techniques. Above all, the difference between 'computer literacy' and 'digital literacy' must be transparent. Being computer literate means to be able to perform basic computer operations. Being digital literate entails "to the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies". Both aspects are equally and highly important to pursue new job opportunities but basic computer literacy is not sufficient itself anymore.

¹⁷ Dingli A., Seychell D. (2015) Who Are the Digital Natives?. In: The New Digital Natives. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-662-46590-5_2

“Youth with access to technology are coming of age as digital natives, the early adopters of ICTs and better positioned than their parents to harness the power of ICTs in new and imaginative ways.”¹⁸ But it takes much more to make this opportunity matter. Learning organizations (e.g. schools, educational institutions and other centers of learning) must offer young people the knowledge and skills to keep pace with technological advancements and adopt digitalization. The more career options and the transformation of the occupational fields foster the need for new ways and subjects of learning. Usually, there is the misunderstanding that ICT skills are only required for jobs in the information technology (IT) sector. The truth is that it becomes more and more demanding to employ people with ICT skills in many other occupational sectors, too, for example, from agriculture and construction to education and service industries. Europe predicts that within five years, 90 per cent of all jobs will require technology skills across all sectors.

For more information on the generation that is considered as most digitally competent watch: [Generation Z: The Social Demise of the Digital Natives](#)

What challenges does youth face today in society to foster skills and competencies?

Today more than ever, young people are in closer contact with technology and ICT fields. Apart from how familiar they are with computers, computer games and other such equipment, they have more knowledge on digital issues, although there is a lot of work still to be done. Many studies and research have reached the conclusion that disadvantaged young people, such as NEETs (Not in Education Employment or Training), are more likely to meet obstacles towards their development of digital competencies. A study conducted by the Prince’s Trust¹⁹ indicates that digital engagement in terms of digital skills levels, the availability and expertise of support networks, and most importantly its outcomes, is much more difficult to achieve by NEETs and disadvantaged youth groups than their peers, despite the extended use of Internet globally and in a variety of fields. The

¹⁸ <https://www.itu.int/en/ITU-D/Digital-Inclusion/Youth-and-Children/Pages/Youth-and-Children.aspx>

¹⁹ <https://www.princes-trust.org.uk/>

support networks and motivations are fundamental for the digitalization of youth, so the NEETs whose surroundings are mostly made up of friends and family cannot take advantage of more specialized services offered to their peers by experts, teachers, educators etc. As a result, there is also a lack of trust and absence of feedback when it comes to their digital development. The issue of digital inequalities is perplexed and multidimensional, thus there should be a common effort, initiatives, and action from various stakeholders to deal with this.²⁰

Other challenges that should be addressed both by NEETs and by youth generally are:

- privacy and data protection – users' data are not totally safe when shared on the internet against hackers or even organizations that need to collect them for their purposes.
- cyberbullying – just like bullying, it has been acknowledged as a threat for young people not only by youth workers and educators, but also by parents, institutions, the media, and the society overall.
- hate speech – it could be a kind of bullying but its expansion throughout the last years has turned into a problem that threatens the acceptance of cultural diversity and the respect to human rights.
- gender stereotypes – it is not rare to hear that girls/women are not suitable for jobs in the fields of technology and the digital world.
- manipulation and 'post-truth society' – despite the fact that we live in the most well-informed era, this information is not always filtered or impartial, thus, young people must develop critical thinking skills to deal with the covered manipulation in the media.²¹
- mismatch between demand and offer – the labor market sets specific digital knowledge requirements on what the learner must have acquired while the institutions might not offer this learning due to the curriculum and the methods, they implement.
- lack of adequate training, leading them to the development of digital skills– it was believed that only young people in developing countries do not have access to ICT knowledge and tools but there are enough cases where even in developed countries people lack ICT skills.²²

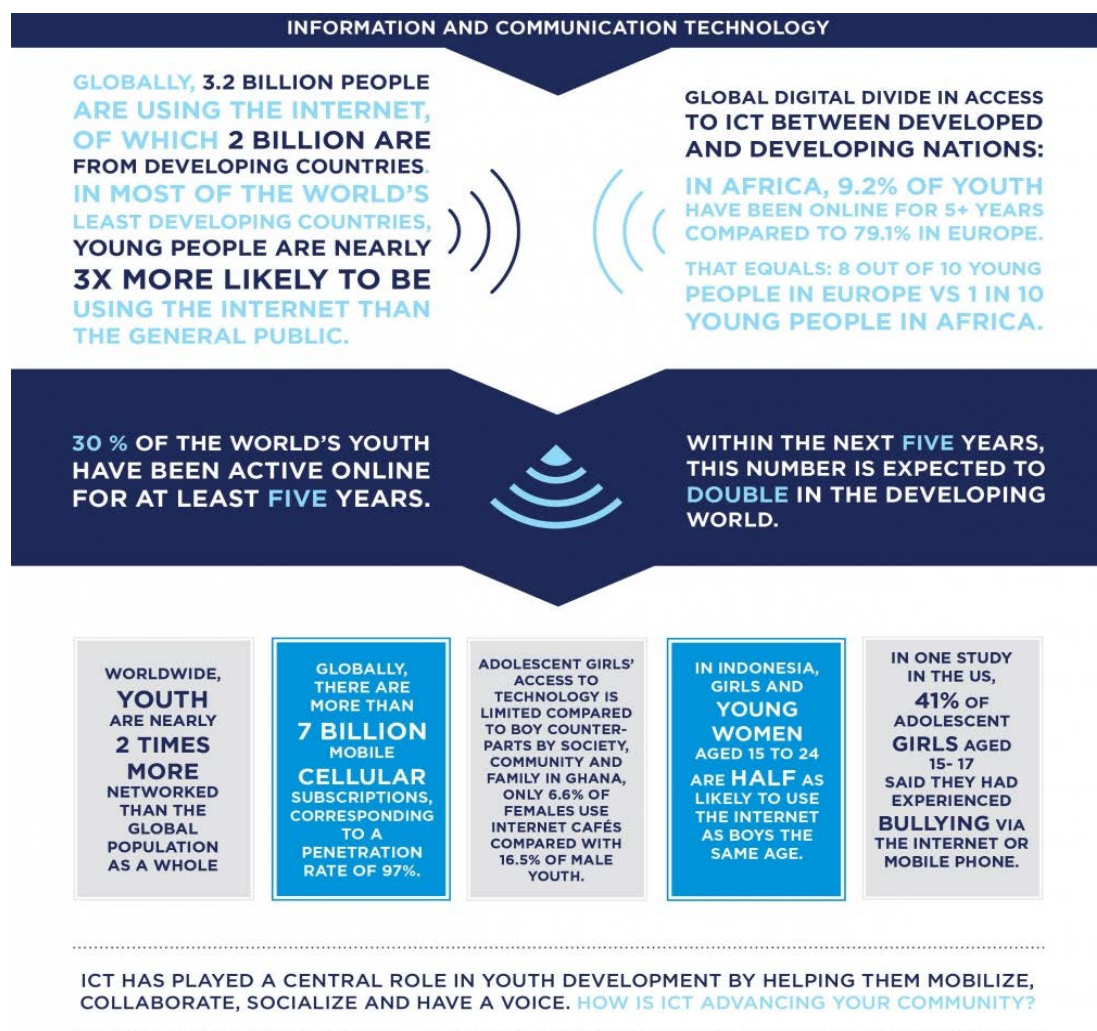
All in all, the youth of the 21st century has to deal with quite a few challenges. The sad truth is that if the former generation lacks the knowledge or the skills to teach them how to deal with the new

²⁰ <https://blogs.lse.ac.uk/mediase/2016/12/07/digital-inequality-disadvantaged-young-people-experience-higher-barriers-to-digital-engagement/>

²¹ <https://www.verke.org/wp-content/uploads/2019/02/Digitalisation-and-youth-work.pdf>

²² https://www.itu.int/en/ITU-D/Digital-Inclusion/Youth-and-Children/Documents/YouthReport_2014.pdf

conditions, the young will have to develop themselves and their skills on their own. This lack of support or preparation by educators and youth workers might turn to be risky for their digital development due to the challenges that exist.



Source: <https://www.un.org/youthenvoy/information-communication-technology/>

Taking for granted that all young people (especially aged 15-24) are also digital natives and that they have access to the internet and use mobile phones and applications might lead to the misconception that youth does not need any further education on digital skills and that they have acquired digital literacy in a high degree. Reports reveal that vulnerable young groups usually experience lower levels of digital skills which might be a serious obstacle for their ability to exploit education and employment opportunities. Indicatively, only 17% of NEETs asked for help with using ICTs in the last three months, or of NEETs, 46% had truth checking, 49% had keyword search and 19% had

orientation skills and as compared to the employed who had 56% truth checking, 59% keyword search and 24% orientation skills.²³

The Role and Skills of a DIGITAL MENTOR

A digital mentor is anyone who is able to provide face-to-face or online, when it is necessary, support to help people acquire knowledge on how to use their tech devices (for example, mobile phone, laptop, computer or tablet) and to develop their skills and confidence to use the internet, so that they can be part of the digital society and economy. The first thing to be taken into consideration for the promotion and enhancement of digital skills in digital natives is the package of skills and knowledge required for a youth worker today who will collaborate with young people. Firstly, youth workers need to acknowledge the effectiveness of technology on youth work which in turn facilitates dialogue between both sides and ensures young people's engagement. Also, they need to be aware of dangers and negative effects of using mobile technology and try to eliminate this negative attitude towards it and/or change its perception as entertainment devices only. The first part of the competence framework in Youth Work Mobile 2.0²⁴ relates 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 part – work within an organization – includes the competencies 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 organization following the policy of the organization using the possibilities of social media and mobile devices. The third segment – legal and ethical background – covers the competencies related to the legal issues and ethical problems associated with the use of social media and mobile devices in youth work.”*²⁵

According to the framework, the attitude of youth workers is of paramount importance nowadays, adding up to the knowledge regarding virtual cultures, tools and technologies, social media, different forms of cyber risks, etc. We all have to realize that technology is a part of youth work and valuable to youth work.

²³ <https://www.goodthingsfoundation.org/young-adults-digital-skills-gap>

²⁴ Siemer, Lutz. (2015). Youth Work Mobile 2.0 - A competence framework for youth work in the age of smartphones and social media | Description of Competencies (Bodies of Knowledge, Skills and Attitude)

²⁵ <https://abc-of-youthwork.eu/wp-content/uploads/2018/07/R2-Deskresearch.pdf>

Social media and ICT engagement

What is audience engagement?

First, it is important to understand that social media engagement is not only the number of likes that a page can reach, but it is more explicitly defined as the active involvement of the audience in the activities of the page. Therefore it can be understood as the measurement of the various interactions with the page (such as comments, likes, and shares). **Consistent activity** and **strong engagement** are crucial for every social platform to build a positive audience experience.

Social media engagement is measured by a range of metrics that could include the following:

- Shares or retweets
- Comments
- Likes to the posts/pictures/videos
- Followers and audience growth or “Likes to the page” increase
- Click-throughs
- Mentions (through a direct tag, a hashtag, or even without formal tags)

Basically, social media engagement is growing every time someone interacts with your account. You can track other ICT audience engagement (for example blogs and websites) by tracking visits and shares of your posts, articles or webpages, or even comments to your posted content (when the commenting option is allowed by the policies of the website).

How can we increase social media and ICT communication and engagement?

1. Know the audience

Before developing an editorial plan, it is important to have an understanding of the characteristics of your audience. Gender, age, location, language, stage of life, and interests, for example, are important indicators that may help you to understand the tone, language, and expressions, type of content (e.g., pictures with texts, short videos, longer videos, short texts, longer texts, etc...) you should be using in your pages to be as much effective as possible. This is the base for creating a solid engagement in the social media.²⁶

²⁶ <https://www.zurinstitute.com/digital-divide/>

Digital natives are used to receive stimuli in a continuous manner – and their attention span tends to be very small when it comes to social and digital content. They prefer processing and interacting with pictures, graphics, sounds and videos, rather than text. If they are reading text, they are much more inclined to read short texts (within the “tweet-length”); they tend to avoid clicking on “Read more” in case of longer texts, or even skip altogether the read when they see that the post is too long.

Also, they cannot relate to manuals, as they solve problems intuitively. Being “intuitive learners”, they prefer to assimilate knowledge and skills via actions, experimentation and interaction rather than by reflection or by receiving or reading long instructions. This makes them engaged in rapid and continuous trial-and-error actions, which is their favorite learning method.

2. Know the platform

It is very important to understand the format that is more appropriate for each Social Media (SM).

For example, **Instagram** functions around feed posting on one side, and temporary stories on the other. On your feed, you can post pictures and sets of pictures (called “carousels”), accompanied by some text (commonly known as the “copy”), and short videos of maximum 15 seconds. On your stories, you can share on-the-go videos, reshare a feed post to boost its viewings, ask a question that your audience can answer, propose quizzes, create a poll.

Facebook is used for pictures accompanied by texts, longer videos, larger sets of pictures (“albums”), or even text alone (without any picture attached), that can be longer than the ones on Instagram. Through the posting tools, you can also create polls and surveys.

Twitter’s characteristic is the 280-character-long text, that you can accompany with a few pictures or a short video. Also, in this case, polls and surveys can be created.

TikTok has grown a lot in recent times, especially since the beginning of the COVID-19 pandemic. It is based on short videos (up to 60 seconds), that can be uploaded or created through the app itself, with the possibility to add some effects, filters, on-video short texts and stickers.

3. Create and share quality content

Content that is attractive and helpful to the audience, addressing their needs and interests, is fundamental in order to be successful. To achieve this, you need to work both on the concept behind your content and on the way you visually present it – a good concept is useless if presented in an unattractive way.

As for the concept, it must be something that your audience can relate to. The interests of digital natives are fast-changing, as are very much based on the most recent events, and on what “goes viral”. That is why it is important to always stay up-to-date with the latest trends. Regarding this, Twitter comes in very handy, as it allows you to constantly monitor the “trending topics” at any given time. Commenting on current events and trends in a way that ties in your brand is an opportunity to instantly connect with an audience in a timely way. Trending pop culture, big sporting events, holidays, or viral memes can all be great excuses for a post.

As for the visual aspect, various options are available. The best choice for the visual style often depends on the content. For example, when it comes to posting photos, goof lightning and a good filter is a must, so to make the audience engage on an emotional level. If you want to base your communication on some irony or “fun” engagement, usually bright colors are a good choice.

Videos are extremely engaging, but they must be able to catch the person’s attention in the shortest time possible. When it comes to digital natives, their attention span is extremely limited, and they are very rapid in switching from one content to the other. The first second of your video, and the graphics of it, are the most critical parts that determine whether your audience will stop watching it or not.

Giving a post a catchy headline can be crucial to getting the audience engaged in clicking on the post or not. A good practice is to keep title tags around 55 characters or less and blog headlines around 6 words or less.

4. Just ask

As mentioned before, many Social Media platforms give you the opportunity to create polls and surveys, but even a simple question posted as plain text or as a picture with catchy graphics will work amazingly, as you will be receiving your answers in the comments. People on SM, and especially digital natives, tend to be attracted by situations when they are asked to express their opinions or ideas. Through the interaction that you stimulate by asking questions, traffic is generated towards your profile, and your audience will feel listened to and will feel that their needs are really taken into consideration.

Also, this will allow your audience to know more about you audience, about what their new interests and needs are, how they think, and what they want to hear. Something as simple as “What would you like us to talk about in our next posts?” is an easy and extremely effective way to learn what your audience needs or wants, giving you the opportunity to create even more engaging content.

5. Schedule posts at “the right time”

Each SM platform has a different posting “etiquette” and unspoken rules and habits. For example, with Facebook, it is usually enough to post once a day, 3-4 days a week, but you should focus on great-quality content that can attract prolonged engagement during the day. Twitter, on the other hand, is more like sending real-time text messages to the entire world. Here, it is usually the phrasing of your sentence that should be carefully planned, as it should get straight to the point in 280 characters or less. Instagram has different “rules” depending on whether you post feed content or a story: feed content should be carefully planned, with a good image that matches the text of the post, and usually it is best not to post more than once a day. Stories, on the other hand, are great for keeping the engagement active throughout the day, and can be more natural and spontaneous, without too much planning.

Using the post scheduling tools is the best way to have a constant flow of posts on all the SM pages you have. Facebook Creator Studio, for example, allows you to easily manage the posting schedule both for Facebook and Instagram posts. If you are on other Social Networks as well, you can try various apps and software that allow you to manage all your pages at once, like Hootsuite, IFTTT, or Loomly.

Posting at the right time is also an important factor, and this is influenced by the audience you are targeting. If you were targeting young school students, for example, you should not post during school hours, but rather when school is over or just before dinner time or immediately after it. On the other hand, if you were targeting more adult digital natives, it is more likely that they will have a break mid-morning or at lunch time, and that is when they will be checking their SM, as well as after dinner time. Try to think about the habits of your audience (or even ask them!) and structure your posting calendar around their average daily schedule.

LinkedIn

You've probably heard that LinkedIn is crucial, but is it really? And if that's the case, what's the rationale for it? We delve into the networking platform in depth. LinkedIn, the professional social networking site, has been around for longer than Facebook, Twitter, Snapchat, and Instagram combined. But it's more important now than ever because it houses more than 600 million professional profiles, implying a virtually limitless supply of networking possibilities and career chances. Using LinkedIn is a vital aspect of being a full-fledged professional in any area these days, from looking for a new job to maintaining your personal brand. Recently, a handful of people have asked me, “Why should I use LinkedIn?” or, “Do I really need a LinkedIn profile?”. The answer is YES – even if you’re not looking for a new job.

Many users have half-finished resumes, have copied and pasted chunks from their resumes, and haven't logged in for months. These individuals believe that LinkedIn is simply another social networking site and that it does not assist them in obtaining their ideal job. It is, however, the total opposite. LinkedIn provides several chances for job seekers, such as forming connections, keeping track of businesses and events, and even having their job search done for them.

LinkedIn is a business-oriented social networking service that has been nicknamed as "Facebook for grownups." LinkedIn was founded in 2003 and reached a milestone of 20 million members in January 2013. LinkedIn is used by millions of professionals all around the world. It's frequently used to stay in touch with professional connections, expand their network, participate in conversations, debates, and news about events in their field or areas of interest, hunt for job, and boost their own and their company's profile.

Do's & Don'ts

There is a registration procedure to follow when you enter www.linkedin.com. After that, you must create a LinkedIn profile; it is critical that you take the time to ensure that your profile is of high quality. You don't want potential employers to read it and then dismiss you because you haven't presented yourself properly.

- ✓ Create a nice, genuine, and concise profile.
- ✓ Display a professional photograph.
- ✓ Participate in debates, conversations, and the dissemination of news and information.
- ✓ Keep yourself updated and in contact with others.
- ✗ Don't ramble and make something up; it'll come back to you.
- ✗ Don't post a picture of your cat or you on a night out.
- ✗ Don't publish anything that is nasty, disrespectful, unprofessional, or wrong.
- ✗ Don't create an account and then neglect it; if an employer searches you up and sees that your profile has been out of current, they may be dissatisfied.

Why should you use LinkedIn?

In order to find a job and advance in your profession, you must network. LinkedIn is a terrific tool to remain in touch with individuals you meet professionally and extend your network for young people who are developing their existing network of connections and are eager to make new acquaintances. It's not always fair, but it's usually true, that "it's not what you know, but who you know."

After you've signed up for LinkedIn, you may join Groups to discover what others in your industry or area of interest are talking about. By participating in these debates, you may enhance your profile and demonstrate your competence in the subject matter, so increasing your reputation.

Hundreds of thousands of companies utilize LinkedIn to post job openings. Sign up to get job alerts and be the first to know about notifications that are personalized to your specific interests.

You may follow any of the millions of businesses that use LinkedIn to sell their products and services. You may stay up to speed on a company's newest news, product releases, development, and acquisitions by following them. This is also an excellent way to conduct research before an interview.

Once you have a profile, individuals you've worked with and for may endorse you, which means other professionals can see your testimonials and references, which is useful when they're hiring.

Right now, networking is the quickest and easiest way to obtain a job, but you must keep your contacts and establish relationships. Nobody will assist you in your future job pursuit if you haven't contacted them in a long time. LinkedIn is perhaps the most convenient way to keep track of your contacts. You may exchange direct messages, make recommendations for colleagues, or request recommendations for your own profile. If you quit a job, or a colleague leaves a position, it's simple to request that they be added to LinkedIn. As a result, it's a risk-free method to remain in touch with everyone you've ever worked with or met. LinkedIn is, without a doubt, the finest method to remain in touch with former coworkers.

LinkedIn allows you to keep track of the last time you spoke with each individual, as well as their contact information (phone numbers, email address, etc). This is far more practical than jotting down people's phone numbers and praying they don't change them. After a few years, that's not a very effective approach to search down your coworkers. Even email addresses change from time to time, yet the majority of individuals retain their LinkedIn profiles for the rest of their lives.

LinkedIn isn't only a job board or a networking platform. It's also a fantastic technique to acquire data. You have complete control over whatever companies, sectors, and individuals you choose to follow. Many successful individuals publish articles on LinkedIn, and you can follow them, comment on their articles, and even discuss them. You'll be more knowledgeable about what's going on in your field, which will impress your present boss if you ask for a raise, or any potential employers you speak with if you decide to look for work. So, not only is LinkedIn a place to maintain all of your contacts, but it's also a place to keep all of your information.

As most hiring managers and recruiters already use LinkedIn, it will help you find a job faster. When it comes to screening prospects throughout the recruiting process, a large number of recruiters believe LinkedIn is the most useful tool - especially for those under 45. Having an active and well-designed LinkedIn profile will boost your chances of being discovered by numerous firms trying to recruit people with your talents and expertise. In other words, rather than you actively looking for and contacting each firm, potential employers will approach you if they believe you will be a good fit for their corporation.

Components of LinkedIn profile

Your LinkedIn profile contains the following important sections, which you should complete:

- Profile photo
- LinkedIn headline
- LinkedIn summary
- Work experience descriptions
- Skills
- Recommendations from colleagues
- Education and certifications
- Accomplishments
- Volunteer experience

Below you will find some tips on how to fill these sections so that your profile will not only attract views but also it will capture the interested recruiters.

1. For your LinkedIn profile, **select a specific target audience**. Identifying your target audience is the first step in improving your LinkedIn profile. Who do you want to make a connection with or have your presence felt by?
2. In the "Skills" section, **provide keywords and search terms**. Keywords assist you in being found in LinkedIn search results. Recruiters and other professionals conduct searches for people on a daily basis. Your LinkedIn talents are also considered keywords. Choose abilities that are applicable to the type of person you wish to attract and communicate with. Consider what keywords that individual is looking for or what may pique their interest.
3. **Optimize your profile picture and headline**. The "big two" things people glance at first are your picture and your headline. First and foremost, ensure that your image is professional and approachable. Leave it alone or add one or two additional keywords if your title is fairly normal for your sector and has some strong keywords. If your job title is unique to your firm or isn't particularly precise, add extra details and keywords so that people can locate you and understand what you do.
4. **Get Recommendations from Professionals**. The aim is to receive two or three referrals. It's also the most effective way to establish trust and entice employers to interview you once they've seen you on LinkedIn.
5. Concentrate on the section under **"Your Experience."** Spend a lot of time and thought on your LinkedIn experience section since it's an opportunity to incorporate keywords to get

your profile noticed more often, as well as important professional accomplishments, career awards, and other facts to catch a reader's eye as they read your profile page.

6. **Put specific achievements under previous jobs.** Put as many authentic accomplishments and outcomes as you can. How did you assist your boss? That's what we're going to speak about. By the way, this is also a fantastic method to boost your CV.
7. Create a visually appealing **Summary Section**. You must persuade the reader to read more of this particular portion.
8. **Take ideas from other profiles.** Examine what others in your field are doing. Try to recall what drew you to their profile from the search results page in the first place. Take everything you've learned and apply it to your own profile.
9. Instead of using the third person, **write in the first person**. Nobody enjoys reading a profile on LinkedIn written in the third person.
10. **Include a few relevant certifications in your headline**, but don't overdo it. When someone has a lot of certifications, it's a big turn-off. One or two certifications can help people quickly recognize your professional qualifications, but having a lot of them is a big turn-off.

A well-written LinkedIn profile will build your reputation as a reputable job candidate. You can be sure that almost every time a recruiter calls you, they've checked your profile. Your LinkedIn profile will serve as a verifier that you are a genuine person, rather than a CV or resume that is too good to be true.

LinkedIn provides a wonderful platform for networking with other professionals in your sector. And the sooner you begin networking, the better off you will be in the long run. If you are looking for another job, you may leverage your network of connections regardless of whether you are presently employed. With it, you can build and maintain your network, search for jobs, and build your professional reputation. Plus, it's free. So why wait?

To put it another way, you may think of this network as an emergency fund that you can tap into anytime you need it. Furthermore, your contacts will have their own network and may be able to introduce you to individuals from firms where you are interested in working.

"I'm not looking for work, therefore I don't understand why I should join LinkedIn," you might be thinking.

Employers are continuously on the lookout for people on LinkedIn. As a result, by not enrolling, you are missing out on new relationships and even employment opportunities. Moreover, who would decline a job position that paid much more or a little more money than the one they have now? Who wouldn't enjoy a more exciting or challenging job?

If that's the case, you need to be on LinkedIn.

Even if you apply through other means, hiring managers will go through your LinkedIn profile. Hiring managers are searching you up on LinkedIn, even whether you apply on the company's website or through a job board. They will be less inclined to interview you if you have no profile or a minimal profile with no photo and little information.

Coaching and Mentoring

According to the International Coaching Community, Coaching has been defined in many ways. The essence of coaching is:

- To help a person change in the way they wish and helping them go in the direction they want to go.
- Coaching supports a person at every level in becoming who they want to be.
- Coaching builds awareness empowers choice and leads to change.

“It unlocks a person’s potential to maximize their performance. Coaching helps them to learn rather than teaching them.”

While coaches used to exist in the sports field, nowadays it is quite common to have a coach to help you achieve your goals in several fields, both in personal and professional life. Coaching is a partnership between a coach and a client, or in our case, between an educator and a learner. Coaching ensures that the client learns and develops in the way they wish.²⁷

According to the National Mentoring Resource Center²⁸, mentoring is defined as a procedure that “takes place between young persons (i.e. mentees) and older or more experienced persons (i.e. mentors) who are acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee’s development.”

Mentoring isn't coaching. Mentors share some of their life experiences and knowledge to help and guide mentees, while in coaching an indicative and controlled sharing of experience and knowledge is required. Other differences that are reported between mentoring and coaching are that mentoring is non-evaluative, while coaching is based on measuring performance, the process of mentoring is set by the mentee, while in coaching the coach arranges the most, and last but not

²⁷ <https://internationalcoachingcommunity.com/>

²⁸ <https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/what-is-mentoring.html>

least mentoring is highly personalized but coaching is repeatable for whoever needs it. Based on these differences and taking into consideration our target group(s), we first evaluate if we need mentoring or coaching for the training program and the activities we will develop.



[In this video you will see Differences between Coaching and Mentoring as described in the Curriculum. The video is available in English and subtitles can be set by users.](#)

When we are about to decide what kind of mentoring or coaching we should offer to our target group, we should not neglect the youth's goals and needs. Young people, and especially in this generation, always try to strengthen their potential and advantage, build their personal brand, and not waste their time and energy. So, they are not passive listeners and information receivers. They will always try to find something meaningful to be occupied with, that creates value to them and their progress, through discussions and training. But these procedures are not one-dimension for youngsters. They want to show you their knowledge and experiences on the field, especially if they realize that their knowledge or methods of learning are more modern or more flexible for them. Therefore, informal coaching and mentoring programs might be more effective for digital natives, especially when they give them the opportunity to teach you back or teach other members in the team.²⁹ Don't forget that they like connecting with their peers and sharing their experiences. To sum up, the digital natives comprising your target group of learners and their needs should guide the preparation of your coaching and mentoring processes in the learning procedure.

²⁹ https://www.ynovation.de/wordpress/wp-content/uploads/2014/11/european_business_review_managing_digital_natives_english_copy.pdf

Mentoring and Motivating participants

Gen Z is not interested in traditional passive learning. More than half say they learn best by doing, while only 1 out of 10 says they learn best by listening.³⁰ The students' results make it clear: failure rates for lecture classes are 55 percent higher than active-learning environments.³¹

These digital natives are fast-paced, visually oriented, non-linear, always-on learners. They are collaborative and connected — they can get in touch with anyone and everyone, right from their phones. And digital natives thrive on instant gratification and frequent rewards, preferring games over reading. Today's students prefer images to text, which may help develop visual-spatial skills, but can negate the potential for deep, reflective reading ability.

Today's students also like parallel process and multitasking. It is rare for a student to have time set aside specifically for a solitary task; learning included. While some believe using technology from birth has wired a digital native's brain to multitasking, the New Media Consortium's Horizon Report³² finds that millennials use technology the same way their parents do — as passive media consumers. They are used to receiving information fast, in a random-access manner, and resisting slower step-by-step logic, which can lead to quick, but less effective absorption of critical information.

Often, these characteristics lead to digital natives being labeled as less focused. Perhaps, they are simply choosing not to focus. After all, from the student's point of view, it is instructors who make education worth paying attention to — or not. The training, then, is competing with all the other stimulating experiences.

With the internet as their school, digital natives have access to unlimited content, enabling learning to be constant. Learning now does not depend on time, location, classrooms, or old-school lesson plans. Whether it is watching an online tutorial, reading Wikipedia, or getting support and advice from others around the world via social networks, learning is something to be done — and it is done on the go.

Still, it is not necessary to throw all education theory out of the window. It is not about changing education to become mediocre entertainment, but educators need to shift from being providers or

³⁰ <https://www.bncollege.com/wp-content/uploads/2015/10/Gen-Z-Research-Report-Final.pdf>

³¹ https://www.washingtonpost.com/news/answer-sheet/wp/2017/07/11/it-puts-kids-to-sleep-but-teachers-keep-lecturing-anyway-heres-what-to-do-about-it/?noredirect=on&utm_term=.0249c0b012b0

³² <https://news.elearninginside.com/nmc-horizon-report-profiles-long-term-trends-challenges/>

curators of content to having a role of leaders of learning experiences and guidance of critical thinking.

Here are some practical tips on how to concretely motivate digital natives to your training/course:

1. Always tie your training to a purpose

Digital natives are purpose-driven. They need a reason for every online training activity, or else they will not be actively engaged in the subject. In short, they must know why they are doing something, how it can benefit them in the real world, and how they can use it outside the online training environment.

Thus, you have to tie any training experience to a purpose and stress the real-world applications before, during, and after the online training experience. Highlight all the skills and information they will gain by completing an interactive online scenario. Make them aware of how the serious game will improve their workplace productivity and be clear about the “why” and “how” of your course or training program.

Engagement increases when a participant clearly sees how the information will help them to use what they have learned in a useful and practical way. Research indicates that the more connections participants see to their particular interest or goals, the more engaged they will be in the training. This is a fundamental engaging training method.

2. Discover their tech tools of choice

Every digital native has their tech tools of choice. They may use a number of different devices and gadgets on a regular basis, but there are always some that they prefer. Conduct in-depth audience research to identify which devices and platforms they use so that you can choose the type of training materials that are a perfect fit. For example, using a Flash-based eLearning authoring tool may be fine for laptop or PC users, but it might exclude or disincentivize younger people who are most likely to have and prefer a smartphone.

3. Make it interactive

Interactive, immersive, and tactile online training activities are the ideal approach for digital natives. They need to be able to form a deep connection with the online training content in order to receive the real-world benefits. Branching scenarios, serious games, online training simulations, drag-and-drop activities, interactive videos, and live online training events are all great ways to boost learner engagement. Make full use of smartphones and tablets by including tactile online training content,

such as online training simulations that require swiping or tapping interactions on the screen. The trick is to remove all of the distractions that may stand in the way of immersion.

4. Give them control over the online training experience

One of the most common traits of digital natives is that they like to pursue their own path. They must set goals and learning objectives that meet their specific needs. Digital natives seem to behave in a different way, which puts a whole new spin on the future of eLearning course design. We must be ready and willing to offer them tech-forward online training that meets their needs and considers their new cognitive behaviors.

5. Enhance and promote active learning

Active learning based on demonstrations and questions is fundamental to keep the participants' attention high during the course and reduce distraction. Demonstrations and questions provide a "refresher" effect on attention spans, resulting in attention spans enhanced for a period of time after questions and demonstrations.³³

6. Utilizing the 50-10-50 module/break format

Creating modules that last more than 50 minutes is an invitation for disengagement. When participants know ahead of time that the workshop will break at a specific time, this reduces stress and distraction. It is a useful method for engaging participants in workshops. In addition to the 50-10-50 timing, it is also a strategy to provide participants with a breakdown of timing for different aspects of a module. This is fundamental to adjust the timing to accommodate group interest: engaging actively the participants in the scheduling of the course can help to reduce stress and maximize their experience.

7. Incorporating effective storytelling

For a story to fulfil its goal of engaging participants in the training, it has to connect emotionally with the learner. We know from the way our brains process information that the emotional reaction to information enters the brain first, with the analytical process following later. The stronger the emotional reaction to information, the more likely the information will be remembered by the learner. Storytelling is effective in engaging participants in training because it creates emotional reactions either through the characters, the plot, the conflict or the eventual resolution. It has an

³³ Robert W. Lucas, R.W., (2003). *"The Creative Training Idea Book. Inspired Tips and Techniques for Engaging and Effective Learning"*, American Management Association, New York

added benefit of being able to, as the experts say, “concretize” abstract information. Through a story that exemplifies an abstract concept that the trainer is introducing, listeners have an easier time seeing how the concept relates to their own life.

Development of a growth mind-set

Mindset is defined as the set of attitudes or beliefs that we hold. Mindset is crucially important because our attitudes and beliefs affect everything we do, feel, think, and experience. Our mindset influences our perceptions and how we move through the world. Although we have one overall mindset, this can be made up of many smaller mindsets. Some of these help us improve our well-being and succeed in the world. Others hurt our ability to do so. For this reason, developing certain mindsets can greatly help us reach our goals, enjoy our lives, and be more successful.

There are many different types of mindsets that have been explored by researchers and some of the most well-known (and beneficial) mindsets include:

- **Growth Mindset**
- **Positive Mindset**
- **Entrepreneurial Mindset**
- **Abundance Mindset**
- **Challenge Mindset**
- **Mindful Mindset**

What is a Growth Mindset?

A growth mindset is the tendency for people to believe that their abilities can be developed through hard work. With a growth mindset, you try harder, you want to learn new strategies, and you seek out feedback for further improvement. Those with a growth mindset can, with time, effort and practice, acquire and improve skills and abilities to accomplish things previously thought impossible. Indeed, we have the power to change our brains, learn new things, and develop new skills. Here are some growth mindset statements:

- ✓ It's never too late to learn.
- ✓ It's ok if I fail, at least I learned something.
- ✓ I can always improve at something if I try.
- ✓ What can I do better next time to make this work?
- ✓ As long as I have determination, I can do anything.

- ✓ I am at the starting point of my potential.
- ✓ This challenge is a good opportunity for me to learn.
- ✓ I believe in myself.



Develop a Growth Mindset

Here, there are some tips to help you unlock the growth mindset part of your brain:

- **Reflect.** Take time to acknowledge, reflect, and embrace all your failures. Becoming aware of your areas of improvement is the stepping stone in cultivating a growth mindset.
- **Find your purpose.** Take time to reflect and find your purpose because there are always other ways to achieve your goals.
- **Take on challenges.** Part of developing a growth mindset is shattering the negative perception of a challenge. Embrace challenges and view them as fruitful learning experiences that you would not get otherwise.
- **Foster grit.** Grit is the ability to persevere through obstacles in order to reach a meaningful end-goal. Hold on to grit. It gives that internal push to keep moving forward and fulfill your commitments.

- **Incorporate “yet.”** Integrating the word yet into your vocabulary signals that despite any struggles, you can overcome anything. It’s a matter of time and little effort. Practicing growth mindset activities starts shifting a fixed mindset to a growth mindset.
- **Jot down goals.** Growth mindset people are aware that once one goal is down they have others lined up to pursue. Create clear, realistic goals based on your passion and purpose. And be sure to give yourself enough time to conquer them thoroughly.
- **Celebrate growth with others.** If you truly appreciate growth, you’ll want to share your progress with others.
- **Provide regular opportunities for reflection.** Let participants reflect on their learning at least once a day.
- **Think realistically about time and effort.** It takes time to learn. Don’t expect to master everything under the sun in one sitting.

Encourage learning

What Leaders Can Do To Encourage Learning And Growth

Among the many responsibilities that come for youth workers and educators, one that is particularly important is about facilitating the learning and growth of those they serve.

“Focus on behaviours to change culture. Behaviours turn into attitudes, and attitudes become the culture.” – Bob Bennett

While we might rely on training programs to help inform our target group about what we want to accomplish and how, we have to be mindful of the reality that the behaviours our target group sees every day help to shape their attitudes and understandings of what is acceptable to those in charge. Although training programs are useful in imparting information and ideas, it is our daily behaviours that provide the context for those ideas.

The behaviours exemplified and evoked in others also serve to shape participants’ attitudes, and with it, the real culture and values found in training. So, while training programs are important for distributing information and ideas, it is critical that you follow this up with an understanding of what behaviours are supported or tolerated in your trainings and how they serve to educate your target group.

One of the problems with most training programs is that they are created based on what those in charge want and not on what the target group needs. To facilitate the learning and development of your target group, you need to understand where your target group is presently in their life and what tools and resources, they will need to begin the next stage of their growth.

Learning opportunities are not limited to training sessions or classrooms, but can be found in everyday activities and events. It means not just assigning tasks to your target group to keep them busy, but also giving them the tools to assess and evaluate where to go next and at times, why things went wrong. This is the key to innovation and learning from failure. By showing your target group that you care about what matters to them and want them to be successful in their efforts, it makes it easier for them to care and invest on what matters to you because they see that you are not just a person or a team.

“At the heart of social learning is connection.” – Liza Taylor

Learning is very much a social activity. Consider, for example, the fond memories from school days. They are not just about what we learned, but of the teachers and friends who were a part of that learning journey. Being able to celebrate with others as they share with us the process of learning about a new idea or technique is unquestionably important to the learning process and the sense of value and meaning we derive from it.

Also, if we look at some of the advice given by those who have successfully dealt with failure, one of the points they make is not to hide these moments, but to share them with others to help with the process of understanding how to frame and learn from those experiences.

Consequently, as much as you should focus on what your target group needs to learn to become better contributors to the society, you also need to provide them with opportunities to share that process with others, be it through in-person gatherings or through internal company social media portals.

The Importance of Encouragement in Learning

Encouragement is one of the most powerful tools an educator or youth worker can use. It is often the key to unlocking untapped potential in participants, especially those who have trouble learning. Below is a look at the power of encouragement and some simple steps that youth workers and educators can take to encourage participants during the learning process.

1. Create a Culture of Encouragement

Educators and youth workers can build a culture of encouragement by embodying the belief that every participant has potential and the ability to learn and accomplish their goals.

2. Provide Verbal Praise When Participants Make Progress

Keeping participants on the right track through verbal praise once they demonstrate progress is vital to helping them achieve their goals and encourage learning.

3. Offer Tangible Forms of Encouragement

Tangible forms of encouragement give participants a visual reminder that they have the power to learn and succeed. They are especially effective when used sparingly or in moderation after participants achieve learning milestones in the training. Some tangible forms of encouragement that can inspire participants could be a smile, an acknowledgement, a positive notice on something right, a praise, a boost morale etc.

4. Praise Even the Smallest Efforts

Participants are accustomed to being recognized for achieving major learning accomplishments and milestones. However, a true culture of encouragement involves praising participants even for small achievements and modest improvements in their efforts.

5. Formally Recognize Participants for Their Accomplishments

Give Shout-outs - public acknowledgement is a great way to inspire and motivate people, offer fun projects or leadership opportunities, encourage peer-to-peer recognition, or just say 'Thank You' for something they offered to you!

6. Supplement Your Verbal Encouragement with Nonverbal Gestures

Nonverbal gestures such as smiles, nods, or light touches are often just as effective as verbal forms of encouragement. Ideally, you will be able to recognize which types of encouragement best motivate a particular participant and use those tactics because no two participants are exactly alike in terms of the way that they respond to encouragement of learning.

7. Be Precise with Your Words of Encouragement

Precision can determine how impactful your encouragement is for a participant. Using specific adjectives and descriptors can help your encouragement resonate with a participant, whereas general praise is often not as meaningful.

8. Offer Support During Failures

It is easy to offer encouragement when a participant is succeeding and learning. However, encouragement is often the most effective when participant receive it when they are struggling to master concepts.

Guided Discovery

The term 'Guided Discovery' refers to a teaching and learning environment where participants are actively participating in discovering knowledge. The goal of discovery is to facilitate deep learning on the part of the participant – learning that has its basis on fundamental understanding and often arises from viewing a problem from multiple perspectives. The pedagogical underpinning is that if the participants discover the knowledge in the process, they will have created and added to their own scaffolded understanding. They will have formulated and evaluated hypotheses, rejected those that do not seem to explain observations, confronted misconceptions, encountered surprises and finally come to an understanding that comports with experiment. By re-creating knowledge which already exists but is unknown to them, participants will progress in learning how to create new knowledge, and they will have training in inductive reasoning – the method used to create most human knowledge.

Guided discovery is an inductive approach to learning that revolves around the participants. Inductive teaching approaches start with a small piece of information that learners can connect to more general information. This activates their prior knowledge and helps scaffold concepts. Guided discovery concerns autonomous problem-solving that happens at a subconscious level. It generates interest and excitement around a topic by cultivating curiosity.

The guided discovery experience can take the form of team-building activities, scenarios, lab experiments, or simulations. Coaching is a form of guided discovery frequently used in organizational settings. Coaches support and encourage learners to make their conclusions without imposing their thoughts. This gives learners control over their own learning experience.

Using Guided Discovery in a Training

To use guided discovery successfully in a training setting requires:

1. Well-designed tasks that bring learners toward understanding key issues that are relevant to his or her job.
2. A participant-centered approach. This means that the educator or youth worker should not impose knowledge on the participants but rather allow them to explore the answer to their questions independently.
3. Challenging participants to experiment with different ideas and positions without worrying about criticism or failure.
4. An unstructured topic that does not have black or white answers.

Strategies for Guided Discovery

Guided discovery can be used to engage participants in trainings from learning a basic office program to professional development opportunities. Here are some examples of how instructional designers can use guided discovery in a training.

1. Allow participants to engage with a basic program or any other ICT program without an explicit purpose. Let them discover the navigation, features, menu options, etc. on their own. Then, follow it up with a challenge.
2. Before introducing participants to a new policy, pose questions that engage participants in a discussion about the problems solved by the new policy. Allow participants to discuss the issues that should be resolved. This generates interest and relates the policy to something participants can understand.
3. Participants can shadow others who work in areas of interest. Observing others allows exposure to new concepts, ideas, and roles. It also offers participants a chance to reflect on what types of roles they like or want to learn within the training.

Benefits of Guided Discovery

Guided discovery increases learner's participation during trainings. It also fosters collaboration between participants. Participants who are engaged in guided discovery are more likely to feel empowered, autonomous, and self-reliant. These behaviors are related to increased retention of information. This supports the ultimate goal of training, which is that participants can remember and apply what they have learned.

Guided discovery can be conducted during mentor-led training, blended training, or fully online training programs. In blended and online training approaches, a learning management system can help to organize content and guide participants through the learning process.

Additional tips to encourage learning

It's important for Mentors/Educators to support and encourage learning. Not only does it make young people feel valued, but it keeps them engaged in their positions and allows them to grow within it.

Some ways to motivate young people to be continually learning are:

- Encourage young people to discover their passions and aspirations. People perform the best when they are able to utilize their talents and pursue their passion. It is important to ask young people what they are seeking and then provide them educational opportunities to help them pursue their goals.
- Have young people create a personalized career learning plan. Ask learners to develop both short- and long-term career goals. Then have them look at those goals and see where they think they could use additional training and education. Youth is

more likely to be motivated to continually learn if it is guiding them down their desired career path.

- Provide guidance support and input. Educators should act as mentors for their young people and offer guidance and support towards each young person's goals. As young people develop skills to achieve their career goals, they will remain motivated by the support provided by their educator.
- Offer a variety of ways to learn. One size does not fit all in any learning environment. Some people thrive on in-person classroom learning while others prefer to do it on their own time online. For most, a blended learning environment works best. Be sure to provide young people options.

Self-assessment

Processes of non-formal and informal learning can be visible through self-assessment procedures. Self-assessment clarifies the knowledge, skills and competencies already achieved and shows the degree of learning that has been, or can be, applied to the professional role of the trainer.

More specifically, non-formal educational assessment will testify:

- the progress made over a period of time by the learner,
- the needs of the learner and the goal she / he has to achieve to gain the full range of knowledge and competencies,
- the grade of self- development in order to achieve in professional level.

➤ Advantages

Self-assessment processes have a dual positive impact. On the one hand, learners can address specific skills, and on the other hand, it helps educators to evaluate on the capacities of learners towards learning.

Some advantages of self-assessment could be:

- **Personal growth:** The use of self-assessment tools and methods in non-formal educational environments helps learners to reflect on how the work they have done meets the goals set. A learner in non-formal environment feels familiarized with a type of self- evaluation process, by monitoring his/her performance or estimating her / his future goals.
- **Exposure:** Through self-assessment procedures, learners have an overview of new personal learning.

- **Self-awareness:** Self- assessment process gives the opportunity to learners to identify their learning weaknesses in order to improve them and be prepared to meet specified learning competencies.

➤ **Disadvantages**

At one-point self-assessment proves to be very beneficial for learners and trainers, but it might address some negativity too:

- **Subjectivity:** Self- assessment processes often have a very subjective perspective, as they are based on personality, things you do, life experiences etc., facts that give a subjective rating to assessing someone or a personality type.
- **No accountability:** All this procedure begins from you and ends with your self-evaluation. This process does not aim to change someone, but in some cases, external indicators might influence you to stay focused on the change.

Apart from using self- assessment tools, trainers should be aware of how to create an assessment methodology. The processes involved can be:

- The creation of assessment criteria. Competence can be evaluated by singling out competencies of the trainer.
- The selection of correct assessment methods that will testify the knowledge and skills gained by learners.

The main purpose of using several assessment methods is to collect enough evidence in order to prove the learners' knowledge level, skills and experience.

The evidence of assessment should:

- Be referred to learner's performance and not just on theoretical knowledge.
- Demand an adequate level of competence regarding performance criteria.
- Present the ability to transfer in educational or different contexts knowledge and skills gained.
- Be up to date and be relevant to current educational needs.
- Be capable to prove competence in different environments.
- Be presented in a combined way along with the samples of work performed.
- Be presented accordingly with the feedback from learners, colleagues etc.
- Be transparent and contain the analysis of teacher's professional activities.

➤ **Types of self-assessment tools**

1. Diagnostic assessment

Diagnostic assessment can reflect all the strengths as well as weaknesses of a learner. Moreover, with this type of self-assessment it can be clarified if a particular learning competence is gained or not. The purpose of diagnostic assessment is not to detect any possible faults. This procedure offers useful information to the individual regarding her/ his development. Diagnostic assessment is used in cases where the learner should undertake a self-analysis or self-assessment.

2. Formative assessment

Formative assessment mainly aims to monitor the progress of learning process and provide feedback. Feedback is essential for enhancing learning outcomes and improving performance. Feedback can provide a stable basis for discussion among learners and tutors. Diagnostic assessment might indicate, for example, a lack of learning procedure and possible missing skills or knowledge in order to be developed.

3. Summative assessment

Summative assessment gives an overall judgement at the end of the process used. Summative assessment determines if the learner has gained the requisite knowledge, skills, and competencies. Summative assessment may also be formative in circumstances where the applicant's first submission was not accepted. Feedback may indicate what remains to be gained later.

4. Journals

A learning journal is a place for learners to reflect in writing about how their learning is going, what they need help with, and the effectiveness of different strategies for learning. This self-assessment tool can be used in non-formal educational framework. Trainers need to provide regular, short periods of time for writing in the journal, with guiding questions to support self-assessment, goal setting, and metacognitive knowledge (understanding their thinking). For example, you might ask learners to respond to questions such as these in their journals:

- ✓ Think about your work in relation to the success criteria and write in your journals what you noticed you were able to do well and two things you need to work on next.
- ✓ How well are different strategies working? How does what you are doing help you?
- ✓ What one thing will you remember long after this lesson and why?

✓ What question are you still trying to understand and why might this be?

5. Rubrics

Rubrics can be used as a tool in order to provide assessment with grades for vocational education and training. Rubrics include two types of information:

- a list of specific criteria for evaluating the important goals of the task.
- a scale for grading the different levels of success in each of the criteria, with a description for each qualitative indicator.

Using a rubric, learners can compare their work to the criteria that had been set and assess the level they have reached. Although rubrics are usually used to evaluate a final product, in case they are given to learners at the beginning of a task, they can support them to plan their tasks, review and adjust them throughout their production. The creation of rubrics from learners is also promoted. Rubrics can be a useful tool not only for assessment, but also for equipping students with knowledge regarding assessment expectations.

Networking

Organizations could not thrive without networking. Most of their activities would be impossible or difficult to implement without a solid network of cooperation and partners who share the enthusiasm for cooperation. Through their activities, organizations must respond to the real needs of local communities in the local and international context.

Organizing the local community is a process that cannot be carried out individually. A cooperation network requires the involvement of various people, institutions and entities. Working in communities, organizations combine three social roles:

- **local animator,**
- **organizer of social networks (networker), and**
- **local social operator.**

By building a cooperation network, they act as organizers of social networks, whose task is to create a cooperation network, build local partnerships, as well as perform mediation and intermediary

functions. In fulfilling this role, NGOs establish social relationships among members of the community, build and develop relationships with local residents and representatives of institutions, organizations and entities, also covering a wider area of implementation. They develop communication channels and mediate the transfer of information, invite and mobilize the building and maintenance of mutual international contacts, and also instill ideas, share enthusiasm and care about mutual support of partners.

Local partnerships are a supporting tool in the method of organizing a local community, involving:

- **diagnosing the community**, especially its strengths and weaknesses, existing problems, the state of activity of residents, and the possibility of their involvement in the process of change and the perception of their own role in this process,
- **recognizing institutional resources** in the selected community, i.e. institutions and organizations operating in the public, non-governmental and business sphere,
- **contact** with representatives of institutions, organizations and entities, managers and employees,
- **ongoing research** with representatives of institutions, organizations and entities, conducted through free or group interviews, meetings, discussions around issues related to: international cooperation, problems in the community, elements connecting current and potential partners, defining tasks for joint implementation, resources needed, etc.,
- **monitoring available databases and social media** of potential stakeholders on an ongoing basis,
- **involvement of stakeholders** in the local and international activities of the organization.

How to effectively involve local stakeholders in the activities?

In order to effectively include local stakeholders:

- **Present them a coherent and specific vision of goals** - through information meetings, integration picnics, thematic meetings, promotion and update activities. Presenting a specific purpose of the cooperation will help both parties understand why the cooperation is needed. This approach will also help to show each other's strengths and needs.
- **Indicate the benefits** that will be achieved through the local partnership, by categorizing them into financial, material, image-related, etc. and according to their durability.

- **Work together "step by step"** to achieve the common goal, through a series of meetings helping to achieve the intended goal. If the partners really collaborate, their commitment to the common goal will also be greater.
- **Maximize the message** and make sure it is communicated among potential stakeholders.
- **Always update information** for each event/activity. Do not provide too much general information; prepare informative, interesting and attractive information materials.
- **Take care of the environment** of institutions and organizations.

It is extremely important to maintain a good relationship with partners in various ways. Even a phone call/e-mail from time to time and greetings make sense. If, for example, there is a sponsor for an event, it would be great to give them a short report with information on the goals achieved, the number of participants and photos of the event, after it is completed. Summing up, it is worth remembering that regardless of the size and profile of an institution, ultimately there is a human being on the other side and it is with him we establish a relationship. If we respect each other, then it will be much easier for us to do something together and achieve everything.

More tips for Mentors!

Anyone who wants to become a mentor, at any level, either in formal or non-formal education, is required to be enhanced with a significant and targeted amount of knowledge and skills. Struggling for the core competencies to teach and share knowledge helps to ensure that all kinds of educational personnel, such as educators, teachers, professors and generally whoever works in education, are prepared to make learning a fruitful experience for the target learners' progress.

❖ Interaction

Mentors must be capable of communicating efficiently with their learners and any other stakeholders, collaborating positively not only with learners but with other educators, trainers, and related staff, as well, and generally interacting smoothly and personally with all learners, whenever it is necessary and on a regular basis of course. Respect, equality, and understanding should be the values that guide everybody's efforts at all levels, during the learning procedure.

❖ Learning Environment

How should a learning environment be? What should it offer to learners? The foundation of an effective learning environment is the setting of rules and regulations with any necessary guidelines

for their implementation. Every learner and mentor should abide by these rules consistently because in this way everybody will feel safe, free to express themselves, able to overcome challenges and difficulties and willing to try new experiences. Proper behaviors and fair treatment to everyone will be reassured through clear standards.

❖ **Plan & Assessment**

Starting the learning procedure and raising a topic, maybe with some audiovisual material (e.g. a PowerPoint presentation) do not entail a complete and cohesive process. Some requirements must be fulfilled, one or more purposes must be served, and the learners' needs must be met. All mentors should bear in mind all the above-mentioned elements when designing their lessons and choosing the necessary tools for it, in order to accomplish the best outcome possible.

An important part of the learning procedure is assessment. The assessment for learners examines what learners have learned. Mentors must design and develop the appropriate assessment procedures. Furthermore, competent mentors should also develop or find ways to be assessed by the learners, too. The feedback from such an assessment will help them improve themselves and their mentoring skills. Especially, regarding digital skills, mentors might address assessment needs with ICT tools and any technological tools that serve this purpose. Of course, all the before-mentioned procedures have the identification of learners' needs as a prerequisite for their efficiency, and not only at an instructional level.

❖ **Commitment to the Profession**

All professionals in any field should be devoted to their job and committed to the best possible outcome. But when it comes to mentors, they must make a commitment towards their development professionally (and maybe personally) but towards their learners' development, as well. Since the field of education is constantly growing and changing, mentors ought to keep up with all these modifications in favor of their excellence. New methods and tools of mentoring must be included in their curriculum.

Last but not least, the mentors' appearance should be taken into consideration. It is widely accepted that a very formal style of dressing or strict and typical behaviors should be avoided nowadays. However, in most cases mentors are used as examples by learners, so they should be very careful with the attitude they promote and the communication they establish.



Source: <https://www.createwebquest.com/webquest/competency-based-curriculum-higher-education>

Mentors, either for adults or children, understand and appreciate diversity. For this reason, they should use a variety of instructional strategies and resources to respond to learners' diverse needs. Connecting learners' prior learning, life experiences and interests with learning goals facilitates learning procedures that promote autonomy and choice. As a result, learners are more actively engaged in activities where they can develop skills, such as problem solving and critical thinking. Mentors always try to promote the formation of constructive relationships between themselves and learners but among learners, as well.

How can a mentor create an effective learning environment? Instructional time, a functional and beautiful space (if needed), the establishment of collaboration and proper behavior among learners are key requirements that must be met for the creation of an operational and delightful environment of learning and expression.

A mentor's skills, knowledge and expertise must be apparent throughout the whole learning process and during their general interaction with learners. Before teaching a subject matter, they must first understand it thoroughly. It is important to demonstrate knowledge of subject matter content and interrelate ideas and information within the subject matter areas. The use of instructional strategies, materials, resources, and technologies that are appropriate to the subject matter and provide meaningful mentoring is also of paramount importance.

Among the basic steps that a mentor must follow during the learning process, is the establishment of learning goals. The development of instructional activities, to meet the needs of all learners, and the use of the correct resources are only some of the ongoing tasks throughout the whole learning process that the mentor must organize.

Learners' progress assessment is of paramount importance in the learning procedure. There should be on-going monitoring of learners, update on the desirable outcomes, recording of obtained data, and use of multiple sources of information assessment. This will also assist learners in assessing their own learning.

Finally, a mentor should always aim at personal and professional development. Practice, setting new and harder goals, meeting and taking on more responsibilities, maintaining positive relationships with learners and partners, collaboration are all ways by which a mentor can extend their knowledge and skills.

The European Framework for the Digital Competence of Educators (DigCompEdu)

There have been plenty of studies, research, and surveys for the development of digital competencies in Europe. They were not carried out only with learners as the target group but for educators on that field, as well. Through these kinds of research good practices, frameworks, competencies, sets of qualifications etc. come up as outcomes which indicate further research or actions. One such outcome is the **European Framework for the Digital Competence of Educators (DigCompEdu)** for the development of educators' digital competence in Europe. By providing a common frame of reference, it intends to promote the digital competence of citizens and boost innovation in education.

Its efforts concentrate on addressing educators' need for a set of specific digital competencies so that they will be able to take advantage of the existing and emerging digital technologies in the field of education.

The **DigCompEdu Framework** is directed towards educators at all levels of education, both for general and vocational training, even special needs education, and non-formal learning contexts. It aims to gather information from as many Member States as possible, and especially from regional governments, relevant national and regional agencies, educational organizations themselves, and public or private professional training providers, which will also be the receivers of the framework.

*"The European Framework for the **Digital Competence of Educators (DigCompEdu)** is a scientifically sound framework describing what it means for educators to be digitally competent."*³⁴ It helps to guide policy and can be directly adapted to implementing regional and national tools and training programs. In addition, it provides a common language and approach that will help the dialogue and exchange of best practices across borders.

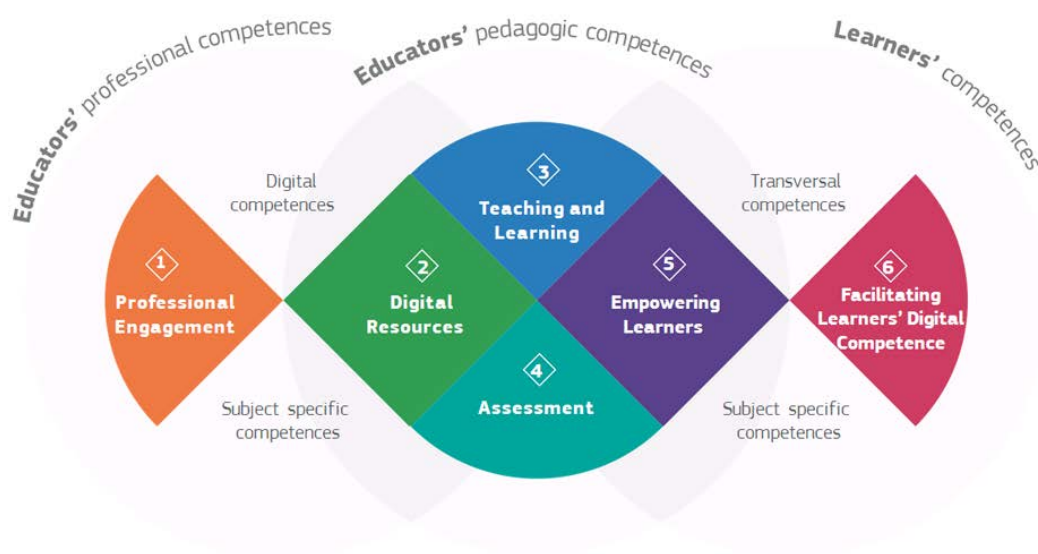
The ubiquity of digital devices and the duty to help learners become digitally competent requires educators to develop their own digital competence. On an international and national level a number of frameworks, self-assessment tools and training programs have been developed to describe the

³⁴ <https://ec.europa.eu/jrc/en/digcompedu>

facets of digital competence for educators and to help them assess their competence, identify their training needs and offer targeted training.

Educators are first of all citizens who need to be equipped also with digital competencies that will allow them to participate in society personally. For their professional participation in society, educators are considered to be important role models for their learners. This is why it is important to demonstrate their digital competence to learners and pass on their theoretical and practical knowledge. It should be noted that above all educators are learning facilitators. Their main priority is teaching and activity, so the **DigCompEdu**, apart from the general digital competencies for life and work, describes these educator-specific digital competencies needed for their occupation.

The **DigCompEdu Framework** aims to capture and describe these educator-specific digital competencies by proposing **22 elementary competencies** organized in **6 areas**. The six **DigCompEdu areas** focus on different aspects of educators' professional activities:



DIGCOMPEDU AREAS AND SCOPE

Source: <https://ec.europa.eu/jrc/en/digcompedu>

Area 1: Professional Engagement, using digital technologies for communication, collaboration, and professional development.

Area 2: Digital Resources Sourcing, that is creating and sharing digital resources.

Area 3: *Teaching and Learning* by managing and orchestrating the use of digital technologies in teaching and learning.

Area 4: *Assessment*, which is achieved by using digital technologies and strategies to enhance it.

Area 5: *Empowering Learners* using digital technologies to enhance inclusion, personalization and learners' active engagement.

Area 6: *Facilitating Learners' Digital Competence* by enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving.

More analytically:

01 Professional Engagement

This area includes:

- 1) *Organizational communication* - the use of digital technologies to enhance communication with learners, parents and third parties and the contribution to the development and improvement of organizational communication strategies
- 2) *Professional collaboration* – the use of digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices
- 3) *Reflective practice* - the individual and collective reflection on the critical assessment and active development of one's own digital pedagogical practice and that of one's educational community
- 4) *Digital Continuous Professional Development (CPD)* – the use of digital sources and resources for continuous professional development

02 Digital Resources

Educators are currently confronted with a wealth of digital educational resources they can use for teaching. One of the key competencies any educator needs to develop is to come to terms with this variety, to effectively identify resources that best fit their learning objectives, learner group and teaching style, to structure the wealth of materials, establish connections and to modify, add on to

and develop themselves digital resources to support their teaching. At the same time, they need to be aware of how to responsibly use and manage digital content. They must respect copyright rules when using, modifying and sharing resources, and protect sensitive content and data, such as digital exams or learners' grades.

This area includes:

- 1) *Selecting digital resources* – to identify, assess and select digital resources for teaching and learning and consider the specific learning objectives, context, pedagogical approach, and learner group, and planning their use.
- 2) *Creating and modifying digital resources* – the modification and progress on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objectives, context, pedagogical approach, and learner group, when designing digital resources and planning their use.
- 3) *Managing, protecting, and sharing digital resources* – the organization and availability of digital content to learners, parents, and other educators, along with the effective protection of sensitive digital content. It is respecting and correctly applying privacy and copyright rules, understanding the use and creation of open licenses and open educational resources, including their proper attribution.

03 Teaching and Learning

This area includes:

- 1) *Teaching* – the planning and implementation of digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. Teaching is also about appropriately managing and orchestrating digital teaching strategies and experimenting with and/or developing new formats and pedagogical methods for instruction.
- 2) *Guidance* – the use of digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. Digital technologies are used to offer timely and targeted guidance and assistance. Experimentation with new forms and formats offers guidance and support.
- 3) *Collaborative learning* – the use of digital technologies to foster and enhance learner collaboration. Learners ought to be enabled to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration, and collaborative knowledge creation.
- 4) *Self-regulated learning* – the use of digital technologies to support learners' self-regulated learning, i.e. to enable learners to plan, monitor and reflect on their own

learning, provide evidence of progress, share insights and come up with creative solutions.

04 Assessment

This area includes:

- 1) *Assessment strategies* – the use of digital technologies for formative and summative assessment. The diversity and suitability of assessment formats and approaches are enhanced.
- 2) *Analyzing evidence* – to generate, select, critically analyze and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.
- 3) *Feedback and planning* – the use of digital technologies to provide targeted and timely feedback to learners, the adaptation of teaching strategies and provision of targeted support, based on the evidence generated by the digital technologies used, the enablement of learners and parents to understand the evidence provided by digital technologies and use it for decision-making.

05 Empowering Learners

This area includes:

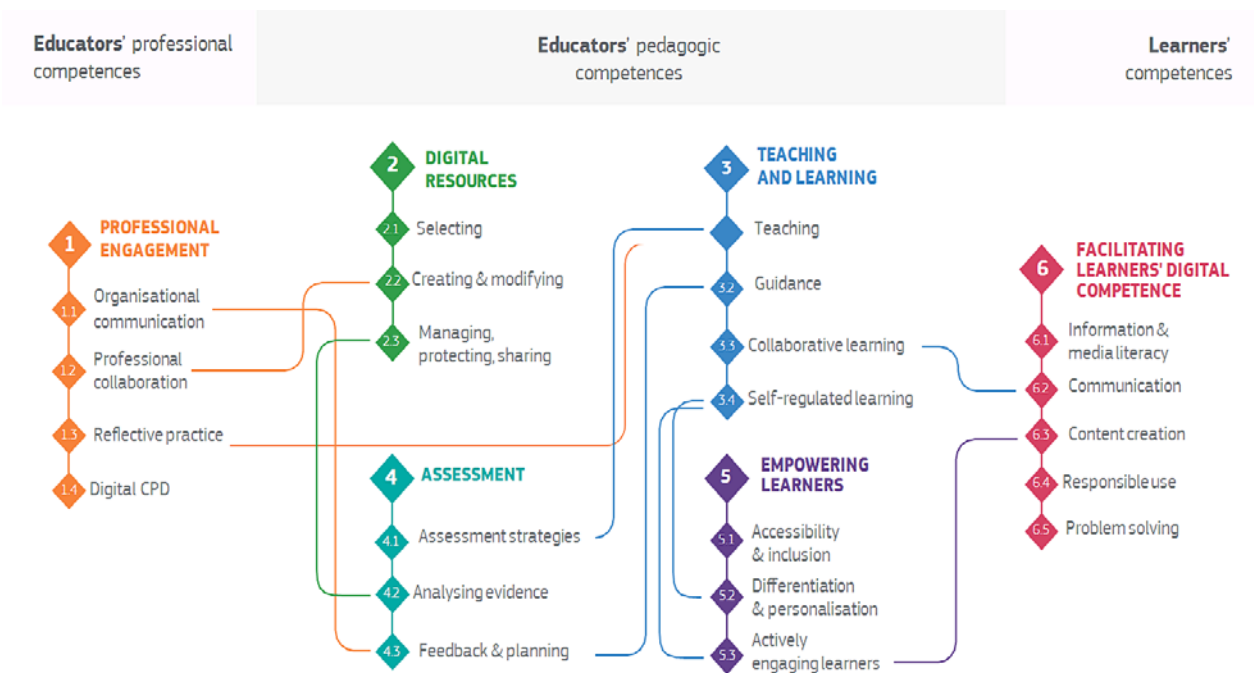
- 1) *Accessibility and inclusion* – to ensure accessibility to learning resources and activities, for all learners, including those with special needs, consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.
- 2) *Differentiation and personalization* – the use of digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.
- 3) *Actively engaging learners* – the use of digital technologies to foster learners' active and creative engagement with a subject matter. Digital technologies within pedagogic strategies are used to foster learners' transversal skills, deep thinking and creative expression. Learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

06 Facilitating Learners' Digital Competence

This area includes:

- 1) **Information and media literacy** – the incorporation of learning activities, assignments and assessments which require learners to articulate information needs; the information and resources needed in digital environments; the organization, process, analysis and interpretation of information; and the comparison and critical evaluation of the credibility and reliability of information and its sources.
- 2) **Digital communication and collaboration** – the incorporation of learning activities, assignments and assessments which require learners to use digital technologies for communication, collaboration and civic participation effectively and responsibly.
- 3) **Digital content creation** – the incorporation of learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. Learners are taught how copyright and licenses apply to digital content, how to reference sources and attribute licenses.
- 4) **Responsible use** – the measures needed to ensure learners’ physical, psychological, and social wellbeing while using digital technologies. Learners are empowered to manage risks and use digital technologies safely and responsibly.
- 5) **Digital problem solving** – the incorporation of learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

DIGCOMPEDU COMPETENCIES AND THEIR CONNECTIONS



Source: <https://ec.europa.eu/irc/en/digcompedu>

The focus of the **Professional Engagement Area** is educators' digital competence expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, learners, parents and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organization and the teaching profession.

Educators are currently confronted with a wealth of **Digital Educational Resources** they can use for teaching. One of the key competencies any educator needs to develop is to come to terms with this variety, to effectively identify resources that best fit their learning objectives, learner group and teaching style, to structure the wealth of materials, establish connections and to modify, add on to and develop themselves digital resources to support their teaching.

At the same time, they need to be aware of how to responsibly use and manage digital content. They must respect copyright rules when using, modifying and sharing resources, and protect sensitive content and data, such as digital exams or learners' grades.

Digital technologies can enhance and improve **Teaching and Learning** strategies in many different ways. However, whatever pedagogic strategy or approach is chosen, the educator's specific digital competence lies in effectively orchestrating the use of digital technologies in the different phases and settings of the learning process.

Assessment can be a facilitator or bottleneck to innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, the educator must also consider how they can be used to create or to facilitate innovative assessment approaches. Digitally competent educators should be able to use digital technologies within assessment with those two objectives in mind. Furthermore, the use of digital technologies in education, whether for assessment, learning, administrative or other purposes, results in a wide range of data being available on each individual learner's learning behavior. Analyzing and interpreting this data and using it to help make decisions is becoming more and more important – complemented by the analysis of conventional evidence on learner behavior. At the same time, digital technologies can contribute to directly monitoring learner progress, to facilitating feedback and to allowing educators to assess and adapt their teaching strategies.

One of the key strengths of digital technologies in education is their potential for supporting learner-centered pedagogic strategies and boosting the **active involvement of learners** in the learning process and their ownership of it. Thus, digital technologies can be used to facilitate learners' active engagement, e.g. when exploring a topic, experimenting with different options or solutions, understanding connections, coming up with creative solutions or creating an artefact and reflecting on it. Digital technologies can furthermore contribute to supporting classroom differentiation and personalized education by offering learning activities adapted to each individual learner's level of competence, interests and learning needs. At the same time, however, care must be taken not to exacerbate existing inequalities (e.g. in access to digital technologies or digital skills) and to ensure accessibility for all learners, including those with special educational needs.

Digital competence is one of the transversal competencies that educators need to instill in learners. Whereas fostering other transversal competencies is only part of educators' digital competence in as far as digital technologies are used to doing so, the ability to **facilitate learners' digital competence** is an integral part of educators' digital competence.

Because of this, this ability merits a dedicated area in the DigCompEdu framework. Learners' digital competence is captured by the European Digital Competence Framework for Citizens (DigComp). Thus, the DigCompEdu area follows the same logic and details five competencies aligned in content and description with DigComp. The headlines, however, have been adapted to emphasize the pedagogical dimension and focus within this framework.

Educators are highly encouraged to use the **DigCompEdu framework** as a tool at work and it includes many parts that can be adjusted and used with learners in order to identify their cognitive level and the level of their knowledge. The descriptors from Newcomer (A1) to Pioneer (C2) can motivate and assist educators to assess their achievements and evaluate their progress.

It is acknowledged that educators’ digital competence goes beyond the concrete use of digital technologies within teaching and learning. Digitally competent educators must also consider the overall environment, in which teaching and learning encounters are embedded. Hence, it is part of educators’ digital competence to enable learners to actively participate in life and work in a digital age. It is also part of their competence to reap the benefits of digital technologies for enhancing pedagogic practice and organizational strategies.

“It is widely accepted that the following taxonomy explains the subsequent cognitive stages of any learning progress well, from “Remembering” and “Understanding”, to “Applying” and “Analyzing”, and finally to “Evaluating” and “Creating”.”³⁵ Taking this for granted, it is noted that Newcomer (A1) and Explorer (A2) educators in **DigCompEdu** compile new information and knowledge and develop initial digital practices; continuing, Integrator (B1) and Expert (B2) educators implement and reflect on their digital practices and try to extend them; at the last stages, Leader (C1) and Pioneer (C2) educators transmit their knowledge, examine existing knowledge and develop new practices and/or policies.

	Newcomer (A1)	Explorer (A2)	Enthusiast (B1)	Professional (B2)	Expert (C1)	Pioneer (C2)
1. Professional Engagement	Making little use ; Being unsure	Being aware ; Basic tool use	Effective use; Responsible use; Experimentation	Structured ; Creative ; Responsive ; Transparent ; Reflected practice	Critically, Strategically: Evaluating , Discussing , Reflecting	Re-designing , Innovating
2. Digital Resources	Making little use ; Being unsure	Being aware ; Basic tool use	Basic criteria ; Basic strategies Some advanced features	Advanced strategies ; Complex criteria ; Creating resources	Comprehensively using Advanced tools ; Publishing resources	Professionally creating & publishing
3. Digital Pedagogy	Making little use ; Being unsure	Being aware ; Basic tool use	Integrating & Implementing meaningfully	Enhancing , Scaffolding	Orchestrating; flexibly adapting; strategically ; purposefully	Innovating teaching
4. Digital Assessment	Making little use ; Being unsure	Basic tool use within traditional approaches	Employing digital tools to enhance traditional approaches	Strategic , Effective use	Comprehensive , Critical , Reflective practice	Innovating assessment
5. Empowering Learners	Making little use ; Being unsure	Being aware ; Basic tool use	Addressing learner empowerment	Strategically using a Range of tools to empower	Comprehensively , Critically Enhancing	Innovating strategies
6. Learners' DC	Making little use of strategies for learners' DC	Encouraging learners to use digital tools	Implementing activities fostering learners' DC	Strategically using a range of strategies	Comprehensively and critically fostering learners' DC	Using innovative formats for fostering learners' DC

Source: https://ec.europa.eu/jrc/sites/jrcsh/files/digcompedu_leaflet_final.pdf

³⁵ <https://ec.europa.eu/jrc/en/digcompedu>

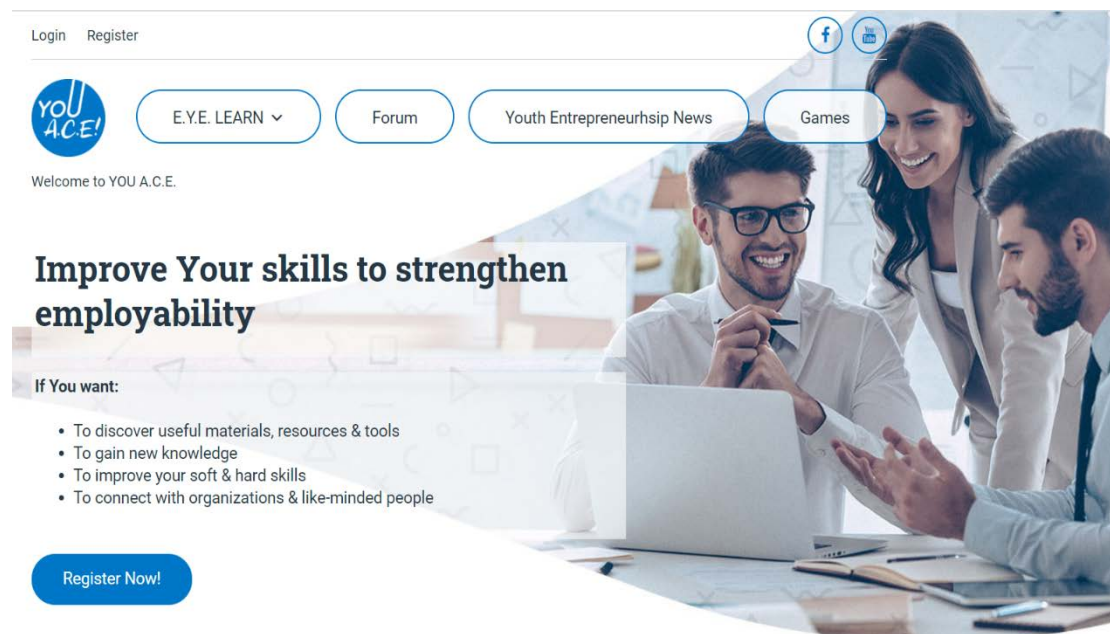
Annex

GREECE

Best Practice 1: E-learning platform “E.Y.E Learn.”

In the last few years, youth unemployment reached dramatic levels. A lot of young people are not in education, nor in employment or training and they are suffering few opportunities. The youth entrepreneurship e-learning platform **“E.Y.E LEARN.”** is a non-formal, open, educational resource/tool composed by different tools, including a video-library, developed within the project.

“YOU.A.C.E.! - Innovating youth work to foster youth active citizenship, (social) entrepreneurship and (self-)employability” was implemented by IED, Greece. It was created mainly for young people and youth workers, trainers, staff, and professionals in the youth field. It mainly concerned institutions, NEETs, youth workers and organizations but generally it addressed to educators/trainers, youth, unemployed and people who lack main skills and competencies.



The main objective of **“YOU. A.C.E.”** project was to give young people new hope and new materials to improve their personal and social conditions as well as to equip youth organizations and workers to better answer and address the needs of young people. Through the online platform, their aim to foster knowledge, enhance skills development, and adopt professional attitudes by using non-formal education methods was accomplished.

The platform contained a video library where young participants/users could share their stories using videos, images and texts, a forum page that allowed and fostered direct relationships and communication, a web forum open to sharing and discussing practices, experiences, skills and competencies relevant to our topics and goals among trainers, youth workers and other stakeholders, innovative educational games, e-library of best practices, E-database of relevant European organizations, relevant learning contents and useful links and active page with news.

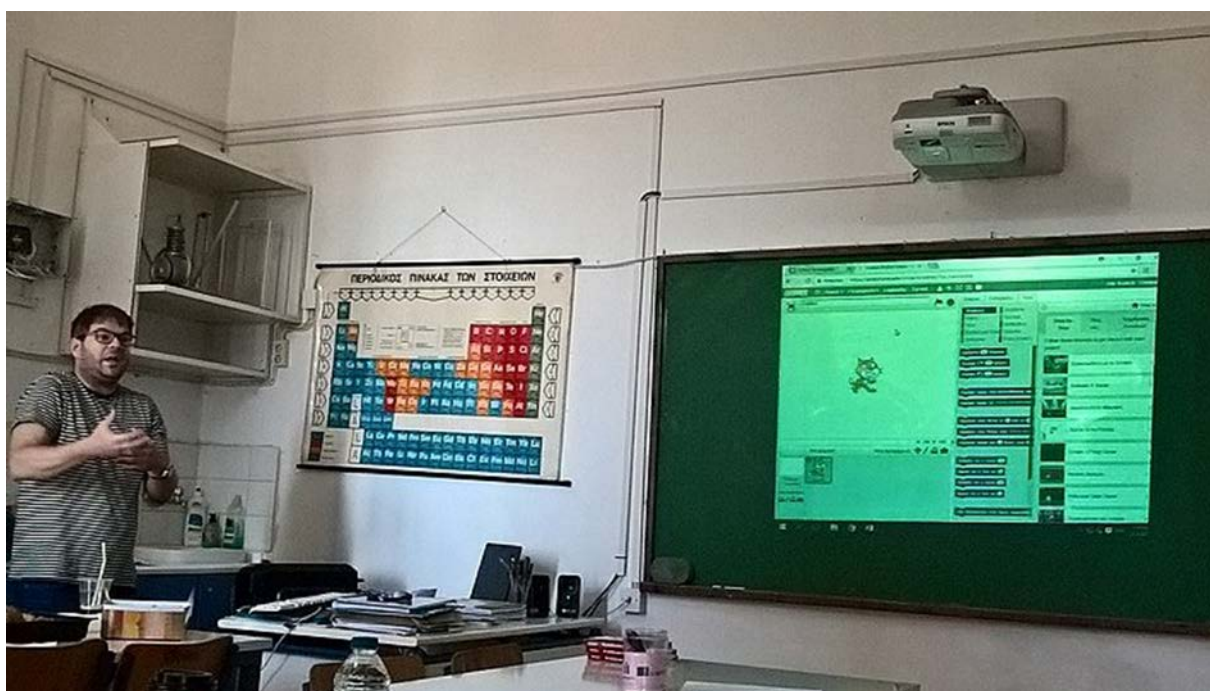
It has added great value to strengthening employability since it was accessible by any ICT device and was regarded as a powerful educational and learning tool for youth and, simultaneously, a training and youth work material for youth workers and trainers at local and European level.

For DIG IN project, a platform can be developed to specialize in upgrading knowledge, skills, and competencies of youth workers with the presence and use of ICT methodologies and tools. So, there will be updated understanding of real needs, attitudes and learning style of target young people and cooperation between youth labor market and digital literacy, for both parts. As in “YOU. A.C.E.”, it might contain:

- a database of European youth organizations,
- a video-library,
- non-formal education resources with information regarding topics such as entrepreneurship, active citizenship, inclusion, self-employability etc.,
- a page with European websites dedicated to the project’s topics and goals,
- a forum and a web forum with news,
- targeted games.

Best Practice 2: “Open your mind, change your life” project

The selection of a career is a significant choice that people tend to make at an early age, mostly based on their interests and imaginary concepts of the futuristic labor market. In order to make the right decision on that matter some basic skills are considered as required. Apart from all the theoretical knowledge, practical science helps us in multiple ways. Mathematical Science and all the relevant sciences promote a practical application of established and well-known information. The activities of practical science have huge significance in the learning process. They engage students, helping them to develop important skills, understand the process of scientific investigation and develop a broad understanding of scientific concepts.



The project **“Open your mind, change your life”** (<http://www.changeyourlife.pl/>), which was selected by a panel of experts from the Directorate-General for Education, Youth, Sport and Culture of European Commission as Success Story and Good Practice, was created as a response to the needs of students willing to improve their skills and knowledge connected with science, math and key competencies. The target group of this project included students aged 12-16, from 5 different schools around Europe. The program chose secondary school students as they are facing one of the most crucial decisions in their lives, choosing their education and professional careers.

Through activities and courses, the students learnt about the practical usage of their school knowledge and skills, while the fact that they were involved in an international project made them feel more responsible and motivated to work and attend classes. Furthermore, trainers modified lesson plans and teaching methods used in teaching underachieving students and prone to social exclusion. Booklets and lesson plans were developed with the usage of ICT tools, while students

learnt how to prepare Europass CV and Language Passport, how to use programs to make a film, edit photos and create presentations, etc.

The main objectives of the project were the prevention of early school leaving and playing truancy, the improvement of key competencies (reading comprehension, communication in native and English language, entrepreneurship, civic competencies, ICT skills), and last but not least, the improvement of school results of underachieving students. In other words, the project attempted to encourage students to continue their education and realize that they are able to create the bases of their future.

The results of this best practice were tangible and intangible. The tangible ones were consisted of a booklet of interviews with international employers, a booklet with positive phrases and quotes, lesson plans regarding physics and math subjects, a list with recommended ICT tools and a lap book (collection of mini-books, flaps, and folded display material) that provides any topic/unit study in an interactive way.

The project had a positive effect on interschool cooperation, but also on the cooperation with parents, which also contributed to the rise of the quality of education at partner schools. The carried-out surveys proved the increase of European awareness and the knowledge of science, the ability of self-presentation, debating and teamwork, fundamental soft skills for a successful job career. Additionally, a higher rate of frequency at school was also observed. The project combined various education stages (lower and higher education) thanks to the cooperation with employers and universities.

Through both the tangible and intangible outputs of the projects, we can extract valuable information regarding ESL (early school leaving) and thus NEETS. Provided material can also be very useful. It can be great inspiration for educators and youth workers, introducing those new methods to approach NEET learners, coming in line with the project's objectives (how to mentor and motivate participants, how to maximize the participants' experiences). Furthermore, the project offers a list with ICT tools, which can help the DIG In partnership enhance their digital training tools and can be a great source for digital natives.

NORTH MACEDONIA

Best Practice 1: “Building quality reports and increasing personal influence on a social group”

Throughout our careers many of us have been told to set an example for others. But it is important to understand that setting an example for others does not mean you expect others to become you. Instead, you are the best version of yourself and expect them to become the best version of themselves. That is where people will naturally thrive to the greatest extent.

Having in mind the lack of skills in our society, the lack of skills of youth and especially young women, we have developed something that will increase their influence on society and inspire them to take action in their life. We are aware that people who are not educated have more difficulties in finding a job, despite the fact that the majority of them does not possess other skills that could help them get employed. Based on this, we have created a training that could help NEETs get some new skills and prepare them for today’s market.

ratio *Ndërtimi cilësor i raporteve dhe rritja e ndikimit personal në një grup shoqëror*

Trainimi për studentë i organizuar nga Qendra Racio!
Trajnimi është i bazuar në kurse nga
Universiteti i Miçiganit

Trajneres
Leonard Kaja

Cilat janë bazat e fuqisë të çdo individid?
Si të rrisim fuqinë e influencës tonë?
Si dhe pse na duhen këto aftësi?
Qasja dhe teknika?
Cilat janë stilet e udhëheqjes?
Si ndërtohet dhe si komunikohet vizioni?
Elementet që duhen përfshirë gjatë artikullimit të vizionit?
Të kuptosh nevojat dhe sjelljet e njerëzve që t'i motivosh dhe inspirosh!

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“Building quality reports and increasing personal influence in a social group” is a training implemented by the Center for Educational and Cultural Development ‘RACIO’. The idea was developed based on youth unemployment of the disadvantaged, where many young people are unemployed due to the lack of leadership skills and lack of personal self-esteem.

The main goal of the project was to make students understand that they play a big role in society. To be a good entrepreneur you need to possess excellent communication and leadership skills. Another goal was to train the students and let them know about the influence that they would have in society or the team that they will be working with.

Some of the questions that were answered during the project were: What are the bases of every individual's power? How to increase the power of our influence? How and why do we need these skills?

This training was addressed to young students who wanted to enlarge their capacity of learning and soft skills to be in trend with the working environment. It was also useful for job seekers or disadvantaged youth that were ready to get a job but due to the lack of skills they were rejected, as well as educators/trainers to support students to develop new skills and supporting them to the first steps to create their own small venture.

How to put this Practice in use for the DIG IN project? The training is based on a course from the University of Michigan, which we adapted according to our needs. By clicking on the following links, you will be able to enroll in the course, learn, get the information's and materials and adapt it to your needs. If you plan to encourage learning, develop a growth mind-set, provide appropriate challenges, and clear learning objectives targeting at selected skills, then this course and practice are ideal for you.

<https://www.coursera.org/learn/influencing-people#about>

<https://www.coursera.org/learn/motivate-people-teams>

<https://www.coursera.org/specializations/leading-teams>

Best Practice 2: “ICT – Startup of the Year” project

ICT usage is becoming increasingly prevalent in day-to-day life, as people become progressively dependent on their digital devices. Nowadays, everyone expects their staff to have basic ICT skills. This expectation even applies to job roles where ICT skills may not have been an essential requirement in the past. To make youth aware of the importance of ICT skills, Center for Educational and Cultural Development RACIO in cooperation with High School “Saraj” developed a project called [“ICT – Startup of the Year”](#). This project targets at the development of digital skills in youth.

Job and being employed have been considered as the most necessary factors for human survival since ancient times. It is not only the source of economic survival but also an integrated part of one`s social identity. Employment plays such a vital, personal, economic, and social role, that it is regarded as an indicator for every government`s success and programs.

The idea was developed due to youth unemployment of the disadvantaged, where many young people are unemployed due to the lack of digital skills. New trends of enterprises implement innovative tools, robotics and machines, where digitalized trained staff is required to run the task.

Classical books and teaching methods in high schools do not prepare students to go in parallel with the new trends of enterprises and employment trade. The project was created for young people to develop new digital skills and soft skills, where youngsters will meet their future expectations by learning and training.

The main objective of the project is to guide students in their career, in what they are looking for, and based on their professional passion. It should also help youngsters to develop a professional CV, participate in large enterprises to realize how digitalization increases their efficiency at work, and adjust to the work challenges. Supporting students to develop new skills and throughout their first steps to create a small venture on their own is also enhanced by this best practice.



Partner institutions, NEETs, Youth workers and Youth organizations, the municipality of Saraj and the High School “Saraj” are among the stakeholders that took part in the implementation of the project. The target group of the best practice is composed of young students who want to develop their capacity of learning soft skills and digitalized skills, so as to keep up with the new trends in the professional environment. It also addresses job seekers or disadvantaged youth that are ready to get a job, but they were rejected due to lack of the specific skills.

The achievement of the project was students’ knowledge expansion on IT and research for solutions by using digitalized tools or software applications that could help them to accomplish work efficiency, efficiency of communication, work productivity and time management. Three months after the project, some students developed their own online venture (online sale, dropshipping, programming, video editing.) Some of them continue courses on programming and editing, and at the same time they are working as volunteers for the job they want.

For DIG IN project, the above-mentioned project is a good practice for targeted groups since it shows the importance of the use of ICT skills, as well as the achievements and the results of those who started using ICT skills in daily life. It is encouraging to those who doubt that ICT skills might not be important and might be just a waste of time; this practice proves exactly the opposite. By showing the practice to the target group, it will encourage, motivate, inspire them and help them gain some self-esteem to start working on learning or improving their ICT skills.

POLAND

Best Practice 1: “ECCC PI M21 Remote Teaching certification module”

Europe is struggling with the growing number of Covid19 cases. Poland introduced the state of epidemic threat by the Regulation of the Minister of Health on March 13th, 2020, which directly changed the way educational institutions operate. Due to the temporary limitation of the functioning of the education system units, teachers are obliged to conduct distance education with the use of distance learning methods and techniques. Analyzing the current situation through consultations with the teaching community, and through the analysis of the opinions of educators themselves, learners and their parents who are available on thematic online forums and support groups, measures were taken to help educators in this difficult situation.

Considering the recommendations of the Ministry of Polish National Education regarding the proposed tools to support remote education, the ECCC FOUNDATION, Poland, focused particularly on the model based on the free Google Classroom application. It became the basis for the implementation of the new “ECCC PI M21 Remote Teaching certification module”, dedicated to teachers as an aid to distance learning. The ECCC FOUNDATION implemented a project financed from their own resources, concerning e-learning ([e-nauczyciel ECCC](#)). A training module was developed for the implementation of the e-learning project.

The scope of the module includes theoretical and practical issues related to the handling of the free package tools that allow teachers to conduct online lessons using Google Classroom. The exam verifies the knowledge and skills in the field of parameterization of the application and its use, creating in particular customized educational materials, planning tasks, providing content, monitoring and evaluating students' work. These skills will allow the teacher to pursue remote teaching, improve their own work, while ensuring communication with students in real time. The Classroom service was created in cooperation with teachers and is dedicated to them.

The Google Classroom app streamlines repetitive tasks and helps to focus on what teachers and students do best. Thanks to clear messages and data segregation, students have everything "in hand". Students, parents and teachers can log in from any computer or mobile device to access assignments, training materials, grades and feedback. Teachers can track student progress. Thanks to simplified workflows, more energy can be spent getting to know the student and giving them individual support.

This course teaches how to use Google Classroom - a free online service for schools, non-profit NGOs and people who want to carry out educational tasks remotely. Out of concern for the development

of education and the well-being of students, ECCC training on the PI M21 e-learning module with the ECCC certificate was provided totally free.

E-learning was created to help parents and children get to know the world of remote learning and use e-learning tools quickly and effectively, to gain knowledge and competencies needed to use the online classes in real time, and learn how to manage a child's responsibilities while learning online. The user logs into the platform for free via the Google Classroom application. After logging in, a short test is passed for teachers or a student, which, after completion, receives a certificate with a percentage score.



From the project "[e-nauczyciel ECCC](#)" we can propose the following as good practices for DIG IN project:

- Learning to use the free Google Classroom application,
- Evaluation of your knowledge with the use of the training platform,
- Receiving the European certificate free of charge.

Best Practice 2: “DigComping” project

Another project called “DigComping” (<http://www.digcomp.pl/>) was privately funded by ECCC FOUNDATION and implemented by this Foundation.

The dynamic development of modern technologies and the requirements of the labor market along with the demand for education in the field of IT are constantly growing. Knowledge of modern technologies is required to every human being. Today everyone, including young people, has a problem with digital competencies. The interest in participating in training courses targeting at increasing digital competencies is also maximizing. It is related to the necessity to look for opportunities in the labor market. The lack of knowledge of modern technologies can lead to social exclusion. This good practice was a response to the identification of digital skills shortages among residents of all ages, genders and backgrounds, at all educational levels.

The main aim of the project was to contribute to building the digital society by developing and validating the digital competencies of the general population in the country. This was done through the development of a digital competence validation standard called European Computer Competence Certificate (ECCC), which is widely implemented in Poland. The standard was inspired by the European Digital Competence framework for Citizens.



The people involved in the project were of all ages, genders and backgrounds, at all educational levels. Teachers and trainers were involved in providing and auditing digital skills in general population, especially the unemployed. Till now 114,068 people have participated in this project.

Basically, the target group of the project concerned people who need extra qualifications and computer competencies required by employers. These stakeholders were actively involved in the project key actions.

Actions to implement DigComp in line with the recommendation of the European Parliament were called by the ECCC Foundation:

1. A total of 15 Syllabuses for each module, M1, M2, M3, M4, M5 at A, B and C levels
2. Based on the syllabuses, exam questions were developed to validate the Digital Competencies (M1, M2, M3 and M4)
3. An examination platform was developed, where the developed syllabuses or examination questions were implemented
4. Access to the platform is available to the ECCC Foundation Examination Centers and the examiner, after prior accreditation as an examiner
5. The examination platform is used to validate participants in projects financed by the European Union.
6. Developed DigComp manual for M1, M2, M3, M4, M5 modules for level A, B and C, which helps the participants to read the content before taking the exam
7. A certificate template has been developed

The practical implementation of the DigComp concept in Poland by the ECCC Foundation was highly appreciated by the European Commission. The ECCC Foundation has been nominated for the 2016 DIGITAL SKILLS AWARD.

From the project " DigComping " we can propose the following as good practices for DIG IN project:

- **Using the DigComp Handbook for NEETs' Training,**
- **Conduct an ECCC exam,**
- **NEETs will receive a European certificate.**

ITALY

Best Practice 1: “Growing in Digital” / “Crescere in Digitale”

This is a project (<https://www.crescereindigitale.it/>) by ANPAL and the Ministry of Labor and Social Policies created in partnership with Unioncamere and Google on the national resources of the Youth Guarantee Project, taking place in Italy. The target group in this project was composed of NEETs lacking digital skills to enter the labour market, and actually the biggest challenge encountered within the project was the group of NEETs who often seemed to be discouraged.

 **Crescere in Digitale**
Formazione e tirocini per i giovani
Opportunità e competenze per le imprese



Di cosa si tratta?



Il percorso formativo

50 ore di lezioni, esempi pratici e casi di studio su tutti gli aspetti di Internet per le imprese, a disposizione di tutti gli iscritti alla Garanzia Giovani.



I laboratori

Dopo il test online, i giovani idonei selezionati saranno convocati ad un'attività laboratoriale di formazione e orientamento.



I tirocini formativi

Il programma prevede tirocini formativi extracurricolari della durata di 6 mesi rimborsati 500 euro al mese.

Many young NEETs, having lost their motivation might be discouraged from having to take training lessons and then proceed with their introduction in the labor market, instead of starting to work immediately.

“Crescere in Digitale” gives a great opportunity to NEETs, allowing them to experience the labor market by training and making them discover new aspects of the latter. This system is built to increase their motivation to continue on their path, making them aware of the fact that constant updating and training are the keys to success.

The innovative approach of this initiative concerns the placement of NEETs by monitoring the concentration of companies registered in the Youth Guarantee and monitoring the enrolled NEETs and the local availability to organize a training workshop between NEETs and host structures. The main task of companies involved, that will hold training workshops, is to express their preferences about candidates based on the progress, of course, so that the staff of “Crescere in Digitale” will bring them in contact with the NEETs chosen for subsequent internship.

The initiative aimed at promoting, through the acquisition of digital skills, the employability of young people who do not study and do not work by investing to improve their digital skills. After that, they also support their students in engaging companies in their territory offering services to improve the companies' visibility and marketing.



competenza

"Google mi ha offerto una nuova opportunità ed è stata una svolta per la mia carriera".

The first part of the project, once the NEET is registered, consists of an online course of more than 50 hours, at the end of which a test is scheduled. After the test, the participant receives a certificate to be included in the CV. The eligible young NEET can request to participate in workshops in the territory and is offered the possibility to access extracurricular internships in different enterprises.

An example of Success Story that started with "Crescere in Digitale" is about Fabio Pinna, from Oristano, Sardinia. Fabio, after studying at an Industrial Technical Institute with a specialization in computer science, immediately started looking for a job in the field that he was most passionate about: the digital world. This is how he discovered "Crescere in Digitale". After participating in the online course, he started an internship with Tek Ref, a company specialized in pizza ovens in Oristano. After six months of training, he earned a permanent contract. Now he deals with all the digital and marketing tasks that are needed in the company, updating the site and social media, preparing photographic content and short videos, managing the advertising campaigns, and also offering administrative support and maintaining relations with foreign customers.

This best practice can be totally related to DIG-IN objectives and aim. IO1 is working on the support of youth that are NEETs and aims to encourage and foster their personal development with clear and helpful tools and techniques they can use to engage with disengaged youth and digital natives. The method described in "Growing in Digital" project offers concrete training paths

and learning material that youth workers and adult mentors can use to get digital native youth involved and active.

This is relevant at the EU level, too, as Europeans live in an increasingly complex digital world, one which is revolutionizing how they work, do business, learn, and conduct themselves as active citizens today. Whether they are filling out a job application online, using e-commerce to shop or banking through an app, people need a diverse set of digital skills, knowledge and confidence to make the most of the digital revolution. “Growing in Digital” covers exactly this gap in order to link NEETs and digital natives with the labor market needs and support their integration into the new digital era which brings challenges but also great opportunities for them.

Best Practice 2: WEEELABS

The [**WEEELABS**](#) project involves a total of six European organizations from four countries: Spain, Greece, Italy, and Portugal.



weeelabs

To facilitate the social integration of young people in a situation of exclusion and to incorporate them into the labor market, the project partners have identified the recovery and recycling of waste electrical and electronic equipment (WEEES) as an opportunity of labor incorporation and social integration of these young people, in line with the **European Directive on Waste Electrical and Electronic Equipment**. This is an opportunity of employability that could be realized with the creation of new social enterprises and/or intra-entrepreneurial projects in organizations. In this sense, WEEELABS explored a new way of non-formal education processes, tailored and specifically oriented to our targeted group of young people in a situation or at serious risk of exclusion, both to equipment -not yet reflected in formal education system- and the development of core basic skills (spoken language, reading comprehension and calculation) and transversal skills (problem solving, teamwork, organization of work, creative thinking and monitoring instructions). In this way they validated the adaptation of the FabLab model (Fabrication Laboratories) which were promoted by the Massachusetts Institute Technology (MIT) as workshops / learning communities in digital design and manufacturing scale for personal or local use (usually with 3D technologies).

The main objective of the WEEELABS project is the construction of a strategic partnership between organizations with experience on the social field, to work and learn together exploring new opportunities for the employability of youth in a situation or at serious risk of exclusion. The profiles of the targeted group: young people with diverse circumstances that share specific elements of their territory and local context, such as expectations and difficulties in integrating into the social and productive system, but with common educational and integration needs comprised the target group of this project.

The main stakeholders and key actors in this project were:

- Companies
- Public administrations
- Technological centers
- Research groups
- Educational centers
- IMS (integrated management system)
- Large enterprises
- Social enterprises
- Weee Laboratory
- Weee sector enterprises

All objectives were achieved through the following three intellectual outputs and a website, which are considered to be the project's outcomes:

- Study on the re-use of WEEEs as a market niche for the creation of social enterprises
- Teaching Guidelines for facilitators in training programs for the management and re-use of waste electrical and electronic equipment
- A Guide with good practices for the management and implementation of adapted fablabs in the reuse of waste of electrical and electronic equipment.

WEELABS is related to DIG IN aims and objectives thanks to the development of a transferable non-formal educational methodology adapted from technological innovation (FabLab - Fabrication Laboratories), based on the principle of “learning by doing”, in order to develop socio-occupational and pre-employment skills in youth.

Best Practice 3: YouthWork360

Another project coming from Italy is the “[YouthWork360](#)” project which involves a total of three European organisations from: Poland, England and Italy. “YouthWork360” is an innovative project that provided educational tools for youth workers in Virtual Reality technology. The aim of the project is to develop, use and disseminate five innovative educational tools for youth workers, and to inform about the opportunities offered through international youth mobilities and non-formal learning through the production of VR video content.

The project had three international project meetings and one youth workers mobility. The project has achieved high visibility, among others, by participating in international educational fairs in London, Turin and Warsaw. The project has been implemented by the Kielce Regional Volunteer Center, Momentum World Community Interest Company in London and MINE VAGANTI NGO from Italy and lasted for 12 months, having as target groups youth workers and youth.



The main objectives of the project were:

- To support the acquisition of appropriate skills and competencies at a high level for beginner youth workers, by providing them with new learning tools and for young people who, through modern tools, will participate in international mobility within the Erasmus+ program by preparing and recording 15 Virtual Reality (VR) technology video manuals

- The creation of innovative teaching and learning methods and the development of teaching and learning materials and tools using information and communication technology (ICT)
- To promote quality youth work through exchanges of experience between partner organizations and youth workers related to them, and create a catalogue of the 15 most interesting and effective workshop tools that allow people with disabilities or those with fewer opportunities to be included
- To support youth workers in developing and exchanging effective ways to reach marginalized young people, by preparing and recording VR material that will allow virtual participation in the project of international youth exchanges and informing about non-formal education, the Erasmus+ program and the Youthpass
- To carry out extensive promotion of tools developed within the project, including international education fairs.

The outcomes of the project were mostly tangible and are listed below:

- 5 instructional demonstrating Energisers exercises in Virtual Reality technology
- 5 instructional video manuals demonstrating Teambuilding-type workshop work in Virtual Reality technology
- 5 instructional video manuals presenting workshop work on cultural diversity and solidarity in Virtual Reality technology and its inclusion on the Internet and mobile applications
- A mobile application for smartphones with direct access to VR material produced within the project.
-

Thus, YouthWork360 relates to the DIG IN objectives in terms of support offered to youth workers in acquiring new skills and competencies on innovative ICT-related tools and methods through the tangible results of the project listed above, which offer concrete training material that youth workers and other educators can use to reach out to the target group of engage disadvantaged youth and digital natives.

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