

# ASSESSMENT TOOL FOR DIGITAL COMPETENCES IN YOUTH WORK



The assessment tool for digital competences in youth work is an outcome of the Digital Youth Work Strategic Cooperation between National Agencies (DYW SNAC). It has been developed and tested together with the European community of youth work practitioners between 2021 and 2023, with the support of National Agencies for Erasmus+ and European Solidarity Corps (NAs).

The first analysis and concept have been published in the 2022 European report “[Digital competences and capacities in youth work](#)”, while during 2022 and 2023, additional efforts have been made to develop the full content of the tool and to test it together with youth workers from different parts of Europe.

The present assessment tool is the result of the efforts done within DIYW SNAC, Work Package 2 - led by the Estonian National Agency with the support of other 13 other NAs from Belgium (Flanders), Cyprus, Finland, France, Germany, Iceland, Ireland, Lithuania, Netherlands, Portugal, Romania, Slovenia and Turkey and Verke - the Centre of Expertise for Digital Youth Work in Finland.

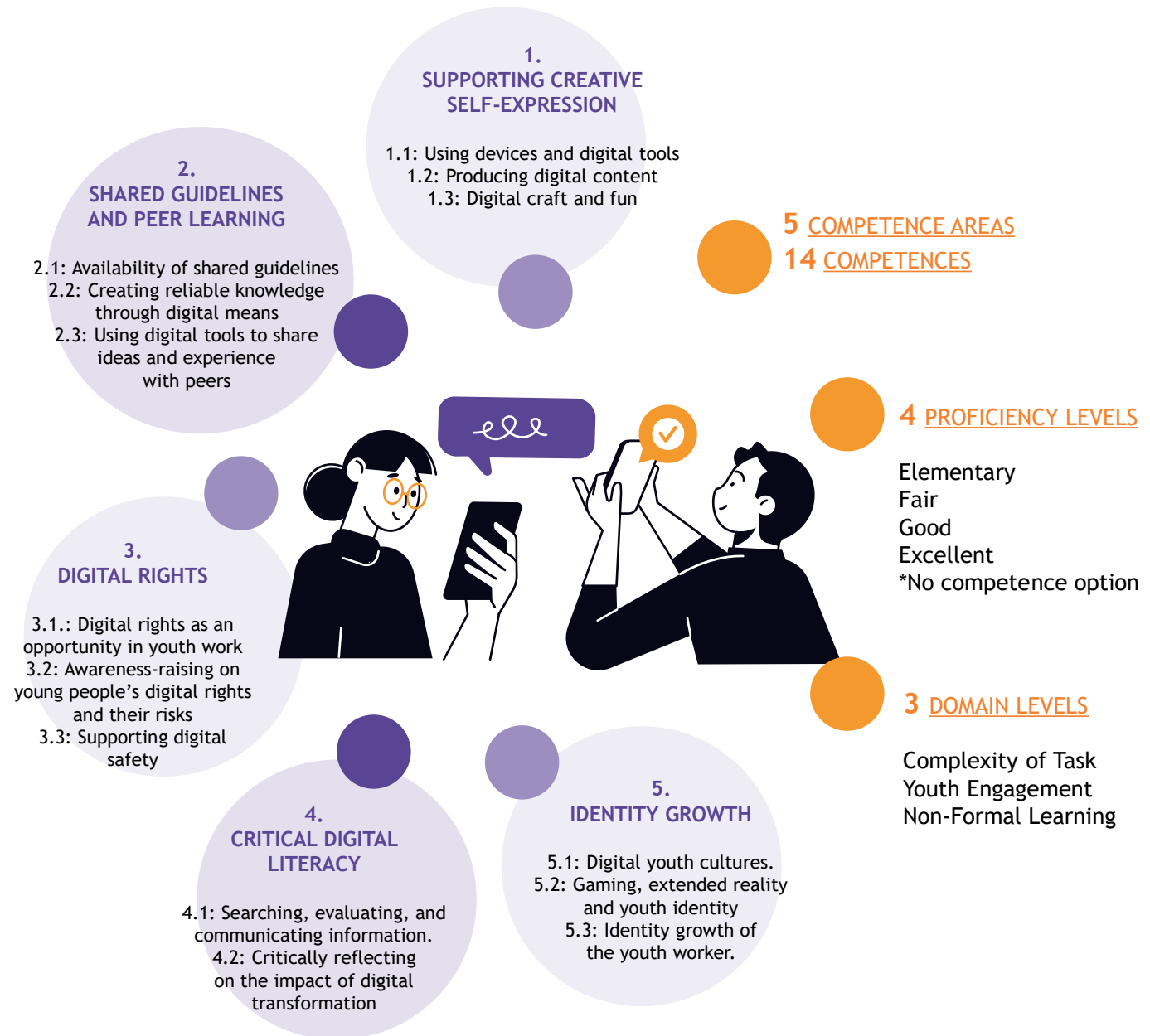
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# DIGITAL COMPETENCES YOUTH WORK



## THE ASSESSMENT TOOL

The self-assessment tool for digital competences in youth work consists of 5 competence areas, 14 specific competences, 3 dimensions, 4 proficiency levels and thus 38 indicators.

Overview of the competence areas and their specific competences:

**COMPETENCE AREA 1: SUPPORTING CREATIVE SELF-EXPRESSION.** Competence to support young people through the necessary digital tools and approaches. Establishing conditions for young people to create their own digital content. Endorsing attraction to technology through “do it yourself” (DiY) approach and having fun.

COMPETENCE 1.1: Using devices and digital tools

COMPETENCE 1.2: Producing digital content

COMPETENCE 1.3: Digital craft and fun

**COMPETENCE AREA 2: SHARED GUIDELINES AND PEER LEARNING:** Competence to understand the expectations and priorities of youth work organisations and the ways they are aligned with the principles of digital youth work. Looking at how digital media and tools are used to acquire knowledge about young people; awareness about digital working methods and need for sharing ideas with colleagues.

COMPETENCE 2.1: Availability of shared guidelines

COMPETENCE 2.2: Creating reliable knowledge through digital means

COMPETENCE 2.3: Using digital tools to share ideas and experience with peers

**COMPETENCE AREA 3: DIGITAL RIGHTS:** Competence to support and protect young people’s digital rights. Young people are both active users of their digital rights, and vulnerable to their violations. Digital youth work has a role to promote the respect of young people’s digital rights and raise awareness of their neglect.

COMPETENCE 3.1: Digital rights as an opportunity in youth work

COMPETENCE 3.2: Awareness-raising on young people’s digital rights and their risks

COMPETENCE 3.3: Supporting digital safety

**COMPETENCE AREA 4: CRITICAL DIGITAL LITERACY:** Competence to understand and apply the principles of critical digital literacy. Digital literacy covers the technical tools to find, evaluate, and communicate information clearly. The “critical” component adds the broader understanding of the effects of digital transformation on young people’s lives.

COMPETENCE 4.1: Searching, evaluating, and communicating information.

COMPETENCE 4.2: Critically reflecting on the impact of digital transformation

**COMPETENCE AREA 5: IDENTITY GROWTH:** Competence to support identity growth in the new digital era. Young people explore, test, and mirror their identity to what peers think of them. Digital tools and media enable identity expression and exploration.

COMPETENCE 5.1: Digital youth cultures.

COMPETENCE 5.2: Gaming, extended reality and youth identity

COMPETENCE 5.3: Identity growth of the youth worker.

## HOW TO USE IT?

As an example (below) from the tool, there is Competence area 1. ‘Supporting creative self-expression’ with the competence 1.2 ‘producing digital content’. Each competence has three dimensions, which all must be assessed one by one. The indicator below measures the competence to support the creation of digital content. Each of the three dimensions - “complexity of task”, youth engagement”, “non-formal learning” has to be assessed through the four levels of proficiency - elementary, fair, good or excellent).

**COMPETENCE AREA 1: SUPPORTING CREATIVE SELF-EXPRESSION.** Competence to support young people through the necessary digital tools and approaches. Establishing conditions for young people to create their own digital content. Endorsing attraction to technology through “do it yourself” (DiY) approach and having fun.

**COMPETENCE 1.2: Producing digital content.** Creation of digital content can be videos, podcasts, blogs, vlogs, quizzes, online magazines, flyers, serving to different purposes such as protesting, advocating, making one’s voice heard, or storytelling. It uses any modern digital media, digital tools and formats - text, images, videos, voice or their combination to express oneself.

 **NO COMPETENCE YET**

Proficiency

levels/domains

Complexity of task

Youth engagement

Non-formal learning

Elementary	Complexity of task	Youth engagement	Non-formal learning
Elementary	I have a very general idea of what digital content creation means.	I know that the young people I work with consume digital content, but they have not expressed an interest to produce their own.	I consider digital content creation should become part of our educational offer, even if it is a new approach.
Fair	I have some knowledge and skills to support young people in digital content creation.	I have plans to develop learning opportunities about digital content creation with the young people I work.	I have discussed with young people and/or other youth workers about digital content production as an opportunity to learn new things.
Good	I can confidently use digital content creation tools, and my work unit has allocated the necessary resources for this purpose.	Young people have asked about content production, and I have pushed them to go on with.	I have set together with young people educational aims for their own digital content production.
Excellent	I can guide young people to carry out a digital content production.	I have supported young people who independently carried out their content production.	I have assessed together with the young people what they have learned in producing digital content.

## CONCRETE CONTEXTS IN WHICH THE TOOL CAN BE USED

The main reason for carrying out an assessment of digital competences is to develop youth work. The tool provides an opportunity to have a comprehensive picture of how well the digital dimension has been integrated in youth work. The results allow youth professionals to have a better understanding of what are the strengths and what are the areas to be improved.

There are several options on how the results can be analysed. Youth workers can analyse them individually, followed by a group reflection (staff, such as all youth workers of the youth centre). As the results can be transformed in percentages, it is easy to calculate staff averages for collective analysis (peer-reflection). When different local units/departments of a youth work organisation (a youth organisation, municipality) carry out the assessment - as it would be recommended - the averages of work units (youth centres or local youth organisations) can be compared. Differences can be used as opportunities to find out why some work units do better on some competence areas, or specific competences (peer-learning, benchmarking). Of course, young people can be asked to give their views on the assessments too.

Furthermore, when a staff assessment is combined with the assessment of the management of the organisation, the same procedure can be repeated. First, the managers analyse their individual results, followed by a collective reflection; how well has the management of the organisation supported digital transformation in youth work? Finally, the staff and the management should convene and discuss together their results and agree on measures to be taken to advance digital youth work. Depending on the organisational settings and cultures, it is also possible to engage the stakeholders and funders in the process of reflecting the assessment results; how can we together improve the weaknesses and nurture the strengths? The funders can also use the results to reflect on how youth work has contributed to good return of investments.

If the assessment is repeated every year, or every second year, it provides excellent data to analyse the development of digital youth work and identify the competences which have clearly moved forward and/or which have lagged. This tool is designed as a self-assessment instrument, but, in principle, it can also be adapted to a peer- or external assessment format. The Finnish network of municipal Family Centres, which uses a youth work assessment tool in some cases, has decided to alternate between a self-assessment and a peer-assessment - each being conducted every second year.

If a youth work organisation has the practice of appreciation interviews, assessment of digital competences and capacities provides a good quantitative material for efficiency and quality of digital youth work (in particular if it is carried out as peer-assessment).

There is also a possibility to elaborate a quality label or a quality certification based on the assessment tool - in which case a peer-assessment tool would be preferable.

Overall, compared to the pure statistical evaluation surveys, self- and peer-assessment stands out as a refreshing, information-rich complementary form of accountability. In fact, it is a combination of quantitative and qualitative analyses. It is quantitative in the sense that the outcome is based on a numeric scale, while the evaluation criteria are qualitative descriptions of the practice of youth work.

THE ASSESSMENT GRID

COMPETENCE AREA 1:

SUPPORTING CREATIVE  
SELF-EXPRESSION



**COMPETENCE AREA 1: SUPPORTING CREATIVE SELF-EXPRESSION.** Competence to support young people through the necessary digital tools and approaches. Establishing conditions for young people to create their own digital content. Endorsing attraction to technology through “do it yourself” (DiY) approach and having fun.

**COMPETENCE 1.1: Using devices and digital tools.** How advanced are the tools, programmes and mobile applications used by youth workers? Are the initiatives and skills of young people recognized? Are they engaged in planning, implementing, and assessing digital activities?

 **NO COMPETENCE YET**

Proficiency  
levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I occasionally use Internet connected computers and mobile phones.	I have a very general idea of what digital tools, platforms or mobile applications young people use regularly.	I have used basic digital tools and devices to run some digital youth work activities with young people, based on my own intuition.
<b>Fair</b>	I often use essential functions of digital tools, especially for collaborative purposes. (eg. meet and communicate with young people and other youth workers).	I regularly discuss with young people about how they use the Internet and their digital devices.	I have used different digital tools to run several digital activities, but the educational purpose needs more attention.
<b>Good</b>	I use advanced functions of digital tools. (eg. work with shared documents and folders; edit images; management tools)	I am capable of advising and supporting young people to use advanced digital tools (or advanced functions of such tools) or create peer learning opportunities for them.	I have planned and implemented multiple digital youth work activities, using a diversity of digital tools.
<b>Excellent</b>	I am confident in using a diversity of digital tools and platforms to support youth work and deliver youth work services. (e.g. advanced technological equipment, digital cameras or software, AI tools,)	I consult and decide together with young people on their needs, when I plan the acquisition of new digital tools and devices, to be used in youth work activities.	I have used advanced digital tools to run multiple digital activities as a learning process and assessed what young people have learned.



**COMPETENCE 1.2: Producing digital content.** Creation of digital content can be videos, podcasts, blogs, vlogs, quizzes, online magazines, flyers, serving to different purposes such as protesting, advocating, making one’s voice heard, or storytelling. It uses any modern digital media, digital tools and formats - text, images, videos, voice or their combination to express oneself.

 NO COMPETENCE YET

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I have a very general idea of what digital content creation means.	I have a general idea of how young people consume digital content	I consider digital content creation should become part of our educational offer, even if it is a new approach.
<b>Fair</b>	I have some knowledge and skills to create digital content..	I have discussed with young people about the type of digital content they want to produce.	I have discussed with young people and/or other youth workers about digital content production as an opportunity to learn new things.
<b>Good</b>	I can create digital content independently and adapt it to the context of youth work.	I have empowered young people to co-create digital content together with other youth workers/professionals.	I have set together with young people educational aims for their own digital content production.
<b>Excellent</b>	I have created different types of digital content and I know how to support others in similar processes (eg. podcasts; videos)	I have supported young people who independently carried out their content production.	I have assessed together with the young people what they have learned in producing digital content.

**COMPETENCE 1.3: Digital craft and fun.** Building simple electronic gadgets, making robots or using 3-D printing to promote technological learning (also referred to as ‘Maker culture’ or ‘tinkering’). Positive group cohesion and having fun are key socio-emotional contributors to learning.

 NO COMPETENCE YET

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I have tried it, but I have limited knowledge and experience in integrating Maker culture activities in youth work.	I involved young just few times and I have limited experience in engaging youth in digital crafting.	I have limited understanding on how to design learning opportunities through digital crafting.
<b>Fair</b>	I have some experience as a participant and have plans to develop Maker Culture experiences.	I realize that young people are interested in technological hobbies, and I feel I should support them.	I ave discussed with young people and/or other youth workers about Maker culture activities as an opportunity to learn new things.
<b>Good</b>	I have improved my competences on Maker Culture through literature, study visits, consultations and/or seminars.	I have empowered a group to co-lead with other youth workers/professionals Maker Culture activities.	I have gathered a group of young people to engage in technological activities and agreed about their learning outcomes.
<b>Excellent</b>	I have run technological workshops and emphasised good atmosphere and having fun.	I have supported a self-directed group to run Maker Culture type of activities.	I have run long-term technological activities with young people and have reflected what they have learned.

## THE ASSESSMENT GRID

### COMPETENCE AREA 2:

# SHARED GUIDELINES AND PEER LEARNING



**COMPETENCE AREA 2: SHARED GUIDELINES AND PEER LEARNING:** Competence to understand the expectations and priorities of youth work organisations and the ways they are aligned with the principles of digital youth work. Looking at how digital media and tools are used to acquire knowledge about young people; awareness about digital working methods and need for sharing ideas with colleagues.

**COMPETENCE 2.1.: Availability of shared guidelines.** Competence to link public and/or organisational digital policy aims with the conditions and expectations of young people. Competences to use a participatory and a non-formal learning approach.

 NO COMPETENCE YET

Proficiency

levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I decide how to use digital tools/approaches, without guidance from my organisation.	I have discussed with young people about their expectations for digital activities in youth work.	I acknowledge the importance of young people learning new skills in digital activities.
<b>Fair</b>	I have run digital youth work activities that are based on the initiatives and ideas of our young people and/or my fellow youth work colleagues (not part of a strategic process).	I have empowered young people to develop and participate in digital activities that I have planned.	I can identify some of the learning opportunities that could be planned as part of digital youth work, even if I didn't do something actively for this purpose.
<b>Good</b>	I have run digital youth work activities based on the guidelines of my organisation.	I occasionally consult young people on the type of digital activities our organisation needs to develop.	I have set with young people learning objectives for digital youth work.
<b>Excellent</b>	I have run digital youth work activities that are based on the guidelines of our organisation, the ideas of young people, and on the principles set by the national and European organisations.	I engage young people on equal footing in the planning, running and evaluation of digital activities; they are an integral part of our strategic approach to digital transformation.	I constantly assess, together with young people and/or other youth workers on the quality of our digital work and reflect what we have learned; as an intentional process part of our digital youth work strategy.

**COMPETENCE 2.2: Creating reliable knowledge through digital means.** Using digital means to build evidence-based digital youth work. This competence touches on the abilities of the youth worker to engage young people in digital fact-finding, or supporting them to use digital means as a non-formal learning process.

 **NO COMPETENCE YET**

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I can find knowledge about young people on the Internet, if it is needed.	I have a general idea of the support young people need in finding information online.	I am able to help young people find online sources which resonate with their personal concerns and expectations (non-formal learning is learner-centred).
<b>Fair</b>	I know how to easily find online information about young people, and I have used in planning digital youth work.	I have some understanding on how to support young people in finding reliable and objective knowledge online.	I know how to support young people to collectively, as a group, gather and reflect on online information (non-formal learning is social knowledge production).
<b>Good</b>	I can design and run my own surveys using different digital means to understand different dimensions of young people's lives.	I have helped young people to understand the difference between facts, mis/dis-information, and, in general, to critically analyse information.	I have empowered young people to act on issues they find important, by guiding them to identify online communication platforms of causes, organisations or movements they resonate with (non-formal learning may lead to action).
<b>Excellent</b>	I have designed and run various surveys, and the results have been used for digital youth work activities.	I have supported young people to improve their behaviours in looking for trustworthy sources or running their own online research.	I have made digital learning of young people transparent, by publishing/contributing to research papers on its impact (non-formal learning can be made transparent and credited).

**COMPETENCE 2.3: Using digital tools to share ideas and experience with peers** (*within the community of practice, other youth workers or colleagues*). The competence to use digital media to find inspiration from peers and to use the opportunity to inform about one's own good practices, as well as to adopt the mentality of constantly collaborating with peers from various contexts and countries.

 NO COMPETENCE YET

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I know how to use digital tools in interaction with peers, such as organising e-meetings and participating in them.	I find it reasonable to inform young people about the meetings I have had with my peers.	I understand that youth workers and young people should learn together.
<b>Fair</b>	I participate regularly in local, national and/or international e-meetings and e-seminars.	I have the habit of discussing with young people about my professional e-meetings.	I am used to reflect with young people issues which we have discussed in a peer e-meeting or a seminar.
<b>Good</b>	I have presented my practices on digital platforms, or I have implemented ideas from others on similar platforms.	I have asked young people's advice and comments on my presentations held on digital platforms.	The good practices I have presented to other youth workers are a product of co-learning with young people.
<b>Excellent</b>	I have shared my practices, as a member of a network, which meets regularly and aims at developing digital youth work.	I ensure the proper space for young people to actively participate in our digital meetings and projects to develop youth work.	I use digital tools to increase transparency of what I/we have learned with young people; my organisation has created the premises for this.

THE ASSESSMENT GRID

COMPETENCE AREA 3:

DIGITAL RIGHTS



**COMPETENCE AREA 3: DIGITAL RIGHTS: COMPETENCE TO SUPPORT AND PROTECT YOUNG PEOPLE’S DIGITAL RIGHTS.** Young people are both active users of their digital rights, and vulnerable to their violations. Digital youth work has a role to promote the respect of young people’s digital rights and raise awareness of their neglect.

**COMPETENCE 3.1: Digital rights as an opportunity in youth work.** The competences to be aware of digital rights and opportunities, as well as to empower young people to utilise new digital tools and media for this purpose.

 NO COMPETENCE YET

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I have a general idea of what are digital rights, even if in my organisation we haven’t worked much on this topic.	I have a general idea of how youth work should sensitise young people to their digital rights.	I have little knowledge/ skills of how to integrate digital rights in my non formal learning processes.
<b>Fair</b>	I know how to guide young people to explore their digital rights, and identify inspiring resources on the topic.	I have encouraged young people to independently find information from the Internet on their digital rights and potential violations.	I can identify some learning opportunities on how to integrate digital rights approaches in youth work.
<b>Good</b>	I know how to organise educational and participatory activities connected to youth’s digital rights, and we have organised several with my organisation.	I have facilitated discussions between youth peers about their digital rights, digital opportunities and challenges.	I have set with young people learning objectives on how to support their digital rights.
<b>Excellent</b>	I have a sound knowledge about what digital rights are, how they can be protected and can support others to understand them too.	I have guided a youth group to develop their own initiative on digital rights - using a project, an online study, or managing an exchange program.	I have supported young people to assess their learnings after running their digital rights activities, and identify new ways of how to address them.



**COMPETENCE 3.2: Awareness-raising on young people’s digital rights and their risks.** Competence of youth workers to sensitise young people on their digital rights, identify situations of risk, and empowering them to critical reflection and action.

 NO COMPETENCE YET

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I have a general idea of how young people’s digital rights can be at risk.	I have a general idea of how young people perceive their digital rights and possible risks.	I think that possible harms on young people’s digital rights can be seen as opportunities to non-formal learning.
<b>Fair</b>	I think that a task of digital youth work is to make young people aware of their digital rights and help them when they are at risk.	I can sensitise young people on situations when they are not fairly treated in the digitalised world.	I am able to explain young people that it is important to learn why and how their digital rights have been abused.
<b>Good</b>	I have advised young people on the risks to digital rights such as tracking, unethical advertisement, manipulation, harmful content, online bullying.	I have mobilised young people to explore possible abuses of their digital rights and to develop ideas for possible action.	I have empowered young people to consider a learning-by-doing approach: finding out how they could act on things such as misinformation or online bullying.
<b>Excellent</b>	I have successfully motivated and guided young people to act on possible abuses of their digital rights.  (eg. using a report mechanism of an online platform and defend one’s digital right)	I have empowered groups of young people to run their own projects or activities on possible abuses of their digital rights.	I have supported young people to run a planned activity on digital rights violations and to reflect on what they have learned.

**COMPETENCE 3.3: Supporting digital safety.** Competence to engage young people in safeguarding their privacy and the ability to design such activities as a non-formal learning process; focuses on safety on the Internet and the impact of digital technologies.

 NO COMPETENCE YET

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

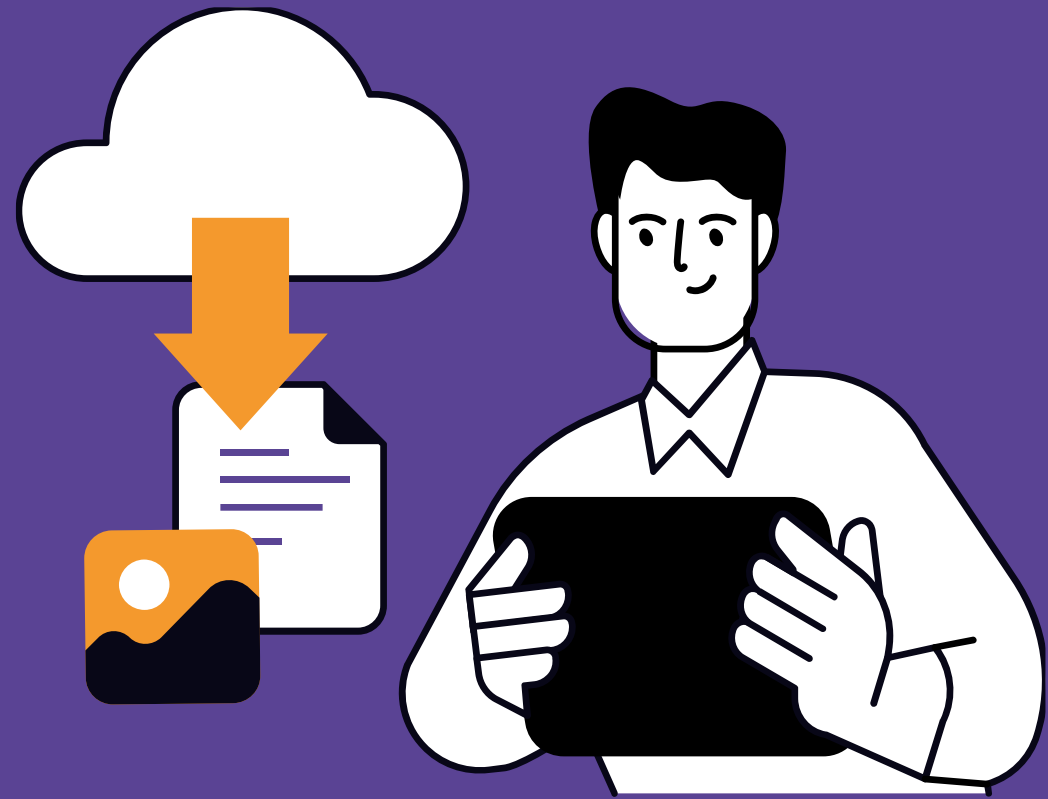
<b>Elementary</b>	I know the basic online safety measures, such as how to create a secure password or how to install an anti-virus.	I lack understanding on how to discuss with young people about digital safety, such as password safety, privacy, control of own data, or tracking.	I have limited understanding on how to support young people's competences on digital safety issues.
<b>Fair</b>	I am prepared to explain to young people key elements related to use of personal data on social media and digital platforms, and the risks that come with it.  (eg. social media and digital platforms can be restricted, blocked, encrypted, and hacked, thus posing a risk to free speech and to the control of own data)	I have exchanged views with young people about their online safety and security.	I know how to support young people in learning about their basic safety measures.
<b>Good</b>	I have created a safe context for digital use and suggested young people to protect themselves from potential cybersecurity threats.  (eg. phishing - attack that attempts to steal your money, or your identity, by getting you to reveal personal information; malware - software that is installed on a computer without the user's consent and that performs malicious actions, such as stealing passwords or money)	I have empowered young people to further reflect on safety and security issues, searching for information and suggesting activities or projects to address them.	I have helped young people analyse their safety risks and suggested respective safety measures.

<p><b>Excellent</b></p>	<p>I know the key elements of main European digital regulations in the digital field and I know how to ethically apply them in youth work contexts.</p> <p>(eg. EU's Digital Rights and Principles (2022), Digital Strategy (2020), Internet for Kids+ (2022), GDPR (General Data Protection Regulation 2018) and DSA (Digital Service Act 2022; UN's General Comment no. 25 (2021) on children's rights in relation to the digital environment).</p>	<p>I have supported young people to run by themselves activities on online safety and security.</p>	<p>I have guided activities on young people's own safety concerns, based on pre-set learning objectives and run final reflections on learning outcomes.</p>
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THE ASSESSMENT GRID

COMPETENCE AREA 4:

CRITICAL DIGITAL  
LITERACY



**COMPETENCE AREA 4: CRITICAL DIGITAL LITERACY: COMPETENCE TO UNDERSTAND AND APPLY THE PRINCIPLES OF CRITICAL DIGITAL LITERACY.** Digital literacy covers the technical tools to find, evaluate, and communicate information clearly. The “critical” component adds the broader understanding of the effects of digital transformation on young people’s lives.

**COMPETENCE 4.1: Searching, evaluating and communicating information.** Competence to equip young people with the tools to find and critically evaluate online information and content, while also supporting them to ethically communicate online with their peers, based on non-formal learning approaches.

 **NO COMPETENCE YET**

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I understand that young people need to know how to find, create, critically assess, and clearly communicate digital information, but I do not yet have access to programmes, activities or all the competences to meet that need.	I would like to discuss more with young people about their digital competences to produce and share information.	I believe that young people learn important skills through their digital communication activities and that youth work should support that process.
<b>Fair</b>	I have advised young people on their basic functional skills, such as critically navigating through a variety of websites and platforms.	I have asked our young people to critically assess the practices of our youth work offering.	I am prepared to give real-life communication tasks for young people to find innovative ways of using and mixing digital means.
<b>Good</b>	I have supported young people to fact-check news/information they have read and to analyse reasons for inconsistencies.	I have facilitated a group of young people to manage on their own the online communication of an event we recently organised, based on ethical principles.	To sharpen young people’s critical mind, I have prepared educational activities to reflect the possible reasons behind a piece of disinformation (eg. about climate change).
<b>Excellent</b>	I have helped young people to critically analyse current communication challenges related to the information crisis and the use of synthetic media. (eg. mis/dis information, fake news, deep fakes)	I have supported youth groups to critically reflect on what happens to their personal data when is collected by (large) organisations collecting data and what would be ethical alternatives.	I have supported young people to develop counter-narratives to a case of fake news or disinformation.

**COMPETENCE 4.2.: Critically reflecting the impact of digital transformation.** Competence to raise awareness of young people and youth workers and empower them to use critical digital literacy as a tool to navigate the effects of digital transformation.

 NO COMPETENCE YET

Proficiency

levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I understand that young people participate differently in the digital world, some make innovative use of it, some face problems.	I occasionally ask young people about the ways they use digital means and online platforms.	I understand that young people learn online, but I do not use any particular educational approaches to support it.
<b>Fair</b>	I have a limited understanding of all potential uses of different technologies, or the opportunities and challenges that might arise from using them, but I know where to refer those digital users I cannot support.	I know how to engage young people to discover by themselves more information about their digital interests and concerns.	I actively engage young people in critical reflection of their online experiences - what they finally feel they have learned from the various experiences.
<b>Good</b>	I have a good understanding on how to provide support to different youth groups - the activists, the innovators, those who understand the potential harms or those who just use digital tools for fun.	I have explained how European youth programmes (such as Erasmus+ & European Solidarity Corps) support youth to become active digital agents.	I have organised educational activities where young people analysed to which extent critical reflection could help to take control of digital anxieties.
<b>Excellent</b>	I have empowered youth groups to use their critical thinking and imagination in order to discuss the ethical implications and find solutions to issues such as profiling, algorithmic filtering or algorithmic bias.	I have empowered a youth group to choose a digital issue relevant for them to act on, by writing vlogs, creating digital content, or joining on-line/off-line activism.	I have supported young people to reflect broader issues, such as digital divide, digital surveillance, or digital manipulation - and helped them summarise the learning outcomes.

THE ASSESSMENT GRID

COMPETENCE AREA 5:

IDENTITY GROWTH



**COMPETENCE AREA 5: IDENTITY GROWTH. COMPETENCE TO SUPPORT IDENTITY GROWTH IN THE NEW DIGITAL ERA.** Young people explore, test, and mirror their identity to what peers think of them. Digital tools and media enable identity expression and exploration.

**COMPETENCE 5.1: Digital youth cultures** Understanding how young people use digital means in constructing their identity and creating digital communities. Youth workers need competences to engage young people in learning new literacies fit for the new digital society.

 **NO COMPETENCE YET**

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I have a general understanding of how young use digital platforms and tools to express themselves.	I have informed the young people about the activities we run in the digital platform where we meet them.	I know that young people learn things in digital peer groups messaging, ‘liking’, running vlogs and podcasts, or presenting themselves on digital platforms.
<b>Fair</b>	I can discuss with young people about their positive and negative experiences on digital peer interaction platforms.	I have organized a meeting or carried out a survey to ask the young people about the activities/services they would like to have on our digital platform.	I support young people to learn social skills through participation in digital communities, such as discussion groups, life-style sites, vlogs or gaming.
<b>Good</b>	I can create/setup a space where young people can create, share and reflect on their digital identities.	I have engaged young people to plan and organize activities, such as thematic discussions and vlogs on our digital platform.	I have intentionally ensured that young people with fewer opportunities have participated in our digital learning activities, such as thematic events, problem-solving, producing their own content, or vlogs.
<b>Excellent</b>	I have developed an actions for the online platform(s) I use to meet young people. It includes a large diversity of youth work services.	I have given young people specific roles in initiatives that we have organised together on our digital platform.	I have supported young people to create their communities, based on pre-set learning objectives, while reflecting on the results.



**COMPETENCE 5.2: Gaming, extended reality and youth identity.** Competence to deal with new environments where young people spend their time and which shape their identity - online gaming, extended reality - XR (based on the use of technologies such as Augmented Reality (AR), Virtual Reality (VR), Mixed Reality, etc.). Supporting young people to be aware of the opportunities of such environments as well as the risks of excessive use. Ensuring there are enough quality educational opportunities and anchored in the ethical principles of youth work.

 NO COMPETENCE YET

Proficiency  
levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I am familiar with how young people engage in gaming and XR, but I haven't applied it in youth work yet.	I have limited awareness of the necessary resources for making such environments and technologies accessible.	I understand the use of gaming and XR as any other youth work activity.
<b>Fair</b>	I understand that gaming and XR can be used by youth workers for educational and social activities, guided by the general principles of youth work.	I have facilitated contexts where young people engage in gaming and XR activities, overseen by youth workers.	I understand the use of such environments as complementary to youth work methods, with the potential for young people to further improve their digital skills, group work and relational competences etc.
<b>Good</b>	In practice I facilitate non-discrimination and the access of disadvantaged young people to such environments; activities are open to all, irrespective of gender or level of expertise.	I have implemented the processes set in place by our organisation to engage young people in gaming and XR activities.	I have guided young people to reflect on gaming/XR development and the ethical implications for young people and other users.
<b>Excellent</b>	I understand the benefits and risks of gaming and XR, I know how to deal with them and how to guide young people to ethical platforms; when needed, I can refer young people to specialised support in case of excessive/inappropriate use.	I have worked with young people, relevant partners, and stakeholders to run dedicated activities together, by ensuring access to educational support and necessary equipment.	I have organised activities in such environments together with young people based on pre-set educational goals and assessed them.

**COMPETENCE 5.3: Identity growth of the youth worker.** Digital youth work is situated in a community of practice consisting of young people and the youth worker. In such social activity both learn and construct their identity. It is an opportunity for the youth worker to learn creativity, judgement, and human rights-based critical digital literacy.

 NO COMPETENCE YET

Proficiency levels/domains

Complexity of task

Youth engagement

Non-formal learning

<b>Elementary</b>	I am somewhat aware of my digital competences and habits, but I am not sure if they are sufficient to carry quality digital youth work.	My relationship of trust with young people enables me to openly discuss with them about both my online experiences as well as theirs.	I have a limited understanding on the opportunities of using digital tools and media to develop new approaches in youth work.
<b>Fair</b>	I am confident in my competences to navigate the digital society and I have implemented some digital youth work approaches.	I am a person whom young people feel easy to query about a variety of digital issues. I have the identity of a trusted youth worker in a 'cool' digital learning context.	I am in a position to empower young people and other youth workers to experiment with digital means.
<b>Good</b>	I understand digital youth work in a broad context of social effects and economic interests of digital transformation; I can apply solid ethical principles to both digital and traditional youth work.	Due to my identity as an advocate of youth, I have been able to raise issues which concern young people in relation to the digital society.	I have learned to integrate practice-based learning (non-formal learning) and youth participatory approaches in my digital youth work practiceer personality.
<b>Excellent</b>	I have developed an ability to kick-off an innovative spirit in digital youth work activities; I intentionally update my competences in the field, and I am aware of trends but also policies in the field.	I implement a process, designed with my organisation, through which we assess together with young people the individual and organisational priorities/needs connected to digital transformation. (eg. developing new competences for youth workers and young people; acquiring new technologies; developing new digital services)	I have supported young people and other youth workers to set goals for meaningful digital youth work, assess them and reflect jointly on the outcomes.



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DIGITAL YOUTH WORK STRATEGIC NATIONAL AGENCY CO-OPERATION

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