Influencers

In-service training handbook

Influencers

Online social entrepreneurship to foster inclusion of young
people living with a disability or a long-term health condition

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Welcome

This handbook aims to support youth professionals to make sure they are equipped to deliver the Online Social Entrepreneurship Curriculum and the Digital & Social Media Curriculum developed within the framework of the Influencers project, funded by the Erasmus+ program of the European Union.

The curricula developed in the Influencers project focuses on using online social entrepreneurship as a means of inclusion for young people living with a disability or a long-term health condition. The Influencers curricula provides resources related to topics such as, among others, online social entrepreneurship and its potential as an inclusion mechanism, creative thinking and building self-confidence, how to generate and evaluate an online social enterprise idea, secure online engagement and online safety.

This manual is to ensure that you, as a youth professional, are prepared to work with these resources and that you understand the benefits of online learning for youth living with a disability or a long-term health condition, as well as the online dangers they can fall victims to.

The Influencers Project

About The Project

The Influencers project sees **Online Social Entrepreneurship** as an important bridge for the inclusion of young people on the margins of the mainstream society. Topics of inclusion and diversity can reach and involve big audiences via online platforms and social media. The concept of Social Online Entrepreneurs (social influencers) offers the potential to share, exchange and discuss social topics with big groups of users. Online Social Entrepreneurs share personal perspectives and everyday experiences on topics of inclusion and diversity, illustrating practical consequences of lacking (or successful) aspects of inclusion. This personal approach offers the opportunity to get in contact with people being interested or engaged in specific social topics, bringing them together and creating a (possibly big) group of followers.

Exploiting the full potential of this possibility to bring up topics related to inclusion and diversity on the public agenda by using online and social media requires a professional and strategic approach, being based on the development of competences in various fields.

This includes developing a strategy for the business aspect of an Online Social Enterprise: how to reach a big audience and how to develop your profile as an Online Social Entrepreneur. Furthermore, it is important to develop competences on how to make use of the benefits of online media and social media in a competent way, while using these media in a healthy and sustainable way, without being affected by online safety issues or other online threats. The Influencers project provides a structured approach for both areas: developing competences in media and online literacy and starting and developing a career as an Online Social Entrepreneur.

The Consortium

The Influencers project was implemented by six organisations that are experienced in Erasmus+ projects, in curriculum design and in working with youth professionals in order to prepare them to deliver different types of curricula. The participating organisations are as follows.

Jugendförderverein Parchim/Lübz e.V
Germany
www.jfv-pch.de

The Rural Hub CLG
Ireland
www.theruralhub.ie

INNOVADE LI LTD
Cyprus
www.innovade.eu

Solution: solidarity & inclusion
France
www.asso-solution.eu

Rightchallenge – Associação
Portugal
www.rightchallenge.org

Stowarzyszenie Aktywne Kobiety
Poland
www.aktywnekobiety.org.pl

Project Results

To promote the inclusion of young people living with a disability or a long-term health condition, the Influencers project aims to provide and make freely accessible to everyone four intellectual outputs. Those are as shown below and a further explanation of each one of them can be found later on.

IO1. **Online Social Entrepreneurship Curriculum**

IO2. **Digital & Social Media Literacy Curriculum**

IO3. **In-service Training Programme**

IO4. **E-learning Portal**

Being An Influencer

Who Is An Influencer?

When we hear the word 'influencer' the first thing that comes to mind is someone who posts about their lives on social media and has a big number of followers. Thanks to their popularity, influencers get many deals from brands which want to use their influence to advertise their products.

However, being an influencer goes deeper than that. **Influencers are increasingly using their platform to raise awareness about social issues**. According to a study by Mavrck (2020), "78% of them [influencers involved in the survey] have shared content specifically related to diversity or social injustice since the start of 2020. In addition, almost all respondents (93%) said they would engage in collaboration if the campaign included messaging around social justice that they aligned with".

Nowadays, it is hard to find a popular influencer that does not choose to advertise products that align with their values or a cause. **Social media is becoming a platform to advocate for diversity, equity and inclusion, and influencers play a big part in raising awareness about social issues**.

For this reason, online platforms are also becoming a place of advocacy for young people living with a disability or a long-term health condition. Through social media, these youngsters can find a place to share their story and to make a change for the better. They can give a voice to others who identify with them and who go through the same experiences every day.

A great example of an influencer making their mark is Tess Daly. The 32-year-old suffers from spinal muscular atrophy, a condition that affects the nervous system and muscle movement, leading to loss of strength and to the loss of muscle strength. Daly uses her platform to share her makeup tutorials and to inspire others to not let their disability limit them. According to Daly, "So many people with disabilities have told me that I've given them the confidence, not only to embrace their disability, but to also pursue their own love of make-up".

Online Dangers

Despite all the benefits that come with an online platform to advocate for something, being online also has its issues. From cyberbullying to identity theft or scamming, for example, the Internet is full of risks and influencers, because of their visibility, are

sometimes easy targets. This makes it very important that youth living with a disability or a long-term health condition are fully prepared to deal with these threats.

Common Threats

Cyberbullying

Cyberbullying is one of the most common issues happening online. This behaviour can include harassment, defamation and intimidation. There are users known as 'trolls' who make a fake profile with the intent of using it only to bully others online or to spread hate among the communities.

Identity theft

Just like offline, identity theft can also happen online and it is usually a lot easier to go through with it. When users post too much information online, such as photos of themselves, personal details, contacts, where they live, etc., they are giving potential identity thieves all the information they need to pass as them.

Phishing

Phishing is a method used to obtain users' personal information. It happens when an e-mail or a message is sent with the aim of collecting personal data, including credit card numbers or other sensitive information.

How To Stay Safe Online

To avoid being a victim of online threats, young people living with a disability or a long-term condition need to be aware of the dangers of being online. They should be informed about existing issues and how to avoid them. Taking a preventive position is crucial for their safety and well-being. Some of the measures to consider when using the Internet are as follows.

- Understand what the dangers of oversharing are: do not post too much information and avoid making personal information public.

- Do not share your passwords, including hints that could lead to someone finding them out (for example, the name of your first pet).

- Set secure passwords (use upper and lower case, numbers and symbols).

- Be careful when downloading something.

- Do not engage with hate comments.

- Report malicious commenters.

Online Learning

Learning is essential and one of the pillars of our existence. Traditionally, schools are what we see as places to acquire knowledge, but online learning has been emerging as another environment for teaching and learning.

Despite some similarities, online learning is different in that it gives the learner much more flexibility over their schedule, given that it is often asynchronous. **Online learning usually takes a student-centred approach, where the learners have more control over their learning process**. However, it also takes more self-discipline and motivation to complete online courses.

Although there is no physical contact among peers or learner and teacher, this does not necessarily make learning online a completely autonomous experience. It is often possible to still communicate with others online, sharing ideas or posing questions. This also gives all students a more equal chance to be participative, as in classroom-based environments many times only the more vocal learners are active.

Online learning makes use of virtual classrooms and learning management systems (LMSs) to provide learners with the learning materials. A learning management system is a platform where online courses can be hosted and accessed by students. It can have features that facilitate learning according to the needs of the group of learners in question. LMSs support group discussions, upload of solved exercises from learners, and they can also have accessibility tools for students who may have a disability or any other condition that hinders their learning.

Using The Influencers Resources

Curriculum For Online Social Entrepreneurship

Digital and social media are now embedded in our everyday lives and have completely altered the way we engage in knowledge production, communication, and creative expression. Digital and social media have escaped the boundaries of professional and formal practice that initially fostered their development and have now been taken up by diverse populations and non-institutionalised practices, including the peer activities of youth. There is a growing number of self-taught online entrepreneurs who have made careers in the newest social media environments like Facebook, Twitter, YouTube, Snapchat, Instagram, etc. These ubiquitous environments offer also significant opportunities for youth living with a disability or a long-term health condition to become Online Social Entrepreneurs.

The Online Social Entrepreneurship Curriculum comprises 24 hours face-to-face classroom based or workshop-based learning and 40 hours of self-directed learning (or 64 hours of fully online learning). The curriculum is modular in design allowing learners to select the modules that are the most appropriate to their learning needs. Each of the 8 proposed modules is subdivided into 2 units. Each unit contains **a lesson plan** including the description of a classroom-based workshop activity. For introducing the content of each module, **lecture slides** on PowerPoint basis are provided. In addition to the lecture slides, the Influencers project developed **16 short video lectures**, one for each unit of the curriculum. These video lectures explain and summarise the learning content of each unit like a short tutorial film. The video resources are accessible at all times via the Influencers E-learning Platform and additionally via the Influencers YouTube channel. All video lectures carry an English language audio track, being extended with subtitles in all project languages (French, German, Greek, Portuguese and Polish). For every language there is a separate language version available for download from the E-learning Platform (or the Influencers channel on YouTube).

For online learning, self-directed resources are available for learners to deepen their understanding of the discussed topics in the classroom-based learning activities.

Our suggestion for tutors using these digital resources is that they introduce the topic of a unit to the learners first in the form of provided lecture slides, followed by playing the short video, and then complete the activities outlined in the lesson plan.

This approach will enable learners to develop a deeper understanding of the topic of the modules and allow them to apply their new knowledge and skills to their own future endeavours. For the period of self-directed learning additional resources for the learners are provided in every module, allowing them to deepen the knowledge gained from the workshops and the classroom-based activities. Of course, it remains the decision of each tutor to adapt the use of the resources or self-directed learning materials to the specific needs of their learners.

The aim of this curriculum is to help young people living with disabilities or long-term conditions to start and develop their careers as Online Social Entrepreneurs in a professional and structured way, giving them tools and strategies at hand to develop next generation Online Social Enterprises and to strategically position their enterprise on the market of Online Social Entrepreneurs.

Content: Topics of the modules

Module 1: Introducing online social entrepreneurship and its potential as an inclusion mechanism – understanding what social entrepreneurship is and its online panorama, while also learning about inclusion mechanisms and how social entrepreneurship can become one of them.

Module 2: Creative thinking, initiative and building self-confidence for a successful online social enterprise – what is creative thinking and can that, paired with the inherent initiative of an entrepreneur and the self-confidence needed, lead to a successful online social enterprise?

Module 3: Generating and evaluating your online social enterprise idea – creating and developing a social enterprise idea and understanding its viability through different methods of analysis.

Module 4: Using ubiquitous social media platforms and networks as environments for online social enterprises – using the different social media platforms and networks to further the social enterprises objectives, while creating an understanding of social and user trends.

Module 5: How to make a success of blogging and vlogging – what is needed for a successful blog and/or vlog? Design, schedules, audience understanding and new tools to create the biggest audience possible.

Module 6: Analysing online user trends and conducting online market research – how do you conduct inexpensive online market research? What are user trends? How can we use this to better understand and help our social enterprise?

Module 7: Building social media platform awareness and developing online promotional strategies – understanding and learning about tools used to learn more about our audience, its habits, wants and needs and, in doing so, create content tailored for them.

Module 8: Building a network of online social entrepreneurs – understanding that, knowing what social entrepreneurship is, a network of social entrepreneurs is of the utmost importance and how that can benefit our final goal.

Note to the tutors

The curriculum is targeted to youth living with a disability or a chronic health condition. Due to the diversity of participants with different biological, cognitive or emotional capabilities the individual learning needs and requirements can vary widely. A learner with a physical handicap might have different needs than participants with a learning disability. Also, the available knowledge participants might bring in could vary widely from group to group. Tutors need to address the learning requirements of their actual group of learners and might need to adapt the learning material to the actual needs of their group. So before delivering the developed curricula tutors are asked to check in detail if the provided material requires adaptation to the learning needs of their group.

A second aspect is that a localisation of the content may be needed as the available material has been developed within a consortium of international project partners from different countries (Cyprus, France, Ireland, Germany, Portugal, Poland) reflecting the background from the partners of these countries. So, it might be needed to adjust parts of the training material to the regional or national frame conditions, especially when legal information has been provided.

A third aspect to be considered relates to the currency of the material: Online Social Entrepreneurship is a phenomenon which has recently evolved as an online trend and which is developing and changing with the quick constant development of online and social media. Online platforms are quickly developing, online trends are short-lived and the trends in Online Social Entrepreneurship are quickly changing. This means that also the provided information in the modules or the links to the video resources in

the modules can be subject to change. So even though the training materials have been developed with care, some aspects of the provided training material might need to be updated to reflect the latest state of the development or might need to be extended (e.g. new online platforms or services). It is therefore advisable to check if the information provided in a module needs to be adapted or updated or if all links provided in the self-directed resources or tutor manuals are still accessible.

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Digital & Social Media Literacy Curriculum

Content and organisation of curriculum

To support the youth living with disabilities or a long-term illness, who are the focus of the Influencers project, the Digital & Social Media Literacy Curriculum was developed so that these future social entrepreneurs are supported to establish and achieve the maximum benefit that online and social media technologies can offer; while at the same time negating the negative aspects of online environments by educating them in the areas of online safety and security. These resources offer a holistic approach to advocating for the use of online and social media technologies to grow Online Social Enterprises, while at the same time raising awareness of the current and emerging threats that exist in the digital realm.

As such, the Curriculum develops the Digital & Social Media Literacy of young people living with a disability or a long-term condition, addressing the gap in the available education materials to support youth in this field. These resources help to reinforce the learning of next generation young social entrepreneurs so that they can grow successful and sustainable businesses online.

This means the young social entrepreneurs are introduced into the responsible use of online media in order to be able to make use of a big variety of benefits of working with online media and at the same time developing a cautious perspective on sharing information online and developing their personal way of using these media which is not affecting their mental health or well-being.
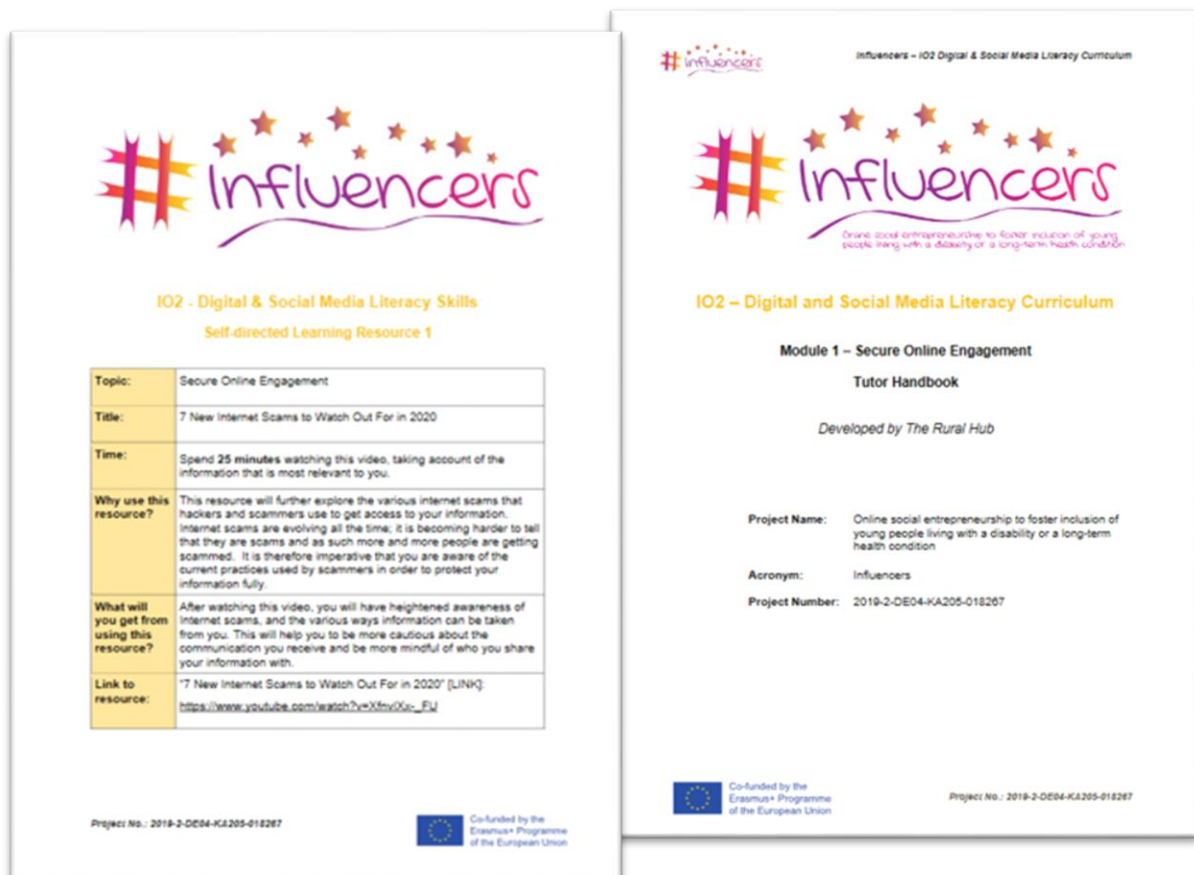
The Digital & Social Media Literacy Curriculum comprises 24 hours face-to-face classroom based or workshop-based learning and 40 hours of self-directed learning (or 64 hours of fully online learning). The curriculum contains 8 modules subdivided into 2 units. For the topic of every unit **a short video lecture** has been developed, so that in the 8 modules of the curriculum there are 16 specially developed video lectures available. The developed video lectures sum up the main topics of the 2 units of each module. The videos carry an English language audio track, being complemented with subtitles in all project languages (French, German, Greek, Portuguese, Polish). For every language there is a separate language version available for download from the Influencers e-learning platform (or the Influencers YouTube channel).

In addition to the developed video lectures each module contains **a tutor handbook** with the description of **two classroom-based workshops** and **a set of self-directed**

resources. In modules 2, 3 and 7 a set of PowerPoint slides with key information on the main topics is provided in addition.

The tutor handbooks for each module are describing the learning outcomes of the module, introducing the youth worker into the main topic and describing the suggested workshops in detail (including the purpose and the learning outcomes of each workshop, necessary materials, instructions for the facilitator and assessment possibilities). The workshop descriptions also include additional background material (reference material) and the description of self-directed learning activities performed during the workshops.

For the use at home (or online learning) additional self-directed learning resources are provided in order to complement and deepen the understanding of the learners on the topics of the workshops. The learners (and tutors) have access to the self-directed learning resources via the Influencers e-learning platform.

The concept of the training is organised in modules, so that each module can be taught independent from other learning modules. Our suggestion to tutors using these digital

resources is to introduce the topic of a unit to the learners first, followed by playing the short video, and then to complete the activities outlined in the tutor handbook. This approach will enable learners to develop a deeper understanding of the topic of the modules and allow them to apply their new knowledge and skills to their own future endeavours. For the period of self-directed learning additional resources for the learners are provided in every module, allowing the learner to deepen and further develop the knowledge gained from the workshops and the classroom-based activities.

Of course, the tutor is free to adapt the use of the resources or self-directed learning materials to the needs of his current group of clients, to its organisational requirements, to its regional frame conditions or to extend the provided material with updated audio-video (AV) reference resources or regional case studies. **The field of online and social media is constantly developing and changing: platforms are developing further and online trends can arise quickly or be short-lived, so that we advise to frequently check or update to the latest developments (e.g. links, reference AV resources) when providing training in digital and social media literacy**.

The aim of this curriculum is to help young people living with disabilities or long-term illnesses to understand and develop their digital and social media literacy skills, with a particular emphasis on protecting themselves and acting responsibly while establishing their influencer businesses.

The development of these digital and social media skills will be an ongoing learning process, since the online platforms, digital and social media are constantly developing, and constantly bringing up new opportunities and online threads to be aware of.

Content: Topics of modules

Module 1: Secure On-line Engagement – how to manage on-line information and keep it safe from on-line risks like identity theft, phishing, Internet scams. This theme will also address analysing and understanding privacy policies and what they really mean for subscribers.

Module 2: Real & Virtual Identity – how to reconcile on-line and off-line identities raising awareness of effects on one's sense of self, one's reputation and relationships. This theme will help youth living with a disability or a long-term health condition explore their own digital lives.

Module 3: On-line Communication – how to use interpersonal and intrapersonal skills to build positive online communication and relationships. This theme will encourage youth living with a disability or a long-term health condition to understand digital citizenship and digital ethics.

Module 4: Cyber-bullying – how to deal with a cyber-bullying situation. This theme will encourage youth living with a disability or a long-term health condition to take an active positive role and be an up-stander helping to create supportive online communities

Module 5: Your Digital Footprint – how to protect your own privacy and respect the privacy of others. This theme will encourage youth living with a disability or a long-term health condition to self-reflect before they self-reveal and consider the impact of what they share on-line can have today and in the future.

Module 6: Credit & Copyright – reflecting on the rights of content creators and the responsibilities of content users. This theme will address issues like plagiarism, piracy, copyright and fair use.

Module 7: Information Literacy – how to find, evaluate and use information effectively. This theme will help youth living with a disability or a long-term health condition assess the quality, credibility and validity of on-line information, websites and social media platforms.

Module 8: On-line Safety – how to enjoy the collaboration opportunities that the Internet offers without endangering themselves. This theme will help youth living with a disability or a long-term health condition distinguish between inappropriate contact and positive connections.

Note to the tutors

The curriculum is targeted to youth living with a disability or a chronic health condition. Due to the diversity of participants with different biological, cognitive or emotional capabilities the individual learning needs and requirements can vary widely within this group.

A learner with a physical handicap has different needs than participants with a learning disability. Also, the participants' experience to act in online surroundings could vary widely from group to group. Tutors need to address the learning requirements of their actual group of learners and might need to adapt the learning material to the actual needs of their group. So before delivering the developed curricula it is advised that tutors check in detail if the provided material requires adaptation to the learning needs of their group.

A second aspect is that a localisation of the content may be needed as the available material has been developed within a consortium of international project partners from different countries (Cyprus, France, Ireland, Germany, Portugal, Poland) reflecting the

background from the partners of these countries. So it might be needed to adjust parts of the training material to the regional or national frame conditions, especially when legal information has been provided.

A third aspect to be considered relates to the currency of the material: Online Social Entrepreneurship is a phenomenon which has recently evolved as an online trend and which is developing and changing with the quick constant development of online and social media. Online platforms are quickly developing, online trends are short-lived and the trends in Online Social Entrepreneurship are following these quick changes. This means that also the information provided in the modules or the links to reference information or AV resources in the modules can be subject to change. So even though the training materials have been developed with care, some aspects of the provided training material might need to be updated to reflect the latest state of the development or might need to be extended (e.g. new online platforms or services). It is therefore advisable to check if the information provided in a module needs to be adapted or updated or if all links provided in the self-directed resources or tutor manuals are still accessible for the learners.

In-Service Training

Introduction

The aim of this in-service training programme is to set the youth professionals in state to deliver the Online Social Entrepreneurship Curriculum and the Digital & Social Media Curriculum to the target group of youth living with a disability or a long-term health condition.

As a first step the youth professionals need to develop an understanding for the importance and relevance of the topics for the target group as a basis for familiarising with the developed teaching and learning material.

Up to now social influencers are not a very common phenomenon, so for many the concept of influencers is not connected to the idea of fostering inclusion, diversity and social impact. Instead, for many the influencership stands for an online trend which is rather connected to superficial entertainment or commercial intentions, forgetting that the principle of reaching big groups of people via social media could be used also in other contexts and possibly result in an unexpectedly big audience for social topics like diversity and inclusion.

https://www.youtube.com/user/theannieelainey

As a consequence many youth professionals will not be aware of the big potential and the high attractiveness of influencers for "serious" social topics, and thus might also not be aware of the high potential of the influencers concept as a multiplication factor for social topics. Many youth professionals might not even have personally experienced the attractiveness of the influencers concept in other contexts yet.

So to be able to support youth with a disability or a long-term health conditions in the first steps of their career is essential to inspire youth workers to develop a first understanding of the high potential of Online Social Entrepreneurship and to let them experience the attractiveness of this way of direct and non-hierarchical communication.

Parallel to developing an understanding of the benefits of this concept and its possible high reach in the online community it is needed to develop an understanding that the use of online and social media can also be connected to a number of unwanted effects.

This means the youth workers need to be made aware of the most common online threats and how to safe-guard against them. Only then can they competently support the target group in developing a safe and responsible use of online and social media as a basis for their career as Online Social Entrepreneurs (social influencers).

So the in-service training programme makes the youth professionals aware of the high potential of the concept of Online Social Entrepreneurship for fostering inclusion and diversity (and social impact) and needs to make the youth professionals aware of the necessity to develop digital & social media literacy when working online.

The use of social and online media offers lots of benefits for the social entrepreneur, but at the same time requires knowledge and competences on technical, social and legal aspects to avoid risks associated with the use of online media. Especially for Online Social Entrepreneurs, the responsible and competent use of online and social media is an essential part of their professional activity and needs to be trained from the beginning of their career. The youth workers, being not necessarily used to working with dynamic online environments and social media on an everyday basis, are introduced to the most common online and social media platforms and their targeted use when building up an audience and creating awareness for an Online Social Enterprise. With this basic orientation as a first step they can support the target group during their online activities while developing their Online Social Enterprise and can develop their digital skills to implement new digital possibilities in their provision of youth services also beyond the target group of youth living with a disability or a long-term health condition. **For the youth professionals the integration of new sources and platforms into the educational environment is expanding their possibilities for providing services for the youth.**

With this understanding of the big potential of the concept of influencers and the necessity to develop digital and media literacy the content of all modules is introduced, also being supported and visualised with the summaries of the developed video lectures on each of the modules and units. Furthermore, a first orientation on the available learning and teaching material is given. During the extended phase of self-directed learning, the youth professionals have the opportunity to familiarise themselves with the available material and to deepen their understanding with help of

reference media and self-directed resources as a part of lecture and workshop plans. The in-service training contains 25 hours of face-to-face training and 25 hours of self-directed learning for the youth professionals.

Both curricula provide thematic introductions to the topics of the modules, step-by-step instructions for lectures and workshops, reference sources and self-directed materials. For introducing the module and unit topics to the learners, each of the 16 modules of the curricula contains 2 short video lectures summarising the most important information.

Further information on the module topics is available in the form of lecture slides in the Online Social Entrepreneurship Curriculum or as a part of the detailed workshop descriptions in the tutor handbook in the Digital & Social Media Literacy Curriculum. Both curricula offer additional self-learning resources and reference media for further work on the suggested topics.

The in-service training programme is based on the modularised organisation of the curricula. The curricula are flexible resources, meaning that it is not fixed how a module or a certain selected topic is implemented. This is depending on the context and the knowledge level of the learners and their available learning time. **This means the workshops, the indicated timing or reference resources for self-directed learning should be understood as suggestions for the tutor and might need to be adjusted to the actual needs of the learners or the available time**. This adaptation of training content to the needs of the learners is an important factor for the success of the training programme. Also, the suitable methodic-didactic approach depends on the needs of the learners.

For the learners, each curriculum is described in 24 hours of face-to-face learning and 40 hours of self-directed learning time.

Supporting the target group

The curricula and the learning resources are developed for the target group of youth living with a disability or a long-term health condition with the aim to prepare them in a structured way for starting careers as Online Social Entrepreneurs as in the field of business development and the safe and targeted use of online and social media.

To be able to support the young starting entrepreneurs also the youth professionals as key intermediaries need to develop, expand and update their understanding of working in online surroundings with online platforms, including direct contact with users and an aspect of working in (online) public sphere. **So the youth professionals, next to being able to work technically with online media, need to develop a**

sensitivity for the work in online surroundings and its possible positive and negative "side effects", such as the most common online threats and the relevance of media and online literacy. The young target group, being interested in starting a career in the sphere of online media, will be equipped with more advanced and more current digital skills in many fields of online working in comparison to the youth professionals. To be able to support the target group in a competent way, the youth professionals need to build up basic competences in online, media and social media literacy as well.

Online and social media are rapidly advancing and constantly changing so that during everyday work it is often difficult or impossible to keep up with the latest developments and online trends for youth professionals, next to their work of providing services to the youth.

This means many youth professionals are in need to update their often limited and basic knowledge of online and social media use and to expand their digital skills and competences. The provided resources developed in the Influencers project are – even though being developed for the youth with a disability and a chronic health condition – also offering the possibility for youth professionals to update on online learning and the use of social media and to extend their knowledge on current online tools and platforms.

This means the youth professionals can benefit from the developed modules of the project in two ways: While being able to keep up with the digital competences of the young and online affine target group in order to support them to start their careers in online environments in a protected and well-informed way, the youth professionals can benefit from the suggested tools, resources and information for their everyday work for the general provision of youth services to several target groups.

Especially being informed about the most important online threads and being sensitized for possible consequences of acting publicly in online environments is essential for all areas of online engagement and has elevated importance when encouraging youth to make use of online and social media. A high awareness of digital possibilities and a more up-to-date and more competent use of online platforms, tools and environments can boost the efficiency of work of a youth worker in many ways.
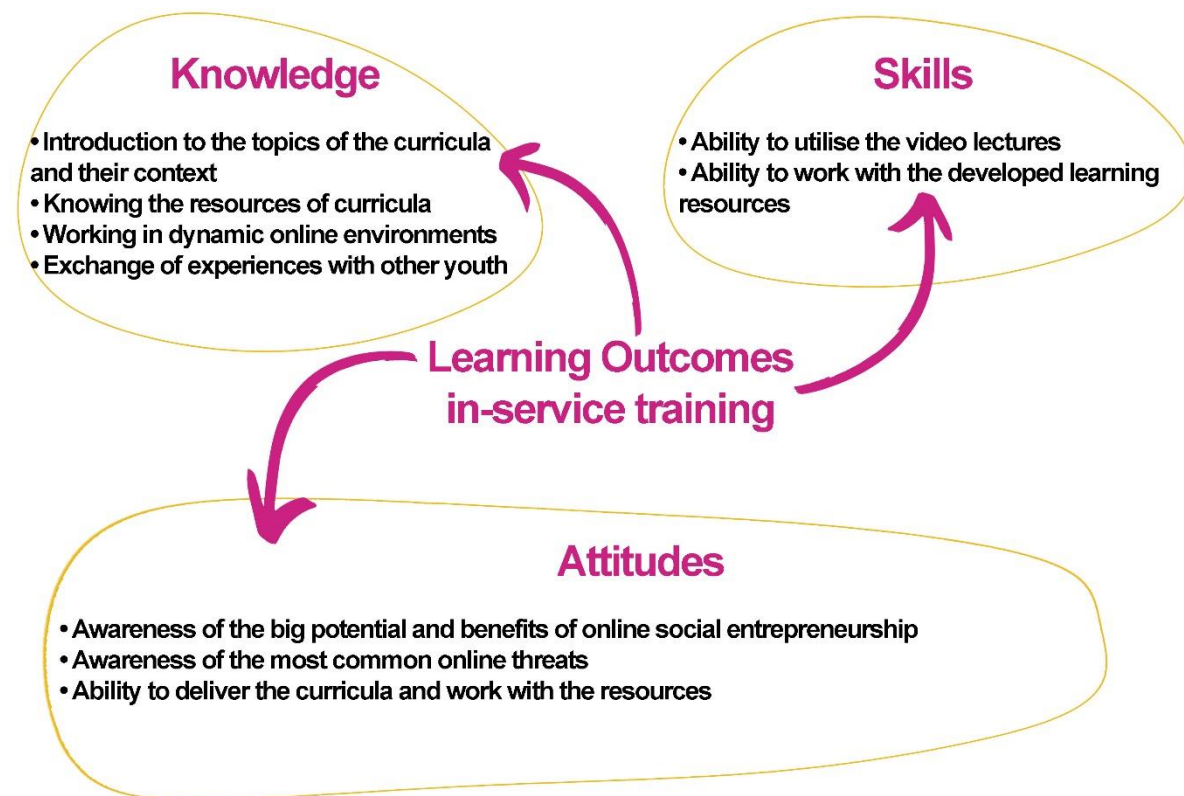
So it is suggested to youth workers to see the developed materials and resources also as a possibility for them to enlarge and update their digital skills in order to make use of a bigger share of the benefits and possibilities of digital media and to enlarge their competence on media and information literacy to be able to build up their own open and critical perspective on the use of social and online media, for themselves and for their work with Online Social Entrepreneurs and other groups of youth.

During the in-service training the youth professionals get an introduction on the topics of all curricula modules and their scope, potential and relevance and they are informed about the developed materials and how to access them. The resources offer the possibility to extend on all topics by accessing the self-directed resources or the suggested AV reference media in the lesson plans and workshop descriptions. The Online Social Entrepreneurship Curriculum offers extensive thematic lecture slides on each module and unit as a part of the lesson plan. The tutor manuals in the Digital & Social Media Literacy Curriculum contains detailed workshop descriptions with references to AV media sources. Additionally 32 video lectures are available introducing and summarising the most important topics of the curricula.

So by help of the developed materials the youth professionals can inform on the key question of the most important online threats in the Digital & Social Media Literacy Curriculum, big potential of online and social media as inclusion mechanism and multiplicators for online and social entrepreneurs in the Online Social Entrepreneurship Curriculum and consult both curricula for informing on the effective and up-to-date use of online tools and platforms.

During the subsequent self-directed learning phase of 25 hours the thematic content of the modules is deepened on an individual basis, the participants can become familiar with provided learning resources, teaching materials and suggested reference materials. This period of self-directed learning offers the opportunity for the participants to individually focus on specific topics of the training programme according to their learning needs and their expected way of working with the modules of the learning programme, reflecting e.g. the groups of participants in their organisations.

Knowledge

- Introduction to the topics of the curricula and their context
- Knowing the resources of curricula
- Working in dynamic online environments
- Exchange of experiences with other youth

Skills

- Ability to utilise the video lectures
- Ability to work with the developed learning resources

Learning Outcomes in-service training

Attitudes

- Awareness of the big potential and benefits of online social entrepreneurship
- Awareness of the most common online threats
- Ability to deliver the curricula and work with the resources

Having followed the in-service training programme the youth workers are equipped to deliver the two curricula to the target group of youth living with a disability or a chronic health condition. Youth workers have been informed about the topics of the modules and their relevance and introduced to the developed learning materials and the way of accessing the material via the e-learning platform. The youth professionals have been familiarized with the available material and the provided reference media and have had the opportunity to exchange with other youth experts on aspects of Online Social Entrepreneurship and online and social media literacy.

After completing the in-service training event the youth professionals are able to transfer the training content into their institutions and should be able to distribute the
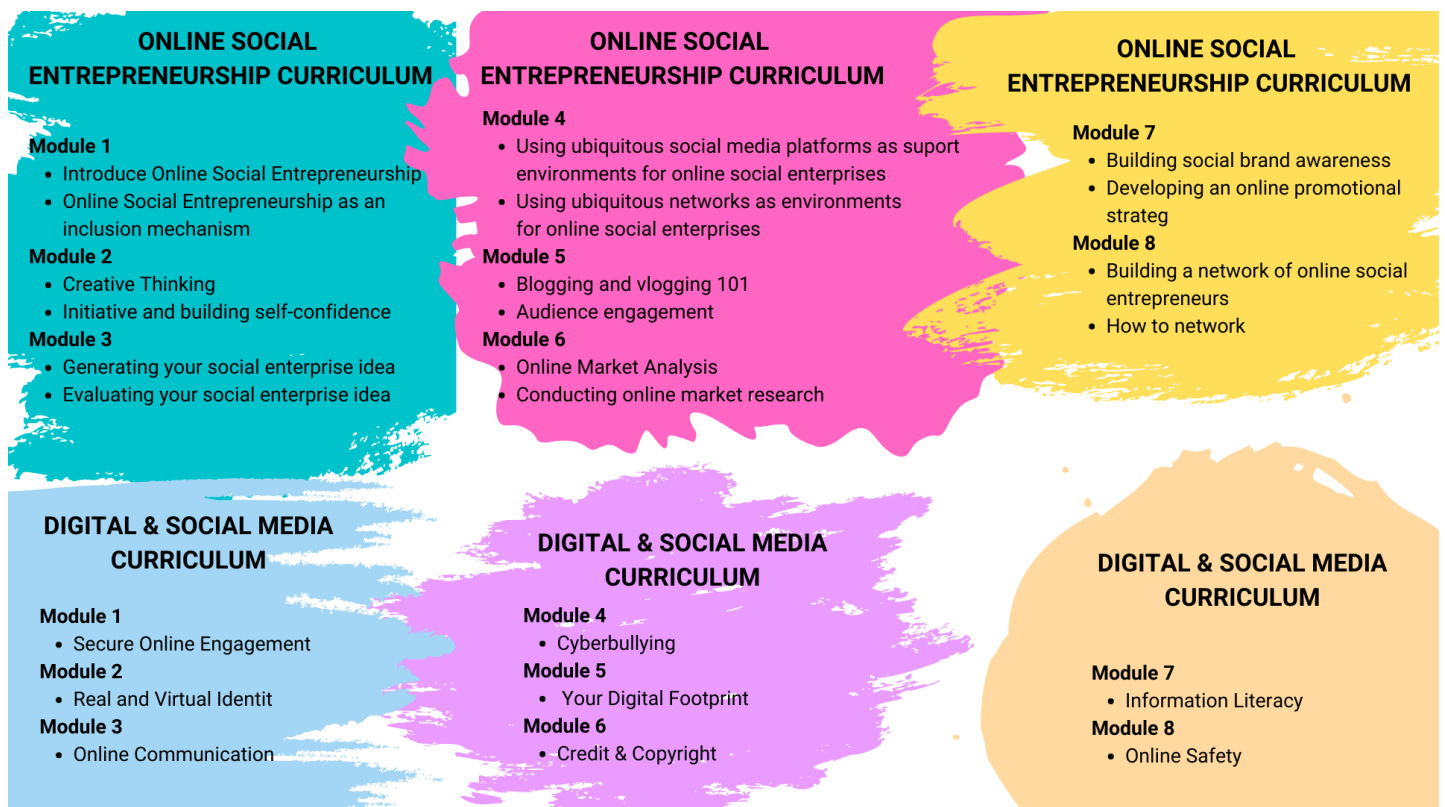
knowledge gained during the training in their home country following the cascading training model.

Structure and intended use of the in-service training for youth professionals

In the project a transnational training activity has been developed to put youth professionals into position to train colleagues within their organisations to deliver the curricula and to work comfortably with the developed material.

This training consists of 25 hours of face-to-face training, followed by 25 hours of self-directed training. The concept, thematic scope and significance of the training programme are introduced during a 4 hours preparatory training session preceding the training days. The content of the curricula and the variety of the developed materials are presented during 21 hours of face-to-face training.

The suggested training consists of three days of training (7 hours per day). The content of the training is presented in 6 training activity blocks.

ONLINE SOCIAL ENTREPRENEURSHIP CURRICULUM

Module 1
- Introduce Online Social Entrepreneurship
- Online Social Entrepreneurship as an inclusion mechanism

Module 2
- Creative Thinking
- Initiative and building self-confidence

Module 3
- Generating your social enterprise idea
- Evaluating your social enterprise idea

ONLINE SOCIAL ENTREPRENEURSHIP CURRICULUM

Module 4
- Using ubiquitous social media platforms as suport environments for online social enterprises
- Using ubiquitous networks as environments for online social enterprises

Module 5
- Blogging and vlogging 101
- Audience engagement

Module 6
- Online Market Analysis
- Conducting online market research

ONLINE SOCIAL ENTREPRENEURSHIP CURRICULUM

Module 7
- Building social brand awareness
- Developing an online promotional strateg

Module 8
- Building a network of online social entrepreneurs
- How to network

DIGITAL & SOCIAL MEDIA CURRICULUM

Module 1
- Secure Online Engagement

Module 2
- Real and Virtual Identit

Module 3
- Online Communication

DIGITAL & SOCIAL MEDIA CURRICULUM

Module 4
- Cyberbullying

Module 5
- Your Digital Footprint

Module 6
- Credit & Copyright

DIGITAL & SOCIAL MEDIA CURRICULUM

Module 7
- Information Literacy

Module 8
- Online Safety

The training activities have a length of 1 hour per included module. Thus a training activity of three modules has a duration of 3 hours, a training activity comprising two modules has a duration of 2 hours.

During the following phase of 21 hours of self-directed learning the participants will have the opportunity to examine the developed resources and documents in detail and to deepen their knowledge on topics relevant to them e.g. guided by the suggested reference resources or the self-directed resources in order to be able to comfortably work with the developed materials.

The developed learning and self-directed learning resources contribute to substantiate the knowledge on working in dynamic online surroundings and social media contexts. All developed learning resources (including self-directed learning resources) are accessible through the Influencers e-learning platform: elearning.influencersproject.eu.

METHODS

Lectures

Workshops

Discussion

Practical assignments

See Annex for content of training activities.

E-Learning Portal

About the platform

The project materials are available at the Influencers online portal at https://elearning.influencersproject.eu. To be able to access the content, it is necessary to create an account which is free of charge.

This e-learning platform is built on Moodle, one of the most popular learning management systems. Moodle is known as a user-friendly software where learners can manage and keep track of their learning progress.

The Influencers online portal complies with the WCAG (Web Content Accessibility Guidelines) 2.1, meaning that the content of the online platform is accessible to people with many different disabilities.

In order to facilitate the learning process of youth living with a disability or a long-term health condition, the following accessibility features are included.
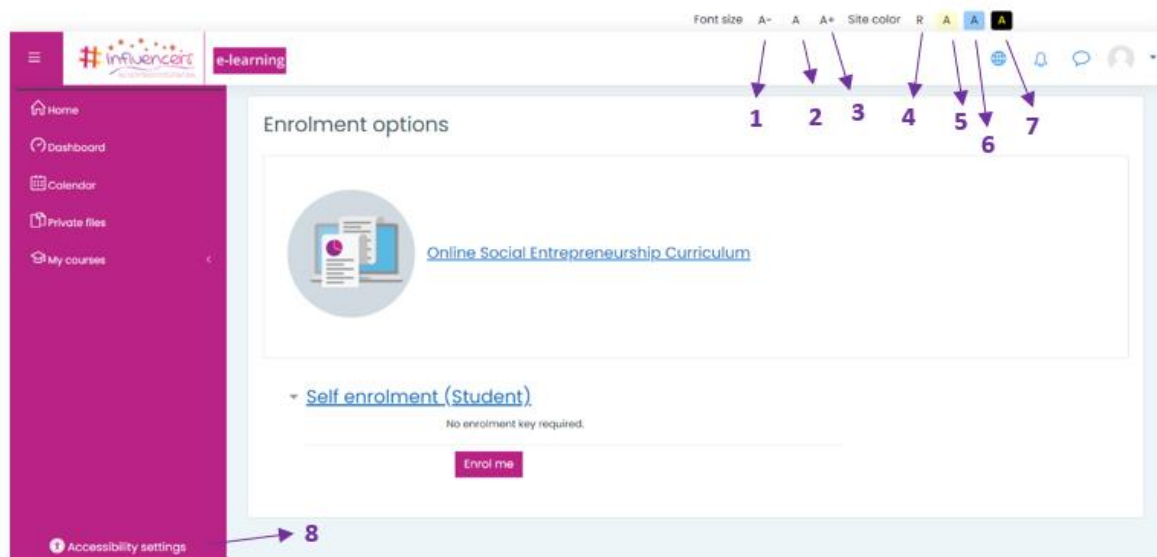
1 – Make font size smaller

2 – Reset font size

3 – Make font size bigger

4 – Reset site colour

5 – Low contrast 1

6 – Low contrast 2
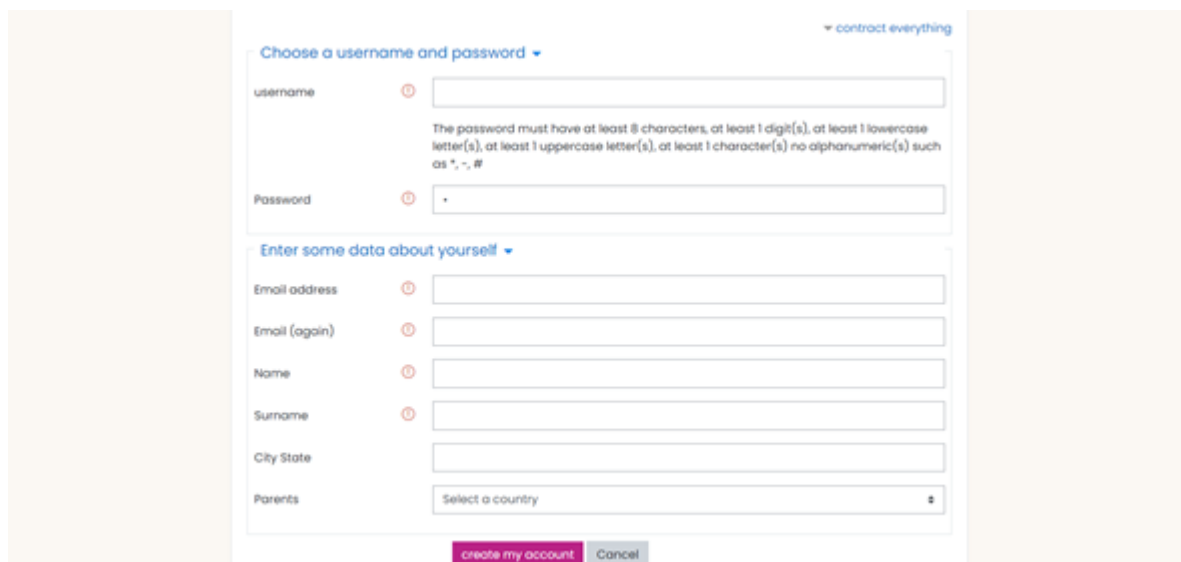
7 – High contrast

8 – Change font type (options: default font and dyslexic font) and enable/disable accessibility toolbar
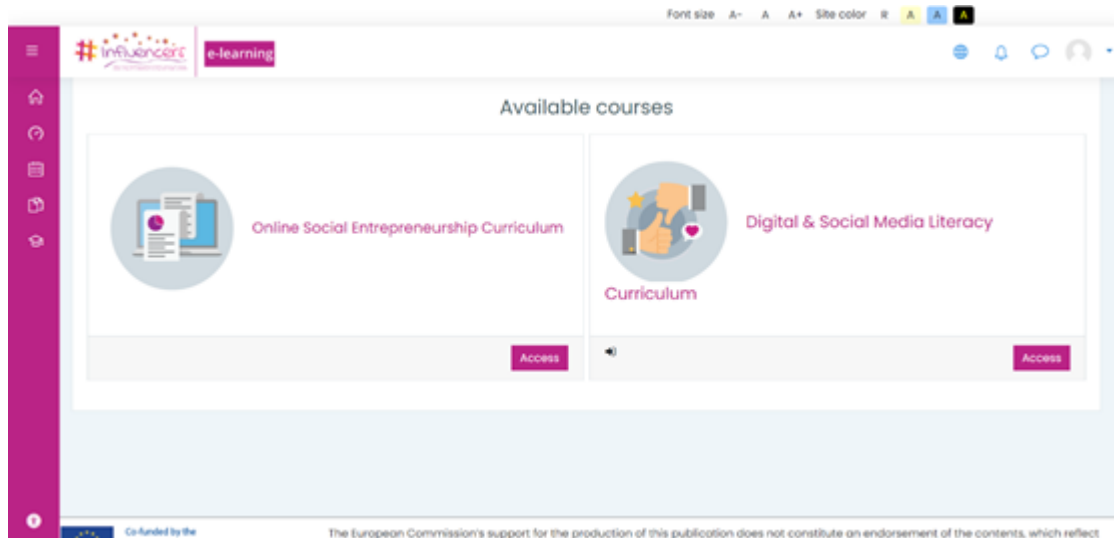
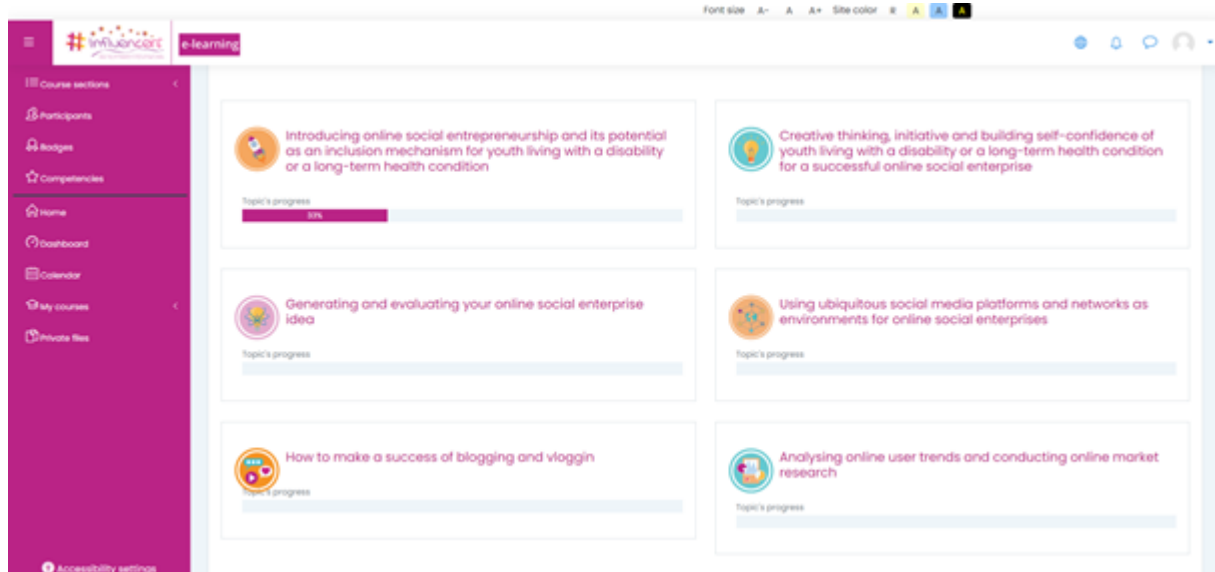**How to use the e-learning portal**
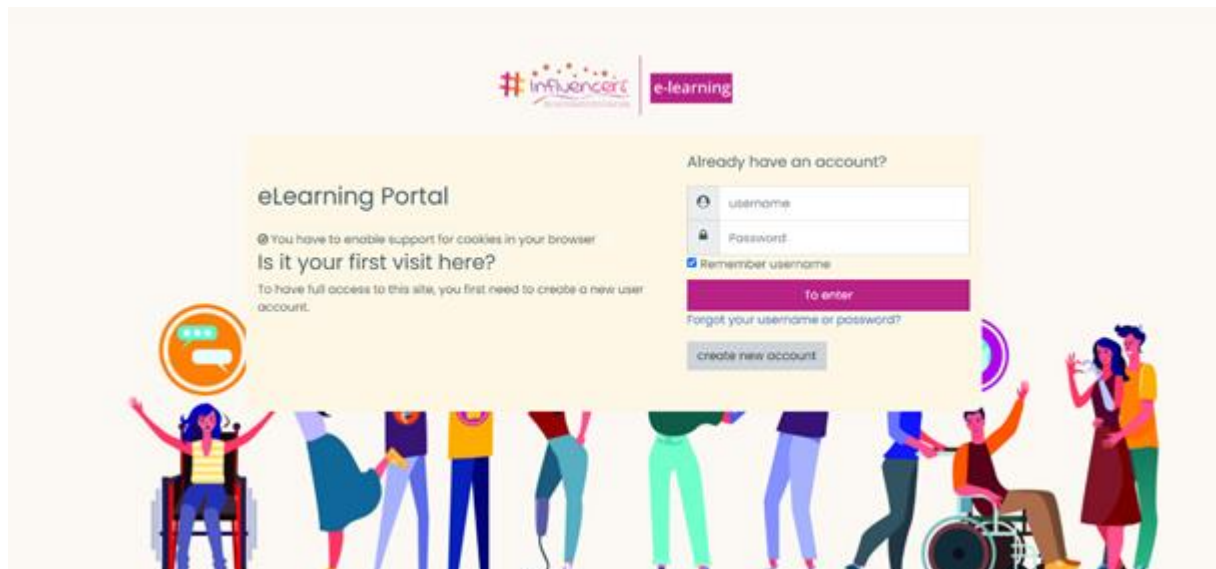
1. Registering in the platform: Choose 'create new account' and fill in the blank spaces. Fields with an exclamation mark are mandatory. A confirmation email will be sent to the contact provided.
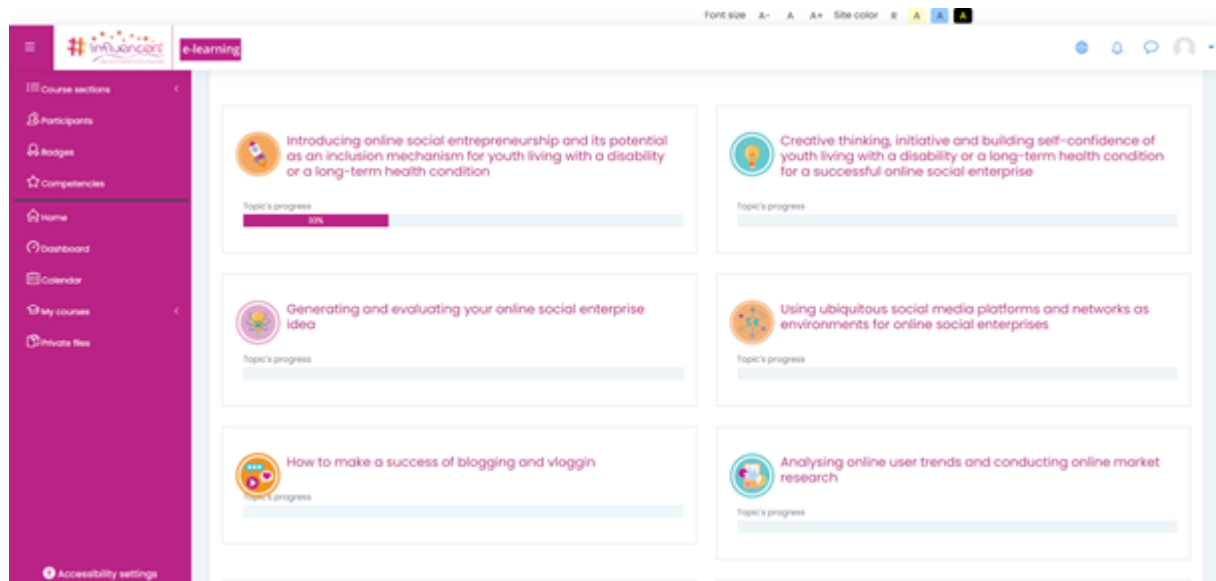
2. To start your learning experience, you need to register in the courses. Click 'Access' and then 'Enrol me'.

3. After gaining access to a course, you will be able to see the modules.

4. Complete the materials and check them to register your progress.

Annex – Overview of the content of training activities

Preparatory Session

This activity is a 4 hours long face-to-face session giving an introduction to the participants of the in-service training. It includes the following topics:

- Potential of Social Online Entrepreneurship as inclusion mechanism.

- Relevance and scope of Digital & Social Media Literacy.

- National and international examples of influencers living with handicap (case study).

- Overview of the training content.

- Short introduction to the E-Learning Platform.

- Europass activity process of registration.

Training Activity Literacy 1

This activity gives an overview over the modules 1, 2 and 3 the Digital & Social Media Literacy Curriculum which include the following topics:

- **Secure On-line Engagement** – how to manage on-line information and keep it safe from on-line risks like identity theft, phishing, Internet scams. This theme will also address analysing and understanding privacy policies and what they really mean for subscribers.

- **Real & Virtual Identity** – how to reconcile on-line and off-line identities raising awareness of effects on one's sense of self, one's reputation and relationships. This theme will help youth living with a disability or a long-term health condition explore their own digital lives.

- **On-line Communication** – how to use interpersonal and intrapersonal skills to build positive online communication and relationships. This theme will encourage youth living with a disability or a long-term health condition to understand digital citizenship and digital ethics.

Training Activity Literacy 2

This activity gives an overview over the modules 4, 5 and 6 of the Digital & Social Media Literacy Curriculum which include the following topics:

- **Cyber-bullying** – how to deal with a cyber-bullying situation. This theme will encourage youth living with a disability or a long-term health condition to take an active positive role and be an up-stander helping to create supportive online communities

- **Your Digital Footprint** – how to protect your own privacy and respect the privacy of others. This theme will encourage youth living with a disability or a long-term health condition to self-reflect before they self-reveal and consider the impact of what they share on-line can have today and in the future.

- **Credit & Copyright** – reflecting on the rights of content creators and the responsibilities of content users. This theme will address issues like plagiarism, piracy, copyright and fair use.

Training Activity Literacy 3

This activity gives an overview over the modules 7 and 8 of the Digital & Social Media Literacy Curriculum which include the following topics:

- **Information Literacy** – how to find, evaluate and use information effectively. This theme will help youth living with a disability or a long-term health condition assess the quality, credibility and validity of on-line information, websites and social media platforms.

- **On-line Safety** – how to enjoy the collaboration opportunities that the Internet offers without endangering themselves. This theme will help youth living with a disability or a long-term health condition distinguish between inappropriate contact and positive connections.

Training Activity Entrepreneur 1

This activity gives an overview over modules 1, 2 and 3 of the Online Social Entrepreneurship Curriculum which include the following topics:

- **Introducing online social entrepreneurship and its potential as an inclusion mechanism** – understanding what social entrepreneurship is and its

online panorama, while also learning about inclusion mechanisms and how social entrepreneurship can become one of them.

- **Creative thinking, initiative and building self-confidence for a successful online social enterprise** – what is creative thinking and can that, paired with the inherent initiative of an entrepreneur and the self-confidence needed, lead to a successful online social enterprise?

- **Generating and evaluating your online social enterprise idea** – creating and developing a social enterprise idea and understanding its viability through different methods of analysis.

Training Activity Entrepreneur 2

This activity gives an overview over the modules 4, 5 and 6 of the Online Social Entrepreneurship Curriculum which include the following topics:

- **Using ubiquitous social media platforms and networks as environments for online social enterprises** – using the different social media platforms and networks to further the social enterprises objectives, while creating an understanding of social and user trends.

- **How to make a success of blogging and vlogging** – what is needed for a successful blog and/or vlog? Design, schedules, audience understanding and new tools to create the biggest audience possible.

- **Analysing online user trends and conducting online market research** – how do you conduct inexpensive online market research? What are user trends? How can we use this to better understand and help our social enterprise?

Training Activity Entrepreneur 3

This activity gives an overview over the modules 7 and 8 of the Online Social Entrepreneurship Curriculum which include the following topics:

- **Building social media platform awareness and developing online promotional strategies** – understanding and learning about tools used to learn more about our audience, its habits, wants and needs and, in doing so, create content tailored for them.

- **Building a network of online social entrepreneurs** – understanding that, knowing what social entrepreneurship is, a network of social entrepreneurs is of the utmost importance and how that can benefit our final goal.

Self-directed Learning

Each activity of the training there is followed by self-directed learning phase.

Following the preparatory session

- Logging online activities.
- Best practice examples – influencers from the home country.

Following the training

- Reading the tutor handbooks.
- Working through the self-directed resources and reference media.
- Familiarising with the AV resources on the Influencers YouTube channel.

Participants should choose the most appropriate topics individually.

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