

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of Youth



First analysis – applicants and applications

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First analysis – applicants and applications

This first analysis is based on the applications the 2018 symposium *Connecting the dots: Young People, Social Inclusion and Digitalisation*, organised by the partnership between the European Commission (EU) and the Council of Europe (CoE) in the field of youth. In short, this is what the applicants brought up with regard to the question:

What challenges do you see in the topics of the Symposium?

The main and major analysis work was done when analysing all the applicant answer to the question: What challenges do you see in the topics of the Symposium? This analysis ended up with lists of the key words that the applicants expressed, examples of concepts that are considered ‘dots to connect. Moreover the analysis did also reveal some of the applicants understandings, analysed and presented as themes.

Keywords and most frequently used words are presented as appendices, so is also the overview of the applicants that e.g. presents that the applicants come from 52 different countries.

Dots to connect?

Several applications reveal dualistic views on digitalisation and social inclusion. Often there are assumptions that the digital world is one thing and the real world is something else. This is why I will present a section with specific focus on dualistic viewpoint, called: Dots to connect? In relation to the dualistic viewpoints I will later in this first analysis provide a section with examples of isolated and integrated views.

Maybe it is because of the nature of the conference topics, maybe it is because of a certain attitude towards social inclusion, I cannot say. The analytical paper that is presented for the Symposium; Norqvist, 2018, *Analysis of the Digital Transformation of Society and its Impact on Young People’s Lives*, CoE, will highlight understandings of technology and dualistic viewpoints in order to deepen understandings of the relations between digitalisation and e.g. social inclusion. At a first glance it is interesting to look at some examples. These can be: Digital space and social integration (applicant 5), digital divide (applicant 78), digital gap (applicant 97), bridges between the generations (applicant 106) or the virtual world and the real world (applicant 154). The digital divide was frequently used. Other words that could be interesting to look at are words that are used as ‘between words. Those are also frequently seen in the text and can for example be:

Links, Obstacles (between two dualities), Overcome, Barriers, Reach.

In the next page I will present a number of concepts related to the situation where digitalisation are highlighted. I pose the questions of e.g.:

When will the digital divide, be talked about as a divide without having to mention that it is digital. In a way a 'normalisation' of the digitalisation and related concepts in ways that e.g. the 'digital' is also a part of the ongoing lives, not a separate concept.

Moreover:

When will digital violence, be 'just' violence?

When will mobile youth work be 'just' youth work?

When will digital skills be 'just' skills?

When will digital contents be 'just' contents?

When will digital youth work be 'just' youth work?

More concepts that were used by the applicants will be on the next page and maybe they call for an article of their own. Or, maybe they can be a part of discussions at the Symposium – in order to trigger new understandings of digitalisation and social inclusion.

When will... 'just' be...?

Technological literacy

Data security

Digital space

Digital divide

Digital violence

Mobile youth work

Digital skills

Digital contents

Digital youth work

Cyber-bullying

Digital universe

Digital services

Digital means

Digital tools

Digital obstacles

Digitally active

Online discrimination

Digital environment

Digital services
Digital youth work
Internet governance
Digital reality
Digital education
Non-formal education
Digital world
Distance education
Digital habits
Digital citizenship
Virtual identity
Analog life
Digital networks
Digital knowledge
Offline worlds
Digital environments
Digital participation
Online services

Examples of challenges with regard to digitalisation and social inclusion

Below are some of the understanding presented as themes. The themes can be understood as frequently appearing in the applications to the symposium.

Isolated or integrated attitudes

There are examples of notions and understandings related to the field of youth that are expressed through a dualistic approach. Borders, distances or gaps have to be overcome or bridged. Various contexts are seemingly separated or even isolated from each other rather than integrated. This is maybe why the given examples that discuss various problems seek solutions by combining them into something new. To be willing to integrate them or to talk about concepts in such way that they are seen possible to integrate can be one way to explain integrated attitudes. On the other hand, talking about concepts as dualities, isolated from each other in understanding and not seeing possible combinations can be understood as an isolated attitude. In the analytical paper it is implied that to understand in-betweenness can be one way of understanding how to tackle isolated attitudes and move towards integrated attitudes.

Examples:

“How to tackle the digital divide... a key topic and are digitalisation and inclusion contradictory or not, and if not, what are the good practices to connect with disadvantaged youth”. (Applicant 7)

“While digitalisation is a perfect solution for overcoming situations with fewer opportunities (such as geographical, social, disabilities etc.), the access to digital services redraws the division between the included and the excluded”. (Applicant 34)

“I like the idea of concentrating on social inclusion & digitalisation. I also like that there seems to be a balance between the negative and positive aspects of digitalisation, as we should not forget either one of them”. (Applicant 57)

“the main challenge is how proponents and opponents can find each other. So that we don't speak about the dangers or in/exclusion but how to use the benefits of digital youth(work).” (Applicant 62)

”During the last time I have learned, through debates, that young people in my city are afraid of digitization because they feel they are being isolated from the real world. The gap between the virtual world and the real world is growing steadily. The challenge for me is to understand the gap and to discuss with the participants how we can help young people overcome their fears and learn to use them creatively.” (Applicant 154)

Risks and destructive behaviours

“I believe that social media have disaggregated our society (as the Cambridge Analytica scandal demonstrates) encouraging the promotion of 'digital violence' among young users. In my experience I have seen how both kids and adults tend to use more presumption attitudes and tones when debating via social media rather than in real life. It is therefore necessary to educate our youngsters about a better use of the web making them aware of the risks and dangers”. (Applicant 8)

“There are a lot of challenges regarding the digitalisation and social inclusion, especially in my country, as many people do not trust the authorities or NGOs and do not want to share their personal data because they are afraid that they might be used inappropriately. The social inclusion is in danger as we can see many cases of intolerance and hatred towards "strangers". When to add to that some traditional [country X] problems such as unemployment, bad

economic situation and a huge corruption, it may look quite disappointing, but I am sure that with a hard work, strong motivation and desire we can improve the situation”. (Applicant 13)

“I would like to hear different experiences and good practices. I see hate speech and cyber bullying as a challenging and "hot" topic at the Symposium”. (Applicant 22)

Conclusion?

A final conclusion of what the applicants mean with challenges needs more analysis and research. However, some directions of what they express are presented in this first analysis of data. What is not mentioned here is e.g. the issue of having access. This can be a future research in order to e.g. understand what access really is and to whom. Is it OK to be able to borrow a computer at a school with restricted possibilities to retrieve the information you want? Or, is it the right to have at least one or more internet-enabled digital devices with possibilities to online omni-presence?

Some more possible research will be presented in a separate draft research outline and in the analytical paper that is related to the Symposium. However, I hope this first analysis of the applications can be useful for the further work related to the Symposium ‘CONNECTING THE DOTS: Young people, social inclusion and digitalisation.’

Appendix I – Overview of the applicants and applications

Numbers of applications: 208

Double or disqualified applicants (tests or applied twice): 16 (out of 208) → $\Sigma=192$ applicants are valid

Female applicants: 119 ($\Sigma=192$)

Male: 70 ($\Sigma=192$)

Other: 3 ($\Sigma=192$)

Average age: 35,4 years (from 16 to 58)

Number of unique countries: 52

Top 10 most applicants from: Estonia (18), Romania (13), Ukraine (13), Greece (12), Finland (10), Serbia (9), Armenia (8), Italy (8), Turkey (7), Hungary (6).

Number of applications analysed in the all word analysis: $\Sigma=192$

Number of applications that were analysed after the read through of applications*: $\Sigma=165$

*Because of double applications, test person or applications that commented on the challenges related to the format/design of the conference (not the topics) or exact repetition of "friends" words: 43 was disqualified (out of 208) → $\Sigma=165$ are valid

Appendix II – Most frequent words present in all of the applications

All words where the applicants brought up challenges with regard to the topics of the conference, counted by the word count tool:

<https://wordcounttools.com/>

Based on $\Sigma=192$ applicants

Top Keyword Density

Top Exclude grammar words ON

1 Word 2 Words 3 Words

1. people	167 (1.2%)
2. digital	158 (1.1%)
3. youth	158 (1.1%)
4. social	142 (1%)
5. young	135 (1%)
6. inclusion	97 (0.7%)
7. how	96 (0.7%)
8. digitalisation	67 (0.5%)
9. work	63 (0.5%)
10. challenge	59 (0.4%)

Appendix III – Keywords - outcomes of analysis of all applications

All words where the where valid applications after sorting disqualified out. $\Sigma=165$ brought up challenges with regard to the topics of the conference, presented as a word cloud:

<https://www.wordclouds.com/>

Top Keyword Density		
Top <input type="text" value="10"/>	Exclude grammar words <input checked="" type="checkbox"/> ON	
<input checked="" type="button" value="1 Word"/>	<input type="button" value="2 Words"/>	<input type="button" value="3 Words"/>
1. access	19 (2.6%)	
2. hate	18 (2.5%)	
3. speech	17 (2.3%)	
4. service	16 (2.2%)	
5. discrimination	15 (2.1%)	
6. bullying	15 (2.1%)	
7. education	12 (1.7%)	
8. understand	10 (1.4%)	
9. cyber	10 (1.4%)	
10. empowerment	10 (1.4%)	

Keywords - outcomes of analysis of all applications, presented as a Wordcloud



Appendix IV - Conference topics and related key words

Key words that were related to the conference such as social, social inclusion, digital etc. will be presented in this own section. This is because they are more present e.g. since the participant did refer to them to be able to answer the question or to describe their meaning.

All words where the applicants brought up challenges with regard to the topics of the conference, counted by the the Microsoft Word word count tool:

Based on $\Sigma=192$ applicants

Word related to topics	Number of words
Youth/Young	327
Digital (also as part of e.g. digitalisation)	250
Social	148
Inclusion	100
Social inclusion	84
Digitalisation/Digitalization	80
Other related examples of words	
Youth work	58
Tech (e.g. technology or technical)	33
Media	29
Online	26
Internet	17
Social media	12