

SYMPOSIUM

Connecting the Dots: Young People, Social Inclusion and Digitalisation

Desk research: policy, research and practice on digitalisation, social inclusion and young people

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POLICY & RESEARCH / ARTICLES & PUBLICATIONS

No	Institution/Author	Access and digitalisation	Equality and digitalisation	Well-being and digitalisation
		Youth Work	Youth Policy	Youth Research
		Tech developments and ADVANTAGES in relation to social inclusion of young people		Tech developments and RISKS in relation to social inclusion of young people
1	Council of Europe (2014)	<p>Guide to Human Rights for Internet Users (A tool for individuals, governments and public institutions.)</p> <p>Topics: protection and promotion of HRO, access and non-discrimination, freedom of expression and information, freedom of assembly, association and participation, privacy and data protection, education and literacy, protection of children and young people, right to effective remedies for violations of HR</p>		
2	Council of Europe (Oct 2017)	<p>Internet Literacy Handbook</p> <p>Topics: games and personal development/educational value, digital parenting, digital citizenship, online harassment, participation, being connected, leisure time</p>		
3	Council of Europe (Oct 2017)	<p>Publications: Digital Citizenship Education: Overview and New Perspectives (Volume I) and Digital Citizenship Education: Multi-stakeholder Consultation Report (Volume II)</p> <p>Topics: VOL I: in general, medium (“movie”, “film”) and format (“digital”) is mentioned more often than competences (“critical thinking”, “communication”); diverse cultures are intermingling through digital media, leading to a need to be co-builders of a democratic culture based on respect, empathy, ethical behavior (social literacy); “hard skills” (using ICT, safety) are no longer enough; digital citizenship and values that differ in different parts of the world; lack of DCE poses risks of youth exclusion. VOL II: DCE in schools, safety, empowering through education and acquiring competences, diversity, violence, extremism, CoE competence model (values, skills, attitudes, knowledge and critical understanding), good practices, recommendations.</p>		
4	European Commission	<p>Research topic: Employability and Social Inclusion</p> <p>Topics: digital inclusion, ICT mediated social intervention, ICT based social innovation for inclusion support of groups at risks of socio-economic exclusion, ICT for integration for immigrants, digital and social marginalization exacerbating each other (with greater implications for the younger generation), opportunities for inclusion brought by digitalization, empowerment through ICT (e.g.: employability), safe mobility for the visually impaired.</p>		
5	European Commission (2017)	<p>DigComp 2.1. for citizens (.pdf here)</p> <p>Topics: eight proficiency levels, the competences</p>		

6	European Commission (2018)	<p>Report of expert group on digitalization and youth: Developing Digital Youth Work: Policy Recommendations, training needs and good practice examples for youth workers and decision-makers: expert group set under the EU Work Plan for Youth 2016-2018</p> <p>Topics: working definition of ‘digital youth work’, examples of innovative practices and upskilling youth workers’ digital competences, policy recommendations on the development of DYW, identification of training needs of youth workers relevant for DYW, collection of training material available online. Planning DYW to increase social inclusion, ability to use assistive technology to support people with disabilities to access youth work.</p>
7	EU (Nov 2017)	<p>Council conclusions on Smart Youth Work</p> <p>Topics: enriching opportunities: information, access to youth work, participation, non-formal and informal learning; supporting youth workers and youth leaders, creating better understanding of youth and youth work; globalization, networking, e-solutions; digital gap, inequalities to access.</p>
8	UNESCO (2017)	<p>Youth and Violent Extremism on Social Media</p> <p>Topics: reception by users and influence on youth, social media and vulnerable individuals, Internet as an active vector for violent radicalization, vulnerability factors of youth (such as identity struggles, behavioral problems, quest for significance, delinquency), using available narratives to attract and bond with young people for extremist purposes, counter/alternative narratives as prevention, media and information literacy efficiency, importance of young people as citizens and potential ambassadors for peace, need for more research on cloaked websites rather than large-scale commercial networks, support representation of young people in relevant research projects, sensitize news media to avoid stereotypes, fake news, ‘media panics’;</p>
9	UNESCO (2015)	<p>Countering online hate speech</p> <p>Topics: digital citizenship education, participation, developing critical skills, No Hate Speech Movement,</p>
10	DiploFoundation (2017)	<p>Kurbalija, Jovan, An Introduction to Internet Governance. 7th edition.</p> <p>Topics: digital technologies and development, ICT and the development of the society, digital divide, online education, human rights offline and online, rights of persons with disabilities, gender and human rights online, children’s rights in the digital world, Millenium Development Goals, SDGs, policy.</p>
11	OECD (2016)	<p>Preparing Our Youth for an Inclusive and Sustainable World – the OECD PISA global competence framework</p> <p>Topics: responsibility, SDG, labor market, competence, skills, attitudes, values, young people’s digital lives disconnecting them from the world, online influence of young people, digital opportunity, digital exchange, interactions across cultures to include marginalized groups</p>
12	ECDL (2015)	<p>Position paper: “The Fallacy of the ‘Digital Native’. Why Young People Need to Develop their Digital Skills”</p> <p>Topics: challenging the myth of ‘digital native’(later, ‘digital wisdom’),exposure to technology vs. ability to use technology, own (un)awareness of digital skills gaps, lifestyle digital skills vs. workplace digital skills, formal/non-formal/informal digital skills programmes.</p>
13	Connolly, Nuala (2017)	<p>Chapter: “Young people, Youth Work and the Digital World” in “Thinking Seriously About Youth Work” (book by EU-CoE Youth Partnership, 2017; mentioned below, under “Youth Work”)</p> <p>Topics: digital participation, digital literacy policy imperative, online behavior, safety, cyber-bullying, European Commission’s Lifelong Learning Programme, Digital Youth Work supporting and promoting social inclusion and removing barriers, digital divide and digital skills divide, insufficient digital competency level of intermediaries and young people, attitudes towards ICTs and confidence of youth workers.</p>

14	Connolly, Nuala and Claire McGuinness	<p>Article: "Towards Digital Literacy for the Active Participation and Engagement of Young People in a Digital World"</p> <p>Topics: digital literacy, disparity between young people's perception of their digital skills and their abilities, skills omitted from the educational agenda, enhancing teaching and becoming engaged thinkers through ICT, social identities, social relationships, social practices, digital literacy and participation, young people being less cautious about privacy, impatience for complex privacy settings, digital lifestyle skills rather than workplace skills, low awareness on law protection, Digital Skills Agenda, challenging the term 'Digital Native', digital literacy education beyond functional IT skills towards digital behaviors, practices and identities, youth work as a legitimate alternative space for digital literacy development.</p>
15	Council of Europe: Crowley, Anne and Dan Moxon (Oct 2017)	<p>New and Innovative Forms of Youth Participation in Decision-making Processes</p> <p>Topics: policy instruments of the Council of Europe, young people becoming vs. already being active citizens, understanding why young people turn to alternative methods of youth participation, new forms of expressing themselves, types of youth participation in decision-making, barriers and enablers for public authorities being open to new forms of youth participation, effectiveness of new forms of youth participation, examples of participation (including digital: YouthMetre in Brussels)</p>
16	Drexler, Irina (Dec 2017)	<p>Seminar report: Youth Participation in Internet Governance (Council of Europe, October 2017) – waiting for final editing Link to seminar conclusions: https://www.coe.int/en/web/youth/-/seminar-youth-participation-in-internet-governance</p> <p>(see also reports from relevant sessions at the IGF 2017, Geneva, December 2017)</p> <p>Topics: degrees of youth participation and existing approaches to youth participation in Internet Governance, opportunities and challenges for youth participation in Internet Governance, human rights online, multistakeholderism, good practices from the Council of Europe and from the civil society, recommendations.</p>
17	Hoofnagle et al. (2010)	<p>Hoofnagle, C. J., King, J., Li, S., & Turow, J. (2010). How different are young adults from older adults when it comes to information privacy attitudes and policies? https://dx.doi.org/10.2139/ssrn.1589864</p> <p><i>This report is among the first quantitative studies evaluating young adults' attitudes. It demonstrates that the picture is more nuanced than portrayed in the popular media.</i></p>
18	Livingstone & Helsper (2007)	<p>Livingstone, S., & Helsper, E. (2007). Gradations in digital inclusion: Children, young people and the digital divide. <i>New media & society</i>, 9(4), 671-696.</p> <p><i>This article analyses findings from a national survey of UK 9–19-year-olds that reveal inequalities by age, gender and socioeconomic status in relation to their quality of access to and use of the internet. Note: It is a dated piece of research.</i></p>
19	Hargittai (2010)	<p>Hargittai, E. (2010). Digital na (t) ives? Variation in internet skills and uses among members of the "net generation". <i>Sociological inquiry</i>, 80(1), 92-113.</p> <p><i>This article draws on unique data with information about a diverse group of young adults' Internet uses and skills to suggest that even when controlling for Internet access and experiences, people differ in their online abilities and activities.</i></p>
20	Stern (2010)	<p>Stern, M. J. (2010). Inequality in the Internet Age: A Twenty-First Century Dilemma. <i>Sociological Inquiry</i>, 80(1), 28-33.</p> <p><i>Study of inequality and new media technologies encompasses a wide variety of perspectives on the disparate distribution of information and communication technologies.</i></p>
21	Loader (2014)	<p>Loader, Brian D., Ariadne Vromen, and Michael A. Xenos. "The networked young citizen: Social media, political participation and civic engagement." (2014): 143-150</p>

		<i>Paper explores how we are we to understand the actions and political values of the future custodians of our polities and what are their implications for democratic governance?</i>
22	Notley (2009)	Notley, T. (2009). Young people, online networks, and social inclusion. <i>Journal of Computer-Mediated Communication</i> , 14(4), 1208-1227. <i>The paper examines the ways 9 teenage Australians—identified as being ‘at risk’ of social exclusion—are using online networks to participate in society.</i>
23	ITU (2017)	ITU (2017) Digital Inclusion for People with Specific Needs [Online], Available at: https://www.itu.int/en/ITU-D/Digital-Inclusion/Pages/default.aspx <i>Website and related materials on digital inclusion for people with specific needs.</i>
24	ITU (2014)	ITU (2014) Digital Inclusion: Model ICT Accessibility Policy Report, [Online], Available at: http://staging.itu.int/en/ITU-D/Digital-Inclusion/Persons-with-Disabilities/Documents/ICT%20Accessibility%20Policy%20Report.pdf <i>This Model ICT accessibility policy report is designed as a tool for national policy-makers and regulators to create their own ICT accessibility policy frameworks.</i>
25	Erstad (2012)	Erstad, Ola. "The learning lives of digital youth—beyond the formal and informal." <i>Oxford Review of Education</i> 38.1 (2012): 25-43. <i>This paper presents an outline for an approach studying young people as learners across contexts.</i>
26	Verke (2017)	Digital Youth Work – A Finnish Perspective Topics: <i>guidelines, pillars, experimentation, facilitating discussion with young people, counseling services, information, entertainment, training needs for youth workers, difference between online youth work and digital youth work, tools.</i>
27	Cohlmeyer, Dana	PhD research (2013-ongoing): Contemporary Youth Work, Digital Possibilities (no hyperlink, sent PPT via e-mail) Topics: <i>what, why, how, who DYW, supporting young people to understand risks and opportunities online, participation, digital citizenship, digital inclusion, digital intervention support, digital divide, Scottish youth work traditions and digital possibilities, socialization, manifesto for DYW.</i>
28	Council of Europe and European Commission (Oct 2017)	Thinking Seriously About Youth Work and How to Prepare People to Do It Topics: <i>trends in youth work, supporting the development and integration of young people, national contexts of youth work, value of youth work, children of migrant workers, youth radicalization, motivations for young people to get involved in youth work activities, cultural-discursive preconditions that affect youth work, integration, participation, youth work and youth social work.</i>
29	National Youth Council of Ireland and 5 partners (2016)	Using ICT, digital and social media in youth work Topics: <i>ICT contributions to relationships experienced by children and adults in youth work settings, guidance needed for practitioners, ICT as opportunity, extent and purpose of the use of social and digital media in youth work in the 5 countries, need for ICT training, child protection regular updates, lack of governmental and organizational guidelines, need to change the mind-set amongst some policy makers to embrace the technological world young people are growing in, differentiated and need-oriented support for young people, social obligation for young people to participate in various online communities (e.g.: in Finland, a technologically advanced country), recommendation for Denmark to increase dialogue with vulnerable children and young people on the use of ICT (digital identity, behavior), digital/social media supporting youth work outcomes such as participation, citizenship, life skills, well-being etc.,</i>

		<i>barriers such as laws on child protection, lack of infrastructure, costs of keeping up to date on ICT developments, enablers vs. blockages to using ICT in youth work, recommendations per country involved in research and joint recommendations, study of practice (examples per countries).</i>
30	Council of Europe CM/Rec(2017)4 (May 2017)	Recommendation CM/Rec(2017)4 of the Committee of Ministers to member states on Youth Work Topics: <i>digital and information literacy among positive outcomes of youth work, member states are invited to promote the role of youth work by strengthening the active citizenship, participation and social inclusion of all young people, especially those at risk and marginalized.</i>
31	Council of Europe (2015)	European Youth Work Convention Topics: <i>opportunities vs. risks and uncertainty brought to youth by technological developments, increasing engagement with new technologies calls for supporting digital literacy, youth work plays a bridging role in supporting social integration, especially for young people at risk of social exclusion</i>
32	Council of Europe (2016)	Internet Governance Strategy 2016-2019 Topics: <i>role of youth work in fostering online participation, media and digital literacy of youth, including young people who are marginalized and hard to reach, the Internet as opportunity provider for the inclusion of all people without discrimination, the Internet as opportunity to connect vulnerable or marginalized people, therefore making it easier for them to access public services, digital citizenship education ensuring less marginalization in future society, gap in digital skills.</i>
33	Estonian Ministry of Education and Research (2017)	The Concept of Smart Youth Work https://entk.ee/nak-veeb/wp-content/uploads/2017/10/Nutika-NT-kontseptsioon-ENG-web.pdf <i>Due to changes in society and the development of technology, the methods for youth work in Estonia and elsewhere in the world have to meet the new challenges and the needs of the youths and to offer, through contemporary solutions and suitable channels, new and attractive opportunities and alternatives to those offered solely for commercial and entertainment-oriented purposes.</i>
34	Livingstone, Sonia (2011)	Livingstone, Sonia (2011) <i>Digital Learning and Participation among Youth: Critical Reflections on Future Research Priorities</i> , MIT Press, [Online], Available at: http://www.lse.ac.uk/media@lse/WhosWho/AcademicStaff/SoniaLivingstone/pdf/IJLM-Digital-learning-and-participation.pdf <i>Article covers insights from media and communications research over recent decades to inform a critical analysis of present strengths and weaknesses in the multidisciplinary field of study of youthful digital engagement.</i>
35	NYCI (2017)	NYCI (2017) <i>Screenagers: Guidance for Digital Youth Work</i> . [Online], Available at: http://www.youth.ie/sites/youth.ie/files/Screenagers-Guidance.pdf <i>These guidance documents were developed in response to the recommendations identified in the Screenagers International research project. They accompany a Screenagers workshop with policy makers and youth work organisations.</i>
36	NYCI (2016)	NYCI (2016) <i>Using ICT, Digital and Social Media in Youth Work</i> , [Online], Available at: http://www.youth.ie/sites/youth.ie/files/International%20report%20final.pdf <i>A review of research findings from Austria, Denmark, Finland, Northern Ireland and the Republic of Ireland.</i>

37	Sawhney (2009)	<p>Sawhney, N. (2009, June). Voices beyond walls: the role of digital storytelling for empowering marginalized youth in refugee camps. In <i>Proceedings of the 8th International Conference on Interaction Design and Children</i> (pp. 302-305). ACM.</p> <p><i>The author considers the role of digital storytelling for creative empowerment of marginalized youth.</i></p>
38	European Commission (2016)	<p>Web Accessibility and Directive on making websites and mobile apps of public sector bodies more accessible (2/22 December 2016)</p> <p>Topics: Access of people with disabilities to websites and public services, standards for accessibility (eg: include text for images, browse without a mouse), 23 Sept 2018 deadline for national legislation by Member States</p>
39	European Commission (17 Jan 2018)	<p>Council Recommendation on Key Competences for Lifelong Learning</p> <p>Topics: employment, rethink education to prepare children, training skills needed for a mobile and digital society, right to quality and inclusive education and lifelong learning, competence needs are not static, Council Rec 2012 on the Validation of non-formal and informal learning by 2018, youth work</p>
40	Council of Europe (March 2016)	<p>Council of Europe Strategy for the Rights of the Child 2016-2021</p> <p>Topics: inequality, exclusion and poverty, rights of the child in the digital environment, growing up in a digital world, hate speech and racism, violence in the digital environment, participation, education, opportunities, participatory research to be taken on specific opportunities and risks for children with disabilities in the digital environment, access, empowerment, connectivity, protection, legislation.</p>
41	Boyd, Danah (2014)	<p>Boyd, D. (2014). <i>It's complicated: The social lives of networked teens</i>. Yale University Press.</p> <p>https://yalebooks.yale.edu/book/9780300199000/its-complicated</p> <p><i>Youth culture and technology expert Danah Boyd uncovers some of the major myths regarding teens' use of social media. She explores tropes about identity, privacy, safety, danger, and bullying.</i></p>
42	Kowalski et al. (2014)	<p>Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. <i>Psychological bulletin</i>, 140(4), 1073.</p> <p>Keywords: cyberbullying, bullying, perpetration, victimization</p>
43	Helpser (2016)	<p>Helpser, E. (2016). Slipping through the net: Are disadvantaged young people being left further behind in the digital era. LSE, London</p> <p>https://www.princes-trust.org.uk/about-the-trust/research-policies-reports/slipping-through-the-net</p> <p><i>Report reveals a clear distrust by Britain's most disadvantaged young people of online interactions, which is a major obstacle in harnessing the digital world to improve their situation.</i></p>
44	Dublin Institute of Technology (2012)	<p>Digital Youth Project: http://www.dit.ie/digitalyouth/project/</p> <p><i>Digital Childhoods: Assessing the opportunities, risks and policy frameworks for children's engagement with the Internet in Ireland.</i></p>
45	Michigan State University (2018)	<p>Digital Youth Project: https://digitalyouthresearch.org/</p> <p><i>This research project explores how young people use digital technology and how this changes over the course of adolescence. We are interested in how different factors (individual, social, and contextual) shape the kinds and extent of technology use.</i></p>

46	European Commission (May 2018)	<p>Proposal: A Renewed EU Youth Strategy proposed by the European Commission for 2019-2027 Factsheet for the same proposal Communication from the Commission to the European Parliament, the European Council, the European Economic and Social Committee, and the Committee of the Regions (22 May 2018)</p> <p>Topics: <i>greater outreach to disadvantaged young people and to the grassroots level; most mentioned priority topics: education and skills, protection of the environment, employment, management of migration and integration of refugees;</i></p>
47	Outcome of the 6 th cycle of the Structured Dialogue with Youth process (2017-2018) (April 2018)	<p>Youth Goals</p> <p>Topics: <i>access to social rights, risk of poverty and social exclusion, legal protection regarding multiple forms of discrimination & hate speech young people are subject to, strengthen outreach of information to marginalized young people, equal access to formal and non-formal learning environments, marginalized young people to participate in decision-making processes, adequately equip young people to navigate the media landscape online and offline (to recognize and report misleading information), ensure all those involved with educating and training young people are equipped with media and digital literacy skills, ability to recognize and report hate speech online and offline and ability to engage in respectful, non-violent communication online and offline; establish a positive image of rural areas and people from rural areas, suitable skills for future employment, ensure safe virtual youth spaces</i></p>
48	Ministry of Education and Research in Estonia (2014)	<p>Youth Field Development Plan 2014-2020</p> <p>Topics: <i>to reduce social exclusion: offering ICT-related hobby activities so as to improve young people’s digital literacy; hobby education; target for 2020 – one hobby school for every 400 young people (vs 596 in 2012), one youth centre for every 1000 young people (vs 1384 in 2012); increasing free-of-charge youth work services; great consideration given to youth work arranging local transport, to involve more young people from harder to reach areas; creating opportunities for self-realization and development; cooperation between youth work and schools;</i></p>
49	European Commission (May 2018)	<p>Study on the Impact of the Internet and social media on youth participation and youth work</p> <p>Topics: <i>terminology explanation and defining documents; socialization; self-expression; connecting to others; digital skills and competences; capacity building for youth workers; patterns of online activities; good practice initiatives inventory; the online as an extension of offline life; media lifestyles of young people; country-based differences regarding possession of technical devices; online participation; content creation; socio-economic background influencing the type of activities conducted online; inclusiveness; sense of community; democratization; multiplication of messages; solidarity; agents of social change; empowerment; digital and media literacy; cooperation of stakeholders; digital tools used; digital empowerment; digital governance;</i></p>
50	UNICEF (2017)	<p>Children in a Digital World. The State of the World’s Children 2017</p> <p>Topics: <i>what do adolescents and youth think of life online; the online helping people in wheelchairs by making the wheelchairs ‘invisible’; education and learning in a digital world; who are the unconnected children; digital divide – missed opportunities; the barriers that stop young people from going online; digital dangers; digital childhood; ‘bedroom culture’ fuelled by smartphones; digital priorities; figures from lowest-income countries/rural areas; key messages; disadvantaged children such as children on the move/with disabilities/marginalized because of their ethnicity or sexual identity; staying connected far from home, in refugee camps; coping with life in the camp through access to the Internet; minority groups feel more integrated in their community through digital tools; LGBT: digital platforms as a sense of belonging/seeking LGBT-relevant health information that is not taught in schools; young people with disabilities become more independent through digital technologies; empowering;</i></p>
51	Rosa Ribeira Fernanda (2013)	<p>“Digital Inclusion as Public Policy: Disputes in the Human Rights Field” in Sur – International Journal on Human Rights (p. 32-52)</p> <p>Topics: <i>digital inclusion as a dimension of citizenship; digital inclusion as a human right; unequal distribution of new ICTs; digital inclusion as access/basic digital literacy/appropriation of technologies; various meanings, various purposes of digital inclusion; digital literacy as social right;</i></p>

52	European Commission / survey outcomes (January 2018)	<p>YOUrope for Youth Declaration: New Narrative for Europe 12 Ideas for the Future of Europe. New Narrative for Europe (Report) (EU, EC, 2017)</p> <p>Topics: <i>integration support such as language courses for (young) migrant and refugee population deciding to live in the EU legally, cultural exchange programmes for the local community to engage with the newcomers, trans-religious exchange; support EU's strive to become a centre for innovation and technology, equipping young people with the latest tools and technology, providing training to help employment; the online space as an active and dynamic place for debating on how to engage more in European policy issues; reaching a large number of young people through online activities;</i></p>
53	<p>European Vision Institute (Bruxelles, BE; Tuebingen, DE) – Vision-Research.eu (research project)</p> <p>Research team from: Research Institute of Ophthalmology in Tuebingen, Faculty of Computer Science at the University of Applied Sciences in Augsburg (June 2017)</p>	<p>App: Traffic Light Pilot for Visually Impaired People (several cities in Germany, but also Austria, Switzerland, Italy – see map) “Ampel-Pilot” App: video (app available on Google Play Store) LightsCatcher App (app available for free on iOS and Android)</p> <p>Topics: <i>smartphones helping visually impaired (young) people to safely cross the street; image processing; acoustic or tactile signals; machine learning; smart cities supporting the creation of inclusive cities;</i></p>
54	Google (October 2017)	<p>Google Pixel Buds (competing with Apple’s AirBuds) (eg: ArsTechnica article here) Similar: Microsoft’s Skype Translator (instant translation – 10 languages available)</p> <p>Topics: <i>Earbuds (in-ear headphones) to translate instantly into 40 languages; digitalization helping (young) people to overcome language barriers;</i></p>
55	<p>Oswald D. Kothgassner, Mirjam Griesinger, Kathrin Kettner, Katja Wayan, Sabine Völkl-Kernstock, Helmut Hlavacs, Leon Beutl, Anna Felnhofer (2016)</p>	<p>“Real-life prosocial behavior decreases after being socially excluded by avatars, not agents” in <i>Computers in Human Behaviour</i>, Vol. 70, Medical University of Vienna. Available at: https://doi.org/10.1016/j.chb.2016.12.059</p> <p>Note: <i>I did not have access to the full text at the time when this document was compiled, but the approach/research direction described in the abstract and elsewhere on the Internet is worthwhile.</i></p> <p>Topics: <i>Exclusion from a virtual group has a significant negative impact upon willingness to help and social distance in real world, which can lead to (more) social exclusion in real-world, as well; virtual social exclusion constitutes a threat to fundamental human needs like social control, self-esteem and belonging, causing an increase in uncertainty, sadness and anger, as well as a decrease in happiness; impact of virtual social inclusion on real-life social behavior; impact of virtual social exclusion on health (cortisol level, heart rate, depression, post-traumatic stress); virtual exclusion by an avatar (a front for a real person) is harder to bear than virtual exclusion by an agent (computer-controlled character); vicious circle of social exclusion; necessity of media skills for virtual worlds (for young people, parents, teachers); virtual social successes are also reflected in real-life and can result in increased self-confidence;</i></p>
56	Falconer, Caroline, Aitor Rovira, John A. King, Paul Gilbert,	<p>“Embodying Self-compassion within virtual reality and its effects on patients with depression” in <i>BJPsych Open</i>, 2(1), 74-80. Cambridge University Press. https://doi.org/10.1192/bjpo.bp.115.002147</p>

	Angus Antley, Pasco Fearon, Neil Ralph, Mel Slater, Chris R. Brewin (2016)	<p>Note: <i>although the study mentions some limitations in the research, the findings can have implications for young people who experience (cyber-)bullying or are socially excluded and suffer from depression.</i></p> <p>Topics: <i>countering negative self-attitudes; empowerment; some patients are resistant to self-compassion; well-being; mental health; feelings of self-worth linked to social connectedness; changes in implicit racial attitudes after embodiment in a virtual body with a different skin colour; compassionate interaction with a virtual crying baby; embodying an adult and then a child virtual body in succession enabled participants to deliver compassionate sentiments/statements towards themselves;</i></p>
57	SAP research (Germany) (Nov 2016)	<p>How do young people view the impact of digitalization today? (summary here; infographic here)</p> <p>Topics: <i>digital equivalent of the Industrial Revolution; millennials entering the work force; individuals seen as most important influencers for creating a better world for tomorrow; 70% believe digitalization will have a positive impact on their career; transparency in finances and bureaucracy; reasonable management of resources; 72% believe digitalization enables them to make a positive impact on the world; 40% believe digitalization will have a negative impact on relationships; digitalization as enabler of accessible information; connecting social innovations, tackling issues locally and globally, awareness raising; increasing efficiency in the working world; 20% aware of the negative impact of digitization on leisure; shift in the skills that are valued by society; the way millennials use technology is influencing the way companies do business/governments deliver services/communities build identities and find members; the entrepreneurial 'can do' spirit in influencing the world as an individual;</i></p>
58	OECD (June 2017)	<p>Going Digital: Making the Transformation Work for Growth and Well-Being</p> <p>Topics: <i>gap between technologies 4.0. vs policy 1.0.; the digital transformation comes also with the risk of growing inequalities in access to jobs; digital technologies can foster social inclusion by strengthening access to health care, financial services, skills development, helping disadvantaged groups to connect to such services; digitalization allowing access to work, sometimes for the first time; better access to quality education; improved services to vulnerable groups in society (eg: filing taxes, applying for public support online for those in remote areas depending on public support); better citizen-government communication through social media and digital technologies; disadvantaged groups can connect and cooperate;</i></p>
59	Education Policy Institute (UK) (June 2017)	<p>Social Media and Children's Mental Health: A Review of the Evidence</p> <p>Topics: <i>emerging trends: using the Internet privately (see also 'bedroom culture' in UNICEF's report, 2017), live streaming (and its subsequent potential dangers concerned with consent and privacy), using instant messaging rather than other forms of communication, virtual reality headsets growing in popularity and availability; positive impacts of social media: finding support online; online risks and potential for harm: excessive time online, sharing too much, cyberbullying, body image, harmful advice online, mental health; parental involvement; due to rapid changes in the technological environment, policies should focus on developing resilience to maintain the emotional and mental well-being, rather than on protecting young people from all potential risks online.</i></p>
60	Lenhart, A., Smith, A., Anderson, M., Duggan, M., Perrin, A. (Pew Research Center) (2015)	<p>Teens, Technology and Friendships</p> <p>Topics: <i>friendships can start digitally for teens, through social media/games; young boys are more likely than young girls to make friends online; texting as the dominant way of communicating with friends, incorporated with instant messaging; video games play a critical role in the development and maintenance of boys' friendships; feeling connected through playing online games together; 21% of teen social media users reported feeling worse about their own lives because of what they see from their friends on social media (including events to which they have not been invited – feeling socially excluded); challenge to create an authentic and appropriate online persona for multiple audiences (including adults and peers); teens from lower-income backgrounds who have lower levels of smartphones and use basic phones tend to use platforms accessible on desktop computers to connect with their friends.</i></p>

61	Lahikainen, Anja Riita, Ilkka Arminen (University of Helsinki) (Nov 2017)	<p>Family, Media and the Digitalization of Childhood</p> <p>Topics: <i>changing family interactions due to the use of mobile technology; growing tolerance of multitasking when spending time together, involving tablets/smartphones; in front of the television, children learn to be socialized also by observing their parents' responses to TV programmes, whereas online they are on their own and practice sharing opinions/talking in a different way; understanding the (online) actions of a user (child/adult) is difficult for a bystander (adult/child); involuntary self-exclusion from the flow of ongoing events at home due to online attractions; difficulties in getting the attention needed from a parent who's also focused on online activities (and subsequent consequences); 'sticky device';</i></p>
62	Negin Dahya (2017)	<p>Digital Media and Forced Migration. Critical Media Education For and About Refugees in <i>Television</i>. 30/2017/E. pp. 24-27.</p> <p>Topics: <i>digital distribution of narratives of hardship and loss, which can affect inclusion; empathy; visibility; understanding; connecting; nuances of representation within these digital media platforms; distance through the language/approach used; storytelling;</i></p>
63	Dekelver, Jan (Incluso – a research project funded by the EC) (2010)	<p>Incluso: Social software for the inclusion of marginalized youth in <i>Journal of Social Intervention. Theory and Practice</i>. Vol. 19. Issue 4. Pp. 5-18. Utrecht Publishing.</p> <p>Topics: <i>ICT supporting work with marginalized youth; social exclusion; e-inclusion; digital divide; social software tools; crucial stage that youngsters find themselves at, with possible implications of mistakes well into adulthood; socio-economic status of parents, gender, ethnicity, disability, health, geographical mobility among factors that can affect future unemployment of the youngsters and their wasting of their potential; rich-getting-richer scenario; access; skills; purpose of using ICT in relation with the socio-economic background; a measurement tool to evaluate the social inclusion of marginalized youth; the Incluso Game; the Incluso Manual; overcoming social exclusion;</i></p>
64	Gonzalez, Jr. P.A. (2014)	<p>Race and ethnicity in video games: a reflection of social reality. Racism, hate speech and prejudice: a manifestation of social stereotypes</p> <p>Topics: <i>most of those who use these games are they themselves part of minorities; transculturation; cultural clashes; contact zones; isolation and adolescent need for entertainment and excitement are also ground for hate groups; possible to be identifying with a racist agenda only after making social connections in such groups; 'train the brain' concept in propaganda; the use of video games in recruiting; from video games to virtual societies; desensitization; negative representation of minorities in games, reinforcing stereotypes (with implications on social inclusion/acceptance); sexual representation of women in games; the path to game creation begins with education;</i></p>

PRACTICE

Note: see also the good practices mentioned by the participants in the application forms they submitted for the Symposium + good practices mentioned in some of the documents listed.

No	Author/Institution	
65	Council of Europe – No Hate Speech Movement (April 2018)	<p>Conference Conclusions</p> <p>Topics: <i>the Internet as a public commodity; human rights ought to apply online the same as offline; human dignity; hate speech; freedom of expression; discrimination; human rights education; online abuse of human rights; media and information literacy; critical thinking; VERLT; solidarity; reporting; Internet Governance as an area to exercise citizenship; legislation against discrimination;</i></p>
66	Illkka Pirttimaa, Finland (2016)	<p>App: BlindSquare (here) (iOS) – spread in 30 countries and 23 languages (article here)</p> <p>Topics: <i>accessible GPS application for the blind and visually impaired, for indoors and outdoors; hackathon; independence, building confidence in blind people;</i></p>
67	XenZone – pioneer of online counseling services, UK (2016)	<p>Kooth – free digital mental health service for children and young people, delivering therapy online (summary and interview here; link to Kooth here)</p> <p>Topics: <i>provides NHS services; young people prefer video for content, but text messages/chat for online therapy; also face-to-face teams in schools; links to other face-to-face services; 5 apps to be released in AppStore (counselling, recovering after sexual abuse, grief, depression, anxiety)</i></p>
68	Norwegian Agency for Development Cooperation (Norad)	<p>EduApp4Syria https://www.norad.no/eduapp4syria</p> <p>Topics: <i>digital tool/app to enhance teaching and learning in migratory contexts; educational game (different from ‘serious game’); app to teach Syrian children to read in Arabic (with subsequent consequences on inclusion) and improve their psychological wellbeing;</i></p>
69	UNICEF Global Innovation Centre, Peking University’s School of Life Sciences, National Institute of Biological Sciences, App China, Inway Design, G-Wearables (2016)	<p>Yuudee https://play.google.com/store/apps/details?id=com.gcwt.yuudee (Android version in English and Chinese)</p> <p>Topics: <i>an Augmentative and Alternative Communication (AAC) app that facilitates communication for children with autism, who can press an icon to ‘speak’ an idea or an answer, or express a need; the app can also help teachers and parents teach children with autism communication and cognitive skills;</i></p>
70	Several investors and partners (including Microsoft Venture Fund), Grants (including Horizon 2020), Accelerators (including Google Development Launchpad)	<p>Voiceitt http://www.voiceitt.com/</p> <p>Topics: <i>translating unintelligible pronunciation into understandable speech; first speech recognition technology to understand non-standard speech, helping (young) people with speech, motor, language disorders, stroke, brain damage, Parkinson, autism</i></p>

71	Denmark	Be My Eyes https://itunes.apple.com/dk/app/be-my-eyes-helping-blind-see/id905177575?mt=8 (iOS). Android version as well. Topics: connect blind/visually impaired (young) people with volunteers, to help the blind lead more independent lives; notifications for volunteers that a blind/visually impaired person might need a little help.
72	Olivier Jeannel and team French startup	RogerVoice https://rogervoice.com/en/product Topics: first app for the deaf/hard of hearing, to make phone calls; voice to text transcription in real time; reading what the other person is saying;
73	Ministry of Education and Culture, Finland (2004)	Netari – national online youth club https://www.pelastakaalapset.fi/en/our-work-in-finland/youth-activity/netari-online-youth-club/ Topics: facilitating access to youth club activities for those who, for whatever reason, cannot join a youth club in their own municipality; free time activities online; meeting new people; receiving support; safe space for discussions;
74	Humak University of Applied Sciences, Finland (2016)	Distanssi – MOOC http://distanssi.humak.fi/mooc-kurssit/ (in Finnish) Topics: enhancing competences for the youth sector and digital youth workers;

No	Institution	Events
75	European Commission (Dec 2017 – Jan 2018)	Digital Skills and Jobs Conference: Report and Programme Topics: launching Digital Opportunity scheme for traineeships in digital, European Digital Skills Awards 2017, need for training for the digital transformation, digital skills needed for the transition from education to work, digital and business skills to work with big data, upskilling current and future workforce, being digitally skilled helping with redirecting one's career (including start-up's), need to involve researchers and universities to identify the skills needed and consequently adapt education, best practice digital skills projects (eg: MolenGeek in Brussels, an inclusive co-working space accessible for young people who lack prospects, proper academic background etc.), best practice examples from France and Estonia of integration in the society of digitally excluded groups (people living in rural areas, refugees, elder people, women etc.), being autodidact when it comes to technologies, low employment rate of young people and reorienting them in their careers, digital skills gap, participation of women (including young women) in STEM curricula, human touch being important when reaching out to people lacking basic digital skills, digital technology as an enabler, education for the future,
76	European Commission (May 2017)	Learning to Swim in the Digital Ocean: New DigComp Report develops proficiency levels in detail Topics: DigComp 2.1. , improving teachers' levels of digital competences, MOOC on "Boosting a sense of initiative and entrepreneurship in your students" by European Schoolnet, assessment instruments to evaluate digital competence (eg: PIX in France),
77	European Commission (Oct 2017)	Are schools making the most of digital technologies? Topics: launch of the SELFIE tool (Self-reflection on Effective Learning by Fostering Innovation through Educational Technology) trial version, DigCompOrg ,
78	Council of the European Union (Dec 2016)	Conclusions of the Council: Promoting New Approaches in Youth Work to Uncover and Develop the Potential of Young People Topics: youth work should also improve its outreach to the digital world, enhance the capacities of youth workers (digital competences), Digital Agenda for Europe, enhance the capacities of youth workers also by providing training opportunities focusing on reaching young people at risk of marginalization.

78	GEYC, under the patronage of the European Parliament and 2016 Slovak Presidency (Nov 2016)	European Digital Youth Summit – Event conclusions (Bucharest, Nov 2016) Topics: <i>participation, reacting to injustice (online as well), speaking up for human rights online, online hate speech and counter/alternative narratives, eliminating stereotypes; create more bridges, rather than walls.</i>
80	Salto-Youth (2016 & 2017)	Ignite the spart: Participation Lab 1 : how to give young people with fewer opportunities a voice? How to ignite the spark? Participation Lab 3 : how can participation support young people in difficult educational and work situations?
81	Verke (July 2017)	Report TC Makerspace in digital youth work (Luxembourg, July 2017) Topics: <i>digital youth work, utilize technology to address different needs of learners, foster creativity already existing in everyone, supporting kids' confidence in their abilities, interconnectedness, European cooperation in digital youth work, cultural context, hands on experience, maker methodology in youth work, resistant mind-sets, practical skills, funding needed, best practices, Make@on,</i>
82	NA Austria (Nov 2017)	Digital Youth Work Conference (Vienna, Nov 2017) Topics: <i>digital youth work, smart youth work, role of the youth worker, pillars of digital youth work, guidelines, tools, best practices, ways of using digital tools in youth work (counseling, content, activities), training needs of youth workers,</i>
83	NA Finland (February 2018)	Strategies for Digital Youth Work (Lappeenranta, Finland) Topics: <i>how youth work can benefit from digital media and technology, how DYW can be included in the organizations' youth work strategies</i>
84	NA Hungary (March 2018)	Developing Digital Youth Work (Budapest, Hungary) Topics: <i>understanding the terminology and the concept of DYW, understand different realities of DYW in national contexts,</i>
85	EU-CoE Youth Partnership (Sept 2015)	Symposium on Youth Participation in a Digitalised World (Budapest, Hungary). Key messages here . Topics: <i>addressing all young people including the marginalised and hard-to-reach, amongst refugees and asylum seekers to strengthen solidarity, anti-discrimination, social cohesion and inclusion, promote all forms of participation (online and offline), prevent patronizing approaches, explore the new role of youth work and youth NGOs in supporting young people to master the digital age, communication (mix offline and offline tools, create virtual space for discussion and debate young people/youth workers/researchers/policy-makers, look at the less connected, disadvantaged youth, better 'translate' existing knowledge, connect existing data), education (describe the world in a blended way rather than in terms of online-offline, master the big change in education methods/approaches, new pedagogy, train teachers, research on the impact of digital learning, promote evidence-based policy: researchers not only for scientific purposes, but also for policy), youth work (provide sufficient volunteering opportunities where young people can learn skills, activate young people in the digital sphere rather than waiting for them, support access to the digital sphere for most disadvantaged, recognize e-participation as real participation), policy (training and education around Digital Agenda, promote cross-sectoral approach especially in the area of e-participation, keep in mind the different realities of young people), research (describe the world in a blended way, not online-offline, explore ethnographic participatory research, research on the impact on learning, research on analogue-digital generation and identity), economic sphere and working life (provide ICT tools for career-management skills, self-empowerment, digital footprint as stepping stone, support young businesses, promote social innovation, learning from gaming industry), democracy and political participation</i>

86	EU-CoE Youth Partnership (July 2013)	<p>Guidebook: Youth Participation and Social Media – seminar outcome (Tunisia, July 2013)</p> <p>Topics: <i>political realignments as a result of youth activism in the Arab world; increasing democratic participation through the use of social media; getting organized, participating, getting informed, spreading information; online privacy and identity theft; combating hate speech online; recommendation for a user-friendly guide on social media strategies for NGOs and participation; participation seen as sharing/educating citizens/increasing competences; RMSOS model of participation, development of young people’s skills by questioning and having their views taken seriously; involve young people in decision-making at all levels, not just in consultations; areas of youth participation (economical, political, social, cultural); traditional (voluntary work, non-formal education, youth councils, consultations, political parties, voting and/or being elected) vs. new forms of participation (peer-to-peer, discussion forums, signing petitions, boycott, demonstration, gather information and express views through the Internet), levels of participation, barriers to participation; objectives for increasing participation, audience, steps, tools, resources, monitoring; types of social media and a hierarchy of needs (blog, micro-blog, photo sharing, video sharing, social networks); social network monitoring sites; social media and implications for NGOs; social media tips; good practices.</i></p>
87	EUth project consortium, by IJAP Germany (December 2017)	<p>Open summit. Youth eParticipation in Europe: The Future is Now! (Berlin, December 2017). Programme / Outcomes / Recommendations</p> <p>Topics: <i>participatory culture is key, not the tools (education and empowerment in this sense are needed from an early age); convey to policy-makers that e-tools are a win-win situation; digital platform for participation should bring all age groups together; digital participation tools to make the policy-making transparent, easy, accountable, clear; inequality for youth as a group in the society: the wording in writing a project proposal matters, as, for example “youth participation” does not receive as much funding as “citizen participation” projects; ensure accessibility for everyone;</i></p>
88	IGF	Internet Governance Forum (every year) https://www.intgovforum.org/multilingual/
89	EuroDIG	European Dialogue on Internet Governance (every year) https://www.eurodig.org/
90	YouthDIG	Youth Dialogue on Internet Governance (every year, before EuroDIG) https://www.eurodig.org/index.php?id=408
91	SEEDIG	South Eastern European Dialogue on Internet Governance (every year) http://seedig.net/

Profiles

Dana Boyd, Principal Researcher, Microsoft Research <http://www.danah.org/>

Sonia Livingstone, LSE <http://www.lse.ac.uk/researchAndExpertise/Experts/profile.aspx?KeyValue=s.livingstone%40lse.ac.uk>

Ellen Helsper, LSE <http://www.lse.ac.uk/media-and-communications/people/academic-staff/ellen-helsper>

Don Tapscott <http://dontapscott.com/books/grown-digital/>

Daniel Solove <https://www.danielsolove.com/>

Mizuko Ito <https://www.informatics.uci.edu/explore/faculty-profiles/mizuko-ito/> | <http://www.itofisher.com/mito/>

Victoria Nash, Oxford Internet Institute <https://www.oii.ox.ac.uk/people/victoria-nash/>

Actors

European Commission

Council of Europe

Youth policy makers, youth researchers, youth workers

Educators – e.g. Oxford Internet Institute

Digital Youth Councils

Tech companies: for-profit (e.g.: Google, Microsoft) and not-for-profit (e.g.: Mozilla Foundation, ISOC)

Access Now

European Digital Rights (EDRI), Brussels

Youth Coalition on Internet Governance (see others from the IGF 2017 & EuroDIG events as well)

Tools

OPIN.me (by IJAB Germany)

Eventmobi.com

BarCamp

Tools.eu

Zipstrr (for automatically creating a video collage of individual video contributions – for instance, for daily evaluations of an event or for introducing the team etc)

Storify

Kahoot (for quizzes)

Slido.com (to set up an open agenda, based on questions raised by the public and the votes received from the audience on those questions to be discussed)

Typeform (for feedback forms)

Padlet.com (for gathering photos + text feedback, as post-its)

Webinars (before the event)

Digital badges

VR graphic facilitation