INSIGHTS INTO SOCIAL INCLUSION AND DIGITALISATION

Youth Partnership

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

EUROPEAN UNION

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

INSIGHTS INTO SOCIAL INCLUSION AND DIGITALISATION

Authors:
Adina Marina Șerban and
Veronica Stefan

Editor:
Lana Pasic

Co-ordination:
Lana Pasic and
Lali Bouché

Contents

List of acronyms

AI – Artificial intelligence

EU – European Union

ICT – Information and communication technology

IT – Information technology

MOOC – Massive online open course

NEET – Youth not in education, employment or training

STEM – Science, technology, engineering and mathematics
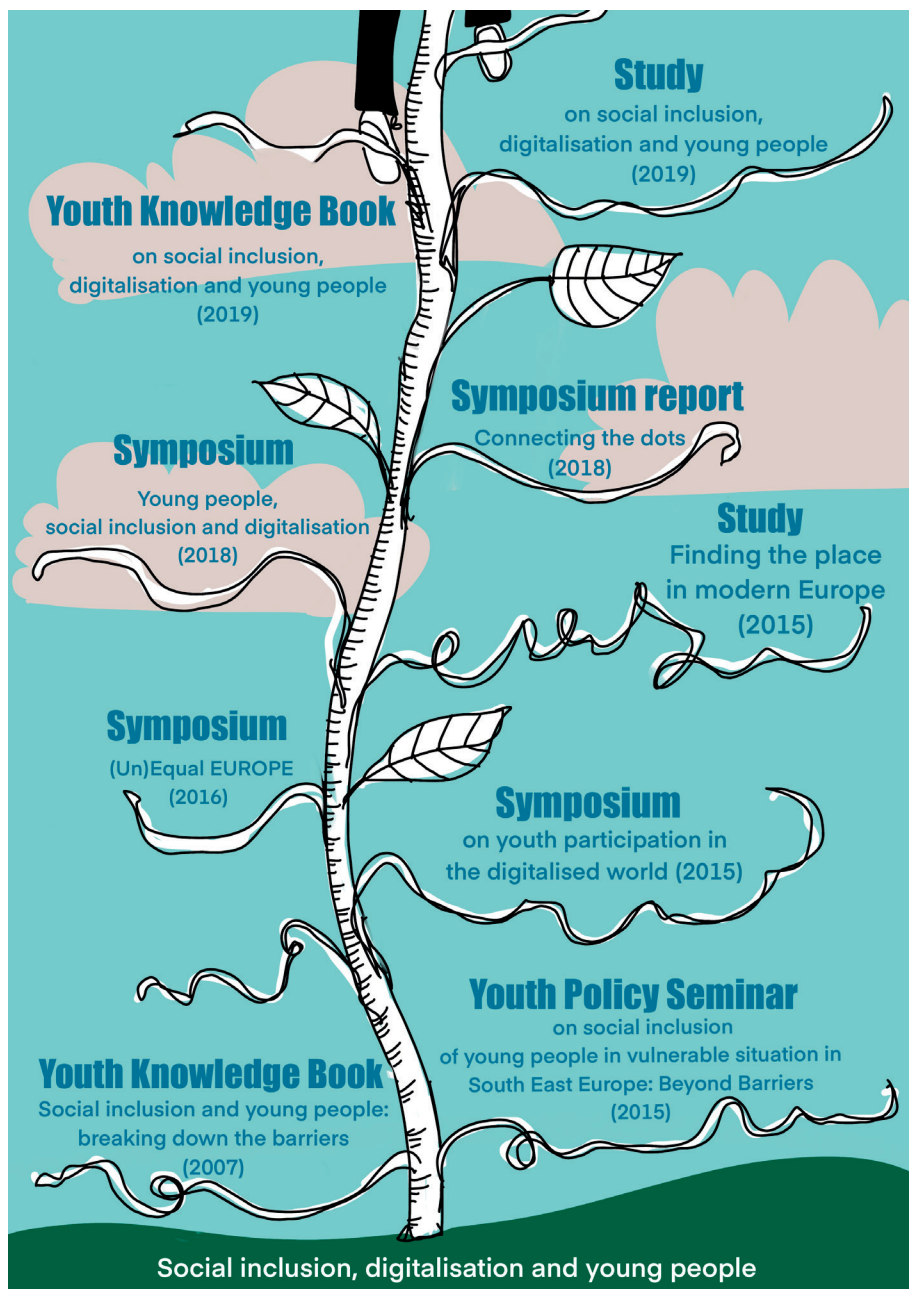
List of illustrations

Introduction

The topic of social inclusion and digitalisation of young people is one of the priorities of the partnership between the European Commission and the Council of Europe in the field of youth that was addressed in 2018 through the symposium entitled Young People, Social Inclusion and Digitalisation, held in Tallinn, Estonia, and further developed through a research study and a Youth Knowledge Book on "Social inclusion, digitalisation and young people" in 2019 and 2020 respectively. Moreover, within the context of the Covid-19 pandemic and lockdown measures implemented in spring 2020, during which the youth field was dramatically affected, there is an emergent need to look at the existing practices that link digitalisation and social inclusion, as well as to examine the needs that are still not covered by the policies, tools and instruments put in place by authorities and non-governmental bodies.

In this second volume of Insights, we explore the intersection between young people's social inclusion and digitalisation in order to understand whether developments in the digital world have helped the social inclusion of marginalised young people. Across Europe, there is increasing understanding of the need to better approach the topic of digitalisation in relation to the lives of young people and the implications of digitalisation for youth policy, youth work and youth research, as well as a growing interest in the opportunities that digitalisation offers and a wide range of experience and knowledge about its use in fostering social inclusion. Yet, there has been little analysis of the benefits and opportunities of the digital world, as well as the risks and potential perils of this new reality, particularly for those at risk of marginalisation. There has also been little discussion of the implications for the youth field in the areas of research, policy and the practice of youth work. The digital agenda within public policy is still not being adequately addressed. Although there is some work at the European and national levels regarding infrastructure and access, the educational and social dimension of digitalisation still need further development.

In this publication, we have examined European policies and practices at the intersection of social inclusion and digitalisation relevant for the youth field.[1][2] We reviewed the instruments (tools, platforms, etc.) that have been developed to train specialists in the youth field and the instruments addressed to young people themselves, in order to respond to their needs and interests related to digitalisation. Moreover, as digitalisation comes with both risks and opportunities for young people, these are also addressed in the closing section.

_____

1. The information available was collected using two methods: the open-ended questionnaire (administered online), through which we collected 38 responses from 23 countries; and the desk review of relevant documents, based mainly on secondary sources and data collected during the 6th Cycle of EU Structured Dialogue with Young People, in order to examine the attitudes of marginalised young people regarding digital trends and tools.
2. Countries included in the survey were: Albania, Armenia, Austria, Belarus, Belgium, Bosnia and Herzegovina, Croatia, Czech Republic, Estonia, Finland, Greece, Germany, Ireland, Italy, Malta, Romania, Slovak Republic, Serbia, Spain, Sweden, Switzerland, Ukraine and the United Kingdom.

Social inclusion, digitalisation and young people – where are we coming from?
Illustration by: Vanda Kovacs

The symposium Young People, Social Inclusion and Digitalisation resulted in a set of conclusions indicated in the report "Connecting the dots: young people, social inclusion and digitalisation" (McLoughlin S. 2018a). These included the need to better understand the reality of digitalisation in young people's lives, the implications for the youth sector and the adaptations required in youth work and youth policy in order to be better prepared to face the challenges and exploit the opportunities offered by current and new digital tools and trends.

The EU-Council of Europe youth partnership has produced extensive information on the theme of social inclusion, in particular: the Youth Knowledge Book Social inclusion for young people: breaking down the barriers (2007); the study "Finding a place in modern Europe – Mapping of barriers to social inclusion of young people in vulnerable situations" (2015), the outcomes of the conference on the Role of Youth Work in Supporting Young People in Vulnerable Situations (2014); "Beyond barriers: a youth policy seminar on social inclusion of young people in vulnerable situation in South East Europe" (2015); and the T-Kit 8: Social Inclusion (2013, 2017). The knowledge stemming from the symposium on Youth Participation in the Digitalised World (2015a) is also of relevance in this context. Finally, the symposium (Un)Equal Europe – Responses from the Youth Sector (2016) explored the increasing inequalities among young people due to social, geographic or economic reasons and the polarisation of society with respect to this accumulation of advantages and/or disadvantages.

In December 2019, the Youth Department of the Council of Europe discussed approaches to and understandings of artificial intelligence (AI) during the seminar Artificial Intelligence and its Impact on Young People. In 2016, the European Union (EU) organised an expert group on "Risks, opportunities and implications of digitalisation for youth, youth work and youth policy", under the Work Plan for Youth 2016-2018, which produced the publication Developing digital youth work – Policy recommendations, training needs and good practice examples (European Commission, 2018a: 6).

Short introduction to the topic – the interplay between digital and social inclusion for the benefit of young people

Social inclusion is a process that enables a young person to become autonomous, build self-esteem, self-realisation and resilience, and contribute to the development of society as a whole. In order to support social inclusion, which may be viewed through the lenses of education, employment, employability, health or participation in decision-making processes, young people's participation in social, economic and political life should be promoted, based on the equality of rights, equity and dignity. However, certain groups of young people face multidimensional barriers or disadvantages, encompassing political, social, cultural and economic dimensions. Such groups may include, among others, youth with disabilities, youth not in education employment or training (NEETs), young refugees and migrants, LGBTI (lesbian, gay, bisexual, transgender, intersex) youth, young women and girls, youth suffering from substance abuse or dependency, youth from minority ethnic, racial or religious backgrounds, socio-economically marginalised youth and youth who have committed or have been a victim of crime (EU-Council of Europe youth partnership, 2020).

Digitalisation, on the other hand, refers to the use of digital tools and opportunities, but also to the social phenomenon of the increasing importance of digital technology, mass communication and online spaces and communities (Appel G., Grewal L., Hadi R. et al., 2020). In a contemporary context, digital means of social inclusion are essential to young people. But the rapid growth of internet access, connectivity and reliance on technology has not only determined the swift development of the digital world; it has also produced a new landscape for inequality, caused by varying access to digital tools and instruments, exclusion from or inclusion within online spaces and communities, and by the very readiness of young people and educators to use these tools and opportunities. Now accepted as part of standard practice, it has often been assumed that digital tools offer a panacea for reaching out to include more young people, especially those considered hard to reach due to different social, geographical, economic or cultural barriers. Yet, social inclusion as it relates to the digital world is about more than just access to technology, it can be considered a complex, multidimensional concept. In this context, emerging technologies, such as AI, add another layer to the debate around digitalisation as an enabler or a deterrent. On the one hand, although the deployment of such technologies in youth work and the youth sector at large could be beneficial, it is as yet limited as it requires advanced expertise and resources. On the other hand, concerns regarding bias of algorithms and ethical implications for human rights raise new questions that still need to be better understood and addressed.

When looking at young people – generically understood as the age group 16 to 30, with variations from country to country, as there are different practices and pieces of legislation across Europe, ranging from children of all ages to youth up to 35 years old – the situation is equally complex. According to Eurostat data surveying 16-29-year olds in the EU (Eurostat, 2020a), only 1% of young people have never accessed the internet, while 95% use it daily and 89% prefer to use mobile devices as access points. Yet, even for those who use it regularly, reliance on the internet in the spring of 2020 due to the Covid-19 pandemic has also raised questions and exposed inequalities related to the availability of internet data to access online content, and also the availability of computers within households, which allow young people to use the technology as a part of their formal and non-formal education. Furthermore, when it comes to the use of technology and internet, there is a clear preference given to communication and entertainment activities, including participation in social networks, while participation in more advanced tasks is rather limited. Only 13% of young people have engaged in programming activities, 11% have taken part in online consultations or in voting on political or civic issues and just 10% have done an online course on any subject (Eurostat 2020b).

Questions

1. *Who has access to the internet and technology in your community/country?*

2. *What about the groups excluded from the digital world?*

3. *How do you or young people you work with use technology and the internet?*

4. *What has changed in terms of access and skills as a result of the Covid-19 pandemic?*

5. *How does your organisation/institution use digital technologies? Is there a strategy for this?*

Relevant policies at the European level

In terms of policy framework, the new EU Youth Strategy and its implementation tools, including the new EU programme in the field of youth, Erasmus+ (2021-2027), and the EU Youth Dialogue, as well as aspects of the Council of Europe Youth Sector Strategy 2030, foresee, in different ways, the use of digital tools to reach out to more young people and to facilitate their access to rights, especially those at risk of marginalisation and social exclusion. However, besides the youth strategies, there is also a range of other policies related to digitalisation that are considered relevant in this context.

European Union

According to the European Commission (2016), Europe needs digitally smart people in order to successfully undergo digital transformation. Digital transformation requires the active inclusion of young people, which will help to ensure that they are prepared to take advantage of digitalisation. When it comes to EU policy, two dimensions can be seen: the digital/digitalisation agenda, which, at times, refers to young people, and the youth policy agenda that is currently focused on promoting digital tools. For both dimensions, social inclusion has the potential to become one of the key topics in the near future. During the past decade, many European countries have engaged in developing frameworks and policies addressing digitalisation and new technologies. In this context, the EU took responsibility for harmonising and co-ordinating these efforts.

Figure 1. Main EU digital policies

2010	2015	2020
Digital Agenda for Europe	Digital Single Market for Europe	Europe fit for the Digital Age
First main EU digital strategy	Second of the 10 EU priorities during 2014-2019	The new EU strategy, focused on "technology that works for the people"
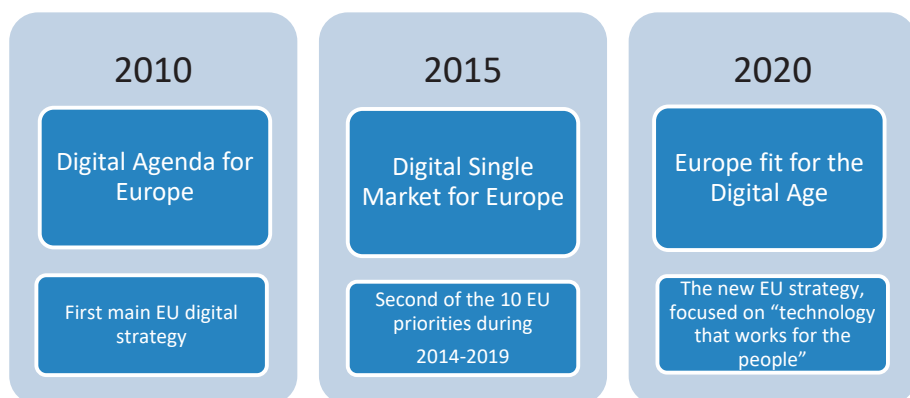
Shaping Europe's Digital Future (European Commission, 2020) sets a new vision for Europe's digital citizens, acknowledging that the "need for digital skills goes well beyond the jobs market". A series of new policy actions are foreseen, starting in 2020, in order to prepare for all the challenges ahead, including: a new Digital Education Action Plan to boost digital literacy and competences at all levels of education, a reinforced Skills Agenda to strengthen digital skills throughout society and a reinforced Youth Guarantee scheme to put a strong focus on digital skills in early career transitions.

As young people's needs and interests change, youth work also needs to evolve. This requires youth workers to develop their digital skills to be able to conduct "smart youth work" and understand the issues young people face online. The Council of the European Union's Resolution 2015/C 417/02 on encouraging political participation of young people in democratic life in Europe (Council of the European Union, 2015) states the need for transparent and comprehensible actions and policies in terms of inclusivity and equal access to all young people, including the development of digital tools for political participation. In addition, the smart youth work methodologies are designed to be in line with the European Digital Competence Framework for Citizens (European Commission, 2017) and the Digital Education Action Plan (European Commission, 2018b). Furthermore, online participation is also seen as enabling and empowering, as promoted by the EU Youth Strategy 2019-2027.

Figure 2. European policies guiding smart youth work methodologies

European Digital Competence Framework for Citizens

Smart youth work methodologies are aligned to

Digital Education Action Plan

Youth Strategy 2019-2027
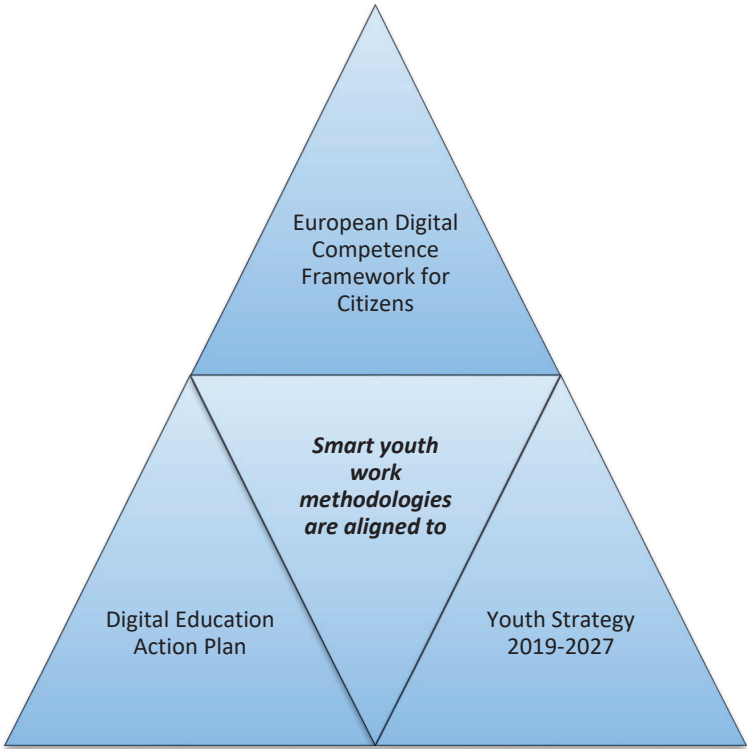
The Communication "Engaging, connecting and empowering young people: a New EU Youth Strategy" (European Commission, 2018c) underlines all the challenges and risks that young people are facing in contemporary societies. But, at the same time, it also states the fact that "this generation is the best educated ever and among the most creative in using Information and Communication Technologies and social media". Member states are invited to adapt to digital opportunities and to create the framework for youth workers to use the technology and pedagogical practices to increase access and help young people cope with digital means. If not yet developed, digital youth work should be included in occupational standards and should be aligned with the Council Recommendation on the validation of non-formal and informal learning (Council of the European Union, 2012).

In addition, there are still important steps to be taken to encourage the participation of marginalised youth. The policy documents mentioned above suggest that decision makers should be transparent about their actions and use more social media tools to communicate with young people.

Council of Europe

The Council of Europe has worked extensively to support innovative practices and policies in the youth sector. The new Resolution CM/Res(2020)2 on the Council of Europe youth sector strategy 2030, particularly underlines as a thematic priority "revitalising pluralistic democracy, with special emphasis on: … improving institutional responses to new developments in democracy, such as the changing participation patterns of young people, digitalisation or internet governance".

In a forward-looking approach, Recommendation CM/Rec(2019)10 of the Committee of Ministers to member States on developing and promoting digital citizenship education (Council of Europe, 2019) includes concrete guidelines and guiding principles for policy stakeholders. Among them, a "multi-stakeholder co-operation, with Council of Europe oversight, remains key to ensuring that ethical guidelines are applied to AI in education, especially as it affects the well-being of young people and other vulnerable groups."

Additionally, the Council of Europe's Internet Governance Strategy (2016-2019) (Council of Europe, 2015a) attaches importance to the rights of the internet users, while the Council of Europe Strategy for the Rights of the Child (2016-2021) (Council of Europe, 2016), reinforced by Recommendation CM/Rec(2018)7 of the Committee of Ministers to member States on Guidelines to respect, protect and fulfil the rights of the child in the digital environment (Council of Europe, 2018), focused on children's rights on the internet. The documents are in line with the Guide to human rights for internet users (Council of Europe, 2014), which has a dedicated section on children and young people.

The recommendation of the Council of Europe on the access of young people from disadvantaged neighbourhoods to social rights (Council of Europe, 2015b: 18-19) included as one of the measures for accomplishing social inclusion of youth the

acknowledgement that all young people should have equal access to public amenities (including post offices, community centres, youth work centres, employment services, and **information and communication technologies**).

The above-mentioned recommendation on Guidelines to respect, protect and fulfil the rights of the child in the digital environment (Council of Europe, 2018) calls upon the member states to "ensure that policies and initiatives are informed by rigorous and up-to-date evidence about young people's experiences in the digital environment", in order to map existing opportunities and risks for young people, identify emerging trends and guide the targeting of policy and resources to ensure young people's well-being in the digital environment.

National policies relating to youth, digitalisation and social inclusion

The examples of national policies and initiatives gathered through the online survey highlight the efforts taken by various governments to advance the digital agenda and promote digital skills, particularly in formal education (including by updating national curricula or supporting teachers' skills), to support infrastructure development and ensure schools' access to the internet, and to develop public digital services. Considering that this is a new topic in the field, most examples are related to the social inclusion policy and measures where digitalisation is a tool used to reach out to young people, or related to digital instruments put in place for reasons of innovation or for the general advancement of the society. We can identify the following range of national policies.

► Clear and well-defined national policies and initiatives addressing digitalisation and connections with young people's skills, inclusion or online safety have been put in place in some countries, such as Albania (through the National Policy for Protection of Children and Youth Online) or Estonia. There are also countries where the policies are translated through practice in terms of open access to resources (Austria – Lost in Information: open educational resources, workshops, publications), and countries where the available European grant schemes have allowed the development of pilot initiatives, such as Belgium (the pilot initiative Erasmus+ Virtual Exchange).

► Programmes that directly target the inclusion of young people with fewer opportunities, which are highly necessary, have been developed in some contexts In Estonia, there have been some government initiatives to reach those young people who are not part of academic programmes, while in Finland, Vamos Helsinki has put in place a coaching programme for NEET youth. IUVENTA – the Slovak Youth Institute – is working on delivering accessible and inclusive training activities and has a separate budget allocated for these activities.

► In other countries, such as Croatia and Germany, the subject of digitalisation mainly rests within the formal education system linking information technology (IT), science, technology, engineering and mathematics (STEM) and digitalisation. Moreover, in the case of more recently adopted national youth strategies (Greece, Estonia, Ireland, Malta and Serbia), there are references to digitalisation and the inclusion of young people, even if they are not defined as separate pillars within the strategies.

► In other contexts, local policies have targeted the advancement of digitalisation and the development of the digital skills. This is the case for the Tartu Municipality in Estonia, where citizens can engage online using information and communication technology (ICT) and smart solutions for decision making in the city.

► There are also countries that have continued to invest in monitoring digital progress, such as Austria, through its Digital Roadmap project, or Sweden, where introducing digital literacy was set as a priority by all the institutions in charge of education and educational activities.

► Furthermore, various public institutions across Europe have successfully developed online tools that could help foster the social inclusion of young people by using more transparent and faster approaches – from the online platforms that monitor and support young people at risk of exclusion and provide early intervention measures (Estonia), to the participation platforms for young people and youth organisations (Greece), or overall monitoring related to the process of digitalisation (Austria).

Questions

1. What policy documents can you identify at the national and local levels?

2. What are the main programmes (if any) put in place by the national and local authorities in order to offer young people better access to the digital world?

3. What is needed for policies/frameworks/strategies/regulations on this topic?

Practices across Europe

Across Europe, private and public entities have developed various resources that are available for young people and youth workers.

Digital tools and online platforms available to young people and youth workers

While not all the platforms identified are necessarily designed to ensure social inclusion of young people, they are useful tools towards achieving that goal – particularly in areas related to education, mental and sexual health, cyberbullying or the rights of minorities. Youth workers and other youth practitioners have started to use some of these platforms in order to try to improve the outreach of their projects and initiatives.

Figure 3. Generic digital platforms

Generic platforms used by the youth sector

Virtual meeting room (VMR) software
► Skype, ezTalks, Webex, Discord, Microsoft Teams, Google Meet, Zoom

Messaging applications
► Telegram, Viber, Snapchat, WhatsApp

Educational platforms
► **edX** provides a wide diversity of free open online courses delivered by globally top-ranked universities and companies
► **Coursera** offers to both young people and youth professionals a variety of courses, including those on welfare and rights of youth and social inclusion
► **Khan Academy** offers tailored content adapted to age, including support resources for teachers and parents
► **Scratch** enables creativity through programming, offering educational tools for both young people and teachers
► **Kahoot!** stimulates learning through a game-based approach, making it a valuable tool for both youth workers and teachers, who can create their own content, for free

Youth online repositories
► **Digi Youth Portal** offers access to digital tools for youth work and non-formal education, available at digiyouth.seeyn.org
► **ICT4YOUTHWORK** offers resources for youth organisations, youth services and youth workers, available at www.ict4youthwork.eu

Figure 4. European digital platforms for educators and youth workers

European platforms addressed to youth workers, teachers or other youth specialists

European Youth Portal is an interinstitutional platform of the EU, which offers information on the various opportunities and resources available to young people, covering 35 countries and available in 28 languages.

Youth policy essentials is the first massive online open course (MOOC) on youth policies, created by the EU-Council of Europe youth partnership. The course is particularly addressed to youth policy makers, youth non-governmental organisations (NGOs), youth leaders, youth workers and researchers.

Youth Work Portfolio is a tool designed for youth workers, youth leaders, volunteers or professionals working in the youth sector, which is aimed at helping them to assess their level of youth work competence and to set new goals for learning and professional development. This is the online version of the tool developed by the Council of Europe and originally published in 2006.

SALTO-Youth is a platform which provides, as part of the European Commission's training strategy, non-formal learning resources for youth workers and youth leaders, and organises training and contact-making activities to support organisations and national agencies within the frame of the European Commission's Erasmus + Youth programme and beyond.

National platforms and tools addressed to young people

While the majority of platforms are designed exclusively for young people and address various topics, in most cases, young people are the beneficiaries rather than co-creators of the developed platforms, which makes it difficult to evaluate the extent to which these tools directly cater for young people's needs and interests, particularly those youth at risk of exclusion. The list below shows diverse practices that can be used as a starting point or as an inspiration to create other national resources, preferably after consulting with youth organisations and young people – the end users.

1. Educational and professional guidance

With the support of online platforms, young people can participate in educational programmes, gain ICT skills, self-assess their skills and knowledge, identify and apply for jobs, and engage in gamified activities that reward involvement in various activities (both online and offline).

Serbia – VIVET project	Belarus – "I do it myself"	Austria – AHA Plus
Virtual Internships for Vocational Education and Training is an innovative platform helping youth with disabilities to participate in internships using online tools. VIVET is implemented by the Belgrade Open School.	"I do it myself" is a mobile application intended as a guide for young people in their transition to independent living. It offers thematic information, useful tips and interesting facts about various aspects of life: finding a job, organising one's life, taking care of health or building a family. The app is developed by SOS Children's Villages.	AHA Plus is a platform through which young people can gain professional experience by working in social institutions and collecting points and rewards to validate their work via the online platform. The platform includes specific sections for organisations and donors and is managed by the Youth Information Centre Vorarlberg.

2. Information and counselling

The platforms are designed to raise awareness and provide guidance on a number of issues relevant to young people – from emotional well-being and self-esteem, rights of young people (particularly those belonging to communities of ethnic minorities, refugees, immigrants, LGBTI), to social problems and relationship issues (whether as a couple, in a friendship or within a family).

Sweden – Umo.se and Yumo.se	Belgium – WatWat.be	Malta – Kellimni
Umo.se is a nationwide digital youth guidance centre, financed by all Swedish regions, where young people aged 13 to 25 can receive guidance and information about the body, sexuality, relationships, mental health, alcohol and drugs and self-esteem. Youmo.se targets young people who are newly arrived in Sweden. It offers some of the same information as umo.se in several languages, such as English, Arabic, Dari, Somali, Swedish and Tigrinya.	Wat is an information and outreach online platform addressed to young people, co-ordinated by De Ambrassade, a non-profit organisation, with the support of the Flemish Government. The topics it covers range from problems at home, illness or bullying, to managing one's business and the coronavirus outbreak.	Kellimni.com is an online support service run by trained staff and volunteers, available for support 24/7 through e-mail, chat and smart messaging. The service offers support on a wide diversity of topics, ranging from a healthy lifestyle, disability or homelessness, to emotional literacy and online safety.

3. Health

These platforms have diverse purposes, ranging from providing information, support and guidance in the areas of mental health (addressed to young people suffering from an emotional crisis, depression, and suicidal behaviour), substance and alcohol abuse, sexual activity or HIV services. Many of these platforms include 24/7 assistance where young people can receive tailored support. In some cases, they ensure the anonymity of the young person, in order to provide an open and safe space for sharing.

Estonia – Enesetunne.ee	Croatia – Pretezno vedro	Ukraine – Free2Ask
Enesetunne.ee is an online platform aiming to lower tension/stress, prevent self-harm and suicidal behaviour, deal with depression and monitor sleep. The platform contains separate pages with information for young people, specialists working with young people and parents, and it includes links to different apps.	Pretežno vedro (Predominantly clear) is a mobile application supporting mental health and digital emotional literacy, created by children and young people with the help of mentors. The application includes four components: 1) How are you today? 2) Ah! those feelings! 3) Predominantly clear (a game) and 4) Ask? Do not shoot! (an e-counselling centre). The application was developed by a regional centre for public health.	The application Free2ask aims to provide professional psychological and medical support to teenagers and young people. It can be used to ask for help, find answers on sensitive questions about sexuality or the impact of drugs or to receive assistance in case of violence. The application was developed by the international charitable foundation Public Health Alliance and the All Ukrainian charitable foundation FULCRUM.

4. Platforms specifically targeted at marginalised young people

While most of the platforms in this category are not exclusively dedicated to young people, they are designed to support people with different types of abilities and enhance their capacity to participate in society. Examples include mobile applications that guide visually impaired people by using voice information to help them orientate in outdoor settings, using light or motion detectors and through scanning and reading apps or, for physically disadvantaged people, web platforms which provide information about events that are accessible for them.

Slovak Republic – Dobrá Linka	Ukraine – BeWarned
Dobrá Linka (Good line) is an online tool offering psychological counselling for young people with health disabilities. The platform creates a safe space for young people with disabilities to share their problems and thoughts with professional psychologists.	There are three applications empowering people with hearing difficulties: BeWarned Dance allows people with hearing impairments to dance to their favourite songs. BeWarned Connect also allows deaf and hearing-impaired people to communicate with others. The BeWarned Connect PRO app is a part of the Connect PRO technical solution to make business deaf-friendly. BeWarned Connect PRO enables communication with deaf and hard-of-hearing clients. The applications are developed by BeWarned – an accessibility start-up.

5. Online safety

These platforms are particularly addressed to children and teenagers and aim to empower and protect them from the risks associated with online activity. They particularly deal with issues related to cyberbullying, illegal and harmful content or behaviour, hate speech and other issues. Helplines and other online reporting mechanisms accompany most of these platforms, where young people, but also parents, youth workers and other adults, can report online abuses.

Albania – Isigurt	Malta – BeSmartOnline	Romania – Fără Frică
The national platform ISI-GURT.al serves to inform children, youth, parents and teachers about internet use and provides tips and guidelines on the digital world, how to navigate it, what is out there and how young people can benefit from digital opportunities. It includes an online reporting mechanism to enable children and youth to report issues related to security, safety or abuse.	BeSmartOnline.org.mt is a tool that aims to empower and protect children and teens from the risks associated with online activity through numerous awareness-raising initiatives and by fighting illegal and harmful content (particularly online child abuse) and harmful behaviour online. It has an online reporting mechanism and is part of Insafe and INHOPE – the European network of Safer Internet Centres and hotlines.	FaraFrica.ro (No fear) is an online platform supporting children in overcoming cyberbullying, including by using influencers/vloggers as role models, by offering them space to tell their own stories about situations in which they had to deal with various forms of bullying. The platform offers children and young people a support centre though a phone line, an online messenger chat and an e-mail address option. It is managed by Save the Children Romania.

6. Dialogue and consultation

Following the implementation of the EU Youth Strategy and other national strategies that aimed to ensure young people's voice is heard in policy making, national youth councils and other youth organisations have developed permanent websites to be used during Structured Dialogue cycles.

Serbia
As a part of the Structured Dialogue, the National Youth Council of Serbia developed an online platform to foster youth participation in decision-making processes: www.dijalog.rs.

Questions

1. What platforms are most popular among young people in your community?

2. Is there mapping of the platforms designed for young people in your country?
How many of them are tailored to young people with fewer opportunities?

3. What other platforms would young people need access to?
What is needed in order to create them?

4. Which stakeholders are most involved in other, similar platforms?
What could you do to increase the involvement of public institutions, technology companies/experts, NGOs and youth workers?

National platforms and tools addressed to youth workers, educators or other practitioners

Complementing face-to-face youth work, there is now a wider availability of online courses and specific digital tools for youth workers, educators and others. However, it might be too early to make claims about their role in enhancing social inclusion, as the majority of the platforms are not specifically designed with that goal.

Online platforms enable youth workers, educators or even parents to:

Improve their ICT skills ▸ Share experiences, materials and tools ▸ Proactively engage in online safety

Estonia	Slovak Republic	Ireland
Mitteformaalne.ee is a web platform about non-formal learning including information regarding schooling and study materials and trainers' contacts.	OKO – Objav kompetencie online (Discover competencies online) is an online game that offers insights and examples of youth work and volunteering. The online game provides players with experience of what youth work can look like, what can be done through youth work and which competencies can be developed.	Webwise.ie is an online platform that offers parents, teachers and teens information, advice and free education resources on internet safety issues and concerns. Ireland's National Parents Council Primary (NPC) operates the parent/ adult helpline to deal with issues relating to internet safety, including cyberbullying. The NPC also provides parents with training courses, both online and face-to-face.

From the institutional side, various public institutions across Europe have taken steps to develop online tools and, based on the examples collected, several types of platform can be identified:

▶ online platforms and registries that record the activities in which those children and young people who are in NEET situations have been engaged;

▶ Youth Guarantee monitoring tools at the local and national level that allow social workers to identify young people at risk and propose measures to support them;

Estonia – The youth centre logbook, which targets young people aged 15 to 26 who are in NEET situations uses the logbook system (the electronic monitoring of statistics in youth centres). As a result of using the tool, it was possible to record young people's case files, thus enabling evaluation of how effective the implementation of the programme had been, through:

1) profile analysis of the youth participating in the programme (sex, age, region, background, obstacle(s), desired result(s) and learning needs, duration of the process, chosen activities, co-operation and results); 2) the dynamics of the service (background, duration of the process, chosen activity, results, etc.); and

3) the effect on the challenges faced by the youth and by society.

https://ank.ee/youth-prop-up-programme-description/

► participatory budgeting platforms, which allow young people to advance their priorities and projects at the local level;

Greece – The Youth Participatory Budget (www.kedith.gr/en/youthparticipatory-budget) aims to provide financial support to projects run by youth NGOs and youth groups.

► consultation and collective decision-making platforms;

Estonia – osale.ee; volis.ee and eis.ee are web-based platforms run by national/ local government institutions allowing participation in consultations and public discussions about draft acts and other public policy proposals.

► new technologies, such as AI are also slowly being integrated into the activities of youth workers.

Austria – AI-powered chatbots (software applications) are being used by youth information services, thus releasing youth workers from routine activities.

Questions

1. What similar practices are you familiar with at local or national level? How user-friendly are they for young people and youth practitioners?

2. Do you have access to platforms designed for youth workers in your national language? What are the main benefits and shortcomings of the current situation?

3. What tools and platforms would you find useful in your activities? Have you considered being the initiator of a hackathon that could solve a need you have identified?

Digital skills and digital youth work

As the entire process of preparing youth workers and other youth practitioners for the new digital world is rather new and a considerable amount of pioneering work is still taking place, various organisations have developed resources that aim to provide youth workers and the youth sector at large with tailored instruments.

On the one hand, there are resources that define the competences and training needs of youth workers, while on the other, there are resources that offer practical materials and relevant digital content that can be used in a variety of different contexts.

Figure 5. European resources for digital youth work

European resources

Developing digital youth work

Policy recommendations, training needs and good practice examples for youth workers and decision makers

European guidelines

for digital youth work

Developing online youth information

training (DOYIT)

Digital skills for young people

Development of young people's digital skills is mainly initiated and/or led by NGOs, youth centres/services or private entities, including technology companies – particularly when looking at activities organised in non-formal and informal settings, including hubs and makerspaces.

While governments and educational institutions have a role in delivering courses on basic ICT skills as part of the formal education curricula, most frequently at primary school level, the courses rarely cater for advanced use of technology. In some cases, schools also offer courses on media literacy or programming.

Regardless of who is organising the digital skills training, a wide variety of funding sources can be identified – private, public, including from the EU, either through national governments or agencies, or directly from EU executive agencies.

Most of the training courses were delivered in face-to-face format, prior to the Covid-19 pandemic, but the majority of organisers also provide educational materials online. Although most of them cover just basic digital skills, some also address issues such as online safety or creativity – particularly those organised in makerspace format.

Ireland	United Kingdom
NEWKD TechSpace is a creative space where young people are inspired to create, produce and have fun with digital technology. The project is funded under the Social Inclusion and Community Activation Programme (SICAP).	The Bytes project, developed by Voice 4 Impact aims to inspire young people and give them both the confidence and skills they need by combining technology, youth work, formal training and qualifications, personal mentoring and long-term support for young people of all backgrounds. Technology is used to reach out to young people, bring them together and provide them with new skills and experiences – whether through the creation of short films or an introduction to coding in a group setting.

Questions

1. How do you assess your local and national context? Is there a strategic plan for developing young people's skills? Are there special approaches to reach out to young people from disadvantaged categories?

2. To what extent are digital skills related to access to technology (personal computers, tablets) and the internet?

3. What are the activities that young people engage in while being online? Do you notice a difference between the use of technology for socialising and entertainment purposes and its use for other activities, such as taking online courses, civic/political participation, etc.?

4. What could you do to increase the opportunities for digital skills development?

Digital programmes and educational opportunities for youth workers, educators or other practitioners

Opportunities for educators in formal education

Ireland has created a Digital Learning Framework for Schools and Post-Primary Schools. The Statements of Practice are underpinned by the UNESCO ICT Competency Framework and informed by the EU Joint Research Centre's *European Framework for the Digital Competence of Educators* (DigCompEdu) (Redecker and Punie, 2017) and *European Framework for Digitally Competent Educational Organisations* (DigCompOrg) (Kampylis, Punie and Devine, 2015).

▶ Education and Training Boards Ireland has issued a Strategy for technology-enhanced learning in further education and training (2016-2019).

Opportunities for youth workers

LifeLong Learning Platform (Belgium) has designed a training programme based on a competence framework for "community animateurs". The programme includes three key areas: emotional intelligence, specific animateur competences and digital competences.

It is addressed to youth workers and volunteers working to empower disadvantaged young people and involve them more in their communities. The programme aims to connect mainstream institutions which offer youth services to more marginalised communities.

Questions

1. How do you assess the skills of youth workers in your community and their readiness for the digital world? What could be improved?

2. Do youth workers have access to tools and information that help them deal with cybersecurity and data protection issues? To what extent is this a concern for the organisation you work with?

3. Are there support communities for youth workers interested in adapting their approach to the digital reality? How could you contribute to initiating one?

Opportunities, risks and implications of digitalisation

By analysing the opportunities and risks, it is easier to identify the role of youth workers in this new digital context and how digital tools can help them to better address the interests and needs of young people.

Opportunities for young people

Digital technologies can bring a series of opportunities for young people in terms of:

1. Health and well-being

The use of digital tools and social media can contribute significantly to the well-being of young people, especially when it comes to building trust and self-esteem, supporting peer education and improving the skills of both young people and youth workers.

2. Communication and information

There are many techniques that can be used to get young users of digital social inclusion services more involved. These include: indirect dialogues (via an interactive web page, blog or wiki); direct instant dialogue (messaging or chat); social networking sites; video portals; MOOCs; social labs; makerspaces; games; and virtual worlds that can facilitate finding a solution to the young people's needs by involving them directly.

3. Participation

Getting young people to actively participate in civic action and in the political arena is one of the most important areas of social inclusion. In this context, digitalisation can bring benefits and new opportunities for marginalised youth to participate through the use of various digital instruments, such as decision-making tools, online petitions, online voting, social media as an environment for (self-) mobilising and co-ordinating youth communities and e-government public services.

4. Creativity and self-expression

As their use has increased, technology and the internet have become natural environments for young people, who are able to use the new possibilities offered to them by these tools so that they become not just consumers but also creators.

Risks of digitalisation for young people

As young people are increasingly immersed in digital media, all stakeholders, including youth workers, need to adopt an approach that minimises the potential risks without limiting the opportunities and benefits of digital and social media for the social inclusion of youth. Some of the most frequently encountered challenges include:

1. Cyberbullying

Excessive use of internet increases the risk of exposure to abusive content and malicious intent. Low capacities and lack of competences in the area of digital skills make young people more prone to cyberbullying.

2. Harmful online content

There is increasing evidence on the harmful effects of the online content on self-image and self-esteem of young people. Concretely, young people pressurised by a "flood" of "perfect" selfies and distorted body images may start questioning one's self-worth, which results in a loss of self-respect. Moreover, online contact with the people who promote distorted body images may encourage self-harm and deterioration of a young person's mental health.

3. Information "bubbles" and critical thinking

Exposure to incomprehensible amounts of data largely driven by algorithms creates risks that require critical thinking and a thorough approach to digital social inclusion (European Commission, 2018b).

4. Privacy and data protection

Data exposed and gathered online are becoming increasingly valuable and questions of privacy and data ownership are gaining in importance. Such questions are currently partially managed by the EU General Data Protection Regulation (European Union, 2016).

Considerations for policy, practice and research

There are some common considerations that need to be reflected upon when attempting to enhance dialogue within the "magic triangle" of the youth sector between youth policy makers, researchers and practitioners (youth work services providers, youth NGOs and young people).

► Digitalisation itself does not create or improve social inclusion, but it helps to create the social, political and economic conditions that can improve equality and empower people (Lauha H. and Nõlvak K., 2019).

► European, national and local authorities should, in co-operation with other stakeholders, devise and adopt policies and strategies that:

– support access/connectivity and internet safety and facilitate the use of digital opportunities for social inclusion;

– mitigate the potential risks of digitalisation for young people, particularly those already at risk of exclusion.

► Cross-sectorial co-operation should be encouraged between governments, transnational and local authorities, and civil society organisations, researchers, the youth sector, ICT companies, the private sector and young people.

► Youth researchers should play an important role in supporting policy development and youth work services by documenting and analysing evidence and practice.

► Young people should be involved as partners and co-creators in the development of new platforms, tools and approaches for social inclusion through digital means.

► Youth workers and educators should take advantage of and actively seek opportunities for developing their digital skills and competences.

► Youth workers and educators should explore opportunities for the social inclusion of marginalised young people through digital youth work.

► Digital youth work has the potential to involve young people through digital means. Nevertheless, in order to ensure increased opportunities for personal development and the social inclusion of all young people, policy makers and practitioners have to be aware of existing digital gaps, as technology and the internet are not equally accessible to all young people. In most cases, young people with fewer opportunities are those at risk of being even more excluded, if digital youth work relies only on digital means.

► Digital youth work is not a specific method of youth work, but rather it can be included in any type of youth work – open youth work, youth clubs, detached youth work, etc. (European Commission, 2018a, 2018d). Digital media and technology can be tools, activities or can form the content of youth work, while digital youth work remains close to the basic ethics, values and principles of youth work in general.

► Youth policy should facilitate and foster the development of digital and smart youth work practices at all levels.

► Digital and all AI-powered tools can offer many new opportunities to reach out to more young people and offer tailored support to those with fewer opportunities, provided they have proper access to technology.

Conclusions

Digitalisation is a vital and inevitable part of young people's future: they use digital tools and instruments to communicate, to learn or to exchange information, for leisure and entertainment, and have a deep appreciation of digital practices and the opportunities these practices can offer them. While the digital world offers young people creative solutions to the challenges they face, it is also important to emphasise that not all young people benefit from digitalisation. The groups of young people with fewer opportunities due to their social, economic or geographical background and young people from minority groups are experiencing similar levels of exclusion within the digital realm.

At the European and national levels, authorities have developed various policies and initiatives addressing digitalisation and have devised programmes in formal and non-formal education for the purpose of skills development. However, the initiatives that are placed at the intersection between the two themes – social inclusion and digitalisation – are still in their very early stages, as are the initiatives directly targeting young people.

An analysis of policies and practices shows that there is a diversity of tools and platforms that can be of benefit to both young people and youth workers working in the area of social inclusion and exclusion. Young people can benefit from platforms focused on education and professional guidance, health, information and counselling, participation and online consultation and online safety, while there are also specialised platforms for developing the digital skills of youth workers and encouraging digital youth work.

Yet, the opportunities that come with digitalisation are also coupled with some risks. Many young people still live in environments that cannot support their access to the digital world – neither in terms of connectivity nor in terms of safety on the internet. As this volume of Insights indicates, there are still many considerations that should be borne in mind for youth policy, research and youth work practice when it comes to digitalisation and the social inclusion of young people There is also a clear emerging need for policies and practices that would maximise the possibilities of the digital world to support the most disadvantaged and vulnerable young people.

Glossary

Artificial intelligence

AI is a young discipline, originating in the 1950s, which brings together sciences, theories and techniques (including mathematical logic, statistics, probabilities, computational neurobiology and computer science) and whose goal is to achieve the imitation by a machine of the cognitive abilities of a human being. Although there is no standard definition of AI, the expert group (AIGO) set up by the Organisation for Economic Co-operation and Development (OECD) defined an AI system as a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations or decisions influencing real or virtual environments. It uses machine- and/or human-based inputs to perceive real and/or virtual environments; abstract such perceptions into models (in an automated manner, for example with machine learning or manually); and use model inference to formulate options for information or action. AI systems are designed to operate with varying levels of autonomy. In the broadest sense, the term refers indistinctly to systems that are pure science fiction (so-called "strong" AIs with a self-aware form) and systems that are already operational and capable of performing very complex tasks (face or voice recognition, vehicle driving – these systems are described as "weak" or "moderate" AIs). In practice, specialists generally prefer to use the exact names of the technologies actually used (which today are essentially machine learning) and are sometimes reluctant to use the term "intelligence" because the results, although extraordinary in some areas, are still modest compared to the stated ambitions (OECD, 2019 and Council of Europe website, What's AI?).

Digital competences

Digital competences refer to the different skills and levels of proficiency each citizen needs to have in order to navigate safely and take full benefit of all digital opportunities. Based on the EU *Digital Competence Framework for Citizens* (DigComp) (European Commission, 2017), there are five key digital competence areas needed for personal development, social inclusion, active citizenship and employment: information and data literacy, communication and collaboration, digital content creation, safety and problem solving.

Digital social inclusion refers to the activities necessary to ensure that all individuals and communities – including the most disadvantaged – have access to the use of ICTs. The access is evaluated through five main elements: an affordable, robust broadband internet service; internet-enabled devices that meet the needs of the user; access to digital literacy training; quality technical support; and applications and online content designed to enable and encourage self-sufficiency, participation and collaboration. Digital inclusion must evolve as technology advances, but it requires intentional strategies and investment to reduce and eliminate historical, institutional and structural barriers to access to and use of technology (National

Digital Inclusion Alliance). A variety of tools for digital social inclusion are already at young people's disposal and youth across the Council of Europe member states are able to benefit from the same platforms, such as the European Youth Information and Counselling Agency (ERYICA) or Eurodesk. In Europe, organisations are already investing in and using digital resources, particularly through projects using digital tools as an opportunity to foster social inclusion or using digital platforms to foster participation.

Digital transformation

Digitalisation, as a transformative process of integrating digital technologies into everyday life, is continuously shaping our society and it has been recognised as having a significant impact on the youngest generations. It is accelerated by new technologies and has a high social and economic impact. As a social phenomenon, digitalisation may support or hinder the efforts necessary to achieve social inclusion. During the last decade there have been various developments in terms of access to technology and the internet, with a large part of the population accessing it for various purposes – work, communication, information, entertainment and much more. Nevertheless, significant gaps can be identified in terms of skills, accessibility, equal opportunities, and types of services available and/or provided, particularly at the national level.

Digital youth work

The expert group on "Risks, opportunities and implications of digitalisation for youth, youth work and youth policy", set up under the EU Work Plan for Youth 2016-2018, defined digital youth work as proactively using or addressing digital media and technology in youth work (European Commission, 2018 6). Youth work should encourage young people to develop their digital skills as well as to structure a space in which they can learn, share experiences and actively participate in the society, in a safe environment. Moreover, smart youth work, defined as the innovative development of youth work encompassing digital youth work practice and including research, quality and policy component (Council of the European Union, 2017) should provide opportunities for young people, particularly those with fewer opportunities, to engage and be more active. The fact that digital youth work is a priority is also proven by the recently adopted Conclusions on Digital Youth Work (Council of the European Union, 2019). The Council of the European Union, in November 2019, adopted a set of conclusions aiming to help overcome the digital gap among young people. In order to be able to respond to the needs and conditions of young people in the member states, youth workers' training and education were set as a priority.

Social inclusion and exclusion

Social inclusion has been defined as the process of promoting the values, relations and institutions that enable all people to participate in social, economic and political life on the basis of equality of rights, equity and dignity (EU-Council of Europe youth partnership, 2020). Within this framework, the focus of the work on inclusion and integration is on young people who are at a disadvantage compared to their

peers, who are marginalised or who have fewer opportunities. Their exclusion from society may come from their limited access to public institutions, the legal system, housing, employment, health, culture, education, mobility opportunities, or as a result of geography, disabilities or any other aspect which limits their access to social rights; it may also be based on their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live. Disadvantage and exclusion are multidimensional – they encompass social, political, cultural and economic dimensions and operate at different social levels. They are dynamic in that they impact people in various ways and to differing degrees over time. And they are relational – they are the products of social interactions, which are characterised by unequal power relations, and can produce ruptures in relationships between people and society, which result in a lack of social participation, social protection, social integration and power (Department for International Development (DFID), 2010). While all young people experience complex transitions from dependence to autonomy under rapidly evolving circumstances, social inclusion has a particular meaning for those young people who come from disadvantaged backgrounds and live in precarious conditions (EU-Council of Europe youth partnership, 2018a).

References

Appel G., Grewal L. and Hadi R. et al. (2020), "The future of social media in marketing", *Journal of the Academy of Marketing Science* 48, pp. 79-95, available at: https://link.springer.com/article/10.1007%2Fs11747-019-00695-1, accessed 11 April 2020.

Council of Europe (2012), Guide to Human Rights for Internet Users, available at: https://www.coe.int/en/web/freedom-expression/guide-to-human-rights-for-internet-users, accessed: 15 September 2020.

Council of Europe (2015a), Internet Governance – Council of Europe Strategy 2016-2019, available at: https://rm.coe.int/16806aafa9, accessed 29 March 2020.

Council of Europe (2015b), Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights, available at: https://minedu.fi/documents/1410845/5384011/CM+Rec+2017+4+Youth+Work_eng.pdf/a3e83354-3e63-4cbf-8327-b3cfb0a07892, accessed 29 March 2020.

Council of Europe (2016), Recommendation CM/Rec(2016)7 of the Committee of Ministers to member States on young people's access to rights.

Council of Europe (2016), Council of Europe Strategy for the Rights of the Child (2016-2021). Available at: https://edoc.coe.int/en/children-s-rights/7207-council-of-europe-strategy-for-the-rights-of-the-child-2016-2021.html#:~:text=Stay%20. Access: 15 September 2020.

Council of Europe (2018), Recommendation CM/Rec(2018)7 of the Committee of Ministers to member States on Guidelines to respect, protect and fulfil the rights of the child in the digital environment, available at: https://rm.coe.int/guidelines-to-respect-protect-and-fulfil-the-rights-of-the-child-in-th/16808d881a, accessed 29 March 2020.

Council of the European Union (2012), Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32012H1222%2801%29, accessed 29 March 2020.

Council of the European Union (2015), Council Resolution on encouraging political participation of young people in democratic life in Europe, available at https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42015Y1215(02)&from=EN, accessed 12 May 2020.

Council of the European Union (2017), Council conclusions on smart youth work (2017/C 418/02), available at: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017XG1207(01)&from=ET, accessed 30 March 2020.

Council of the European Union (2019), Outcome of the 3724th Council Meeting, Education, Youth, Culture and Sport, November 2019, Council Conclusions on digital youth work, available at: www.consilium.europa.eu/media/41437/st14300-en19.pdf, accessed 29 March 2020.

Department for International Development (DFID) (2010), DFID Global Social Exclusion Stocktake Report – Annexes, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67708/annxs-glob-soc-excl-stcktke-rpt.pdf, accessed 30 March 2020.

European Commission (2010), The European Social Fund and Social Inclusion, available at: https://ec.europa.eu/employment_social/esf/docs/sf_social_inclusion_en.pdf, accessed 30 March 2020.

European Commission (2016), A New Skills Agenda for Europe – Working together to strengthen human capital, employability and competitiveness, available at: https://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/1-2016-381-EN-F1-1. PDF, accessed 6 March 2020.

European Commission (2017), DigComp 2.1 – The Digital competence framework for citizens, available at: https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use, accessed 8 March 2020.

European Commission (2018a), Developing digital youth work – Policy recommendations, training needs and good practice examples, available at: https://op.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed71a1, accessed 2 March 2020.

European Commission (2018b), Digital Education Action Plan, available at: https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en, accessed 4 March 2020.

European Commission (2018c), "Engaging, connecting and empowering young people: a new EU Youth Strategy", available at: https://ec.europa.eu/transparency/regdoc/rep/1/2018/EN/COM-2018-269-F1-EN-MAIN-PART-1.PDF, accessed 7 March 2020.

European Commission (2018d), Study on the impact of the internet and social media on youth participation and youth work, available at: https://op.europa.eu/en/publication-detail/-/publication/372f659f-5e39-11e8-ab9c-01aa75ed71a1/language-en/format-PDF/source-115405827, accessed 5 December 2019.

European Commission (2020), Shaping Europe's Digital Future, available at: https://ec.europa.eu/info/sites/info/files/communication-shaping-europes-digital-future-feb2020_en_4.pdf, accessed 10 March 2020.

EU-Council of Europe youth partnership (2007), Social inclusion for young people: breaking down the barriers, available at: https://pjp-eu.coe.int/documents/42128013/47261623/2007_Social_inclusion_young_people.pdf/21619732-2bd9-437e-aefb-3d6f63fb4d8a, accessed 29 March 2020.

EU-Council of Europe youth partnership (2013, 2017). T-Kit 8: Social Inclusion. Available at https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion, accessed 29 March 2020.

EU-Council of Europe youth partnership (2015), Finding a place in modern Europe – Mapping of barriers to social inclusion for young people in vulnerable situations, available at https://pjp-eu.coe.int/en/web/youth-partnership/mapping-on-barriers-to-social-inclusion, accessed 28 March 2020.

EU-Council of Europe youth partnership (2015a), Symposium on Youth Participation in a Digitalised World, available at: https://pjp-eu.coe.int/en/web/youth-partnership/digitalised-world, accessed 28 March 2020.

EU-Council of Europe youth partnership (2018a), available at: https://pjp-eu.coe.int/en/web/youth-partnership/inclusion, accessed 27 March 2020.

EU-Council of Europe youth partnership (2018b), Symposium: Connecting the Dots: Young People, Social Inclusion and Digitalisation, Policy Brief, Tallinn, 26-28 June 2018, available at: https://pjp-eu.coe.int/documents/42128013/47262517/policy+brief+symposium+2018.pdf/0da67029-e0c4-071d-6957-4f5809d066f2, accessed 27 March 2020.

EU-Council of Europe youth partnership (2020) Glossary on youth, available at: https://pjp-eu.coe.int/en/web/youth-partnership/glossary , accessed: 15 September 2020.

Eurostat data set (2020a), "Internet use and activities", available at https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=isoc_bde15cua&lang=en, accessed 12 May 2020.

European Union (2016), Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

Eurostat data set (2020b), "Internet use and activities", available at https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=isoc_bde15cua&lang=en, accessed 12 May 2020.

Kovacheva S. (2014), Youth partnership policy sheet on social inclusion. Available at: https://pjp-eu.coe.int/documents/42128013/47261683/Social+inclusion+by+Siyka+Kovacheva/651cf755-ca79-486d-9648-5ae89542650b, accessed 15 September 2020.

Kampylis, P., Punie, Y. and Devine, J. (2015). *European Framework for Digitally Competent Educational Organisations* (DigCompOrg), available at: https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/promoting-effective-digital-age-learning-european-framework-digitally-competent-educational accessed 15 September 2020.

Lauha H. and Nõlvak K. (eds) (2019), Digitalisation and youth work, available at: https://entk.ee/wp-content/uploads/2019/02/Digitalisation-and-youth-work.pdf, Verke & EYWC, Finland, accessed 27 March 2020.

McLoughlin S. (2018a), Connecting the dots: Young people, social inclusion and digitalisation – Compendium of practices, available at: https://pjp-eu.coe.int/documents/42128013/47262517/FINAL+compendium.pdf/b25a3fd4-a377-29c0-80b8-45ac21108ad2, accessed 21 March 2020.

McLoughlin S. (2018b) Connecting the dots: Young people, social inclusion and digitalisation. Reflection paper, available at: https://pjp-eu.coe.int/documents/42128284/45840532/Reflection+paper+final.pdf/41dde555-5701-7822-25d4-ae27b5561d92, accessed 28 March 2020.

OECD (2019), *Artificial intelligence in society*, OECD Publishing, Paris, available at: https://doi.org/10.1787/eedfee77-en, accessed 18 December 2019.

Prensky M. (2001), "Digital natives, digital immigrants", *On the Horizon* Vol. 9, No. 5, pp. 1-5.

Redecker, C. and Punie, Y. (2017) *European Framework for the Digital Competence of Educators* (DigCompEdu). Available at: https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu, accessed 15 September 2020.

Web sources

Council of Europe, Artificial Intelligence, available at: www.coe.int/en/web/artificial-intelligence/what-is-ai, accessed 3 February 2020.

European Commission, High-Level Expert Group on Artificial Intelligence, available at: https://ec.europa.eu/digital-single-market/en/high-level-expert-group-artificial-intelligence, accessed 27 March 2020.

European Commission, A Europe fit for the digital age, available at: https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age_en, accessed 10 March 2020.

European Knowledge Centre for Youth Policy Correspondents, available at: https://pjp-eu.coe.int/en/web/youth-partnership/ekcyp-correspondents, accessed 27 March 2020.

European Knowledge Centre for Youth Policy, available at: https://pjp-eu.coe.int/en/web/youth-partnership/knowledge-/-ekcyp, accessed 7 March 2020.

European Youth Portal, Erasmus+ Virtual Exchange, available at: https://europa.eu/youth/erasmusvirtual, accessed 27 March 2020.

EU-Council of Europe youth partnership, Social inclusion, available at: https://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion, accessed 27 March 2020.

EU-Council of Europe youth partnership, research study on "Social inclusion, digitalisation and young people", available at: https://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion, accessed 11 April 2020.

EU-Council of Europe youth partnership, Glossary on youth, available at: https://pjp-eu.coe.int/en/web/youth-partnership/glossary, accessed 29 March 2020.

ICT4YOUTH WORK, available at: www.ict4youthwork.eu, accessed 27 March 2020.

South Eastern European Dialogue on Internet Governance (SEEDIG), available at: https://seedig.net/about/, accessed 27 March 2020.

National Digital Inclusion Alliance, available at: www.digitalinclusion.org/, accessed 27 March 2020.

Can digitalisation help us to tackle existing inequalities, or does it leave some young people even further behind?

This publication explores the extent to which digitalisation can support the process of social inclusion for various groups of young people, particularly those who face multidimensional barriers, such as youth with disabilities; youth who are not in employment, education or training (NEET); young refugees and migrants; lesbian, gay, bisexual, transgender or intersex (LGBTI) youth; young women and girls; youth suffering from substance abuse or dependency; young people from minority ethnic, racial or religious backgrounds; socio-economically marginalised youth; homeless youth; youth in abusive households and those who have committed or have been a victim of crime.

The authors of this *Insights* examine, using the literature review and data collected through the survey, the policy instruments developed by European, national and local authorities, aimed at addressing social inclusion within the context of growing digitalisation. They further explore and present existing digital platforms, online tools and educational and training opportunities available to young people and youth workers or teachers and critically look at the opportunities and risks associated with social inclusion of young people as they face increasing digitalisation.

http://youth-partnership-eu.coe.int
youth-partnership@partnership-eu.coe.int

ENG

EUROPEAN UNION

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE