

Youth Partnership

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



Connecting the dots: young people, social inclusion and digitalisation

Compendium of practices

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A. Introduction

Earlier this year, we put out a call for good examples of practices encompassing digitalisation to enable, support and enhance the social inclusion of young people. We sought projects, tools, policy-led interventions and research initiatives that had an impact on social inclusion. We looked for practices that can inspire others to include digitalisation in their social inclusion efforts for young people. These practices can largely be broken down into: youth work, youth policy and youth research, though several proposals overlapped two or more of these distinctions. We defined these in the call as practices relating to:

- a. youth work: smart youth work (including digital youth work), competences needed from practitioners; the role of youth work in developing young people's media literacy; using digitalisation for youth empowerment;
- b. youth policy: the role of youth policy in taking up the theme of digitalisation as part of different programmes aimed at curbing inequality, using new channels to reach out and involve young people (for example, through gaming or apps), acting as a regulator or as a support; and the role of digitalisation in shaping youth policy in all its phases;
- c. youth research: the role of youth research, identifying further areas of research and the use of data-driven developments for research.

Furthermore, for the purpose of this call, we conceptualised the links between digitalisation and social inclusion as practices related to:

1. **access to services**, youth-friendly services, services for social inclusion for example, an online app that supports young people leaving institutional care to access their rights to housing and education;
2. **reaching out** to young people and the digital divide; for example, having user-friendly online spaces for youth work activities and encouraging their use at public libraries;
3. **resilience and empowerment** for social inclusion; for example, digital platforms where young people can learn skills for civic engagement and the labour market;
4. **tackling discrimination** in the digital space, hate speech, cyber-bullying and harassment. For example, online campaigns to combat hate speech, or information and support platforms against cyber-bullying.

Similarly to the aforementioned distinctions, many of the practices featured could be characterised as contributing to two or more of these conceptual areas.

From the proposals received, we chose 20 practices that we believe demonstrate a diversity of ways in which digitalisation can help foster social inclusion. Of course, there was a wealth of good practices we would have additionally liked to include, but unfortunately had to omit due to the need for brevity and because of considerable overlap with those already chosen. Thus, we look forward to showcasing and hearing about additional good examples of practices throughout

this year's symposium. Importantly, examples of practices presented below serve to inspire and inform how digital tools can enable, support and/or enhance the social inclusion of youth by facilitating such aspects as access, communication, engagement, education and training of youth as well as youth workers in the field. Such practices ranged from (1) direct target interventions of young people, (2) interventions aiming at supporting communication and relationships between young people and youth workers/centres/initiatives, (3) or practices that sought to renew the skills, capacities, efficiencies and effectiveness of youth-focused work in addressing the challenges of social inclusion of young people. From the practices, we've identified 35 distinct ways in which digitisation can foster social inclusion, though that is not to suggest this number is exhaustive. While examples of practices provide insight into the specific context of applying digital tools, readers should be mindful of how such approaches can be successfully translated and applied to their own specific context or needs. We survey examples of applying a digital element using tools such as popular social media platforms, bespoke digital networking platforms, e-learning platforms, gamified digital learning, websites, online forums, digital media production, digital resource repositories, Q&A communication tools, etc.

B. Contributors

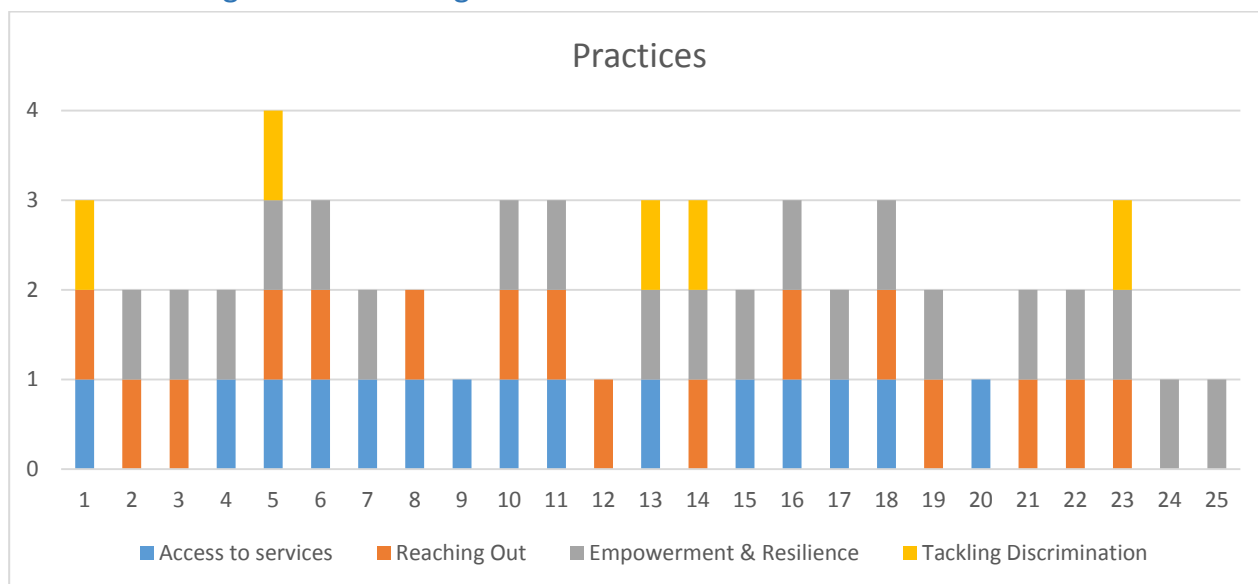
With special thanks to the following people/organisations who submitted practice proposals featured in this compendium showcasing digitalisation for the social inclusion of young people:

Zafeiris Sidiropoulos, Unesco Youth Club of Thessaloniki; Sanjin Smajlović, CTC Rijeka; Francesco Perconti, Giovani Senza Frontiere; Antonio Román Casas, AUPEX; Barbara Quarta, ALL DIGITAL; Maria Kanellopoulou, Caritas Hellas; Evaldas Rupkus, International Youth Service of the Federal Republic of Germany; Paolo Russo, Stati Generali dell'Innovazione (SGI); Thomas Vandriessche, WeTechCare; grazia cannarsa, Eurodesk; Riikka Kaukinen, The City of Helsinki, Youth Services; Sanna Aaltonen, Finnish Youth Research Society; The Youth Board of Cyprus; Nelli Gishyan, No Hate Speech Movement Campaign; Nadine van Gelder, Co-ordination Office for Drug-Related Issues; Annamária Nagy, SOS Children's Villages International; Heidi Pungartnik, TransAkcija Institute; Jolanta Sakalauskiene, Socialinės apsaugos ir darbo ministerija; Joseph Hategekimana, Terram Pacis; Ministry of Education and Research Estonia; Koen Mertens, Capital Digital; Triin Loik, Civitta; Cin Pietschmann, Open Knowledge Foundation Deutschland; Hilary Tierney, Maynooth University; Network of responsible citizens Ukraine.

C. Overview of the compendium of practices

The following graph illustrates how the four major themes this year on digitisation for social inclusion align to the 20 practices described below.

Practice running order according to thematic areas



What follows is an overview of the digitisation elements that foster either directly or indirectly social inclusion. We have categorised these according to the thematic areas in the practice proposal call, though recognising some of these practice examples may cover two or more of the thematic areas.

Access to services

- Information and resources (e.g. drug information) on potentially sensitive issues in a safe, easily accessible, and anonymous way of informing themselves.
- Digital platforms to enable easier and accessible means for young people and youth groups to apply for public funds and influence the use of public funds.
- Digitalisation of a service can increase ease and accessibility to young people due to temporal, spatial and cost constraints.
- Mobile digital apps help ensure that accessible and informative information, guidance and support are available as young people need them.
- Digitisation can automate or assist with communicating and informing young people about community and opportunities in community.
- Digitisation of counselling or other support services via a one-to-one chat or VOIP facility can offer anonymity, ease accessibility and in some cases support a preferred communication channel for young people.

- g. Digitisation through the (semi)automation of a guidance and support service can increase capacity of the service offering to young people.
- h. Multi-platform device capability of digital youth services ensures equal access by young people.

Reaching out

- i. Adding digital elements to an otherwise traditional community event can be a rationale and an avenue to include and attract young people into the mix of community and community-identity-building activities.
- j. Digitisation of a service can include features to address language barriers in communicating with service providers, as well as language and skills barriers to communicating to the wider community of interest.
- k. Digital focused “meet-ups”, “maker spaces” or “innovation labs” are a mechanism for (1) young people’s social capital to emerge, (2) their learning and skills to develop (3) and sense of community or citizenship to form, through the contribution of social innovations.
- l. Digital networking platforms via web or apps can foster young people’s peer networks of support, learning and social capital.
- m. Digitisation of participatory mechanisms can enable geographically distributed and asynchronous communication, debate and discussion to occur.
- n. Digital gamification of participatory mechanisms may lead to increased interest, fun or enjoyment and thus engagement and learning in political participation.
- o. Digital participation toolboxes for youth organisations allow them to engage young people in discussion and decision making concerning the youth organisation and the wider community.
- p. Digital platforms can support or enhance effective exposure, “match making” and networking between young volunteers and organisations for social good.
- q. Digitisation can enable and support online communities of young people.
- r. Digitisation of communities of support can increase flexibility and oversight by moderators and facilitators.
- s. Providing social spaces for online recreational activities such as gaming, can bring marginalised, vulnerable groups together in one place, thus cultivating bonding, social capital and community.

Resilience and empowerment

- t. Digital media training enables young people and youth groups to more effectively promote their causes, as well as increase awareness and impact.
- u. Introducing or drawing on digital elements (such as digital storytelling) in activities, community events, etc. can serve to improve young people’s digital skills through practice.
- v. Digitisation can increase the efficiency and effectiveness of youth work, whether in managing, administrating youth worker duties and activities or engaging with

young people, thereby increasing the capacity and effectiveness of youth work overall.

- w. Digital platforms can expose volunteering and skills development of young people for the jobs market.
- x. Digitisation of storytelling can attract and engage young people in new ways of learning through storytelling. These can include cross-cultural skills, critical thinking, creativity and digital literacy.
- y. Digitisation enables new, complementary or alternative ways to deliver education to youth workers and young people through Massive Open Online Courses, e-learning platforms and gamified e-learning.
- z. Digitisation allows for the continual renewal of up-to-date information and education resources.
- aa. Digital decision support tools bundled with digital platform offerings help youth organisations make decisions concerning the tailoring of digital platforms such as e-Participation platforms to their needs.
- bb. Digital self-assessment tools provide immediate feedback and tailored information to young people on a range of issues including their mental and physical health.
- cc. Online intervention programmes can provide a safe, anonymous and flexible way to support and provide care to young people in sensitive situations in their lives.
- dd. Immersive digital tools can introduce and familiarise young people with work environments.
- ee. Digitalisation supports the co-ordination of youth centres/work for sharing resources, exchanging knowledge and increasing the visibility and impact of messaging and campaigns.
- ff. Digitalisation offers new opportunities to learn through doing, and educational employment opportunities to teach through doing.

Tackling discrimination

- gg. Digital media to increase the reach, engagement and impact of information campaigns.
- hh. Information and resources to report discriminatory content online.
- ii. User-generated digital repositories enable the tracing and discussion of offensive content online, thus raising awareness, creating learning opportunities and offering evidence about offensive content.
- jj. Providing social spaces for online recreational activities such as gaming, can become a mechanism for information and educational campaigns for tackling discrimination and other problems young people experience in online recreational activities.
- kk. Social media influencers can help to spread the message of youth work, and the resources available for young people.
- ll. Media-rich information campaigns such as YouTube videos can attract and sustain young people's attention around youth-centred issues and resources.

D. Compendium of practices

1. No Hate Speech Movement Campaign – Producing online activists for human rights online!

Country	Europe-wide
Target group	Young people, volunteers
Purpose	Access to services, reaching out, tackling discrimination
Digitalisation	Social media campaign, digital resources, online community
Organisers	Council of Europe, several NGOs and national level entities

Aim and scope

As youth overcome digital-access constraints and their lives become ever more mediated by digital technologies, they are at greater risk of being exposed to hate speech, to the more negative polarising aspects of online community, as well as the risk of being the subject of hate speech both online and offline.

The No Hate Speech Movement is a Council of Europe youth campaign for human rights online, to reduce the levels of acceptance of hate speech and develop online youth participation and citizenship, including in internet governance processes.



Digital elements

The campaign drew on a range of social media tools to: promote the campaign including its European Action Days; provide information and education about hate speech; and engage youth through blogs, social networking sites, video webinars and hate speech reporting tools and resources. Anyone could become part of the “online activist” community. Online activists moderate and manage content on the No Hate Speech Movement platform, Facebook pages and Twitter accounts. They also help with the preparation and implementation of European Action Days, as well as support the work of national campaign committees.

Social inclusion

By combining a range of social media and creating an online community of volunteers to increase effectiveness and impact, the campaign promoted awareness, access to information, and a sense of community and participation through social media and online activists. The project illustrates that having a range of complementary digital tools supports and enhances initiatives with social inclusion implications. In other words, leveraging a range of digital media increases the impact of campaigns designed to create awareness, inform and thus reduce behaviours, online and offline, that contribute to social exclusion.

Further Information: www.nohatespeechmovement.org

2. Com'On Thessaloniki - Participatory budgeting for youth in Thessaloniki

Country	Greece
Target group	Young people aged 18 to 30
Purpose	Reaching out, empowerment and resilience
Digitalisation	Mentoring on digital communication, digital participatory budget platform
Organisers	Com'On Thessaloniki¹

Aim and scope

Participatory budgeting (PB) allows citizens to identify, discuss, and prioritise public spending projects, thus granting power in budgetary decision making. PB processes are typically designed to involve those left out of traditional methods of public engagement, such as low-income residents, non-citizens and youth. They serve to generate trust, ownership, legitimacy and inclusion in the political or organisational process.

The Municipality of Thessaloniki, Greece, aims to reach out and engage its more than 150 000 young citizens through a participatory budgeting process for youth activities in 2019. The Participatory Budgeting Youth (PBYP) is an innovative, bottom-up process, designed and organised by a youth working group for the Community Enterprise of Thessaloniki Municipality with the support of the Com'On Europe Project of the Network of European Youth Capitals.



Digital elements

The PBYP Thessaloniki project involves “expert facilitators” who mentor youth in developing ideas, transforming them into funding proposals, and communicating and promoting them through channels such as social media. Proposals are then showcased on an open digital platform where youth organisations, youth groups and initiatives can present their proposals for the city and seek support and funding in return. Young people (15 to 30 years old) can also participate in the implementation phase of the selected initiatives, or vote online for the project that he/she prefers.

Social inclusion

¹ The Com'On Europe Project is the European Platform of Participatory Budgeting for Youth under creation by seven European Youth Capital cities. The goal of Com'On Europe is to create a framework for European cities to implement participatory budgeting processes which target young people, not just as creators and initiators but also as decision makers themselves

PBY will contribute to young people's spirit of creativity, association, entrepreneurship and community development. It provides opportunity and mentoring for young people to engage in planning, funding and implementation of community initiatives. In detail, the effect of a PBY leads to a higher number of young people being active in their community and a higher level of inclusiveness of young individuals. Young people's willingness and desire to associate can also be increased by providing an easy-to-access mechanism through which groups of young people can fulfil their desire to do something in their own micro-communities. PBY can also have an impact on the entrepreneurial attitude of young people which can impact their openness towards self-employment and positive attitude towards creating their own business. Last but not least, the project showcases how digitisation supports participation throughout the process, by providing both in-person mentoring of digital communicative tools to promote youth-led initiatives, as well as a digital platform to learn about initiatives, link with funding sources, and engage in prioritising them.

Further information: <http://www.kedith.gr/en/youthparticipatory-budget/>

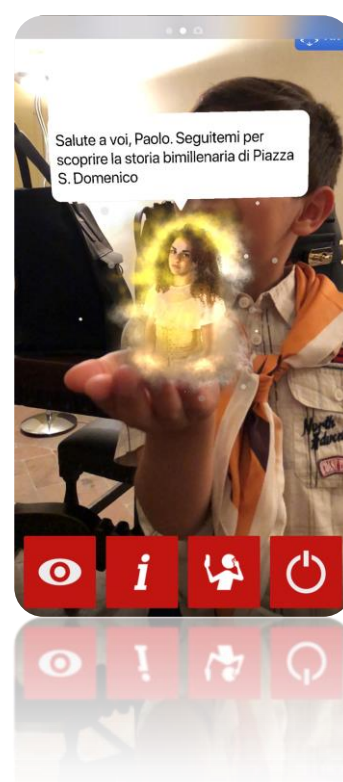
3. Quintana 4D: digital ghosts of a future past

Country	Italy
Target group	Young people (4-30 years old)
Purpose	Reaching out, empowerment and resilience
Digitalisation	Augmented reality, maker space, digital tools
Organisers	Association "Stati Generali dell'Innovazione", Ente Autonomo Giostra della Quintana di Foligno, Centro Studi Città di Foligno

Aim and scope

“It can be harder for young people to find their own place in well-established social contexts in Italy when their digital-oriented culture does not fit so well with tradition. The City of Foligno in Umbria is facing such a challenge nowadays.” (Testimonial)

The City of Foligno, Italy is committed all-year round to the planning and delivery of two two-week events, in June and September, filled with Baroque-age-inspired cultural events, contests, a historical parade and the 70-year-old tradition of the “Joust of the Quintana”. These events promote identity, community and social inclusion through the celebration of cultural heritage. However, young people in their late teens or early twenties are leaving the event community at an unprecedented rate as they do not feel that the “elders” in charge acknowledge the merits of adapting the celebrations to the digital age. Thus they feel the celebrations do not connect with or express their own culture.



Digital elements

The “Quintana 4D Museater Labs” project started in 2016. Hosted at the Brunetti-Candiotti baroque palace, a co-ordinator and millennial volunteers work towards “infesting” Foligno with geo-located digital ghosts telling tales of the Quintana and the city to visitors. Furthermore, an augmented-reality-enhanced tour of an exhibition at the Palazzo Brunetti-Candiotti has become both the focus for educational activities of almost every school in Foligno and a destination for visitors and guided tours. Secondary schools send students to develop applied digital skills (scripting stories, editing videos, designing digital baroque costumes, practising to act as tour guides, digitising 3D objects and buildings for virtual reality, creating augmented reality experiences, optimising energy consumption, etc.). Nursery and primary schools send their students to have fun and learn at the Q4D Museater Labs. Slowly, other significant stakeholders have begun to support the project by offering their time, knowledge and training to young people. For example, many local cultural associations, a non-profit theatre company, a software development company, as well as a training company focused on social inclusion and digital innovation have worked with students at the labs.

Social inclusion

The project promotes social inclusion by engaging and helping young people to explore, build and shape a digital dimension of their city's cultural heritage while equipping them with transferrable skills with which to do so. At the same time, the project serves to provide adults with visible examples that help them to go beyond the fake duality between the "digital" and "material" worlds and to accept digital media as just another way to represent and transmit traditions.

Further Information: <http://quintana4d.it>

4. Online platform and app linking refugees to training and employment opportunities

Country	Greece
Target group	Refugees and migrant youth
Purpose	Access to services, empowerment and resilience
Digitalisation	Digital job seeking platform & app
Organisers	Caritas Hellas

Aim and scope

Refugees and vulnerable migrants seeking employment and training opportunities often have language difficulties, digital literacy barriers and inadequate and effective avenues to learn about available opportunities.

Caritas-Hella is an organisation which “creates and implements actions and programs of humanitarian and philanthropic content, as well as to develop a spirit of solidarity within society”. In 2017, a needs assessment found that many refugees come to Caritas Hellas for help in finding a job. They subsequently commissioned the development of an online platform to help refugees and immigrants get information about training and employment opportunities.



Digital elements

A social worker/job counsellor interviews the job seeker and fills out their profile and employment related details into an online platform including their language and communication preferences. Their details are then periodically and automatically matched with available job and training opportunities and communicated to the job seekers. Importantly, the platform generates a CV tailored for the local language, and facilitates subsequent communication with the social worker/job counsellor including a language translation chat feature that enables the job seeker to communicate in their preferred language.

Social inclusion

Digitisation via an app and online platform supports and enhances a social worker's/job counsellor's relationship with migrant and refugee job seekers, while also assisting with language barriers, access barriers to job information and skills barriers to drafting and communicating a CV. It also empowers beneficiaries by promoting a sense of hope and belonging to the community as the tool automatically sends them regular job opportunities tailored to their profile. Importantly, the app, through which the beneficiary communicates with the system is designed to be easily accessible to any user with very basic digital skills.

Further info: <https://platform.caritas.gr/#!/>

5. Smart toolbox

Country	Estonia
Target group	Youth workers
Purpose	Access to services, reaching out, empowerment and resilience, tackling discrimination
Digitalisation	Online resources relating to the use of digital tools for youth work
Organisers	ENTK

Aims and objectives

‘Smart youth work is about enabling young people and youth workers to create innovative solutions (including digital ones) to meet current challenges, and cope with new challenges by seeking new connections and using new innovative tools.’

(ENTK)

At the Estonia Annual Youth Work Week in November 2017, the Estonian Youth Work Centre launched a virtual toolbox for youth workers, which contains information and tips about smart youth work and guidelines on how to organise an event using digital tools.

Digital elements

The centre put together an online resource Smart Toolbox divided into Smart Youth Work and the Digital World and Event Management Guidelines containing a wide range of materials and tools to improve skills needed for smart youth work. Furthermore, based on a survey of the best digital tools for youth work educators, they list 112 digital tools according to 21 different work categories that can be applied to make youth work more effective.

Social inclusion

By employing smart solutions, youth work can be made more effective by reaching more young people; increasing opportunities for young people’s creativity, self-initiative and joint activities; reducing the risk of youth exclusion; increasing the involvement of young people; improving their employability; and supporting young people’s active participation in the community and in decision making.

Further Information: www.entk.ee/toeeriistakarp-nutikatele



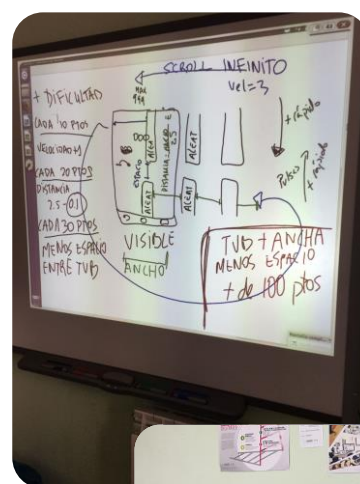
6. Youth employment plan and the Digital Social Lab

Country	Spain
Target group	Rural and marginalised youth
Purpose	Access to services, reaching out, empowerment and resilience
Digitalisation	Digital training laboratory for social innovation
Organisers	Aupex (Asociación de Universidades Populares de Extremadura)

Aim and scope

This practice focuses on the social inclusion of youth by providing access and opportunity to skills and job training for geographically or otherwise marginalised young people.

Aupex (Asociación de Universidades Populares de Extremadura) has developed a variety of lifelong learning projects, particularly in relation to digital and social inclusion. AUPEX identified three different profiles in Extremadura, Spain: youth without basic qualifications, young people with intermediate studies who can't find a job and youths who, after university, are not able to find a job opportunity that corresponds to their level of education. AUPEX found that 90% of young people live in rural areas. Through the Youth Employment Plan, Aupex provides information and supports digital skills training for youth, with an emphasis on co-creating and designing their own training, thereby promoting empowerment and resilience. They have now begun developing a Digital Social Laboratory with a group of 25 e-facilitators.



Digitisation

The Digital Social Laboratory is a flexible training programme on coding, maker culture and robotics, as well as other workshops and events related to the second wave of digital skills. The aim is to enable social innovation projects that emerge when youth find themselves free and empowered to experiment with technologies.

Social inclusion

By supporting digital skills training through social innovation projects, these projects enable and encourage marginalised youth to work positively together on tackling societal challenges, while contributing to their own empowerment via digital skills training through the activities.

Further information: www.nccextremadura.org/descargas/documentos/dipticoPEJ_PAT.pdf

7. Programmes for the psychosocial empowerment of youth – Online Counselling

Country	Cyprus
Target group	Youth in distress
Purpose	Access to services, empowerment and resilience
Digitalisation	Web chat forum for social and psychological support
Organisers	Youth Board of Cyprus

Aim and scope

Many young people face mental and social difficulties but may be unaware of possible support networks, feel disempowered to seek them out, or have financial or geographic constraints which inhibit them from seeking help.

The Youth Board of Cyprus is an organisation that designs actions and policies for the welfare of the youth of Cyprus. Among other programmes and activities, there are four services that act as a network with the Programmes for the Psychosocial Empowerment of Youth. Online counselling is one of the four services.



Digital elements

Online counselling was founded to enhance accessibility to professional and high quality services. The Youth Board of Cyprus hosts an online platform, Online Counselling, which is a free, anonymous web forum where anyone can ask for professional guidance and support for a broad range of psychological, emotional or social problems and concerns. The platform gives the opportunity to log in using a password and chat online, on a one-to-one basis, with a specially trained psychologist. For example, youth with communication difficulties, poor social skills or who are withdrawn can benefit from Online Counselling.

Social inclusion

By providing access to professional guidance and support through a free, anonymous, user-friendly, 24/7 online platform, such mechanisms allow the marginalised and disempowered to access needed services and seek and receive help. It gives the opportunity for professional guidance and support to young people with mobility problems, those living in remote areas, those who demand anonymity or those who require professional support outside of normal business hours.

Further information: www.onek.org.cy

8. Care leavers app

Country	Austria
Target group	Youth care leavers
Purpose	Access to services, reaching out
Digitisation	Smartphone app providing information, guidance and peer support
Organisers	SOS Children's Villages

Aim and scope

Children who are placed in alternative care must successfully transition to their new life upon leaving this care. This can be difficult due to the sudden changes in habits, social and emotional support in care and isolation from those who empathise, understand and support the care leaver.

SOS Children's Villages work to support and provide a range of alternative care settings for children who can no longer live with their parents. One of their latest digitalised projects is a care leaver mobile application that was developed to support young people leaving alternative care, and create a peer support network.



Digital elements

Currently in a pilot phase, the support system is a smartphone app containing information, guidance and the ability to connect with other care leavers. Such initiatives have also taken place in the UK where several local authorities have launched care leavers apps to provide up-to-date information and expert guidance to care leavers.

Social inclusion

By supporting care leavers via a smartphone app, organisations can enable and ease access to a range of information and guidance to those entering a potentially vulnerable period in their lives. An accessible and easy avenue to connect 24/7 with peers, thereby facilitating support and community building, can be an effective measure to encourage social inclusion.

Further information: www.sos-childrensvillages.org/prepare-for-leaving-care

9. Eurodesk chatbot on Facebook Messenger

Country	Europe-wide
Target Group	Young people
Purpose	Access to services
Digitalisation	Facebook chatbot
Organisers	EuroDesk

Aim and scope

To reduce costs and increase the effectiveness of providing tailored information and support to young people as well as to reach out, communicate and engage easily and quickly via familiar communicative youth practices, organisations are leveraging new technologies to support and extend the reach of existing services.

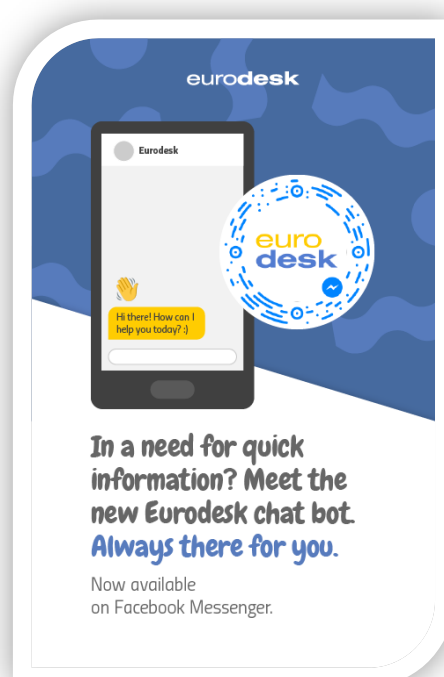
As a support organisation to Erasmus+, Eurodesk makes information on learning mobility comprehensive and accessible to young people and those who work with them. Eurodesk is the main source of youth information on European policies, mobility information and opportunities. It answers enquiries and provides guidance for mobile young people across Europe. Eurodesk updates and manages content on the European Youth Portal. It also answers enquiries coming from the portal.

Digital elements

The Eurodesk chatbot, named EMA (Eurodesk Mobility Advisor), is a virtual digital Eurodesk officer providing youth-friendly services to the Eurodesk target group to get fast and accurate information and access Eurodesk services. Its services are available 24/7. The information stored in the system spans from studying to working to volunteering. Furthermore, EMA provides opportunities for being active citizens. In order to ask EMA, users need to go on the Eurodesk Facebook page and start the conversation on Messenger. EMA guides the users through a series of questions in order to be able to provide them with the information they are looking for. It gives them useful links where they can explore opportunities or deepen their knowledge about anything they wish to know. At the same time, the bot also supports hybrid human interaction and connects the users to Eurodesk officers who can give them tailor-made information, counselling and specialised support.

Social inclusion

By offering an automated yet tailored means to communicate with young people, and to direct users to Eurodesk officers when needed, Eurodesk is an example of how new technology can



maximise the time and resources of staff to assist young people, while increasing capacity to assist those in need. This in turn increases the organisation's ability to deliver needed services and empower young people to get support and seek out opportunities.

Further information: www.facebook.com/Eurodesk

10. YES – Youth engagement in society

Country	Europe-wide
Target Group	Young people
Purpose	Access to services, reaching out, empowerment and resilience
Digitalisation	Web-based platform to enable participation and develop knowledge of pressing policy issues
Organisers	TERRAM PACIS

Aim and scope

Due to current political events, including terrorist attacks, BREXIT, the migration challenge, it is of particular importance that young people feel not just that they are citizens of Europe but that they become engaged, feel empowered and capable of influence on European issues that affect their lives.

TERRAM PACIS is an independent, humanitarian and non-profit organisation which is highly passionate about youth education. The main objective of YES – Youth Engagement in Society is to create, implement, test and evaluate a game-based online tool and system (like a deck-building card game) for debating European topics in teams.

Digital elements

In YES, the system proposed is a game-based tool in the form of an animated online card game that facilitates debates about politics and society amongst youths. Young people form teams that could, for example, consist of school classes or mixed international teams. A card-game mechanism enables teams to prepare their own deck of cards with different statements that are appropriate to strengthen or defend one's own position, creating cards with special functions (such as argument and counterargument). The topic can be selected by the youth workers / trainers and the learners. The game goes through several steps from the preparation phase, discussion and game phase to the reflection stage.

Social inclusion

In order to provide opportunity and encourage the disenfranchised, vulnerable and marginalised youth in certain parts of Europe to have a voice and a forum to engage and learn, new approaches are needed to foster interest, debate and learning that acknowledge the lives of young people today. Those who may be receptive to gamified digital strategies for social inclusion can benefit by developing cultural awareness and expression, social and civic awareness and competences and learn to hone and structure their communicative ability to debate and learn.

Further information: TERRAM PACIS: www.terrampacis.org YES-Tool: <http://yes-cards.dev-lg.de>

11. No Profit Challenge

Country	Italy
Target group	Young people
Purpose	Access to services, reaching out, empowerment and resilience
Digitalisation	Web platform and app to connect non-profit organisations with volunteers
Organisers	Association Giosef

Aim and scope

New mechanisms to collect information about the availability of volunteer opportunities and effectively match suitable volunteers to initiatives provide opportunities for empowering young people for social good, learning new skills and increasing the available pool of volunteers to create impact.

The Association Giosef – Giovani Senza Frontiere (Youth without Borders) – was founded in April 1998 and aims to promote active European citizenship and youth empowerment. Giosef is involved in several social inclusion and youth participation activities aimed at creating new dimensions for young people in social and public life in order to help them cope with the needs of new generations. In 2017 they launched a digital platform and app called the No Profit Challenge in Sicily (funded by a private Italian foundation *Fondazione con il SUD*) to introduce and match organisations and potential volunteers.

Digital elements

No Profit Challenge (NPC) is a web platform and app for Android that facilitates the matching between non-profit organisations and potential volunteers. It is based on a social-friendly structure, where both organisations and people can create their profiles, picking the “causes” they care the most about and the soft skills they want to develop. Organisations can post their calls for help, indicating the place, time and day of the activity and skills that will be developed. Volunteers can look through the calls, already filtered by geographical distance, causes and skills chosen and ask to take part in the activity. At the end of the activity, the organisations post an impact report, with photos and videos of the activities and describe the results obtained. The system then automatically generates a certificate of participation stating the skills developed thanks to the activity.

Social inclusion

Initiatives such as the No Profit Challenge enable young people to enhance their social inclusion by exposing them to volunteer opportunities suited to their needs. By taking part in activities that have high social impact in their community and by developing new soft skills (valuable nowadays when entering the labour market) they can certify their involvement and learning via a certificate downloaded from the web platform. In this way, they also increase their level of participation in society and understand the importance and value of being an active part of the community they live in.

Further information: <https://noprofitchallenge.org/en/> <https://youtu.be/-lujH59MgPA>

12. Moderated online discussion group as a component of targeted youth work intervention by PROMEQ research project

Country	Finland
Target group	Young people
Purpose	Reaching out
Digitalisation	Online community forum to promote sharing of experiences of social exclusion
Organisers	The Finnish Youth Research Society

Aims and scope

Young adults not in education or employment are often in situations that do not allow them to develop their social relations and their wellbeing suffers because of this. Furthermore there is a need to study the potential of online group discussion forums alongside guidance and rehabilitative services provided by targeted youth services.

The Finnish Youth Research Society is a non-profit organisation founded in 1988 for the purpose of promoting multidisciplinary youth research in Finland. The goal of the Youth Research Society is to develop youth research and to provide information and expertise on matters relating to young people. An online community forum was developed as an intervention as part of the research consortium Inclusive Promotion of Health and Wellbeing (PROMEQ) funded by SRC/Academy of Finland (2016-2019).

Digital elements

During the intervention, 16-29 year-old clients of targeted youth services (youth workshops, one-stop guidance centres and outreach youth work) in three cities were invited to share experiences related to social connectedness, loneliness and welfare services, etc. in an anonymous online community. There was a nine-week schedule for structured threads and discussions initiated and moderated by youth/social workers. Digitisation allowed the young adults to be completely anonymous and read and write stories at times best suited for them.

Social inclusion

Online community forums can provide an accessible and safe space to promote community building and inclusion, empowering young people who feel excluded from society and would benefit by sharing experiences and having a voice. The intervention was considered positive by both the professionals and the young adults. Key points included the importance to reserve enough time for co-creation and negotiations with the professionals on how to combine novel work methods and moderation with their day-to-day workload.

Further information: www.researchgate.net/project/Inclusive-Promotion-of-Health-and-Wellbeing-PROMEQ-Subproject-focusing-on-young-people

13. BRIGHTS – “Boosting global citizenship education using digital storytelling”

Country	Belgium, Greece, Croatia, Italy
Target group	13-19 year-old young people, youth workers, secondary school teachers
Purpose	Access to services, empowerment and resilience, tackling discrimination
Digitalisation	Blended learning, MOOC, digital storytelling
Organisers	Consortium of organisations

Aims and scope

Empowering youth people with the skills, literacies and competences to understand, communicate and tackle their own forms of social exclusion as well as to understand, advocate and campaign for others, requires careful research and commitment.

The BRIGHTS project is co-funded by the Erasmus+ Programme of the European Union under the KA3 Social Inclusion through education, training and youth programme. BRIGHTS aims to foster social cohesion and promote intercultural dialogue and democratic values in Europe. BRIGHTS promotes global citizenship education (GCE) in formal and non-formal education with the help of digital storytelling techniques.



Digital elements

Using a blended learning approach in terms of an online e-learning platform (MOOC: Massive Open Online Course) and face-to-face workshops, teachers and trainers learn the principles of global citizenship education and its application through digital storytelling. Afterwards, teachers and trainers implement the BRIGHTS methodology directly with young people at risk of marginalisation (13-19 years old). Students will be engaged in the production of digital stories on GCE topics. Through the production of digital stories, students are empowered to combat radicalisation and social exclusion and develop social, civic, and intercultural competences as well as critical thinking, media literacy, creativity and digital skills.

Social inclusion

More than 1 000 teachers and trainers enrolled in the MOOC which demonstrates that global citizenship education is of high concern to educators and the public. It also suggests the MOOC responds to crucial training needs that are emerging among young people, such as intercultural and cross-cultural skills, critical thinking, creativity and digital literacy. Strong take up of the GCE MOOC overall adds to socially inclusive training and education programmes in Europe where young people are empowered to tell their stories to learn, raise awareness and help others.

Further information: www.brights-project.eu/

14. Non-toxic – non-discriminating gaming culture

Country	Finland
Target group	13-19 year-old young people, youth workers
Purpose	Reaching out, empowerment and resilience, tackling discrimination
Digitalisation	Digital game resources
Organisers	Youth service of the City of Helsinki

Aim and scope

Creating a safe space where young people can enjoy their leisure time while learning and developing social connections can mean looking to popular ways young people choose or wish to spend their free time.

The gaming activities organised (since 2000) by the city of Helsinki have always attracted young people who otherwise wouldn't participate in youth work services. The non-toxic – non-discriminating gaming culture project is a two-year project (from June 2017 to May 2019) co-ordinated by the city of Helsinki youth services.

The project aims to develop gaming activities for everyone in an open and safe environment that is free of hate speech and harassment.



Digital elements

Helsinki youth services host open gaming activities for young people as well as targeted sessions for minority, marginalised or vulnerable groups. By providing means and facilities (pcs, consoles, recent video games, board games, programs for game development, e-sports coaching, etc.) for young game enthusiasts, Helsinki youth services support leisure time activities for young people who come from homes where parents can't or won't support the gaming hobby. Importantly, gamers deviating from the norm (e.g. female gamers) and budding gamers also face more discrimination, harassment and hate speech in online gaming. The project provides young gamers and professionals with information on how to promote equality in online gaming through training, workshops and themed gaming events.

Social inclusion

Even though they are open to everybody, the gaming activities organised in youth clubs often tempt only boys. Thus Helsinki youth services organise gaming activities for targeted groups who don't participate in the open activities: e.g. for LGBTQIA youth, girls and boys in vulnerable situations. These groups often don't feel safe in regular gaming events and activities. Organised gaming activities are also a venue with which to learn and educate youth about the risks and means to deal with discrimination, harassment or hate speech in online gaming. Gamers learn many important skills and form relationships that might be useful in their future working life.

Further information: The study of young gamers' experiences (in Finnish, summary in English): www.hel.fi/static/nk/Julkaisut/non-toxic.pdf

15. CLICNJOB: an online service enabling youth workers to better support young people

Country	France
Target group	Youth workers, young people
Purpose	Access to services, empowerment and resilience,
Digitalisation	Digital platform and app
Organisers	WeTechCare

Aim and scope

While NEETS (Young people not in employment, education or training) often have an appetite for digital tools for recreational activities, many have difficulty using digital tools for job hunting or professional purposes.

WeTechCare is a French non-profit organisation whose mission is to help excluded people access digital technologies in order to better integrate with society. Based on the results of a study on NEETS, they sought to (1) provide youth workers with digital tools, in order to help them “speak the same language” as their audience and (2) help NEETs (young people not in education, employment or training) address their professional needs through providing them with dedicated online services.



Digital elements

Working for over a year, including with key stakeholders (50 youth workers, 24 focus groups with NEETS) led to a digital platform being launched in 2016. The e-learning platform provides custom training programmes for youth workers and social organisations’ boards to enable these organisations to include digital tools in their service offerings and to help professionals to use these digital tools to better support young people. Furthermore, young people can access features, to use independently or with youth workers (e.g. learning modules, CV creator, interaction with social workers, etc.). To reach young people who prefer or need to use smartphones to access the internet, they launched the mobile app prototype in 2018. The mobile app aims to connect NEETs with professionals from various companies willing to give them a hand in their professional integration journey.

Social inclusion

Since its launch, over 200 000 users and 200 youth centres have used the platform. Providing user-friendly, multi-device compatible interfaces promotes ease and access to young people. Furthermore, digitisation enables new, complementary or alternative ways to deliver education to youth workers and young people through Massive Online Learning Courses, e-learning platforms and gamified e-learning.

Further information: www.clicnjob.fr

16. Youth shape their future through digital tools – #OPIN

Country	Germany and European partner countries
Target group	Youth workers, young people
Purpose	Reaching out, empowerment and resilience
Digitalisation	Digital platform for e-participation
Organisers	Consortium of organisations

Aim and scope

Getting young people interested and involved in political participation, including the ease and effort with which they can do so, has been a challenge in Europe, particular for those who are socially excluded.

The project EUth – Tools and Tips for Mobile and Digital Youth Participation in and across Europe (Horizon 2020) aims to build young people's trust in political institutions and decision-making processes using technology. OPIN e-Participation toolbox has been developed as part of a three-year European project involving partners across Europe and is a platform for youth political participation.



Digital elements

OPIN is an all-in-one digital and mobile participation toolbox that can easily be incorporated into the online activities of youth organisations or public administrations. It includes guidelines that have been prepared after extensive research of e-Participation practice cases. These guidelines enable youth workers and leaders to start digital participation processes with youth. Another innovation that makes the access to resources and technology easier is the decision support tool that helps the user choose the best suited, pre-generated templates for e-participation.

Social inclusion

Getting young people interested and involved in political and decision-making processes in the digital age can be a challenge. Furthermore, many youth organisations do not have sufficient resources for effective mechanisms that would allow young people to engage and participate in their communities. The e-participation toolbox, including its decision support tools, adds to the capacity of youth organisations in engaging youth and participating in their community.

Further information: www.euthproject.eu/

17. Click for Support – REALized: web-based intervention for young users of new psychoactive substances: “Mind Your Trip”

Country	Germany and other European countries
Target group	Vulnerable, distressed young people
Purpose	Access to services, empowerment and resilience
Digitalisation	Web platform
Organisers	European prevention network “euro net”

Aim and scope

Over the past decade, new psychoactive substances (NPS) have been created and have proliferated rapidly, yet inadequate sources of information regarding risks and harms of NPS use are available for users, and there is a lack of prevention interventions for NPS use.

Project managers and prevention experts from 13 European partner organisations have jointly, in collaboration with an IT company, developed a web-based intervention programme for young users of new psychoactive substances. The programme was developed based on the "Click for Support Guidelines for online selective drug prevention" from a previous joint project.

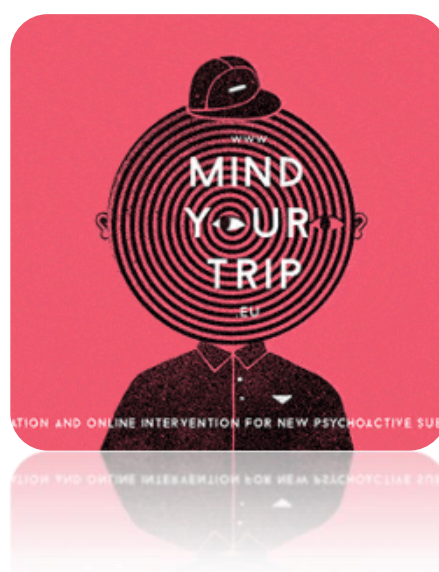
Digital elements

The programme, in the form of a website and app for Android and Apple devices, was offered online between June and October 2018, after which an evaluation will take place. It provides information on the effects and risks of consumption, a self-assessment test, and a 30-day intervention programme with three different modules operated by prevention experts trained in motivational interviewing. Contents will partially be informed by NPS users themselves through two rounds of national focus groups. Results of the evaluation will be presented at the project's (closed) final conference in Germany, November 2018.

Social inclusion

The internet is the most used source for young people when accessing information, and thus it is important to ensure required information is available in a format and language that young people can easily consume. By co-creating with NPS users the contents of a web intervention programme, its relevance and use are better ensured. Furthermore, web resources allow vulnerable and distressed young people to seek out information, assess their situation and get help in a safe and easily accessible place, anonymously and free of charge.

Further information: www.clickforsupport.eu and www.mindyourtrip.eu

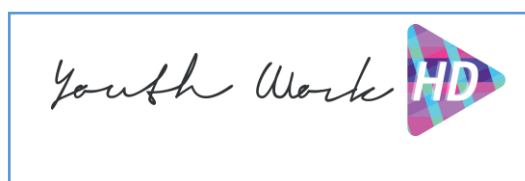


18. Youth Work HD

Country	Croatia, Italy, Latvia, Lithuania
Target group	Youth workers
Purpose	Access to services, reaching out, empowerment and resilience
Digitalisation	E-learning platform
Organisers	Consortium of organisations

Aim and scope

While digitalisation of aspects of youth workers' communication and engagement with youth can benefit social inclusion, youth workers must also continually update their knowledge and skills in order to understand how to reach out to youth, and to best ensure they have the best chance for empowerment.



Youth Work HD is a strategic partnership financed by the European Commission through the Erasmus+ programme with project partners from Croatia, Italy, Latvia and Lithuania. They conducted research among 500 youth workers in the four partner countries involving three main activities: desk research, online questionnaires and multi-stakeholder focus groups. Based on this research, an online platform with an e-learning component was developed.

Digital elements

The Youth Work HD platform has been developed and launched, and at this point has one course consisting of four modules: Reaching out to young people, Co-operation with relevant stakeholders, Policy impact in the field of youth work and Using ICT tools. They found those topics to be relevant for all the fields in which youth workers are active, and not dependant on their formal connection to the organisations that they work or volunteer in. The course is available in four languages (Croatian, Italian, Latvian and Lithuanian) with online education lasting eight weeks. The platform also contains links to a number of informational and educational resources useful to youth workers in the field, and contains country reports arising from youth worker research.

Social inclusion

By continually training and equipping youth workers with the knowledge and skills necessary to best engage and work with youth in a fast-changing technological world, youth workers are empowered to tackle social inclusion through their work. The demand for quality and flexible training options for youth workers is currently high. This is evidenced by registered users of Youth HD, which was double what was anticipated in the project proposal.

Further information: www.youthworkhd.eu/

19. LGBTIQ in Tech

Country	Slovenia
Target Group	LGBTIQ young people
Purpose	Reaching out, empowerment and resilience,
Digitalisation	Digital knowledge exchange, maker space, digital artefacts
Organisers	Initiative

Aim and scope

LGBTIQ in Tech is a Slovenian initiative to connect “geek” Lesbian, Gay, Bisexual, Transsexual, Intersexual and Queer people. LGBTIQ in Tech also offers support and encourages positive representation.

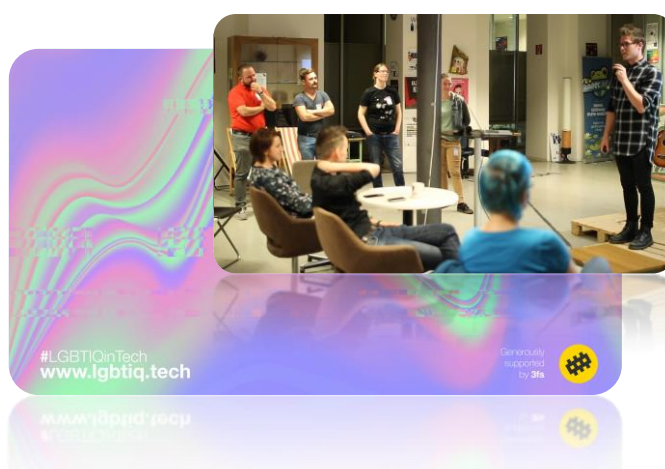
Digital elements

LGBTIQ in Tech brings together a range of “tech”-minded people: developers, designers, marketers, video editors, data scientists, entrepreneurs, growth hackers and similar professions. Current activities of LGBTIQ in Tech include meet-ups, get-togethers, co-working days and workshops. A typical meet-up would include 1) an ice-breaker 2) 20-minute talks 3) five minutes of show and tell and 4) social time. They maintain a website containing information about LGBTIQ in Tech as well as a Facebook book group where people can stay up-to-date on activities. Already, the community has produced several digital artefacts, including the website, <http://odustdoust.si/> which facilitates the posting, organising and distributing “information that normally remains in closed circles of the LGBTIQ + community”.

Social inclusion

Technology-focused “meet-ups”, “social labs” and “maker spaces”, etc. are not only a good way to bring those who are socially excluded, or at risk of social exclusion, together in order to connect, learn and grow, they can also foster further good through the innovations they generate for the wider community.

Further information: <http://lgbtiq.tech/>



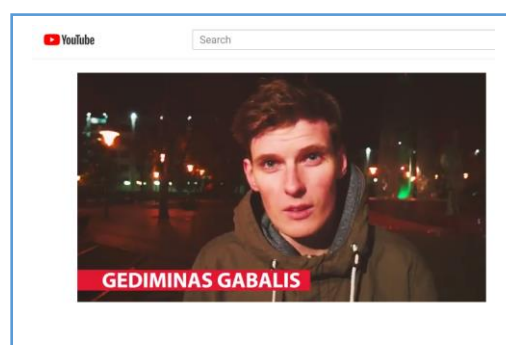
20. Youtube in Youth Work

Country	Lithuania
Target group	Young people
Purpose	Access to services, reaching out
Digitalisation	YouTube information campaign
Organisers	Ministry of Social security and Labour

Aim and scope

Young people may have a lack of knowledge about youth centre availability and services as well as youth worker-led initiatives and projects in their area. Furthermore, many young people today have a preference for and a tendency to use visual forms of information. While some youth centres are experiencing attrition with fewer young people signing up to different activities in the field of youth, digital media can help to address and reverse this challenge.

In Lithuania, young people and those involved in youth policy decided to take advantage of the YouTube channel, involving the most popular “YouTubers” (YouTube content creators) in order to spread information about youth policy, available activities, open youth centres and open youth spaces where young people can spend their time, volunteer or access support, etc.



Digital elements

Six of the most popular YouTubers visited and filmed six short movies about open youth centres and volunteering. They posted these videos for their viewers on their YouTube channels, on International Youth Day (12 August). Furthermore, on that day they started a campaign, by asking for ideas based on questions: What should be done in order to make life better for young people in Lithuania? What needs to be improved in the field of youth policy?

Social inclusion

The results of the project were surprisingly good. They quickly reached more than 118 000 YouTube viewers, who viewed information regarding youth policy, activities and opportunities the youth field can provide young people. Furthermore, they received more than 77 ideas in response to their campaign.

Further information: www.youtube.com/watch?v=YtiUKg719NI&feature=youtu.be

21. Virtual reality (VR) Workplace Experience

Country	Estonia
Target group	Secondary school students
Purpose	Reaching out, empowerment and resilience
Digitalisation	VR technology
Organisers	Civitta Estonia, Maru VR, and the Estonian Youth Work Centre

Aim and scope

Civitta Estonia and Maru VR, together with the Estonian Youth Work Centre, have created virtual reality (VR) workshops to introduce the professions of bioanalysts and nurses to young people. Using virtual reality as a part of a workshop is a new way of career planning that allows more people to learn about different professions and experience potential future work.

The VR-workshop project is financed by the European Social Fund through the Estonian Youth Work Centre and the Ministry of Education and Research. The target group of the project is youth between the ages of 15 and 19; young people who are about finish secondary school and who need to decide how to continue their studies in university.



Digital elements

The workshops are made up of two parts. The first part of a workshop is VR. Virtual reality gives participants a chance to see from a 360-degree video how bioanalysts and nurses really work and how their work may vary. The second part of the workshop is practical work which gives the participants a chance to test their skills as a nurse or a bioanalyst themselves.

By using VR as a part of the workshop it is possible to show the participants what the work environment really looks like – hospitals, ambulances, laboratories and how some processes look like – blood donation, solution making, etc. It gives the participants a real-life experience.

Social inclusion

So far, the response from those who have participated has been a very positive. Over 40 workshops have been arranged so far, reaching over 700 people. It's too soon to tell if more people have chosen to become a nurse or a bioanalyst as a result, however (the project started at the end of 2017).

Importantly, the format of the workshop and VR allows those with fewer opportunities to experience something new and exciting. It's possible to "take the hospital to the youth centre or school" without spending time and money on travelling to the hospital or making any special agreements with the patients or hospital.

VR workshops introducing the work of bioanalysts and nurses is a pilot project to see if this would be a new way of career planning. There are many possibilities to use VR in other fields.

22. “Capital Digital”

Country	Belgium
Target Group	Secondary school students
Purpose	Reaching out, empowerment and resilience
Digitalisation	Pedagogy, peer-learning, STEM, coding
Organisers	Maks vzw

Aims and objectives

The city of Brussels is striving to become a “smart city” and tackle the high unemployment rates and low-education level of many citizens. In several neighbourhoods where the project “Capital Digital” is implemented, there are high unemployment and school drop-out rates. The “Capital Digital” project aims to address this through a system of pedagogical training, cross-generational peer-learning and employment opportunities for those from disadvantaged neighbourhoods. “Capital Digital” supports opportunities for long-term unemployed adults and organises training programmes for youngsters (ages 15-20) from disadvantaged neighbourhoods to build the following skills: STEM (Science, Technology, Engineering and Maths), pedagogical and soft skills, and also skills for coding. “Capital Digital” then provides these youngsters with (their possible first) work experiences.



Digital elements

Children and youngsters are recruited through close contacts in the community, either by the organisation Maks vzw itself, or by the partner organisations (Fedactio and Foyer), who have close local bonds. Furthermore, campaigns are launched within our network of schools and parents, at events etc. The project “Capital Digital” includes coding camp weeks for children (aged 9 to 12) with three modules: basic coding, robots and game making. In 2017, the app building module was added. The young people who had been trained before can be employed as facilitators of the coding camp.

Social inclusion

The methodology of cross-generational peer-learning empowers both young learners and their peer instructors. Increased “science” capital leads to more opportunities and better skills for the job market. Success experiences for those youngsters (15-20 years old) employed at coding camps can help increase motivation for school and prevent early dropout, as well as provide a doorway to other employment opportunities. Furthermore, experiencing STEM in a playful environment can positively influence the choice for ICT or STEM oriented education.

Further info: www.capitaldigital.org/nl/

23. Youth Hacking and Democracy Labs

Country	Germany
Target group	Teenagers, youth workers
Purpose	Reaching out, empowerment and resilience
Digitalisation	Maker spaces, digital education
Organisers	Open Knowledge Foundation Germany

Aims and objectives

Maximising the impact of interventions with young people and the resources of youth work can be challenging but possible through co-creation with young people to build trust and through combining teaching with “making”, and by collaborating with the labour market in educating young people. The mission of the Open Knowledge Foundation Germany (OKF DE) is to empower critical minds for the digital society, by striving to make interaction between the society and public institutions more open, more transparent, more inclusive and more efficient in order to foster and facilitate democratic participation. Two projects are introduced below.

Digital elements

The Democracy Labs project aims to educate and empower young people (ages 12 to 21) regarding digital rights, democracy and digital literacy and technology, by offering training in these areas to employees of youth facilities so they can implement it in their work. The Youth Hacking project is aimed at teenagers (12 to 18 years old), who are already interested in technology and programming (there is also a sub-programme that is aimed at programming newbies) and are offered a space and community to work on their own code- or tech-based projects that could help to make the world a better place. Furthermore, ethics and morals are taught to those involved in creating things with code and technology.

Democracy Labs is created as workshops of one to three days. Youth Hacking takes place for a weekend, Friday till Sunday as a hackathon. For both of these projects, a multidisciplinary approach is taken, and there are collaborations with organisations that have a focus on media. Co-creation with young people is favoured when planning events, so that they can share their opinions and approve ideas.

Social inclusion

These projects offer empowerment in digitisation, technology and politics to children and teenagers who are migrants or who are less privileged regarding family income, education level, gender and overall resources. It is important that social inclusion is not necessarily about what we think is right for young people, but what they think is right and important. This can be a challenge, for example with motivating young people to form their own ideas, and to work together even if they don't agree on everything with each other. This emphasises the importance of co-creation and available opportunities for young people to develop social capital. Both projects help young people to feel empowered and self-assured in their own abilities and digital skills. Many young people stay in contact with each other and have a desire to work further on their projects.

Further Info: <https://okfn.org/network/germany/>

24. Create not consume: promoting digital creativity in youth settings

Country	Ireland
Target group	Youth workers
Purpose	Empowerment and resilience
Digitalisation	Digital education
Organisers	CYRD (Centre for Youth Research & Development)

Aims and objectives

With the transition to smart/digital youth work, young workers require guidance and training, as well as recognition and certification of their skills, and young people need education on how their creative potential can be enabled and enhanced through digital technologies.

The CYRD (Centre for Youth Research & Development) is a Jean Monnet European Centre of Excellence. In addition to pursuing the research and scholarly interests of staff in the Department of Applied Social Studies, the CYRD at Maynooth University conducts a range of research projects, which are commissioned, funded or otherwise supported by external organisations and agencies. In partnership with Camara Ireland's Techspace programme (techspace.ie), the CYRD have developed an accredited certificate-level programme in Digital Creativity in Youth Settings. The programme is designed to enable youth workers and educators who wish to develop a specialism in the emerging field of digital creativity in youth settings, using technology as a tool to enhance learning activities for young people in diverse settings.

Digital elements

The programme started in January 2018 and runs over 10 months in 2 or 3-day blocks and has 12 participants from all over Ireland. The programme adopts inquiry-based approaches and tools to enhance the delivery of digital and STEM activities to inspire young people in diverse contexts to become digital creators, inventors and makers rather than just consumers of technology. A highlight of the programme is an opportunity to develop a creative project with young people and showcase it in a variety of settings including Creative Techfest (creativetechfest.ie) and Dublin maker (dublinmaker.ie)

Social inclusion

By harnessing creative potential supported by digital tools, young people are given the skills and interest to positively create and invent, adding to their empowerment and resilience in life. Furthermore, by offering the opportunity to gain exposure and recognition for their creations, young people's self-confidence, their social skills, interest, and value as citizens are developed.

25. Inclusive youth work in youth centres: the online dimension of a pilot networking project

Country	Ukraine
Target Group	Youth workers
Purpose	Empowerment and resilience
Digitalisation	Social media, online questionnaires, education
Organisers	Network of responsible citizens

Aims and objectives

Digitisation provides the opportunity to strategically connect youth centres in order to share resources, exchange knowledge and increase exposure and visibility online, with a view to increasing impact. “Improving the Capacity of Youth Workers and Youth Centres in the Field of Inclusion” is an initiative implemented by the NGO "Network of Responsible Citizens". This was a pilot networking initiative aimed to enhance the capacity and visibility of youth centres working in the field of inclusion. Youth work became an issue in Ukraine in 2014 and is being promoted through the National Youth Worker Programme. At the same time, the process of developing youth centres has started. A pilot networking project between three relevant youth centres sought to enhance their visibility, to empower them within the community and to make them more visible online.

Digital elements

Digital elements include activities for youth workers from different youth centres in a) getting to know each other through social media (Facebook and chat), b) online questionnaires, c) dissemination of working results between youth workers and d) motivation to participate online in the process of promotion of youth work. During study visits the participants also e) organised direct streams or photos. Overall, the aim of the study visits was to learn the activities of partners and to present two youth work practices involving local youth.

Social inclusion

Building the capacity of youth centres to work towards social inclusion through linking, pooling resources and exchanging knowledge can increase awareness of issues and the overall level of impact. Online tools can enhance the visibility of topics at policy level, including formulation of recommendations of the legal regulations for youth centres. They also support improved communication between youth centres/workers and young people from three cities, the exchange of tools and good practices and better co-ordination to increase the visibility and impact of messaging or campaigns on issues of social inclusion.

More info: www.facebook.com/groups/inclusion.youth.centers/