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## How ICT-driven initiatives can contribute to their socio-economic inclusion and how to measure it

## Workshop Conclusions, Seville, 2-3 November 2009

**Authors: Alexandra Haché and Joe Cullen**

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# Preface

Launched in 2005 following the revised Lisbon Agenda, the policy framework "i2010: A European Information Society for Growth and Employment" clearly established digital inclusion as an EU strategic policy goal. Everybody living in Europe, especially disadvantaged people, should have the opportunity to use information and communication technologies (ICT) if they so wish and/or to benefit from ICT use by service providers, intermediaries and other agents addressing their needs.

Building on this, the 2006 Riga Declaration defined eInclusion as "both inclusive ICT and the use of ICT to achieve wider inclusion objectives" and identified, as one of its six priorities, "digital literacy and competence actions, in particular through formal or informal education systems, building on existing initiatives. These actions will be tailored to the needs of groups at risk of exclusion, because of their social circumstances or their capacities and special needs, notably the unemployed, immigrants, people with low education levels, people with disabilities, and elderly, as well as marginalised young people, contributing to their employability and working conditions".[1]

In the light of these goals, and given the dearth of empirical evidence on this topic, DG Information Society and Media, Unit H3 (ICT for inclusion) asked the Institute for Prospective Technological Studies (IPTS[2]) to investigate from different angles how ICT is being used by young people who are marginalized or at risk of social exclusion, and how ICT can be used to reengage them as full participants in our societies. IPTS is currently (in 2010) carrying out two studies and developing some related policy support activities.

The workshop conclusions presented here are part of this new research line, which is being developed in collaboration with DG INFSO H3, and focuses on the role of ICT to support young people and the intermediaries who work with them.





1 Available at http://ec.europa.eu/information_society/events/ict_riga_2006/doc/declaration_riga.pdf
2 IPTS is one of the seven research institutes of the European Commission's Joint Research Centre.

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# Introduction

## EU policy background

The new EU Youth Strategy entitled "Youth - Investing and Empowering"[3] acknowledges that young people form one of the most vulnerable groups in society, especially in the current economic and financial crisis, and that, in our ageing society, young people are a precious resource. This new strategy is cross-sectoral, with both short- and long-term actions involving key policy areas that affect Europe's young people, particularly youth education, employment, creativity and entrepreneurship, social inclusion, health and sport, civic participation, and volunteering. The new strategy also emphasises the importance of youth work and defines reinforced measures for better implementation of youth policies at the EU level.

This strategy is supported by instruments like the European Youth Pact,[4] which calls for "encouraging entrepreneurship and innovation for young people" by trying to achieve the conditions for the development of their "talent, creative skills, entrepreneurial mindsets and cultural expressions", and therefore supports the renewed Lisbon strategy. The Youth Pact includes a focus on ICT, and encourages actions to:

- Make new technologies readily available to empower young talent and attract interest in arts and science;
- Promote contribution of youth work to the creativity and entrepreneurship of young people;
- Widen access to creative tools, particularly those involving new technologies.

Against this background, young people at risk of social exclusion (YAR) are also a priority target of EU i2010 and eInclusion policies such as "i2010 - a European Information Society for Growth and Employment initiative",[5] the "Riga Declaration"[6] (2006); the "e-inclusion: be part of it"[7] initiative and the Ministerial Conference conclusions of the eInclusion Conference (2008).[8] These, and also EU Education and Training policies,[9] recognize that particular action must be taken to make ICT accessible to groups at risk of exclusion from the knowledge-based society, and set ambitious targets to ensure that "nobody is left behind".

eInclusion policies targeting young people at risk of social exclusion are mostly concerned by two issues. First, there is the worry that socio-economic disadvantage and marginalisation may lead to digital exclusion (lack of ICT access and/or lack of "digital competences"[10]) and the awareness that, in today's society, this has worse implications for young people, compared to other

3 "Youth - Investing and Empowering", EU Youth Report, COM (2009) 200.
4 European Youth Forum, "Position on A Renewed and Updated European Youth Pact", 0742_09 Empl&Soc.
5 i2010 - A European Information Society for growth and employment, COM (2005) 0229 final.
6 "ICT for an Inclusive Society Conference", Ministerial Declaration approved unanimously, Riga, 2006.
7 "eInclusion: Be part of it!", http://ec.europa.eu/information_society/activities/einclusion/bepartofit/index_en.htm
8 "eInclusion, interministerial summit", Ministerial conference conclusions by the presidency of the council of the European Union.
9 For a complete overview of the EU education and training policies framework visit: http://ec.europa.eu/education/index_en.htm
10 "RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning", 2006/962/EC, "Digital competences Definition: Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

digitally-excluded segments of society (e.g. older people). Second, disadvantaged young people, besides having to bear the weight of social exclusion on their shoulders are themselves a major source of social problems, economic costs and lost opportunities. Therefore, all means –including ICT– are worth exploring to enable the innovation of services addressing them and to enhance their well being, employability, life long learning, active citizenship.

## Research background

In the context of these policy objectives, the Information Society Unit at JRC-IPTS, in collaboration with the DG INFSO eInclusion Unit have launched a research project to explore how ICT skills and the different uses of ICT can contribute to the socio-economic inclusion of youth at risk, and in particular, to assess the impact of existing ICT-based initiatives that aim to include young people at risk of social exclusion.

After initial background research, an expert scoping workshop was organized on 2-3 November, 2009 at IPTS, in order to support two studies that IPTS had launched to explore the field of "ICT and Youth at Risk".

The first study is entitled "Mapping and assessing the impact of ICT-based initiatives for the socio-economic inclusion of youth at risk of exclusion". It targets policy makers concerned with eInclusion, employment, education, social exclusion, youth policies and the renewal of deprived areas and neighbourhoods. It will provide these stakeholders with evidence-based knowledge about the socio-economic benefits that the appropriation of ICT through well designed initiatives can bring to young people who are disadvantaged or at risk of exclusion, and to the intermediaries working with them.

The second study is entitled "Methodology and survey on the relation between the socio-economic conditions of European young persons and their access, use and aspirations regarding ICT". It will develop, validate and test a methodology for carrying out a pan-European large-scale survey on the mutual relationship between youth access, uses and aspirations regarding ICT and their socio-demographic, socio-economic characteristics and personal aspirations. The survey aims to shed light on the current relation between European young peoples' access and uses of ICT and their socio-demographic, socio-economic and personal conditions. It will also analyze their aspirations regarding ICT (how they envisage future ICT developments, which ones they wish to see happen and also their personal perspectives and potential motivations to study a technological career and/or work inside ICT industries and the media and creative sector).

## Workshop objectives and structure

The workshop aimed to review and assess the new technological, social and pedagogical approaches to using ICT actively to enhance and facilitate the re-engagement of youth at risk of social exclusion in education, training, employment and civic volunteering. It also set out to identify the current challenges faced by implementers, researchers and policymakers in assessing the socioeconomic impact of ICT initiatives they are developing for the reengagement of youth at risk.

The goals of the workshop were: 1) to present the research JRC-IPTS is launching on ICT for youth at risk of exclusion, 2) to identify and discuss the key challenges currently faced by stakeholders engaged with youth at risk (henceforth YAR), 3) to identify and discuss the key challenges currently faced by ICT-driven initiatives targeting YAR in order to develop monitoring, evaluation and impact assessment (IA), 4) to enable exchange, networking and sharing of knowledge and good practices among key players in these research fields, and 5) to propose further research needs and indentify policy options in order to draft policy-oriented conclusions. The workshop was organized as follows:

**A first session in which workshop participants shared their expertise in the area:**

The following projects were presented:

- Mr Don Passey from the Centre for Studies in Advanced Learning Technology, Educational Technologies (Great Britain) presented the main findings from the following studies: "Assessing the potential of e-learning to support re-engagement amongst young people with NEET status" and "Social inequality and uses of online resources: Perspectives highlighted from an investigation of a large online data set (SAM Learning)".

- Dr Sue Cranmer from Futurelab (Great Britain) presented the results of a BECTA study entitled "The learner project" which targeted people excluded from school and the reasons that drove them to drop-out of school.

- Mr Jan Dekelver from KHK (Belgium) presented INCLUSO, a collaborative project between seven European partners, funded by the 7th Framework Program for research, which aims to deliver verifiable proof that ICT, and more precisely, social software tools, can facilitate social inclusion of marginalized young people

- Dr Joe Cullen from the Tavistock Institute (Great Britain) presented some projects involving ICT for the reengagement of youth at risk and marginalized young people such as: HERO (Health Promotion and Education for the Rehabilitation of Offenders, IST programme), "BREAKOUT" (Research and technology development (RTD) project on reduction of drug-related offending), Mobikid (research on the educational needs of mobile children) and "Right Here" (an initiative to support mental health for young people).

- Ms Cilia Willem, LMI - Interactive Media Lab (Spain) presented the Xenoclipse network, a project funded by the eLearning programme which focuses on youth with immigrant and/or ethnic backgrounds and Roots & Routes, an international network established in 10 EU countries with talented youth from disadvantaged backgrounds.

- Ms Ülly Enn from the SALTO Resource Centre on Inclusion (Estonia) presented activities to support the social inclusion of young people with fewer opportunities - a priority of the European youth policy action.

- Ms Deirdre Kelleher presented "Fast Track to IT (FIT)" (Ireland) and how they measure their impact. Currently, about 20 companies are involved in the FIT initiative (including: Microsoft; IBM; AOL; Lionbridge; Origin Enterprises; IBEC; and Eircom) to provide employment opportunities to groups at risk of social exclusion, which include an important number of young people.

- Ms Caroline Miltgen, GRANEM Research Center in Business, Economy and Law (France) presented the "Report on young Europeans" attitudes toward eID systems", co-authored with IPTS, and gave specific recommendations on methodology to develop a survey targeting the young people's access, uses and aspirations regarding ICT.

- Dr Sandra Mc Nally from the London School of Economics (Great Britain) presented the methodology developed for the study on the "cost of social exclusion". She provided insights and recommendations on how to improve our capacity to assess the impact of ICT-driven initiatives targeting YAR.

| Initiative | Organization | Name of participants & Link to presentation |
|---|---|---|
| "Assessing the potential of e-learning to support re-engagement amongst young people with NEET status"<br>" Social inequality and uses of online resources: Perspectives highlighted from an investigation of a large online data set (SAM Learning)" | Centre for Studies in Advanced Learning Technology, Educational Technologies | Mr Don Passey<br>Download presentation: ftp://ftp.jrc.es/users/youthatisk/public/Passey.ppt |
| "The learner project", BECTA | Futurelab | Dr Sue Cranmer |
| INCLUSO FP7 project on ICT for Youth at risk | KHK | Mr Jan Dekelver<br>Download presentation: ftp://ftp.jrc.es/users/youthatisk/public/Jan_Dekelver.pdf |
| "HERO (Health Promotion and Education for the Rehabilitation of Offenders)"<br>"BREAKOUT" (Research and technology development (RTD) project on reduction of drug-related offending)<br>"Mobikid" (Research on educational needs of mobile children)<br>"Right Here" (Support mental health for young people) | Tavistock Institute | Dr Joe Cullen<br>Download presentation: ftp://ftp.jrc.es/users/youthatisk/public/Joe_cullen.ppt |
| "Xenoclipse network" (eLearning for youth with an immigrant and/or ethnic background)<br>"Roots & routes" (international network for talented youth from disadvantaged backgrounds) | LMI - Interactive Media Lab | Ms Cilia Willem<br>Download presentation: ftp://ftp.jrc.es/users/youthatisk/public/cilia_willem.ppt |
| SALTO (support the social inclusion of young people with fewer opportunities) | SALTO Resource Centre on Inclusion | Ms Ülly Enn<br>Download presentations: ftp://ftp.jrc.es/users/youthatisk/public/SALTO.ppt<br>ftp://ftp.jrc.es/users/youthatisk/public/SALTOinclusionResources08.ppt |
| FIT (provide employment opportunities to groups at risk of social exclusion, among which young persons) | Fast Track to IT | Ms Deirdre Kelleher<br>Download presentation: ftp://ftp.jrc.es/users/youthatisk/public/Deirdre_FIT.ppt |
| "Report on young Europeans" attitudes toward eID systems" | GRANEM Research Center in Business, Economy and Law | Ms Caroline Miltgen<br>Download presentation: ftp://ftp.jrc.es/users/youthatisk/public/Caroline_Miltgen.ppt |
| "The costs of social exclusion" | London School of Economics | Dr Sandra Mc Nally<br>Download presentation: ftp://ftp.jrc.es/users/youthatisk/public/Mc_nally.ppt |

**A second session focusing on group discussions on a number of key questions in the following areas:**

**Youth at risk**

1) What are the different types of youth at risk and their socio-demographic and socio-economic characteristics and what are the factors that put them at risk or protect them from it?

2) What methods exist or are being used for identifying youth at risk?

**Youth at risk and ICT**

3) What are their usages of ICT and their motivations and purposes for using ICT (negative/positive uses)?

4) Where can data concerning youth at risk and its uses of ICT be found?

5) What ways of using ICT have positive results in engaging and motivating youth at risk?

**ICT-based initiatives for the socio-economic inclusion of YAR**

6) Which are the relevant ICT-driven initiatives in the following areas: education, training, employment, volunteering/civic engagement?

7) Which conditions affect the success/failure of ICT-driven initiatives in impacting the socio-economic inclusion of the young people they are targeting?

**Impact assessment of ICT-based initiatives**

8) Regarding the analysis of the socio/economic impact of ICT-driven initiatives, what should be measured (qualitatively and quantitatively)?

9) What data is needed to develop impact assessment?

10) Which ICT-driven initiatives are measuring and/or assessing the impact?

11) Which methods are they using to monitor, evaluate and asses their impact? + Which data are they using and producing to asses their impact?

12) How can the different actors be involved in the monitoring, evaluation and assessment activities?

**A third plenary session, where key research challenges and policy implications were debated:**

The workshop brought together 9 external experts and 6 IPTS researchers in the fields of ICT, youth at risk and impact assessment. This plenary session aimed to identify important areas that would require further research and to draft policy recommendations.

## This report

This report is the result of the current knowledge of IPTS, the Tavistock Institute and the discussions that took place among the invited experts on what can ICT do for youth at risk. It aims to provide policymakers with a better understanding of the relationship between ICT and youth at risk and how initiatives actively using ICT to foster the socio-economic inclusion of young people are creating an impact and how this impact is evaluated. This document integrates both the results of background research which set out to understand the state of knowledge on ICT, youth at risk and impact assessment, complemented by the main evidence, reflections and conclusions that emerged from the workshop discussions. The report is structured around the key themes discussed in the workshop. Each section includes a summary of the state of knowledge in the area and documents the key workshop findings:

| | |
|---|---|
| **Youth at risk** | Chapter 1 |
| **Youth at risk and ICT** | Chapter 2 |
| **ICT-driven initiatives for the socio-economic inclusion of YAR** | Chapter 3 |
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| **Research recommendations and policy options** | Chapter 5 |

# 1: Youth at Risk

Initial findings have pointed to the lack of standard definitions and the complexity of the concepts of "young people" and "youth at risk". Against this background, the first questions debated at the Workshop aimed to enrich and clarify these concepts, and to build consensus on the definition of youth at risk.

## 1.1 Fact and figures

According to current estimates, young people (aged 15-29) in the EU make up about one fifth of total population, but this rate is expected to drop to 15.3% by 2050. Regarding levels of education achieved by these young people, "more than 50% of young Europeans between 25 and 29 have completed upper secondary education and 29% higher education" but "less than one third of young people who have a disadvantaged socioeconomic background, complete upper secondary".[11]

To estimate how many young people are at risk of social exclusion in the EU, we can refer to the Renewed Social Agenda[12] that puts the number of young Europeans (age 0-17) at risk of poverty at 19 million and the number of school dropouts at 6 million.[13] In addition, the last European Commission Communication on youth estimates that "20% of young people aged 18-24 are at risk of poverty", and it calculates that "18% of young people aged 18-24 earn less than half the average income of the country they live in".[14] Moreover, statistics on unemployment among young people are alarming. According to latest Eurostat estimation for April 2009, 8.6% of the EU population as a whole was unemployed, but this rate for the under-25 age group rises to 18.7%. Finally, it should be noted that "more than one third of young people aged 15-24 are NEET (Not in Education, Employment or Training)".[15]

## 1.2 Definitions

A possible working definition of **Youth** could be "the passage from a dependant childhood to independent adulthood" used by the working document accompanying the EC Communication "Youth – Investing and Empowering".[16] The category of "youth" does not correspond to a simple quantitative dimension defined by age. Youth embraces a complex, multi-dimensional set of socio-economic, demographic and cultural dynamics that have as much to do with lifestyle and "lifeworld" as with chronology. Societies acknowledge the increasing maturity of young people – although maturity is itself subject to different interpretations. Though young people's knowledge, consumer habits and opinions are seen as increasingly precocious in an ever more complex world, opinions differ as to whether this has led to greater maturity in terms of, for example, emotional development or healthy lifestyle. Acknowledging that there is no consensus on the definition of "youth", it will be defined in this report as those in the 16-25 age

11 "An EU Strategy for Youth – Investing and Empowering A renewed open method of coordination to address youth challenges and opportunities" 2009", COM(2009) 200 final.
12 "Renewed social agenda: Opportunities, access and solidarity in 21st century Europe", COM (2008)0412 final.
13 School dropout is a person who leaves school before completion. From a statistical point of view however, it shall be considered that the definition may refer to a different subset of individuals. See http://nces.ed.gov/pubs2002/2002114.pdf
14 "An EU Strategy for Youth – Investing and Empowering A renewed open method of coordination to address youth challenges and opportunities", COM(2009) 200 final.
15 "An EU Strategy for Youth – Investing and Empowering A renewed open method of coordination to address youth challenges and opportunities", COM(2009) 200 final.
16 "Youth - Investing and Empowering", EU YOUTH REPORT, SEC(2009) 549 final.

range. However, we should note that there is considerable evidence to suggest that the factors and processes that shape "e-exclusion" for young people kick in much earlier than age 16.[17]

As with definitions of youth, the concepts of **social exclusion** and **social inclusion** share a similar variability in definition and interpretation. The European Commission[18] provides the following baseline definition for social exclusion: "…..a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty, or lack of basic competencies and lifelong learning opportunities, or as a result of discrimination. This distances them from job, income and education and training opportunities, as well as social and community networks and activities. They have little access to power and decision-making bodies and thus often feel powerless and unable to take control over the decisions that affect their day to day lives". Social inclusion is defined[19] as "a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It ensures that they have a greater participation in decision making which affects their lives and access to their fundamental rights." In that sense, it should be kept in mind that exclusion can take many forms:[20] from single, more or less difficult and transient ones, to multiple and long-term ones.

Within this sphere, **youth at risk** of exclusion cannot be viewed as a homogenous group as it encompasses different *categories* such as: marginalized youth, young offenders, long-term unemployed youth and NEET (Not in Education, Employment or Training[21]), and different *factors* and situations that put them at risk, such as: dropping out of school, having a dysfunctional family, being in care, suffering from drug abuse, being homeless, etc. For instance, it was pointed out by the workshop experts that not all NEET are at risk as this category also includes those with transient lifestyles (e.g. exploring alternative lifestyles, taking a year off, travelling…) who are not

17 "Connecting Cultures: Home and School Uses of ICT", Facer, K. and Sutherland, R. in "Improving Classroom Learning with ICT" Oxford: Routledge Falmer, 2008.

18 "Renewed social agenda: Opportunities, access and solidarity in 21st century Europe", COM (2008) 0412 final.

19 "Renewed social agenda: Opportunities, access and solidarity in 21st century Europe", COM (2008) 0412 final.

20 "Exclusion from the Labour Market (1) describes the situation of facing external barriers to (re-)enter the labour market combined with a retreat of the affected person leading to resignation regarding the own (re-)employment. The second dimension, economic exclusion (2) is usually referred to as poverty and includes the financial dependency upon the welfare state or a socially unacceptable income, and the loss of ability to financially support oneself or the own family. Institutional exclusion (3) can occur from the side of the educational system (in both schools and further qualification and training institutions), institutions dealing with unemployment and poverty, and public and private service institutions (such as banks and insurance agencies). Besides the lack of support both before and during phases of unemployment, two other factors come into play: the experience of feelings of institutional dependency leading to shame and passivity, and the possible counterproductive effect of state support in the sense of exclusion of unemployed persons through their inclusion into a stable system. The fourth and fifth dimensions are closely linked with each other. Exclusion through social isolation (4) describes either a retreat of the social network or one's own retreat which can lead to a reduction of contacts to only one specific group of people or even a general isolation of the affected person. On a societal level, cultural exclusion (5) refers to the inability to live according to the socially accepted norms and values with the possible consequence of identification with deviant norms and behaviours. Stigmatisation and sanctions from the social surroundings are also subsumed within this dimension. The last dimension describes spatial exclusion (6) which manifests itself in the objective spatial concentration of persons with limited financial possibilities often coming from a similar social and/or cultural background and in feelings of isolation due to a missing infrastructure within the own residential area (e.g., lack of transportation, shops, but also cultural events, etc.)", Kieselbach, Thomas, van Heeringen, Kees, La Rosa, Michele, Lemkow Zetterling, Louis, Sokou, Katerina Starrin, Bengt, "Youth Unemployment and Social Exclusion: Objective Dimensions, Subjective Experiences, and Institutional Responses in Six European Countries (YUSEDER)", 2006.

21 A recent research from Host policy research (by Simon Bysshe, Dorothy Berry-Lound, John Austin, Judy Staton) entitled "Best Practice in tackling NEET (16-18 old) in West Yorkshire (UK)" tell us that "the term, or category, NEET, was formally created by the social exclusion unit (SEU, 1999) in their seminal report Bridging the Gap. It refers to 16-18 year olds who, due to their NEET status, are at risk of not making successful and sustainable transitions to education, training and employment". Besides they add this interesting key finding: "Importantly, too, it is clear from the literature, and from the reactions of some consultees of this research, that the term NEET itself, although a well-used piece of "policy shorthand", tells us only what young people are not, rather than what they are".

necessarily at risk of social exclusion. It is not exposure to only one factor of social risk that increases the chances that a young person will become socially excluded or marginalised, but rather exposure to a confluence of several factors at a specific time in life. On the other hand, "Digital Competences" constituted for the experts a commonly agreed protecting factor for youth, as did others such as having a caring family, disposing of an amount of social capital and social support networks, staying in education, having access to leisure resources and/or participating in social activities.

Some of the experts highlighted the fact that current practices at policy level tend to focus on fixed groups/categories of YAR in a "silo/niche" approach, which puts young people into a static classification. There was consensus among the workshop experts on the need for a dynamic multi-dimensional construct for defining "youth at risk", associating it with scenarios of risk, rather than with static target groups.

Therefore the "risk scenarios" approach seems to better encompass a broad spectrum of young people in a defined age range by contextualizing them in relation to their different:

- Demographic, socio-economic, cultural and psychological characteristics,
- "Life contexts" and lifestyles,
- Experiences and responses to a diverse range of vulnerability factors that shape their "risk" of exclusion,
- Experiences and responses to "exclusion outcomes",
- Needs in terms of support.

**Key workshop finding:**

YAR is not a homogenous or a static group of people, nor is it composed of fixed categories. Instead, it encompasses "flexible situations/risk scenarios" that are linked to the accumulation of a number of factors that can put young people at risk of being socially and economically excluded from society at any one moment.

# 2: Youth at Risk and ICT

From background research, it is clear that there is a need to make sense of the rapidly evolving and controversial theoretical debates and discourses that shape the domain of ICT, inclusion and youth and to contribute to supporting consensus and "sense-making" in definition, evaluation and measurement. In this section, we present the elements discussed regarding what is known about the uses of ICT by young people, and by Youth at Risk.

## 2.1. Young people's uses of ICT

Overall, the existing literature suggests that young people are actively engaged in the "Knowledge Society[22]". Youth is seen as playing an important role in the development of knowledge societies as they are, generally speaking, "leading innovators", being the first to use, appropriate and share knowledge on new ICT. This view owes much to the notion of "Digital Natives" which refers to the intensity of use of ICT (Internet and other multimedia digital technologies) by young people. Digital Natives are "used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics *before* their text rather than the other way round. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious work."[23]

Another notion that has come to the fore in recent thinking on learning is the idea that education is now focusing on "new millennium learners" (NML), and that the future of learning is inextricably bound up with these learners.[24] NML – those born after 1982 - are the first generation to grow up surrounded by digital media, and most of their activities dealing with peer-to-peer communication and knowledge management are mediated by these technologies.[25] Based on the results of a range of studies, it is claimed that NML are highly skilled at multi-tasking and they are "hardwired" simultaneously to different types of web-based participatory media;[26] they are "technologically savvy", have grown up with the Web and are "always-on"; they are adept with computers and creative with technology.[27] Perhaps more importantly, some commentators are now taking the view that the new learning skills acquired by NML have changed cognitive patterns. It is suggested that NML do not think linearly and are less structured than previous generations.[28] They gain knowledge by processing discontinued, non-linear information, which changes their learning styles.[29] According to the OECD, research shows that exposure to the proliferation of imagery in the media has contributed to selective increases in nonverbal intelligence scores during the past century in industrialised countries. Indeed, a recent OECD study claims that multitasking as a phenomenon will not disappear, but will become the educational mainstream.[30]

22 "Knowledge Societies", Nico Stehr, 1994.
23 "Digital Natives, Digital Immigrants", Marc Prensky, From On the Horizon MCB University Press, Vol. 9 No. 5, 2001.
24 "New Millenium Learners in Higher education: Evidence and policy implications" Francesc Pedró, 2009.
25 "New Millenium Learners in Higher education: Evidence and policy implications" Francesc Pedró, 2009.
26 "Utilizing Social Media to Support "Always On" Learning Styles", Baird, D. & Fisher, M. Journal of Education Technology Systems, 2006.
27 "Educating the Net Generation", Diana G. Oblinger and James L. Oblinger, 2005.
28 "Technology Literacy and the MySpace Generation: They're Not Asking Permission", McLester, Susan, Technology & Learning, 2007.
29 "New Millenium Learners in Higher education: Evidence and policy implications" Francesc Pedró, 2009.
30 "New Millennium Learners. Initial findings on the effect of digital technologies on schoolage learners", OECD, 2008.

However, it should be emphasised that "NML" or "Digital Natives" are terms which cannot be ascribed to an entire generation of young people. Nor do young people constitute a homogenous group. Internet use amongst young people is mediated through social and cultural factors like education, social status and employment. Pew internet studies (2008) remind us that "demography is destiny when it comes to predicting who will go online". For example, the 2008 Eurostat ICT statistics report that 96% of 16-25 year olds with high formal education regularly use the internet against 79% of youth with no or low formal education.

As noted in the introduction, ambitious EU e-inclusion targets were set for 2008 and 2010 to ensure that "nobody is left behind". Yet, there has been little critical inquiry or reflection on the experiences of people on the margins of increasingly "technology" rich societies or communities. Our understanding of who is making little or no use of technology is weak – particularly with regard to young people,[31] who are presumed to have a natural affinity with ICT, leading increasingly to them being described as "digital natives" , or the "internet generation".

In fact, there is some evidence to suggest that within the broad category of "young people" as a whole, the levels of ICT skills, digital literacy and digital fluency vary considerably regarding their capacity to address daily needs and problems or to integrate a life-long learning perspective within daily life. The capacity of ICT to support lifelong learning is not shaped simply by access and frequency of use by also by "quality of use" of ICT. For these reasons, we believe that many young people continue to be left behind in the "knowledge revolution", and that these problems are likely to worsen in the future.

Key obstacles militating against the e-inclusion of young people in general include cost, peer pressure, social context, attitudes towards computer use, difficulties accessing computers, lack of relevance of computer technology to young people's daily lives, and the potential of formal educational environments to exacerbate inequalities in access and anxieties around ICTs.[32] In addition, a preliminary literature review on the impacts associated with the use of different types and modes of ICT suggests the existence of many misuses and practices that endanger youngsters. Challenges are mostly related to privacy and security issues (such as electronic identity theft, predators on the internet, cyber bullying and/or using ICT to record and spread violence) but also include obsessive and "addictive" attachment to ICT (social networking sites and videogames,[33] for instance) which drive young people to reduce the time they could devote to other cultural and educational activities in favour of staying connected. Additionally, a strong and worrying decline[34] has been observed

31 A recent study developed in Belgium has intended to analyze the digital divide happening among young persons and analyze the youth "off-line" characteristics. One of their main key finding states that: "only 9% of young people between 16 and 25 neither use Internet at all or very episodically. However, 33% of youth in this age group feel that their skills computing are inadequate to meet the requirements of the labour market. These data suggest a discrepancy between, on one hand, the familiarity with youth and internet, and on the other hand, the ICT skills that the world economy and the government expect of them", Fondation Travail-Université the Federal Public Service of Social integration, September 2009.

32 "Curriculum 2.0: Educating the Digital Generation", Facer, K. & Green, H. in S. Parker (ed) Unlocking Innovation: Why Citizens Hold the Key to Public Service Reform, 2007.

33 For instance, in a recent on-line public consultation in the youth field, DG EAC reported that the following issues were felt as the main risks experienced by youth consulted: "- Social exclusion; - Alcohol and drug abuse; - Stress and psychological disorders, potentially leading to suicide; - Poverty; - Addiction to computer games", Source: "Results of the online public consultation in the youth field", A Report to DG EAC under the Framework Contract on Evaluation, Impact Assessment and Related Services, Project Director: Dr Andrew McCoshan, Project Manager: Sacha Koppert, Consultants: Dr Gwen de Bruin, Johan Siegert.

34 "Several sources report a deterioration of the image of the ICT sector and ICT work, which is reflected in the decline in the number of students starting ICT courses. Adding to the concerns related to the demographic decline, young people seem less and less interested in studying mathematics, sciences and technology, and the gender issue still remains. There is a need to communicate better with the public, especially young people, parents, teachers and women, and to adopt measures to facilitate the adaptation of the workforce", COM (2007) 496 final.

at European level in the number of students taking up technological and ICT careers over the last few years. This decline concerns both boys and girls, though gender issues regarding women's access, use and aspirations as regards ICT has long been considered a problem.

## 2.2 ICT potential to support the socio-economic inclusion of youth at risk

To deepen the foregoing discussion, we provide below a more detailed description of two broad and complementary approaches to the potential of ICT to reengage and foster the socio-economic inclusion of young people.

On the one hand, a strong "**Utopian" perspective on ICTs** has been established – particularly in the last few years which have seen the unparalleled growth of "Web 2.0" and social networking – and their use predominantly by people under the age of 25. Social networking applications are seen as the fastest growing niche in the broad range of systems and services using Web 2.0 applications and technologies. There is a significant body of evidence to suggest that ICTs, and particularly Web 2.0, can contribute to positively supporting the needs of excluded young people and those at risk. For example, in a literature review of the current state of the art, Joe Cullen and others[35] cite numerous examples to support the view that projects using Learning 2.0 strategies have considerable potential for re-engaging excluded groups in learning. These include initiatives to support learning for young people in hospitals (e.g. "Mundo des Estrellas[36]"); the use of Second life to support learning for young people with autism and Asperger's Syndrome (e.g. "Brigadoon[37]"); initiatives that offer an alternative to traditional education for young people disengaged from classroom learning because of illness, pregnancy, bullying, phobia, travelling, reluctance to learn, disaffection, exclusion (e.g. "Notschool[38]") and projects that aim to exploit the advantages of social computing tools to guarantee a representation of minorities through direct self expression ("Rete G2 seconde generazioni[39]").

Another recent study carried out for IPTS on the use of Learning 2.0[40] for social inclusion identified a range of positive outcomes and impacts associated with the use of ICTs that contributed to re-engaging young people. These included improved numeracy and literacy; inculcation of digital literacy; supporting team-working; reducing stigmatisation; reducing "gang antagonism" and gang feuds; increased confidence and self-esteem; increasing motivation to learn more; reduced marginalisation; supporting active citizenship and expanding young people's horizons and their sense of their capabilities. Yet, increasingly the boundaries between social inclusion, social networking, social capital and social technologies are blurring. While the prevailing view is that developments like Web 2.0 have the capacity to engage young people more fully in social life, as the social networking applications of ICT expand, they develop significant social resonance and implications for identity, inclusion and status. Young people on the margins of society face increasing alienation from technologies that are hailed to be more socially interactive, participatory and equitable.

35 "Good Practices of Learning 2.0: Promoting Inclusion", Authors: Joe Cullen, Clare Cullen, Damian Hayward and Veronique Maes, Editors: Christine Redecker, Margherita Bacigalupo, Kirsti Ala-Mutka and Yves Punie, Technical Note JRC 53578.

36 Source: http://www.juntadeandalucia.es/servicioandaluzdesalud/principal/documentosAcc.asp?pagina=%20gr_sabermas_yademas1

37 Source: http://braintalk.blogs.com/brigadoon/

38 Source: http://www.literacytrust.org.uk/socialinclusion/youngpeople/notschoolpractice.html

39 Source: http://www.secondegenerazioni.it/

40 "Learning 2.0: The Impact of Web2.0 Innovation on Education and Training in Europe", K. Ala-Mutka, M. Bacigalupo, S. Kluzer, C. Pascu, Y. Punie and C. Redecker, http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=2139

On the other hand, the **"dystopian" perspective on ICTs**, **young people and exclusion** cites evidence[41] to suggest that significant numbers of young people remain at the margins of the "knowledge society" and social networking. INCLUSO[42] a European research project, aims to deliver demonstrable proof that ICT, and more precisely, social software tools, can facilitate social inclusion of marginalized young people.

There is also increasing concern, and lack of knowledge, about the roles that new technologies are playing in reinforcing social problems rather than providing opportunities for social integration – for example the use of video mobile phones for "happy slapping"; the glorification on YouTube of knife and gun crime; the use of social networking sites to promote the "radicalisation" of young people. Another gap in our understanding is how technologies that on the surface appear to promote greater social interaction and collaboration in Web 2.0 environments can actually engage young people in highly individualistic behaviours that undermine citizenship.[43] Critics of social networking argue that in essence, social interaction takes place in a highly individualised way. The current generation of "social networks" has been designated the "Me Media", reflecting a particularly twenty-first century need for self-exposure, centred on narcissism and exhibitionism, and linked to the "cult of celebrity" and the dominance of reality TV. Some commentators, like Cerezo, have described this movement towards ever-increasing individual exposure as "technological intoxication".[44] Others point to the tendency for social networking sites to promote a meritocracy, where only the "in vogue" tools and bloggers become the most popular, rather than a democratization of the internet. The tendency for social networking to reinforce the "herding" instinct has been criticized, perhaps excessively, as a new form of "crypto totalitarianism", where individuals who don't fit in run the risk of being shamed and pilloried by "mob stupidity".[45]

**Key workshop findings:**

- ICT/Web 2.0, together with social interaction and participation, can play a role for motivating YAR to learn by YAR as they tend to value "creative" uses of ICTs. However, they do not necessarily want or know how to use them, particularly in highly structured situations, like the classroom.

- Even though there many studies on the use of ICT by youngsters, the amount of research specifically focused on the access, uses and aspirations of YAR in relation to ICT is considerably less. Both background research[46] and the experts pointed to gaps in the literature, research and knowledge regarding the following aspects:
  - **Characteristics of "offline" young people:** Who are they? Why aren't they using ICT?
  - **Relation between the online and the offline dimensions:** To what extent are YAR more vulnerable than the average youngster in online environments? How can this interaction between their offline and their online identities be addressed in order to enable YAR to develop healthy and secure online activities?

41 "ScreenPlay: Children and Computing in the Home", Facer, K., Furlong, J., Furlong, R. & Sutherland, R., 2003.
42 Source: www.incluso.org
43 Quoting results from Turnbull & Muir (2005), Cullen (2007) and Oysermann, Koon & Kemmelmeier (2007) in "Good Practices for Learning 2.0: Promoting Inclusion, An In-depth Study of Eight Learning 2.0 Cases", Authors: Joe Cullen, Clare Cullen, Damian Hayward and Veronique Maes, DG JRC- IPTS, 2008.
44 Cerezo, H., "Corrientes pedagógicas contemporáneas', Odiseo, revista electrónica de pedagogía, 4, 2007.
45 "Good Practices for Learning 2.0: Promoting Inclusion, An In-depth Study of Eight Learning 2.0 Cases", Joe Cullen, Clare Cullen, Damian Hayward and Veronique Maes, DG JRC- IPTS, 2008.
46 Our literature review "work in progress" can be visited at: http://www.mindmeister.com/15344058/determining-impact-of-ict-use-in-socioeconomic-inclusion-of-marginalized-youth. The mind-map shows current policymaking, European researches and initiatives addressing the reengagement of YAR using actively and creatively ICT.

– **Quality of ICT use by young people:** Which ICT applications foster young people's social inclusion (by helping them to solve daily needs), their education (by empowering them towards a life-long learning dynamic), their access to training and employment opportunities (by helping them to unlock their talents and/or real interests), their participation in social activities (by enabling them to get their voices heard and develop "active citizenship")?

# 3: ICT-based Initiatives for the Socio-economic Inclusion of YAR

From background research it is clear that ICT plays an important role in re-engaging YAR and preventing their social exclusion. Research also shows that non-technological components of ICT initiatives are crucial for their success. In this chapter, therefore, we aim to better understand the experts' views regarding the following elements:

- What is known of existing ICT-driven initiatives for the socio-economic inclusion of YAR?
- What opportunities and challenges does ICT bring in achieving the inclusion objectives?
- What are the key factors for success / failure? and
- What are the general, non ICT-related challenges faced by these initiatives?

## 3.1 ICT-driven initiatives

Many initiatives have been deployed to foster the socioeconomic inclusion of youth at risk through the use of ICT. Additionally, many initiatives working with/for YAR are using more or less ICT for their back office activities and for their direct interaction with YAR (to identify, track, reach, engage, and monitor their exchanges). Both uses (primary and secondary) of ICT are encompassed by the notion of "ICT-driven" initiatives and are addressed as such in this chapter. Annex 2 lists several of these ICT-driven initiatives involving organisations which provide services and training activities to help youth at risk to re-engage with studies, training, employment and/or social participation (using ICT to learn, find information, a job and/or learning to use ICT).

As stated in a recent study, the diversity of the socio-economic and socio-cultural factors that lead to risk situations for young people ensures that no "one size fits all" solution can be effective. Rather, a set of solutions that focus on different groups of young people, within a system that offers appropriate social intervention to engage young people, is needed.[47] The INCLUSO[48] project, which focuses on what social software can do for marginalized young people, shows that provision of digital technologies without appropriate human intervention is not effective for inclusion of NEET. Therefore there is a need to accompany ICT activities with sufficient social intervention (i.e. direct, face-to-face support from the support staff of the ICT-driven initiative such as youth workers[49]).

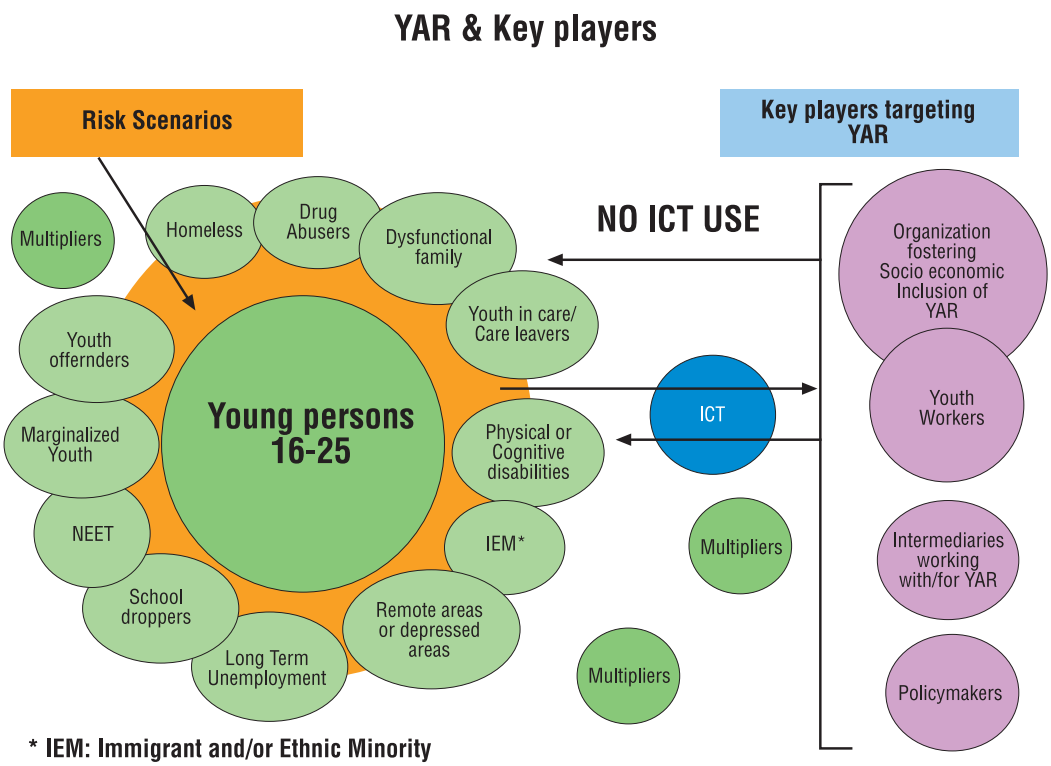
In addition, the experts agreed on the fact that there is a need to take into account the potential role of "multipliers" when developing activities oriented towards raising awareness, motivation and training of "intermediaries" and YAR. "Multipliers" are people who play an informal role in passing knowledge to, and interacting positively with, YAR. "Intermediaries" are professionals working with/for YAR (youth workers, teachers, social assistants, health workers etc). They can be members of their families, intimate friends, community champions, or neighbours. They do not perform a professional duty when they interact with YAR but they do play an important role as "bridges" between YAR, ICT-driven initiatives and welfare services, for instance. The graph below highlights the different types of

47 "Assessing the potential of e-learning to support re-engagement amongst young people with Not in education, employment or training (NEET) status: An independent research and evaluation study" Background report, Passey, Williams, Colin, 2008.

48 http://www.incluso.org/

49 "The general aims of youth work are the integration and inclusion of young people in society. It may also aim towards the personal and social emancipation of young people from dependency and exploitation. Youth work belongs both to the social welfare and to the educational systems. In some countries it is regulated by law and administered by state civil servants, in particular at local level. However, there exists an important relation between these professional and voluntary workers which is at times antagonistic, and at others, cooperative", Peter Loritzen quoted by "The Socioeconomic scope of Youth Work in Europe", see: http://youth-partnership.coe.int/youth-partnership/research/socioeconomicscopeofwork.html

*Figure 1: Stakeholders composing the ecosystem surrounding youth at risk*




risk scenarios and stakeholders composing the ecosystem surrounding YAR.

The need to take into account the role and importance of "human intervention" (intermediaries and multipliers) is possibly the one common finding and strongest recommendation of all the reports currently available. The experts agreed that the use of ICT alone does not translate into the social inclusion of YAR. This statement is verified by the fact that a very large number of young people are using ICT in a rather intensive way but nonetheless, the percentage of young people at risk of social exclusion has not diminished. Therefore the use of ICT has to be embedded in a pedagogical approach where human interaction enables the generation of trust, confidence, motivation and capacity to reengage with education, training and learning for YAR. This means that the importance of the role that ICT can play in the reengagement of YAR depends on their specific socio-economic characteristics, and the quality of life in the territory they inhabit. It also depends also on the organizational specificities and the methodological approach guiding the use of ICT by the initiative targeting them.

Though information was presented on several ICT-driven initiatives targeting YAR, the experts at the workshop agreed that very limited research has been carried out and little systematic knowledge produced on the role and potential of ICT-driven initiatives in addressing YAR. The experts believed that, while a significant number of activities are taking place, these seems to lack visibility and there is a lack of "know how", or structures to enable efficient networking, sharing and exchanging of good practices between the implementers of these initiatives. In addition, bottlenecks preventing greater cooperation between the stakeholders who make up the ecosystem of professionals targeting YAR remain largely under-researched. Indeed, if one YAR is interacting with different stakeholders trying to support and reengage him/her, shouldn't the stakeholders be enabled to exchange between them useful information regarding the circumstances of this YAR?. The experts agreed that knowledge on how these organizations cooperate (if they do cooperate) and how ICT can facilitate the exchange of useful information between ICT-driven organizations, youth workers, intermediaries, policymakers and YAR constitute an important part

of enabling supportive cross-cutting actions among different policies addressing YAR.

Therefore there seems to be a need for 1) further research that would provide a better knowledge base, 2) more awareness-raising and 3) better networking among stakeholders involved in the funding, coordination and implementation of ICT-driven initiatives targeting YAR. In particular, research would be needed so as to gather knowledge on:

- What are the existing ICT-driven initiatives targeting YAR?
- What stakeholders are involved in their promotion and/or implementation, for example: third sector organizations, private companies, public bodies, and / or education and training institutions?
- Which pedagogical approaches to ICT use are being implemented, for instance are they "learning with ICT" and/or "learning to use ICT" approaches?

## 3.2 Opportunities and challenges brought about by ICT

The role of ICT in addressing YAR needs and enabling their re-engagement is therefore seen as two-fold. On the one hand, ICT are seen as important tools for intermediaries, youth workers and other public agencies to facilitate the identification, reaching out, communication and responding to YAR specific needs. On the other hand, ICT is also seen as a tool to attract and engage YAR in ICT-driven initiatives that will help them in their access to educational contents, vocational training and/or other social opportunities dealing with leisure, civic engagement and so on.

Evidence[50] shows that public agencies, service providers and other "intermediaries" are using ICT for three main purposes:

- Information exchange and coordination among them[51] to improve tracking of YAR and service delivery;
- Maintaining contacts, counselling and providing information to YAR;
- Innovating service provision itself (training, workshops, other activities addressing young people) to better engage their customers.

On the other hand, **ICT-driven initiatives are using ICT to enable:**

- "Reaching out to and engaging YAR"[52]
- "Giving voice to YAR"[53]
- "Providing them with learning opportunities"[54]

50 "Technologies used by local authorities to support young people who are not in education, employment or training", Becta landscape review, Don Passey, 2009.

51 YorOK Database (UK): In Greater London, all 32 Boroughs and the City have come together for a One-stop-shop for young people which is specifically concerned with security and privacy in information sharing, source: http://www.yor-ok.org.uk/

52 FreqOUT! (UK): Vital Regeneration's London-based community education programme for young people which originated in Westminster explores the artistic and educational potential of wireless technology to engage socially excluded young people living in deprived areas of the UK. Experienced artists, tutors and youth workers facilitate activities that encourage young people to discuss and create responses to current issues and technologies. One of FreqOUT's projects (CCTV Is Following Me) helps young people discuss topics relevant to them and make a film using handheld devices, source: http://www.vitalregeneration.org/freqout

53 Lyrical Magazine in Sheffield (UK): Give a voice to a group of Care Leavers, some of whom had experienced disrupted, insecure, transient childhoods and a history of problems at school. Care Leavers in Sheffield had expressed their frustration that the images used for publicity aimed at them were never 'of them' or chosen 'by them'. Lyrical took as its template the well established Cube Magazine and Media project (http://www.cubeweb.org.uk/) which had been developed by Sheffield South CLC as a work-experience offer for students from 25 Sheffield secondary schools; A-Clinic Foundation (Finland) has used its Shadow World project to reach out to 11-15 year old Finnish youths suffering from parental substance misuse.

54 Mobile Learning Network (MoLeNet) (UK): A Support and Evaluation Programme funded by Learning and Skills Council (LSC) and the 32 participating institutions launched in early 2008.It provides a wide range of learning opportunities targeting young people who are NEET. Mobile and handheld devices to be used: mobile phones, PDAs, iPods, handheld games machines (PSPs and Nintendo DS) Ultra-Mobile PCs (UMPCs), source: http://www.molenet.org.uk/ Notschool.net (UK): Started in 1998, it is an Online learning community, offering an alternative to traditional education, to young people who, for a variety of reasons, can no longer cope with school, or with alternatives such as home-tutoring or special referral units. Young people, referred to as researchers, are equipped with IT equipment and an internet connection in their homes, and are supported by the core team from Notschool.net, by a Local Authority team, personal mentors, a number of subject experts, and virtual 'buddies'. The progress is accredited within the National Framework, source: http://www.inclusiontrust.org/notschool

- "Training them to search for and find a vocational training and/or a job"[55]
- "Enhancing their life conditions"[56]

However, recent projects using ICT to reengage YAR face a number of challenges which limit their potential:

- **Their sustainability is crucial but often good projects stop due to lack of funds.** It seems that a large number of ICT-driven initiatives are implemented by non-profit organizations which face specific problems in maintaining their sustainability as they are generally dependent either on public or private funds through subventions, grants etc and/or on selling specific services. Another typical situation highlighted by the experts is that good ICT-driven initiatives raise participants' expectations, which then cannot be fulfilled beyond the funding life of the project. This situation is highly counter-productive in the long term, although in the short term, these projects do have success in reengaging YAR. This short-term funding model (i.e. from 6 months to 3 years), generally encompassing short-term targets, should therefore be reviewed where initiatives targeting YAR are concerned, as temporalities associated to their social inclusion are generally achieved in the mid-long term, rather than the short term.

- **There is a lack of appropriate tools and legal frameworks to manage disclosure of personal data in on-line social network settings**. As explained before, further research is needed to understand which stakeholders are currently gathering information and are able to identify YAR. Exchange of useful information among stakeholders and relevant intermediaries working with/for YAR is difficult because of barriers such as disclosure of personal information, security and privacy. How can these barriers be managed and overcome so that services identifying YAR can still pass on relevant information to the initiatives/ actors that could target and reengage them? Besides, some experts also pointed out that the need for such tools is particularly pressing since YAR are very vulnerable to the dangers in "digital spaces" such as identity theft, predators, cyber-bullying, and use of online channels to spread offline violence. The lack of adequate legal frameworks makes it difficult for "intermediaries" to handle these situations.

- **Youth workers under-estimate the extent to which, for some young people, there is no separation between the on-line world they inhabit and the off-line world**. For instance, it is not clear how the working time of "youth workers" (8 hours/day model) can be adapted to "online" counselling (24/7 model)? If YAR are "hanging out" on the internet in the late afternoon and they need support and help at this precise time, how can the working time table be adapted to fulfil this need?

- **Many "intermediaries" lack training on the potential of ICT and web 2.0 tools for their work.** For instance, it is not clear how

55 Fundación Tomillo (Spain): Its training programs provide young adults that have low levels of education and employability, advanced IT skills to gain highly qualified employment, source: http://www.tomillo.es/
Fast Track To IT (Ireland): Emphasising youth integration into the labour market, this is a project promoted by the Student Computer Arts Society in Bulgaria and is funded under the EU Leonardo da Vinci Programme. This project is being developed in collaboration with partners in a number of EU member states and accession countries namely: Greece, Ireland, Italy, Latvia, Slovakia and Sweden, source: http://www.fit.ie/about

56 Virtual Ruksak (UK): The Initial idea was developed in 2007 between Digital Birmingham & St Basils Trust (for homeless young people). The service is an on-line secure facility which enables anyone who hasn't got a fixed address, or is prone to losing their vital details, a permanent and safe place to keep them. The project is trialled on 30 – 40 homeless 16 – 25 year olds who are clients of St Basils, source: https://www.urvr.net/; KPN Mooiste Contact Fonds (Netherlands): A company which supports the 'KlasseContact' project, together with Stichting Ziezon, a foundation that enables sick schoolchildren to stay in contact with their classmates. This is achieved through the installation of a laptop and webcam installed at the home or in hospital and a chair with a big screen and webcam installed at the school so sick children can follow lessons from home and maintain social contact with their friends, source: http://www.mooistecontactfonds.nl/klassecontact.pp

many “intermediaries” are trained to use ICT and if they really understand how they can best use these tools for networking, finding resources for action and exchanging precious information with YAR or other stakeholders. This goes hand in hand with improving their capacity to evaluate the true cost associated with the introduction of ICT in their organizations. The integration of ICT should take into account the context and objectives of the youth workers and the YAR targeted.

**Key workshop findings:**

- ICT-driven initiatives targeting YAR are taking place but there is still little systematic and in-depth information about them. Knowledge sharing and collaboration among stakeholders involved with YAR is still too limited.
- There is a strong need for more ICT tools adapted to the specific needs of social workers which address issues like security, privacy and disclosure of personal information and also for more "training" activities to develop ICT skills for the "intermediaries" interacting with YAR.
- There is evidence that ICT-driven initiatives can foster the reengagement of YAR in a variety of dimensions (education, vocational training, job searching, social engagement) by using ICT in their back-office activities and in their interaction with YAR.
- ICT is seen as a powerful tool for attracting and engaging YAR as some multimedia and audiovisual facilities enable their creativity and their participation and also allow them to unlock their talents and interests.

# 4: Impact Assessment (IA) of ICT-based Initiatives

In this chapter, we aim to better understand the experts' view on what would be a good methodology for assessing the impact of initiatives (including what information should be collected, which stakeholders should be involved in the process and in what way), the current practices in the field and also the different challenges faced by stakeholders.

## 4.1 Definitions

The hypothesis underlying our research questions is that ICT-based initiatives can, under certain conditions, have impacts on the socio-economic characteristics of youth at risk (employment status, social capital, skills, autonomy, etc). The impact of these effects depends on certain factors, including: the specific socio-demographic characteristics of the youth population; their socio-economic and cultural environment; and the design features of the ICT-based initiative deployed. Identifying the various configurations of factors that lead to particular "**outputs and outcomes**" was therefore one of the main goals of the workshop.

In order to clarify these concepts, we refer to the "Vienna study on the economic and social impact of eInclusion"[57] which states that "**Inputs** are the support initiatives with their costs. **Outputs** cover the final products of such initiatives, whose production is mostly controlled by those implementing them. **Outcomes** are the direct and intermediate changes produced for specific constituencies as a result of the initiatives. The nature of these outcomes depends on a number of intervening variables. The term **Impacts** is used to indicate broader and longer-term social and economic changes, primarily at the macro level, to which policy initiatives contribute. These longer-term impacts are subject to a wider range of intervening variables".[58] As an illustration, in the field of ICT-driven initiatives targeting YAR, for instance, the input could be the overall budget allocated to ICT training and eInclusion by policies. The output could be the number of YAR trained and a possible outcome could be ICT skills attainment level reached. Finally, the impacts could be an educated labour force with new skills for new jobs, increased productivity and competitiveness and reduced exclusion costs.

## 4.2 Impact assessment methodologies

Policymakers, researchers and practitioners have recently become increasingly concerned with how to identify, measure and analyze the impact of eInclusion initiatives. Some of the steps taken to begin to tackle challenges related to the measurement of the impact of eInclusion initiatives and to develop methodologies for this task are listed below:

- The Riga Dashboard report[59] which reported on the midterm progress towards 2010 policy targets by developing indicators, "two of them dealing with the supply side (broadband coverage and e-Accessibility of public websites) and two others within the demand side (halving the disparities in internet use and digital literacy disparities)".

57 "Vienna study on the economic and social impact of eInclusion", Cristiano Codagnone 2009, Source: http://ec.europa.eu/information_society/activities/einclusion/library/studies/eco_impact/index_en.htm

58 Ibid, footnote 57.

59 http://ec.europa.eu/information_society/activities/einclusion/docs/i2010_initiative/rigadashboard.doc

- A "Comparative Study of Public e-Service Centres in Europe"[60] aimed to analyze in depth the outputs and outcomes generated by 8 large Public Internet Access Points (PIAP) networks which set out to enable access to ICT and training in ICT skills (called in the study as PESCE – Public E-Services Centres).

- Finally, the "Vienna study", quoted previously, reflects the most systematic attempt so far to develop an analytical framework to understand and assess the socio-economic impact of eInclusion initiatives.

The overall message of these studies is that the social and economic relevance of e-Inclusion is increasingly recognised by public, commercial and non-profit stakeholders. The next step needed is more in-depth analysis of evidence-based cases, in order to improve the ability of stakeholders in the e-Inclusion field to develop specific strategies to monitor their activities, and to develop an assessment regarding the outputs and outcomes of their activities. This culture of evaluation should improve their capacity to identify obstacles, to see how successful initiatives can be started (when, where and how?), to find solutions to manage e-inclusion projects in an efficient and accessible manner and to improve their sustainability in the mid and long-term.

## 4.3 Components to be taken into account when developing a methodology to assess the impact of ICT-driven initiatives

The experts agreed that a standard impact assessment approach for eInclusion initiatives in general, and for ICT-driven initiatives fostering the socio-economic inclusion of YAR in particular, would be of limited value. Methods for monitoring, evaluating and assessing impact need to be highly **contextualised**, and in particular, need to be adapted to the objective of each initiative and its target group. For example, working with young people suffering from several vulnerability factors creates particular challenges for impact assessment. Young people in these situations are typically distrustful of "officialdom" and research. They consider research to be intrusive, and sometimes meaningless. Conventional methodologies, such as questionnaires, are often unsuitable as data collection instruments. Furthermore, the complexity of "risk scenarios" requires approaches and methodologies that are equally complex and rich.

The other dimension for contextualization is the need to take into account as many stakeholders' opinions (young people; youth workers; intermediaries) as possible since, typically, many of them are not represented in conventional evaluations. This leads to a number of problems, including: using inappropriate and limited evaluation instruments (using just surveys and not developing any interviews or focus groups, for instance, and developing therefore an only quantitative IA); alienating stakeholders from the process and under-valuing their contribution to developing evidence (if all the parties engaged in an ICT-driven initiative are not consulted/ engaged in the evaluation process, then those who are left out might feel they are being examined and judged by a third party which, in turn, will make them feel they are not part of the process).

The experts also stressed the need to incorporate "**formative" evaluation** in impact assessment (how progress is being achieved and how improvements can be introduced into the delivery and implementation process) rather than concentrating solely on **"summative" evaluation** (reporting results at the end of the process). This was understood to be particularly important as it would enable implementers/coordinators of ICT-driven initiatives to be more actively engaged in the evaluation process. This harnesses evaluation for the more effective management of an initiative rather than applying it as an "imposed exercise" required by fund-givers to justify their investment,

60 http://www.epractice.eu/files/media/media2109.pdf

for instance. The importance of methodologies enabling **participatory and action research approaches** with stakeholders concerned was underlined as both enable the development of "formative" evaluation.

Another important element of discussion dealt with **"what should be measured"** (ideally speaking**)** and **"what could be measured"**(pragmatically speaking). For instance, there is a lack of longitudinal studies (which enable the collection and analysis of comparative data over time) in measuring the effects of social exclusion/social inclusion. Without access to longitudinal data, it is difficult to test hypotheses on what kind of changes in young people's situations, attitudes and behaviours are being supported by ICT. Furthermore, without longitudinal data there is a lack of "baseline" evidence for the measurement of change. The life-cycle of ICT and the effects of ICT diffusion and evolution paths on impacts also need to be factored into analysis. For example, the "curve effect" argues that the benefits of the introduction of ICT will be subject to considerable time-lags, as people learn to use ICT and benefit from them some time after their introduction. The assessment of these effects requires therefore collection of data to measure progress over time. Finally, longitudinal studies also contribute to **data triangulation.**[61] Triangulation allows for the synthesis of evidence of different types and from different sources, drawn from evaluation activities, in order to arrive at evaluation outcomes. In practice, this means first carrying out a stakeholder analysis. This is followed by analysis of multiple sources of data. Finally, a multi-evaluation methodology from different actors involved in the process of evaluation is used.

The experts also pointed out the need for IA methodologies to measure soft **skills** outcomes (such as increases in self confidence, self-esteem, social relations capacities, curiosity…) and **hard skills** outcomes (such as increased ICT skills and digital competences for life long learning, employability and social participation). "Soft skills" are harder to measure, requiring more qualitative, in-depth and costly methodologies, factors that might explain why they are not systematically addressed by IA methodologies. In addition, the experts pointed to the need to **integrate different measurement methods** in order to support triangulation. These include qualitative (e.g. focus groups, interviews, observation), quantitative (e.g. surveys, web site statistics) and semi-quantitative methods (e.g. surveys with open questions, discourse analysis).

To achieve these objectives, the experts also pointed out the **need for new methodologies** to:

- deconstruct "silences" (understanding the opinions and experiences of the "invisible groups" whose voices are largely unheard) in order to better understand their experiences of social exclusion;

- track the use of online systems by young people, or by intermediaries working with them ("digital spaces" such as databases, intranet facilities, eLearning platforms, social network sites can generate a lot of data regarding quality/frequency of uses of online resources) in order to better understand how the use of those spaces impact on their achievements.

61 "In the social sciences, triangulation is often used to indicate that more than two methods are used in a study with a view to double (or triple) checking results. This is also called "cross examination". The idea is that one can be more confident with a result if different methods lead to the same result. If an investigator uses only one method, the temptation is strong to believe in the findings. If an investigator uses two methods, the results may well clash. By using three methods to get at the answer to one question, the hope is that two of the three will produce similar answers, or if three clashing answers are produced, the investigator knows that the question needs to be reframed, methods reconsidered, or both", source: http://en.wikipedia.org/wiki/Triangulation_%28social_science%29

## 4.4 Current practices and key challenges regarding Impact Assessment

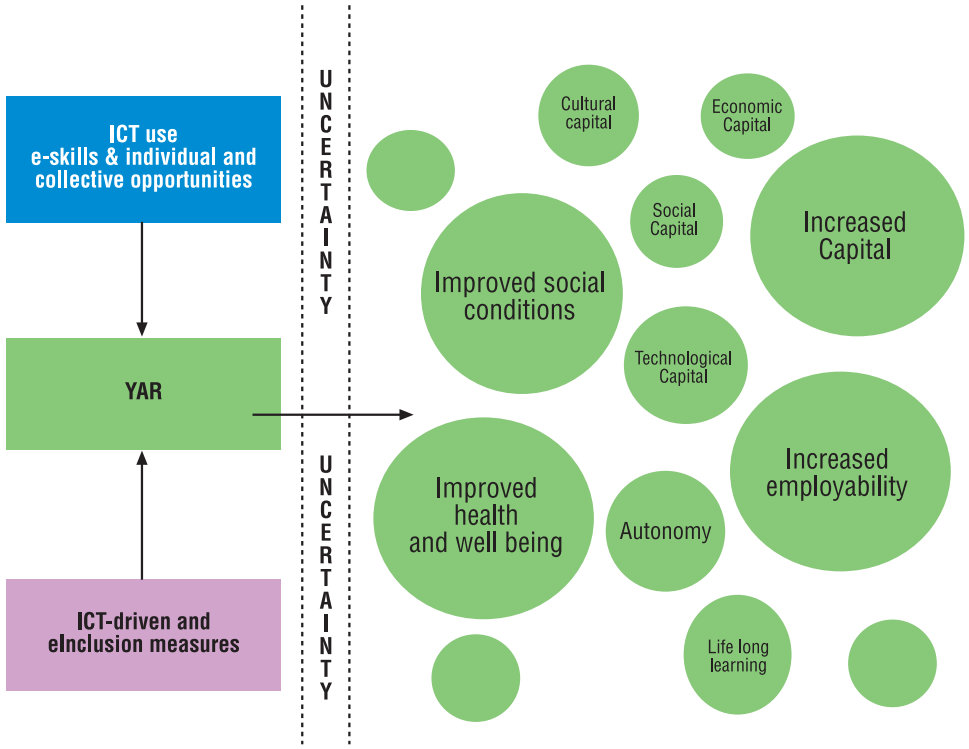
Figure 2 shows a number of dimensions of young people's lives on which ICT-driven initiatives could potentially have an impact and upon which, monitoring and IA activities should concentrate.

The workshop experts recognised that evaluation and impact analysis of initiatives targeting YAR was still relatively under-developed. Though some impact assessment methods are currently being developed,[62] generally the data that ICT-driven initiatives gather is not sufficient to evaluate their outputs and to validate their outcomes. Furthermore, even though many initiatives do gather data, they do not apply monitoring and evaluation methodologies systematically to their work. For instance, the "Comparative Study of Public e-Service Centres in Europe" identified the following methodologies currently used to gather data by the 8 initiatives analyzed:

- Quantitative data regarding the users participating in training sessions or using e-Services provided by the initiative (generally consisting of data regarding age, gender, number of training sessions, number of times users participate in an initiative, etc);
- Surveys to identify these users' socio-demographic profiles (generally consisting of more specific and/or advanced data on age, gender, ethnic background, socio-economic characteristics, level of education);

62 "Study Analysis of e-Inclusion Impact Resulting from R&D Based on Economic Modelling in Relation to Innovation Capacity, Capital Formation, Productivity, Empowerment", College d'Europe; The RAY network which is a research based analysis of the youth in action policy program; "Inclusive Innovation for Growth and Cohesion: Modelling and demonstrating the impact of eInclusion", Vienna Study on Inclusive Innovation for Growth and Cohesion: Modelling and demonstrating the impact of eInclusion; Fast Track to IT bases it IA on the "Employability Pathway developed by the European Alliance on Skills for Employability in 2006";

*Figure 2: Graph summarizing individual socio-economic conditions that could be addressed by IA*



- Satisfaction surveys (generally consisting of short surveys to measure the degree of satisfaction of participants in activities organized by the initiative in order to understand if they have learned and/or whether the activity has matched their aspirations);

- "Log analysis" of the users using particular eApplications and intranets (generally consisting of data on how many times a user logs onto a specific application offered by the initiative, for instance, a moodle platform[63]);

- Website and eApplication statistics (generally consisting of analytics offered by specific services, such as Google analytics[64] which quantifies the number of visits to a website, the pages most visited and the places from which people connect);

- In-depth Interviews/ focus groups with users and participants in the initiative (generally consisting of interviews and/or groups discussions highlighting a set of specific themes on which the initiative wants to gather more knowledge and feed back from its participants);

- Participative observation (generally consisting of the observation of behaviours and ways of using and appropriating the services offered by the initiative);

- Review of existing relevant statistics (generally consisting of indentifying a set of available statistics in a specific domain and comparing them with data gathered inside the initiative).

Despite the application of these methodologies, none of the initiatives has yet been able to achieve a systematic impact assessment which means that they still cannot gather longitudinal data regarding their activities.

63 http://moodle.org/
64 http://www.google.com/analytics/

The experts also highlighted the following key challenges:

- A lack of accepted and tested methods, tools and indicators to assess the social and economic impact of the initiatives;

- A fundamental lack of accepted common measurement frameworks in the field about what constitutes positive and measurable outputs and outcomes of the initiatives undertaken;

- Socio-economic impact assessment is still largely perceived as a "donor requirement" rather than a "management tool". As a consequence IA is generally not planned during the design of the project;

- A lack of resources (financial and human) to implement and maintain monitoring and assessment actions.[65]

Impact assessment of ICT-driven initiatives is currently characterized by scarcity of data – particularly longitudinal data, fragmentation of the knowledge base and variability in the depth and quality of data gathered and analysed.[66] Against this background, the experts highlighted the need for policy interventions to support a "new culture of evaluation" among ICT-driven initiatives, particularly those that are publicly funded. This could be done by providing implementers of ICT-driven initiatives with financial support to develop their monitoring activities and their IA, and with methodological support by providing them with ideas, good practices, available methodologies and tips to achieve their IA. Finally, this new culture of evaluation should be backed

65 "Comparative Study of Public e-Service Centres in Europe" – A contribution to the "e-Inclusion: be part of it!" campaign of the European Commission, (2008), Authors: S. Groeneveld and A. Haché in collaboration with S. Kluzer, Editor: M. Bermingham and Coordination: M. Gonzalez-Sancho.
66 "Vienna Study on Inclusive Innovation for Growth and Cohesion: Modelling and demonstrating the impact of eInclusion", Executive Report, Cristiano Codagnone, March 2009.

up with incentives so that ICT-driven initiatives and the organizations implementing them integrate the need to work on improving their transparency, accountability and responsiveness.

**Key workshop findings:**

- The state of the art regarding IA methodologies in the field of ICT-driven initiatives targeting YAR is poorly developed. There is a lack of established methodologies and an evidence base on "good practices" regarding what works and under which conditions in impact assessment. This is inhibiting innovation and the application of evaluation methods and practices and is preventing the development of an established knowledge base, tested methodologies and the establishment of accepted common measurement frameworks.
- Regarding monitoring and IA assessment activities, inasmuch as for developing ICT-driven initiatives, there is no single solution. Each initiative needs to work out which model would best monitor and asses its outputs and outcomes.
- In all cases, however, IA methodologies should opt for "formative evaluation", involve as many stakeholders as possible, integrate measurement of hard and soft skills, produce longitudinal data over time and take into account triangulation methodologies.
- IA can become part of a culture that emphasizes "successes" at the expense of "learning". However, learning from failure is just as important as learning from success.

# 5: Policy Options

In order to realise the full potential of ICT to reengage Youth at Risk, a number of policy options were suggested by the experts. These recommendations address both the challenges identified regarding the use of ICT to reengage YAR and the promotion of a "culture of impact assessment" for all stakeholders using ICT to foster the socio-economic inclusion of YAR.

## A) Support awareness raising and good practice exchange:

- Facilitate collection and sharing of information and good practices among stakeholders across European Member States, including researchers, practitioners, YAR, policy makers, funding organizations, etc;
- Allocate further support (through funding and/or by creating opportunities) to facilitate the cooperation between stakeholders dealing with Youth at Risk, taking into account youth workers' special needs.

## B) Support ICT-driven initiatives:

- Continue working on developing ICT access for digitally excluded young people, especially those at risk;
- Support prevention measures that could reduce the need for inclusion measures: e.g. fund initiatives that can identify at an early stage young people in situations of vulnerability before they become fully at risk/vulnerable;
- Support existing organizations/networks and youth workers working with YAR by helping them to introduce adapted ICT in their daily work. This support could take different forms: methodological support to identify the best ICT solutions through awareness raising and good practices exchanges, funding for training in ICT, funding for R&D to develop adapted ICT solutions for workers dealing with groups at risk of social exclusion;
- Develop long-term funding tools in order to support the sustainability of ICT-driven initiatives that have demonstrated positive impact through monitoring, evaluation and IA of their activities;
- Prioritize support to initiatives that use ICT creatively to unlock the hidden talents and creativity of young people at risk.

## C) Support impact assessment activities:

- Support the development of an evaluation culture in R&D funded by the European Commission by providing methodological support and funds to projects dedicated to impact assessment. Policy in this area should also require that project proposals include an evaluation task and IA in the budget and activity plan.

# 6: Recommendations for Further Research

This section presents some suggestions for further research that were discussed at the workshop. The experts, in line with the literature review, agreed that further research is needed in order to better understand the role of ICT for the socio-economic inclusion of YAR. The following gaps and recommendations were highlighted:

**Lack of knowledge on how YAR uses ICT:**

- Which young people are not using ICT?
- More research is needed on "data collection methods" which could help to promote understanding of the perspectives of youth at risk and their use, or non use, of ICT.

**Lack of knowledge on how ICT can best be used to support the socio-economic inclusion of YAR:**

- Which methodologies can be used for the integration of ICT in social work with YAR (use of online tools for counselling, ICT for creativity, ICT for privacy)?
- What are the legal frameworks (privacy/security/disclosure of information) which apply to the work carried out by organizations working with YAR using ICT?
- How can ICT-driven initiatives help YAR to develop their digital identity and manage their online reputation safely in order to create and maintain personal and professional social networks?
- How could innovative (digital) teaching methods and materials reengage NEET and marginalized young people in learning, education, training, employment?
- What levels and intensity of ICT use are implemented in the following areas (learning with ICT -> learning to use ICT -> networking with ICT and/or designing ICT)?
- How is ICT being used in formal, non formal, and informal education settings throughout Europe in engaging YAR?
- How can ICT-driven initiatives contribute to social inclusion of youth and what opportunities are there to further enhance the use of ICT as a tool for this purpose?
- Fund research for continued development of ICT tools that are specifically used for providing adapted "security, privacy and disclosure of information" to their target groups (intermediaries working with minors and youth at risk);

**Lack of analysis of existing ICT-driven initiatives:**

- What are the existing ICT-driven initiatives targeting YAR?
- Who are the actors involved in their promotion and/or implementation, for example: third sector organizations, private companies, public bodies, and/or education and training institutions;
- Analyze good practices in the field of youth inclusion within the framework of the youth in action programme of the European commission;
- Develop a longitudinal study of a representative sample of ICT-driven initiatives on eInclusion in some EU countries.

**Lack of systematic impact assessment of ICT-driven initiatives:**

- What expertise exists in monitoring and assessing outputs and impacts?
- Which good practice methods work best in which monitoring and impact assessment areas for the evaluation of ICT-driven initiatives?

# Annex 1 – Workshop Participants List

**Ms Deirdre Kelleher**
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**Mr Don Passey**
Centre for Studies in Advanced Learning Technology, Educational Technologies
"Assessing the potential of e-learning to support re-engagement amongst young people with 'Not in Education, Employment or Training' (NEET) status"
(Great Britain)

**Dr Joe Cullen**
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**Mr Dekelver Jan**
KHKempen
"Incluso Project"
(Belgium)

**Dr Sue Cranmer**
Futurelab
"The learner project"
(Great Britain)

**Caroline Miltgen**
GRANEM Research Center in Business, Economy and Law
"Report on young Europeans' attitudes toward eID systems"
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**Cilia Willem**
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**Dr Sandra MCNALLY**
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Alexandra Haché
Stefano Kluzer
Christine Redecker

**EC DG EAC, Unit D1 Youth**
Finn Denstad

# Annex 2: Selection of ICT-driven Initiatives targeting YAR

| Name of the ICT-driven | Description | Country | Link |
|---|---|---|---|
| C-Stick | Competence framework and tools for self, peer and expert assessment of key competencies | Belgium | http://www.slideshare.net/guestc660b2/c-stick-innovative-practices-for-assessing-key-competencies-1653582 |
| WAI not, Voices beyond words | WAI-NOT is an Internet initiative offering tailored web-based content for mentally disabled children and youngsters. | Belgium | http://www.wai-not.be/ |
| Multimedianetzwerk JINGLE | A cooperation network of different centres in the city of Bremen which offer young people courses leading to a certificate in basic ICT skills | Germany | http://www.netzwerk-jingle.de/ |
| kids-hotline | Online service offering psychological support to young people under the age of 21, anonymous, for free, and 24/7 | Germany | https://kids-hotline.de/ |
| First Lego League | An international competition for elementary and middle school students. The robotics part of the competition revolves around designing and programming LEGO robots to complete tasks. | International | http://en.wikipedia.org/wiki/FIRST_Lego_League |
| Rete G2 seconde generazioni | A social network, created by young people of foreign origin, emphasizing the need for expression among young immigrants and ethnic minorities. | Italy | http://www.secondegenerazioni.it/ |
| Couscous Global | Couscous Global is a debating and discussion platform for teenagers and young adults world wide. CouscousGlobal uses the online platform to connect you with your opponent, so there will be a true debate on line. | Netherlands | http://www.couscousglobal.com/ |
| Back 2 Your Future | B2YF is a motivational learning track, which prepares dropouts for mainstream educational programs and/or jobs. | Netherlands | http://www.b2yf.org/ |
| KPN Mooiste Contact Fonds) | Enables sick schoolchildren to stay in contact with their classmates through the installation of a laptop and webcam installed at the home so sick children can follow lessons from home and maintain social contact with their friends | Netherlands | http://www.mooistecontactfonds.nl/klassecontact.pp |
| Yeff.net! | Yeff! is a European youth film meeting and a growing network. Yeff! offers a forum where young people from all over Europe meet and present their films on cultural diversity issues | Paneuropean | http://yeff.net/ |
| REPLAY | Gaming technology to help young offenders learn from their experience, and to help with their rehabilitation and integration into society | Paneuropean | http://www.replayproject.eu/ |
| UMSIC | Interactive environment and music to combat risks of social isolation/ exclusion of children with social, emotional, learning and language disorders, weaknesses or disabilities | Paneuropean | http://www.umsic.org/ |

| | | | |
|---|---|---|---|
| INCLUSO | Tools for measuring the impact of social software tools on the evolution of in/exclusion of marginalized and disadvantaged youngsters, tested in 4 pilot projects | Paneuropean | http://www.incluso.org/ |
| HANDS | Using/testing persuasive technology within mobile solutions to help teenagers diagnosed with autism to overcome everyday challenges | Paneuropean | http://www.hands-project.eu/ |
| ComeIn | Using mobile online communities and specific interactive media content to facilitate social inclusion of marginalized youth of various background | Paneuropean | http://www.comein-project.eu/ |
| Speak out! – Reach out! | European Network for the Promotion of Digital Literacy and Diversity in the Media | Paneuropean | http://www.speakout-reachout.eu/bin/view/English/WebHome |
| Xenoclipse.net | A project envisaged for empowerment through creating access to new technologies for immigrants and minorities. The main tool is digital video and its distribution on the net. | Paneuropean | http://www.xenoclipse.net/the_project.php |
| Roots&Routes International | An international network for the promotion of cultural and social diversity in contemporary performing arts and media. | Paneuropean | http://www.rootsnroutes.eu/ |
| CID@NET | A nationwide program, overseen by the High Commissioner for Immigration and Intercultural Dialogue to promote the social inclusion of children and young people from vulnerable socio-economic contexts, particularly the descendants of IEM, which aims to promote equal opportunities and social cohesion. | Portugal | http://www.programaescolhas.pt/ |
| CRoNO | A program for the education and social inclusion of unaccompanied minors migrants coming to Spain | Spain | http://www.cruzroja.es/documentos/2006_3_IS/pdfs/cuaderno_voluntariado_marzo.pdf |
| Ravalgames | Participatory action research carried out by an education team together with youngsters in order to design, produce and distribute a 3D videogame about the youngsters' daily lives and personal perceptions. | Spain | http://www.ravalnet.org/bordergames/ |
| Fundación Tomillo | Its training programs provide young adults who have low levels of education and employability, with advanced IT skills to gain highly qualified employment | Spain | http://www.tomillo.es/. |
| Mundo de Estrellas | The objective was to give all the hospitalised children in SSPA hospitals the opportunity to get to know each other, interact with one another using virtual worlds, voice, images, texts, etc., and develop recreational activities whilst at the same time opening up their experience of intercommunication with any child with an internet-connected PC at home or in hospital. | Spain | http://www.juntadeandalucia.es/servicioandaluzdesalud/principal/documentosAcc.asp?pagina=%20gr_sabermas_yademas1 |

| | | | |
|---|---|---|---|
| HybridARTS | An innovative creative learning experience, where young people form part of a dynamic environment in which they can develop their creative passions and learn new skills in the process. It provides a chance for the community to experience first hand what life is like in a pioneering simulated studio environment within the creative industries. | UK | http://hybridarts.co.uk |
| Cyberchaos LAN | A mobile unit was established in 2004, and travelled out to support a range of young people who are at risk across the UK. A mobile games facility is taken to a range of locations across the country, including youth and community centres. | UK | http://www.dreamcatchers.ltd.uk/ |
| On Road Media | On Road Media is a social enterprise that trains marginalised groups and organisations in podcasting, video blogging and social networks. | UK | http://www.onroadmedia.org.uk/ |
| Fairbridge project | Working out of 15 centres in the UK, Fairbridge is a national charity supporting young people aged 13-25 to develop the confidence, motivation and skills they need to turn their lives around. | UK | http://www.fairbridge.org.uk/ |
| Mobile Learning Network (MoLeNET) | The UK's, and probably the world's, largest and most diverse implementation of mobile learning. 115 colleges and 29 schools are, or have been, involved in MoLeNET. | UK | http://www.molenet.org.uk/about/ |
| YorOK Child Index | The YorOK Child Index was developed in 2004/5 in response to the Every Child Matters Change For Children agenda, specifically identifying vulnerable children and young people and helping practitioners know who else is involved. | UK | http://www.yor-ok.org.uk/contactpoint |
| Springlane eLearning college KS4 (14 - 16) Inclusion Support Services | Spring Lane College's purpose is to provide an education for those students referred to it from Secondary Schools, or other services, and liaise with the referring schools and extended curriculum services. | UK | http://www.springlane.org.uk/login/index.php |
| Lyrical Magazine: A voice for Sheffield Care Leavers (UK) | Give a voice to a group of Care Leavers, some of whom had experienced disrupted, insecure, transient childhoods and a history of problems at school. Care Leavers in Sheffield had expressed their frustration that the images used for publicity aimed at them were never "of them" or chosen "by them". | UK | Related to this:<br>Welcome to Cubeweb.co.uk, the online version of Cube Young People's Magazine. Cube is a magazine made for and by young people across the uk. |
| Notschool (UK) | Notschool.net is an international "Online Learning Community" offering an alternative to traditional education for young people who, for a variety of reasons, are unable to engage with school or other complementary provisions such as home tutoring or specialist units. | UK | http://www.inclusiontrust.org/notschool/ |

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|---|---|---|---|
| Virtual Ruksak | Envisaged as an on-line secure facility which enables anyone who hasn't got a fixed address, or is prone to losing their vital details, a permanent and safe place to keep them. | UK | https://www.urvr.net/ |
| Savvy Chavvy - a new social network for young Gypsies and Travellers (UK) | On Road Media is training 50 young Gypsies and Travellers in social media skills in Kent, Cambridgeshire and Surrey. It's a Mediabox-funded project led by Unltd, the foundation for Social Entrepreneurs, in partnership with Media for Development | UK | http://www.onroadmedia.org.uk/forum/topics/652978:Topic:5525 |
| HP GET-IT (Graduate Entrepreneurship Training through Information Technologies) | HP GET-IT (Graduate Entrepreneurship Training through Information Technologies) empowers under- or unemployed young people with business and IT skills – helping them find jobs or start their own businesses. The initiative was launched by HP and partners in May 2007 | UK | http://www.graduate-training-through-it.net/ |
| Gaming the Tibby' | The project aimed to engage and involve young people resident on the estate, and those who were not in education, employment and training. Further, it aimed to work with partners to consult these hard-to-reach individuals as to the future use of an open space in the middle of the Tibbington Estate. | UK | http://www.laws.sandwell.gov.uk/ccm/content/community-and-living/safer-stronger-communities-fund/gaming-the-tibby.en |
| Roll 7 - Engage Program and "dead ends" responsible videogame – (UK) | Creators of socially responsible games involving young people in their design | UK | http://www.roll7.co.uk/main.html |
| YorOK Database | One-stop-shop for young people, which is specifically concerned with security and privacy in information sharing | UK | http://www.yor-ok.org.uk/ |
| FreqOUT! | London-based community education programme for young people which explores the artistic and educational potential of wireless technology to engage socially excluded young people living in deprived areas of the UK. | UK | http://vitalregeneration.org/our-projects/freqout |
| Lyrical Magazine in Sheffield | Gives a voice to a group of Care Leavers, some of whom had experienced disrupted, insecure, transient childhoods and have a history of problems at school. | UK | Not online |
| Mobile Learning Network (MoLeNet) | A Support and Evaluation Programme which provides a wide range of learning opportunities targeting young people who are NEET. | UK | http://www.molenet.org |
| Notschool.net | Online learning community, offering an alternative to traditional education, to young people who, for a variety of reasons, can no longer cope with school, or with alternatives such as home-tutoring or special referral units. | UK | http://www.inclusiontrust.org/notschool |
| Fast Track To IT | Emphasises youth integration into the labour market | UK | http://www.fit.ie/about |

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# Annex 4 - Workshop Agenda

**Workshop on "Impact assessment of ICT initiatives for the socio-economic integration of youth at risk of social exclusion"**
**EC JRC IPTS, Sevilla, 1-2 November 2009**

| Day 1 | AGENDA |
|---|---|
| 9.00 – 9.30 | Registration and coffee |
| 9.30 – 9.45 | **Welcome**<br>IPTS welcome and introduction |
| 9.45 – 10.15 | **Presentation of work developed by IPTS, ICTAS and the eInclusion research team** |
| 10.15 – 11.00 | **Presentation of current studies on youth and ICT**<br>- Mapping and assessing the impact of ICT-based initiatives for the socio-economic inclusion of youth at risk of exclusion<br>- Methodology and survey on the relation between the socio-economic conditions of European youngsters and their access, use and aspirations regarding ICT |
| 11.00 – 13.00 | **Participants' Presentation I**<br>Discussion |
| 13.00-14.00 | **Lunch** |
| 14.00 – 15.30 | **Participants' Presentation II**<br>Discussion |
| 15.30-15.45 | **Break** |
| 15.45 – 17.30 | **Group Discussion I: "The use of ICT to re-engage youth at risk of social exclusion"** |
| 17.30 – 18.00 | **Presentation of the results of Group Discussion I and wrap up** |
| 21.00 | **Dinner in town** |
| **DAY 2** | |
| 9.00 – 9.15 | Registration and coffee |
| 9.15 – 9.30 | **Welcome**<br>Introduction to the activities of Day 2 |
| 9.30 – 11.00 | **Group Discussion II: "Data and measurement challenges versus emerging approaches and solutions"** |
| 11.00-11.30 | **Presentation of results of Group Discussion II** |
| 11.30-11.45 | **Break** |
| 11.45 – 12.15 | **Post-it session: "Future Research Recommendations"** |
| 12.15-13.00 | **Post-it session: "Policy Recommendations "** |
| 13.00 – 14.00 | **Lunch** |
| 14.00 – 14.30 | **Teleconference with DG EAC, Unit D1, Youth policy**<br>Discussion |
| 14.30 – 15.00 | **Wrap up and final remarks** |

**European Commission**

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***Title:*** ICT and Youth at Risk: How ICT-driven initiatives can contribute to their socio-economic inclusion and how to measure it

***Authors:*** Alexandra Haché and Joe Cullen

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**Abstract**

This report is the result of the current knowledge of IPTS, the Tavistock Institute and the discussions that took place among the invited experts on what can ICT do for youth at risk. It aims to provide policymakers with a better understanding of the relationship between ICT and youth at risk and how initiatives actively using ICT to foster the socio-economic inclusion of young people are creating an impact and how this impact is evaluated. This document integrates both the results of background research which set out to understand the state of knowledge on ICT, youth at risk and impact assessment, complemented by the main evidence, reflections and conclusions that emerged from the workshop discussions.

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