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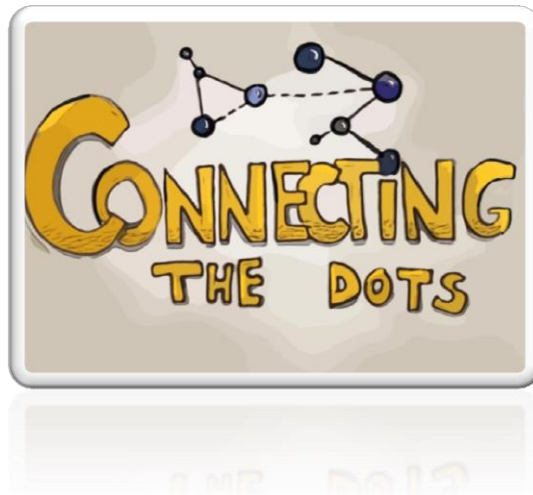
Partnership between the European Commission
and the Council of Europe in the field of Youth

COUNCIL OF EUROPE

EUROPEAN UNION

CONSEIL DE L'EUROPE

Connecting the dots: young people, social inclusion and digitalisation

Tallinn, 26-28 June 2018

Symposium report

Rapporteur: Dr Shane McLoughlin

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Graphic Artist: Zilvinas Mazeikis

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Celebrating the 20th anniversary of the partnership between the European Commission and the Council of Europe in the field of youth

Executive summary

The symposium Connecting the dots: young people, social inclusion and digitalisation was an initiative of the partnership between the European Commission and the Council of Europe in the field of youth (hereinafter, the EU-CoE youth partnership) and marked its 20th anniversary. The symposium took place in Tallinn on 26-28 June 2018. The event was organised in co-operation with the Youth Affairs Department of the Ministry of Education and Research of Estonia. Bringing together 111 youth policy makers, youth researchers, and youth workers and representatives of civil society, the symposium focused on exploring the intersection between social inclusion of young people and digitalisation, creating a space to learn and explore participants' practices and experiences, and developing future ideas on the role of the youth sector in connecting digitalisation and social inclusion.

The event provided a unique opportunity for participants to learn, exchange ideas, critically discuss topics, identify opportunities and challenges and arrive at key messages concerning the digital transformation of society in the context of the youth field and social inclusion of young people. The symposium facilitated the identification of issues and responses of youth policy, youth research and youth work at local, national and international levels.

Four key thematic areas for exchange and discussion were identified for the symposium:

1. Access to services, youth-friendly services, services for social inclusion
2. Reaching out to young people and the digital divide
3. Resilience and empowerment for social inclusion
4. Tackling discrimination in the digital space, hate speech, cyber-bullying and harassment.

The four themes were tackled in different sessions during the symposium , including in the "future lab" sessions which discussed the "who", "what" and "how" in terms of policy, research and youth work responses to issues identified through the symposium in order to formulate key messages. The "future labs" were organised according to four emergent themes from the workshops:

1. Tackling isolation, discrimination and overall exclusion: this theme corresponded to the challenge of understanding and addressing forms of social exclusion due to the digital transformation of society. These included tackling online forms of discrimination, such as hate speech, cyber-bullying, algorithmic and data-based discrimination, discrimination based on lack of access to the internet, online addictions or imbalances in young people's resilience and empowerment in navigating online and offline.
2. Capacity building for the youth sector: this theme related to the needed framework, support, research, resources and practices of the youth sector in meeting the challenge of social inclusion of young people.
3. Digitalisation of services for young people: this theme focused on key messages for policy makers, researchers and practitioners with regard to the transition to digital services and the advent of new digital services being delivered.

4. Supporting young people to engage and participate: this theme corresponded to the challenge of empowering and building resilience in young people to participate in society on many levels, and develop capacities to socially and culturally engage and enter the labour market, etc.

What follows is an overview of broader thematic outcomes that emerged from the symposium.
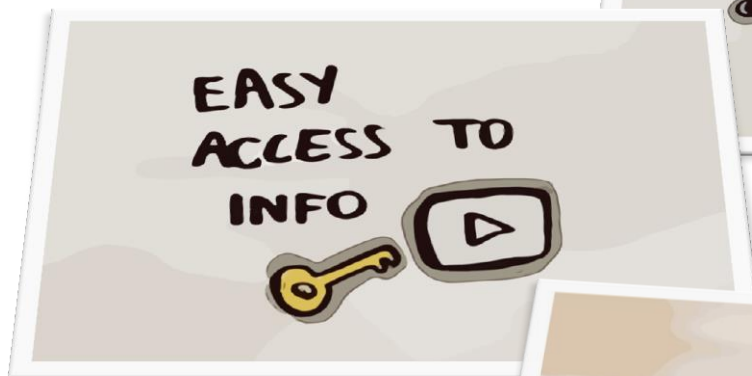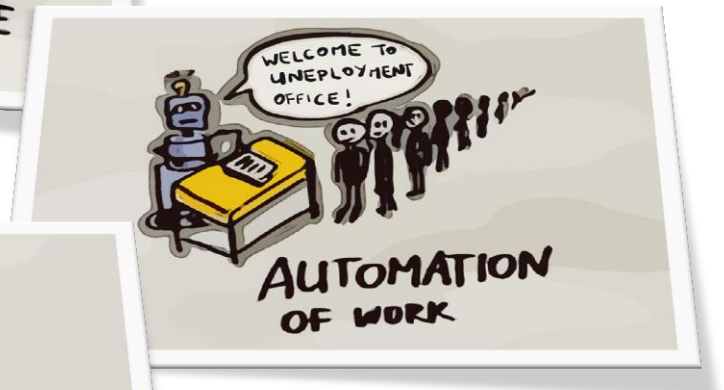
Thematic outcomes

The youth field contributes to healthy, prosperous and sustainable democracies by trying to support the social inclusion of young people. To achieve social inclusion means to ensure all young people's human rights are protected, that all young people have the (human, cultural, social and financial) capacities and available opportunities to participate fully in the various life spheres (economic, social, cultural and political life), and attain a good standard of living and quality of life within their respective countries. The youth field takes up this challenge, and pays particular attention to those socially excluded, vulnerable or at risk, and seeks to ensure their greater participation in decisions that affect their lives (EU 2018).

Europe continues to face both ongoing and emerging challenges for social inclusion. Thanks to the digital transformation of societies there are now new leisure, educational and employment opportunities. At the same time, there is a growing concern over such issues as the impact of automation on employment, issues of access and digital competence to participate, and forms of online discrimination and security for young people. Whilst social media empowers citizens to create, shape, prioritise information flows and thus contribute to the "public sphere", they can also increase polarisation, tribalism, discrimination and the propagation of misinformation. Political co-operation and capitalism may increase opportunity and economic wealth, yet the gap between rich and poor has widened, and Europe continues to face significant issues such as anti-social behaviour, crime, drug use, debt burden and homelessness, to name but a few. In sum, contemporary challenges in Europe threaten overall cohesion, continuity and prosperity; and achieving social inclusion and protecting human rights is of paramount importance to protecting the future. These realities and processes also affect young people, hence the need to explore the realities of social exclusion and ways towards inclusion.

This year's symposium served not only to discuss commonly acknowledged forms of social exclusion, it also supported a better understanding of forms of social exclusion from the easily identifiable to the subtle, hidden and pervasive, as well as their consequences for young people. The significance of tackling social exclusion is further heightened by the "ripple effect" of those socially excluded on their social networks and wider society. Furthermore, the consequences of those socially excluded and the effect on society can last long into the future. This emphasises the need for profound attention and commitment to this issue.

Recognition and support

The digital transformation of society offers new challenges but also tremendous opportunities in achieving social inclusion. The youth field must continue in its process of becoming more "digitalised" to reach young people by transitioning services and interventions to the online realm (thus remaining relevant and having impact), whilst maintaining existing needed "face to face" and "on the ground" services. It must also "digitalise" to build and increase capacity to tackle the challenges posed both on and offline. To do so, the youth field needs greater recognition as a vital component in achieving human rights and attaining thriving and sustainable democracies, and, related to this point, an injection of long-term support and funding measures to renew its mission and meet the interrelated challenges of digital transformation and social inclusion of young people in Europe. For example, support is needed to better identify and target those socially excluded or at risk, and to train youth workers, so that they can better tackle exclusion, using digital tools, whenever relevant and useful.

Access and infrastructure

Participants emphasised that there is a need for public investment in digital infrastructure across areas of disadvantage. It is time to see access to high-speed internet as a human right across Europe! Sustainable policy, funding, support and legislative measures need to be tailored to address exclusion. Digital solutions can be used to increase knowledge about those experiencing exclusion. For example, digitalisation offers new opportunities to gather and use data to map, visualise and thus expose those socially excluded or at risk. Such digital tools can support the youth field to respond in a co-ordinated way. There should be openness to considering many approaches to address access and delivering digital services. For example, public private partnerships (such as governments working with companies to bring technologies to schools) should be considered where necessary.

Self-efficacy and capacity building

Youth work

Many participants highlighted the need to build confidence and competence in the youth field to connect digital transformation and social inclusion. The youth field needs capacity building, with adequate long-term funding, education, support and resources at all levels. In addition, there is a need to reinforce digital youth work whilst continuing "face to face" and "on the ground" practice. A clear focus should be on:

a) developing and sustaining volunteer communities and volunteer technical communities around youth work. Recruitment and organisation of these communities can be supported by online tools including social media. Such communities can be of value in supporting the development of digital youth work, as well as being activated in times of need to support and promote causes and campaigns;

b) linking, developing and nurturing relationships with technical expertise in the labour market and academia. For instance, establishing relationships with computer programmers and web developers to volunteer and support the implementation of digital/smart youth work;

c) establishing mentorship, peer support and exchange programmes for learning and knowledge exchange of youth workers to develop competence in digital/smart youth work, but also to integrate mentorship and peer support programmes within initiatives where appropriate in order to support knowledge exchange amongst youth participating in initiatives;

d) applying external expert oversight on development and implementation of digital practices;

e) putting in place training programmes (including utilising e-competence assessment and related e-learning platforms) concerning issues of social inclusion for both youth workers and targeted youth.

Youth research

What types of expertise and research are needed today? There may be a need for researchers who bridge disciplinary boundaries from technology and information systems research to social and political sciences. Research can also support the experimentation of new digital technologies.

Youth policy

First of all, participants mentioned that there is a need for more clarity regarding decision-making processes in relation to digitalisation and social inclusion of young people. Research can help in this respect.

Second, youth policy should have a place in the discussions on digitalisation and there should be more policy synergies between the youth field and related policy fields.

Third, recent European-level policy recommendations on smart youth work, as well as European level campaigns and interventions such as the "No hate speech movement", should be used more on the national level to support social inclusion.

Co-creation and experimentation

Whether in youth work, youth research or youth policy, co-creation should be a core principle in the youth field. Co-creation is understood as involving all relevant stakeholders, and particularly socially excluded people or those at risk, in formulating and putting in place solutions. Bringing on board different voices can improve the likelihood that measures are adopted and successful, and thus have greater impact.

The youth field must also create the space and conditions for experimentation to develop digital tools and services in youth work, to try, test, perhaps fail and try again. The need for experimentation increases the need to bring together youth research and youth work in developing successful digital practice and sharing learning.

Adapt and explore practice

Participants at the symposium identified the need to share and adapt existing best practices. For example, it would be useful to have a repository platform for resources such as methodologies, tools, guidelines, codes of conduct and practice experiences on supporting social inclusion and using digitalisation.

At the same time, while the field of using digitalisation for social inclusion is rather new and continuously changing, the youth field needs to develop and establish best practice methodologies of efficient and effective interventions. For example, organising "makerspaces" (that is, collaborative work spaces providing the space, support and resources for making (digital) artefacts) can develop young people's technical skills, their social and cultural capital through social interaction, and their sense of community.

Data, algorithms and artificial intelligence

The onset of advanced data exploitation through means of analytics, algorithms and emerging artificial intelligence (AI) poses new opportunities and risks for young people's social inclusion, from identifying forms of social exclusion to producing new forms of social exclusion. Closer attention by the youth field must be given to this issue particularly in relation to governance, ethics and responsibility of using data.

Opportunities and risks for developing digital/smart youth work should also be noted, in terms of the opportunities of using data to:

- o identify and understand those socially excluded;
- o positively contribute to the effectiveness of digital services; and
- o assess the impact of digital services delivered.

Similarly, the risks of collecting and exploiting data include:

- o the quality and veracity of data (for example, is the data collected accurate, reliable and representative of those socially excluded?);
- o the concerns with ethics of surveillance and control (for example, is it right to collect certain data and how should it be analysed and acted on?);
- o the transparency and accountability around decision making using algorithms and particularly emerging AI (for example, is it clear and easily understandable to those targeted how their data may be used? Is it "opt in" or "opt out"? Is it fully clear how algorithms and AI make decisions? Is there control over the boundaries and consequences of decision making made by AI?).

Research and policy are needed to understand and address risks, and secure benefits and protections for young people.

E-participation and transparency

New forms of e-participation allow young people to engage in political processes at local, national and international level. Symposium participants reaffirmed the need for young people to have a real and substantial influence in society, not just a voice. Related to this, there is the need for e-participation feedback mechanisms which communicate to young people how their engagement influenced decisions. Such e-participation feedback mechanisms should be in place to increase trust and transparency.
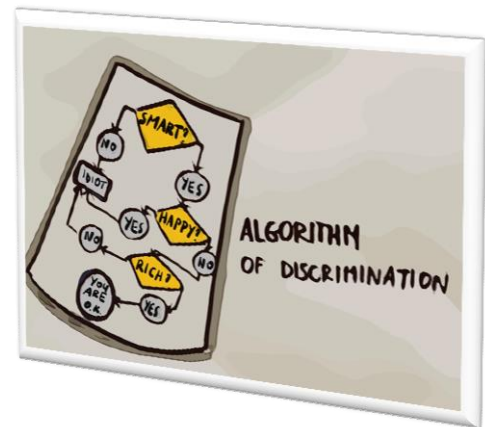
Discrimination and well-being

Tackling forms of discrimination, hate speech, cyber-bullying and harassment has been highlighted by participants as a top priority for the social inclusion of young people. Strategic and long-term processes need to be in place to address these issues. The harms to young people need to be better understood. New approaches to understand and educate perpetrators (for example online automatic feedback and education of perpetrators when posting discriminatory content) should be a priority beyond removing content. Moreover, effective and youth-friendly messaging is needed to raise awareness and educate. Policy has a clear role to play here, with the need for multi-stakeholder involvement with social media companies and data analytics organisations in order to ensure effective measures and messaging. More attention should also be given to educating and protecting young people in terms of such issues as "doxing" (making public the private and personally identifiable content, often with malicious intent), "spamming" (sending the same message indiscriminately and/or repeatedly), "infoxication" (confusion caused by information overload and inability to make decisions due to oversaturation of information and content online) and "cat-phishing" (being targeted by people using false online identities).

Global policy measures are needed to tackle the problems posed online by discriminatory practices, given the global nature of online content, communication and services.

Introduction

The symposium ["Connecting the dots: young people, social inclusion and digitalisation"](#) brought together 111 practitioners, researchers, policy makers, and representatives of different youth organisations from 36 signatory states of the European Cultural Convention. It marked the 20th anniversary of the EU-CoE youth partnership. The symposium created a space to learn more about the role of digitalisation in young people's lives in relation to the advantages and risks it poses to social inclusion. It offered participants a forum for developing future ideas in relation to the role of the youth sector in connecting digitalisation and social inclusion of young people. It furthermore offered a space to learn and critically explore digitalisation of the youth field itself.

The thematic focus of the symposium was on how social inclusion of young people is or can be affected by digitalisation on questions such as:

- access to services, youth-friendly services, services for social inclusion;
- reaching out to young people and the digital divide;
- resilience and empowerment for social inclusion;
- discrimination in the digital space, hate speech, cyber-bullying and harassment.

The symposium explored possible ways ahead for the youth sector, looking in particular at:

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

The symposium was prepared by a group which included representatives of the European Commission, the Ministry of Education and Research of Estonia, the Council of Europe and its European Steering Committee on Youth and of the Advisory Council on Youth, the European Youth Forum, youth researchers and trainers, and the staff of the EU-CoE youth partnership. The preparatory group formulated the objectives and leading themes of the symposium, and together with the facilitators designed its programme.

In advance of the symposium, a number of key documents were commissioned by the EU-CoE youth partnership and circulated to participants. For a summary overview of these of these documents please refer to Appendix 1 at the conclusion of the report:

- analysis – applicants and applications by Dr Lars Norqvist on what can be understood from how applicants to the symposium see the themes of the event and their priorities;
- analysis of the digital transformation of society and its impact on young people's lives: an analytical paper and its summary authored by Dr Lars Norqvist, member of our Pool of European Youth Researchers;
- compendium of good practice examples: a selection of 25 good practice examples from participants, applicants and from the youth sector authored by Dr Shane McLoughlin, rapporteur of the event;

- desk research on existing material and projects on young people, social inclusion and digitalisation: a digest of material authored by Irina Drexler, member of our Pool of European Youth Researchers;
- reflection paper on social inclusion and digitalisation: paper elucidating the pillars of social inclusion, with subsequent discussion in relation to social inclusion and digitalisation, authored by Dr Shane McLoughlin, rapporteur of the event.

Structure of the report

This report reviews the symposium preparatory documents and the symposium itself, and offers a synthesis of the main outcomes.

The report is structured as follows:

- the (institutional) context around the theme of this year's symposium;
- summaries of invited speaker presentations and their core messages;
- the outcomes of symposium workshops, together with the compendium of digital practices developed for the event;
- key messages which emerged from the "future labs" categorised according to youth policy, youth research and youth work;
- appendices, including symposium programme, its participants and contributors.

Context

Social inclusion has long been a policy concern at a national and international level, and closely relates to protecting human rights as well as healthy, prosperous and sustainable democracies.

At an EU level, social inclusion has been defined *as* "a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in the 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. Social inclusion also ensures that vulnerable groups and persons have greater participation in decision making which affects their lives and that they can access their fundamental rights" (European Commission, 2010).

In the Council of Europe, the discussion on social inclusion is framed by a concern to promote social cohesion. Social cohesion is defined as "the capacity of a society to ensure the welfare of all its members, minimising disparities and avoiding polarisation. A cohesive society is a mutually supportive community of free individuals pursuing these common goals by democratic means" (European Committee for Social Inclusion, 2004). Importantly, this strategy draws on the European Convention on Human Rights and the revised European Social Charter, and focuses on the need for social policy to ensure access to rights.

In the context of increasing digitalisation, systemic inequalities in young people's opportunities and capacities have occurred. For example, barriers to internet access and digital competences can result in barriers in accessing online services and associated costs as well as such factors as failure to protect ones data or identify fake content, etc.

Turning to the lens of digital inclusion, the eEurope Advisory Group defined digital inclusion or e-inclusion as "the effective participation of individuals and communities in all dimensions of the knowledge-based society and economy through their access to ICT, made possible by the removal of access and accessibility barriers, and effectively enabled by the willingness and ability to reap social benefits from such access ... Furthermore, [digital inclusion] refers to the degree to which ICT contribute to equalising and promoting participation in society at all levels" (European Commission, 2006).

Whilst digital inclusion is closely related to social inclusion (Tapia et al. 2011) and an enabler of human rights (as people at risk of exclusion can be empowered through ICT (Verdegem 2011), it is important to differentiate that digital inclusion does not necessarily imply social inclusion, whereby "inequalities continue to be reproduced at a wider social level, which, again, leads to mechanisms of individual exclusion" (Salemink 2015).

INCREACES EXISTING FORMS OF EXCLUSION (RURAL)

Furthermore, digitalisation has posed new threats to social inclusion, with broader European legislative responses such as the General Data Protection Regulation (EU General Data Protection Regulations (GDPR) 2018), e-privacy legislation (European Commission 2018b), and strategy for "Connectivity for a European Gigabit Society (European Commission 2016), as well as national responses such as the "Digital Age of Consent" (Department of Justice and Equality Ireland 2018), which aim to increase protection for citizens as well as ensure the necessary infrastructure to achieve sufficient access. Furthermore, a range of policy mechanisms at the

European Union, Council of Europe, OECD and United Nations level in relation to digital transformation seek to positively impact young people (See; Norqvist 2018).

In the work of the EU-CoE youth partnership, issues related to digitalisation were at the core of the 2015 symposium "Youth participation in a digitalised world". This symposium focused on four themes related to digitalisation and participation: "communication", "education", "economic sphere and working life" and "democracy and political participation". In 2016, the EU-CoE youth partnership symposium "(Un) Equal Europe? responses from the youth sector", explored questions of inequalities in young people's lives. Most recently, participants at the symposium of 2017 (focusing on "youth policy responses to the challenges faced by young people"*)* highlighted issues around technology as requiring more focus from the youth field.

In 2017, the Estonian presidency of the Council of the EU explored "smart youth work" as ways through which youth and youth workers are willing and able to create innovative solutions (including digital solutions) to cope with current problems and fresh challenges. Such reflections constituted the basis of the Council conclusions on "smart youth work" (Council of the European Union 2017), adopted in November 2017.

More recent developments include policy recommendations, training needs and good practice examples in developing digital youth work (European Commission 2018a) formulated by the expert group on Risks, opportunities and implications of digitalisation for youth, youth work and youth policy set up under the European Union Work Plan for Youth 2016-2018. They defined "smart" or "digital youth work" as "proactively using or addressing digital media and technology in youth work" and added that "digital youth work is not a youth work method – digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.). Digital youth work has the same goals as youth work in general, and using digital media and technology in youth work should always support these goals. Digital youth work can happen in face-to-face situations as well as in online environments – or in a mixture of these two. Digital media and technology can be a tool, an activity or content in youth work. Digital youth work is underpinned by the same ethics, values and principles as youth work. Youth workers in this context refer to both paid and volunteer youth workers" (ibid.).

Other developments include the study of the European Commission on the Impact of internet and social media on youth participation and youth work (European Commission 2018c), and the publication on Youth participation in internet governance resulting from the seminar on the same topic (Council of Europe 2017) held by the Council of Europe's Youth Department in 2017. For a more complete overview of institutional developments from policy to research, the 2018 symposium preparatory document "Desk research: Policy and Research / Articles and Publications" can be found here (Drexler and Connolly 2018).

On the basis of these and many other developments, the 2018 symposium of the EU-CoE youth partnership explored the crossing between social inclusion of young people and digitalisation, reflecting especially on how digitalisation affects young people's lives, and what the role of youth policy, youth work and youth research can be in this respect.

Connecting the dots: opening messages

The symposium began with Mailis Reps, Minister for Education and Research of the Republic of Estonia, who emphasised that digitalisation can make political participation more convenient, but that it was important that digitalisation supports young people to influence a wide spectrum of policy issues and not just ones explicitly affecting young people. She argued that such issues as mental health and cyber-crime deserve sufficient attention in the context of youth, with digital tools allowing young people to assess and understand their mental health, as well as access anonymous support. Overall, she stressed the enormous possibilities of smart youth work, the need to collect and use data to better understand young people, as well as to use initiatives like digital makerspaces to attract certain youth cohorts (for example, teenage males). She prompted for discussion on AI by cautioning that AI needs to be discussed and understood in all domains including formal education and youth work.

Also from Estonia was Katrin Höövelson, Economic Adviser at the Representation of the European Commission in Tallinn, who noted that digitalisation and youth opportunities are high on the agenda for the long-term EU budget negotiations, and that smart tools are needed to empower young people.

Next, Snežana Samardžić-Marković, Director General of Democracy at the Council of Europe, highlighted how social inclusion of young people is vital for healthy and sustainable democracies. She described the purpose and value of the symposium as a "laboratory for ideas", and stressed that bringing various stakeholders together for the symposium can lead to new policy responses. She emphasised that it is important to take into account human rights when discussing digitalisation, and that it was important to discuss and understand broader digital trends happening in society.
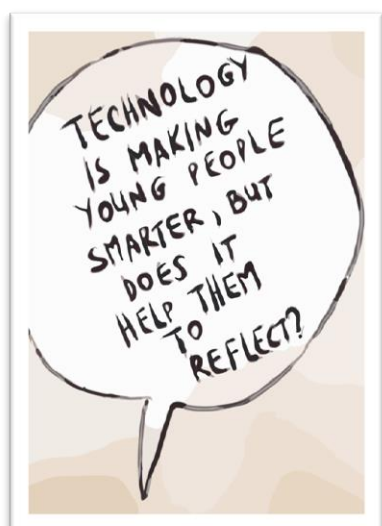
Keynote speech: Dr Victoria Nash, Oxford Internet Institute

Dr Victoria Nash, Deputy Director, Policy and Research Fellow at the Oxford Internet Institute, asserted that how policy narratives that acclaim the advent of the "digital native" fail to do justice to individuals. This narrative also distorts the understanding of risks and opportunities that digital life has brought for our young people.

Designing and supporting youth services that are both inclusive and digitally inclusive is vital both in helping young people flourish and also in ensuring that they can be empowered to contribute to the development of the digital society, in shaping it for the better.

She reflected on the unique and important role of the youth field, and in particular on the more flexible and agile nature of youth work in relation to formal education in addressing the theme of the symposium.

Through her talk, Dr Nash touched on a diverse set of issues to consider in relation to digitalisation and social inclusion of youth people. Dr Nash started off with the "myth of the digital native". She pointed out that research shows that young people's access, confidence and skills vary a lot. There is a need to avoid inaccurate and possibly dangerous assumptions that all young people are digital natives. She also pointed out that youth work is in a unique position to connect the dots between the research statistics and actual activities and digital abilities of young people observed in practice.

Dr Nash referred to the frame of reference of difficult "points of transition" (major periods of life change) in young people's lives in better understanding barriers to using digital technologies and digital services. She highlighted the importance of awareness, control and protection of young people's digital trail, and the issue of pre-determinations, discrimination and surveillance posed by the advent of digital algorithms. For example, services' costs may differ due to algorithmic discrimination. Furthermore she cautioned how those socially excluded can lack a digital trail, and thus their needs aren't taken into account as a result.

She raised a number of opportunities and challenges for youth research in relation to understanding the drivers of disadvantage, the "opportunity costs" of digitalisation for young people (such as access to government services), and a better understanding of risks and harms in relation to digital transformation, such as the need for a nuanced understanding that avoids assumptions and which prioritises risks. In this regard, she argued for taking a moderate view of risk and instead focusing on acceptable risk, whereby policies shouldn't try to remove risk from life, but rather serve to cushion and reduce harms. Relating to this point, she argued that research should better understand and expose the harms of digitalisation on young people and not just the risks.

Dr Nash raised the issue of hate speech and cyberbullying. One point of concern is that speed of addressing hate speech through online platforms may prevail over accuracy and thus affect free speech. She argued that whilst it is important to tackle issues of content (violence, pornography etc.) or contact risks (for example, grooming or bullying), better understanding conduct is also important (sexting, trolling, speaking out) in tackling the roots of the problem. For example, there is a need to understand such conduct as trolling in attempting to silence views or those who seek out extreme contact as part of risk taking and boundary exploring.

Finally, using the metaphor of geography and jurisdiction of the online realm shaped by corporations, she cautioned a situation where online platforms become "private sheriffs", unaccountable in policing fake news, junk science, discrimination, hate speech, data misuse and breaches.

In conclusion, Dr Nash argued that a challenge for the youth field is in supporting and protecting young people's online identities, that there is a need to educate young people about how their data is used and the risks of surrendering data and publicly exposing data, and that there is a need for young people to holistically access and control their online data record. With regard to political participation, mechanisms should be in place to ensure that young people not only have a voice, but also have real influence on issues such as net neutrality and censorship, and the ability to self-organise around important issues.

Input: big data and youth policy

Dr Innar Liiv, Associate Professor of Data Science, Tallinn University of Technology, discussed how to use big data and data science to improve (digital) youth work innovatively and successfully. Dr Liiv began by outlining core concepts in big data from volume, velocity, variety to veracity of data, and referred to a series of "data" revolutions from data being collected on a needs basis, to a scenario today of user-generated data where people themselves are surrendering their data and posting new data about their current state/emotions/preferences/needs. Dr Liiv emphasised that youth work is sharing its (big) data analytics challenges (that is, in terms of maturity of policy discussion, capability and use) with all other policy-making fields, and referred to the example of data4policy.eu as offering some insight for the youth field. Data4policy.eu was an EU-commissioned project that brought together the Technopolis Group, Oxford Internet Institute (OII) and the Centre for European Policy Studies (CEPS) to conduct an international study on innovative data-driven approaches to inform policy making (Data4Policy, 2017). Dr Liiv outlined some lessons from this project, referring participants to the concept framework developed entitled "Policy for data and data for policy" (Technopolis Group 2016), available in the study's final report.

He argued that it is necessary to include data analytics skills to youth work competences and training needs and that novel digital approaches to understand social inclusion and exclusion can be found through such avenues as social media data and analytics trends. He concluded by highlighting that sufficient resources should be allocated in searching for the answer to overarching issue of "how to use big data and data science to improve (digital) youth work innovatively and successfully?" posing such questions as: "What are the relevant new data sources and how can we use them?", "What should we do with the information and what are the unanticipated risks?" and "Which political decisions need faster information from novel sources?"

Stories from practice

Veronica Stefan's talk was entitled "Building resilience in the digital age – opportunities and challenges for disengaged youth". Veronica raised such issues as the need to define digital citizenship in the context of youth and the importance of focusing on enablers of social inclusion (for example, stakeholders, gatekeepers). She also highlighted the importance of digital education and skills for young people, in particular for those most vulnerable. She drew a connection between rates of young people in NEET situations/at risk of social exclusion, their level of digital skills and jobs of the future (impact of automation). The discussion following her input included the need for more nuanced categorisations of young people other than NEET characterisations.

William Carter shared his personal story of becoming involved in youth work, and raised the value of teaching philosophy to young people. Founding Executive Director at Phillennials: The Political Philosophy Education Campaign, he referred to the concept of "Phillennials" and also argued the value of political philosophy for all young people. In this respect, he spoke about how philosophy can help expose the power and risks of the digital sphere in "combating the alienating and atomising effect of politics" and concluded that although the digital sphere presents new worries, risks and harms, there is great potential for young people in the digital age.

Riikka Kaukinen spoke about a project on non-toxic and non-discriminating gaming culture in Finland. The project aims to provide "competitive computer gaming" spaces in a hate speech and harassment-free environment. This is achieved through creating safe spaces for the vulnerable or marginalised in youth centres around gaming activities. These spaces are used to educate and raise awareness of discriminatory behaviour, such as hate speech. She outlined results of a related study into anti-social behaviour whilst gaming, finding that hate speech and harassment are widely prevalent in gaming culture, with 70% of study participants reporting being targets of hate speech and/or harassment, and half of respondents observing such discriminatory, hate-speech and/or harassment behaviour by others. She concluded by highlighting that most young players are looking for more supportive and safer environments for their hobby.

Heidi Pungartnik from LGBTIQ in Tech highlighted the male-dominated nature of the technology sector, and called for efforts encouraging gender balance, arguing that there are assumptions being made about interest in tech by different groups, and by those organising different initiatives and activities. She argued that youth workers need to think of ways to include minorities in organised activities across different life sectors. Finally, she highlighted the value of initiatives like LGBTIQ in Tech in maximising positive outcomes for social inclusion. For example, she emphasised the virtuous cycle of building confidence in young people through public speaking, inviting public speakers who can become role models for young people.

Thematic workshops: opportunities, benefits and challenges

Two rounds of workshops according to the four sub-themes of the symposium allowed participants to learn, explore and discuss digital practice responses.

With regard to all four themes below, a clear outcome of the workshops concerned developing the necessary digital competences in both young people and youth workers, ensuring adequate infrastructure for access, and applying broader theoretical and practical knowledge in educating young people about the online realm and how to successfully navigate and negotiate risks and harms.
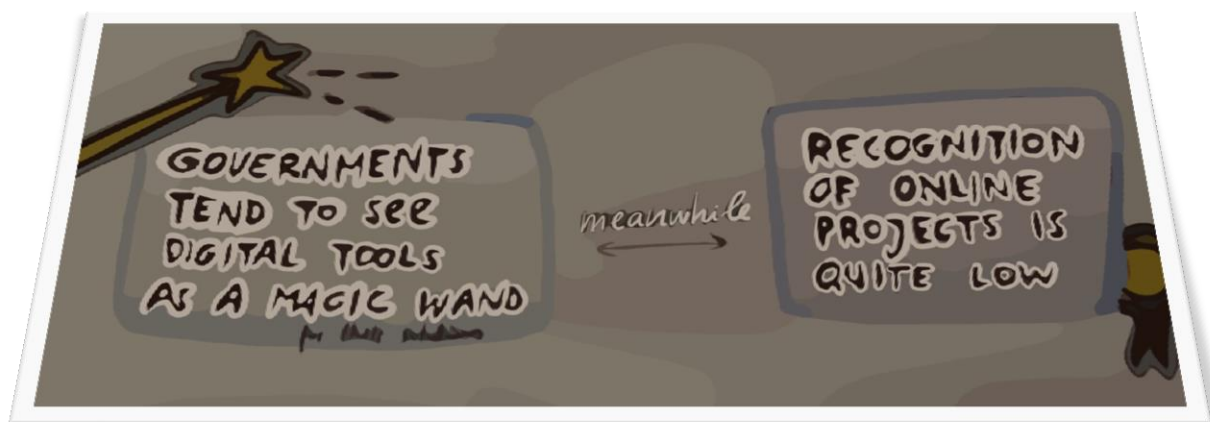
Workshop: enhancing access to services for young people

This group explored digitalisation of services, youth-friendly services, services for social inclusion.

Opportunities

- Delivery of online self-assessments and web-based interventions (such as for drug use, psychological distress etc.)
- virtual peer mentoring and support network/community platforms for young people
- multi-media enhanced opportunities for information, education and training (for example, cyber-security advice and resources, delivery of content with built-in online support mechanisms and e-learning resources)
- making available online job-related resources and work/volunteer match-making tools
- online language translation resources and communication tools to reduce language barriers
- opportunities to communicate with counsellors and youth workers
- e-participation for young people
- for youth work, increased outreach and cost-efficient solutions
- possibility to capture data to better understand users and to measure the use of services.

Benefits for those socially excluded

- Increased location and time-independent access to opportunities (information, education, training, networking, participation, employment etc.)
- the possibility to protect anonymity in seeking help when desired
- free or reduced cost of accessing services (for example, no travel or subscription requirements)
- possibility of adapting to different learning styles and accessing needs in e-learning and other multi-media environments
- increased social and cultural capital for young people through online community and support platforms
- more independence and self-development opportunities for young people thanks to online information and e-learning tools
- increased and faster outreach of services thanks to the (semi-)automation of an online guidance and support service.

Challenges

- Adequate funding, resources and expertise to develop, maintain and support the delivery of digital services
- the difficult process of evaluating and assessing digital practices
- the sustainability and user uptake of services offered digitally
- how to motivate young people and build trust digitally
- avoiding "infoxication"
- keeping resources online updated
- making sure that new services offered digitally are developed in complementarity with other services
- political recognition of entities offering digital services

- the competences and expertise to ethically and securely collect and exploit data
- meeting the access needs of people with disabilities.

Workshop: reaching out to young people affected by social exclusion

This thematic group explored reaching out to young people and the digital divide.

Opportunities

- Linking and co-ordinating similar initiatives to increase reach and impact
- utilising gamification methods and multimedia/interactive communication to better engage young people
- utilising digital tools to gather information from youth to support better decision making, such as web surveys, social media tools, discussion groups
- better outreach to more young people by using youth-friendly communication modes such as memes, humour, emojis and multimedia channels of communication
- drawing on online social media "influencers" or "ambassadors" to create online awareness about available services
- improved volunteer recruitment and visibility for youth work by developing new online tools or drawing on existing social media tools
- developing digital spaces to creatively and collaboratively engage young people in learning, discussion and debate
- using digital tools to address language barriers and bridge cultural, ethnic and age population cohort.

Benefits

- Reach out to young people online where they are, by using Snapchat, Instagram and Facebook etc.
- possibility to tailor and target messages according to the audience
- possibility to use a variety of modes and channels to reach young people
- asynchronous communication can be facilitated through digital tools
- flexibility for youth workers communicating with young people is enabled
- integrating disparate information, services and resources in one easy accessible website/platform
- feedback to services can be easily included in the digital tools used
- variety of mechanisms for moderation and monitoring of online communities, nurturing and promoting diversity and inclusion through digital channels
- increasing interest, fun or enjoyment and thus engagement and learning in political processes, through gamification approaches and e-participation
- providing social offline spaces for online-based recreational activities such as gaming can bring marginalised, vulnerable groups together in a safe space thus cultivating bonding social capital and community.

Challenges

- Constant changes in digital media make it difficult to keep contact with young people

- it is difficult to reach young people not using digital tools or not having the desire or competence to use them
- lack of digital competences among young people
- financial barriers for young people to use digital tools
- finding the right channels and approaches in online communication with young people, taking into account ethical considerations, for example in relation to gamification (What is the appropriate level of gamification as well as the benefits and drawbacks of gamification in different situations?).

Workshop: supporting the empowerment and resilience of young people

Opportunities

- Offering information, education and educational online tools heralds the opportunity to engender socio-emotional capacities and skills, stress and related "infoxication" coping capacities, life transition (for example, work) capacities and could build self-efficacy and self-esteem in young people through independent learning and access to knowledge
- developing peer support networks and communities around life and work competences for those socially excluded or at risk
- nurturing a "creator" or "participation culture" and not a wholly "consumer" culture in young people through (video) blogging, digital story-telling and online forum debating and discussions
- enhancing trust through e-participation tools that show decision making in action
- developing young people's skills by using digital elements (such as digital storytelling) in activities, in community events
- developing digital skills and education for the labour market through "makerspaces", "work camps", e-learning tools, hackathons, coaching and (e)-mentoring. Related to this point is the opportunity for young people linking and working with labour market professionals through youth-work-organised activities. Furthermore, within makerspaces, technologies like the "raspberry pi" can reduce cost barriers to access, as well as introduce young people to open source approaches and IT programming
- developing specialised and targeted online services for unemployed youth, providing online job and financial information, support and counselling, reducing or removing language barriers to the labour market through translation tools for job information and CV submissions, and offering certification for exposing soft skills, hard skills, volunteering and positive civic activities of those at risk or socially excluded
- networking platforms can more easily bring together multi-disciplinary teams for cross-pollination and can help develop and nurture multi-stakeholder and cross-sectoral involvement and co-operation in youth work
- online funding and sponsorship mechanisms such as "crowd-sourced funding platforms" could also benefit the youth sector.

Benefits

- Digital tools equip the youth sector with new ways to enable, support or enhance information, services and resources in equipping young people for the digital age
- implementing online tools and activities can serve to link better those socially excluded or at risk of social exclusion with labour market opportunities
- online tools enhance the access to mobility programmes (such as Erasmus)
- enhanced quality and efficiency of service delivery.

Challenges

- It is difficult to bridge the gap between education/training and labour market needs, and thus instilling relevant skills and education for the future labour market

- in relation to programmes or initiatives, ensuing financial and volunteer sustainability during their lifetime and furthermore sustaining motivation
- low adoption levels of e-participation mechanisms and thus the challenge of making these mechanisms attractive and enticing to use, and the challenge of communicating the rationale and benefit of these mechanisms.

Workshop: tackling discrimination in the digital space

This thematic workshop was focused on tackling discrimination in the digital space, hate speech, cyber-bullying and harassment.

Opportunities

- More co-operation and networking possibilities
- online mechanisms for young people to "activate" and create networks and movements of activism on important issues
- using digital tools for creativity and critical thinking on important issues and using blogs, digital storytelling, narrative videos etc. (for example, using "Plotagon" to create visual scenarios and role playing) was seen as valuable to generate discourse and raise the impact of campaigns, etc.
- improved communication thanks to the online possibilities to connect and/or co-ordinate with different campaigns around issues such as hate speech
- social media influencers can help reach out to young people
- using social media features like #hashtags, "sharing", repost features, crowdsourcing
- media-rich information campaigns such as YouTube videos can attract and sustain young people's attention to issues and resources/supports.

Benefits

- Reaching and engaging more young people through variations in messaging, for example variations of a message using different visual "memes"
- targeting and delivering messaging at strategic times of the day or week when young people are more likely to be online and/or more likely to be receptive
- the use of crowdsourcing and virtuous feedback loops to make campaign messages and awareness go "viral"
- digitalisation can make forms of discrimination, harassment, etc. more visible and exposed through online news, forums, social media, etc.
- the use of "reporting" and "moderating" tools help identify such issues as discrimination and hate speech where reporting and actions can happen in (near) real time
- digitalisation affords anonymity for young people to access information and resources
- possibility of having available campaign information and resources after the official end of campaigns and projects
- introducing alternative and counter-narratives to issues through active involvement and participation of young people in campaigns
- user-generated digital repositories enable the tracing, sharing and discussion of offensive content online
- using "scanning" or "scraping" algorithms or trackers helps identify and expose problems and perpetrators.

Challenges

- In relation to tackling online risks/harms such as "sexual harassment", "threats", "trolling" and "spamming", a challenge emerged as to how we work to change culture and norms of behaviour in young people.

- It is difficult to tackle the anonymity of those discriminating, cyber-bullying and instigating hate speech.
- "Doxing" emerged through the workshops as a challenge in terms of perpetrators researching, revealing and/or propagating personally identifiable and possibly sensitive information about others.
- Sustaining the message and project goals beyond the lifetime of funding was seen as both a challenge and as avoiding drop-out and attrition of youth-work volunteers during campaigns and between campaigns.
- Reducing stigma towards or stereotyping of hobbies like online gaming was also seen as an issue.
- Balancing both quality in terms of effectiveness of campaigns and the quantity in terms of reach and exposure was also seen as an important challenge.
- Creating the right length, level of detail and multimedia format to communicate effectively the message through video or blogs, etc.
- The tension between online corporations' "community standards", the legislation in place on freedom of expression and anti-discrimination was seen as a significant challenge. In relation to this point, a challenge lies in negotiating differing geo-territorial legislation whereby the internet operates across and irrespective of these jurisdictions.

Key messages

The final section of this report outlines key messages according to the triangle of youth policy, youth research and youth work. These key messages were derived from a review of the preparatory documents and the main symposium outputs, in particular from the future labs sessions. The future labs were organised according to four emerging themes from the workshops, and represented a space for more focused discussion on future actions.

Youth policy

Access	Policy makers should prioritise and ensure "access to the internet as a human right in Europe".
Awareness	• Policy makers should support a geo-coordinated European map populated with relevant regional, national, European data that visualises youth centres/services and related services and opportunities. • There should be more funding to support awareness of available services such as e-participatory mechanisms and web-based interventions.
Balanced approach	The youth field must ensure digital aspects to youth work are complementary and/or enhancing, and do not replace or diminish traditional or "offline" approaches which are vital to the mission of youth work in tackling social exclusion of young people.
Co-creation	• Policy makers should support a co-ordinated response to issues of hate speech that brings together all relevant stakeholders and initiatives in the process from NGOs to national institutions to social media platform providers. Such approaches increase impact and effectiveness. • Policy makers should emphasise multi-stakeholder involvement in the design and implementation of youth-related policy, research and practice from problem formulation through to implementation. • They should ensure co-creation involving those socially excluded as a core principle for both online and offline policy and service design for young people. Prescribed methodologies for effective co-creation in different contexts should be developed.
Communication	Policy makers should promote youth-friendly language, attractive visualisations, etc. and easy-to-digest ways of communicating official documents, relevant governmental information and services, including legal information.
Corporate social responsibility	Policy makers should formulate measures, recommendations and promote "corporate social responsibility" of web-based platforms in terms of ameliorating practices that lead to social exclusion of young people.
Data, algorithms	• Policy and legislative mechanisms should be explored around addressing the threats and harms of "algorithms" in making decisions that affect young people in both the public and private spheres. (These

	algorithms may relate to such aspects as facial recognition, or social media data analysis.) • Youth-friendly language, brevity and priority of consequences of how young people's data is protected and used should be communicated by online websites and platforms. This should also be the case for communicating overall terms and conditions on internet sites.
Digital transformation	• Policy makers should devise a European policy framework that addresses emerging opportunities and challenges of digital transformation for different cohorts of young people in society, particularly those socially excluded or at risk. • Policy makers should ensure adequate funding for research needed in relation to digital transformation, youth field and social inclusion.
Discrimination	Policy makers should ensure funding and support for implementation of long-term focused campaigns to raise awareness and understanding of online anti-social behaviour leading to social exclusion of young people (such as "hate speech", "doxing", "trolling", "cyber-bullying", etc.)
Education	• Policy makers should seek to implement policy, research and practice that focus on educating the perpetrators of hate speech in addition to removing their content. • There should be a strong commitment to digital competency curricula and wider theoretical and practical related curricula around digitalisation at primary and post-primary level in terms of formal educational settings. • There should be a co-ordinated response between formal and non-formal education in relation to digital competences and wider theoretical and practical knowledge around digitalisation for young people. • There should be adequate funding, training and support for youth workers to develop competencies for smart/digital youth work.
Knowledge exchange	Policy makers should support peer exchange and shadowing programmes in relation to youth policy makers, researchers and youth workers in relation to digitalisation. Such initiatives can exchange knowledge and understandings in terms of such aspects as opportunities and risks of digitalisation.
Mobility	Policy makers should ensure additional funding for mobility-related programmes dedicated to empowerment and resilience for those socially excluded, and to enable and encourage their participation in such programmes.
Opportunity costs	Policy measures should seek to identify and address opportunity costs where digital access and literacy barriers affect young people. For example, those digitally excluded may have higher costs to access services.
Participation	• Policy makers should develop co-ordinated and sufficiently funded regional, national and European efforts on digital (e-)participatory mechanisms for young people, particularly those socially excluded or at risk.

	• Digital participatory mechanisms should be in place for young people to inform various institutions and organisation of their "needs" at the local and national level. • Special consideration should be given to involving vulnerable and excluded groups in political and policy decisions, by ensuring they have capacity and confidence to participate. For example, will they be intimidated by those with more human and social capital? Have they opportunities to participate in a safe space?
Partners	Policy makers should devise and encourage where appropriate public-private partnership models to enable, support and enhance digital youth services and interventions.
Reach	• Policy makers should ensure a digital dimension to regional, national and international public programmes to ensure young people can be reached and have the opportunity to engage. • There should be funding and support to develop and showcase best practice responses that are successfully "initiating" engagement with young people at risk or suffering social exclusion.
Recognition	There should be more recognition and utilisation of "youth workers" as gatekeepers of knowledge and insight into young people's lives (in relation to digitalisation and social exclusion).
Resources	• There should be sufficient funding and support for equipping youth centres with digital resources needed to deliver services and interventions.
Trust	Policy makers should ensure mechanisms are in place on digital services such as e-participatory mechanisms to relay or give feedback to users on how their active participation really influenced decisions and actions.

Youth research

Advertising	Research should focus on the commercialisation of childhood and young adults, for example the impact of pervasive online advertising, what advertising young people are subjected to, and the impact on psycho-social aspects to social exclusion of young people.
Anti-social conduct	Research is needed to synthesise evidence and develop an agenda for understanding anti-social conduct and the perpetrators of such conduct, including how and why it occurs.
Automation	- Europe-wide analysis is needed on the implications of automation in various domains, and in terms of the required skills and education of young people needed as a result. - Assessment of the opportunities and risks of automation in both formal and informal aspects of youth focused practice is needed.
Capability maturity	There should be more analysis of digital youth work competencies and level of competencies related to different digital practices/roles.
Co-creation	Young people and other stakeholders should be actively included throughout the process of researching, designing and implementing interventions (from problem formulation to prototype to implementation, etc.).
Codes of conduct	There should be agreed "codes of conduct" (for example, ethical principles) for youth workers in the context of digital services, online campaigns and digital practices and interventions. Research can contribute to developing these.
Corporate social responsibility	Research should examine corporate social responsibility indexes in the context of their relevance and suitability for identifying corporate practices that lead or fail to tackle social exclusion of young people.
Data, algorithms	- The threats of both existing and emerging data exploitation mechanisms (algorithms, data mining, AI etc.) and practices needs to be better understood in terms of their consequences for social exclusion. - There is an urgency to assess the benefits and risks of "big data" for informing youth policy and youth work, such as the benefits and risks for decision making, discrimination and citizens' privacy. - Research and guidance are needed on what online data the youth field collects, harvests and exploits in understanding young people and do so in an ethical way. How this data should be collected, harvested and exploited needs to be understood.
Data, algorithms, surveillance	We need to understand acceptable levels of online community/forum/user-generated-content surveillance in terms of how it might negatively curtail use and constrain user behaviour on these channels. Related to this is devising an agreed "social contract" on how the data of young people is used and how this is communicated to young people.
Digital transformation	- A trans-disciplinary research programme that builds on a synthesis of existing theory and evidence concerning digitalisation and youth people is needed. - There should be more analysis of the socio-economic consequences of

	those lacking digital competences.
Disruptive technologies	There is a need to review, continually update and communicate existing evidence on the benefits and drawbacks of new immersive and/or compelling digital tools such as VR (virtual reality), AR (augmented reality) and gamified approaches to digital practices.
Education	There is a need to understand and address young people's attitudes concerning digitalisation, including offering guidance to young people and youth workers about digital transformation.
e-participation	Research is needed to establish factors for lack of take-up of e-participatory mechanisms, and recommend good practice to attracting and sustaining young people's engagement and reducing attrition.
Harms-based analysis	Research should focus on understanding the harms that occur online from such issues as "problem gambling", "doxing", "revenge porn", "catfishing", internet addictions, etc., and how digital services should be designed to offer resources and interventions to tackle these harms.
Models of leadership	Research should identify good models of leadership, moderation and mobilisation of young people both online and offline.
Needs-based analysis	There should be a co-ordinated needs-based analysis of youth work (such as youth centres) in the context of capacity building for the challenges of digital transformation.
Needs-based interventions	There should be more "needs-focused" research on aspects to social inclusion of young people, with needs-focused programmes and interventions delivered based on evidence.
Opportunity costs	Research the "opportunity costs" for young people in accessing youth-focused digital services and wider governmental digital services. For example, what financial and other costs are barriers to access?
Psychosocial dimensions	Synthesis of research on social and psychological dimensions to young people's online practice/behaviour in relation to those causing exclusion of others, and those suffering exclusion from others. Insights on social excluding practice/behaviours should then be linked to the nature and level of interventions needed by the youth field.

Youth work practice

Accessibility	• Ensure cross-platform compatibility, complementary app- and mobile-friendly interfaces when delivering information and services. • Deliver online information, resources and services that are not data- or storage-intensive for users, thus avoiding exclusion for those with lower-specification devices or those with financial constraints on internet data access rates.
Awareness	Increase exposure of youth-focused services to young people both on and offline, including both online and offline forms of communicating with young people. Develop initiatives from crowd-sourced viral messaging to volunteer networks with which to do so.
Campaign messaging	• Strong and clear message pillars are needed to effectively reach young people through campaigns, but also to engage and embolden youth workers, groups and volunteers. • Ensure that digital information, resources, services and campaigns are efficient and effective in communicating to young people, by using "youth-friendly" language and multimedia aids where appropriate to quickly engage and communicate messaging.
Data, algorithms	• Ensure that data management and security are considered when designing and maintaining digital services. Youth sector competencies and management should reflect this. • Provide education to inform and promote critical thinking in young people on the potential consequences of exposing or surrendering their data on social media (both positive and negative). These should relate to both wider theoretical issues (such as privacy and identity) and practical issues (such as applying for a job).
Digital transformation	• Fear of aspects to digital transformation should be counterbalanced with insight and debate around the inherent opportunities that exist and will exist in the future. • Ensure that sufficient notice, support and time is given when digitally transitioning aspects of youth work.
Education	• Provide education and training that helps young people to manage and support their digital life (for example, personal information management) in addition to other kinds of digital skills training. • Prioritise a "learning by doing" approach where appropriate when digital-skills-training is a focus.

Labour market	The youth field should set as a priority the linking and nurturing of relationships with the "digital" labour market and "digital" professionals, in order to draw on expertise, understand labour market needs, engage and involve "digital" professionals in the mission of youth work, and create opportunities for experience, placements and jobs for young people excluded, or at risk.
Mentorship	Encourage mentorship programmes for both young people and youth workers as an effective mechanism for passing on digital knowledge and skills effectively, but also instil confidence and develop social capital.
Non-digital spaces	Ensure non-digital spaces and interventions are in place to nurture and promote "offline" social, cultural and emotional capacities, including social capital formation and cultural understanding and empathy.
Online networks	- Acknowledging that online community building is valuable for developing social capital, cultural awareness and knowledge exchange, the youth sector should also work to create offline spaces for engagement and nurturing of those communities also. - Encourage and nurture peer support communities, where issues such as hate-speech are addressed "within" communities as well as from "top down" approaches.
Reach	Ensure that digital information, resources, services, interventions, etc. are tailored to those targeted, with an emphasis on understanding the intended groups by drawing on available evidence, sources of data, and co-creating with relevant groups and communities.
Self-efficiency	Promote self-confidence and self-efficiency in youth workers to tackle the challenges of digitalisation, born through effective models of leadership, education and culture building.
Trust	- Ensure mechanisms of feedback for young people's input and influence on digital youth work services, and youth-relevant policies and other public participatory mechanisms. - Support transparency and trust in youth work, using youth-friendly language, trust-promoting profile information of youth workers in online support channels and "social contracts" in training and interventions where appropriate.

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Appendix 1: summary overview of preparatory documents

Views on themes and challenges by applicants to the symposium

Through the application process for the symposium, participants were asked to (1) identify the challenges in relation to the symposium theme through open-ended questions (Table 1), and (2) prompted for a keyword of "What comes to mind?" in relation to the theme of social inclusion and digitalisation (Table 2). The responses were analysed by Dr Lars Norqvist from the Pool of European Youth Researchers and presented in the already-mentioned paper "Analysis – Applicants and Applications". Below is a summary of some key outcomes from the analysis.

In relation to the challenges cited, the most common responses related to:

(a) tackling the basis of harms inflicted on young people (such as discrimination, abuse and violence) in relation to digitalisation of life;
(b) the need to address the digital divide in terms of both access and infrastructure and in relation to digital competency development and education;
(c) the design and use of youth work-related digital tools in reaching young people as well as educating, integrating young people and providing services;
(d) the participation of young people particularly those vulnerable, marginalised or at risk; and
(e) the risk of AI and data misuse in relation to future work, discrimination, privacy, etc.
See Table 1 below for the most common responses.

Theme	Description	Responses
Psycho-physio harms	Discrimination, online hatred, violence towards "others"	15
Digital divide	Tackling the digital divide (in terms of social background and their digital skills)	9
Participation	Vulnerable and discriminated young people being heard and participating in society	5
Digital competence	Technological literacy of young people and how to equip them	5
Access to services	Access to services and digital competences for the excluded	4
Digital communication	How to reach out to young people using digital means to develop better services	4
Psychological harms	Cyberbullying	3
Addressing risks	Balancing negatives and positives of digitalisation for social inclusion	3
Digitalising youth work	Low use of digitalisation in youth policy implementation	3
Refugees, migrants	Digitalisation and the integration of young refugees	3
e-learning	How to use digitalisation for better education, especially minorities	2
Artificial intelligence	Artificial intelligence and consequences on the job market	2
Digital competence	Educating young people about risks and dangers of the web, and safe use of it	2
Data misuse/control	e.g. Cambridge Analytica and its implications	2

Second, participants were asked "What comes to mind?" using one word in relation to digitalisation and social inclusion. Interestingly, "opportunities" was the most cited response, particularly notable when comparing to "challenges", suggesting applicants see the opportunities of digitalisation overshadowing the breadth of challenges. Education, access and participation were also popular responses, and can be interpreted in numerous ways. For example, education can be understood in

terms of the use of digital tools to educate, the need for young people to be educated to avoid risks and to benefit fully from digitalisation, training and education of young people for digital-focused jobs and roles, or training of youth workers as a response to digital transformation and the digitalisation of youth work.

Table 2. Keyword	Responses
Opportunities	16
Education	6
Participation	6
Access	7
Equality	6
Accessibility	5
Empowerment	4
Openness	4
Future	4
Innovation	3
Challenge	3
Potential	3
A Bridge	3

Analysis of the digital transformation of society and its impact on young people's lives

In preparation for the symposium agenda, Dr Norqvist prepared an analytical paper which offers some analytical and strategic implications of the digital transformation of society and its impact on young people's lives. An overview of this paper was presented at the symposium with particular relevance for youth policy makers and youth researchers. Drawing on the "WPR" ("What's the problem represented to be?") analytical lens by Bacchi (Bacchi and Goodwin 2016) to support critical interrogation of public policies, 16 different policies (mainly from the Council of Europe and the European Union) were selected and analysed.

Norqvist defined "digital transformation" as a "process where humans are re-shaping the way society 'works' by ways of interpreting and understanding society including the usage of digital technologies in everyday life" (Norqvist 2018). From the analysis, four main themes generated two main implications, also considered as outcomes or syntheses.

The first implication is understood from a leadership and governance perspective and is concerned with identifying, understanding and supporting the relation between various levels of decision making and participation (described as chains of command) as a starting point in supporting digital transformation. Identification and understanding of points of decision making can help youth policy makers target responses from the youth field and understand if and how young people can access services or decision-making processes, the goal being to develop transformation readiness in terms of individuals and organisations being prepared for, and having influence on digital transformation of society.

The second implication focuses on context-based negotiations of the use of information and communications technologies (ICTs), which emphasises the need for a deeper understanding of, for example, "small decisions" in everyday work that "really matters" and how meaning is constructed around the use of ICT. For example, how can the use of ICTs alter viewpoints of social inclusion, or can viewpoints of social inclusion alter viewpoints on how ICTs should be used? The paper concluded with a call for a research agenda around such questions as: How can the negotiations on

the topic of the use of technology be understood? Who are the actors that negotiate the use of technologies? What are examples of "small" decisions at the local and regional level that have impact? And what problems and possibilities arise, in local and regional contexts, with regard to access?

Desk research: policy, research and publications

A literature review resulting in the selection and collation of relevant policy documents, research studies, reports and resources relating to the overall theme of the symposium was prepared by Dr Irina Drexler and Dr Nuala Connolly from the Pool of European Youth Researchers. Emergent themes from the review concerned "access", "equality" and "well-being" in relation to digitalisation, with materials collated of value to youth policy makers, researchers and practitioners. The compilation contains links to relevant materials, as well as a brief breakdown of topics covered within each document/resource, including results, findings and recommendations where applicable for each of the documents and resources selected.

Reflection paper on social inclusion and digitalisation

This preparatory paper, authored by Dr Shane McLoughlin, symposium rapporteur, focused on elucidating a concept framework of social inclusion as identified from the academic literature, as well as reflecting on opportunities and challenges of digitalisation to be addressed by the youth field. The paper particularly focused on conditions, characteristics and capacities that young people need for social inclusion, drawing on such concepts as social capital, human capital and cultural capital.

The framework of concepts discussed entailed social networks, social capital, sense of community, trust, community participation, human capital and cultural capital. Whereby it is seen that social networks are the connective string of social life, "social capital" is understood as both the glue (in terms of shared norms, reciprocity and trust) that binds communities and contributes to the success of communities and its members (Putnam 2001), as well as the benefits individuals accrue as a result of the characteristics of members within their social networks, and through the relationships inherent within their social networks (Lin 2003; McLoughlin 2016). Sense of community, on the other hand, refers to sense of belonging to a community, sense of identity within the community and a sense that identity will be protected within the community (McMillan and Chavis 1986). Trust was conceptualised in terms of "particularised trust" and "generalised trust". "Particularised trust" refers to trust of other people at "close social proximity including family members, friends, neighbours etc." whilst "generalised trust" entails a positive "abstract attitude toward people in general … including strangers (fellow citizens, foreigners, etc.)" (Freitag and Traunmüller 2009). Finally, social inclusion is evident through community participation, which can be defined as involvement in "domestic life, interpersonal life, major life areas consisting of education, employment, and community, civic, and social life" (Verdonschot, de Witte, Reichrath, Buntinx and Curfs 2009). Both human and cultural capital support social capital and community participation, etc., whereby human capital refers to the skills, knowledge and experience accumulated by an individual and cultural capital refers to the cultural knowledge and attributes one possesses such as speech, language and dialect, assets, educational background, etc. that benefits social mobility and integration.

Reflecting on opportunities and challenges of digitalisation in terms of digital transformation of society and digital youth work, it concluded with recommendations. These include understanding and engendering the capacity to develop social capital for those at risk or excluded, as well as developing trust of young people in public institutions as well as in the work of the youth field. A "precautionary principle" approach to designing long-term funding and support mechanisms and policy approaches to avoid social exclusion was also recommended.

Appendix 2: final programme

Day 1	
Opening speakers	Marta Medlinska, co-ordinator of the EU-CoE youth partnership (chairing)
	Mailis Reps, Minister for Education and Research of the Republic of Estonia
	Snežana Samardžić-Marković, Director General of Democracy, Council of Europe (video message)
	Katrin Höövelson, Economic Adviser, EU Representation in Tallinn
Keynote speech	Dr Victoria Nash, Deputy Director, Policy and Research Fellow, Oxford Internet Institute
Participant activities	Networking activity to develop links and exchange knowledge
Inspirational talks	Ms Veronica Stefan, Social Doers, President and Co-founder
	Mr William Carter, Director at Phillennials: The Political Philosophy Education Campaign
Reflections and presentation	Group work to reflect on the main opportunities and challenges that digitalisation brings to social inclusion of young people. Facilitator presents results
Project fair of good practice	Fair for participants to discover and learn about projects, tools, etc. for social inclusion/combating social exclusion through digitalisation
Day 2	
Storytelling: good practice	Riikka Kaukinen, The Non-toxic – non-discriminating gaming culture-project
Workshops rounds 1 and 2	Parallel workshops on the following big themes involving presentations of good practice and discussion: - access to services, youth-friendly services, services for social inclusion; - reaching out to young people and the digital divide; - resilience and empowerment for social inclusion; - discrimination in the digital space, hate speech, cyber-bullying and harassment.
Speaker	"Big data and youth policy: datafication and its impact on the development of youth work and youth policy" by Mr Innar Liiv, Associate Professor of Data Science at Tallinn University of Technology
Preparatory documents	Overview of the symposium preparatory papers "Analysis of the Digital Transformation of Society and its Impact on Young People's Lives" and "Reflection Paper: Social Inclusion and Digital Transformation" by Dr Shane McLoughlin, Rapporteur of the event
Future labs	Workshop sessions discussing and deriving key messages and future actions for youth policy, youth research and youth work based on prior talks and activities in the symposium. The themes for the future labs: - tackling isolation, discrimination and overall exclusion; - capacity building for the youth sector; - digitalisation of services for young people; - supporting young people to engage and participate.
Storytelling: good practice	Ms Heidi Pungartnik, TransAkcija Institute on "LGBTIQ in Tech"

Day 3	
Storytelling	Ms Cin Pietschmann, Jugend hackt Orga: Media volunteering. Documentary movie "You will never walk alone", made by volunteer media team
Future labs: harvesting the outcomes	Presentation of future labs groups outcomes, discussion and reflections
Final reflections	Zilvinas Mazeikis, graphic recorder
	Dr Shane McLoughlin, rapporteur
Official closing: institutional follow-up	Florian Cescon, Head of Youth Policy Division, Youth Department, Council of Europe
	Reelika Ojakivi, Estonian Ministry of Education and Research, Youth Affairs Department
	Davide Capecchi, EU-CoE youth partnership
	Marta Medlinska, co-ordinator of the EU-CoE youth partnership

Appendix 3: participants

NAME	ORGANISATION
Armenia	
Nelli GISHYAN	Youth Alliance via Networking; Educational NGO/No Hate Speech Movement Armenia
Armenuhi HOVHANNISYAN	Stepanavan Youth Center NGO
Austria	
Bernhard HAYDEN	Young Pirates of Europe
Martina NACHBAUR	OJAD – Offene Jugendarbeit Dornbirn
Annamária NAGY	SOS Children's Villages International
Larissa NENNING	Advisory Council on Youth, Council of Europe
Manfred ZENTNER	Donau-Universität Krems, Department Migration and Globalisation
Azerbaijan	
Orkhan ADIGOZAL	Meydan TV
Belarus	
Vitali NIKANOVICH	Belarussian Association of UNESCO Clubs
Andrei SALIKAU	Youth Policy and Sociocultural Communication Department, National Institute for Higher Education, Steering Committee on Youth (CDEJ), Council of Europe
Belgium	
Grazia CANNARSA	Eurodesk
Véronique DE LEENER	Maksvzw
Valentin DUPOUEY	JEF Europe – Young European Federalists, Advisory Council on Youth, Council of Europe
Corina PIRVULESCU	European Youth Card Association
Eliza POPPER	Konnekt
Milosh RISTOVSKI	Advisory council on youth, Council of Europe
Nikita SANAULLAH	European Youth Forum
Imre SIMON	European Youth Information and Counselling Agency (ERYICA)
Claire-Eline THEYSKENS	DBYN (Don Bosco Youth-Net ivzw) and Jeugddienst Don Bosco
Barbara QUARTA	ALL DIGITAL
Bosnia and Herzegovina	
Milos BLAGOJEVIC	Youth Council of Republika Srpska
Croatia	
Dunja POTOCNIK	Institute for Social Research in Zagreb Pool of European Youth Researchers
Zanjin SMAJLOVIC	Centre of Technical Culture Rijeka (CTC Rijeka)
Estonia	
Gerttu AAVIK	Ministry of Education and Research Estonia
Mai BEILMANN	University of Tartu

Marit KANNELMAE-GEERTS	Foundation Archimedes Youth Agency
Anne KIVIMAE	Estonian Youth Work Centre (ENTK)
Katlin KULDMAA	IRL Noored
Innar LIIV	Tallinn University of Technology
Martti MARTINSON	SALTO Information and Participation, Resource Centre
Kati NOLVAK	Estonian Youth Work Centre (ENTK)
Reelika OJAKIVI	Estonian Ministry of Education and Research, Youth Affairs Department
Katrin OLT	Estonian Ministry of Education and Research, Youth Affairs Department, Steering Committee on Youth (CDEJ), Council of Europe
Merlis PAJUSTIK	Vastseliina Noortekeskus
Ilona-Evelyn RANNALA	Tallinn University
Edgar SCHLUMMER	Estonian Youth Work Centre (ENTK)
Karl Andreas SPRENK	Estonian National Youth Council
Piret TALUR	Tartu City Government, Youth Service
Marti TARU	Tallinn University, Pool of European Youth Researchers
Finland	
Sanna AALTONEN	Finnish Youth Research Society, Pool of European Youth Researchers
Riikka KAUKINEN	City of Helsinki / youth services / Non-toxic – non-discriminating gaming culture-project
Karoliina LEISTI	Digitalents Helsinki
Suvi TUOMINEN	Verke / City of Helsinki
Jari VARSALUOMA	Tampere University of Technology
France	
Tom-Louis TEBOUL	WeTechCare
Evina MANOLA	International Movement of Catholic Students (IMCS) Pax Romana
Thomas VANDRIESSCHE	WETECHCARE
Georgia	
Nino GIORGADZE	Orbeliani Georgia
Germany	
Nadine Van GELDER	Landschaftsverband Westfalen-Lippe
Juan Sebastian GOMEZ LOPEZ	ICYE
Cin PIETSCHMANN	Open Knowledge Foundation
	Germany

Daniel POLI	IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.
Evaldas RUPKUS	IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.
Greece	
Kamil GOUNGOR	European Network on Independent
	Living (ENIL) Youth Network
Maria KANELLOPOULOU	CARITAS HELLAS
Maria KOUTATZI	CARITAS HELLAS
Antonia MARKOVITI	European Law Students' Association
Ireland	
Nuala CONNOLLY	Barnardos Ireland
	Pool of European Youth Researchers
Italy	
Alessandra COPPOLA	APICE – Agenzia di Promozione, Integrata per i Cittadini in Europa
Francesco PERCONTI	Giosef Italy
Paolo RUSSO	Stati Generali dell'Innovazione
Kosovo*	
Krenare LLESHI	DRIT
Latvia	
Inese SUBEVICA	NGO Youth Leaders Coalition
Lithuania	
Gediminas GABALIS	Lietuvos Respublikos socialines apsaugos ir darbo ministerija
Paulina NALIVAIKAITE	Lithuanian Safer Internet Youth Panel
Jolanta SAKALAUSKIENE	Ministry of Social Security and Labour
Luxembourg	
Daniela Dario	Ministère de l'Education nationale, de l'Enfance et de la Jeunesse
Moldova (Republic of)	
Viorica BUDU	Creative Development Association
Montenegro	
Sladjana PETKOVIC	Pool of European Youth Researchers
Portugal	
Alvaro Manuel CHAVES RIBEIRO	National Youth Agency – Portugal
Romania	
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Irina DREXLER	Pool of European Youth Researchers
Veronica Mariana STEFAN	Digital Citizens Romania, Think-Tank
Teodora-Carmen STOICA	Save the Children Romania

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Serbia	
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Katarina MATIC	SRH Serbia
Slovenia	
Rok PRIMOZIC	Ministry for Education, Science and Sports, Office of the Republic of Slovenia for Youth
Heidi PUNGARTNIK	TransAkcija Institute
Simon VRBANIC	Mladinski svet Slovenije
Spain	
Xavier BARO	AHEAD Association of Human Rights Educators
Antonio ROMAN-CASAS	AUPEX
Maria Alejandra SAENZ MORA	International Youth Organism for IberoAmerica
Sweden	
Asif KHAN	Centre for Capacity Building and Empowerment
Gunilla LUNDBERG	Enter Sweden IT-Guide
Switzerland	
Leonor ALFONSO	Ynternet.org
"The former Yugoslav Republic of Macedonia"	
Radmila STOJKOVSKA ALEKSOVA	Association for assistive technology, Open the windows
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Sarah BEEFTINK	SAMEN
Turkey	
Susanna DAKASH	UNDP Istanbul Regional Hub
Aysen KAYNAKDEMIR	Ilce Milli Egitim Mudurlugu
Figen SEKIN	Istanbul Provincial Directorate of Education
Nilgun YILMAZ	Checks and Balances Network Turkey
Ukraine	
Yaryna BORENKO	Reanimation Package of Reforms, Youth Policy Group
Oleg SLABOSPITSKY	Association of Ukrainian Youth Centres
United Kingdom	
Amar ABBAS	Youth Action
William James CARTER	Phillennials
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Shane McLOUGHLIN	Rapporteur
Zilvinas MAZEIKIS	Graphic recorder
Javier QUILEZ PENA	Video-maker
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Florian CESCON	Head of Youth Policy Division, Youth Department, Council of Europe
Katrin HOOVELSON	Economic Adviser, EU Representation in Tallinn, Estonia
Mathieu SAVARY	Policy Officer, Unit EAC.B.3: Youth, Volunteer Solidarity and Traineeships Office, Directorate-General Education and Culture, European Commission
Marta MEDLINSKA	Partnership between the European Commission and the Council of Europe in the field of youth
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Tanya BASARAB	
Mara GEORGESCU	
Viktoria KARPATSZKI	
Mojca KODELA-LESEMANN	

Workshop/future lab facilitators

Workshop/future lab facilitators	
Valentin Dupouey	JEF Europe – Young European Federalists; Advisory Council on Youth, Council of Europe
Evaldas Rupkus	IJAB – Fachstelle für Internationale, Jugendarbeit der Bundesrepublik Deutschland e.V.
Clara Giberga	Symposium facilitator
Imre Simon	European Youth Information and Counselling Agency (ERYICA)
Gubaz Koberidze	Symposium facilitator
Mara Georgescu	EU-CoE youth partnership
Davide Capecchi	EU-CoE youth partnership
Eliza Popper	Konnekt

Workshop/future lab rapporteurs

Workshop/future lab rapporteurs	
Corina Pirvulescu	European Youth Card Association
Tanya Basarab	EU-CoE youth partnership

Mara Georgescu	EU-CoE youth partnership
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Dunja Potocnik	Institute for Social Research in Zagreb, Pool of European Youth Researchers
Nuala Connolly	Barnardos Ireland, Pool of European Youth Researchers
Sladjana Petkovic	Pool of European Youth Researchers
Irina Drexler	Pool of European Youth Researchers
Veronica Stefan	Digital Citizens Romania, Think-Tank
Sanna Aaltonen	Finnish Youth Research Society, Pool of European Youth Researchers
Marti Taru	Tallinn University, Pool of European Youth Researchers

Good practice presentations

Workshops good practice presentations
Access to services
Smart toolbox: a virtual toolbox for youth workers, which contains information and tips about smart youth work generally and guidelines on how to organise an event using digital tools, presented by Kati Nõlvak (ENTK)
CLICNJOB: an online service enabling youth workers to better support young people and their social inclusion, presented by Thomas Vandriessche, Wetechcare (France)
Youth Employment Plan and the Digital Social Lab: developing young people's entrepreneurial skills, presented by Antonio Román-Casas, AUPEX (Spain)
Youth Care Leavers: a care leaver mobile application to support young people leaving alternative care, presented by Annamaria Nagy, SOS Children's Villages International (Austria)
Click for Support – REALized: web-based intervention for young consumers of new psychoactive substances: "Mind Your Trip", presented by Nadine van Gelder, LWL – Co-ordination Office for Drug-Related Issues (Germany)
GEYC Community – how to engage people online and give them access to youth information and opportunities, presented by Gabriel-Andrei Brezoiu, GEYC (Romania)
Reaching out
Eurodesk Chatbot on Facebook Messenger: tools to reach out to young people more easily and faster, presented by Grazia Cannarsa, EURODESK (Belgium)
Youth Work HD: empowering youth workers through online education to enhance social inclusion, presented by Sanjin Smajlović, Centre of Technical Culture Rijeka (Croatia)
YouTube in Youth Work: involving YouTubers to spread information about youth policy and youth work opportunities, presented by Jolanta Sakalauskienė, Ministry of Social Security and Labour (Lithuania)
No Profit Challenge, app to make links between community organisations and volunteers, presented by Francesco Perconti, Giosef (Italy)
Moderated online discussion group as a component of targeted youth work – intervention by PROMEQ research project, presented by Sanna Aaltonen, Finnish Youth Research Society (Finland)
Study on new trends in youth employment and its relationship with the digital revolution to establish a framework for Ibero-American governments and launch a training programme in digital skills, presented by Alejandra Sáenz, International Youth Organism for IberoAmerica (Spain)
Empowerment and resilience
Quintana 4D: Digital Ghosts of a Future Past – using the digital space to enhance access to culture, presented by Paolo Russo, Stati Generali dell'Innovazione (Italy)
LGBTIQ in Tech: dealing with intersectionality in the digital space, presented by Heidi Puntgartnik, TransAkcija Institute (Slovenia)

Youth Hacking and Democracy Labs: offering empowerment in digitalisation for young people with fewer opportunities, presented by Cin Pietschmann, Open Knowledge Foundation (Germany)
Youth shape their future through digital tools: #OPIN #webDays – e-participation and involving young people in shaping the net policy and voicing their ideas for the technological developments, presented by Evaldas Rupkus, IJAB (Germany)
Online Platform and App Linking Refugees to Training and Employment Opportunities, presented by Maria Kanellopoulou, CARITAS (Greece)
Digitalents Helsinki, a youth community, in which young people learn coding, game development and new media by doing, presented by Karoliina Leisti, Digitalents Helsinki (Finland)
Discrimination
No Hate Speech Movement Campaign – producing online activists for human rights online, presented by Nelli Gishyan, Youth Alliance via Networking Educational NGO/No Hate Speech Movement Armenia (Armenia)
BRIGHTS – boosting global citizenship education using digital storytelling, presented by Barbara Quarta, ALL DIGITAL (Belgium)
Different? Wonderful! – using the digital space to celebrate diversity and combat discrimination, presented by Krenare Lleshi, DRIT (Kosovo*)
Non-toxic – non-discriminating gaming culture, presented by Riikka Kaukinen, City of Helsinki (Finland)
"NoHateMakers in Action: combating Hate Speech in EuroMED", producing digital pieces of counter-narratives, and "HRe-activism against Hate Speech": youth online activism for human rights combating Hate Speech, presented by Alessandra Coppola, APICE (Italy)

Good practice fair

Good practice fair		
Title of practice	**Organisation**	**Presenter**
CLICNJOB: An online service enabling youth workers to better support young people and address the social inclusion challenges they face	WETECHCARE	Thomas Vandriessche
YouTube and youth work what is common among them	Ministry of Social Security and Labour	Jolanta
IT-Guide	IT-Guide Enter Sweden	Gunilla Lundberg
Identities: Do we overuse them? Do they matter?	Phillennials	William James Carter
MOOC and blogging as a participation tool in summer school	Stepanavan Youth Centre NGO	Armenuhi
capital digital	Maks vzw	Veronique De Leener
Robotics learning material for upper secondary educational purposes	Digitalents Helsinki	Karoliina Leisti
Vöötorav	Tartu Noorsootöö Keskus	Liis Somelar
I choose Moldova – social cohesion for youth	Creative Development Association	Viorica Budu

Vastseliina Youth Center youth information system and tools what we use to do youth work	Vastseliina Youth Center	Merlis Pajustik
Anti cyberbullying campaign "Greatest Courage"	Telia Estonia	Elo Võrk
I'm a Muslim – ask me anything! Tools to engage diverse communities and Muslim youth across Europe	Youth Action UK	Amar Abbas
Symposium 2017 on youth policy, giving some updates on trends for the future	EU-CoE youth partnership	Mara Georgescu
HRe-activism against Hate Speech	APICE – Agenzia di Promozione Integrata per i Cittadini in Europa	Alessandra Coppola
Entrepreneurship and Technology as Peace-Building Mechanisms in Cyprus and Beyond	CyprusInno	Steven W. Stavrou
Games App	Don Bosco Youth-Net ivzw / Jeugddienst Don Bosco	Claire-Eline
Platform and App Linking Refugees to Employment and Training Opportunities	Caritas Hellas	Maria Kanellopoulou
Medi portal "Youth Policy and Youth Work", https://youthworker.by/ru/normativnye-dokumenty	National Institute for Higher Education, Youth Policy and Sociocultural Communication Department	Andrei Salikau
Symposium 2015 (Un)Equal Europe	EU-CoE youth partnership	Tanya Basarab
Mind Your Trip	LWL – Co-ordination Office for Drug-Related Issues	Nadine van Gelder
Smartly on the Web	Speaking	Anu Baum