From Digital literacy to socio-economic inclusion:
the case of youth at risk and migrants

IRIS INFSO – IPTS Seminar

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Joint Research Centre (JRC)
Institute for Prospective Technological Studies
The European Commission’s Research-Based Policy Support Organization
**IPTS**: Part of Joint Research Centre of the EC: 7 Research Institutes across Europe

**Mission**: “to provide customer-driven support to the EU policy-making process by developing science-based responses to policy challenges that have both a socio-economic as well as a scientific/technological dimension”
ICTLI Action focuses on
“Socio-Economic Analysis of Information and Communication Technologies (ICT) for Learning and Inclusion”

Since 2005, working on:

1) ICT for Learning
   In support of Education and Training policies in DG Education and Culture
   • Use and impact of ICT for Teaching and Learning
   • Future of Learning and Skilling
   • Innovation and Creativity in E&T, Creative Classrooms
   • Teachers’ networking
   • Digital Competence

2) ICT for inclusion
   In support of ICT for inclusion policies in DG Information Society and Media
   • ICT based initiatives for inclusion of migrants and youth, ICT for language learning by adult migrants
   • ICT to support domiciliary carers of elderly people
   • Civil society, Third Sector and other intermediaries
## RESEARCH QUESTIONS

| A. | What practice exists on ICT for inclusion? |
| B. | Is there any correlation (or even better, causality) between ICT access, skills and usage and better socio-economic inclusion |
| C. | Impact assessment of specific digital literacy or ICT mediated social inclusion interventions: IF there is impact, and what are the FACTORS and CONDITIONS that are needed for the impact to exist |

## RESEARCH METHODS

| A. | Mapping and analysing GP |
| B. | Literature review Qualitative analysis of practice data collection |
| C. | 1) Survey of initiatives (Self-assessment)  
2) QL analysis / Case based analysis |
ICT for Inclusion (DG INFSO H3 ICT for Inclusion)

- ICT for Social Capital

2007
- Mapping of ICT initiatives for inclusion of IEM (EU27, UK, FR, DE, ES)
- State of the art of research on ICT & IEM

2008
- The use of social computing by IEM
- ICT for migrant domiciliary carers (UK, DE, IT, ES)
- ICT for learning the host country’s language by adult migrants
- The role of Third Sector Organizations and ICT for digital and social inclusion

2009
- ICT for youth at risk of exclusion
- Bridge-IT: CIP Thematic network on ICT & migrants integration

2010-
- Survey ICT for Integration of IEM
- Mapping and Impact Assessment of ICT for carers of elderly
- ICT for Inclusion Impact Assessment
- Digital Competence and ICT for Inclusion / Employability

2011
Policy support areas and Europe 2020

**Policy areas**

- Immigration and Integration
- Multilingualism
- Youth
- Social Inclusion
- Long term care
- Education & Training
- Skills NSNJ
- Employment

**ICT for migrants**

- Integration
- ICT to support inclusion of youth at risk
- Digital Competence

**ICT for Inclusion**

**Eu2020 Flagship initiatives**

- Digital Agenda for Europe
- An Agenda for New skills and Jobs
- Youth on the Move
- Innovation Union
- European Platform against poverty

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Increase employment from 69 to 75% of population:
  Focus on youth, older workers and low skilled workers, and the better integration of migrants

Improve educational levels through:
  Reducing school drop-out rates below 10%
  Increasing the share of the population having completed tertiary education, at least 40% of 30-34 years old

Promote social inclusion through:
  Reducing poverty levels: at least 20 million fewer people in or at risk of poverty and social exclusion

They are interrelated and mutually reinforcing:
educational improvements help employability and reduce poverty
Digital Competence for life

Digitally Excluded 26-35%

Those in employment
ICT user skills
ICT practitioner skills
E-Business skills
e-skills for jobs

Groups at risk of social exclusion 20-30%?

Digital Inclusion (access, skills, use)

Digital competence for inclusion
Addressing EU2020 targets

Analyzing 2 key population groups

Youth
(15-24) 12% pop*

Migrants
~(4-10+)% pop

* Eurostat 2010
Youth

• Population
  – 15-24y = 60,6m → 12%
  – 25-29y = 33,6m → 7%

• Education challenges
  – 14,1% Early school leavers*
  – 13% of young people (15-24) are NEET

• Employment challenges
  – 2,5 times higher unemployment rate than the older population: 21% (<25) vs. 8%
  – 50% of employed in a low skilled or elementary occupations

• Social inclusion challenges
  – 20 % of youth 18-24 are at risk of poverty

Factors that shape social exclusion for young people are complex and multi-dimensional:

- Financial and family problems
- Family poverty
- Low qualifications
- Low self-esteem
- Lack of family and community support
- Low governmental support
- Psychological passivity
- Tendency towards problematic behaviour (drug misuse and petty crime)
- Membership of disadvantaged communities
- Residence in areas with poor infrastructure

* IEM: Immigrant and/or Ethnic Minority
ICT usage by young people (16-24y) is the highest\(^{(1)}\) with 90% regular internet users

**Purposes:** as educational resources, entertainment, games & fun, search global info, social networking, and less for civic participation and user generated content

**However, reality does not look that bright:**

**Socio-economic conditions and digital exclusion**
- Risk of dual exclusion
- Socio-demographic factors shape access, usage patterns and types of use
- Socio-economic factors linked to skills and higher exposure to on-line risk
- Barriers to digital inclusion: cost, peer pressure, social context, attitudes towards computer use, access barriers, insufficient written English skills

**Lack of skills**
- Young people feel their computing skills are inadequate or do not meet the labour market needs
- Current young generation lack of sufficient competences (ICT Cluster Policy Brief, 2009)
  1) disclosing private information in the internet;  2) legal and ethical use (cyberbullying)
  3) critical attitude in creating content;  4) critical attitude in using content.

\(^{(1)}\) Source: Eurostat, 2010
• **Education challenges**
  – Higher drop out rates (34% vs. 14%)
  – Lower levels of educational attainments
    ▪ 19% vs. 24% of high attainment
    ▪ Under represented at medium educational level and over
      represented (+19pp) at lowest educational level
  – Language barriers
  – Insufficient multicultural education and teachers skills*1
  – Accreditation of skills

• **Employment challenges**
  – Higher unemployment levels (19% vs 9%)
  – Lower employment rate (10pp); highest gaps for women (19pp)
  – Higher over-qualification (45% vs 21%)
  – Assessment of competences
  – Language and cultural barriers
  – Accreditation of previously acquired knowledge, skills, competences

* Statistical figures from Eurostat, reported in EC SWP EU initiatives supporting the integration of third country nationals 20.7.2011
*1 Green Paper on “Migration and Mobility: Challenges and Opportunities for EU Education Systems” (2008)
*2 IPTS (forthcoming 2011): ICT enabled integration in a culturally diverse Europe
On average, IEM have similar/higher PC-Internet uptake compared to native population

Source: Eurostat, 2010
- IEM similar/higher PC-Internet uptake compared to native population
- Drivers: *keeping in touch in mobility, children education, looking for jobs, live in the digital society*
- Internet shops have a crucial role for access (newly arrived & young)

However,

- Digital exclusion still existing (*age, host language proficiency, education, socio-economic status, gender*)
- Lack infrastructure (Broadband, Public Internet Access Points) in disadvantages and segregated areas
Key findings

Evidence
from Literature review and analysis of ICT based initiatives aiming at supporting inclusion of groups at risk of exclusion

Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27

E. Klauer, A. Heche, and C. Codagnone

MIGRANTS, ETHNIC MINORITIES AND ICT

INVENTORY OF GOOD PRACTICES IN EUROPE THAT PROMOTE ICT FOR SOCIO-ECONOMIC INTEGRATION IN CULTURALLY DIVERSE CONTEXTS

Bridge-IT work in progress

Mapping of ICT-based initiatives for inclusion of youth at risk (upcoming)
Factors supporting inclusion and integration

Youth protective factors*
- Socially active
- Social environment support
- Higher qualifications
- High self-esteem
- Financial security
- Strong family culture
- Effective government support benefits
- Good socio-cultural environment

Factors supporting migrants integration*
- Speaking the language
- Having a job
- Respecting local culture
- Enjoy legal status*

Source: IPTS Lit review: Youth at risk and ICT (upcoming 2011)
Source: Eurobarometer (2011)
ICT for Informal Learning of young people
<table>
<thead>
<tr>
<th>Organization</th>
<th>Associació Joves TEB, Spain, 2006 - 2010</th>
</tr>
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<tbody>
<tr>
<td>Purposes</td>
<td>Improve the social skills, self confidence, autonomy of their participants and the intercultural dialogue and teamwork in the community</td>
</tr>
<tr>
<td>ICT usages</td>
<td>Radio, video, graphic design, web2.0, videogame design, Free Software, Free culture</td>
</tr>
<tr>
<td>Target users</td>
<td>Kids, adolescents and young adults, many of them have an IEM background</td>
</tr>
<tr>
<td>Impact</td>
<td>Since its creation the organization has provided digital skills and advanced training to ICT to hundreds of young persons. Although the project has finished, the developed method and tools have been incorporated in mainstream interventions of Associacio Joves.</td>
</tr>
<tr>
<td>Organization</td>
<td>MEDEF (French Confederation of Business Enterprises), France, 2005</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Purposes</td>
<td>Fight antidiscrimination by the recruitment by companies of their future managers with a CV database proposing motivated young talent</td>
</tr>
<tr>
<td>ICT usages</td>
<td>Instrumental role of ICT (CV database, extranet facilities)</td>
</tr>
<tr>
<td>Target users</td>
<td>Companies and young graduates (masters and above) from disadvantaged areas, many of them are second or third generation immigrants</td>
</tr>
<tr>
<td>Impact</td>
<td>In 2010, 2500 high graduates had been recruited + the deployment of the initiative from Paris to Lyon, Marseille, Toulouse and Lille will enable the integration of 1200 to 1500 additional graduates</td>
</tr>
</tbody>
</table>
Areas of intervention of ICT based initiatives for YAR and NEETs

Youth protective factors*

- Socially active
- Social environment support
- Higher qualifications
- High self-esteem
- Financial security
- Strong family culture
- Effective government support benefits
- Good socio-cultural environment

- Reducing social isolation
- Support social interaction
- Support active citizenship

- Promoting access to and re-engagement in education
- Promoting digital literacy
- Personal development

- Promote access to labour market
Areas of intervention of ICT based initiatives for migrants integration

- Financial Inclusion
  - Competences assessment
  - Training & Searching for a job
  - Training competences for employability
  - Training for ICT and Media & Creative jobs
  - Entrepreneurship

- Economic Participation
  - Collective self organization for dialogue and support
  - Intercultural dialogue, raising voices, memory building
  - Social engagement & volunteering

- Education
  - PIAP/PESCE
    - Adult education
    - Informal learning
    - Teaching material for Cultural Diversity
    - Online resources for IEM and/or intermediaries

- Social Inclusion
  - Communication needs (Internet phone, web 2.0, email, mobiles)
  - Enabling local community regeneration/development
  - Providing anti-discrimination support
  - Access to Public services online

Practices with ICT for ....
ICT usage

With target groups:
- Digital and media literacy as a goal
- As a tool to support social intervention
- Diversity of technologies used

And also by and for intermediaries:
- For management of the initiative
- Data collection and management
- Reaching target users
- Others (funds raising, communication, research)

Key findings

Face to face contact remains more important than technology
Provision of digital technologies alone is insufficient to engage learners

**Crucial role of intermediaries** (youth workers, social assistants, teachers, health professionals, friends, local champions) and the need to ensure their training
Impacts *

Limited systematic impact assessment practice … however

- **Personal development** (improve self-esteem, confidence, teamwork abilities, communication skills)
- **Increase level of competences** and higher level competences (creativity, ability to search for information, reasoning with models, analyse data, communicate ideas)
- **Support to learning**
  - Support access to and re-engagement in formal/non-formal education paths
  - Support social needs (supportive learning communities, connect with outside community and resources)
  - Support language learning

Source: IPTS Literature review, analysis of ICT based initiatives
Challenges

- Limited literature and data on ICT to support YAR and migrants, and the role of intermediaries

- Numerous ICT-based initiatives are usually **isolated, poorly known** limiting impact, replication and scalability opportunities

- Despite evidence showing they have an impact on eInclusion, there is a **lack of systematic evaluation of initiatives**

- There is the need for better understanding **enabling conditions and factors** for impact on socio-economic inclusion to support peer learning and replication

- **Lack of awareness** and information among stakeholders

- Insufficient **intermediaries' digital skills** and support

- **Financial sustainability** of ICT-based initiatives
Conclusions

The c@nnected young and migrants: an untapped **policy opportunity** for inclusion and for achieving the Europe 2020 goals

- Providing **ICT access and developing digital competence remain critical** for fighting exclusion and for supporting skilling and employment

- However, digital inclusion policies need to be **embedded in social inclusion interventions**, addressing the specific barriers and needs of target groups to engage at risk or excluded people to produce impact

- **Intermediary (often local) actors** are key and need to be empowered and supported

- A better **understanding and measurement of Digital Competence**, on-line uses and attitudes is needed to better shape digital inclusion policies

- Opportunities offered by ICT need to be **shared**, promoted and exploited; and **mainstreamed in non-ICT policy domains**: employment, social inclusion, lifelong learning, health and migrants introduction and integration measures.
IPTS selected reports

IPTS publications:

IPTS research activities on
ICT for inclusion and cultural diversity:
http://is.jrc.ec.europa.eu/pages/EAP/eInclusion.html
Thank you

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http://is.jrc.ec.europa.eu/pages/EAP/eInclusion.html