

Medici Evidence Digest #5: Marginalised young people and children

MEDICI Mapping Digital Inclusion

Context

Since the latter half of the twentieth century, digital technology has played an increasingly significant role in everyday life for many people. Those born from the 1980s onwards have come of age in a world where computers have transitioned from the domain of the office, to our homes and, with the advent of smartphones and wearable technology, they come with us wherever we go.

Because of this, there is often an assumption that children and young people are 'digital natives', who have absorbed digital skills and competences due to the prevalence of digital technology in recent years.² However, this label disguises the inequality that still exists for many children and young people who are unable to access the required technology, connectivity and/or skills to be able to benefit from the ubiquity of digital technology.

Good practices for marginalised young people and children

From our research we identified a high number of interventions that worked to address digital exclusion among marginalised young people and children. The Medici catalogue contains 194 interventions that work with this target group and meet our criteria for good practices. These represent a significant proportion of cases in the catalogue overall - 59% of the total 327 cases currently in the catalogue.

Additionally, a high number of practices that work with marginalised young people and children meet our highest evidence standard, Cluster C. This denotes that there is strong evidence that these practices would work if they were replicated elsewhere. 13 of the 21 Cluster C practices in our Medici catalogue target marginalised young people and children, representing more than 60% of the

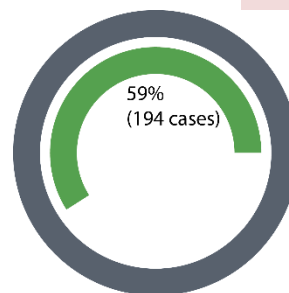
Defining Digital Inclusion

According to the European Commission, Digital Inclusion is defined as:

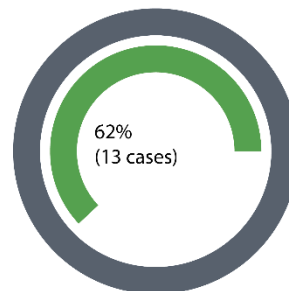
'ways to ensure that everybody can contribute to and benefit from the digital economy and society'.¹

The European Commission, and most EU Member States, typically shape their Digital Inclusion policy in terms of three key intervention areas:

- ▶ Connectivity: access to the internet through broadband, wi-fi and mobile.
- ▶ Usage capability: the acquisition of digital competences so people can use digital devices efficiently and effectively.
- ▶ Quality of use: the design of services so they meet all user needs, including the needs of people who are vulnerable.



Proportion of interventions addressing marginalised young people and children



Proportion of Cluster C interventions which address marginalised young people and children

¹ Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions A Digital Single Market Strategy for Europe. COM/2015/0192 final

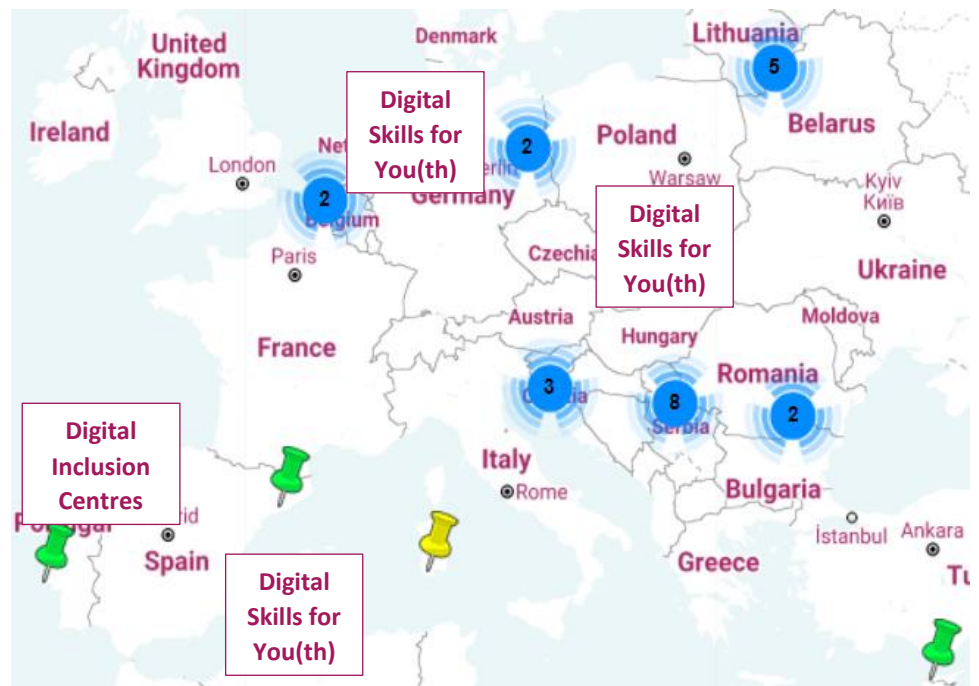
² Prensky, M. (2001), "Digital Natives, Digital Immigrants Part 1", *On the Horizon*, Vol. 9 No. 5, pp. 1-6

cases in Cluster C overall. Two of these good practices are presented below.

Examples of replicable practices

The Digital Skills for You(th)

This project aims to help young people, especially from socially disadvantaged backgrounds, to develop digital literacy as a key competency for their personal development and encourage active participation in society for their professional development. The project employs a strength-based approach to empower young people to use the internet in an active, autonomous and safe way. It is hoped that this approach will provide young people with a foundation to be able to competently use upcoming digital media appliances and devices, especially in the mobile online environment. As well as working with young people, the project works to raise awareness of the importance of digital literacy as a tool for personal development and identity building among professionals working with young people. It provides these professionals with basic knowledge and methods to address the opportunities and challenges of digital media in their work. The project will develop a blended learning concept that meets the needs of professionals working with young people as well as guidelines for its provision. It will also develop curricula for face-to-face training with accompanying online learning material and units that consolidate specific digital media subjects dependent on the individual working area, including online learning material and a toolkit. It is taking place in sites in Germany, Spain and the Czech Republic.



Map of Cluster C practices that target marginalised young people and children

Digital Inclusion Centres (Choices Programme)

This initiative is one strand of Choices, a programme of work aimed at promoting the social inclusion of children and young people in the most vulnerable communities in Portugal. It is focused on the accessibility, development and certification of ICT skills in combination with the programme's other areas of focus (school inclusion and non-formal education; vocational training and employability; community and civic participation; entrepreneurship and empowerment). As part of this strand, digital inclusion centres have been established in multiple sites, which aim to address digital exclusion through providing ICT certified training courses, promoting ICT skills and competences and exploring the use of ICT through informal events among other activities.

For further details, please visit and explore practices targeting marginalised young people and children at digitalinclusion.eu.