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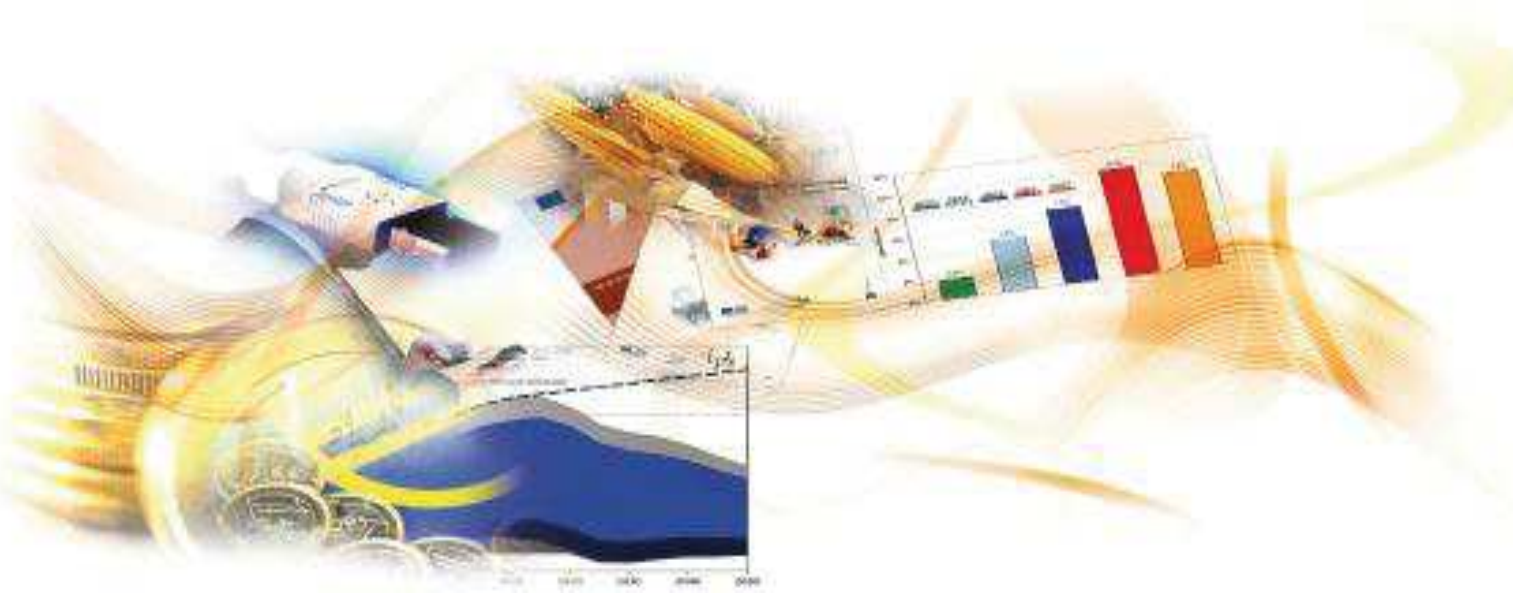

Exploring the Role of ICT-enabled Social Innovation for the Active Inclusion of Young People

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Abstract
This Report presents the final results of the study 'ICT-enabled social innovation services for active inclusion of young people' (IESI-Youth) which has been commissioned by the European Commission's Joint Research Centre, Institute for Prospective Technological Studies (JRC-IPTS) and implemented by Arcola Research in 2014.
The overall objective of the study was to review the state of the art in the domain of active inclusion services for young people, with a specific focus on how ICTs can support active inclusion of disadvantaged youth to strengthen their skills and capacities and support them to participate fully in employment and social life.
The study was conducted as preparatory activity contributing to the development of the broader research project on 'ICT enabled Social Innovation in support of the Implementation of the Social Investment Package (IESI) being implemented by JRC-IPTS in collaboration with DG Employment, Social Affairs and Inclusion (DG EMPL).

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The IESI Team of the JRC-IPTS is grateful to Arcola Research for the work conducted under its guidance as it provided useful inputs and practical suggestions for further investigation within the context of JRC-IPTS research in the field. Moreover, we are very thankful for the contribution made by several colleagues who were instrumental in the initial design of the research and which were involved in the first phase of this study.

Editorial Note

This report may be referenced as 'Cullen, J., Cullen, C., Hamilton, E., Holloway, G., Paviotti, G., Maes, V., (2015) *Exploring the role of ICT-enabled social innovation for youth active inclusion,* (Misuraca, G., Colombo, C., Radescu, R., Editors), European Commission's Joint Research Centre, Institute for Prospective Technological Studies, JRC Technical Reports Series.

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Executive Summary

This report presents the final results of the study 'ICT-enabled social innovation for active inclusion of young people' (IESI-Youth). It integrates the results of the previous tasks carried out in the study including: a review of state of the art; mapping of and analysis of examples of ICT-enabled social innovation for active inclusion of young people; selection of a sample of these cases for in-depth analysis; and in-depth case study analysis of the twelve examples selected.

The report covers four elements or processes that trace the 'narrative of the study': a review of the dynamics that are shaping social innovation in the field; how these dynamics have shaped the landscape of social innovation; what the effects of the implementation of social innovation are; what the implications are for future research and policy with particular regard to the Social Investment Package (SIP).

IESI-Youth was an exploratory study which aimed to prepare the ground for a more systematic and sustained programme of research. This means that the research carried out has a number of limitations. The population of examples of social innovation analysed in the study does not represent a 'scientific' sample of the 'universe' of ICT-enabled social innovation for active inclusion of disadvantaged youth. The research should therefore be seen as an illustrative picture of the landscape, rather than a comprehensive 'scientific' analysis.

The main dynamics that are shaping the landscape of ICT-enabled social innovation for active inclusion of young people are moulded by the interaction between forces that operate at the macro level – the socio-political environment – and 'micro level' forces that influence how individuals – young people themselves – experience innovation.

The implementation of different types of social innovation is to some extent determined by the prevailing socio-political climate at the macro level and by particular conditions in different Member States. However, a significant proportion of social innovation is implemented by trans-national partnerships and in countries outside the EU.

At the interface between these two dynamics – at the 'meso' level – are structures and practices that shape approaches and delivery; the nature and influence of the 'lifeworld' in which beneficiaries of social innovation live (for example, the level and nature of a community's social capital and social cohesion); and the community-based mechanisms for delivering innovation.

Together, these dynamics combine to shape the fields – 'value embedded action systems' - in which social innovation develops and operates. Three main kinds of value-embedded action systems can be identified: policy-driven systems; intermediary-driven systems; social entrepreneur-driven systems.

The key characteristics of the landscape of ICT-enabled social innovation for active inclusion of young people are:

- the level of innovation has been relatively modest.
- it is unevenly distributed with concentrations in particular geographical areas, service types and categories and at different levels of scale.
- four broad types of ICT-enabled services are being implemented to support the active inclusion of young people: services to promote new forms of education and training; services to promote employability and entrepreneurship; services to support personal empowerment and social and civic engagement; and services to support more effective service delivery and prevention of social exclusion through early interventions and mentoring.
- the models and methods used to deliver these services vary considerably according to the context of the innovation, the target group, the institutional framework in which the service is delivered and the scale of operations.

- the diversity of service delivery models and methods means that the configurations of ICT platforms and tools used to deliver services are also highly contextualised – the adoption of particular platforms and tools depends on the context of use.
- however, clear differences can be identified in terms of the extent to which ICTs are deployed to support small incremental changes in service delivery, sustained change, disruptive change and radical change.
- a wide spectrum of actors and stakeholders are involved in service innovation – however they can be broadly classified into three main groups according to the 'action mode' adopted in the innovation.

Within this context, the development of an 'evaluation culture' in the field of ICT-mediated services for the active inclusion of young people is still evolving. Most initiatives use qualitative evaluation methods. Outcomes evaluation is focused on beneficiary outcomes with less investment in evaluation of service (organisational) outcomes.

This lack of robust evidence-based data on the effects of ICT-enabled social innovation makes it difficult to generalise about what works for whom and under what conditions and to draw conclusions about what factors contribute to 'success'. Nevertheless, based on primarily qualitative data, it is possible to draw some conclusions from the study on outcomes at the beneficiary, provider (organisational) and – to a very limited extent – societal levels.

For beneficiaries, eight broad types of outcomes associated with the delivery of ICT-mediated services for the social inclusion of young people can be identified: increased motivation; improved digital competences; valorising acquired knowledge; facilitation of transitions to education; increased employability and access to labour market opportunities; improved personal and social development; reduced social isolation and increased social and civic interaction; improved physical, mental and social care outcomes.

For services, eight broad types of outcomes are also identified as being associated with the delivery of ICT-mediated services for the social inclusion of young people: improvements in service availability and take-up; improved service accessibility; better targeting of services; improved service provider/client interaction and collaboration; increased efficiencies through better co-ordination of services; improved cost-effectiveness of services; improved service outcomes through professional knowledge exchange; and better monitoring of clients.

The key gaps in the research are: theoretical and conceptual frameworks that can provide insights into the drivers that are shaping social services innovation for young people; data on how current policies are implementing social services innovation in practice; evidence of the evaluation and impact assessment approaches and methods that are being used to understand the effects of social innovation in this domain; data on 'what works, for whom, under which conditions' in ICT-mediated social innovation for young people.

The recommendations for future research in this field are research, or more research, on the following areas: social innovation for income support and integrative measures to facilitate successful transitions into independent living; the contribution lifelong learning interventions make to supporting active inclusion; service integration; partnership and networking strategies and behaviours; relevant evaluation methodologies and approaches; the outcomes and impacts of transformative ICT-enabled innovations that radically change the nature of service delivery; and on getting good financial data on innovations and business processes.

The policy implications suggested by the study findings for the structure and focus of the SIP are:

- The co-ordination of the SIP needs to be more adaptable to the situations and needs of marginalised and at-risk young people in particular systems and countries.
- Clearer 'signposting' of the potential of ICTs to support improvements in specific areas and sectors would enable the SIP to be more effectively targeted.

- More concentration of policy effort in the areas covered by SIP objectives 1 and 2 is required if a balance is to be maintained in terms of achieving these objectives.
- A critical review of the effectiveness of policy-driven social innovation and of the traditional active inclusion models that have shaped large-scale social innovation interventions is desirable.

The policy implications suggested by the study findings for key initiatives and instruments incorporated in the SIP are:

- Member States and programming authorities are not fully exploiting available instruments. This implies the need for awareness-raising and more active participation of relevant agencies in working with partnerships to use these instruments to stimulate social innovation.
- There is no evidence that social innovation is significantly supporting the objective of protecting people from financial difficulties – an area which remains problematic and in which more effort is needed.
- More policy effort is required at EU and Member State levels to prioritise the investing-in-children strand of the SIP. This is particularly the case for support for single parents and support for the employability of single parents and couples with children.

The policy implications suggested by the study findings for improving the relevance and effectiveness of the SIP in specific areas are:

- Evaluation in the field of ICT-enabled social innovation for active inclusion still needs support. This support could include: subsidies for implementation costs; technical advice from communities of experts; the production and dissemination of user-friendly methodologies and tools; training and evaluation competence development for intermediaries and other key actors in the innovation process.
- Social innovators' competence needs to be developed in three areas in order to facilitate more effective and efficient services: 'generic' skills (for example, management); domain-specific skills (for example, working with young people); context-specific skills (for example, online counselling).
- Further effort needs to be put into: improving investor confidence, incentivising social entrepreneurs, supporting Member States, programming authorities and social innovators to make better use of the key EU programmes like the European Social Fund, and developing and providing advice and support services to enable social innovators to identify potential sources of finance.
- There are a number of other areas where support to social innovators could help to overcome the barriers identified by the study and maximise the success factors. The key success factors include appropriate and effective business models, accessible technical and logistical support, appropriate service delivery approach, effective human resources and organisational capacity and strong partnerships. The barriers focus on funding issues, technical issues, poorly-designed delivery models and organisational resistance. This support could be provided in a number of ways including a contribution at EU and Member State level to encourage setting up and supporting appropriate networks and communities of practice for the dissemination of relevant knowledge, expertise and good practices.

1. Introduction

1.1 Objectives of this report

This Report presents the final results of the study 'ICT-enabled social innovation services for active inclusion of young people' (IESI-Youth Inclusion). The overall objective of the IESI-Youth Inclusion study is to review the state of the art in the domain of active inclusion services for disadvantaged young people. It has a specific focus on the contribution made by ICTs in supporting social innovation services for active inclusion of young people to strengthen their skills and capacities and support them to participate fully in employment and social life. In this context, the main focus of the research is to investigate the role and capacity of ICT-enabled innovations to improve the integration/ coordination of services delivered by various stakeholders, including public, private and third sector organisations.

The specific objectives of the study were:

- to characterise typologies of services or social innovation models developed or implemented in the field of active inclusion of young people.
- to identify areas and/or services where ICT-enabled social innovation of youth can make a significant contribution to the achievement of the SIP objectives (using social budgets more efficiently and effectively; strengthening people's current and future capacities; integrating packages of benefits and services that help people throughout their lives; stressing prevention rather than cure, by reducing the need for benefits; investing in children and young people to increase their opportunities in life).

The objectives of the study and the study outputs are guided by reference to eight areas of analysis, of specific relevance to the SIP objectives:

1. Identification of areas of active inclusion (education, employment, etc.) where ICT-enabled social innovation can make a significant contribution to the achievement of the SIP objectives.
2. Elaboration of a typology of ICT-enabled social innovation services for active inclusion of young people.
3. Exploration of barriers, drivers and success factors to better understand the nature of ICT-enabled social innovation and in particular towards developing the effective implementation of a future survey in the area ICT-enabled social innovation for active inclusion of young people.
4. Identification of the relevant stakeholders, their roles and the nature of partnerships and of networks in ICT-enabled social innovation
5. Analysis of the evolving job profiles and related skills in the delivery of ICT-enabled social innovation services for active inclusion of young people provided by public, private and third sector organisations in the EU including opportunities for new jobs and skills needed.
6. Analysis of the potential role and sustainability of the social enterprise structures, business models and different typologies.
7. Analysis of the return on investment of such social innovations, including the areas of impacts and typologies, and the methodological approaches used to assess it.
8. Identification of the role of policy in supporting or stimulating such innovations.

Within the overall context of the study, the objectives of this Final Report are to integrate the results of the previous activities of the study, outlining their implications and recommendations for achieving the relevant policy objectives set out in the SIP, together with practical suggestions for further research within the context of JRC-IPTS research in the field.

The focus of this Final Report is on two elements: firstly, presenting the 'landscape' of ICT-enabled social innovation for active inclusion of young people and, secondly, with reference to this

landscape, identifying policy implications and recommendations that can be substantiated by the study results – in particular the results provided by the case study analysis.

The description and analysis of the landscape attempts integrate and distil the key dynamics and themes that the study has highlighted as major factors influencing how ICT-enabled social innovation has developed in this field, how it is being implemented on the ground and what are its effects, into a coherent conceptual framework. This framework highlights the key drivers of social innovation, how these are linked to the socio-political environment (including the policy environment); the role of key actors; the contribution of ICTs; the influence of local contextual conditions and the service delivery configurations that result from the interplay of these dynamics.

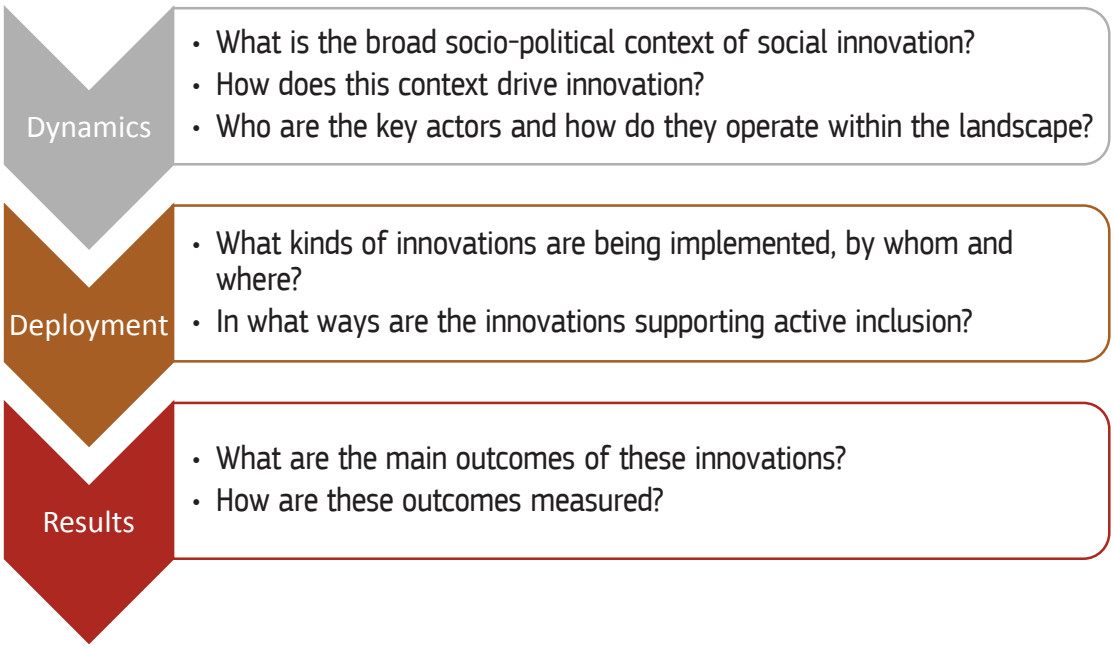
The framework allows specific examples of ICT-enabled social innovation – in particular the cases analysed in depth– to be situated within this 'landscape', enabling a picture of how particular configurations of service are linked to the broader 'system' of social innovation to be more clearly defined. The result is a map of social innovation that can be used to shed light on the key research questions of the study:

- how is ICT-enabled social innovation being implemented?
- which results have been achieved with regards to the SIP objectives; how are these evaluated (and hence what are the areas and services where ICT-enabled social innovation of youth can make a significant contribution to the achievement of the SIP objectives?).

In turn, situating specific examples of practice within this broader landscape, and linking the landscape to the key research questions of the study, provides a mechanism to support evidence-based policy implications and recommendations to be more effectively articulated in relation to the eight SIP 'areas of analysis'.

This approach is illustrated in Figure 1. It reflects what might be called the 'narrative arc' of the IESI-Youth study.

Figure 1: Schematic model of the landscape of ICT-enabled social innovation for active inclusion of young people



As Figure 1 illustrates, the narrative of this Final Report follows the process of ICT-enabled social innovation from a starting position that covers an assessment of the broad socio-political environment that is shaping innovation. This is then linked to key themes: the ways in which systems respond to the environment (the main drivers of innovation), and the key actors who

respond to these drivers. The second element of the process covered is deployment – what are the concrete forms of innovation that have emerged in response to these key drivers? In what ways do these support active inclusion for young people? The third element of the process covered is 'results' – what are the effects of social innovation and how are they changing the landscape of social inclusion? How are these results measured?

Because IESI-Youth was an exploratory study aimed at preparing the ground for a more systematic and sustained programme of research, it has a number of limitations. The evidence base in the field of ICT-enabled social innovation for active inclusion of young people is not well-established. Robust evaluation data is in short supply and this in turn means that it is difficult to establish what kinds of social innovation lead to which kinds of outcomes and impacts. The population of examples of social innovation analysed in the study does not represent a 'scientific' sample of the 'universe' of ICT-enabled social innovation for active inclusion of disadvantaged youth. The analysis of 132 examples of social innovation carried out in the 'state of the art review', the more detailed analysis of a sub-set of 46 of these examples carried out in the 'mapping' activity and the subsequent in-depth analysis of 12 case studies should therefore be seen as an illustrative picture of the landscape, rather than a comprehensive 'scientific' analysis.

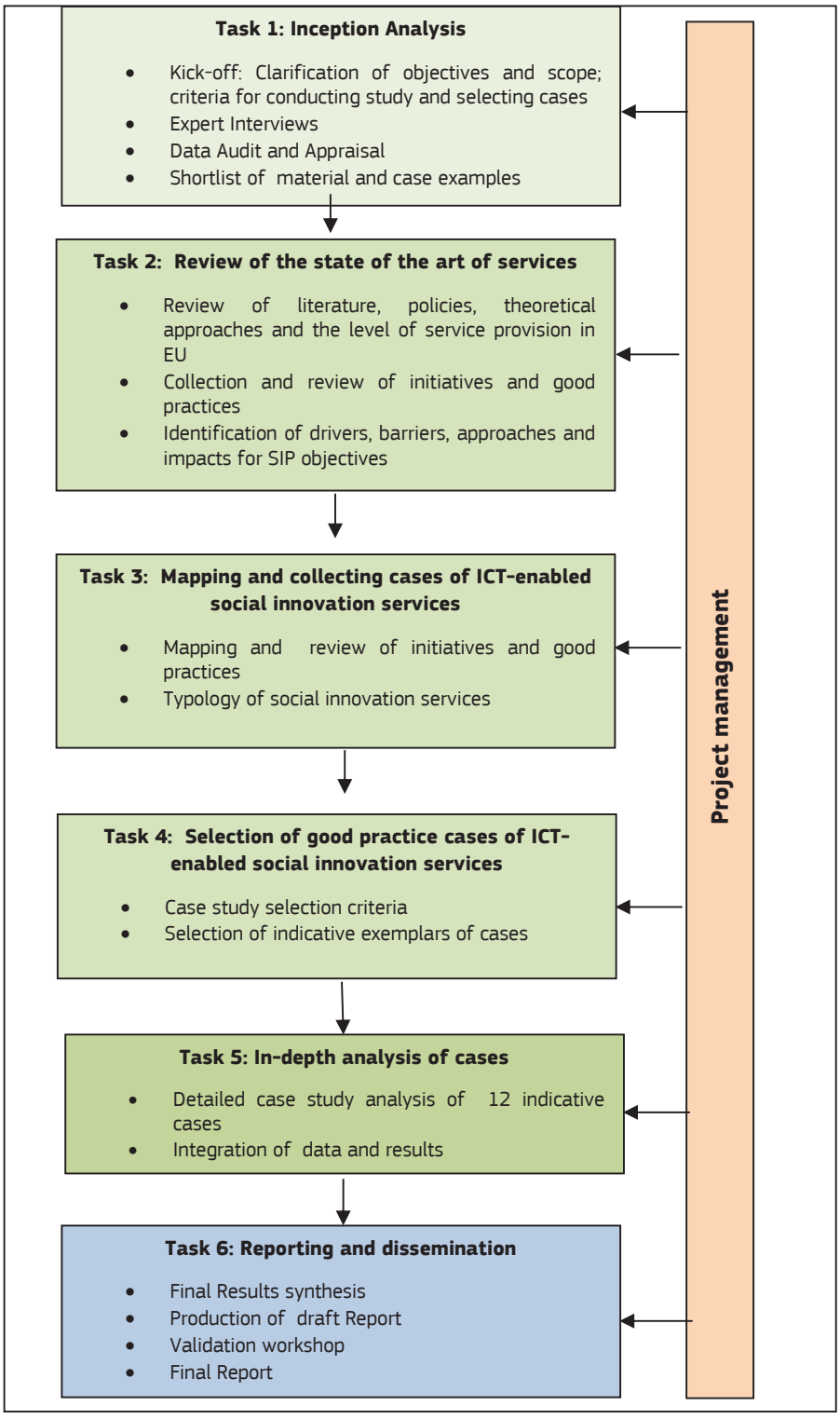
1.2 Methodological approach

As noted above, ISIS –Youth is a preparatory study for a broader and more comprehensive research programme being implemented by JRC-IPTS on behalf of DG Employment - ICT enabled Social Innovation in support of the Implementation of the Social Investment Package (IESI). IESI is being implemented to support the Social Investment Package (SIP), which was launched by the European Commission in February 2013 to help Member States to pursue active policies prioritising social investment and the modernisation of their welfare states in order to address the unemployment, poverty and social exclusion challenges brought about by the economic crisis and the sustainability challenges posed by the ageing demographic trends. The overall goal of IESI is to support the implementation of the Social Investment Package (SIP) in particular by addressing how ICT based Social Innovation can support the implementation of policies promoting social investment, with the aim of systematically collecting and improving evidence-based knowledge in this field.

This research study aimed at achieving its objectives by using a multi-methodological approach which involved six integrated sets of research activities, as shown in the diagram in Figure 2. This methodology is aligned with the overall *IESI Research Design and Methodological approach*, which combines: a literature review; a template for collecting data about policy relevant initiatives; case study analysis of indicative examples of policy relevant experiences or initiatives in the domain of ICT-enabled social innovation.

Within this overall IESI methodology, the study used the 'scientific realist review' approach to guide the review of State of the Art in Task 2 and the selection and analysis of practices in Task 3 (Weiss, 1995; Pawson et al, 2005). The scientific realist review approach balances the need for robust evidence with the recognition that the evidence base in this domain is under-developed, diverse and of variable quality. It recognizes that the protocols and evidence tests specified by the Cochrane Handbook and similar review guidelines like PRISMA, routinely applied in the medical and health fields, may not be so easily imposed in fields that present problems of methodological and epistemological heterogeneity (Higgins and Green, 2011). Realist review looks at how something is supposed to work, for which people, in what circumstances, and how. The realist review allows for greater flexibility in applying eligibility criteria to identify and appraise evidence – but still strives to maximize rigor and generalizability of findings.

Figure 2: Study methodology



In summary, the research activities were as follows:

- An Inception Analysis. This covered an overview of the study methodology; identification of the data sources to be used for the study; the role and composition of the Expert Committee set up to review the study; a revised work plan and timetable for the study.

- A Review of State of the Art of services for active inclusion of young people provided by public, private and third sectors in the EU. This covered a review of relevant literature, policies, theoretical approaches and the level of service provision amongst the different EU countries, as well as collecting and documenting 132 examples of good practices of services across the EU as well as some important examples outside the EU. This entailed identifying scientific databases and search engines, together with additional sources covering grey material; an extended search in academic publications and grey literature repositories; an appraisal of the material for quality and validity; final selection and analysis of examples.
- Mapping and collecting cases of ICT-enabled social innovation services for active inclusion of young people. This activity built on the state of the art review to provide a mapping, documentation and analysis of 46 examples of ICT-enabled social innovation services for active inclusion of young people, and a typology of cases and services. The case examples selected for detailed review were analysed using a detailed data collection template provided by IPTS, undertaken through content analysis of available documentation on each case. The typology of cases was developed through integrating two types of data analysis: a cluster analysis using the quantitative data derived from the templates and a qualitative cross-case comparison using the qualitative data derived from the templates.
- A methodology for selection of 12 case study examples representative of the 46 cases analysed in the Mapping activity. The case selection methodology was based on: reflecting a diversity of policy areas addressed; reflecting a diversity of social service areas addressed; the amount of evidence already available on the case; the case location, reflecting a diversity of EU countries represented.
- An in-depth analysis of 12 examples of ICT-enabled social innovation services for active inclusion of young people. The activity firstly provided an in depth profile and analysis of each of the 12 cases, using a common analysis and reporting template. Secondly, it presented the results of a cross-case analysis of 12 cases analysed, focusing on the impacts generated by ICT-enabled social innovation services for active inclusion of young people and their implications on policies at local, national and EU level, and with specific regard to the SIP objectives. The case study analysis used a 'multiple case study' approach (Yin, 2002; 2012). This allows exploration of the phenomena of ICT-driven social innovation for active inclusion of young people through the use of a replication strategy, in which cases are selected to explore and confirm or disprove the patterns identified in the initial cases.
- Integration and synthesis of the results of the preceding research activities to provide study conclusions and policy recommendations.

The literature and documentation analysis entailed an extensive scanning and content analysis of relevant material identified for the case. This material covered, inter alia: official policy texts; press releases; academic and other articles about the service; evaluations of the service; other material (e.g. promotional and dissemination material). The ***interviews*** involved three main groups: management, stakeholders, beneficiaries, and were carried out with key informants with an intimate knowledge of the case. The interviews were delivered using a semi-structured interview schedule. This was done by telephone or in a small number of cases by e-mail in situations where it was not possible to conduct telephone interviews. To support effective implementation of the methodology, a set of ***Case Study Guidelines*** was produced to enable the research staff involved in carrying out the case studies to apply a systematic, rigorous and common approach to data collection and analysis. The final stage of the case study entailed integration of the results of the data collection, analysis of the results and producing an individual summary of the case. This was done using triangulation of the evidence collected from the three data collection methods applied. The results of the data triangulation were integrated in two stages for each case. Firstly, each case example had its own individual summary, set out in a common Case Summary template. This summary template provides a synthesis and synopsis of the key results for each case, following the three key themes investigated in the case studies. These individual summaries then provided

input to a second round of data integration, carried out by the research team. This compared the characteristics of the individual cases to identify key common themes across the cases, focusing on policy areas supported; the drivers of social innovation; how social innovation is responding to these drivers; the role of ICT in supporting innovation and the outcomes generated by ICT-enabled social innovation for active inclusion of young people, as well as identifying differences between the cases.

1.3 Structure of the report

This report is set out as follows:

- Following this Introduction, Section 2 presents the dynamics of ICT-enabled social innovation. This identifies and assesses the key drivers – conceptual, political, social, cultural and institutional – that are shaping the landscape of ICT-enabled active inclusion for disadvantaged young people. It explores how the different types of welfare systems at the national level are reflected in the types of social innovation services being developed to support disadvantaged young people, with reference to the typology of services developed by the study, but also considers the role played by 'international' social innovation implemented outside the EU. It explores how the interaction between these 'macro-level' systems, the structures and processes that operate at the community and organisational (meso) level, and the actions of individuals at the 'micro' level, shape the nature of the social innovation landscape.
- Section 3 covers the deployment of ICT-enabled social innovation for active inclusion of young people. It identifies and assesses the key characteristics of this innovation, focusing on the level of innovation; its distribution and geographical spread; the main types of ICT-enabled services being implemented to support the active inclusion of young people: the models and methods used to deliver these services; the configurations of ICT platforms and tools used to deliver services; the nature of changes to services supported by ICTs; the characteristics and role played by the different actors and stakeholders involved in service innovation. It is split into three sub-sections. The first covers deployment at the macro level; the second looks at social innovation on the ground and the final sub-section considers the social innovation landscape in depth, using the results of an analysis of 12 case studies.
- Section 4 focuses on the results of this deployment. The first sub-section covers the evaluation approaches and methods used to assess the outcomes of social innovation in this field. The second sub-section reviews the outcomes identified at the individual and organisational levels and the final sub-section looks at outcomes at the macro level.
- The final section – Section 5– firstly presents an overview of the key findings of the study. It then reviews the limitations of the study and the implications for future research in this field. Finally, it presents the policy implications and recommendations associated with the study's key findings, set within the context of the eight SIP areas of analysis. These are covered from three perspectives: the overall structure and focus of the SIP; the implications for the key initiatives and instruments incorporated in the SIP; the implications for improving the relevance and effectiveness of the SIP in specific areas.
- Annex I presents an inventory of the 132 initiatives reviewed in the study.
- Annex II presents an overview of the 12 cases analysed in depth.
- A list of references and a list of acronyms used are appended in Annex III.

2. The dynamics of ICT-enabled social innovation for active inclusion of young people

2.1 Framing the landscape

This section explores the dynamics that are shaping ICT-enabled social innovation for disadvantaged young people with a particular focus on identifying and analysing the key drivers – conceptual, political, social, cultural and institutional – that are influencing the landscape. The starting point is an exploration of how the different types of welfare systems at the national level are reflected in the types of social innovation services being developed to support disadvantaged young people, with reference to the typology of services developed by the study. It explores how the interaction between these 'macro-level' systems, the structures and processes that operate at the community and organisational (meso) level and the actions of individuals at the 'micro' level shape the nature of the social innovation landscape.

The analysis is based on synthesising and integrating the review of theory, policy, practice and service implementation, the mapping of examples of ICT-enabled social innovation and the analysis of in-depth case studies carried out in the study. The results of this synthesis and integration of the research activities carried out in the IESI-Youth study suggest that the main dynamics that are shaping the landscape of ICT-enabled social innovation for active inclusion of young people are as illustrated in Figure 3.

Figure 3: Dynamics shaping ICT-enabled social innovation for active inclusion of disadvantaged youth

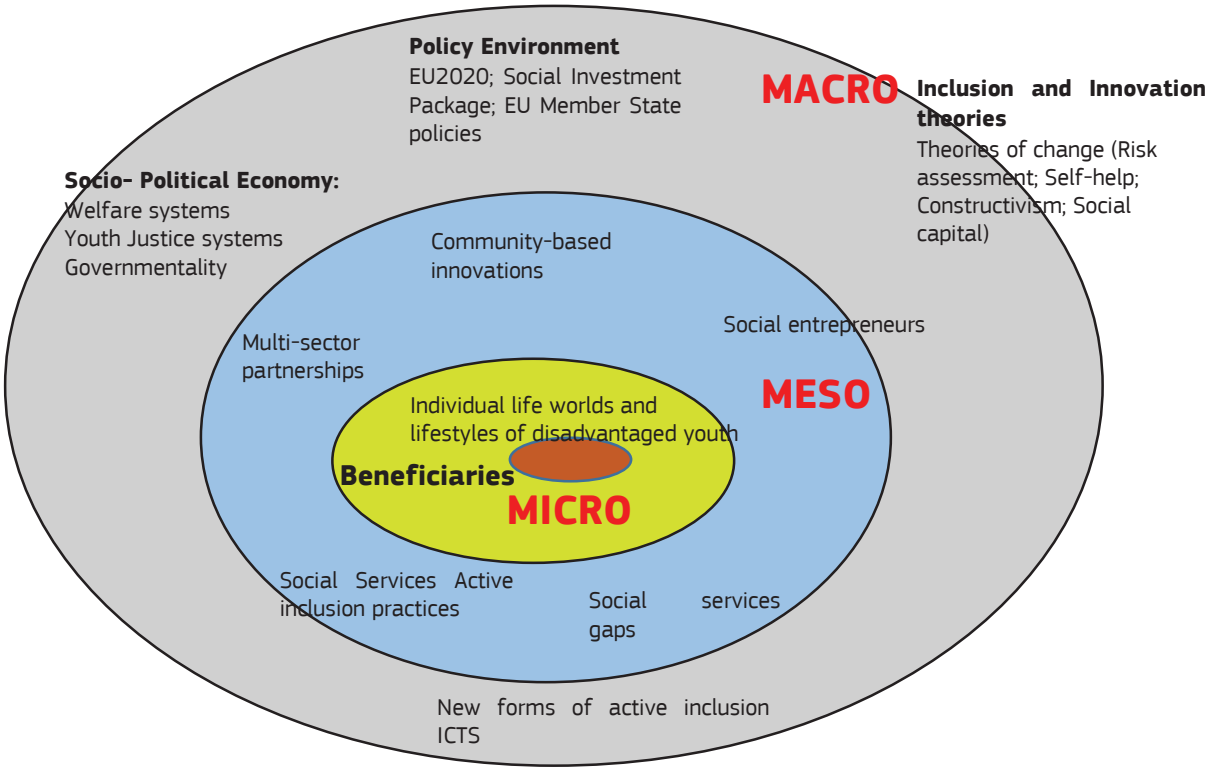


Figure 3 suggests that these dynamics reflect a complex interplay between forces that operate at the macro level – the socio-political environment – and 'micro level' forces that influence how individuals – young people themselves – experience the concrete results of innovation. At the

macro level the dynamics reflect key trans-national and national policy agendas and instruments. These include:

- The Commission Recommendation of 2008 (European Commission, 2008/867) which emphasised the need to deliver active inclusion policies to facilitate the integration into sustainable, quality employment of those who can work and provide resources which are sufficient to live in dignity, together with support for social participation for disadvantaged youth.
- The 2012 Communication "Towards a job-rich recovery" and the youth employment package, which incorporate recommendations to Member States on a Youth Guarantee to ensure that all young people up to age 25 receive a good quality offer of a job, continued education, an apprenticeship or a traineeship within four months of leaving formal education or becoming unemployed; a Quality Framework for Traineeships so as to enable young people to acquire high-quality work experience under safe conditions; a European Alliance for Apprenticeships to improve the quality and supply of apprenticeships available.
- The 2012 Social Investment Package, which specifically focuses on 'neglected' areas like affordable quality childcare and education, prevention of early school leaving, training and job-search assistance, housing support and accessible health care.
- The adoption of the legislative package on cohesion policy for the period 2014, and the EU Programme for Social Change and Innovation (EPSCI) which supports investment in and scaling-up of social innovations and facilitating capacity building.
- A range of national policies in individual Member States that support social innovation to provide active inclusion for disadvantaged youth. For example the UK *Building Engagement, Building Futures*, White Paper, 2011, sets out the Government's strategy to maximise the participation of 16-24 year olds in education, training and work.

The macro level also reflects prevailing theoretical drivers. These 'grand theories' – like 'behavioural science', or 'constructivism' – have evolved from particular epistemological and ontological roots and are consolidated and embedded largely through the actions of actors who play a powerful role in the production and maintenance of knowledge discourses – like academic institutions; policy-makers and professional social work networks. Examples of these grand theories that have strongly influenced how social innovation has been shaped in this field are as follows.

- Behavioural science and risk assessment - the literature review highlighted the increasing dominance of what has been termed the 'responsibilisation' culture in welfare and social services systems. The shift from the Keynesian welfare state toward free market policies and the rise of neo-liberalism in Western democracies has signalled a transfer of the operations of government to non-state actors. This shift reflects a model of active inclusion that prioritises personal and social development through building the character, qualities and capabilities that are needed to learn, build relationships, make informed choices, become employable and have a voice in society. It also prioritises evidence-based risk assessment at the heart of a stronger focus on evidence-based early intervention for the most disadvantaged and vulnerable young people. For example, FreqOUT! is a UK initiative that uses a risk assessment approach to identify young people who are classified as NEET or at risk of becoming NEET. This identifies those young people who are likely to gain most benefit from the FreqOUT! creative projects and the Create+ course in Creative Media Production.
- Constructivism – an alternative paradigm to the dominance of behavioural science approaches has been the use of constructivist models of social innovation, albeit at a low level. 'Apps for Good' is an innovation that uses mobile phones to deliver training for hard to teach young people to enable them to develop Apps with a social innovation objective. It uses an approach to technology-mediated community development that originated in Brazil and adapts concepts and practices originally applied in education by Paulo Freire. This is based on two key concepts: 'conscientisation' and the zone of proximal development – i.e. learning must firstly be

embedded in the lifeworld of the community and, secondly, learning must be paced to 'bootstrap' the skills of the individual learner. In the CDI model, according to the documentation analysed from CDI Brazil, the 'parent' organisation behind Apps for Good, this means that learning is acquired through a participative process in which, students reflect critically about their realities and realize actions in line with the needs of their communities.

Social inclusion patrimonies on the one hand internalise cumulative knowledge evolving via the external socio-cultural environment, both in the form of formalised procedures – such as legislation governing social services practice – as well as the collective 'sense making' that takes place as these practices are undertaken on a day to day basis. They also externalise new knowledge emerging as a result of these practices. This complex interaction creates a strong sense of the highly dynamic state of the field of social innovation, the difficulty of thinking in terms of the familiar 'sectors' or 'settings' of social services, and the fragmentation of research and discourse among largely self- referencing 'communities' of researchers/practitioners. It makes it very difficult to think of social innovation in terms of discrete and bounded 'systems'. What we see instead is a set of fluid and continually changing 'spaces' shaped by the interaction of 'sectors' of active inclusion services that are themselves loosely-bounded. These spaces might thus be described as 'open systems'.

Social innovation is also shaped by macro forces like the prevailing socio-political system at the national and supra-national level, underpinned by prevailing policy agendas and instruments. For example, in the UK, the recent policy emphasis on reducing public deficit is associated with increasing pressure on public programmes to demonstrate impacts on the basis of value for money. One example is the increasing use of 'Payment by Results' models for interventions in active inclusion – notably 'welfare to work' programmes - and the subsequent increasing emphasis on supporting social innovations that promote cost effectiveness in service delivery. The prevailing socio-political system in turn interacts with technological developments that are emerging. Depending on the prevailing contextual climate – the underlying welfare paradigm; the role of national policies in shaping social innovation – ICTs will be used in a number of ways – to support incremental, low key improvements in service delivery, accessibility of services for young people and tailoring services more closely to beneficiary needs. For example, the Timely Information for Citizens (TIC) programme in the UK used five clusters of ICTs to support social innovation: general information portals; mapping and geo-tagging; consultation tools; online communities; service tracking and CRM (Customer Relationship Management). The over-arching objective was to use ICTs to increase the transparency of information provided by local authority social services, to improve the relevance, quality and consistency of information provided and to engage citizens in the co-production of knowledge, as well as improving inter-agency collaboration. This supports key UK policy discourses around the 'Big Society' and transparency and accountability of service delivery.

The kinds of forces that shape social innovation at the micro level are also complex. They focus ultimately on the individual 'beneficiary' at the focal point of delivery of ICT-mediated interventions. Social innovation at this level will be shaped by factors like the socio-economic status and cultural background of target groups; their needs, and the level of engagement and collaboration of beneficiaries in interventions. What is revealed at this micro level of the social innovation landscape – the grass roots of active inclusion– is a diverse range of focused, bounded and highly contextualised experiments.

At the interface between these macro and micro forces – at the 'meso' level – are an additional set of dynamics that encompass: the prevailing 'middle-range' service delivery models, structures and practices that shape approaches and delivery; the nature and influence of the 'lifeworld' in which beneficiaries of social innovation live (for example the level and nature of a community's social capital and social cohesion); the community-based mechanisms for delivering innovation (partnerships; access points and so on).

A useful way of representing how this interface between the macro and micro levels operates is to think of social innovation on the ground as 'value embedded action systems' (Cullen and Cohen, 2006). On the one hand, the value embedded action model views technologies as 'non-neutral' in the sense that they embody what Feenberg (1995) has described as a 'technical code'. This technical code reflects how technologies are socially and culturally constructed, in the sense that technological design and development does not happen in a vacuum. The features of the design of a technology-enabled social innovation and the development trajectory it takes will be shaped by the roles and interests of the stakeholder groups involved. As a general rule, the more powerful the stakeholder, the more influence they will have on technology design and development. On the other hand, value embedded action systems refer to the 'immanence' of technology. Technologies provide 'benefits' for their users not simply in relation to their innate 'properties' but in terms of how they embody different purposes and beliefs. Users extract value from technologies not because they make initial rational decisions about what these technologies can do but because they embark on a process of engaging with and interpreting the meaning of the technologies. It is through this process that the very technology itself becomes established through practice. However, since the design and development path of technologies tends to amplify the positions and interests of powerful stakeholders, the process of extracting value through practice often becomes a 'contest of meanings' in which the form a technology eventually takes through the process of development, adoption and adaptation through use will be dictated by powerful stakeholders, so that weaker stakeholders may lose out in their attempt to extract value from using the technology.

Feenberg's conceptualisation of the technical code – and indeed that of 'value embedded action systems' – is influenced by a considerable body of research on the 'social constructivist' approach to technology, and in particular the so-called 'Edinburgh School', based around the 'STRONG' programme in the 1980's. The STRONG programme can be seen as a reaction to 'weak' sociologies of science. It emphasised four components: causality (critically reviewing the conditions that give rise to the claims made by a particular type of knowledge); impartiality (examining equally both 'successful' and 'failed' theories); symmetry (research should be impartial, and objectively give equal weight to different innovations or theories) and reflexivity (knowledge must be embedded within sociology itself). Social constructivism developed as a reaction to the dominance of 'instrumentalism' (Edge, 1998), which held that the nature of technologies and innovation were unproblematic or predetermined, and that technology had necessary and determinate `impacts' upon economic life and upon society as a whole, so that technological change thus produces social and organisational change. As a reaction to this, social constructivism focused on the 'social shaping' of technologies and more broadly on the 'sociology of technology' (Woolgar, 1991). These perspectives envisage technology and innovation as contradictory and uncertain processes. They are not just rational-technical problem-solving processes but 'socio-technical processes' that reflect economic, social and cultural dynamics that, for example embody alliances between different stakeholders and power groups (Molina, 1989). Technology development proceeds through the interaction of social and technical elements that cannot be separated from one another, and are in constant mutual tension. Technologies, once developed and implemented, not only react back upon their environments to generate new forms of technology, but also generate new environments (Williams and Edge, 1995). The relationship between technology and society is therefore never a one-directional, continuous process of change and progress. Technologies are developed, shaped, and adopted, responding to social needs, and to specific political and economic circumstances that reflect the broader contextual backdrop at the macro level. As tools of social interaction, technologies – particularly 'media' technologies - adopt the topography of the society in which they are developed and used (Di Maggio, 2001).

At the micro-level, the way that beneficiaries of social innovation use active inclusion technologies and hence the ways in which they extract 'use value' from social innovation depends on three main factors: the extent to which beneficiaries are actively engaged in the creation and implementation of the innovation, the role of institutional actors like intermediaries in the delivery process and the delivery model itself. As an example, 'Savvy Chavvy' is in initiative that uses a Ning platform to

create an online community to support young travellers and gypsies in making videos about their lives and provide them with a platform for telling their own stories. The catalyst for the innovation was On Road Media - a not-for-profit organisation that works with excluded and misrepresented communities to look for solutions to social problems using the web, technology and the media. The vision of On Road Media was to use a platform and social media tools to build a self-sustaining community of grass-roots practitioners drawn from the traveller culture itself. It developed the training programme to enable young gypsies and travellers to acquire the digital competences to set up and run the network, and it provided the co-ordination to enable the network to become self-sustaining. In contrast, another social innovation targeting travellers that was analysed in the IESI-Youth study – EET-Edu – used a more conventional model that provides a training programme for European occupational travellers. The training programme used a Moodle platform integrated within a mobile classroom to provide a blended learning environment to train 'showmen' who are on the road for long periods. Comparison of the outcomes of the two innovations suggests that Savvy Chavvy was much more successful than EET-Edu because the innovation was more closely embedded in the values and lifestyles of the target group.

The following sections look in more detail at these macro, meso and micro level dynamics. The first sub-section covers the socio-political dynamic and the second sub-section considers how 'value embedded action systems' work on the ground.

2.2 The socio-political (contextual) dynamic

This sub-section explores the relationship between the type of social innovation being developed and the broader socio-political system in which social innovation is developing. The main question addressed in this context is – can a relationship be identified between the nature and type of social innovation and the different kinds of social and welfare systems that operate at the macro level within the EU?

There have been a number of attempts to classify EU Member States in terms of how their political systems, policy environments and broad socio-cultural characteristics shape approaches to things like welfare support, youth policy and social inclusion policy. Much of this work has been driven by the notion that the nature of social innovation in social services in different EU countries is fundamentally being driven by the prevailing economic system, which will shape approaches to social inclusion. A good example is the 'three worlds of welfare capitalism' approach developed by Esping-Andersen (1990). This suggests that modern developed capitalist nations can be clustered into three types, according to the approach adopted and instruments applied to social security and welfare. This, it is argued, reflects the degree of de-commodification and the kind of stratification countries create. De-commodification reflects the extent to which an individual can maintain a livelihood without reliance on the market. Stratification denotes the level of redistribution that is imposed by the welfare state. The 'Liberal' type entails means-tested assistance, modest universal transfers, or modest social insurance plans. Benefits cater mainly for low-income people and state dependants, with little redistribution of income. The 'conservative-corporatist' type is characterized by a moderate level of de-commodification. The state's intervention is restricted to providing benefits that maintain incomes relative to occupational status. In the 'social-democratic' type, the level of de-commodification is high. Welfare benefits are generous, universal and highly redistributive and they do not depend on any individual contributions. The state will pre-emptively intervene to prevent social problems arising and provide care when they do. Subsequent work (Ceka, 2013; Stambolieva, 2011) has reviewed the original typology to take account of conditions in newer EU Member States, particularly those from the former 'Eastern bloc'. On this basis, Table 1 below shows a classification of EU Member States according to the characteristics of their welfare systems.

Table 1: Classification of EU Member States by welfare system characteristics (Esping-Andersen, 1990)

Type	Characteristics	Countries
Liberal	Means-tested assistance Modest universal transfers, or modest social insurance plans	England and Wales
Conservative-corporatist	Moderate level of de-commodification	Austria, Italy, France Germany
Social democratic	Welfare benefits generous, universal and highly redistributive	Sweden, Finland Denmark, Netherlands
Mediterranean	Moderate redistribution now severely reduced by austerity measures	Spain, Portugal Greece
Neo-liberal	Minimal state intervention, low welfare spending, low taxes, strongly deregulated labour markets and widespread liberalization	Estonia, Latvia, Lithuania Slovakia
Social corporatist	Strong state intervention; centralised welfare	Czech Republic, Slovenia, Romania, Bulgaria
Hybrid	Strong protectionism and high level of openness	Poland, Hungary Malta

Another classification approach focuses on how different countries envisage the concept of 'youth' and how discourses on young people shape youth policies, particularly with regard to the social inclusion of young people. Junger-Tass (2006) for example suggests that youth policies in Europe are shaped by underlying lego-judicial paradigms. She argues that, since the 1970's and up to the present, three broad models of juvenile justice have emerged in Europe, so that there are now clear differences in approach to youth issues, like social exclusion and youth justice, between 'Anglo Saxon' countries and other EU states, particularly in Southern Europe and East and Central Europe. The 'Justice' orientated model is found in English speaking countries (except Scotland) and the Netherlands. It has a strong emphasis on retribution, accountability and parental responsibility. The 'Welfare' orientated model is applied in Germany, France, Eastern Europe and Belgium. At its core is respect for individual rights of child, therefore it focuses on preventative measures. The 'Just deserts' model has developed in Scandinavia and Scotland and reflects a mix of welfare and justice systems which prioritises principles of treatment over punishment and the use of welfare boards.

A recent comparative review of European juvenile justice applied the Junger-Tass typology to an assessment of good practices in 'early interventions' – particularly focusing on offending prevention - in the European Union (Stevens et al, 2006). The review examined whether Junger-Tass's three-cluster typology could be correlated with the 'three worlds of welfare capitalism' identified by Esping-Andersen. It found a high correlation between the type of welfare system in place and youth policies, including youth justice policy. The closest fit found was between the 'social democratic' model of welfare provision and the 'welfare' youth justice model. In the latter system, early intervention is considered the best approach to addressing offending. This type of system also ensures that inequality within society in general is minimised by the use of universal systems of benefits. There was also a good fit found between the 'justice' youth justice model and the 'liberal' welfare provision model, where the emphasis on parental responsibility in the justice system chimes with the welfare approach of minimal state intervention. Similarly, there was a good fit identified between the 'just deserts' youth justice model and the 'social democratic' model of welfare provision, which reflects the resonance between the principles of treatment over punishment enshrined in youth justice and the emphasis in welfare systems on providing support

and care in time of need. However, the review also identified a close fit between the 'welfare' youth justice model and the 'conservative-corporatist' welfare provision model, suggesting evidence of an increasing tendency for European juvenile justice systems to use elements of the 'justice' orientated model of juvenile justice. This, it is argued, is in turn associated with increasing pressure on EU Member States in recent years to move more towards the 'liberal' model of welfare provision. Although Stevens et al found no evidence that indicators like the level of youth crime is affected by differing approaches to welfare, nor that levels of youth offending have declined as a result of this shift towards the 'liberal' youth justice model, they argue that the outcomes for young people, in terms of well-being, are significantly affected by the type of welfare and youth justice system in place.

The relationship between economic models and prevailing welfare systems has also been linked education and training policy and provision. Green (2005) for example depicts lifelong systems in Europe in terms of 'models of regulation'. This 'regulatory' dimension reflects other key dimensions of lifelong learning systems: the underlying 'vision' of learning; institutional structures; assessment approaches, and governance. The analysis suggests that lifelong learning systems have evolved in Europe along a continuum from highly-centralised and state-regulated systems through to systems that are primarily market-led. These appear to be correlated with measures of social inclusion. For example the Nordic countries share an emphasis on public educational provision administered locally and have rather low levels of private schooling and marketization in education. This is reflected in low levels of educational inequality and high levels of social cohesion, which in turn impact on the type of welfare system in place. Widespread uptake of adult learning and particularly the training provided for the unemployed and those about to be made redundant through active labour market policies, promotes the higher employment rates which also contribute to overall productivity. Relative equality of incomes is partly due to labour market institutions, including minimum wage law and mechanisms for concerted and centralised pay bargaining, but is also significantly due to lifelong learning policies. Green argues that the 'Nordic model' (formalised social partnership) comes closer to the Lisbon and EU2020 vision of a competitive and dynamic knowledge-based economy with more and better jobs and greater social cohesion than any other region, and that this is related to the nature and role the 'lifelong learning system' plays .

Finally, a number of studies have attempted to integrate these different typology models – economic systems, welfare policies, labour markets – within a categorisation structure that considers specifically how these socio-political contexts link to representations of youth and youth unemployment policies in the EU (the previous 'EU27'). These include the EU FP6 projects Up2Youth, CSEHYP and YIPPEE (Kutsar and Helve, 2012). The research proposed a typology composed of a *liberal* (Anglo-Saxon), a *universalistic* (Nordic), a s*ub-protective* (Mediterranean), an *employment-centred* (Continental), and a *post socialist* (Central and Eastern European) model of welfare provision including related youth transition regimes. The liberal welfare approach focuses on individual responsibility and economic independence. The universalistic welfare approach reflects the individualisation of life courses in the frame of integrated and comprehensive education systems. The sub-protective (Mediterranean) welfare approach lacks reliable training pathways into the labour market and this creates inequalities among young people depending on the resources of their families of origin. The employment-centred (Continental) welfare approach reflects a two-tiered division of social security which favours those who have already been in regular training or employment, while others are stigmatised through social assistance. Post-socialist (Central and Eastern European) welfare approaches vary from country to country, reflecting a variable welfare mix of socialist past and policies copied from contemporary Western societies, with specific adaptations to the different countries' needs. The argument is that youth policies driving social innovation for active inclusion of young people reflect the underlying welfare approach.

Putting together these different typologies and categorisations, it is possible to identify the building blocks of a typology of 'Youth Systems' that is grounded in European socio-political context and which links together systems of economics, welfare, youth justice and social inclusion. This is

shown in Table 2. The Table integrates the research described above on the relationship between economic systems and welfare systems, links this to the research on youth justice systems and to the broad patterns of social inclusion identified in the different countries categorised to illustrate how the relative 'position' of young people in the EU (as described by Kutsar et al, 2012) reflects particular economic, welfare and youth justice systems as well as social inclusion trends. As Table 2 shows, five types of 'Youth System' can be identified:

- The Liberal (Anglo-Saxon) system. This focuses on individual responsibility and economic independence and reflects a welfare system based on modest social insurance, a youth justice system that combines retribution with risk assessment and early interventions and a social inclusion context that reflects low social cohesion; high social inequalities; light touch labour market regulation and state investment in education
- The Employment-centred (Continental) system. This reflects a moderate level of de-commodification with a two-tiered division of social security which favours those who have already been in regular training or employment and stigmatises others through social assistance. The welfare system emphasises respect for the individual rights of the child, and focuses on preventative measures to reduce the risk of social exclusion in later life.
- The Universalistic (Nordic) system. This is characterised by a focus on the individualisation of life courses in an integrated and comprehensive education system, reflecting generous welfare benefits, a universal and highly redistributive welfare system, the prioritisation of principles of treatment over punishment; the use of welfare boards and a social inclusion context that reflects relative equality of incomes; minimum wage law; solidaristic value systems and high levels of social cohesion.
- The Sub-protective (Mediterranean) system. This is characterised by a low level of redistribution of wealth, now severely reduced because of austerity measures. There are no reliable training pathways into the labour market; youth opportunities depend on family resources Social transfers are small and the family takes a major responsibility for providing support and care to its members. This creates high levels of social cohesion but high levels of inequality.
- Post-socialist. This reflects previous communist and socialist regimes in Eastern Europe. The systems vary from country to country. They reflect a mix of socialist past and policies copied from Western EU societies, with specific adaptations to the different countries' needs.

Table 2: Typology of Youth Systems

Youth System	Welfare system	Youth Justice System	Social inclusion context	Countries
Liberal (Anglo-Saxon) - focus on individual responsibility and economic independence	Liberal - Means-tested assistance Modest universal transfers, or modest social insurance plans	Justice - strong emphasis on retribution, accountability and parental responsibility	Low social cohesion; high social inequalities. Youth unemployment - light touch labour market regulation and state investment in education. No support for transitions	England and Wales, (Netherlands)
Employment-centred (Continental) - two-tiered division of social security favours those who have already been in regular training or employment; others stigmatised through social assistance	Conservative-corporatist - Moderate level of de-commodification	Welfare - respect for individual rights of child, focus on preventative measures	Social polarisation – social inclusion measures favour people who already have skills or experience and further marginalise those without. Partial support for transitions	Austria ,Italy, France Germany
Universalistic (Nordic) - individualisation of life courses in integrated and comprehensive education system	Social democratic - Welfare benefits generous, universal and highly redistributive	Just Deserts - mix of welfare and justice systems; prioritises principles of treatment over punishment; use of welfare boards	Relative equality of incomes; minimum wage law; solidaristic value systems. High levels of social cohesion. High aggregate levels of attainment and skills. Strong transition systems	Sweden, Finland Denmark, Norway (Netherlands)
Sub-protective (Mediterranean) – no reliable training pathways into the labour market; youth opportunities depend on family resources	Mediterranean - Moderate redistribution now severely reduced by austerity measures		Social transfers are small and the family takes a major responsibility for providing support and care to its members- creates high levels of social cohesion but high levels of inequality	Spain, Portugal Greece
Post-socialist - varies from country to country; mix of socialist past and policies copied from Western EU societies, with specific adaptations to the different countries' needs	1.Neo-liberal - Minimal states, low welfare spending, low taxes, strongly deregulated labour markets and widespread liberalization 2.Social-corporatist - Strong state intervention; centralised welfare 3.Hybrid - Strong protectionism and high level of openness		De-regulated labour markets and low taxes on individuals and companies create conditions for widening gaps between included and excluded	1.Estonia, Latvia, Lithuania Slovakia 2.Czech Republic, Slovenia, Romania, Bulgaria 3.Poland, Hungary (Malta)

The question is – can this 'Youth System' typology be equated with patterns of social innovation for ICT-enabled active inclusion of young people?

One of the obstacles to trying to make this connection is the level and nature of deployment of social innovation in the EU. The results of the analysis carried out in IESI-Youth – consistently across the three main research activities (review of state of the art; mapping of cases of initiatives; in-depth case studies) show an uneven spread of innovation with concentrations in particular countries. A second problem is that a significant proportion of social innovation in the field is being implemented not within the national context but in the broader EU context – mainly through partnerships funded through EU research programmes – and in countries outside the EU – again typically through global partnerships. The analysis of 132 examples of social innovation initiatives carried out in Task 2 showed that 12% of initiatives are 'global', 13% are located in countries outside the EU (mostly from USA, Canada, Australia); 7% of initiatives operate at EU level and 68% are national or local initiatives across EU Member States, of which 12% were UK, 10% from Spain and 7% from France. Similarly, the analysis of 46 cases of social innovation analysed in Task 3 showed that 28% covered more than one country, 15% were international initiatives outside the EU, just under 20% were UK examples, 10% were Spanish and around 5% were from Italy, Germany and France. A relatively small proportion of initiatives analysed in both Tasks 2 and 3 were from Nordic countries and very few were from Eastern Europe.

This makes it difficult to model a relationship between the macro-level socio-political context and the level and type of social innovation that can be identified in Europe on the basis of empirical evidence, since there are insufficient examples of social innovation in the different category types to compare them.

However, bearing in mind the limitations of the available evidence, the analysis carried out in IESI-Youth does suggest that the nature of social innovation is to some extent influenced by the broader socio-political context in which innovation happens.

The ***review of state of the art*** highlighted some broad trends and differences in social innovation between different welfare/youth systems:

- In England and Wales, the underlying neo-liberalist economic paradigm has shaped a welfare system that emphasises 'light touch' labour market regulation and state investment in education as a key strategy aimed at tackling youth unemployment. Young people in the UK are largely left to navigate the transition to work and responsible adulthood alone, and the support they receive varies wildly across different families, communities and employers. Major social innovation programmes aimed at addressing the social exclusion of young people typically combine 'punitive' and 'supportive' elements. For example the 'Parenting' programmes aimed at reducing the risk of later social exclusion for 'problem' families are a compulsory requirement for families who are judged 'at risk' and are accompanied by a legal child protection order. Social innovation is also characterised by a high level of de-centralised 'partnership' intervention, combining market-led and voluntary or network-based actors. Examples include the 'Catalyst consortium', which provides government support to promote volunteering in the active inclusion field, and the 'Myplace' initiative, which provides funding for local partners to improve their services to young people and pioneer new innovative and cross-sector approaches.
- Countries in the 'Nordic' systems provide structured training pathways into skilled jobs for young people. 'Youth' is seen as a specific period of development, and the transition to work and responsible adulthood is supported by the whole community: employers provide work experience and on -the-job training and state-funded vocational colleges provide the underpinning theoretical and knowledge-based learning. There is strong support for multi-agency and multi-stakeholder collaboration in delivering youth services. In Sweden, the Development Guarantee Programme increased responsibility for the local municipalities to tackle the problem of youth unemployment. Also in Sweden, problem families are engaged through community-based initiatives like 'Turning Point for Children through Parents' - an

active outreach approach that has been adopted in order to encourage parents who could benefit from support to participate in a programme. There is also a strong emphasis in the Nordic countries on providing support for 'special targeting measures' to ensure open access to training opportunities, promote informal learning and support skills creation through working with enterprises to support training for unemployed and 'at risk' youth and increase their entrepreneurial skills. Examples include 'Job Patrols' and 'Targeted support for early school leavers' in Denmark and 'See the Opportunities and Make them Work' – a Norwegian programme to develop youth entrepreneurship.

- The 'Mediterranean' system shows a more 'ad hoc' approach to active inclusion of young people. Spain, for example, does not have an integrated youth policy. Policies affecting young people and those at risk are subsumed within other policy fields, particularly those covering social inclusion and ICTs. Youth policy is implemented through a fragmented set of initiatives, including Youth Councils; the Spanish Youth Information network; implementation of the European Youth Pact and a network of 195 Youth Emancipation Services.
- In 'Continental' systems, a more centralised role in social innovation can be identified. In France, youth schemes have become a central instrument for regulating the insertion of young people into the labour market. The apprenticeship systems in the German-speaking countries provide structured training pathways into skilled jobs for young people. Youth active inclusion policy in France reflects three main strategies: adapting the workforce qualitatively to the requirements of the labour market through additional training – for example learning at training tele-centres followed by 'block release' placements ; offering job opportunities in companies by reducing the cost of labour – for example by offering employer incentives like 'Youth Exemption Contracts'; experimenting with developing new types of jobs outside the established labour market – this directly entails stimulating social innovation through creation of new local services by directly funding jobs for young people.

The ***mapping of examples of ICT-enabled social innovation for active inclusion of disadvantaged youth*** also suggested a degree of association between the broader socio-political context and the nature of social innovation developing in the field of active inclusion for young people, although this association is rather weak. A key output of the mapping of the 46 examples of social innovation was the development of a typology of ICT-enabled services for active inclusion of disadvantaged young people. This typology was developed by clustering both quantitative data – for example the type of initiative, the active inclusion ICT used, the SIP strands supported, the social policies supported – and qualitative data – for example the context and rationale of the initiative, the objectives supported. The resultant typology identified five main types of social innovation, with five sub-types. This is summarised in Table 3.

Table 3: Typology of ICT-enabled services for active inclusion of disadvantaged young people

Type	N. cases (%)	Title	Distinguishing features
1	16 (35)	Learning and Employability	Interventions that provide new forms of education and training support for the hard to reach, and services to support employability and entrepreneurship. Focuses on promoting service innovation from the beneficiary perspective through improving access and take-up and better targeting of services.
2	12 (26)	Co-production of social services	Interventions that work with existing services and provide active inclusion and youth inclusion services to support better targeting of services, improving access to services and adding value to the work of intermediaries
3	7 (15)	Early Intervention and Mentoring	Interventions with a specific focus on targeting 'at risk' young people, ensuring that social protection systems respond to young people's needs at critical moments during their lives. They apply ICTs – typically in combination with face to face interaction – to provide counselling and mentoring services.
4	4 (9)	Multi-stakeholder, multi-service inclusion	These interventions cover the spectrum of social innovation, including education and training, employability and entrepreneurship, and social services co-production. They support both provider and beneficiary-led innovation.
5	7 (15)	New Knowledge production	Interventions that apply new forms of knowledge production to work across a range of youth services. They use novel forms of active inclusion and social services ICT – for example crowdsourcing – to promote radical and disruptive change in service delivery.

Table 4 shows how this typology relates to the 'Youth Systems' typology presented in Table 2 above. Note that the 'Post-Socialist' type is not included in the Table because of the lack of sufficient data to develop this category.

Table 4: Social Innovation Typology by Youth Systems

Social Innovation Typology			Youth Systems typology				
Type	**Title (N cases)**	**Distinguishing features**	**Liberal**	**Continental**	**Soc-Democrat**	**Mediterranean**	**International**
1	Learning and Employability 1A: 5 1B: 5 1C: 6	New forms of education and training support for the hard to reach; services to support employability and entrepreneurship. Focuses on promoting service innovation from the beneficiary perspective through improving access and take-up and better targeting of services. Sub-types: 1A: New forms of education and training for the hard to reach 1B: Support to develop employability and entrepreneurship 1C: Combines new forms of learning and training with employability support	1 – Savvy Chavvy 1 – TaskSquad 1 – FreqOUT!	1 – Surf to the Job 2 – Giovani Si!, Programme JeunESS 1 - Aurora		1 – New Opportunities Initiative 1 - Arduino	3 – COME-IN; Itec; Scratch 1 – ETT-Edu 3 – Alison, Nairobits, Yearup
2	Co-production of social services 2A:8 2B: 4	Work with existing services and provide active inclusion and youth inclusion services to support better targeting of services, improving access to services and adding value to the work of intermediaries. Sub-types: 2A: New forms of education and training to support services co-production 2B: New forms of employability and entrepreneurship development to support services co-production	2 – MOMO, Notschool 1 – BOOT (NL)	2 – Science Tour; Hospital-School-Home	1 See the Opportunities	1 – Mundo de Estrellas 1 – Jove amb Futur	3 – UNICEF Innovation Labs, FunzDa, Equal Opps Schools 1 - SPARK
3	Early Intervention & Mentoring (7)	Specific focus on targeting 'at risk' young people, ensuring that social protection systems respond to young people's needs at critical moments during their lives. Apply ICTs – typically in combination with face to face interaction – to provide counselling and mentoring services.	5 – The Site, Cybermentors, Fosternets, FLABS, Brightside		1 – Shadow World		1 - Nightingale

Social Innovation Typology			Youth Systems typology				
Type	**Title (N cases)**	**Distinguishing features**	**Liberal**	**Continental**	**Soc-Democrat**	**Mediterranean**	**International**
4	Multi-stakeholder, multi-service inclusion (4)	Cover the spectrum of social innovation, including education and training, employability and entrepreneurship, and social services co-production. They support both provider and beneficiary-led innovation.	2 – Apps for Good, Youthreach (IE)			1 – Measure 123 (Cyprus)	1 – Empowerment of Youth (Turk
5	New Knowledge production (7)	Apply new forms of knowledge production to work across a range of youth services. They use novel forms of active inclusion and social services ICT – for example crowdsourcing – to promote radical and disruptive change in service delivery.	1 – Timely Information			2 – Ai Laiket!, Goteo	4 –mPowering, Samasource, CISCO Academies, Kafka Brigade

As Table 4 shows, there is no strong correlation between the type of 'Youth System' and the type of ICT-enabled social innovation for active inclusion of young people being implemented in the current landscape. However, the evidence does show a limited correlation between the broader socio-political environment and the type of ICT-enabled social innovation being developed to support active inclusion of disadvantaged youth. Tables 5 and 6 show the distribution of social innovation examples analysed according to their category of social innovation, by the type of Youth System in which they have been developed.

Table 5: Youth system type by social innovation type

Youth System/ Innovation type (%)	Liberal	Continental	Nordic	Mediterranean	International
1 - Learning and employability	21	67	0	29	41
2 - Social services co-production	21	33	50	29	24
3 - Early intervention and mentoring	36	0	50	0	6
4 -Multi-stakeholder, multi-service inclusion	14	0	0	14	6
5 - New knowledge production	7	0	0	29	24
Total %	100	100	100	100	100
% initiatives	30	13	4	15	37

Table 5 shows:

- The majority of the 46 cases analysed – 37% - have been implemented either in countries outside the EU or in partnerships between organisations from different Member States. Just under a third have been implemented in 'Liberal' systems. Continental systems have supported 13% of social innovation implementation; Mediterranean systems have supported 15%, with only 4% of social innovation implemented in 'Nordic' systems.
- Liberal systems support a broad range of social innovation types, with the biggest concentrations in 'Type 3' – early interventions and mentoring of young people (36% of the total and to a lesser extent 'Type 1' – support for learning and employability – and 'Type 2' – support for co-production of social services (both 21% of the total).
- Continental systems appear to mainly support 'Type 1' social innovation - support for learning and employability (67% of the total initiatives in this system) with the remainder of the social innovation implemented falling into the 'Type 2' category – social services co-production.
- The Nordic system shows a very low level of social innovation, split between Types 2 and 3.
- The Mediterranean system shows a moderate level of social innovation, spread over the range of types, but with no social innovation in Type 3 – early intervention and mentoring.
- Non-EU social innovation runs at a relatively high level of implementation.

Table 6: Social innovation type by youth system type

Innovation type/ Youth System (%)	1 - Learning and employability	2 - Social services co-production	3 - Early intervention and mentoring	4 -Multi-stakeholder, multi-service inclusion	5 - New Knowledge production
Liberal	19	25	71	50	14
Continental	25	17	0	0	0
Nordic	0	9	14	0	0
Mediterranean	13	17	0	25	29
International	44	33	14	25	57
Total %	100	100	100	100	100
% initiatives	35	26	15	9	15

Table 6 further elaborates the picture illustrated by Table 5 above. It shows:

- A majority – 35% - of social innovation are 'Type 1' - initiatives promoting learning and employability for the active inclusion of young people, with just under a third – 26% - 'Type 2' – initiatives supporting co-production and collaboration in social services.
- Almost three quarters – 71% - of 'Type 3' social innovation - initiatives promoting early intervention and mentoring to support social inclusion – are implemented in 'Liberal' systems.
- 50% of 'Type 4' – multi-stakeholder, multi-service inclusion initiatives - are implemented in 'Liberal' systems
- 57% of 'Type 5' – new knowledge production services – are implemented in countries outside the EU or by international partnerships.
- Almost half – 44% - of 'Type 1' social innovation – initiatives promoting learning and employability for the active inclusion of young people – are implemented in countries outside the EU or by international partnerships.

This analysis poses some interesting questions. Since 30% of all the social innovations identified are implemented in 'Liberal' systems, and 37% are implemented in countries outside the EU or by international partnerships, are their features of the 'Liberal' system and of the environment outside the EU that are acting as drivers to support ICT-enabled social innovation for active inclusion of young people? Does the low level of social innovation in 'Nordic' systems reflect a higher level of efficiency and effectiveness of existing social services compared to other systems?

More detailed data, drawn from the mapping of initiatives and the in-depth case studies carried out in the study helps to shed more light on these questions, with reference to specific case examples. These data are presented and analysed in the Section 3 of this Report.

2.3 How social innovation works on the ground

The analysis presented above in Section 2.2 concluded that, to some extent, the broad parameters that enable ICT-enabled social innovation for active inclusion of disadvantaged youth to develop in particular distinctive ways are influenced by the prevailing socio-economic and socio-cultural conditions of the different 'youth systems' that currently prevail within the EU. These systems create the broad parameters within which specific innovations can be further shaped by the interaction between dynamics that operate at the micro level and dynamics that operate at the meso level.

Social innovation at the ***micro level*** is defined for the purposes of the IESI-Youth study as innovation that is directly targeted at promoting positive changes in the lives of beneficiaries, i.e. individual young people who are socially excluded or at risk of social exclusion.

Social innovation at the ***meso level*** is defined for the purposes of the IESI-Youth study as innovation that is directly targeted at promoting positive changes in the mechanisms and delivery systems that are providing services for young people who are socially excluded or at risk of social exclusion. These typically cover service provider organisations such as social service agencies, intermediary and 'third sector' organisations who interface between social services and beneficiaries, and community-based and grass roots entities who work with young people who are socially excluded or at risk of social exclusion.

At the micro level, the literature review, analysis of examples of social innovation for active inclusion of disadvantaged youth, and the mapping of initiatives delivering services for disadvantaged youth suggested that beneficiary-driven innovation is embedded in specific 'lifeworlds' that can vary at local and regional level. Social innovation can be seen as the sum of different types of collective dynamics to cover social needs that arise when the private and the public sector do not cover those needs, or when they disengage from their role in supporting needs. These needs are on the one hand being shaped by macro-level trends that have created a broad set of common issues that face young people today and are associated with:

- the emergence of the 'risk' society – as the old institutions of industrial society - family, community, social class - are undermined by globalization, young people must learn to navigate society for themselves. Young people are now more than ever free to become architects of their own lives, and to have responsibility for their own lives – but the culture of individualism, and the pressures it generates in terms of having to achieve, conspire to promote marginalisation (Beck, Giddens and Lash, 1994; 2000).
- the problematisation of young people in social inclusion theory and policy – there has been an increasing tendency in recent years to see youth as the 'problem' rather than adults. This has led to the increasing use of 'risk analysis' as a tool for identifying [articular categories of young people as 'at risk' (based on factors like social class, ethnicity, family background) and to rely more and more on early interventions as a means to reduce the 'problem' (Barry, 2005).
- the effects of the recent global economic crisis and related financial problems in Eurozone countries – this has led to unemployment running at high levels in some EU states – especially youth unemployment, which in May 2014 was running at 18% in the EU as a whole, but reaching levels of 35% in Portugal, 43% in Italy, 54% in Spain and 58% Greece. There is an underlying fear in policy circles of the danger of long term unemployment becoming a fact of life for many young people. In addition, evidence suggests that unemployment contributes to a situation of multiple exclusion for young people, since it is linked with mental health issues, youth offending and anti-social behaviour, social isolation and withdrawal from civic participation (Eurostat, 2013).
- in parallel, the evidence suggests that these structural problems faced by disadvantaged young people are reinforced by other factors like monetary poverty, insufficiently incentive - driven social protection, a low investment in education and lifelong learning, a lack of public services that allow (re-)integration into the labour market, the political under-representation of young people who are disconnected from family support and the lack of integrative measures to facilitate successful transitions into independent living for young people with low personal resources and facing institutional and structural constraints (Reuter, 2012).

Against this background, the specific needs that social innovation for active inclusion of disadvantaged youth has evolved to address focus on the following areas:

- the need for support to help young people successfully navigate key transitions (school to further education; education to employment; unemployment to re-insertion within the labour market)

- the need to reduce levels of premature exit from all levels of education and training – particularly statutory education
- the need to reduce prevent risk of social inclusion becoming embedded in the early years of a young person's life, through supporting access to and use of early childhood education and care, supporting employability of single parents and couples with children and improving their conditions for combining raising children with work
- the need to address issues around physical and mental health associated with factors like unemployment, social isolation and social disengagement, and the need to provide social and psychological support to reduce their effects
- the need to support increased social and civic participation for young people
- the need to address particular contextual factors that contribute to exacerbating disadvantage for young people in particular situations – particularly those not in employment, education or training (NEET), immigrant and ethnic minority youth (IEM), young women, young gypsies and travellers, young people with drug and alcohol problems, young offenders and ex-offenders and young homeless.

As noted above, these common needs are contextualised according to the specific local and regional context in which young people live their lives. Within these spaces, social innovation for active inclusion of disadvantaged youth is on the one hand being driven by 'top-down' initiatives that reflect the interventions of national and regional agencies and of intermediaries that interface at the local level with these agencies. However, the evidence also suggests that social innovation is also being driven by a 'collective dynamic' at the local and community level that enables the realisation of 'un-met' social needs, or needs that are insufficiently addressed, in relation to cultural and social specificities of specific territories. New types services are found where beneficiaries themselves are proactive in establishing networks, creating self-help groups, volunteering and taking advantage of new business and financing models that enable beneficiaries to themselves become 'co-owners' of new kinds of social services, for example competence training and scholarships for young travellers, work experience programs for disabled people, child home care for working mothers, basic health and social care for migrants.

At the organisational level, social innovation for active inclusion of disadvantaged youth is being driven by:

- the need for public social services to find ways to achieve successful client outcomes while managing increased caseloads with reduced resources
- the increasing ubiquity of new technologies, including social media, geo-tagging, consultation tools, online communities, service tracking and CRM (Customer Relationship Management and the opportunities they create for increasing access to 'hard to reach' young people
- the entry of new and different kinds of actors into service delivery, accompanied by the setting up of new partnerships and networks and the application of new research-based knowledge to deliver services
- the growth of new forms of financial investment and resourcing for social services
- the emergence of new kinds of delivery models, particularly those involving cross-sectoral and multi-agency stakeholder approaches to service delivery.

Against this background, the changes to service delivery that social innovations aim to facilitate focus on:

- improving service availability and take-up
- improving service accessibility
- supporting better targeting of services

- supporting cost efficiencies and effectiveness through engaging young people in the co-production of services
- more effective co-ordinating services by promoting inert-agency and inter-departmental co-operation
- improving the quality of services to young people.

As noted In Section 2.1 above it was suggested that social innovation on the ground can be usefully understood in terms of how the drivers at the individual level interact with those at the organisational to create 'value embedded action systems'. The way that beneficiaries of social innovation use active inclusion technologies and hence the ways in which they extract 'use value' from social innovation depends on three main factors: the extent to which beneficiaries are actively engaged in the creation and implementation of the innovation, the role of institutional actors like intermediaries in the delivery process and the delivery model itself. Analysis of the data from the mapping of examples of social innovation and from the detailed case studies carried out in IESI-Youth suggests that three main kinds of value-embedded action systems can be identified. These are summarised in Table 7.

Table 7: Types of value-embedded action systems

Attributes	Policy-driven	Intermediary-driven	Social entrepreneur driven
Action response mode	Conservative –responds to existing service inadequacies	Opportunistic – identifies gaps not filled by services	Radical – creates new innovations
Delivery mechanism	Multi-agency partnership	Central co-ordination	Network
Service model	Top down, centralised	Distributed	Dispersed
Active inclusion technologies	Basic, web-site, incremental	Social media, transformative	Novel disruptive technologies
Beneficiary involvement	Transmissive	Participatory	Co-productive
Social services involvement	Collaborative	Minimal	Co-productive
Social innovation examples	Programme Jeun'ESS Giovani Si! Surfen zum Job	Savvy Chavvy BOOT FreqOUT!	Samasource Apps for Good MOMO

As Table 7 shows the three types of value embedded action systems are:

- Policy-driven systems
- Intermediary-driven systems
- Social entrepreneur driven systems.

Policy-driven systems operate in an innovation space that is primarily shaped by the surrounding socio-political context. They denote innovations that reflect an action response mode that is driven primarily by inadequacies in the availability, quality and accessibility of existing services. They are inherently conservative innovations aimed at supporting modest changes in service delivery through streamlining front-line services, better targeting of beneficiaries and producing cost-effectiveness benefits by, for example, increasing cross-service collaboration. The typical delivery

mechanism adopted in this type of system is multi-sector partnerships, often controlled by a central agency working with formalised social partners. This is reflected in the service model adopted, which is normally a 'top-down' approach entailing services delivered through access points like a one-stop shop online platform. The platforms used are typically basic ITC configurations, intended to improve existing services using ICTs to deliver limited improvements to services. Beneficiary involvement in the design and implementation of innovation is normally limited. Beneficiaries are normally seen simply as passive service users who benefit from the improvements in service delivery initiated from above.

An example of this type of system is Giovani Si! Giovani Sì is part of the Tuscany Regional Development Programme 2011-2015 aimed at promoting improved labour market opportunities for young people. It provides an online one stop shop' supported by social media to deliver online communities for 'at risk' young people in six main areas: internships, housing, volunteering, employment, entrepreneurship, education and training. The technology is deployed primarily to deliver existing services more effectively by co-ordinating them at a regional level. Giovani Sì is based on a public-private networking action – including the regional government, municipalities, commercial partners and third sector organisations, which is coordinated by the Region. It applies an integrated service delivery model. Key partners provide information points and access to the services. Territorial services (e.g. training, guidance, etc.) are activated according to the needs and requests of beneficiaries. Information services (Giovani Sì Infopoints) are provided in municipalities (21 access points), and by means of itinerant/mobile service managed by the Provinces, that covers all the regional area. End users access the services through these offices. Social service organisations benefit because the innovation allows private and public players to more easily manage and to offer information for users. The central coordination (Information offices) allows information and data tracking that can be analysed to understand service strengths and weaknesses and to further improve services. Beneficiaries are involved only as service users.

Intermediary-driven systems operate in an innovation space that is occupied by specialist organisations which play a pivotal role in seeking out and taking advantages of gaps in service provision that can be filled by new forms of innovation or innovations that significantly change existing services. These intermediaries are typically 'third sector' organisations like charitable foundations who are increasingly specialising in the field of active social inclusion for young people and who are increasingly specialising in the use of ICTs to develop and apply innovative service delivery models. A good example of this is Nominet Trust – a UK organisation that describes itself as 'the only UK social technology investor'. Nominet Trust has invested £15m in social innovation since 2009, supported by donations from a range of corporate and charitable funders including NESTA, Lloyds Banking, Cabinet Office, Esmee Fairbaim Trust, Big Lottery, Bank of America, Merill Lynch, Google, Thomson Reuters, the Knight Foundation, the Education Endowment Fund. However, other types of intermediaries are also involved. For example, the University of Amsterdam has played the central role in developing and managing the 'Neighbourhood stores' (BOOTs) that provide a range of active inclusion services for disadvantaged neighbourhoods in Amsterdam. Co-ordination of service provision is usually done through a single 'primary' intermediary – but also normally involves partnership working with other actors. Unlike policy-driven systems, intermediary-driven systems are mainly responding to service needs that are contextualised at the local level – in communities and in schools, for example. This lends itself to a more 'opportunistic' form of social innovation, one that supports more transformative changes. Innovation is targeted primarily at beneficiaries and aims to achieve outcomes like increasing access for service users and responding to the specific needs of young people at key moments in their lives. The active inclusion platforms and tools used are typically more advanced than policy-driven innovations. Beneficiaries tend to be more engaged in service design and implementation than policy-driven innovations.

An example of this type of system is FreqOUT! As cited above, FreqOUT! and its 'sister' initiative – Create+ - target young people aged 13-25 years old from marginalised groups in local areas in London. They help marginalised young people overcome the barriers to learning by using emergent

technologies and social media. The catalytic role in the innovation has been played by Vital Regeneration – an independent charity that focuses on breaking the cycle of deprivation through supporting communities that are most in need. Vital Regeneration is the key actor in securing funding, developing and implementing the service and developing the partnership needed to ensure sustainability. It works with a range of partners including Westminster City Council, the UK Arts Council, CityWest Homes, British Telecom and NESTA. Operational partners are the specialist art venues, in schools with specialist units for those with learning difficulties and challenging behaviour, youth and community groups, who host the programmes. The delivery model offers a range of settings that enable the innovation to adapt itself to specific contexts: within school inclusion units in mainstream schools, pupil referral units and youth centre provision within the local community. The technologies used to support this delivery model support this adaptability. FreqOUT! projects focus on specialist and creative ICT projects, including mobile movie making; urban biomapping; sound recording; radio transmitter building; film-making. Most are artist-led and inspired by that artist's own professional practice. Additionally, social networking, media-sharing (YouTube, Vimeo), mobile technology, blogs are used as tools to support learning and disseminate project work. Similarly, Create+ uses music film graphic design software, with Apple mac laptops to run it. FreqOUT! and Create+ use advanced ICTs as a hook to engage hard to reach NEETs. Beneficiaries are actively engaged in the innovation in a number of ways – by working with staff, artists and creative producers to develop and implement their own customised learning plans, by peer reviewing work and in some cases by going on to act as mentors for new young people entering the programme. This has a number of significant positive effects for embedding the social innovation in the value systems of participants because it motivates hard to reach NEETs to join in the first place, it supports their retention because they invest time, effort and their own creativity in the process and it invests the initiative with credibility and trust.

Social entrepreneur-driven systems mainly work in spaces in which there is a services vacuum and where mainstream services simply do not exist to address the needs of marginalised young people. To a large extent these types of innovations can be seen as social entrepreneur-driven. They reflect new kinds of actors who see possibilities to develop radical new ways of supporting social inclusion. These kinds of innovations are typically initiated by a single organisation – though they are normally supported by new kinds of partnership. They develop new kinds of service delivery models that are supported by advanced ICT platforms and tools intended to engineer radical and disruptive changes in existing services. A distinctive feature of this type of system is that beneficiaries are normally engaged in the innovation as 'co-producers' of services rather than engaged in a participative mode. Similarly, institutional partners are often working as co-producers of new innovations.

An example of this kind of system is Apps for Good. Apps for Good is a social enterprise. It is based on a cross-discipline collaborative educational partnership that addresses the perceived need for a new model of education for young people for whom traditional school offers no solutions. It engages (through action learning) disaffected students and overcomes a perceived technology lag in traditional teaching, in keeping up with technological/digital developments. The main motivation is to overcome this technology lag and engagement issues in 'traditional' teaching methods. The programme supports youth entrepreneurship through a platform that can support apps development on mobile phones. The service is currently focused on using schools and community-based organisations to deliver the training to enable young entrepreneurs to develop their technical skills. The course is practice-based, with a focus on solving real issues that matter to young people. It is structured on four 'prototyping tiers' that progressively immerse the students in more sophisticated technologies. Using these technologies, they are encouraged to build working prototypes. Programme participants therefore themselves become 'social technology entrepreneurs'. Students are supported in marketing the apps they develop. Over 20 apps developed by students have been successfully marketed.

The extent to which these 'value embedded action systems' work – in terms of whether and in what ways they address the needs of disadvantaged young people – depends on whether they embody

the key 'enablers' that facilitate social innovation and whether they are capable of overcoming the key barriers that militate against innovation achieving positive outcomes.

The study suggests that they key enablers social innovation needs to incorporate to achieve success are:

- An appropriate and effective business model – reflecting availability of sufficient – and stable – funding to, firstly, create the conditions necessary to support social innovation start-ups and, secondly, to support their sustainability.
- Availability of accessible technical and logistical support to maintain the efficiency and effectiveness of the ICT systems in place.
- Making sure the service delivery approach resonates with the needs, behaviours and lifestyles of the target groups addressed by the initiative. Successful innovations are those, in particular, that are able to 'hook' hard to reach young people into engaging, remaining and benefiting from the experience.
- Making sure that the service model is flexible and adaptable to changing needs.
- The capacity to monitor and respond to technological developments – particularly changes in how young people use ICTs. This is essential to ensure that innovations retain the capacity to engage, retain and collaborate with young people.
- Developing and maintaining partnerships that include the spectrum of key stakeholders with an interest in the intervention, what problems it addresses, and what is its 'theory of change'. Institutional buy-in is essential to this process.
- Developing and maintaining a team of staff who have the right skills to meet the needs of beneficiaries. This often includes recruiting volunteers, mentors and peers with the credibility to work with young people.

The study suggests that they key barriers to success are:

- Lack of sufficient funding for start-up and to ensure long-term operational sustainability
- Technical obsolescence, lack of technical support and costs of maintaining and updating technologies.
- Using an innovation and delivery model that doesn't reflect the needs of beneficiaries, and which is not embedded in their life-world. The evidence shows that hard to reach youth, like NEETs, will only respond to services if they are credible, trustworthy and 'authentic'.
- Failing to reconcile the different contexts, stakeholder perspectives and complexities of the problems that need to be addressed in multi-problematic and multi-causal social inclusion scenarios – particular the complex cultural identities of hard to reach groups
- Organisational resistance from partners, hosting institutions and mainstream social services.
- Lack of strong, representative and effective partners, and lack of institutional buy-in.

3. The deployment of ICT-enabled social innovation for active inclusion of young people

This section of the Report reports on the features of the social innovation landscape that has developed in response to the drivers outlined above in Section 2. It firstly summarises the distribution and type of innovations that have emerged at the macro level, comparing the type of innovation carried out in the different EU 'Youth Systems' outlined above in Section 2. The second sub-section looks at the deployment of social innovation on the ground, using the results of the review of initiatives and mapping of good practice examples carried out in the study. The final sub-section reviews the in more depth at the landscape of ICT-enabled social innovation for active inclusion of disadvantaged youth, with reference to the 12 in-depth case studies carried out in the study.

3.1 ICT-enabled social innovation for active inclusion of young people at the macro level

Section 2 of this Report suggested that five broad types of 'Youth System' could be identified within the EU. These systems are shaped by prevailing economic conditions and trends, the type of welfare and redistribution models in operation, the characteristics of youth justice, and the broad social context, including policies and practices on social inclusion. The sub-section below reviews this typology in more detail with reference to the features of ICT-enabled social innovation for active inclusion of young people that has developed within the different systems. The fifth type of system – post-socialist – is not covered due to lack of available data.

3.1.1 The liberal system

As noted above, the 'liberal' system denotes a regime that is characterised by:

- a focus on individual responsibility and economic independence.
- welfare support that involves means-tested assistance, modest universal transfers, and modest social insurance plans.
- a strong emphasis on retribution, accountability and parental responsibility within the youth justice system.
- a market-led, relatively de-centralised form of lifelong learning provision, supported by a high level of voluntarist or network-based partnerships, and low spending on education.
- low social cohesion and high social inequalities, with social inclusion strategies that prioritise light touch labour market regulation and state investment in education, with little support for youth transitions.

A key feature of the 'Liberal' system in recent years has been the increasing intrusion of 'neo-liberal' economic paradigms into social inclusion, education and youth policies. At the core of this are the agendas of 'governmentality' and 'responsibilisation' which signify a transfer of the operations of government to non-state actors. Increasingly the state is delegating responsibility for welfare and social inclusion to intermediaries – particularly new forms of public-private partnerships – and to young people themselves. This shift emphasises 'self-help' and 'self-reliance' as conditional factors in promoting active inclusion supported by a focus on volunteering and a key role for intermediaries in driving innovation forward.

This emphasis on the 'rolling back' of the state's willingness and capacity to intervene to support the social inclusion of youth, coupled with conditions favourable to 'market-led' interventions, supported by the encouragement of 'voluntarism', appears to have had three significant effects on social innovation. Firstly, it has led to the scaling down of welfare and social support provision, leading to gaps in the current nature and level of support for active inclusion of young people and

hence to a high level of opportunities for innovation to fill these gaps across a wide spectrum of service sectors. Secondly, it has created a climate to enable new forms of public-private-third sector partnerships and new kinds of social enterprises to innovate. Thirdly, it has created a climate where the emphasis in social inclusion is on 'risk assessment' and early intervention measures targeted at 'problem' families and young people.

This could explain why a significant proportion of the social innovation identified in Task 3 of the IESI-Youth study – 30% - has been implemented in the UK and why this innovation has been spread across the range of innovation types but with a particular concentration in 'Type 3' – early interventions and mentoring of young people.

Detailed analysis of the features of particular examples of UK social innovation suggest that the 'Liberal' regime under which these innovations have developed has endowed them with a distinctive stamp, as the following cases illustrate.

Type 1: New forms of innovation to support learning and employability for young people. FreqOUT! targets young people aged 13-25 years old from marginalised groups in local areas in London. It helps marginalised young people overcome the barriers to learning by using emergent technologies and social media. It works with influential artists to establish learning and enterprise opportunities for young people. The key objective is to engage users in further learning and into work. A related service – Create+ - provides an accredited learning programme in creative media production. Both services provide volunteering and apprenticeships to give NEETs opportunities to have new experiences that 'broaden their horizons'.

A distinctive feature of the FreqOUT! 'theory of change' is the use of risk analysis and an early intervention approach. The service targets young people not in education or training (NEET) and those 'at risk' of being NEET. The FreqOUT! and Create+ programmes are offered in a range of settings; within school inclusion units in mainstream schools, pupil referral units and youth centre provision within the local community. In the educational settings the course is delivered to young people who are classified, through the application of risk assessment procedures, as at high risk of school exclusion, not achieving qualifications and becoming NEET. The service business model takes advantage of the opportunities provided through government programmes that provide funding to support early interventions for risk-assessed disadvantaged young people.

Type 2: Co-production of social services.

Social innovations in this category work with existing services and provide active inclusion and youth inclusion services to support better targeting of services, improving access to services and adding value to the work of intermediaries. They support innovation in social care, new forms of education and training and new forms of employability and entrepreneurship development. The 'Liberal' system provides opportunities for social innovation that: improves the efficiency and effectiveness of service delivery in order to meet new financial and cost effective targets created by service cuts; supports closer collaboration between service providers in order to further increase cost effectiveness; meets gaps in service provision through better targeting of and access to clients.

A good example of how social innovations have responded to this regime is 'MOMO'. MOMO (Mind of My Own) addresses key problems facing social service providers who are dealing with children and vulnerable young people. They are typically hard to reach; have a negative view of authority and have complex needs - for example requiring 'after hours' services. This is particularly true of services providing 'advocacy' for young people. Services are under increasing pressure to deliver to performance targets whilst making cost savings. In this context MOMO is an App that targets two user groups. For young people in social care situations, it provides a source of advocacy support. This improves the quality of support that they receive and helps them build more trusting and effective relationships with professionals. For service providers, it provides a contact and referral pathway tool that links young people to their local service. It helps them use MOMO to contact the service more easily and with more information when they need help or want to tell professionals

about a problem. This makes the service more accessible and cost-effective and enables earlier intervention. MOMO combines mobile apps with case management software. This enables direct communication between client and caseworker. The case management and data interrogation tools enable case workers to: generate composite data on client use and aggregate to spatial units of analysis; monitor data via a secure encrypted dashboard service that enables services to analyse trends and use benchmarking data.

Type 3: Early intervention and mentoring

As noted above, one of the characteristics of the 'Liberal' system is that social support – and lifelong learning – systems do not focus adequately on 'youth transitions' – for example supporting 'hard to teach' young people in remaining in statutory education; providing support for NEETs; supporting young people in making a bridge between education and work, and providing support to enable long term unemployed young people back into the labour market. In this environment, social innovations have developed to address these gaps by working with existing services to promote better targeting of services, improve access to services and adding value to the work of intermediaries who provide the conduit between the statutory agencies and marginalised young people whose needs these agencies sometimes cannot provide for. This is coupled with a focus on tackling social inclusion through preventative measures – early interventions to reduce the risk of exclusion for young people later in life.

One example is 'Brightside Online Mentoring' (BOM). Brightside provides a structured and supported online contact with an 'e- mentor' who can help a young person with information and advice in making important decisions about their education and career ambitions. It combines an online platform with space for information resources and online conversations between young people from under-represented backgrounds and students at medical school with e-mentoring to widen access to higher education, or encourage participation in employment or post-16 training. The initiative brings together appropriate mentors and mentees online, trains mentors, and allows relevant advice to be provided to mentees at transition points in their education/career via an online platform. The service improves access and take up of education from the provision side and supports active inclusion on the beneficiary side by reducing risk of education drop-out and preparing young people to enter the labour market.

Type 4: Multi-service, multi-stakeholder innovation.

As noted above, a distinctive feature of the neo-liberal welfare system is the transfer of the operations of government to non-state actors – particularly new types of intermediaries – who are taking advantage of the possibilities new technologies, especially mobile phones and social media offer for greater access to 'hard to reach' target groups. At the same time, the strong influence of the market in shaping new forms of social innovation has supported innovation that emphasises 'self-help' and 'self-reliance' as key factors in promoting active inclusion for young people. One of the ways in which self-reliance can be most effectively promoted is to help young people acquire the skills and the power to create their own labour market – through supporting entrepreneurship.

This is what Apps for Good does. It addresses a gap in the current provision of educational services for young people – especially disadvantaged young people. Many of the target group have dropped out of school early. They have no interest in formal education. There are not enough educators with the skills available to work with this target group. The Apps for Good solution to this problem is to develop a network that enables teachers providing the course to connect with a global community of expert volunteers. These are technology professionals and entrepreneurs who bring their skills and experience within the programme to 'make it real' for the students. Apps for Good aims to build a new global generation of problem solvers and makers: students who can create, launch and market new products that change the world. It uses 'mentored co-production' (connecting students and teachers with industry experts and entrepreneurs), marketing and creative design of digital products. The programme structure mirrors the kind of rapid prototyping that takes place in

industry. The finished products, developed by students, are then validated for their innovation potential. Some products end up as marketable products and services.

Type 5: New knowledge production

Strong de-centralisation and the active role the market plays in stimulating social innovation has created favourable conditions in Liberal regimes for radical and disruptive technologies to develop. This kind of social innovation uses novel forms of active inclusion and social services ICT – for example crowdsourcing – to promote paradigm shifts in service delivery. The emphasis is on addressing the underlying structural and organisational problems that inhibit the efficient and effective delivery of social services. The strategy adopted to address these issues entails using participatory methods to engage citizens and service users with services themselves to promote collaborative and co-productive solutions. An example of this is 'Timely Information for Citizens'. This used five clusters of ICTs to support social innovation: general information portals; mapping and geo-tagging; consultation tools; online communities; service tracking and CRM (Customer Relationship Management). The over-arching objective was to use ICTs to increase the transparency of information provided by local authority social services, to improve the relevance, quality and consistency of information provided and to engage citizens in the co-production of knowledge, as well as improving inter-agency collaboration. Other more novel uses of ICT included geo-tagging to highlight poor service delivery; social blogging tools to support collaborative working between citizens and service providers; cloud tagging to target information more effectively; service mapping using personalised data or mash-ups; alert tools (RSS; email; SMS).

3.1.2 The continental system

The continental system denotes a regime that is characterised by:

- a mix of conservatism and corporatism with a relatively high level of centralisation, either through the state or strong regional government
- a moderate level of de-commodification to protect young people from market dependency
- control at the regional or local areas and formalised systems of social partnership
- a two-tiered division of social security which favours young people who have already been in regular training or employment, whilst young people who do not fit into this category tend to be stigmatised through social assistance
- a welfare system that prioritises respect for the individual rights of children, and focuses on preventative measures to reduce risk of social exclusion.

In 'Continental' systems, greater centralisation of policy can be seen, in comparison to the 'Liberal' model. However, this doesn't mean that all social innovation is rigidly controlled by the state. What tends to be the case is that central government agencies do take a strong lead in directly supporting social innovation, but also create the space to enable grass roots innovation to develop. So in France, for example, youth schemes have become a central instrument for regulating the insertion of young people into the labour market. In turn, agencies like the Caisse des Dépôts have been created by central government to stimulate social innovation. Caisse des Dépôts is a state-owned group that invests in development projects that serve general interest and economic development of France. It centralizes and manages savings accounts, savings accounts dedicated to sustainable development, and savings account for non-taxable people; grants loans primarily to social housing and urban renewal sectors and invests in financial markets, as well as in projects to support the development policies launched by local authorities and public sector actors and a number of centrally controlled agencies. Similarly, the integration contract in social life (Civis) aims to support young people in trouble or support them to participate in a creative project or resumption of self-employment and sustainable employment. The objectives of each local mission are agreed with the State and laid out in multiannual conventions on objectives (CPO). These types of initiatives have in turn have created a supportive environment for community-based and multi-

stakeholder partnerships delivering innovation in services to reduce risk of social inclusion for vulnerable families and young people. For example, the network of 'Lieux Collectifs de Proximité' ('neighbourhood community places') was created in 2010 by seven local initiatives to deliver a 'holistic' model of service delivery, including social inclusion and professional integration for disadvantaged youth and women, enhancing their professional know-how, social and cultural development of children, reinforcing parenthood, strengthening ties between parents and children and using ICT networks to deliver services around the Nantes region in France.

The apprenticeship systems in the German-speaking countries provide structured training pathways into skilled jobs for young people and reflect the way that 'youth' in Continental systems is seen as a specific period of development. For example, the German 'Competence agencies', which were established to improve the social and professional integration of young people living in deprived area, aim to support young people whom the traditional system has not been able to help in the transition from school to the labour market. The agencies make use of a range of regional networks, alliances and resources to find innovative solutions to the problems faced by the young people. The transition to work and responsible adulthood is supported by the whole community: employers provide work experience and on -the-job training and state-funded vocational colleges provide the underpinning theoretical and knowledge-based learning. For example, 'ElternService' is a German national programme providing advice and support services for companies that wish to offer child care facilities to their employees. The service offers legal advice and support in finding the best care arrangements in each individual case. In addition, it offers advice and psychosocial counselling in the case of burnout or bullying which have a negative effect on workers' ability to reconcile work and family life.

The emphasis on centralisation of service delivery, the formalised nature of social partnerships and the prioritisation of supporting young people in key life transitions is reflected in the type of social innovation that was identified by the IESI-Youth study. Two thirds of the social innovations analysed in Task 3 in France, Germany and Italy were 'Type 1' innovations – implementing new forms of education and training services for the hard to reach, services to support the employability of young people by providing them with support for getting into their first job experience, by upgrading their skills, by re-engaging them in the formal job market, and by developing entrepreneurship. The remaining third were 'Type 2' innovations – delivering active inclusion and youth inclusion services to support better targeting of services, improving access to services and adding value to the work of intermediaries.

A good example of the kind of 'Type 1' social innovation that has developed in the 'Continental' environment is Surfen zum Job (Surf to the Job). This provides an internet platform with improved placement conditions for online job searching, involving a bidirectional matching system to bring together job offers and searches. The training enables social workers to use the Virtual Job Market and to train their clients for 'surfing to the job'. The distinctive features of this innovation that reflect its origins in the 'Continental' system are as follows. Firstly, it specifically targets young people who are in 'transitional situations'. Youth without apprenticeships and unemployed youth learn to use the Internet for job search, gain digital literacy and improve their chances for apprenticeship and employment. Young people, especially migrant youths who are socially disadvantaged and those with a low level of education, gain digital literacy and improve job chances. Secondly, the service has been driven directly by a central government intervention. The Bundesagentur für Arbeit (Federal Employment Agency) was the main driving force behind the initiative and it was responsible for setting up the initial online platform. The subsequent development of the curriculum for the training and set-up of the co-operation was initiated by Stiftung Digitale Chancen together with the patron Federal Ministry of Economics and Technology. Thirdly, the initiative reflects the important role played in Continental systems by formalised social partnerships. Designed as a private-public-partnership with AOL Germany and the German Labour Agency, the Digital Opportunities Foundation succeeded for the first time ever in bringing together all major German welfare organisations in a comprehensive social innovation programme.

A similar example in France is Programme Jeun'ESS. Again, this innovation was the result of a central initiative by the French government aimed at raising awareness about job opportunities in the third sector and social enterprise sectors, in order to support young people in transitioning from education to work and from unemployment to employment. The focus of the programme is a portal and social media network that offers a selection of news, resources, portraits and testimonies and a directory of stakeholders. The programme encompasses 23 clusters for student entrepreneurship (PEE) aiming to promote entrepreneurship for 380,000 students. As with 'Surfen zum Job' a key feature of the initiative was the collaborative partnership set up with formalised social partners. Jeun'ESS was created through a public/private partnership established between the State: the Ministry of Solidarity and Social Cohesion, the Ministry of National Education, Youth and associations having a ministry devoted to SSE and, the Caisse des Dépôts, and six companies and foundations of the social economy: MAIF, MGEN Foundation Credit Cooperative Foundation Cheque Dejeuner Group, Macif Foundation, the World Foundation. Avise was chosen to implement the program. Avise is an agency created in 2002 by the Caisse des Dépôts and major players of the social economy. Avise aims to increase the number and performance of structures of social and solidarity economy (SSE), creative activities, employment, innovation, social and territorial cohesion.

3.1.3 The Nordic (Social Democratic) System

The Nordic system denotes a regime that is characterised by:

- relative equality of incomes; a minimum wage law; solidaristic value systems.
- a social democratic welfare system in which benefits are generous, universal and highly redistributive.
- the individualisation of life courses in an integrated and comprehensive education system that is controlled at the local area and formalised with a high level of public spending, a strong public adult education system; 'special targeting measures' to ensure open access; the promotion of informal learning; support for skills creation through enterprises; training for unemployed and 'at risk' youth; strong transition systems.
- high levels of social cohesion; high aggregate levels of attainment and skills.

As noted above, the strong 'universalist' culture in Nordic nations, coupled with inclusive state and adult education systems have led to a much narrower level of social stratification and inequality than in other systems and much less difference between 'advantaged' and 'disadvantaged' groups. This is reflected in levels of youth social exclusion that are much lower than anywhere else in Europe as reflected by the key ISG indicators of risk of poverty rate; the rate of early school leavers and young people not in education and training; the proportion of young people under 25 born outside the EU and the employment rate gap between persons born inside and outside the country. What this seems to suggest is that the need for social innovation is much less pronounced in the Nordic system simply because the 'problem' of youth exclusion is at a lower level of intensity. There is also evidence to suggest that in Nordic countries the issues that affect young people are of a different nature than in other countries. A recent study concluded that, whilst Nordic share commonalities like high levels of educational attainment and good entry conditions to the labour market, there are some key differences between countries – notably in vocational training and apprenticeships – and some countries – like Sweden and Finland – have high youth unemployment rates, particularly for young people who have not completed secondary school and for foreign born young people (Olofsson and Wadensjo, 2012). Other studies suggest that recent high levels of immigration to Nordic countries have created particular problems for new generations of foreign born young people who experience 'territorial exclusion' as a result of living in specific 'pockets' of towns and cities. There is also some evidence that Nordic countries show relatively high levels of mental health issues – and this is particularly the case for young unemployed (Hammer, 2000).

Given this background, it is not surprising that youth social inclusion strategies have focused primarily on the labour market and on supporting young people with low educational attainment

and low skills – factors which particularly affect young people with an immigrant and minority background. This support has been concentrated in two main areas: activation measures and special measures. Activation measures are based on the proposition that long-term unemployed and long-term welfare dependent young people should be 'activated' rather than offered passive assistance. Unemployment insurance benefits and social assistance is to some extent made conditional on looking for employment. This has been accompanied by co-ordination and investment in training particularly for unemployed and poorly educated young people. Activation policies vary from country to country with education prioritised in Denmark, for example through the 'Targeted support for early school leavers ' programme, work placement in Norway and Sweden, for example through the 'Youth Job Guarantee' and a mix of employment and training elements in Finland. Special targeting measures aim to ensure that particularly disadvantaged young people do not fall further behind because the 'advantaged' are able to access opportunities more effectively.

In the Nordic model, the approach to active social inclusion for young people often reflects a collaborative and collectivised ethos. In Sweden, for example, 'problem families' are often engaged through community-based initiatives. Social innovation is also supported through multi-agency and multi-stakeholder collaboration. In Sweden, the Development Guarantee Programme, for example, increased responsibility for the local municipalities to tackle the problem of youth unemployment.

The Netherlands is also seen as a country with similar characteristics to the social democratic model seen in Nordic countries (though it is sometimes compared with the 'Liberal' model associated with England and Wales). Like the Nordic countries, the Netherlands provides college-based vocational education and structured training pathways into skilled jobs for young people. There is a similar emphasis on 'activation' strategies for disadvantaged young people and recognition that young people from immigrant and minority backgrounds need specially targeted services, as well as a focus on youth unemployment and transitions. The 'Youth Unemployment Action Plan' is aimed at stimulating employers to make youth jobs available, by mobilising businesses to place as many unemployed youths as possible, and returning unemployed youths to school or work. As in the Nordic countries, there is a focus on a holistic approach to active social inclusion for young people – one that re-emphasised the importance of early interventions and the role of the family in addressing youth exclusion. There is also a recognition that central government agencies need to work in partnerships with regional and local agencies and with multi-stakeholder partners. The Youth Care Act (de Wet op de Jeugdzorg) aims to ensure that better care is made available to young people and their parents (the clients in the youth care process) and to strengthen their position. The client is at the centre of a more transparent, simpler youth care system. Social inclusion focuses on the integration of other services such as child abuse and neglect reporting and consultancy, (family) guardianship and probation; there is an emphasis on early interventions, such as family coaching. The 2007 policy 'Every Opportunity for Every Child' emphasized the natural role of the family in bringing up children. (Olofsson and Wajenso, 2012; Cullen et. al., 2010).

These features of the 'Social Democratic' system would appear to have influenced the type of social innovation being implemented in the Nordic countries and in the Netherlands. One clear indicator is that the level of social innovation appears to be much less than in other countries, with only 5% of the 132 examples of social innovation identified and analysed in Task 2 of the IESI-Youth study located in Nordic countries and 3% located in the Netherlands, and only 4% of the 46 examples mapped in Task 3 of the study located in Nordic countries and the Netherlands combined. This suggests either that the scale of social exclusion for young people in these countries is simply too low to stimulate innovation in the field, or that the scale is not adequately recognised.

The social innovation that has developed does however reflect the socio-political context of these countries. One example is 'See the Opportunities and Make them Work', a Norwegian initiative promoted by the Ministry of Local and Regional Affairs. This aims to support young people's transitioning from education to work by providing education in entrepreneurship from primary

school to Higher Education through a palette of activities including junior enterprise creation and specific training for teachers. The initiative is a good example of the use of a cross-sectoral and multi stakeholder model to support partnership working (public-private-third sector) across the different phases of programme evolution, in line with the collaborative and collectivised ethos that underpins approaches to social inclusion in the Nordic system. It also highlights the emphasis placed in the Nordic countries on supporting youth transitions – particularly through reducing risk of unemployment. The ICT-based infrastructure incorporates Business Games to support entrepreneurship training in the whole of primary, secondary and upper secondary sector. Many colleges take part in 'InnovationNet' – a network established by the colleges to strengthen the competence of colleges in product development, innovation technique, entrepreneurship, industrial rights and quality management. The initiative also represents an example of the 'special targeting' approach adopted in Nordic countries to address the specific problems of low educated youth and young people from immigrant and minority backgrounds. In the informal and adult education sector, the focus is on immigrants and includes Introductory Enterprises (I-enterprises). Through lessons in Norwegian and civics, immigrants will get an opportunity to try out and develop their abilities in entrepreneurship under expert guidance, working with local companies.

The second example is Shadow World – Varjomaailma - aims to reach all Finnish children and young people suffering from parental alcohol and substance misuse, and to provide them with information, support and a means to deal with their difficult life situation. The website allows anonymous story-sharing, either by writing or by creating a comic strip with an application specifically developed for this purpose. A Shadow Forum, a moderated discussion platform, offers children a possibility for peer support. It contains an 'ask an adult' service and closed web group led by two counsellors. This illustrates two aspects of the Nordic system. Firstly, the priority attached to supporting vulnerable families and children – particularly with regard to addressing mental health issues. According to research done by the project, one in four children between the ages of 12–18 has suffered from their parents' drinking at some point in their lives. The main problems, as stated by the children themselves, were fights between family members, shame over parents' behaviour, and anxiety. These young people are particularly vulnerable and are also hard to access via mainstream social services, not least because these kinds of problems largely remain hidden within the family. Second was the adoption of multi-agency and multi-stakeholder partnerships to plug the gaps in service delivery. The main actor in Shadow World is the A-Clinic Foundation - a non-governmental organisation and service provider. The second key actor is the Finnish Slot Machine Association (RAY). RAY is now the main funding source for Shadow World. RAY grant funding is collected from slot machine and casino gaming operations, and it is channelled to health and social welfare organisations. Key partners in the early stage of Shadow World were the Mannerheim League for Child Welfare (MLL) and Life Tastes Better without Drugs (EOPH), both of which contributed to developing the service delivery approach and content through their work in substance misuse prevention for school children. The Finnish Ministry of Social Affairs and Health provided the development funding.

3.1.4 The Mediterranean system

The distinguishing features of the Mediterranean system are:

- social transfers are small and the family takes a major responsibility for providing support and care to its members,
- highly centralised system with state coordinated models of social partner control,
- moderate redistribution of wealth, but welfare services are now severely reduced by austerity measures,
- no reliable training pathways into the labour market; youth opportunities depend on family resources, low to middle spending on education,
- high levels of social cohesion but high levels of inequality.

The 'Mediterranean' type of welfare system exhibits an 'ad hoc' approach to active inclusion of young people. Spain, for example, does not have an integrated youth policy. Youth policy is implemented through a fragmented set of initiatives, including Youth Councils; the Spanish Youth Information network; implementation of the European Youth Pact and a network of 195 Youth Emancipation Services. The key instruments for delivery of policies aimed at risk young people in Spain have been the Spanish National Reform Programme (NRP) and the National Action Plan for Social Protection and Social Inclusion. The National Action Plan for Social Protection and Social Inclusion includes a number of specific measures involving the use of ICTs to support marginalized and at risk young people. The main vehicle supporting social inclusion through deployment of ICTs in Spain has been the Plan AVANZA. A key focus of the plan is to improve access to ICT infrastructure, particularly broadband. The plan has five specific elements targeting young people at risk: i) Youth online; ii) Programme Childhood inclusion; iii) "You are young, join the ITC!"; iv) System for youth information and Training and dissemination in single parent families in the use of internet; v) Social, Cultural, and Enterprise through ICT. These each have distinctive visions, fields, objectives and implementation strategies.

This contextual background has shaped the nature of ICT social innovation in Mediterranean countries. Based on the analysis of examples of innovation carried out in Task 3 of the study, the distribution of innovation in the Mediterranean system is broadly spread across the five types – with the exception of Type 3 – early intervention and mentoring initiatives. This probably reflects the key role played by family in supporting vulnerable young people, making the need for 'external' intervention by the state and the third sector less necessary. Social innovation shows a mix of large scale programmes initiated and supported by central government together with small scale grass roots community-based initiatives.

A good example of the large scale, centrally-controlled type of initiative is the New Opportunities Programme, a 'Type 1' programme implemented by the Portuguese government aimed at improving the employability of young people by providing them with support for getting into their first job experience, by upgrading their skills or by re-engaging them in the formal job market. NOI illustrates how social innovation in the Mediterranean system combines high centralisation with devolution of delivery to formalised networks. Although a central government initiative, NOI has a decentralized approach, implemented by a network of public and private teaching and providers. It was built on two pillars. The first pillar is a reinforcement of professional courses as a viable alternative to traditional curricula in secondary education. The second pillar is the enhancement of qualifications of the active population through a system for the recognition, validation and certification of the competences and skills gained during their professional lives and the attribution to the equivalences to secondary education diploma. This illustrates the emphasis placed in Mediterranean countries on addressing the extremely high levels of youth unemployment, which in turn reflects low levels of formal education and high rates of school drop-out. The initiative has revolutionised the way that experiential and non-formal learning is recognised and accredited. Over 1 million low skilled or poorly educated people have been accessed by the programme - including a large number of low skilled young people and school drop-outs. Programme participants develop their own portfolios that illustrate their learning and skills. These are evaluated by peer review in the local NOP centres. At all levels - individual, institutional and community - the programme is supported by an online platform and tools that support individual participants in developing their portfolios (through e-learning and access to audio-visual production tools), connect the local NOP centres to support co-ordination of the programme at the national level and collect and analyse evaluation data.

A second case – Mundo de Estrellas – is a good example of how social innovation has been supported at the regional level in Mediterranean countries. The objective of Mundo is to give all the hospitalised children in the regional hospitals in Andalucia the opportunity to get to know each other; interact with one another using virtual worlds, voice, images, texts, and develop recreational and educational activities using classroom and virtual consultations. Social inclusion benefits are promoted at individual and community levels. The applications are aimed at reducing the exclusion

of hospitalised children and those who are unable to attend school due to illness for, sometimes, extended periods of time. Exclusion from a formal educational setting due to illness is addressed by the progamme by providing educational material , as well as reducing the stigma associated with certain health conditions. Mundo is also about raising general levels of awareness in the community about illness and those living with long term illness. What is distinctive about Mundo is how it uses technologies to reinforce the already strong family and community ties that provide a 'natural' support system for vulnerable young people in Mediterranean countries. Families have provided a key source for the monitors, volunteers and support staff who extend the capability of hospitals to deliver customised care to young people.

The third example – Goteo – illustrates how the fluidity and flexibility of the Mediterranean system has created favourable conditions to enable radical and disruptive forms of social innovation to develop. Goteo is a social network for crowdfunding and distributed collaboration (services, infrastructures, microtasks and other resources) to support local community-based projects with social, cultural, scientific, educational, technological, or ecological objectives that generate new opportunities for the improvement of society and the enrichment of community goods and resources. Essentially, Goteo has developed in response to the severe entrenchment and fragmentation of services that has accompanied the fiscal crisis in Mediterranean countries. This has enabled it to support a diverse and eclectic range of social innovations that address the particular needs of diverse communities. Goteo provides a mechanism to surface and valorise the creativity of these communities. Examples of social innovation for young people developed through Goteo are: BabyDuino - a baby monitor prototyping kit based on Arduino that reads monitoring data through different sensors making the information visible in a mobile application, for parents and health workers; Avalon Sustainability School, which aims to help young people develop the skills, freedom and creativity to take part in the journey towards a more resilient and peaceful society; Go Drone - allowing school students to develop innovative high-tech engineering projects.

3.1.5 International Social Innovation

As noted above in Section 2, a distinctive feature of the social innovation mapped and analysed in IESI-Youth is the extent to which it has developed outside the main European 'systems'. The majority of the 46 cases analysed in the mapping activity of the study – 37% - have been implemented either in countries outside the EU or in partnerships between organisations from different Member States. Moreover, the distribution of social innovation by type shows a clear polarisation between innovations that are primarily 'incremental' – i.e. use technologies to support small changes to existing services – and those that use technologies to promote radical and disruptive changes. Whereas all of the examples of social innovation that have been developed through trans-national projects funded under EU research programmes are 'Type 1' innovations – supporting learning and employability for young people or 'Type 2' innovations – supporting education, training and employability of young people through co-production of services, all of the 'Type 5' innovations - the use of new forms of information production applying social media platforms, open data, crowdsourcing and data mining techniques to develop new knowledge which is delivered through mobile and web applications, to promote radical and disruptive change in service delivery – have been implemented in countries outside the EU primarily by new type of social enterprise. What this seems to suggest is that national systems may to some extent be constraining the 'innovation' of social innovation by shaping it according to the particular socio-political characteristics, and priorities, of particular countries. Equally, it may be the case that the trans-national partnerships that are developing social innovation through EU funding programmes are also adopting a 'traditionalist' approach, one that supports prevailing policy discourses like labour market activation.

This conclusion does appear to be supported by the evidence from the study. A typical example of a 'Type 1' innovation is ETT-Edu, cited above in Section 2.1. This provides a training programme for European occupational travellers, who need a flexible vocational training programme, which is focussed more on outcomes than on regularly attending school. The programme was developed

and evaluated by a trans-national partnership between three colleges in Germany, UK and France and was wholly funded by the EU Lifelong Learning Programme. Overall co-ordination was through the European Network for Traveller Education. The training programme used a Moodle platform integrated within a mobile classroom to provide a blended learning environment to train 'showmen' who are on the road for long periods of time and whose education would not have been possible without the ICT component. The essential feature of ETT-Edu is that it applies a conventional model of social inclusion to a basic low level ICT solution – the objective being to support a highly marginalised group – young travellers – to complete a conventional training programme aimed at improving their business skills with an accredited qualification (equivalent to EQF level 4) at the end of the programme.

In contrast, the 'Type 5' social innovations – cases that use more sophisticated technical platforms and tools to promote radical, disruptive changes in service delivery, are all implemented outside traditional funding instruments. A good example is Samasource, which is a social enterprise providing data services to large businesses. These services are performed by people in developing countries who might otherwise be excluded from skilled employment. The services are based on breaking down service offers into micro-tasks, which can then be done remotely using ICTs. Samasource currently works in Haiti, Kenya, India and Uganda, and more recently in deprived communities of the USA. It aims to transform the lives of marginalised youth through providing them with certified training and work opportunities which bring them to the 'digital table'. Samasource has developed a model that directly connects the poor to the formal economy through a business process called the Microworks model. The Microworks model breaks down digital projects into small tasks, sends those tasks to individual workers through the Internet and uses software to recompile the projects and ensure quality. This supports the SIP objective of improving the employability of vulnerable young people. The technological platform combines a web-based service to distribute 'micro-work' to vulnerable and disadvantaged groups. Additional support software disaggregates larger projects and breaks them down into small computer-based tasks that are then assigned to the service users. The system also provides online computer-based training in order to prepare them for data projects and position them for ongoing success in the workplace. The distinctive feature of the Samasource 'Microworks' approach is that it uses novel crowdsourcing and cloud technologies to support communities in breaking the cycle of structural poverty that limits opportunities and life chances in poor areas. It is possible that this radical model of social innovation could not have developed within the kind of environment constrained by national systems or EU funded programmes.

3.2 Social innovation on the ground – mapping and analysis of a sample of good practices

This part of the report focuses on the features of ICT-enabled social innovation from the perspective of the beneficiaries – the disadvantaged young people who are the target of new kinds of social inclusion models and practices that have emerged in response to the drivers outlined in Section 2 of this Report. The analysis presented below is based on a mapping of 46 examples of good practices that were selected from an initial mapping of 132 initiatives identified through the state of the art review carried out in the study. Whist these good practices were selected to represent the spectrum of initiatives identified in the review, it should be emphasised that they do not constitute a representative sample of the landscape. Therefore the results of the analysis – particularly statistical data presented on the distribution and deployment of good practices on the ground – should be treated with caution.

3.2.1 The distribution of social innovation

Although no benchmarks exist against which to assess the level and intensity of innovation in this field, the results of the IESI-Youth research suggest that the field of ICT-enabled social innovation for the active inclusion of young people is at an embryonic stage. The extensive search process carried out in the state of the art review identified 132 examples of initiatives that were working in

the field of active inclusion of young people and which appeared to use some form of ICT to support their objectives. Subsequent, more detailed analysis is needed of this population. This could be supplemented by further extensive searches of the field in Task 3 of the study. Mapping of cases identified only 46 examples that met the criteria for promoting active inclusion for young people, using ICTs to enable innovation and providing evidence of outcomes. This suggests that the level of real (i.e. evidence-based and sustainable) innovation in the field is quite modest.

The research suggests that this innovation is unevenly distributed. The analysis of the 46 cases of social innovation mapped in the study showed high concentrations in the UK, with smaller concentrations in Spain, from Italy, Germany and France. Just over a quarter were trans-national EU partnerships, and 15% were international initiatives outside the EU. This reflects variation in scale. Of the 46 innovations analysed in the mapping activity around half were regional in scale, a third were national programmes and 17% were small local initiatives. These differences in scale reflect, as noted above, the prevalence of different types of 'action systems' at work in the landscape. Small local innovations like BOOT - the 'Neighbourhood stores' that provide a range of active inclusion services for disadvantaged neighbourhoods in Amsterdam – are responding to the particular local context of need that is shaped by particular neighbourhood 'lifeworlds'. Large scale programmes like 'Surfen zum Job' – the initiative that provides an online bidirectional matching system to bring together job offers and searches – is the product of a national initiative in Germany that is a response to a national policy issue – the problem of poor support for poorly qualified and unemployed young people who are in 'transitional situations'. Regional initiatives like Mundo de Estrellas – a programme developed by the regional government in Andalucia to provide all the hospitalised children in the regional hospitals with educational, psychological and social support – is driven primarily by a drive to consolidate service delivery in a regional context in order to realise gains in better targeting of services, more customised care for individual young people and cost efficiencies gained through improved inter-hospital collaboration.

Innovation is also unevenly distributed in terms of service type and service category with a strong concentration in educational services, employment and social participation services but lower levels of innovation in services aimed at civic participation, social care and health.

3.2.2 The type of social innovation developed

The mapping results suggest that the majority of cases - 25 (54%) - are services, i.e. providing a set of support functions to enable the active inclusion of disadvantaged young people. 9 (20%) cases are systems –a generic type or organisation of social protection, social security, health system or social services or a specific parts of them, assistance benefit, social services, integration services, unemployment services or long-term care systems. 4 (9%) are policies, reflecting typically a coherent national youth inclusion program. The remaining 8 (17%) cases are 'other' types – for example research projects. These types cover a range of service categories. Education constitutes the service category most strongly supported (39% of total categories identified). Employment (20%) and social participation (17%) are also relatively well-represented in terms of social innovation. Civic participation (11%), care (9%) and health (4%) are relatively under-represented in terms of social innovation provided. In terms of Social Investment Package (SIP) objectives supported, SIP strand 2 – active inclusion – is most strongly supported (60% of the total). This covers investing in people's skills and capacities to improve people's opportunities to integrate in society and the labour market, for example education, childcare, healthcare, training, job-search assistance and rehabilitation. SIP strand 3 – investing in people – is much less strongly supported, with 29% of the total. This aims to ensure that social protection systems respond to people's needs at critical moments during their lives. This means investing as early as possible to prevent hardship from arising later and 'preparing' people against life's risks rather than simply 'repairing'. SIP strand 1 - modernizing social protection systems – is least well supported, accounting for only 11% of the total. This supports spending more effectively and efficiently to ensure adequate and sustainable social protection. Youth inclusion is the policy area most strongly supported by the initiatives analysed (46%). Active inclusion (24%) and investing in children (20%) are relatively

well-represented, whilst health care and other social services (9%) are not well supported. The main focus of service provision innovation is better targeting of services (42% of initiatives) and improving access and take up of services (37%). Improving cost-effectiveness (16%) and simplifying administration (5%) are not highly prioritized by the social innovation initiatives analysed.

Overall, the results of the mapping suggest that four broad types of ICT-enabled services are being implemented to support the active inclusion of young people: services to promote new forms of education and training; services to promote employability and entrepreneurship; services to support personal empowerment and social and civic engagement; services to support more effective service delivery and prevention of social inclusion through early interventions and mentoring. Apps for Good is a typical example of ICT-enabled active inclusion innovation to promote new forms of education and training. It aims to open up educational opportunities for the hard to teach, with a focus on broadening both the transferable and ICT skills base through delivering new forms of learning technology and through creating early opportunities for young people to explore employment and careers in the technology and media sectors. They deliver a course that teaches coding and basic digital skills, while also developing skills in problem solving, creativity, communication and teamwork. Participants are encouraged to show case their work and are assisted by real entrepreneurs to market their products.

The French national initiative – Programme Jeun'ESS is an example of ICT-enabled social innovation to support employability and entrepreneurship. The focus of the programme is a portal and social media network that offers a selection of news, resources, portraits and testimonies and a directory of stakeholders. The programme encompasses 23 clusters for student entrepreneurship (PEE) aiming to promote entrepreneurship for 380,000 students. The central medium for this is a 'toolbox to teach social entrepreneurship'. The platform and Outreach Toolbox aims to improve the visibility of initiatives designed to engage young people in working in - and in starting up - initiatives and organisations in the social economy, and to increase their impact. It supports awareness-raising and sharing of tools as well as supporting the collective creation of new tools in response to the expectations of young people

The Dutch 'Neighbourhood Stores' (BOOTs) is an example of ICT-enabled services to support personal empowerment and social and civic engagement. The BOOTs connect the knowledge and the competences of students, teachers, researchers and networks of the Amsterdam University of Applied Sciences to 'problem areas' in Amsterdam, in order to contribute to the socio-economic development of these neighbourhoods. A BOOT is a store where students offer advice and services (administrative, financial, judicial, educational) to residents. Students in turn develop practical skills in applying the knowledge they acquired at the university to social problems. The ICT element enables access to and co-ordination of the services with the University through online co-ordination and management of the internship programme and provision of information services and support to users in the four BOOT centres. This enables the services provided in the community-based BOOTs to be accessed by a wider spread of socially excluded and vulnerable people than would otherwise be possible through traditional internship.

MOMO (Mind of My Own) is an example of ICT-enabled services to support more effective service delivery and prevention of social inclusion through early interventions and mentoring. MOMO addresses key problems facing social service providers who are dealing with children and vulnerable young people. They are typically hard to reach; have a negative view of authority and have complex needs - for example requiring 'after hours' services. This is particularly true of services providing 'advocacy' for young people. Services are under increasing pressure to deliver to performance targets whilst making cost savings. In this context MOMO is an App that targets two user groups. For young people in social care situations, it provides a source of advocacy support. This improves the quality of support that they receive and helps them build more trusting and effective relationships with professionals. For service providers, it provides a contact and referral pathway tool that links young people to their local service. It helps them use MOMO to contact the

service more easily and with more information when they need help or want to tell professionals about a problem. This makes the service more accessible and cost-effective and enables earlier intervention. MOMO combines mobile apps with case management software. This enables direct communication between client and caseworker. The case management and data interrogation tools enable case workers to: generate composite data on client use and aggregate to spatial units of analysis; monitor data via a secure encrypted dashboard service that enables services to analyse trends and use benchmarking data.

3.2.3 Service delivery

The models and methods used to deliver ICT-enabled services to support the social inclusion of disadvantaged young people vary considerably according to the context of the innovation, the target group, the institutional framework in which the service is delivered and the scale of operations.

As noted above in Section 2.1, the nature of service delivery is dependent on complex interactions between the dynamics that operate at the macro level, the community environment and institutional framework at the meso level and the needs, profiles and lifestyles of individual beneficiaries who are the targets of the innovation. To some extent, the service delivery models that develop can be linked to the three broad 'value embedded action systems' described in Section 2.3 of this Report. Policy-driven systems tend to display more common features because they tend to address broader, national focused issues like high rates of youth unemployment. For example, the French government initiative, Programme Jeun'ESS uses a service delivery model that focuses on a combination of information provision and training support. This is a similar approach to that used by the German government programme 'Surfen zum Job' which also combines information services with training support to enable social workers to make use of the Internet, to explore and to access the job market and to train their clients for 'surfing to the job'.

In contrast, 'intermediary-driven' innovations display a wider diversity of delivery models and methods that reflects the extent to which they are more embedded in diverse social and cultural settings. For example, FreqOUT! operates in a range of settings; within school inclusion units in mainstream schools, pupil referral units and youth centre provision within the local community. These settings are selected – as are the delivery partners – with reference to prevailing local conditions, for example by using organisations and buildings that are trusted by participants. This reflects the complex needs of their clients – young people who are NEET or at risk of becoming NEET, who come from a wide variety of backgrounds. Young people on FreqOUT! programmes and Create+ courses receive individually-tailored learning programmes that include one to one careers support and advice, access to volunteer opportunities and work experience placements.

3.2.4 The role of ICTs in service delivery

In turn, the diversity of service delivery models and methods means that the configurations of ICT platforms and tools used to deliver services are also highly contextualised. On the one hand, the examples of social innovation show a relatively narrow range of generic platforms and tools. The majority – 25 (48%) of cases – are based on social networking platforms. 25 (43%) of the cases are based on e-learning platforms, 4% provide e-services and 5% provide a teleworking service. These technologies are being adopted to support a range of service improvements. On the beneficiary side, four broad types of active inclusion ICT could be identified: ICT for learning-promoting access to and re-engagement in education and training through innovative forms of learning (25% of the total initiatives); ICT to promote social and active participation, networking and engagement in local community market (23%); ICT to promote access to labour market (23%); ICT for promoting personal development of soft skills, empowerment: improved self-esteem, self-confidence, enhanced awareness of oneself, autonomy, self-expression, reasoning, analysis and communication (23%). Only 3 instances (7%) involved ICTs for supporting the acquisition of digital skills. On the provider side, the majority – 46% - of instances of social services ICT involved the use of ICTs to improve front-line services. 18% involved the use of ICTs to improve case

management, 9% to improve back office functions and 27% involved other kinds of social services ICTs – for example monitoring and evaluation.

However, the mapping analysis also showed that, on the ground, there is significant diversity in the ways in which these ICTs are used, and the adoption and adaptation of particular platforms and tools depends on the context of use. Apps for Good, for example uses mobile phones and tablets to access its audience of 'hard to teach' because the social inclusion model it has adopted and the needs assessment work it has carried out underlines the fact that its target group will not respond to more conventional technologies like lap tops. Giovani Si! uses a completely different technology configuration to deliver its information and training services. Key partners provide information points and access to the services. Territorial services (e.g. training, guidance, etc.) are activated according to the needs and requests of beneficiaries. Information services (Giovanisì Infopoints) are provided in municipalities (21 access points), through internet and mobile service managed by the Provinces (UPI is the body representing provinces), that covers all the regional area. End users access the services through these offices.

What is also clear from the research is that ICTs are deployed as ***enablers of innovation*** in four main ways: to support primarily 'incremental' change; to support operational change; to promote disruptive change and to promote radical change. The majority of the innovations analysed in the study fall into the 'disruptive' category. Almost half of the 46 cases mapped show the use of ICT to initiate or improve new services or create new mechanisms for service delivery which would be impossible through non-ICT modes. A good example of this is 'Shadow World', a Finnish initiative that provides information, support and counselling services for young people in families with parents or carers who have alcohol or drug abuse problems. These young people are particularly vulnerable and are also hard to access by mainstream social services, not least because these kinds of problems largely remain hidden within the family. There were no opportunities available for this target group to access information, advice and support. Moreover, there was no mechanism to enable the 'voice' of young people in this situation to be heard. The Shadow World model enables an 'anytime anywhere' service to be delivered to the target group through a website which allows anonymous story-sharing, either by writing or by creating a comic strip with an application specifically developed for the purpose. A Shadow Forum, a moderated discussion platform, offers children a possibility for a peer support. It contains an "ask an adult" service and closed web group led by two counsellors. The service is mobile and I-Pad responsive. This means that the target group can use the service outside the home – where it is often difficult to get access online. This has greatly enhanced service accessibility; provided greater flexibility in service delivery (for example through providing services outside 'normal hours').

In around a third of cases, the ICT used enabled more gradual, sustained organizational change to support or complement existing efforts and processes to improve organisational mechanisms of services provision. An example is 'Surfen zum Job', which set up a new website including social media to enable social workers to make use of the Internet to explore and to access the job market and to train their clients. This enables access to information and resources that are not normally provided through conventional channels. The online job search guide provides on-demand instructions on how to access the right information according to the user's individual needs. The service will help social workers in Internet Access Points such as youth centres to better address their clients and support them in their job search.

In around 15% of cases ICTs were used to enable radical change - substantial use of ICTs that takes place outside of the recognised institutional setting and aims at radically modifying the existing mechanisms of services provision. An example is 'Savvy Chavvy' – the online service for young travellers and gypsies in the UK which combines a Ning platform with social media to enable young gypsies/travellers to learn about and celebrate their culture in a safe space. Because it is now illegal for travellers to travel around in the UK, this is having a detrimental effect on the community meeting up and sharing/discussing culture, supporting each other, and living their traditional culture. Due to not being able to travel, an online space which enabled sharing was

necessary, but when mainstream spaces were used, these young people experienced racism. The Ning platform allowed young gypsies/travellers to create their own closed and self-sustaining community.

Only a small number of examples were cases of ICT used to enable low-level incremental change through the use of generic ICT like information portals and networking platforms for the intermediaries and users involved in a programme. An example is the New Opportunities Initiative – a programme implemented by the national government in Portugal. It uses local New Opportunity Centres to validate the informally acquired skills of around a million people with no qualifications. The programme uses basic ICTs in order to maximize its reach to target groups. At all levels - individual, institutional and community - the programme is supported by an online platform and tools that support individual participants in developing their portfolios (through e-learning and access to audio-visual production tools), connect the local NOI centres to support co-ordination of the programme at the national level and collect and analyse evaluation data.

3.2.5 Which actors are involved in ICT-enabled social innovation?

The mapping results showed that a wide spectrum of actors and stakeholders are involved in ICT-enabled service innovation to support the active inclusion of disadvantaged youth. At the beneficiary level, the majority of cases cover multiple target groups. There is an above average concentration of effort in the 13-19 age group (13% of initiatives), on NEETS (6%) and on public sector and third sector employees (6%). Social innovation initiatives also address the needs of a range of intermediaries, with a particular focus on trainers (20% of responses), teachers (18%) volunteers (15%) and youth and social workers (14%).

From the provider side, the dominant actors involved in social innovation are third sector organisations, national government and research institutions and to a lesser extent private companies. Most of the stakeholders occupy an implementation role in initiatives, i.e. taking part in developing and launching the initiative (just under 30% of the roles identified). Other significant roles include funding (24%) and active service delivery (15%). 30 of the initiatives mapped - 66% - involve collaboration with partners. Of these 15 (50%) involved a single partnership and 15 (50%) multiple partnerships. The majority of these partnerships involve groups of several partners – although most partnerships are small, with 60% of the cases with partnerships representing a group of 1 – 5 members

However, as noted above stakeholders can broadly be classified into three main groups according to the 'action system' in which they operate. In policy-driven systems, the main actors driving social innovation are national and regional government agencies, supported by formal social partners. In intermediary-driven systems the key actors are specialist organisations who play a pivotal role in seeking out and taking advantages of gaps in service provision that can be filled by new forms of innovation or innovations that significantly change existing services. These intermediaries are typically 'third sector' organisations like charitable foundations who are increasingly specialising in the field of active social inclusion for young people and who are increasingly specialising in the use of ICTs to develop and apply innovative service delivery models. In social entrepreneur-driven systems the key actors are new kinds of social enterprises who typically work with similar social entrepreneurs and service delivery networks.

3.3 Social innovation in detail – key findings from in-depth analysis of twelve case studies

This final sub-section looks in more detail at the features of ICT-enabled social innovation for active inclusion of disadvantaged youth, at the macro, meso and micro levels. The results presented are drawn from the in-depth analysis of 12 cases selected from the 46 cases analysed in the mapping activity of the study. A short summary of each of the cases analysed is provided in Annex II. Table 8 provides a list of the cases analysed.

Table 8: Summary of the twelve case studies

Name	Country	Lead organisation	Website	Summary
Apps for Good	UK	CDI Global	http://www.appsforgood.org	Open-source technology movement delivering courses in coding, creativity and technical skills to 10-18 year olds. It aims to enable young people to create, launch and market new products that can change the world.
BOOT (Neighbourhood Stores for Education, Research and Talent Development)	Netherlands	Amsterdam University of Applied Sciences (HvA)	www.boot-hva.nl	BOOT aims to connect the knowledge and the competences of students, teachers and researchers at HvA to 'problem areas' in Amsterdam. At BOOT 'stores', students offer advice and services (administrative, financial, judicial, educational) to local residents.
Brightside Online Mentoring	UK	The Brightside Trust	www.thebrightsidetrust.org	Brightside provides e-mentoring for young people, creating an online platform for young people at transition points in their education/career to seek relevant advice from mentees. The aim of the project is to widen access to higher education and reduce education drop-out.
FreqOUT!	UK	Vital Regeneration	http://vitalregeneration.org/our-projects/freqout	FreqOUT! targets young people aged 13-25 years old from marginalised groups in local areas in London. It helps young people overcome the barriers to learning by providing courses and projects which use emergent technologies and social media.
Giovani Sì!	Italy	Regional Government of Tuscany	http://www.giovanisi.it/	Giovani Sì targets the problem of reduced social mobility through using social media to support online communities for 'at risk' young people in six main areas: internships, housing, volunteering, employment, entrepreneurship, education and training.
Mind of My Own (MOMO)	UK	Sixteen25	http://mindofmyown.org.uk	MOMO is an App that targets two user groups. For young people in social care situations, it provides a source of advocacy support, improving the quality of support that they receive and helping them build more trusting and effective relationships with professionals. For service providers, it provides a contact and referral pathway tool that links young people to their local service.
Mundo de Estrellas	Spain	Public Health Service, Andalucia	www.mundodeestrellas.es/	The objective of Mundo is to give all the hospitalised children in the regional hospitals in Andalucia the opportunity to get to know each other; interact with one another using virtual worlds, voice, images, texts, and develop recreational and educational activities using classroom and virtual consultations.
Programme Jeun'ESS	France	Ministry of Solidarity and Social Cohesion, Ministry of National Education	http://www.jeun-ess.fr/	Jeun'ESS is a French government initiative aimed at raising awareness about job opportunities in the third sector and social enterprise sectors. The focus of the programme is a portal and social media network that offers a selection of news, resources, portraits and testimonies and a directory of stakeholders.

Name	Country	Lead organisation	Website	Summary
Samasource	USA	Samasource	http://www.samasource.org/	Samasource is a social enterprise providing data services to large businesses. These services are performed by people in developing countries who might otherwise be excluded from skilled employment. The services are based on breaking down service offers into micro-tasks, which can then be done remotely using ICTs.
Savvy Chavvy	UK	Onroad Media	http://www.onroadmedia.org.uk	Savvy Chavvy provides an online community for young people from the Traveller and Gypsy communities. It encourages its members to use media as a democratic means of self-expression, and also provides a vehicle for young travellers to seek work opportunities.
Varjomaailma (Shadow World)	Finland	A-Clinic Foundation	www.varjomaailma.fi/	The Shadow World project – Varjomaailma - aims to reach all Finnish children and young people suffering from parental alcohol and substance misuse, and to provide them with information, support and a means to deal with their difficult life situation. The website allows anonymous story-sharing, either by writing or by creating a comic strip with a custom-built application, and a moderated discussion platform, offering children peer support.
Surfen Zum Job (Surf to the Job)	Germany	German Labour Agency (Bundesagentur für Arbeit)	http://www.surfen-zum-job.de/	Surfen zum Job provides an internet platform with improved placement conditions for online job searching, involving a bidirectional matching system to bring together job offers and searches. Unemployed young people and those not in education or training can learn how to use the Internet for job searches, gain digital literacy and improve their chances for apprenticeship and employment.

3.3.1 How social innovation is responding to the key drivers of change

In Section 2 above it was suggested that the key drivers for change that are shaping social innovation for active inclusion of disadvantaged youth are focused on dynamics that reflect

- the emergence of the 'risk' society;
- the problematisation of young people in social inclusion theory and policy;
- the effects of the recent global economic crisis and related financial problems in Eurozone countries;
- reinforcing by factors like monetary poverty, insufficiently incentive - driven social protection, a low investment in education and lifelong learning, a lack of public services that allow re-integration into the labour market;
- the political under-representation of young people who are disconnected from family support;
- the lack of integrative measures to facilitate successful transitions into independent living for young people who have low personal resources and are facing institutional and structural constraints;
- pressures on public social services to find ways to achieve successful client outcomes while managing increased caseloads with reduced resources;
- the increasing ubiquity of new technologies;
- the entry of new and different kinds of actors into service delivery;

- the growth of new forms of financial investment and resourcing for social services;
- the emergence of new kinds of delivery models.

These drivers have created spaces for social innovation to deliver new forms of services that address key issues faced by disadvantaged young people in terms of:

- support to help young people successfully navigate key transitions;
- reducing levels of premature exit from all levels of education and training;
- preventing the risk of social inclusion becoming embedded in the early years of a young person's life;
- issues around physical and mental health;
- increased social and civic participation for young people;
- contextual factors that contribute to exacerbating disadvantage for young people in particular situations (for example NEET young people, immigrant and ethnic minorities).

and have created spaces for social innovation to improve service provision in terms of:

- improving service availability and take-up;
- improving service accessibility;
- supporting better targeting of services;
- supporting cost efficiencies and effectiveness through engaging young people in the co-production of services;
- more effective co-ordinating services by promoting inert-agency and inter-departmental co-operation;
- improving the quality of services to young people.

The results of the in-depth analysis of 12 examples of ICT-enabled social innovation for active inclusion of young people suggest that all of these areas are currently being addressed by the current deployment of practices in the EU and beyond. The evidence also suggests that social innovation is being implemented at all three levels – at the broader macro level of national welfare and labour market systems; at the service delivery level (organisational or meso level) and at the individual beneficiary (micro) level. To some extent, this distinction between macro, meso and micro levels is an artificial one, since, as noted in Section 2 above, the nature of social innovation is to some extent shaped by the broad socio-cultural and political systems that operate at the macro level and is then contextualised on the ground by the interaction between the dynamics that shape the needs of individual disadvantaged young people within the communities and 'lifeworlds' in which they live and the practices of the organisations – social services, third sector organisations, community-based organisations and amorphous 'grass roots entities' that mediate between formal agencies like the state and regional and local government and beneficiaries themselves. Thus many of the examples of social innovations analysed in this study straddle the boundaries between the three levels. For example, Shadow World - Finland's first – and only – online service providing support for children and young people at risk in family situations with parental alcohol and substance misuse – directly targets individual young people who require support in difficult family situations. However, it also addresses inadequacies in the provision of mainstream social services, who are unable to provide the 'anytime-anywhere' support that these vulnerable young people need. More broadly it supports the overall objectives of the Finnish Child Welfare Act, which emphasises protection of young people's rights and addresses gaps in national social service policies – for example the lack of collaboration between police and social service agencies.

However, the evidence also suggests that social innovations in the field of active inclusion for disadvantaged young people sometimes emphasise one level over another. For example 'Surfen zum Job' – the German government programme to train social workers to support unemployed

young people in using the internet to match job opportunities to their skills base – is focused primarily on supporting national youth inclusion policies that have identified the lack of services to support vulnerable young people at key transition moments in their lives as a major issue. In contrast, MOMO – the UK initiative that combines a mobile 'App' with case management software to enable 'looked after children' and young people in social services care to have a stronger say in their case management – addresses organisational deficiencies in social services delivery – for example the limited level of collaboration and co-ordination between different social services agencies.

Against this background, it is more productive to consider social innovations in the field of active inclusion for disadvantaged young people in terms of how they respond to the drivers that are stimulating this social innovation, rather than how they are pitched at a specific level. In all cases, the social innovations analysed in the case studies have emerged in response to a 'services gap'. The case study analysis identified three broad service gap scenarios. In the first scenario, this services gap is so extreme that no appropriate service had previously existed to support the needs of extremely marginalised groups. Five of the cases analysed illustrate this scenario. In the case of Shadow World, young people in family environments where parents and carers have alcohol and substance misuse problems had no voice to enable their problems to be heard, and no specialised care provision from mainstream social services. Similarly, there was a complete absence of opportunities for young gypsies and travellers in the UK to express their cultural identity – a gap which Savvy Chavvy tried to fill. In the case of Apps for Good the developers identified the need for a new model of education for young people for whom traditional school offers no solutions. With Programme Jeun'ESS, the national government identified an opportunity space to support the creation of social enterprises in particular in the social and active inclusion area. The developers of Samasource saw the opportunity to develop a new kind of social enterprise aimed at providing poor people in developing countries and now in deprived inner city areas in the USA with an entirely new model of ICT-based economic production – the 'Microworks' model.

In the second scenario, the service gap reflects inadequacies in the availability, quality and accessibility of existing services. FreqOUT!, for example, provides education and training services for NEETs and young people 'at risk' of becoming NEET in situations where mainstream education services do not have the capability or capacity to address the particular multiple needs of young people who are outside the mainstream system. In the Netherlands, the BOOT 'neighbourhood stores' were developed to 'provide welfare services that are not yet being offered enough in a particular neighbourhood', in response to a Government analysis in 2007 of the structural factors that were causing severe social exclusion in 40 neighbourhoods in the Netherlands. With MOMO, the developers recognised the need to support engagement and self-advocacy for children and young adults involved with or leaving social care. The developers of MOMO, and children's services representatives in Surrey and Northern Ireland, report that every year thousands of young people have a negative experience of transitioning into adult and leaving care services.

In the third scenario, the service gap focuses on adding value to existing services in order to improve their efficiency and effectiveness. This typically entails using ICTs to support integration and inter-agency collaboration. In the case of Giovani Si! the regional government saw the opportunity to provide better services to support improved labour market opportunities for young people by developing a 'one stop shop' to streamline information in six key areas. Similarly, with Surf to the Job, the initiative succeeded in bringing together all of the major players from public, private and third sectors through a new form of partnership that enabled more effective job searching and job placement.

In turn, three particular trajectories or dynamics of 'action responses' to these service gaps – or 'innovation deficits' - can be identified through the case study analysis. These cover: policy-driven action; intermediary-driven action and enterprise-driven action. With policy-driven action, a key driver has been the creation of an opportunity space in which social innovation can emerge as a result of actions at the political and policy levels. A number of the cases fall into this category.

Policy-driven action can be direct or indirect. An example of direct policy-driven action is Programme Jeun'ESSE – a French government initiative aimed at raising awareness about job opportunities in the third sector and social enterprise sectors and aiming to promote entrepreneurship skills for 380,000 students. Similarly, Giovani Si! is directly driven by a regional government initiative in Tuscany – the Regional Development Programme 2011-2015. It uses the internet and social media to valorise existing services by coordinating them at the regional level. In the case of FreqOUT!, the UK government Youth Contract and the Work Programme, both aimed at reducing the level of NEET and those at risk of becoming NEET, opened up opportunities for the co-ordinators – Vital Regeneration - to develop the existing innovation offer (based on informal training programmes for NEET young people) by linking it to a new and accredited training programme – Create+ - that could tap into available subsidies provided by the Youth Contract and the Work Programme. Both of these provide support like apprenticeship grants and work experience, including financial support provided to 'intermediaries' providing training programmes. In the case of Apps for Good, start-up funding was provided through the UK Cabinet Office - 'Innovation in Giving' Fund. Some UK Government funding has been made available to educators involved in Apps for Good to buy in training and services such as those that Apps for Good offers, through the 'Digital Inclusion Strategy' and 'Year of Code' Funding programme to train teachers in software coding, providing match funding from industry and business

However, a more prominent role in driving forward social innovation is played by 'intermediary-driven action'. In this scenario, innovation is being driven by the pivotal role played by organisations that provide an interface for support to be channelled to target groups. These intermediaries are typically 'third sector' organisations like charitable foundations who are increasingly specialising in the field of active social inclusion for young people and who are increasingly specialising in the use of ICTs to develop and apply innovative service delivery models. A good example of this is Nominet Trust – a UK organisation that describes itself as 'the only UK social technology investor'. Nominet Trust has invested £15m in social innovation since 2009, supported by donations from a range of corporate and charitable funders including NESTA, Lloyds Banking, Cabinet Office, Esmee Fairbaim Trust, Big Lottery, Bank of America, Merill Lynch, Google, Thomson Reuters, the Knight Foundation, the Education Endowment Fund. Nominet Trust has been instrumental in creating opportunities for active inclusion innovation to develop – including the MOMO project. Nominet provided the initial funding to support the development of the MOMO App, aimed at improving advocacy services for young people in social care situations, and improving the contact and referral systems through which social services providers connect young people to their local service. In addition, Nominet supports evidence-based social innovation, for example by stipulating that 5% of the funding it provides is spent on evaluation. Similar types of 'social technology innovators' occupy the same pivotal positions in several of the other cases analysed.

In the case of FreqOUT! the driving force behind the innovation is Vital Regeneration – an independent charity that focuses on breaking the cycle of deprivation through supporting communities that are most in need. Vital Regeneration has carved out a distinctive space and role in the active inclusion landscape by developing the credibility that enables it to access and retain an extremely hard to reach target group – young people who are NEET or at risk of becoming NEET – within a learning environment that supports transitions back into mainstream education and employment. One of the reasons it has been able to achieve this is because it has developed an innovative service model that uses technology and media as 'hooks' that resonate with the situation and lifestyles of its clients. Similarly, in the case of Savvy Chavvy, the catalyst for the innovation was On Road Media - a not-for-profit organisation that works with excluded and misrepresented communities to look for solutions to social problems using the web, technology and the media. On Road Media developed the conceptual framework for Savvy Chavvy – creating an online community to support young travellers in making videos about their lives and provide them with a platform for telling their own stories. It developed the training programme to enable young gypsies and travellers to acquire the digital competences to set up and run the network, and it provided the co-ordination to enable the network to become self-sustaining.

This last point is particularly important because it suggests that the established wisdom that social innovation for the active inclusion of young people is being driven to a large extent by 'grass roots' mass movements, is not strictly borne out by the facts. Although the IESI-Youth study, through the state of the art review in Task 2 and the mapping exercise carried out in Task 3, identified a number of instances of social innovation driven by amorphous, community-based dynamics – for example the 'Hacklabs' movement, the case study analysis does appear to highlight the need for such movements for 'institutional support' coming from specialist intermediaries. In the case of Savvy Chavvy, for example, the vision of a self-sustaining community of grass-roots practitioners sustaining the initial innovation has proved somewhat wide of the mark. The Savvy Chavvy online community has declined in recent years. This is because the original cohort of trained site administrators have grown up and found other interests and there has been insufficient funding to train replacement administrators and upgrade the website. A key role played by these emerging 'social technology innovators' is to act as a catalyst or central focus for assembling partnerships and networks that can channel resources to support social innovation on the ground. A good example of this is Apps for Good. This innovation was originally developed through CDI Global– a social technology innovator based in Brazil. Through its networks, CDI-Global provides knowledge, expertise and a global network of experts that make up the 'Expert Community', providing mentoring and expertise to the teachers and students delivering the Apps for Good courses. Around CDI-Global and Apps for Good is a powerful nucleus of public, private and corporate sponsors – including sponsors include Thomson Reuters, Barclaycard, Talk Talk, TATA Consultancy Services, UBS, Facebook, Google, Nominet Trust, Samsung and NESTA – who provide funding and marketing support.

It should also be noted that not all intermediaries who play a pivotal role in driving forward social innovation are these kinds of 'social technology innovators'. The case study analysis also identified a key role being played by 'traditional' institutions – though less frequently. For example, in the case of 'BOOT', the social innovation has been driven by the University of Amsterdam, who have played a key role in developing collaboration between governmental, for-profit and non-profit organisations to deliver new kinds of social services. Although to some extent the service model applied by the BOOT neighbourhood stores - where students offer advice and services to residents in order to contribute to the socio-economic development of disadvantaged neighbourhoods – reflects some reciprocal exchange with the target group (the students involved develop practical skills in applying the knowledge they acquired at the university to social problems) the essential 'theory of change' behind the innovation is 'top-down' in the sense that the University is applying its institutional model of social inclusion to the target group.

3.3.2 The vision of social innovation - theories of change

Theory of change seeks to identify both the explicit and implicit paradigms of change that underlie programmes and interventions and their impacts assessment (Weiss, 1995; Sullivan and Stewart, 2006). It can be defined as a systematic and cumulative study of the links between activities, outcomes and context of a programme or an intervention. It involves the specification of an explicit theory of how and why a programme or intervention might cause or have caused an effect. Sometimes a theory of change is confused with a 'logic model' or 'logical framework'. A logic model or log frame is essentially a planning tool that shows the linkages between a project's objectives, the activities carried out to achieve the objectives, the outputs produced by these activities, the outcomes associated with using these outputs and the longer-term impacts or changes that occur as a result of these outcomes. A theory of change model in addition:

- reflects – explicitly and implicitly – the 'vision' of an intervention, i.e. the presenting 'problem' it seeks to address; the underlying causes of that problem and the possible solutions to the problem.
- incorporates a set of assumptions – hypotheses – about what kinds of actions are likely to lead to different kinds of changes (outcomes and impacts), i.e. it specifies the causal relationships between actions and outcomes and impacts (e.g. running an alcohol awareness programme in

schools will lead to more awareness of the issues around alcohol which will in turn lead to reduced underage drinking).

- tests these assumptions as the intervention moves through its life cycle and implements its planned activities. On the basis of the outcomes of these activities (the changes that result from activities), the assumptions will be accepted, revised or rejected.

Theory of change analysis seeks to identify both the explicit and implicit paradigms of change that underlie interventions and their impacts assessment. The focus is on understanding how key actors construct the objectives, expected outcomes and impacts of ICT-mediated social innovation practices aimed at supporting the social inclusion of young people; how these are then expressed, implicitly or explicitly, as 'causal pathways' that are embedded in the 'vision' of the intervention; how these in turn are linked to the selection and implementation of objectives and activities, and whether these are appropriate, relevant and effective. For each of the 12 case studies analysed in-depth in the study, we applied a 'theory of change'' analysis firstly to identify the underlying vision of the initiative and its 'change model' and secondly to establish the extent to which this vision, and the expected results of the initiative are being or have been achieved. Using theory of change analysis provides an assessment of the 'goodness of fit' between the underlying 'theory' of an intervention; how this 'intervention logic' is put into practice, and whether and how it works. This in turn can highlight the 'causal pathways' that link objectives to activities to results and secondly determine the 'distance travelled' by the intervention (Brouselle, 2009). The 'distance travelled' refers to the stage the intervention has reached along its expected journey towards realising its desired impacts.

The theory of change analysis showed that each of the twelve cases analysed brings its own distinctive take on how to address the 'service deficit' outlined above; what are the specific problems and issues that need to be addressed and how these issues and problems can be solved. Each case articulates its own 'vision' and 'mission' of social innovation. However, the analysis shows that the cases exhibit similarities in their problem solving and social innovation strategies, as illustrated by the 'theories of change' that underpin the social innovation models adopted by the cases. In most cases, the 'theory of change', and the social inclusion and social innovation models that it shapes, are implicit, rather than explicitly stated. Only three cases – Apps for Good, MOMO and Samasource – have developed clear conceptual frameworks and theory of change models to shape their service delivery model. However, the 'implicit' theory of change models can be identified in the remaining cases through documentation and interview analysis.

The case study analysis suggests that three broad 'theories of change' can be identified, each of which defines a particular model of social innovation. These are:

- 'Social capital' models. This is the largest category, connecting Brightside Online Mentoring, BOOT, Giovani Si!, Programme Jeun'ESSE, Samasource and Savvy Chavvy. Each case shares a vision of supporting the social inclusion of at risk and disadvantaged young people through active inclusion interventions. The underlying rationale is that improving the personal and transferable skills of individual young people will collectively contribute to increasing the resilience of their communities. This common vision is translated into practice in different ways. With BOM, Giovani Si!, Programme Jeun'ESSE and Samasource, the focus is on developing entrepreneurial and production skills so that individuals and their communities can directly compete more effectively in the knowledge economy. BOOT and Savvy Chavvy directly target 'bounded' and highly marginalised groups – in particular neighbourhoods in the case of BOOT and in a community with a highly developed cultural identity in the case of Savvy. The aim is to develop communities of practice that support collective and self-sustaining networks aimed at developing the social capital of these communities.
- Co-production of service delivery. This category includes MOMO, Mundo de Estrellas, Shadow World and Surf to the Job. The focus here is on addressing the inefficiencies and inadequacies of current service delivery. With MOMO and Shadow World, the aim is to engage young people

at risk who do not have a voice in how their needs are addressed by social services. The client groups are supported to develop improvements to these services through collaborative working with service providers.

- Participative learning. This category includes Apps for Good and FreqOUT! The common problem addressed focuses on the inadequacy of current educational services to attract, retain and valorise the skills and creativity of hard to reach and hard to teach young people. The underlying rationale in these two cases is based on developing and implementing new educational models and practices. These focus on learning by doing, peer learning (cognitive social learning) and using ICTs as hooks to engage the unengaged.

3.3.3 What kinds of ICT-enabled social innovation are being implemented?

The case study analysis reinforces the conclusion set out in Section 3.2 above that ICTs are being used to support social innovation in four main ways: ICT for learning- promoting access to and re-engagement in education and training through innovative forms of learning; ICT to promote personal empowerment and social and active participation, networking and engagement in the local community; ICT to promote employability access to the labour market; and ICTs to support more effective service delivery and prevention of social inclusion through early interventions.

The case study analysis shows that the cases studied fit broadly into these types.

- ICTs to promote new forms of education and training – Apps for Good, Mundo de Estrellas, FreqOUT!, Giovani Si! and Programme Jeun'ESSE are located in this category.
- ICTs to promote employability and entrepreneurship – BOM, Samasource and Surf to the Job are located in this category.
- ICTs to support personal empowerment and social and civic engagement – Savvy Chavvy and BOOT are located in this category.
- ICTs to support more effective service delivery and prevention of social inclusion through early interventions – MOMO, Mundo de Estrellas and Shadow World are located in this category.

However, most of the cases combine two or more of these modalities in their service delivery models. For example, Apps for Good and FreqOUT! combine new forms of education and training with support for employability and support for personal empowerment. In the case of Apps for Good, the course structure mirrors the kind of rapid prototyping that takes place in industry. The finished products, developed by students, are then validated for their innovation potential and some are subsequently commercially marketed. This process helps to improve the confidence of participants. Alongside the practical work undertaken in FreqOUT! projects, using mobile phones; video cameras, MP3 players, Bluetooth and CCTV to tell their own stories, young people are also taught to use social media and technologies, uploading content onto the FreqOUT! website and other media-sharing sites, e.g. YouTube. The project team has found that this social media has given marginalised groups real power to articulate their opinions and experiences to a wider audience.

A cross-case comparison of the contribution ICTs make to social innovation suggests that four main types of innovation are supported:

- Improving accessibility to education and training opportunities for hard to reach users through mobile apps and web platforms. Example: Shadow World. A Shadow Forum, a moderated discussion platform, offers children a possibility for a peer support. It contains an "ask an adult" service and closed web group led by two counsellors. The new service is mobile and I-Pad responsive.
- Increase collaboration between beneficiaries, intermediaries and clients, thus supporting more effective front-line service delivery and case management. Example: MOMO. MOMO combines mobile apps with case management software. This enables direct communication between

client and caseworker. The case management and data interrogation tools enable case workers to: generate composite data on client use and aggregate to spatial units of analysis; monitor data via a secure encrypted dashboard service that enables services to analyse trends and use benchmarking data.

- Increase accessibility and effectiveness of services for beneficiaries by providing 'anytime, anywhere', anonymous, continuous support from mentors and on line communities. Example: BOM. BOM combines an online platform with space for information resources and online conversations between young people from under-represented backgrounds and students at medical school with e-mentoring to widen access to higher education, or encourage participation in employment or post-16 training. The initiative brings together appropriate mentors and mentees online, trains mentors, and allows relevant advice to be provided to mentees at transition points in their education/career via an online platform. The service improves access and take up of education from the provision side and supports active inclusion on the beneficiary side by reducing risk of education drop-out and preparing young people to enter the labour market.
- Improving employability and labour market access. Example: Surf to the Job. A web portal supports wider access and better targeting of employment support services for vulnerable young people and immigrant youth. The portal is supplemented by on line training tools that allow users to develop the competences required to produce their CV. and employment profile and to search for employment opportunities.

4. The effects of ICT-enabled social innovation for active inclusion of young people

This section looks at the consequences of the deployment of ICT-enabled social innovation for beneficiaries, services and society. It begins with an assessment of how 'results' are measured and then considers what kinds of outcomes have been identified on the basis of the available evaluation and assessment evidence at the micro, meso and macro levels.

4.1 What is success? How social innovation is evaluated

Across all of the research activities carried out in the IESI-Youth study, the consistent message is that evaluation in this field is under-developed. The review of state of the art carried out in Task 2 of the study concluded that 'social impacts assessment is still in its infancy in most European systems. Where it takes place at all, the assessment of social impacts is often less well developed than the assessment of economic or financial impacts. The analysis concluded that impacts assessment in the domain of ICTs for at risk young people is under-developed, and there is a lack of an 'evaluation culture'. It found no initiative that had implemented the 'gold standard' of assessment – randomised controlled trials. Most initiatives working in the field adopt a 'pragmatic' evaluation paradigm, typically using a combination of feedback methods, interviews and user surveys to develop conclusions on effects.

The mapping of examples of 46 cases of ICT-enabled social innovation carried out in Task 3 of the study reinforced this picture, concluding that evaluation and impacts assessment is still not systematically embedded in the organizational culture of social innovation. The examples analysed identified a wide range of methods adopted to capture and assess these outcomes. These included surveys to identify sociocultural and economic profiles; satisfaction and follow up surveys; in-depth Interviews and focus groups with users and participants; observation of behaviour and ways of using and appropriating services; online statistics analysis; data-mining and log analysis for apps, platforms and intranets; review of existing statistics, creation of open data; external evaluations. Most evaluation effort is focused on assessing beneficiary (individual) outcomes.

The 46 cases were assessed on their 'level of effectiveness' which covered: the type of evaluation carried out (qualitative, observational, experimental); level of evidence on the Maryland scale (no evaluation; intervention impact measured at a single point in time; intervention impact measured at 2 or more points in time; random assignment and or control/comparison groups); use of triangulation of data from different sources. Just under half of the cases had carried out a qualitative evaluation; just over half had carried out an observational evaluation and only four had used randomisation control-comparison or quasi-experimental evaluation. Three cases had not carried out an intervention impacts analysis; 30 had assessed impact at a single point in time; 9 had assessed impact at 2 or more points in time and 4 had used random assignment or a quasi-experimental method.

A similar pattern was identified in the in-depth analysis of cases in Task 5 of the study. The majority of cases – 6 - used only qualitative methods, focusing on collection and analysis of participation and utilisation data. Two cases – Mundo de Estrellas and Shadow World – use 'mixed' evaluation methods. Four cases used pre-test/post-test or longitudinal methods. Only one case - MOMO - applied a randomised sample of the use of the app and evaluation of outcomes in the Northern Ireland local authority service review. Most evaluation effort was focused on assessing beneficiary (individual) outcomes. All of the cases analysed demonstrated outcome at this micro level. In contrast, only three of the cases provided clear evidence to demonstrate outcomes at the organizational (meso) level (the delivery of care. Surf to the Job assessed the impact of the initiative on social workers ability to engage with clients. Only one case – FreqOUT! included an assessment of societal impact in its evaluation approach, focusing on assessing the likely impact of

its services on the cost-effectiveness of social services for NEET young people, using 'cost consequence analysis'. None of the cases specifically used methods like social return on investment to assess social and economic returns.

The main effect of this evaluation culture is that the availability of robust evidence-based data on what works, for whom and under what circumstances is limited.

As part of the case study analysis, key informants for the cases analysed were asked to specify the problems and issues they faced with regard to evaluation and impacts assessment and how these could be addressed. This highlighted the following obstacles to evaluation and impacts assessment:

- perceived lack of necessity – two respondents reported that the nature of the innovation being implemented did not require a 'scientific' evaluation. In cases like Programme Jeun'ESS, where the focus is on providing information and training, the evaluation emphasis is on tracking utilisation rates and user profiles and on collecting evaluation data to measure user satisfaction in order to improve the service effectiveness
- a lack of human and financial resources to implement and maintain data gathering and evaluation. This is a particular problem in initiatives that are struggling to sustain themselves because of financial constraints. An example is Shadow World which relies heavily on the support of a major donor – the Finnish slot machine association.
- the willingness of sponsors and donors to support evaluation. This is linked to the financial issue, highlighted above. In situations where innovators rely on external funding, evaluation and impacts assessment are conditional on the willingness of sponsors to both buy into evaluation and to fund it. In the case of Apps for Good and MOMO, initial sponsorship came from the Nominet Trust, who make robust evaluation a condition of funding and allocate 10% of the funding allocation to evaluation. Other cases have only been able to carry out systematic evaluation with the aid of external stakeholders – for example in the case of Mundo de Estrellas the regional health authority and in the case of FreqOUT! evaluation support from NESTA, the UK agency that supports social innovation.
- resistance from beneficiaries – some initiatives that work with particularly marginalized groups report that evaluation is treated with suspicion by beneficiaries. In the case of Savvy Chavvy, for example, the target group – young travellers and gypsies – were highly resistant to being evaluated.
- time frame – the time frame of the intervention has an influence on what evaluation and impacts assessment data can be collected and therefore on the validity of results. Some initiatives work with a high turnover of participants in a short period of time, creating a situation where only limited qualitative data, for example on satisfaction with a short course, can be collected. Other initiatives work at the other time scale. For example, Giovani Si! works with interventions that take a long time to work through as outcomes. Support on housing benefits, for example, is provided over a three year period, which makes it difficult to collect useful data on short to medium term outcomes.
- accessibility – many beneficiaries who are served by initiatives are hard to reach. There is typically a high rate of drop out in programmes – particularly in the education field where participation is voluntary. This makes it difficult to collect evaluation data that has good reliability and generalizability. This also applies to social service staff. For example in the case of Surfen zum Job, a substantial percentage of social workers who participated in the project were in precarious contracts. Thus the rate of staff who changed their jobs after having taken the training was high and the proportion who could be accessed for evaluation was low. In other situations – for example where service provision is targeted at a very broad generic group, for example in the case of information services for job seekers, it is difficult to track down individual users in order to collect data.

4.2 The outcomes of ICT-enabled social innovation for active inclusion of young people at the individual (micro) and organisational (meso) levels

As noted above, the relative lack of robust evidence-based data on the effects of ICT-enabled social innovation makes it difficult to generalise about what works for whom and under what conditions and to draw conclusions about what factors contribute to 'success'. Nevertheless, based on primarily qualitative data, it is possible to draw some conclusions from the study on outcomes at the beneficiary (micro) and provider (organisational) levels.

4.2.1 In what ways are the innovations supporting active inclusion?

On the basis of the analysis carried out in the IESI-Youth study, the ways in which ICT-enabled social innovation is supporting the active inclusion of young people can be summarised as follows:

- A wide range of vulnerable and at risk young people is supported by ICT-enabled innovation.
- Strand 2 of the Social Investment Package (SIP) – active inclusion - is most strongly supported by ICT-enabled innovation.
- ICT-enabled innovation has more of a focus on improvements on the 'beneficiary' side with less of a focus on the improving the provider aspect of service delivery.
- ICT-enabled innovation supports inclusion policy in six areas: employment, social inclusion, education and training, social care, child care and civic engagement, with a particular focus in three main areas – education and training, active inclusion aimed at supporting young people's entry into the labour market and youth inclusion, addressing issues around social and civic participation.
- In these broad areas, there is a high degree of adaptation and contextualisation. Specific innovations apply their own distinctive interpretation of the specific problems and issues that need to be addressed and how these issues and problems can be solved.
- However, the research suggests that, overall, five broad categories of ICT-enabled social innovation to support active inclusion of young people can be distinguished.
- These types are to some extent linked to the prevailing socio-political context or 'system' and to particular conditions in Member States.

A ***wide range of beneficiaries*** are supported by ICT-enabled innovation. Social innovation targeting strategies are broadly split into two categories: those targeting generic groups of young people, and those targeting specific groups. The first category – which covers the majority of cases – address broad categories of marginalised and at risk youth. Examples are Apps for Good, which serves the needs of hard to teach students in 400 schools in the UK, Giovani Si! which targets all young people in the Tuscany region who require information and support in six key 'social exclusion areas', including housing, employment and education, and Brightside Online Mentoring which supports disadvantaged young people in transitioning to further education. Examples of beneficiary-specific innovation are FreqOUT!, which targets young people who are NEET or at risk of becoming NEET, Shadow World, which targets young people facing issues around parental drugs and alcohol problems, and MOMO which supports vulnerable young people in social care. However, the research suggests that it is more useful to consider targeting as a reflection of particular 'scenarios' of inclusion. Most examples of social innovation analysed reflect a recognition that marginalised and at risk young people display multiple presenting problems and multiple needs, because the nature of social exclusion is multi-dimensional. This is why social innovation covers a range of age groups, social inclusion scenarios and actors. Social innovation initiatives also address the needs of a range of intermediaries, with a particular focus on trainers, teachers, volunteers and youth and social workers.

In terms of ***support for the Social Investment Package (SIP),*** the mapping of cases done in Task 3 and the case studies in Task 5 of the study shows that SIP strand 2 – active inclusion – is most strongly supported. This covers investing in people's skills and capacities to improve people's opportunities to integrate in society and the labour market, for example education, childcare, healthcare, training, job-search assistance and rehabilitation. SIP strand 1 is addressed through a diverse range of innovation. Large scale initiatives like Surfen zum Job have focused on supporting labour market transitions more effectively by improving job searching through ICT-enabled innovation. Smaller, targeted innovations like FreqOUT! have adopted a more sophisticated inclusion model, based on using innovative ICTs to hook NEETs into education. SIP strand 3 – investing in people – is much less strongly supported. The emphasis is on early interventions and mentoring, with initiatives like Brightside Online Mentoring supporting young people into further education to reduce their risk of falling behind in later life in terms of accessing job opportunities. SIP strand 1 - modernizing social protection systems – is least well supported. One of the few examples identified in the research is Kafka Brigade. This initiative targets public services that typically suffer most from excessive bureaucracy and works with them to improve service efficiency for users. Kafka Brigade has developed the 'Kafka Button' - a hotline which enables people to report frustrating bureaucracy – and be confident that action will follow. A specialist team is linked to the hotline (often for a defined period of time) and is responsible for tackling both the symptoms and causes of the reported bureaucracy. Kafka gathers together all involved front-line workers, managers and policymakers around a particular case that is representative of similar cases. Kafka Brigade uses action research methods to draw more general lessons from these particular cases. The teams ensure that lessons are transformed into action and that actions lead to results by also reporting to the ministries involved.

ICT-enabled innovation has more of a focus on ***improvements on the 'beneficiary' side*** with less of a focus on the improving the provider aspect of service delivery. Virtually all of the examples of social innovation analysed in the study involve the use of ICTs to support active inclusion innovation aimed at improving outcomes for beneficiaries. In the case of Mundo de Estrellas, for example, the integration of an e-learning platform with interactive games, virtual worlds and social media was primarily aimed at widening access for young people with debilitating illnesses to educational facilities and opportunities to reduce their social isolation. The intended improvements for beneficiaries are broadly split into three types: – better targeting of services to users to enable more effective outcomes; improved access and take-up and customising services to individual needs. An example of the latter is MOMO which combines mobile apps with case management software to enables more direct communication between client and caseworker, providing a 24/7 service that responds to the changing complex needs of vulnerable young people in care. Social innovation aimed at facilitating improvements in provider organisations is less developed and has focused on better co-ordination of services, improved cost-effectiveness, and simplifying administration. For example, Giovani Si! has developed a one stop shop portal for information and training services that supports integration and co-ordination of services throughout the Tuscany region.

Social innovation covers a ***wide spectrum of policy areas***. These include employment – for example Programme Jeun'ESSE with its focus on developing the social entrepreneur skills of thousands of French young people; social inclusion – for example Giovani Si! with its integration of combined services in six key social inclusion areas; education and training – strongly represented with innovations like Apps for Good, supporting the development of new creative media skills, FreqOUT!, supporting NEETs in re-engaging in education; social care – for example MOMO which is providing new ways of improving social services support to looked after children; child care - for example Mundo de Estrellas, and civic engagement – for example Savvy Chavvy which supports young travellers and gypsies to develop an online community to sustain their cultural identity.

Each innovation to some extent brings its own ***distinctive take*** on how to improve outcomes for beneficiaries and services. Each innovation articulates its own 'vision' and 'mission' of social innovation. For example, Apps for Good has developed a distinctive 'theory of change' for social

innovation, based on a Freirian approach imported from Brazil. FreqOUT! uses an innovative model that combines conventional learning programmes with creative activities – including film and music – that are intended to provide a hook that will motivate, engage and retain hard to teach NEETs.

However, the analysis did suggest that ICT-enabled social innovation can be broadly ***categorised into five types***:

- Learning and employability innovation - interventions that provide new forms of education and training support for the hard to reach, and services to support employability and entrepreneurship. They focus on promoting service innovation from the beneficiary perspective through improving access and take-up and better targeting of services. Examples are Surfen zum Job, Savvy Chavvy, FreqOUT!
- Co-production of services innovation - interventions that work with existing services and provide active inclusion and youth inclusion services to support better targeting of services, improving access to services and adding value to the work of intermediaries. Examples are BOOT and Mundo de Estrellas.
- Early intervention and mentoring innovation - interventions with a specific focus on targeting 'at risk' young people, ensuring that social protection systems respond to young people's needs at critical moments during their lives. They apply ICTs – typically in combination with face to face interaction – to provide counselling and mentoring services. Examples are Shadow World and Brightside Online Mentoring.
- Multi-service, multi-stakeholder innovation - interventions that cover the spectrum of social innovation, including education and training, employability and entrepreneurship, and social services co-production. They support both provider and beneficiary-led innovation. Examples are Apps for Good and MOMO.
- New knowledge production innovation - interventions that apply new forms of knowledge production to work across a range of youth services. They use novel forms of active inclusion and social services ICT – for example crowdsourcing – to promote radical and disruptive change in service delivery. Examples are Goteo and Samasource.

4.2.2 Outcomes for beneficiaries

Eight broad types of outcomes associated with the delivery of ICT-mediated services for the social inclusion of young people can be identified for beneficiaries. These outcomes are supported by robust evaluation data only in a limited number of cases, for example Apps for Good, MOMO, Equal Opportunities Schools and Samasource – where evaluation methods including randomisation, pre-test/post-test and longitudinal studies were carried out. These are as follows.

- Increased motivation, engagement and retention in education and training. For example, FreqOUT! and Create+ engage NEETs and young people at risk of becoming NEET through projects that focus on specialist and creative ICT projects, including mobile movie making; urban biomapping; sound recording; radio transmitter building; film-making. Social networking, media-sharing (YouTube, Vimeo), mobile technology, blogs are used as tools to support learning and disseminate project work. Similarly, Create+ uses music film graphic design software, with Apple mac laptops to run it. In an evaluation of one year's annual in-take (155 young people) 68% achieved a positive destination. 14 progressed to employment; 14 to work experience; 21 to further training courses or education. In 2012, 83% of Create+ participants returned to, or stayed in, education, and 15% progressed to volunteering or work experience.
- Improved digital and media competences. For example, Apps for Good has involved 20,000 young people in 400 UK schools in learning programmes that develop leading edge digital and media competences in apps development and in using apps for social innovation. Evaluation data show that the main outcomes for students are improved technical skills; presentation and time management; improved confidence in applying digital competences. Real digital products

are produced and publicly launched. App design, creation and production have real tangible and useful applications. The creative process is teaching applicable problem solving skills.

- Valorising acquired knowledge – both formal and informal – by creating opportunities to apply knowledge in practical and/or novel ways. For example, the BOOT neighbourhood stores have involved over 1,000 students from Amsterdam University in actions aimed at contributing to the socio-economic development of disadvantaged neighbourhoods. The students have applied their academic knowledge to assist residents. In return, they develop practical skills in applying the knowledge they acquired at the university to social problems.
- Promoting further engagement in learning and supporting transitions into education. For example Giovani Sì! applies social media to support online communities for 'at risk' young people. It has provided guidance and tutoring to support 300 students at risk of dropping out of education to transition to education and training.
- Increased employability and access to labour market opportunities. For example Surf to the Job brings together all major German welfare organisations to provide an internet platform with improved placement conditions for online job searching, involving a bidirectional matching system to bring together job offers and searches. The training enables social workers to use the Virtual Job Market and to train their clients for 'surfing to the job'. 389 trained intermediaries have acted as facilitators for over 7,000 young people.
- Improving social and personal development. For example Shadow World supports Finnish children and young people suffering from parental alcohol and substance misuse, through an online service accessible through mobile phones and I-pads and equivalent and through social media. It incorporates a closed Discussion Forum, message board and online counselling service. The average number of website visits per year is around 9,000, with around 1,100 registered users. Evaluation results show a reduction in anxieties and stress levels; reduction in feelings of isolation; improvement in mental health and emotional well-being for the users.
- Reducing social isolation and supporting increased social and civic interaction. For example Savvy Chavvy provides an online community for young people from the UK Traveller and Gypsy communities. It encourages its members to use media as a democratic means of self-expression through which they can control how their community is perceived by others. Social networking is viewed as a way to counter declining community cohesion. It has 3,800 users, which is representative of a large proportion of the young Traveller community in the UK. Evaluation results show a reduction in social isolation; increased networking and reinforced social ties for the target group.
- Improving physical, mental and social care outcomes for beneficiaries. For example MOMO combines mobile apps with case management software. This enables direct communication between client and caseworker. The case management and data interrogation tools enable case workers to: generate composite data on client use and aggregate to spatial units of analysis; monitor data via a secure encrypted dashboard service that enables services to analyse trends and use benchmarking data. Evaluation results show increased communication and self-advocacy opportunities for young people in social care; improved contact and trust relations through shared use and learning associated with the use of the apps and associated technology; improved knowledge/case awareness by individual key workers/service providers, enabling better service provision for the young people involved.

4.2.3 Outcomes at the organisational level

Eight broad types of outcomes associated with improvements in service delivery can be identified at the organisational level – although it should be noted that evaluation data on organisational outcomes are mainly anecdotal:

- Innovation supporting improvements in service availability and take-up. Shadow World is Finland's first – and only – online service providing support for children and young people at risk in family situations with parental alcohol and substance misuse. Previously, there were no

opportunities available for this target group to access information, advice and support. Moreover, there was no mechanism to enable the 'voice' of young people in this situation to be heard. Shadow World has provided information and advice on these issues for 70,000 young people. The average number of website visits per year is around 9,000, with around 1,100 registered users. In the first year of operation (2009) 532 comics had been made and 78 stories written. The service deals with between 50 – 100 queries per year from young people needing support. It provides counselling services to around 40 young people per year.

- Innovation supporting improved service accessibility. Mundo de Estrellas provides education, psychological and social support for 13,000 children per year in the region of Andalucia, Spain who are unable to access mainstream education because of long-term health issues. The service is rolled out in 32 hospitals and has over 300 access points. The service has now expanded to provide information and educational services to schools and communities on health issues, including HIV prevention.
- Innovation supporting better targeting of services. FreqOUT! uses a risk assessment approach to identify young people who are classified as NEET or at risk of becoming NEET. This identifies those young people who are likely to gain most benefit from the FreqOUT! creative projects and the Create+ course in Creative Media Production. ICTs provide creative 'hook' in recruiting NEETs who would otherwise be hard to reach. '
- Innovation supporting improved service provider/client interaction and collaboration. Apps for Good uses mobile Apps combined with desk top Discussion Forum and videoconferencing to create an interface between students doing the Apps course, teaching staff in provider institutions and a global network of Expert mentors. The expert community mentors the student teams in one-hour sessions via videoconference or in person. The experts also support the teachers to solve particularly challenging problems in the course. They update the courses and the teachers on new developments in the industry. Evaluation data shows improved efficiency and engagement with cross subject learning and ICT; improved engagement and network opportunities in and through education; engaging business, education, students and government in increased cross discipline cooperation.
- Innovation supporting increased efficiencies through better co-ordination of services. MOMO's App for young people in care situations, combined with 'Service MOMO', a package of functionalities for services working with children and young people, provides a contact and referral tool that links young people to their local service. It helps them use MOMO to contact the service more easily and with more information when they need help or want to tell professionals about a problem. This makes the service more accessible and enables earlier intervention. Evaluation data shows that the technologies have reduced the response time between services and clients and increased collaboration between different service agencies providing different support for the same client.
- Innovation supporting improved cost-effectiveness of service. FreqOUT! links together different service providers who support NEETs and those at risk of becoming NEET, through the co-ordinating agency – Vital Regeneration. Vital Regeneration accesses targeted funding from NEET young people from government programmes. This means that from the delivery partners' perspective, there is no cost to them as the Vital project is fully funded. They just have to put staff time into recruitment and collaboration with delivery. In addition, evaluation data suggests that the blended learning model used by FreqOUT! and create – at an average cost per participant of £1,600 – is considerably less than the £11,000 it costs to educate a young person who has been excluded from school in a part-time place in a Pupil Referral Unit, or keeping them in a mainstream school.
- Innovation supporting improved service outcomes through professional knowledge exchange. Mundo de Estrellas uses virtual worlds, voice, images, texts, to develop recreational and educational activities using classroom and virtual consultations to reduce the exclusion of hospitalised children and those who are unable to attend school due to illness for, sometimes,

extended periods of time. The platform enables medical staff in different departments in a hospital to co-ordinate their case work, as well as supporting inter-hospital co-operation between different hospitals. Mundo also implements knowledge exchange programmes with other social innovations in the region – for example health promotion programmes in schools – as well as exchange programmes with similar initiatives internationally, for example in the USA. Staff surveys and interviews reported increase in collaboration between medical departments, leading to improvements in efficiencies in case-handling and improved access to services as a result of better communication between regional hospitals.

- Innovation supporting improved service outcomes through better client monitoring and assessment. The Apps for Good pedagogic model is based on the Freirian principle of 'zone of proximal development'. This recognises that both teachers and students are at different stages in terms of their students' capacity to learning. The courses are therefore customised to the individual learning position of the student. The teachers choose the depth of learning that is most appropriate for their students. The Apps for Good platform includes monitoring and assessment functions - for students, through an online Student Dashboard that enables students to submit their coursework for review by their teacher; for teachers, through an online 'educator dashboard' to support their student assessment work. Case study data shows that the pedagogic model and assessment systems enable teaching staff to adapt the programme to the evolving needs of individual students.

4.3 Outcomes at the macro level

As noted above in Section 2 the implementation of these types of social innovation is to some extent determined by the prevailing socio-political climate at the macro level. In the UK – an example of the 'Liberal' type of youth system – social innovation has developed across the spectrum of types, with a focus on early intervention and mentoring. In countries like Germany and Italy, the prevailing 'Continental' system has stimulated social innovation effort in learning and employability. In Spain, Greece and Portugal the 'Mediterranean' system has created opportunities for innovation across all of the types, with the exception of early interventions and mentoring, possibly because the strong family and community structures in place in these countries has led to a perception that there is less need for these kinds of interventions.

The majority of the cases analysed in the study reflect social innovations that are intermediary and social enterprise driven. However, there are a number of examples of large scale policy-driven programmes that can be directly linked to actions at the national, or regional scale, that aim to promote changes to service provision at the macro level, on welfare systems and labour markets.

These are summarised in Table 9.

Table 9: Summary of social innovation outcomes at the macro level

Initiative Name	Key objectives	Outcomes identified
Aurora (Italy)	Integrated approach to management of young offenders in Italy, providing training to develop digital competences for integration and/or re-entering the labour market.	180 young offenders trained; 150 teachers trained. No data on impacts
Empowerment of Youth for e-transformation of Turkey (Turkey)	Implemented in partnership with Youth Association for Habitat, Microsoft Turkey and United Nations Development programme to improve digital skills of disadvantaged youth using online training. A key innovation is use of programme graduates as volunteers and mentors for future programme participants.	Evaluation – including baseline survey of 150,000 participants - shows: increase in computer literacy from 27% to 42% in target group over 8 years. 24 ICT academies have been established. 1125 local computer laboratories in 60 cities were established at elementary and secondary schools as well as at the local youth councils. Regional ICT Academies are

Initiative Name	Key objectives	Outcomes identified
		established in 24 cities in partnership with local government. Results show increase in regional and national capacity of digital competences training infrastructure
Hospital-School-Home Network (Italy)	Programme under the National Plan for Digital Schools that used technology and multimedia communication to allow children to continue their studies also when hospitalised or housebound. Involved 64 hospitals and 350 schools.	400 teachers trained; 7,000 students participated in programme. Main benefits identified for pupils are increased educational opportunities for study when absent from mainstream educational institutions because of illness. This reduces risk of drop-out and low educational performance.
Measure 1.3 (Cyprus)	Programme aimed at unemployed young people and those in receipt of public assistance social and welfare benefits (PARS). It provides training in digital competences to increase employability. It also provides counselling to improve the self-esteem of the participants.	Sample survey of 400 programme participants showed 236 successfully placed in employment
Programme Jeun'ESS (France)	National initiative aimed at raising awareness about job opportunities in the third sector and social enterprise sectors. Uses a portal and social media network that offers a selection of news, resources, portraits and testimonies and a directory of stakeholders for 380,000 students.	Evaluation shows that after a year and a half of existence, 48,000 young people were aware of the program. 3000 youth participated in the Employment Forum. No data on actual impacts but evaluation suggests it is increasing employability for young people.
See the Opportunities and Make them Work (Norway)	National strategy for entrepreneurship in education and training using e-learning, including games-based simulation programmes, technology tournaments and college innovation network.	The National Centre for Innovation and Entrepreneurship evaluation of the programme shows increased collaboration between educational institutions, business and industry and local and national public authorities; an increase in the number of pupils and students who have taken part in training in entrepreneurship; subsequent transferal of skills to national economy by young people applying these skills either in employment or setting up companies and social enterprises themselves. Students involved in the programme were twice as likely to have concrete plans for setting up a social enterprise.
Youth Movement in Informatics (Turkey)	National programme involving collaboration between government and CISCO Networking Academy to train disadvantaged and unemployed young people to become CISCO Networking Academy instructors. These graduates subsequently go on to train disadvantaged young people in digital skills in their communities.	Evaluation including online survey of programme participants and face to face interviews with instructors showed that of 1,300 programme participants, 91% said they used information from the training in their everyday life; 34% stated that the training helped them to find work; 74% stated that they can express themselves better after the training.

Initiative Name	Key objectives	Outcomes identified
Surfen zum Job (Germany)	Surfen zum Job provides an internet platform with a bidirectional matching system to bring together job offers and searches. The training enables social workers to use the Virtual Job Market and to train their clients for 'surfing to the job'. Youth without apprenticeships and unemployed youth learn to use the Internet for job search, gain digital literacy and improve their chances for apprenticeship and employment	The initiative improved the skills of around 450 trained intermediaries per year who are acting as facilitators for several thousand young people.
New Opportunities Initiative (Portugal)	Initiative aimed at reducing flow of young people who leave education with no qualifications by setting up national system of New Opportunity Centres, connected online, to evaluate and accredit informally acquired skills and learning.	Occupational paths were integrated among young people at risk of dropping-out of the education system without completing compulsory schooling. These enabled them to complete 9th grade of schooling. By 2010, 32,192 young students were enrolled in vocational lower secondary level; 120,764 young people enrolled at the upper secondary education level. 91 collaborative company protocols have been active, involving more than 42,000 enrolled and 13,000 successfully certified adults by 2011.
YouthReach (Ireland)	Part of the national programme of second-chance education and training in Ireland. Directed at unemployed young early school leavers aged 15-2, it offers participants the opportunity to identify and pursue viable options within adult life, and provides them with opportunities to acquire certification	Around 3,500 NEETs per year go through the training programme. Of these, 46% were continuing their education later; 75% of participants progressed to the labour market or to further education and training. Individual benefits identified include increased self-esteem, personal and social development, and communications skills.

As Table 9 shows, one of the problems in assessing the outcomes of social innovation for active inclusion of disadvantaged youth on broader welfare systems is that the evidence base is not well developed. None of the ten examples shown in the Table have used 'experimental' or quasi-experimental evaluation methods to assess impacts, and only one had applied a control-comparison design. Three examples – Empowerment of Youth; the New Opportunities Programme and YouthReach – used longitudinal designs, comparing later results from an initial baseline. The other examples use qualitative evaluation methods.

Nevertheless, from the data available it appears that ICT-enabled social innovation for active inclusion of disadvantaged youth has two main types of outcome at the macro level. The first type is active inclusion aimed at increasing the employability of young people and supporting their insertion or re-insertion into the labour market. There are two main strands to this type of outcomes. The first strand focuses on raising skills levels – particularly with regard to digital and media competences. The Measure 1.3 programme implemented by the Cyprus government was aimed primarily at providing training in digital competences for unemployed young people and those in receipt of public assistance social and welfare benefits to increase their employability. Evaluation data suggests a significant level of impact on the national labour market with 60% of a

sample of 400 programme participants Sample survey of 400 programme participants successfully placed in employment. Similarly, the Turkish 'Youth Movement in Informatics' programme, involving collaboration between government and CISCO Networking Academy to train disadvantaged and unemployed young people to become CISCO Networking Academy instructors, showed that 34% of programme participants reported their training had helped them into finding work. The second strand reflects social innovations that support job creation by creating opportunities for disadvantaged young people to acquire entrepreneurial skills and connect with opportunities to develop entrepreneurship. See the Opportunities and Make them Work is a national strategy developed in Norway to support entrepreneurship in education and training using e-learning, including games-based simulation programmes, technology tournaments and a college innovation network. The National Centre for Innovation and Entrepreneurship's evaluation of the programme shows increased collaboration between educational institutions, business and industry and local and national public authorities and an increase in the number of pupils and students who have taken part in training in entrepreneurship. The evaluation suggests that young people subsequently transfer these skills to benefit the national economy by applying them either in employment or by setting up companies and social enterprises themselves. A national survey showed that students involved in the programme were twice as likely to have made concrete plans for setting up a social enterprise than students from a comparison group who had not taken part in the programme. A similar programme in France – Programme Jeun'ESS – is aimed at raising awareness about job opportunities in the third sector and social enterprise sectors. It uses a portal and social media network that offers a selection of news, resources, portraits and testimonies and a directory of stakeholders for 380,000 students. The expected outcomes of the programme are the creation of a new generation of social entrepreneurs with positive benefits for employment generation, contribution to national GDP (as a comparator, in 2014 social enterprises contributed 10% to Spain's GDP) and improvements in young people's social and civic participation. Evaluation data suggest that the awareness-raising objective has been successful, with 48,000 young people aware of the program after a year and a half of existence and 3000 youth participating in the Employment Forum. However, there are no data available on the contribution the programme has made to increasing employability for young people.

The second type of macro level outcome identified focuses on improving the skills of disadvantaged youth through innovations in education and training provision. Ireland's YouthReach programme provides 'second chance' learning for young people who have dropped out of education or who have low educational qualifications. The programme provides customised training based on supporting individual young people to set their own learning goals and uses social media to support learning outcomes. Evaluation data suggest a high level of impact on improving disadvantaged youth's opportunities and life chances. Around 3,500 NEETs per year go through the training programme. Of these, 46% were continuing their education later; 75% of participants progressed to the labour market or to further education and training. In addition, the programme supports further positive 'soft outcomes' for individual beneficiaries, including increased self-esteem, personal and social development, and communications skills. Similarly, Portugal's New Opportunities Programme focuses on addressing the problems faced by young people who have left school early and have little or no marketable skills to succeed in a highly competitive globalised knowledge economy. Through local New Opportunities Centres, NOI supports disadvantaged young people in developing a portfolio of skills derived through informal and experiential learning. These are validated through peer review and can lead to subsequent formal accreditation and qualifications. Over 10% of the total national population have benefited from this innovation. The evaluation data show a particularly strong impact for unqualified or low skilled youth, with over 30,000 young students enrolled in vocational lower secondary level education and over 120,000 young people enrolled at the upper secondary education level. This is likely to have a significant positive impact on raising the national skills level of young people overall, with important multiplier effects on enabling more young people to move into further education and employment and reducing the welfare costs associated with maintaining social security benefits for unemployed youth. Other examples of social innovation are more precisely targeted at specific 'problem' groups.

The Aurora programme in Italy provides training to develop the digital competences of young offenders with the expected outcomes of improving their chances to integrate or re-enter the labour market. 180 young offenders were trained through the programme but there are no data on the impact the programme had on their subsequent job pathways. Another Italian programme, Hospital-School-Home Network, has been implemented under the National Plan for Digital Schools. It used technology and multimedia communication to allow children to continue their studies when hospitalised or housebound and involved 64 hospitals and 350 schools. Evaluation data shows that 400 teachers were trained to deliver the programme and 7,000 students participated in the programme. The data suggests that the main benefits for pupils participating in the programme are increased educational opportunities for study when absent from mainstream educational institutions because of illness. This is likely to reduce the risk of drop-out and low educational performance subsequently for the young people involved.

Other examples were also identified of initiatives that are pitched at the regional or community level but which show evidence of significant outcomes on national systems. Giovani Sì!, part of the Tuscany Regional Development Programme 2011-2015, applies social media to support online communities for 'at risk' young people in six main areas: internships, housing, volunteering, employment, entrepreneurship, education and training. Giovani Sì uses the internet and ICTs to deliver existing services, or new services, and to coordinate them at a regional level. Evaluation data shows a significant level of utilisation and dissemination of information. Data from October 2014 shows that 18,894 internees were selected for training co-funding; 539 trainees were selected for co-funding; 84,000 additional beneficiaries received support for education and training; 244 young graduates found employment; 1350 loans were provided by banks to youth entrepreneurs and 15,000 requests for information and support for housing issues were processed. These outcomes are likely to have an important effect in the national context in terms of improving educational levels; increasing employability of young people; stimulating entrepreneurship and the creation of new jobs and reducing levels of homelessness for young people.

FreqOUT! is a UK initiative that targets young people aged 13-25 years old from marginalised groups in local areas in London. It helps marginalised young people overcome the barriers to learning by using emergent technologies and social media. It works with influential artists to establish learning and enterprise opportunities for young people. The key objective is to engage users in further learning and into work. FreqOUT! has estimated the potential effects of its programmes on a national scale. This suggests that the main impacts of providing innovative education and training services for NEET and at risk NEET are likely to be associated with improvements in the cost effectiveness of service provision. Qualitative and anecdotal evidence suggests that another possible impact of the social innovations studied is likely to be seen at the community level. Another example is BOOT – the Dutch initiative that provides 'neighbourhood stores' in disadvantaged neighbourhoods in Amsterdam. On average 350 to 500 residents visit the various BOOT 'neighbourhood shops' every week to get advice and support on administrative, financial, judicial and educational problems. This, it is suggested, contributes to increasing the resilience of the communities the BOOTs serve by strengthening community cohesion and social capital, thereby reducing the risk of social exclusion for people within the communities served. In turn, though the primary function of Mundo de Estrellas is to provide support for children and young people whose health situation excludes them from education, Mundo is also about raising general levels of awareness in the community about illness and those living with long term illness. Normalising the process of being admitted into hospital for treatment is of significant benefit to the target users and their families. Providing the resources to this group while undergoing treatment and the wherewithal to communicate with others in similar circumstances promotes levels of confidence and understanding and reduces anxiety and fear at a community level.

What also seems possible, from the analysis of these case studies, is that a number of the social innovations analysed are making a contribution to the broader agenda of reducing the costs of welfare and social services budgets by fostering a culture of 'self-help' and 'self-reliance' at the individual and community levels. BOOT is a good example of a 'new style of welfare provision' that

tries to encourage people to come up with solutions themselves and or in their own networks. A number of other examples of cases illustrate this. Apps for Good has supported many of the 20,000 young people participating in its educational programme aimed at improving the skills of the 'hard to teach' to develop 'market-ready' social Apps – in over 20 cases these have gone on to reach the distribution stage.

Finally, it is likely that the emerging 'radical' social innovations – those that use disruptive ICTs to promote far-reaching changes in the way services are delivered – are likely to have an impact beyond the immediate lives of the beneficiaries involved in them. One example is Samasource, the social enterprise that breaks down digital projects into small tasks and distributes them online, to be carried out by trained workers in communities in developing countries – and recently in the US – in order to connect the poor to the formal economy. Evaluation evidence suggests that the 'Microworks' model adopted by Samasource is likely to have a positive impact on the socio-economic well-being of the communities in which individual 'Microworkers' operate on a number of levels – by strengthening the marketable skills base of the community; by raising the level of financial resources available in the community, with possible multiplier effects on standards of living and by opening up opportunities for the community to connect with the global knowledge economy. It is also likely to contribute, along with other social innovations that adopt this 'micro-economic' model, to changing service delivery approaches on a global level. This type of model is increasingly being adopted in social innovation for example the Spanish 'Goteo' initiative, which uses crowdsourcing, peer-to-peer networks and microloans to reconfigure the way in which relations and progress both socially and economically take place in communities, and UNICEF Innovation Labs, which provide physical infrastructure that creates a supportive space for developing the creativity of young people and the application of this creativity to find solutions to problems faced by local communities.

4.4 Distance travelled

As outlined in Section 3.3.2, the 12 case studies analysed in-depth in the study were reviewed using 'theory of change' analysis. This aimed firstly to identify the underlying vision of the initiative and its 'change model' and secondly to establish the extent to which this vision, and the expected results of the initiative are being or have been achieved. This in turn provides an assessment of the 'distance travelled' by the initiative - the stage it has reached along its expected journey towards realising its desired outcomes. As discussed in Section 3.3.2, theory of change analysis identified three broad 'theories of change' - each of which defines a particular model of social innovation. These were: 'social capital' models; 'co-production of service delivery' models and 'participative learning'. Subsequent analysis of these three types, based on comparison of the expected outcomes of the initiative with actual outcomes; the evidence used to evaluate outcomes, and the degree of sustainability of the initiative. Table 10 compares the 'distance travelled' of the three types in terms of the extent to which the theory of change embedded in the initiatives represented has been realised.

Table 10: Distance travelled by the 12 case studies

Theory of Change/ distance travelled	Early stage	Intermediate	Mature
Social Capital	Giovani Si! BOOT Programme Jeun'ESS Samasource	Savvy Chavvy	
Co-production	MOMO	Shadow World Mundo de Estrellas	Surfen zum Job
Participative Learning			FreqOUT! Brightside Apps for Good

As Table 10 shows, five of the 12 cases are still at an early stage in their planned 'change journey'. This is primarily because they are at an early stage of evolution. MOMO is currently in its first (real) year of implementation and is currently undertaking a drive to expand into other sectors – particularly mental health, involving potentially 200 Local Authorities. The Giovani Si! approach has been specifically developed in recognition that identifying and addressing young people's needs is a complex undertaking that 'requires a long process' – hence adaptability is built into the initiative's theory of change. Similarly, Programme Jeun'ESS is a large scale experimental programme that is testing the waters for promoting and establishing a new sector in the French economy, based on supporting socio-economic initiatives among young people and the creation of social enterprises in particular in the social and active inclusion area. Samasource has developed an entirely new production model based on 'micro-working'. In all these cases, the social innovation is still flexible and will be established through 'use'.

Three of the cases are at an intermediate stage in their change journey. In these cases, the evidence suggests that the realisation of expected outcomes has been inhibited by unforeseen factors. In the case of Savvy Chavvy, the vision of promoting a self-sustaining community of moderators drawn entirely from the target population of young travellers has been impeded by the loss of the original cohort of moderators, who have moved out of the community, and financial and technical factors that have made it difficult to train a new generation of moderators. Similar financial and technical problems have inhibited the planned development of Mundo and Shadow World. In all three cases, the original 'theory of change' embedded in the initiatives has had to be modified in response to external forces.

Four of the cases are at a 'mature' phase in their planned change journey. In all these cases, the social innovation has become relatively stable. In the case of Surfen zum Job, this stability can largely be attributed to the strength and durability of the public-private partnership underpinning the initiative. In the case of FreqOUT!, the main factors that have promoted a stable development path are an effective business model and a service delivery model that has been adapted to suit the needs and lifeworlds of the client group. In the case of Apps for Good, the innovation has successfully been embedded in an extensive network of schools throughout the UK.

As Table 10 also shows, it appears that social innovations based on 'participative learning' are more likely to achieve their expected outcomes. There is no clear evidence from the study as to the reasons for this but it seems likely that key factors contributing to the success of these types of social innovation are strong partnerships and appropriate and effective business and service models.

5. Study findings and policy implications

This final section draws together the results of the IESI-Youth study to provide: the overall findings of the study; the implications for future research in the field; the implications of the study conclusions for policy aimed at supporting the objectives of the Social Investment Package. These are divided into three areas:

- Implications for the overall structure and focus of the SIP.
- Implications for the key initiatives and instruments incorporated in the SIP.
- Implications for improving the relevance and effectiveness of the SIP in specific areas.

5.1 Overall study findings

The overall study findings are summarised below. These are presented in terms of the three main research activities carried out.

5.1.1 Findings from review of state of the art

What is the degree of deployment in Europe (and in the world) of ICT-enabled innovation to support social policy reform with regards to social investment?

- The deployment of ICT-enabled innovation in services for active inclusion of disadvantaged young people is at an early stage of development.
- Although social services reform has been gaining momentum as welfare budgets have been pruned across EU Member States, the main focus of this reform is on promoting efficiency and cost savings through service integration and cross-sector collaboration, although there is a clear policy agenda attached to this which links service innovation to improved outcomes for beneficiaries.
- There is a broader underlying trend focused on the devolution of responsibility for service delivery and service innovation to local authorities, intermediaries and young people themselves.
- ICTs are playing only a marginal role in these systemic service innovation dynamics.
- The main actors involved in ICT-enabled innovation to support social policy reform are firstly, 'top-down' agencies like the EU institutions and national government, secondly, civic administrations and thirdly grass-roots social entrepreneurs and social enterprises.
- This is an embryonic and still under-developed landscape wherein the majority of examples identified constitute local 'grass roots' initiatives in which ICTs typically are used to add value to existing service deployment.

What types of ICT-enabled innovations are being implemented to support social policy reform with regards to social investment?

- Social innovation for active inclusion of young people covers the spectrum of SIP objectives, including supporting the more effective use of service budgets; strengthening young people's current and future capacities; integrating services; supporting prevention and investing in children and young people. Social innovation is focused on two SIP strands: investing in people's skills, and responding to people's needs at critical moments in their lives.
- Regarding service integration, there is evidence of both 'provider-focused' integration and 'beneficiary-focused' integration.
- Regarding SIP objectives, social innovation for active inclusion of young people covers the spectrum of objectives, including supporting the more effective use of service budgets;

strengthening young people's current and future capacities; integrating services; supporting prevention and investing in children and young people.

How sustainable are the various types of ICT-enabled innovations implemented to support social policy reform with regards to social investment?

- There is little evidence of sustainability in the field of social innovation in general and what evidence that exists paints a conflicting picture.
- The main obstacles to sustainability include the lack of visibility of good practice, as well as the lack of scale, replication and dissemination of good ideas.
- The following is needed to support sustainability: comprehensive training or a forum for shared learning for senior policy makers and officials to support systemic approaches to social innovation; developing metrics to draw attention to effective methods and models within the field of social innovation, and thereby, to stimulate demand and secure financial resources for social ventures; in making public funds available across the social innovation lifecycle; building the evidence and research base to underpin investment in social innovation; greater experimentation of new solutions to pressing social challenges at a more systemic level; and the need to have strong and visible backing from the leadership over a sustained period.
- The majority of social innovations remain local and last only a limited number of years.

What is the degree of transferability of the various types of ICT-enabled innovations implemented to support social policy reform with regards to social investment?

- There is little clear and coherent evidence from the literature on transferability of social innovation.

Which systems, areas, services of social service provision are most supported by ICT-enabled innovation? To which target groups?

- The literature review identified very little evidence on which systems, areas, services of social service provision are most supported by ICT-enabled innovation and on target groups.
- The service category most supported by ICTs was 'Educational services' with all 6 cases addressing innovation in education provision. 3 cases provided 'social inclusion' services; 3 cases provided support to increase the civic participation of young people and 2 cases addressed the social participation of young people. All 6 cases addressed 'Youth Inclusion'; 5 cases supported the SIP 'Active Inclusion' objective; 3 supported the 'Investing in individuals through life' objective and 3 addressed the 'Investing in children' objective.

What are the dimensions of socio-economic outcome/impact, of both qualitative and quantitative nature, of the concrete initiatives involving ICT-enabled innovations to support social policy reform with regards to social investment? What variables are used to measure them and through which methods?

- The evidence on socio-economic outcome/impact is under-developed.
- We found no examples in the literature of specific measurement techniques to assess the outcomes and impacts of ICT-enabled interventions, except for examples identified in the IPTS 'MIREIA' initiative.
- The literature review provided sparse and contradictory evidence on outcomes and impacts.

Which theories exist or can be applied to understand the relationship between initiatives involving ICT-enabled innovations to support social policy reform with regards to social investment and socio-economic outcome/impact generated?

- There is no clear and bounded base of conceptual and theoretical knowledge that can claim to constitute a body of work on ICT-mediated active inclusion for young people. Rather, the knowledge base of the domain is being shaped by theoretical perspectives drawn from three

main areas: active social inclusion; theories and concepts on behaviour change, and economic theory, including work on services innovation.

5.2.2 Key findings from the mapping of initiatives

Deployment

- ICT-enabled innovation is primarily a 'bottom up' movement, although a number of large-scale policy-driven initiatives at the national and trans-national levels were identified. Although the public sector accounts for the largest group of stakeholders, they are involved mainly in regional and local initiatives.
- ICT-driven social innovation for young people is focused in three main areas – education and training, active inclusion aimed at supporting young people's entry into the labour market and youth inclusion, addressing issues around social and civic participation.
- The most under-developed area in social innovation is investing in children, health care and other forms of social care.
- Regarding the use of ICT to support innovation, ICTs are playing a more disruptive and radical role in driving forward change. The majority of cases represent examples of social innovation being used to promote transformative and disruptive change.

Sustainability

- Some initiatives analysed appear to have maximized their resources through ICT use, transforming themselves into smart organisations. Against this background, the analysis of cases shows a high level of sustainability of ICT-driven social innovation for the inclusion of young people.
- Three sustainability models are being deployed by the initiatives analysed: market-based models; community-based models; institutionally based models. Most of the initiatives analysed adopt a sustainability strategy that combines these three types.
- An indication of the overall sustainability of the social innovation initiatives is their current operational status and the length of time they have been operational. The analysis suggests a high level of sustainability.

Transferability

Four models of transferability can be identified from the analysis:

- social innovation that spreads through the adoption of online technologies and are able to expand service delivery to new user bases, languages and countries;
- small and medium scale initiatives that become successful at local level and are deployed in wider programmes;
- pilot initiatives that have demonstrated success and are scaled up;
- initiatives that become institutionalised through national policy and expand their coverage as a result of large-scale programmes.

Systems/areas/services

- ICT-driven social innovation for young people is focused in three main areas – education and training, active inclusion aimed at supporting young people's entry into the labour market and youth inclusion, addressing issues around social and civic participation.
- In terms of support for the Social Investment Package (SIP), SIP strand 2 – active inclusion – is most strongly supported (60% of the cases).
- A wide range of target groups are supported by ICT-enabled innovation. The vast majority of cases cover multiple target groups with only one case aimed at a single target group. Social innovation covers a range of age groups, social inclusion scenarios and actors.

- Overall, the results of the cluster analysis and qualitative cross-case comparison paints a picture of a landscape in which five types of ICT-mediated social services operate:
  - Learning and employability services
  - Co-production of social services
  - Early intervention and mentoring
  - Multi-service, multi-stakeholder innovation
  - New knowledge production.

Evidence of outcomes

- The analysis of cases showed a wide range of outcomes associated with the social innovation activities carried out, and a wide range of methods adopted to capture and assess these outcomes.
- Most evaluation effort is focused on assessing beneficiary (individual) outcomes. All of the cases analysed claimed some type of outcome at this micro level while only 4 presented evidence of impacts at the societal (macro) level
- Although there is a lack of experimental evaluation approaches in the cases analysed, evaluation data collection is relatively rich and includes a range of tools and methodologies for assessment of outcomes.
- The evidence suggests that initiatives that draw funding from public sources tend to implement impact assessment methodologies and tools to on investment on a more systematic base. Impact assessment is increasingly acknowledged as part of the transparency and accountability of initiatives.
- However, in line with the conclusions of IESI Deliverable 2 (State of the Art review), the case analysis did suggest that evaluation and impacts assessment is still not systematically embedded in the organizational culture of social innovation.

Dimensions of outcomes

- The main benefits identified at the micro level support the SIP objectives of improving youth education and training (23% of the benefits identified), increasing youth employability (19%), supporting youth inclusion (17%) and improving the participation of young people in the society (17%).
- A wide range of methods and variables are used to assess these outcomes – although there is little evidence of the use of experimental methods.
- Interviews and statistical analysis methods were most frequently applied. The least used approaches include case studies, benchmarking, action research and quasi-experimental methods.

Theoretical drivers

- The data collection template did not include variables that directly captured data on the theoretical drivers underpinning social innovation activities nor their relationship to outcomes. However, the cluster analysis and cross-case analysis showed a clear relationship between the type of social innovation being delivered and the type of outcomes realised. This analysis could form the foundation for developing a theoretical framework to model the relationship between ICT-enabled social innovation and socio-economic outcomes.

5.2.3 Key findings from in-depth case studies

- The case study analysis showed that SIP strand 2 – active inclusion – is most strongly supported.
- In all cases, the social innovations analysed have emerged in response to a 'services gap'.

- The case study analysis identified three broad service gap scenarios: absence of service; inadequate service; service that benefited from additional value added.
- In turn, three particular trajectories or dynamics of 'action responses' to these service gaps – or 'innovation deficits' - can be identified through the case study analysis. These cover: policy-driven action; intermediary-driven action and enterprise-driven action.
- The case study analysis suggests that three broad 'theories of change' can be identified, each of which defines a particular model of social innovation. These are social capital models: co-production of service delivery; participative learning.
- ICTs are being used to support social innovation in four main ways: ICT for learning- promoting access to and re-engagement in education and training through innovative forms of learning; ICT to promote personal empowerment and social and active participation, networking and engagement in the local community; ICT to promote employability access to the labour market; and ICTs to support more effective service delivery and prevention of social inclusion through early interventions.
- Eight broad types of outcomes associated with the delivery of ICT-mediated services for the social inclusion of young people can be identified for beneficiaries: increased motivation; improved digital competences; valorising acquired knowledge; supporting transitions to education; increased employability and access to labour market opportunities; improved personal and social development; reducing social isolation and supporting increased social and civic interaction; improving physical, mental and social care outcomes.
- Eight broad types of outcomes associated with the delivery of ICT-mediated services for the social inclusion of young people can be identified for services: improvements in service availability and take-up; improved service accessibility; better targeting of services; improved service provider/client interaction and collaboration; increased efficiencies through better co-ordination of services; improved cost-effectiveness of services; improved service outcomes through professional knowledge exchange; better monitoring of clients.
- The development of an 'evaluation culture' in the field of ICT-mediated services for the active inclusion of young people is still evolving. Most initiatives used qualitative evaluation methods. Outcomes evaluation is focused on beneficiary outcomes with less investment in evaluation of service (organisational) outcomes.

5.2 Limitations of the study and implications for further research

5.2.1 Limitations of the study

IESI-Youth was an exploratory study aimed at preparing the ground for a more systematic and sustained programme of research. As such, its focus is on 'exploration' and 'description' of the landscape of ICT-enabled social innovation for active inclusion of disadvantaged youth. This means that the study has been limited by its scope and boundaries in terms of delivering 'analytical' results – particularly establishing 'attributional' linkages between the features of social innovation and their outcomes and impacts (i.e. which particular features 'cause' particular impacts) – and in delivering 'prescriptive' results (i.e. what kinds of social innovation should be supported in the future).

This reflects in turn the embryonic nature of a field which is still developing and rapidly evolving. There is a lack of an 'evaluation culture' and established evidence base in the field, which is reflected in the limited availability of 'robust' data on outcomes and impacts from which to draw conclusions about 'what works, for whom, under what conditions'. One reason for this is the nature of scientific and academic knowledge production, with its focus on rigorous, peer- review of findings. Given the embryonic nature of the domain, where much of the innovation that has taken place is relatively recent, it is not surprising that academic and scientific dissemination of knowledge, with its long lead time, is not keeping pace with a highly evolving landscape.

Although the review of state of the art and the identification of 132 examples of ICT-enabled innovation was carried out using a systematic searching and data appraisal methodology, the resultant population of examples of social innovation analysed does not represent a 'scientific' sample of the 'universe' of ICT-enabled social innovation for active inclusion of disadvantaged youth. This in turn means that the 46 cases subsequently selected from this population for more detailed mapping, and the 12 cases later selected for in-depth analysis, also do not represent a 'scientific' sample of social innovation, rather an illustrative spectrum of the landscape.

In this context, the key gaps in the research are in the following areas:

- Theoretical and conceptual frameworks that can provide insights into the drivers that are shaping social services innovation for young people, and can provide inputs into designing and implementing appropriate policy measures within the context of the SIP.
- Data on how current policies are implementing social services innovation in practice, and what are the likely effects of implementation.
- Data on the service models that are being implemented on the ground to deliver innovation, with a particular focus on their institutional and organizational arrangements, and the roles that key actors play.
- Evidence of the evaluation and impacts assessment approaches and methods that are being used to understand the effects of social innovation in this domain.
- Data on the results of evaluation and impacts assessment.
- Data on 'what works, for whom, under which conditions' in ICT-mediated social innovation for young people.

5.2.2 Recommendations for further research

The recommendations for future research in this field are as follows:

- Social innovation for active inclusion is itself comparatively new and its evidence base is not well-established. Innovation has focused primarily on support for inclusive labour markets, on education and training and, to a lesser extent, on early interventions. Work on adequate income support and on integrative measures to facilitate successful transitions into independent living targeted at young people with low personal resources and facing institutional and structural constraints appears to have been neglected, and there is scope for research in this field, and also in the contribution lifelong learning interventions make to supporting active inclusion.
- Although the concept of integrated services has started to establish itself in terms of being conceptually grounded, interpretations of what constitutes integrated services vary and, more importantly, there is little evidence of how such services are implemented in practice, how they work and what are their outcomes and impacts. Further research is needed to both ground the concept of service integration within this specific domain and to gather and analyse evidence on its implementation and effects.
- The results of the study have reinforced the conclusions of previous studies in this field, for example the IPTS studies on ICT-mediated initiatives for the social inclusion of young people (Cullen et al, 2010) that policy interventions have not been accompanied by the establishment of an evaluation culture. Data on impacts of ICT-mediated innovations for active inclusion of young people is very sparse and variable. More research on relevant methodologies and approaches, and on specific intervention results, is needed – particularly on the effectiveness of 'bottom-up' approaches that use participatory evaluation and which focus on analyzing the 'narratives of young people themselves.
- There are very little data on the outcomes and impacts of transformative ICT-enabled innovations that radically change the nature of service delivery – for example by changing production processes, like Samasource, and by using new forms of ICT-enabled platforms and tools to support the co-production of innovation,, like the crowd-sourcing and crowd-funding methods used by Goteo. These new approaches are likely to have a significant influence on the

future development of social innovation in this field and more research is needed on how they work and what are their effects.

- This links to the lack of data on the financial factors that are shaping social innovation and the business models that are being developed and deployed. Accessing good financial data on innovations proved to be a difficult task for the study and this element remains under-developed.

5.3 Policy implications

5.3.1 Implications for the overall structure and focus of the SIP

The analysis of the relationship between social innovation and the broad socio-political environment at the 'system' level and in corresponding Member States suggests that co-ordination of the SIP needs to be more adaptable to the situations and needs of marginalised and at-risk young people in particular systems and countries. Although the overall SIP package has been accompanied by country-specific recommendations – like the use of community-led local development initiatives in countries like Lithuania, entrepreneurship programmes in Denmark, Estonia, Spain and Finland, and social economy measures in Greece and Hungary - there is scope for exploring whether additional consultation and implementation forums could usefully be set up to support the adaptation and contextualisation of the SIP to the features of specific EU systems and countries.

One of the gaps in the current SIP is the lack of detail on how ICTs can specifically support social innovation. Unlike EU2020, in which key targets in education, social inclusion and innovation are closely linked to the promotion of developments in ICT infrastructure, accessibility to ICT services and the acquisition of digital and media competences by young people, there is no specific reference in the SIP to supporting the role of ICTs other than a broad reference to using the potential of new technologies in areas like e-health. Clearer 'signposting' of the potential of ICTs to support improvements in specific areas and sectors would enable the SIP to be more effectively targeted.

Social innovation for active inclusion is still at an embryonic stage and is still evolving. The effort put into social innovation, and the resources invested in ICT-mediated delivery is patchy and uneven. This has led to gaps in the provision of innovation in general and an uneven distribution of innovation investment in the areas covered by the SIP. The study shows that SIP strand 2 (active inclusion) is most strongly supported. SIP strand 3 (investing in people throughout their lives) is less strongly supported. SIP strand 1 (modernizing social protection systems) is very little supported by current social innovation. It is not clear whether the three SIP objectives share equal 'weight' in terms of policy priorities. If they do, however, it seems clear that more concentration of policy effort in the areas covered by SIP objectives 1 and 2 is required if a balance is to be maintained in terms of achieving the SIP objectives.

This is reflected by the conclusions of the study that show that the main policy priorities addressed – and hence the main social innovation outcomes identified – are focused on the beneficiary side. There is particular emphasis on promoting active inclusion of those most distant from the labour market, and supporting youth social inclusion, education and training, employment. Investment in supporting civic participation and promoting access and use of early childhood education and care is less pronounced. As regards service provision priorities, however, there is significantly less investment in social innovation to promote them. Most of the effort is concentrated in improving access and take up of services, increasing the quality and cost-effectiveness of services and policies and meeting the needs of final beneficiaries. There are gaps in addressing the policy priorities of increasing service productivity, improving efficiency/effectiveness and simplifying administration. In the case of beneficiary-side innovation, the relative low investment in supporting civic participation and promoting access to early care, supported by early interventions, is probably a reflection of systemic differences between Member States. This may be so because, particularly in Continental and Mediterranean countries, the priority is reducing school drop-outs, reducing

youth unemployment and facilitating transitions. However, supporting civic participation and investing in early interventions are important issues that affect the EU as a whole, and therefore there is a need to encourage Member States to re-balance how SIP priorities are approached.

In this context, the analysis also suggests that policy-driven innovation is lagging behind in terms of driving forward social innovation. This is defined as opportunity spaces in which social innovation can emerge as a result of actions at the political and policy levels. For example, although the analysis suggests that large scale programmes like the European Social Fund are playing a minor role in supporting social innovation in this field, it may be beneficial to encourage their use.

Should a policy shift to put more effort and resources into large-scale, policy-driven social innovation programmes occur, however, it would need more 'blue-sky' thinking to underpin it. The policy-driven cases at the national and regional level that were analysed in this study - like Giovani Si!, Program Jeun'ESS and Surf to the Job – share a common feature in that they are all examples of 'incremental' social innovation. None of them promote disruptive or radical transformations in service models, configurations or delivery. Essentially they support information and dissemination functions, or facilitate the efficiency and effectiveness of human capital approaches to active inclusion.

This suggests that a critical review of the traditional active inclusion models that have shaped large-scale social innovation interventions would be desirable. These established models and approaches – illustrated by the 'telecentres' model adopted in many EU Member States to support community-based active inclusion – are now under increasing scrutiny, because of their cost, operational complexity and unwieldiness. In addition, evidence of high social and economic returns on investment has yet to be established. New models that are emerging as alternatives to established approaches would appear to be worth looking at more closely, for example, the Samasource 'Microworks' approach, which uses novel crowdsourcing and cloud technologies to support communities in breaking the cycle of structural poverty.

5.3.2 Implications for the key initiatives and instruments incorporated in the SIP

The study suggests that, as regards the over-arching SIP objectives themselves, social innovation activity and investment has been unevenly distributed across the various initiatives and instruments. The study found no examples of initiatives that have benefited from micro-financing opportunities available at EU level or from Member States. Those initiatives that are using micro-financing models – like Samasource and Goteo – are generating investment largely through multi-sector partnerships and networks. Other key sources of funding are national and regional governments, third sector foundations, specialist social entrepreneurs like the Nominet Trust in the UK and large commercial organisations. The latter generally become involved – except in the case of Samasource – because they are committed to the corporate social responsibility ethos. This suggests that further effort is needed to, firstly, raise awareness among the social innovation community of existing funding opportunities and, secondly, expand the scope of available financing programmes. This is linked to the SIP objective of making the best use of SIP instruments like the ESF. Although a few examples of social innovation that had benefited at start-up from ESF funds were identified in the study, it seems clear that Member States and programming authorities are not fully exploiting available instruments. This implies the need for awareness-raising and more active participation by relevant agencies in working with partnerships to use the instruments to stimulate social innovation.

In relation to the 'Adequate Livelihoods' initiative, the study suggests that social innovation has been concentrated in two areas: i) using ICT-enabled services like 'one stop shops' to increase accessibility and effectiveness of information and support services for marginalised and at-risk youth - Giovani SI! is an example of how this is being addressed; ii) access to information for citizens – 'Surfen zum Job' is an example of social innovation to support young people in job searching. However, there was no evidence that social innovation significantly supports the

objective of protecting people from financial difficulties – an area which remains problematic and in which more effort is needed.

The 'Investing in Children' initiative is one of the three main SIP strands which has been under-developed, in comparison with SIP strand 2 – active inclusion. Although the study identified a number of examples of policies at the national level that broadly support investing in children, the level of social innovation 'on the ground' is limited. This is particularly true as regards support for single parents and support for the employability of single parents and couples with children, which is another area where more effort is required.

5.3.3 Implications for improving the relevance and effectiveness of the SIP in specific areas

This final section discusses the implications of the study findings for improving the effectiveness of the SIP in specific areas. These implications reflect the eight SIP 'areas of analysis' applied throughout the course of the study, and in particular the barriers and success factors identified.

There is a relative lack of robust evidence-based data on outcomes and impacts, and this makes it difficult for policy-makers, funders and services to make decisions on what works for whom under what circumstances. However, this is not a simple problem of imposing stringent evaluation regimes on social innovators, as some key stakeholders have recently tried to do (for example, the BIG Lottery Foundation in the UK which has expressed a preference for recipients of funds to undergo randomised control trials as a condition of funding). As has been shown, some kinds of initiatives – for example innovations that aim to support modest, incremental changes to service delivery by using basic ICTs to deliver broad-based information services, do not require sophisticated evaluations. This does not imply that evaluation should be given low priority generally in delivering on the SIP objectives. There is still a need to support evaluation in the field of ICT-enabled social innovation for active inclusion. This support could include: subsidies for implementation costs; technical support provided by communities of experts; the production and dissemination of user-friendly methodologies and tools; training and evaluation competence development for intermediaries and other key actors in the innovation process. However, this support needs to flexible and adaptable. Initiatives like MIREIA and IESI itself could support this effort through the collection, analysis and dissemination of good practices that enable stakeholders to identify evaluation and assessment approaches that suit their needs.

The need for relevant and effective evaluation skills in the field is mirrored by the need for other skills that are relevant for the field of promoting social innovation itself. The study showed that these needs are generic – for example, ability to work with hard-to-reach young people; basic digital competences; management skills; domain-specific – for example, expertise in social services – and contextual – for example, professional counselling skills in services that provide online counselling. The study also showed that very few services have all of these skills. Some have to buy in expertise. Others – particularly small initiatives with minimal funding – have to 'learn by doing'. There is a need for support to develop all three skills areas in order to facilitate more effective and efficient services.

A big barrier to successful ICT-enabled social innovation identified by the study is finance. This is reflected by: the relatively low involvement of commercial enterprises as major players in the field; the endemic low level of funding that is generally available to support investment in innovation – particularly for community-based organisations, intermediaries and 'lone' social entrepreneurs; and the variability of funding. On the one hand the study found several examples of creative social entrepreneurship. FreqOUT! used an inventive approach to access public funding for its programmes to support NEET young people. Apps for Good is harnessing the creativity of its own beneficiaries to generate income through developing social Apps. Samasource has developed the innovative model of 'Microworks'. Goteo is using crowd-funding to stimulate a wide range of community-based innovations. However, there are a number of examples highlighted by the study of effective social innovations struggling to sustain themselves. Shadow World, for example, is

under the constant threat of its major funder withdrawing support. Although there are a number of potential measures implemented or under review to address financial matters in the context of the SIP – for example assessing existing rating schemes and if possible improving them to create a 'social rating' which could improve investor confidence, creating a 'stock market' for social economy finance, creating a solidarity investment fund and providing microfinance through the European Progress Micro-financing Facility – finance remains key to successful innovation. Further effort needs to be put into: improving investor confidence, incentivising social entrepreneurs, supporting Member States, programming authorities and social innovators in making better use of the key EU programmes like the ESF, developing and providing advice and support services to enable social innovators to identify potential sources of finance.

There are a number of other areas where support to social innovators could help to overcome the barriers identified by the study and maximise the success factors. For example, accessible technical and logistical support should be made available to maintain the efficiency and effectiveness of the ICT systems in place. In addition, initiatives should carry out appropriate needs analysis to ensure that the service delivery approach resonates with the needs, behaviours and lifestyles of their target groups. Organisations should also be supported in learning and development – particularly in their capacity to monitor and respond to technological developments, since this is essential to ensure that innovations retain the capacity to engage, retain and collaborate with young people. Support for putting together and maintaining partnerships that include the spectrum of key stakeholders with an interest in the intervention would also be beneficial. This support could be provided in a number of ways including a contribution at EU and Member State level to encourage communities of practice for the dissemination of relevant knowledge, expertise and good practices.

Annex I: Inventory of initiatives covered in state of the art review

Name	Country	Summary	Website
SOLIDAR: A social platform on innovative social services	EU	The project explores the key factors for innovation in the provision of health, education and welfare services across Europe, aiming to establish a social platform which brings together representatives from the research, practice and policy communities in the field of social service planning, provision and evaluation.	http://www.solidar.org
Activist Academy	Ireland	The Young Workers Network established the Activist Academy to build capacity in campaigning and activism skills among young trade unionists, through workshops in social media and graphic design.	/
Agencia de colocación	Spain	A free resource dedicated to advice and guidance on issues related to searching for jobs, which coordinates advice from several different agencies, including the Public Service of Employment.	/
Aikos	Lithuania	The site contains information and statistics on education and training programmes and institutions in Lithuania, Including qualifications, licences, professions, admission rules for vocational and higher education schools, the current labour market, and Europass certificate supplements.	http://ec.europa.eu/ploteus/cs/node/33
Albury City Retro Youth Café	Australia	The youth café has been created as a one-stop-shop for young people aged 12-25, aiming to provide an accessible and safe place for young people to meet and hang out and to address contemporary issues affecting young people by providing a range of youth programmes.	http://www.alburycity.nsw.gov.au/leisure-and-culture/retro-youth-cafe
Amplify your voices	USA	**Amplify**, a project of **Advocates for Youth**, is a blog and an online community dedicated to sexual health, reproductive justice, and youth-led grassroots movement building.	http://amplifyyourvoice.org
Amplifying Local Voices	USA	GlobalGiving's storytelling project turns anecdotes into useful data.	http://www.ssireview.org/articles/entry/amplifying_local_voices1
Apprenticeship 2000	USA	The Apprenticeship 2000 program is a 4-year technical training partnership in the Charlotte, NC region designed to develop a well-trained and highly-skilled workforce for the manufacturing industry.	http://apprenticeship2000.com
Apprenticeship Training	Austria	In Austria apprenticeship training takes places at two different sites: company-based training of apprentices is complemented by compulsory attendance of a part-time vocational school for apprentices [Berufsschule].	/
Apps for Good	UK	Apps for Good is an open-source technology education movement that partners with educators in schools and learning centres to deliver our course to young people 10-18 years of age. In the course, students work together as teams to find real issues they care about and learn to build a mobile, web or social app to solve them.	http://www.appsforgood.org

Aurora	Italy	Aimed at facilitating integration of youth offenders under 18 by means of ICT based training; professional development through training. The initiative aims at providing training on ICT professions.	/
Avise	France	Avise is a resource centre and an engineering and technical interface between government, SSE actors and businesses, which aims to promote the emergence of new socially useful activities.	/
Barn till ensamma mammor – Children of single (lone) mothers, Fryshuset	Sweden	Fryshuset offers parent education for single mothers, to support families living in economically vulnerable circumstances in order to strengthen their social network and provide free activities such as children's parties and visits to the zoo and amusement parks.	http://ensammamammor.fryshuset.se
Bimbo chiama bimbo	Italy	Bimbo chiama bimbo aims to support children and their families, through projects and collaborations with neighbourhood and municipality stakeholders, including schools. The objective is to sustain a "careful, supportive, respectful development of the children"	http://www.bimbochiamabimbonlus.it
Brightside online mentoring	Australia	Brightside provides e-mentoring for young people, creating an online platform for young people at transition points in their education/career to seek relevant advice from mentees. The aim of the project is to widen access to higher education and reduce education drop-out.	http://www.thebrightsidetrust.org/what-we-do/online-mentoring/
Bullying UK	UK	Bullying UK is an online platform for advice and information about bullying at school and in the workplace, including a forum, surveys and online chat.	http://www.bullying.co.uk
BOOT (Stores for Education, Research and Talent Development)	The Netherlands	BOOT aims to connect the knowledge and the competences of students, teachers and researchers at HvA to 'problem areas' in Amsterdam. At BOOT 'stores', students offer advice and services (administrative, financial, judicial, educational) to local residents.	www.boot-hva.nl
Care2Work	UK	Care2Work offers support to local authorities to help place employability on the corporate parenting agenda and enable local and national employer engagement for young people leaving care.	http://leavingcare.org/what_we_do/ncas_projects/from_carework_project
Centre for Effective services	Ireland	CES works with others to connect and support the implementation of effective policy, efficient systems and good practice, using the best available evidence, so that children, young people, families and communities thrive.	http://www.effectiveservices.org
CISCO Networking academy	International	The Cisco Networking Academy program offers hands-on ICT training to prepare students for in-demand careers and globally recognized certifications.	https://www.netacad.com
Civic Tech/Open Data Visualisation	USA	A visualisation and data set in xls which can be downloaded. Used to map the field of 'civic tech' innovations, developing tools to improve the health and vitality of cities.	/
Cliclavaro	Italy	Website which centralises information and statistics about the labour market, contact points for employment over all Italy, opportunities, news about	http://www.cliclavoro.gov.it/Pagine/default.aspx

		contracts etc.	
Cloudfunding capital /Capital riego	Spain	At Goteo we are creating a social investment market with contributions from public institutions, business and other private institutions, and individuals. To achieve the multiplier effect and thus encourage co-responsible investment in projects that rely on the support of the civil society.	http://capitalriego.innova.unia.es
Competence agencies	Germany	Competence agencies were established to improve the social and professional integration of young people living in deprived areas. They aim to support young people whom the traditional system has not been able to help in the transition from school to the labour market	/
Contrat d'insertion dans la vie sociale (CIVIS)	France	The integration contract in social life (Civis) aims to support young people in trouble or to a creative project or resumption of self-employment sustainable employment.	http://travail-emploi.gouv.fr/informations-pratiques,89/les-fiches-pratiques-du-droit-du,91/acces-et-accompagnement-vers-l,651/le-contrat-d-insertion-dans-la-vie,999.html
Creando futuros	Spain	Creando futuros is a project which aims to support and improve the civic participation of young people in Spain.	/
Crecemos Jugando	Spain	Crecemos Jugando is a project that involves the creation of new playgrounds in schools, also offering gaming services to the educational centres.	https://goteo.org/project/crecer-jugando?lang=en
Cyberhus	Denmark	Cyberhus aims to support children and young people aged between 9 and 18, offering one-to-one online chat-counselling and web-based activities that promote social inclusion and positive interaction between peers.	http://cyberhus.dk
Dispositifs relais : classes et ateliers relais	France	Dispositifs relais is a project which focuses on school absenteeism and aims to reduce school drop-out rates.	/
Drive to reduce drop-out rates (Aanval op Schooluitval)	Netherlands	Aanval op schooluitval (drive to reduce drop-out rates) is the framework for policy developments in this field. Among other activities, it makes additional funds available for secondary schools which are subject to a host of different but interrelated problems surrounding early school leaving	http://www.aanvalopschooluitval.nl
Eltern AG	Germany	The Eltern AG - empowerment program aims at coaching parents from disadvantaged backgrounds to prepare them for educating and caring for their children effectively.	http://www.eltern-ag.de/elternag/startseite
ElternService	Germany	'ElternService' is a national programme run by AWO providing advice and support services for companies that wish to offer child care facilities to their employees. The service offers legal advice and support in finding the best care arrangements in each individual case.	/
Empresa Joven Europea	Spain	Empresa Joven Europea provides resources to facilitate the adoption of entrepreneurial approaches in the education system, allowing students to start up and manage a mini-company.	/
Enterprise	UK	In the UK, the Enterprise Network has been established to provide support for enterprise	http://www.enterprisevillage.o

Village		education from 5-19. The vision for the network is to create a sustainable network of 50-60 Enterprise Learning Partnerships (ELPs) including all 155 Local Authority (LA) areas with some joining together to make an effective partnership	rg.uk
Entrepreneurship education	EU	Shadowing and training opportunities for young people across the EU.	/
Erasmus for Young Entrepreneurs	EU	Erasmus for Young Entrepreneurs is a cross-border exchange programme which gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in other European Union countries.	http://www.erasmus-entrepreneurs.eu
Escuela Candil	Spain	Alternative school managed by a non-profit association of parents and educators. Oriented at kids from 1 to 6 years. The school also provides training in alternative education, support to parents during pregnancy and after.	http://www.espaciolibrecandil.org/escuelacandil/
Etica para jovenes hackers	Spain	"Ethics for young hackers" is a didactic tool kit oriented at students of secondary ESO, helping students to assimilate certain values and methodologies - such as the ethics of sharing and open access to information , transparency , collaboration, horizontal work or the logic of collective intelligence.	http://catorce.cc/etica-para-jovenes-hackers/
European Deaf University	EU	The European Deaf University ensures that all lectures, seminars and exercises will be held mainly in European sign languages and in International Sign for students across Europe.	/
Formação Aberta e a Distância Orientada	Portugal	Learning technology resources with the following characteristics: a working method in networks with companies and entities of social integration or support local development; and provision of technical courses	/
Forum International de l'Innovation Sociale	France	The International Forum for Social Innovation organizes worldwide, seminars and application training to promote social innovation and institutional transformation.	http://www.ifsi-fiis-conferences.com
Fundación Musica Creativa	Spain	Organisation enabling 20 young people access to music training every year. It also develops music projects with social impact by providing training in percussion, Choir and music in Movement for Children and Youth at risk of social exclusion.	http://www.fundacionmusicacreativa.com
De Vrolijke Schooldag (The Gay School Day Project)	Netherlands	The Gay school day project (De Vrolijke Schooldag) encourages schools to review their diversity policies and the Ministry has commissioned a website (www.gayandschool.nl) with a helpdesk to provide schools with information and advice on this subject.	www.gayandschool.nl
Getting it right for every child	Scotland	The Getting it right for every child approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential.	http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright
Giovanisì	Italy	Giovani Sì targets the problem of reduced social mobility through using social media to support online communities for 'at risk' young people	http://www.giovanisi.it/
Girls that code	Georgia	JumpStart Georgia's Girls that Code is an outreach project that seeks to create a supportive environment for women who want to learn some	http://www.jumpstart.ge/en/what-we-do/projects/girls-code

		programming skills in Tbilisi, Georgia.	
Go drone	Spain	The project aims to build a quad-copter with the function of recording sporting events, but can be used for other functions such as observation.	/
Hospital School Home	Italy	Aimed at facilitating participation to education to children and teens (from 1 and 2 education) in the hospital by means of e-learning.	/
Incubegg	Spain	Project aimed at reducing school drop out by getting students to experiment with robotics.	http://incubegg.blogspot.com
Impact Hubs	International	Our goal is to jointly create platforms and experiences that inspire, connect and enable individuals and institutions around the world to sustainably impact society.	http://www.startus.cc/company/1921
Innovation Lab	Denmark	Through talks and articles, workshops, seminars and projects we strive to provide a comprehensive list of the potentials and challenges facing businesses and organisations.	http://www.innovationlab.dk/
Innovation Labs	UNICEF	By using new technology and ideas in its programme work, UNICEF reaches out to communities and the most vulnerable children and families.	http://www.unicef.org/videoaudio/PDFs/Innovation_Labs_A_Do-It-Yourself_Guide.pdf
Investing in Services for Outcomes	New Zealand	New Zealand's Ministry of Social Development is undertaking a fundamental reform of its commissioning procedures.	/
iTEC	EU	TEC (Innovative Technologies for Engaging Classrooms) is a major EU-funded project in which European Schoolnet is working with education ministries, technology providers and research organisations to bring about transformation in learning and teaching through the strategic application of learning technology.	http://itec.eun.org/web/guest;jsessionid=4898D38D8AF49D50E3CE25DF9A38365E
JA-YE Company Programme network	EU	JA-YE brings the public and private sectors together to provide young people in primary and secondary schools and early university with experiences that promote the skills, understanding and perspective that they will need to succeed in a global economy.	http://ja-ye.org/about-ja-ye-europe
Job Patrols	Denmark	The Job Patrol gathers 250 young people for 6 weeks every summer in order to conduct 10.000 company visits and to inform young workers and their employers of their labour market rights.	http://www.solidar.org/IMG/pdf/yjp_bestpractices.pdf
Job youth guarantee	Sweden	Aims to offer employment services quickly to help young people (aged 16-24) to improve their chances of finding employment and education opportunities.	http://ec.europa.eu/social/main.jsp?catId=1079
Joves amb future	Spain	Mentoring programme for young people, which aims to get young people (aged 16-25) not in education or training into work placements.	http://jovesambfutur.com
K5 Television	Spain	K5 TV is an online TV station run by young people, which focuses on broadcasting local events and culture through using the internet and new technologies.	/
Katymar	Hungary	Sure Start Rainbow Island Child Centre offers early education, parent—children play sessions, health and family support, etc.	/
Khan academy	International	Khan Academy is a non-profit educational website created in 2006 by educator Salman Khan to	https://www.khanacademy.or

		provide "a free, world-class education for anyone, anywhere."	g
Kids hotline: 24 hour digital counselling for young people	Germany	Through online counselling for youths, the popular site kids-hotline is devoted to social responsibility for young people undergoing the transition from childhood to adulthood and offers them advice in a wide range of problematic situations.	/
Kosovo Youth Map	Kosovo	This Map of Youth Resources represents the most comprehensive and up-to-date map available for Kosovo for youth centres and activities.	http://kosovoinnovations.org/kosovoyouthmap/
La Fabrique à initiatives	France	The initiative aims to understand the social needs of the communities in which they work and invent sustainable business answers, through providing a shared entrepreneurial response	http://fabriqueainitiatives.org
La fabrique du social	France	Programme which focuses on the creation of groups and networks of thought and research that implement action research to observe practices, analyse social issues and identify new forms of social intervention.	http://www.lafabriquedusocial.fr
La rula	Spain	A service intervention in recreational areas, based on the testing and analysis of illicit substances and providing both generic and personalized information about them. The project involves taking a lab in a caravan (the Rula) around to party spaces in towns and cities, music festivals and nightclubs.	http://www.ailaket.com
Lazio e-Citizen	Italy	Digital literacy for disadvantaged people distributed over 42 Internet points in the Region of Lazio.	http://www.aicanet.it/aica/ecitizen/attivita-e-ricerche/collaborazioni-istituzionali/lazio-e-citizen
Le science tour	France	Twelve mobile laboratories, crisscrossing France in search of the scientists of tomorrow and to meet everyone, from villages to cities.	http://www.lespetitsdebrouillards.org/Media/prods/prod_6/
Leadership audit	UK	The audit helps Headteachers and Deputies take time to reflect on the leadership capability and capacity in their schools. It gathers together the intelligence required for a rigorous leadership development plan.	http://www.hti.org.uk/leadership-development/school-improvement/leadership-audit
Les petits débrouillards	France	Training for young adults, in and out the university (scientific leadership , mediation, ICT) ; animated debate between science and society ; coaching practice activities for scientific and technical culture for children, youth and the general public; support for cultural projects	http://www.lespetitsdebrouillards.org/
Les potes en ciel	France	The café is a meeting place that promotes children's well-being, good parent-child relationships, socialisation and mutual aid between families and generations by developing free creative and participatory learning activities.	http://www.lespotesenciel.net
Lieux Collectifs de Proximité Réseau	France	The network of "Lieux Collectifs de Proximité" ("neighbourhood community places") was created in April 2010 by seven local initiatives as a means to enable their development and sustainability, to professionalise their modes of working and secure long-term funding.	http://www.ilot-familles.com/lieux-collectifs-de-proximite/
LulzBot Hackerspace Giveaway	International	Provision of 3D printers to hacker spaces around the world in 'giveaways'.	https://www.lulzbot.com/tags/hackerspace-giveaway

Making Connections Tool Kit, Including Young People	UK	Toolkits and supporting materials for gallery-educators, teachers, artists and artist-educators for engaging young people in the visual arts.	http://engage.org
MaMa Foundation	Poland	MaMa Foundation is a non-governmental organisation (NGO) that works for mothers' rights in Poland by organising social campaigns, eg. adapting public space for prams and wheelchairs; employees' rights, training and baby cinema groups.	http://www.solidarity-accor.com/en/our-actions/the-projects/training-of-disadvantaged-single-mothers-in-creation-of-crafted-items/
Map "No nos vamos, nos echan"	Spain	A crowd sourced map of young people who had to leave Spain to work abroad, with their feelings about exile.	http://www.nonosvamosnosechan.net
Mobile Communities	EU	The main objective of ComeIn is to study and utilise mobile networks and telephones that are most commonly used by marginalised youth, as the main infrastructure for social inclusion. Using innovative real time integrated communication video solutions, this project will develop a networked media platform that will give rise to mobile online communities, delivering interactive media content specifically aimed at marginalised youth.	http://www.comein-project.eu
Mobile interactive app "EL OLEDOR EXPLORADOR"	Spain	Programme which designs and distributes interactive apps which are specially designed for young people with autism.	www.aprendicesvisuales
Mozilla Open Badges initiative	International	The premise of Open Badges is to enable people to earn recognition for skills and learning that take place online or outside a formal setting, and then to display them on the Web.	http://openbadges.org
mPowering mobile action	International	mPowering has created an app that awards goods and services to individuals facing extreme poverty when they make beneficial choices.	http://www.mpoweringaction.com
Mundo de estrellas		The objective of Mundo is to give all the hospitalised children in the regional hospitals in Andalucia the opportunity to get to know each other, interacting through virtual worlds.	www.mundodeestrellas.es/
My mob	Australia	The MyMob app is a new resource for engaging families who have experienced separation. It is a free, fun and practical tool that fosters positive communication in an accessible format, enabling families to connect in a safe online environment, free from issues that can arise in direct communication.	http://mymob.org/
Nairobits	Kenya	NairoBits Trust is a youth based organization that uses ICT multimedia creatively to improve the lives of less privileged children and youth from the non-formal settlement.	http://www.nairobits.com
National Digital School Leavers Service	Netherlands	The Netherland's National Digital School-Leavers Service is a national facility to provide data about absence and early school-leaving from educational institutions to municipalities and RMC (regional recording and coordination) regions.	http://www.aanvalopschooluitval.nl/english
Natur talent Stifung	Germany	A pilot project run by the NaturTalent Stiftung for students between 15 and 20 years old, which aims to raise awareness among pupils of their natural talents and to provide guidelines for potential career	http://naturtalent-stiftung.de

		paths.	
Nightingale Mentoring Programme	International	The Nightingale programme is a mentoring programme between university students and children (8-12 years) to help improve children's personal and social confidence and encourage them to apply for university as young adults.	http://nightingalementoring.org
NORIF (Non-profit private organization for integration into employment and professional training)	Switzerland	The programme is aimed at marginalised young people and addresses the reintegration into employment of people suffering from health problems.	/
Parler Bambin	France	Parler Bambins is a programme for early language development for children aged 3-36 months attending child-care facilities, aiming to address inequality in language development of children from disadvantaged and foreign-born families.	/
Pledge bank (Imagination for the People Platform)	International	An international online community focussed on social empowerment through creativity and social innovation.	/
Pledge bank	UK	PledgeBank allows users to set up pledges and then encourages other people to sign up to them. A pledge is a statement of the form 'I will do something, if a certain number of people will help me do it'. The creator of the pledge then publicises their pledge and encourages people to sign up.	http://www.pledgebank.com/
Prevention visits	Germany	The intention is to visit all parents in Münster with a newly born child, aiming to assist parents with their children's upbringing and also to improve local child protection, based on intensive and early family contact.	/
Professional integration and education for young mothers	Switzerland	The project for young mothers is a pilot project aiming to improve the employability of women between 16 and 25 years with young children, no professional training and dependent on social assistance.	/
Programme Jeun'ESS	France	Jeun'ESS is a French government initiative aimed at raising awareness about job opportunities in the third sector and social enterprise sectors.	http://www.jeun-ess.fr/
Programa de Acción Social	Spain	The Social Action Programme focuses on operational support activities oriented towards the social and educational inclusion of children, adolescents and their families.	/
Programme d'encouragement précoce petits:pas (schritt:weise)	Switzerland	a: primo is a non-profit association whose main aim is to support and encourage the development of young children from socially disadvantaged families, including home visits and group meetings.	http://www.a-primo.ch/cms/
Project Learning for Young Adults	Slovenia	Project learning for young adults – PLYA is a publicly approved programme of informal education intended for the unemployed aged from 15 to 25 years who do not have any occupational	http://www.eu-skladi.si/funds/best-practices/op-ropi/project-learning-for-young-adults-

		qualifications or competences.	plya
Projecto Nacional de Educação para o Empreendedorismo or PNEE	Portugal	A project which aims to establish entrepreneurship education as a cross-curricular subject within the curriculum. Within the framework of the PNEE, elementary, secondary and vocational / professional schools have been invited on a voluntary basis to develop a set of initiatives leading to the creation of entrepreneurship competencies and attitudes.	http://www.dgidc.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=151
RadioSonora	Italy	Web radio station for young people, to foster active participation, managed by young people and located in Bassa Romagna (part of Emilia Romagna region).	http://www.radiosonora.it/1325-sonora-social-club
Recognition, validation and certification of competences Agência Nacional para a Qualificação e o Ensino Profissional	Portugal	The Portuguese national system of Recognition, validation and certification of competences (RVCC) aims to improve the qualification levels of young people and adults aged 18 and above and help reduce the high number of Portuguese people who have not completed lower secondary education.	http://www.anqep.gov.pt
Reference Index for supporting young people	Finland	A novel youth work approach and information system to prevent the social exclusion of young people by facilitating collaboration between local authorities and operators.	http://www.sitra.fi/en/projects/reference-index-supporting-young-people
Robocicla	Spain	Project involving a multidisciplinary team and changing, Artists, Designers, Geeks, Architects, philologists, that since the Cultural Production promote the values of the hacker ethic through dynamic workshops, transmedia and learning materials that foster creativity.	/
RODA	Croatia	"RODA – Roditelji u akciji" (Parents in Action) is a group of concerned citizens interested in promoting and protecting rights to a dignified pregnancy, parenthood and childhood in Croatia.	http://www.roda.hr
Roma Education Fund	Hungary	Initiative to support inclusion of Roma students in Hungary, ensuring access to compulsory education, for example, through the involvement of parents in education, initiatives to reduce drop-outs, and provision of free textbooks and other educational materials.	http://www.romaeducationfund.hu
See the Opportunities and make them Work	Norway	The strategy itself sets out a series of measures designed to develop the entrepreneurship agenda in Norway's schools, including: improving the knowledge base for teachers and educational establishments; running conferences and seminars to raise awareness; exchanges of experience and best practice; collaboration with organisations and networks outside government; and international networking	https://www.regjeringen.no/en/topics/education/school/artikler/see-opportunities-and-make-them-work-/id279661/
Skills Development Corporation	India	ISDC aims to train around 2 million people over the next 10 years across various skill sectors including textiles, engineering, construction, leather, finance, auto and various service sectors.	http://www.ilfsets.com/skilldevelopment/isdc/
Social Innovation Camp Kosovo	Kosovo	The Social Innovation Camp Kosovo is open to any young person between the ages of 18-29 who attend a weekend camp to learn about driving social change using web and mobile technologies.	http://sicampkosovo.org
Step2You	Belgium	Youth project in Belgium for 16-19 year olds that	http://www.step2you.be

		enables volunteer entrepreneurs or employers to share their experiences in the classroom or workplace.	
TaskSquad	UK	TaskSquad offers short-term, flexible paid work for 18-25 year olds who are having problems getting into employment. The site uses volunteering data from vInspired. This allows TaskSquad to endorse young people when they are applying for full-time employment.	http://tasksquadhq.com/get-paid-work
Technology to transform front-line public services to disadvantaged groups	UK	The Effective Services Delivery Toolkit is a comprehensive set of tried and tested tools, models and guidance – developed by the sector for the sector and grounded in practice as well as theory made freely available to all public service deliverers.	/
Tecnologie di Rete e Inclusione Socio-educativa	Italy	Aimed at supporting students in compulsory education that cannot participate in classes (due to chronic illness). It provides training for teachers AND community building (parents, peers, etc.) through Moodle, it is an e-learning course and social technology.	/
The Fairbridge programme	UK	Advice, mentoring and one-to-one support as well as group activities, for young people to support them in stabilising their life and career, building the necessary to move forward.	http://www.princes-trust.org.uk/need_help/fairbridge_programme.aspx
The Transatlantic Forum on Inclusive Early Years	International	The aim is to exchange newest research results, strategies, policies, innovations and best practices and create the opportunity to scale-up existing knowledge and evidence-based research. The Forum will bring together high-level policymakers and decision-makers with a view to making early childhood education and care for children from migrant and low-income families a priority on the political agenda in Europe and beyond.	http://www.bernardvanleer.org
The voice.org	UK	TheSite.org provides essential, straight-talking, anonymous advice to young people aged 16 to 25 about the issues affecting their lives, including an online community plus a series of articles, blogs, podcasts and videos covering anything and everything relevant to 16 to 25 year-olds.	http://thesite.org/
Tomorrow people	UK	Programme which helps disadvantaged adults and young people to get and keep a job.	/
Total places	UK	Total Place is an ambitious initiative that will consider how a 'whole area' approach to public services can lead to better services at less cost. The impact of the economic downturn means all of the public sector needs to find new and more efficient ways to serve the public	http://www.localleadership.gov.uk/totalplace/
Tracking and delivering targeted support for early school leavers	Denmark	Programme targeting early school leavers through electronic tracking. Guidance counsellors use a database to monitor young people whom they consider at risk, or young people who have dropped out of school or an education programme.	/
Udacity	International	Udacity is a private, for-profit US start-up that offers free, online computer-science courses taught by leading faculty (typically from top tier institutions). Lectures are delivered via short videos	https://www.udacity.com

		(each lasting about five minutes), with quizzes following each video to test absorption of content.	
Una cebra en el agua	Spain	Una Cebra en el Agua is a project for education and learning in relation to scientific methods and the world of research with the intentions to encourage Scientific vocations between students of 4 º ESO in Galicia	http://www.unacebraenelagua.es/proyecto.php
UNICEF Innovation	International	UNICEF is working on a range of projects around the world at various stages of development, from a response to a challenge, or the initial seed of an idea, through to development, piloting then implementation at full-scale. Some projects include a 'get involved' section where we seek input or partnership to move the project forward.	http://www.unicef.org/innovation/
Fundació Ser.gi	Spain	Fundació Ser.gi manages different projects under the banner of education for disadvantaged young persons and kids.	http://www.fundaciosergi.org
Voices against violence	USA	Voices Against Violence is a crisis services agency located in Plymouth, NH. We provide information and support to victims and survivors, their family and friends, community members, and professionals around domestic violence, children who witness domestic violence, sexual violence and harassment, stalking, human trafficking and bullying.	http://www.voicesagainstviolence.net
websalpunt.cat	Spain	Competition of websites for secondary school students, high school, vocational education and training and Medium Higher Level.	http://websalpunt.cat.
Work pairings	UK	Mentoring scheme aimed at young people aged between 16 and 19 not in education, employment or training, in which participants worked closely with tenants dealing with complaints and repairs, got to grips with marketing events and learnt about KHT's services.	http://www.k-h-t.org/main.cfm?Type=NEWSI&objectid=2942
Year up	USA	Year Up's mission is to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education.	http://www.yearup.org
Young Social Pioneers	Australia	Young Social Pioneers invests in inspired young Australians to develop their leadership skills and support their vision for social change, including 12 months of professional training, mentoring, networking opportunities and skills building.	http://www.fya.org.au/inside-fya/initiatives/young-social-pioneers
YoungERcard	Italy	Initiative to promote active citizenship and addressed to 15-29 people in region Emilia Romagna; the card gives access mainly to opportunities of community based projects.	https://www.youngercard.it
Youth Cafes	Ireland	One of the core functions of a youth café is that it offers support to young people, ranging from practical support to advice, through their participation in activities that are of interest to them and that are varied and on offer at times that suit their normal daily routines.	http://www.dcya.gov.ie/documents/publications/youth_cafe_best_practice_guide.pdf
Youth Guarantee	Finland	The Youth Guarantee will offer everyone under the age of 25, as well as recent graduates under 30, a job, on-the-job training, a study place or rehabilitation within three months of becoming unemployed.	/

Youth Movement in Informatics	Turkey	The project aimed to improve the level of IT expertise among youth while encouraging voluntarism, on the other hand it aims to support young people to develop social capacities of youth and help them to participate in the new information-based global economy to realize their full potential through peer education model on advanced IT and networking skills.	http://www.cisco.com/web/learning/netacad/WLC/pdf/hazirTurkey.pdf
Youth workshops and outreach youth work	Finland	The youth workshops are both a physical environment and a multi-professional guidance method, where work and work-based training enable an individual to apply to education or seek a job. The youth workshops also teach everyday life skills, and they use the learning-by-doing method in their day-to-day activities.	/
YouthReach	Ireland	The programme is directed at unemployed young early school leavers aged 15-20. It offers participants the opportunity to identify and pursue viable options within adult life, and provides them with opportunities to acquire certification.	http://www.youthreach.ie

Annex II: Case studies analysed in depth

The study included an analysis of twelve case studies of ICT-enabled social innovation services for active inclusion of young people. These cases were selected from the 46 cases of ICT-enabled social innovation services for active inclusion of young people mapped in the study. The twelve cases were selected to reflect a diversity of policy areas addressed, a diversity of social service areas addressed, the level of existing information on the case and a diversity of EU countries represented. The cases selected are summarised below.

1. Apps for Good (UK)

Apps for Good aims to build a new global generation of problem solvers and makers: students who can create, launch and market new products that change the world. It is an open-source technology education movement that partners with educators in schools and learning centres to deliver a course to young people 10-18 years of age. The course teaches coding and the fundamentals of the digital world, while also developing skills in problem solving, creativity, communication and teamwork. Like professional entrepreneurs, students go through all key aspects of new product development, from idea generation, technical feasibility and programming to product design, deciding on business models and marketing. Apps for Good uses mobile phones to develop Apps with a social innovation objective. Examples include 'Stop and Search' - allowing young people to detail their experience of being stopped by police; Studio Phyl - enabling young people to find rehearsal space; Student Voice - information service for students.
Lead Organisation: CDI Global

Website: http://www.appsforgood.org

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2. Buurtwinkels voor Onderwijs, Onderzoek en Talentontwikkeling (Neighbourhood Stores for Education, Research and Talent Development – BOOT), NL

BOOT aims to connect the knowledge and the competences of students, teachers, researchers and networks of the Amsterdam University of Applied Sciences to 'problem areas' in Amsterdam, in order to contribute to the socio-economic development of these neighbourhoods. A BOOT is a store where students offer advice and services (administrative, financial, judicial, educational) to residents. Students in turn develop practical skills in applying the knowledge they acquired at the university to social problems. At the core of BOOT lies an intensified collaboration between governmental, for-profit and non-profit organisations. The ICT element enables access to and co-ordination of the services with the University through online co-ordination and management of the internship programme and provision of information services and support to users in the four BOOT centres. This enables the services provided in the community-based BOOTs to be accessed by a wider spread of socially-excluded and vulnerable people than would otherwise be possible through traditional internship.

Lead Organisation: Amsterdam University of Applied Sciences (Hogeschool van Amsterdam, or HvA).

Website: www.boot-hva.nl

3. Brightside Online Mentoring, UK

Brightside provides a structured and supported online contact with an 'e-mentor' who can help a young person with information and advice in making important decisions about their education and career ambitions. It combines an online platform with space for information resources and online conversations between young people from under-represented backgrounds and students at medical school with e-mentoring to widen access to higher education, or encourage participation in employment or post-16 training. The initiative brings together appropriate mentors and mentees online, trains mentors, and allows relevant advice to be provided to mentees at transition points in their education/career via an online platform. The service improves access and take up of education from the provision side and supports active inclusion on the beneficiary side by reducing risk of education drop-out and preparing young people to enter the labour market.

Lead Organisation: The Brightside Trust

Website: www.thebrightsidetrust.org

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4. FreqOUT!, UK

FreqOUT! targets young people aged 13-25 years old from marginalised groups in local areas in London. It helps marginalised young people overcome the barriers to learning by using emergent technologies and social media. It works with influential artists to establish learning and enterprise opportunities for young people. The key objective is to engage users in further learning and into work. The main needs addressed are: low levels of prior learning, literacy and numeracy, but especially low ICT skills. They also target improvement in soft skills e.g. confidence; self-esteem. Overall, the project aims to encourage community regeneration. FreqOUT! projects focus on specialist and creative ICT projects, including mobile movie making; urban biomapping; sound recording; radio transmitter building; film-making. Most are artist-led and inspired by the artist's own professional practice. Additionally, social networking, media-sharing (YouTube, Vimeo), mobile technology and blogs are used as tools to support learning and disseminate project work. Recent developments have focused on linking FreqOUT! to 'Create+' – an educational programme that delivers a qualification in Creative Media Production.

Lead Organisation: Vital Regeneration

Website: http://vitalregeneration.org/our-projects/freqout

5. Giovani Si! (Italy)

Giovani Sì is part of the Tuscany Regional Development Programme 2011-2015. It addresses the problem that, for the first time since the post-war period onwards, new generations are at risk of being 'poorer ' than the previous ones, with reduced social mobility as the opportunities for young people are increasingly subject to the situation of their families. In this context it extensively applies social media to support online communities for 'at risk' young people in six main areas: internships, housing, volunteering, employment, entrepreneurship, education and training. Giovani Sì uses the internet and ICTs to deliver existing services, or new services, and to coordinate them at a regional level. The main innovation is in promoting participation and networking among young people taking advantage of technology. Since its beginning, the project has been enriched by new actions for and managed by young people, in particular Giovani Sì Lab, which uses social technologies to build communities and promote civic participation.

Lead organisation: Regional Government of Tuscany

Website: http://www.giovanisi.it/

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6. Mind of My Own (MOMO), UK

MOMO addresses key problems facing social service providers who are dealing with children and vulnerable young people. They are typically hard to reach; have a negative view of authority and have complex needs - for example requiring 'after hours' services. This is particularly true of services providing 'advocacy' for young people. Services are under increasing pressure to deliver to performance targets whilst making cost savings. In this context MOMO is an App that targets two user groups. For young people in social care situations, it provides a source of advocacy support. This improves the quality of support that they receive and helps them build more trusting and effective relationships with professionals. For service providers, it provides a contact and referral pathway tool that links young people to their local service. It helps them use MOMO to contact the service more easily and with more information when they need help or want to tell professionals about a problem. This makes the service more accessible and cost-effective and enables earlier intervention. MOMO combines mobile apps with case management software. This enables direct communication between client and caseworker. The case management and data interrogation tools enable case workers to: generate composite data on client use and aggregate to spatial units of analysis; monitor data via a secure encrypted dashboard service that enables services to analyse trends and use benchmarking data.

Lead organisation: Sixteen25

Website: http://mindofmyown.org.uk

7. Mundo de Estrellas (World of Stars) (Spain)

The objective of Mundo is to give all the hospitalised children in the regional hospitals in Andalucia the opportunity to get to know each other; interact with one another using virtual worlds, voice, images, texts, and develop recreational and educational activities using classroom and virtual consultations. Social inclusion benefits are promoted at individual and community levels. The applications are aimed at reducing exclusion of hospitalised children and those who are unable to attend school due to illness for, sometimes, extended periods of time. Exclusion from a formal educational setting due to illness is addressed by the programme by providing educational material, as well as reducing the stigma associated with certain health conditions. Mundo is also about raising general levels of awareness in the community about illness and those living with long-term illness. Normalising the process of being admitted into hospital for treatment is of significant benefit to the target users and their families. Providing the resources to this group while undergoing treatment and the wherewithal to communicate with others in similar circumstances promotes levels of confidence and understanding and reduces anxiety and fear. The technology is based on a web portal which initially used interactive 3D worlds. The 3D worlds were created using 3D modelling software achieving results not dissimilar to Second Life type environments. The 3D model has now been replaced with flash animations. Currently, the programme, though still formally running, is in a state of 'suspended animation' manly because of funding and technical support issues.

Lead organisation: Public Health Service, Andalucia

Website: www.mundodeestrellas.es/

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8. Programme Jeun'ESS (France)

Programme Jeun'ESS is a French government initiative aimed at raising awareness about job opportunities in the third sector and social enterprise sectors. The focus of the programme is a portal and social media network that offers a selection of news, resources, portraits and testimonies and a directory of stakeholders. The programme encompasses 23 clusters for student entrepreneurship (PEE) aiming to promote entrepreneurship for 380,000 students. The central medium for this is a 'toolbox to teach social entrepreneurship' within those PEE's wishing to open their teaching to this new way of doing business. The social innovation value lies into the fact of raising awareness and providing training in order to enable young persons to look for an employment or to start their own social entrepreneurship within the third sector. The platform and Outreach Toolbox aims to improve the visibility of initiatives designed to engage young people in working in - and in starting up - initiatives and organisations in the social economy, and to increase their impact. It supports awareness-raising and sharing of tools as well as supporting the collective creation of new tools in response to the expectations of young people.

Lead organisation: Ministry of Solidarity and Social Cohesion, Ministry of National Education

Website: http://www.jeun-ess.fr/

9. Samasource (USA)

Samasource is a social enterprise providing data services to large businesses. These services are performed by people in developing countries who might otherwise be excluded from skilled employment. The services are based on breaking down service offers into micro-tasks, which can then be done remotely using ICTs. Samasource currently works in Haiti, Kenya, India and Uganda, and more recently in deprived communities of the USA. It aims to transform the lives of marginalised youth through providing them with certified training and work opportunities which bring them to the 'digital table'. Samasource has developed a model that directly connects the poor to the formal economy through a proprietary business process called the Microworks model. The Microworks model breaks down digital projects into small tasks, sends those tasks to individual workers through the Internet and uses software to recompile the projects and ensure quality. This supports the SIP objective of improving the employability of vulnerable young people. The technological platform combines a web-based service to distribute 'micro-work' to vulnerable and disadvantaged groups. Additional support software disaggregates larger projects and breaks them down into small computer-based tasks that are then assigned to the service users. The system also provides online computer-based training in order to prepare them for data projects and position them for ongoing success in the workplace.

Lead organisation: Samasource

Website: http://www.samasource.org/

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10. Savvy Chavvy (UK)

Savvy Chavvy provides an online community for young people from the Traveller and Gypsy communities. It encourages its members to use media as a democratic means of self-expression through which they can control how their community is perceived by others. Social networking is viewed as a way to counter declining community cohesion. It also provides a vehicle for young travellers to seek work opportunities. Combining social media with an e-learning platform, Savvy Chavvy gives young members of an often misrepresented and marginalised community the opportunity to take control of how they are portrayed. Supporting social life as much as social purpose, with much of the gypsy traveller community no longer able to move around, social networking is viewed as a way to counter declining community cohesion. The use of ICT allows the intiative to create a safe space for young travellers to network and openly communicate online, without the risk of racist abuse which they may encounter on other social networks. Social media enable excluded young people who are particularly hard to reach to communicate through an unofficial channel without fear of discrimination. This had led to increased social inclusion which would not have been possible through conventional social services.

Lead organisation: Onroad Media

Website: http://www.onroadmedia.org.uk

11. Shadow World (Finland)

The Shadow World project – Varjomaailma - aims to reach all Finnish children and young people suffering from parental alcohol and substance misuse, and to provide them with information, support and a means to deal with their difficult life situation. The initial service combined two basic methods used to reach children - a comic book and an interactive website, both of them utilizing a narrative approach and a manga-style appearance. The website allows anonymous story-sharing, either by writing or by creating a comic strip with an application specifically developed for this purpose. A Shadow Forum, a moderated discussion platform, offers children a possibility for peer support. It contains an 'ask an adult' service and closed web group led by two counsellors. The innovative elements of the Shadow World are the creation of an interesting and a dynamic concept based on a narrative approach; the creative combination of various young people's media to deliver a sensitive message to a special target audience, and the involvement of leading Finnish experts as well as young people and children through all the stages of planning and testing of the project products. The service provides social innovation that allows far greater access to support for vulnerable young people previously extremely 'hard to reach'. Recent developments have included enhancement of the technical functionalities of the website, using a 'Drupal' content management system, extended access to the platform through smartphones and tablets, and an improvement of the online counselling services.

Lead organisation: A-Clinic Foundation

Website: www.varjomaailma.fi/

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12. Surfen Zum Job (Surf to the Job) (Germany)

Designed as a private-public-partnership with AOL Germany and the German Labour Agency, the Digital Opportunities Foundation succeeded for the first time ever in bringing together all major German welfare organisations in a comprehensive effort for Digital Inclusion. Surfen zum Job provides an internet platform with improved placement conditions for online job searching, involving a bidirectional matching system to bring together job offers and searches. The training enables social workers to use the Virtual Job Market and to train their clients for 'surfing to the job'. Youth without apprenticeships and unemployed youth learn to use the Internet for job search, gain digital literacy and improve their chances for apprenticeship and employment. Young people, especially migrant youths who are socially disadvantaged and those with a low level of education, gain digital literacy and improve job chances. Users can easily search online for job offers and employers can post their job offers directly onto the Internet. In particular, socially disadvantaged young people with a low level of education benefit from the chance to publish their profiles, in which they describe their non-formal competences and soft skills, as well as their formal education

level. For a successful job search they need to learn in advance not only how to use the Internet in general but also how to use it for online profile building and job searching. The training is based on the assumption that the more relevance an Internet service has for people the more likely they are to invest time to learn how to make use of the service. The training enables social workers to make use of the Internet to explore and to access the job market and to train their clients. This enables access to information and resources that are not normally provided through conventional channels. The online job search guide provides on-demand instructions on how to access the right information according to the user's individual needs.

Lead organisation: German Labour Agency (Bundesagentur für Arbeit)

Website: http://www.surfen-zum-job.de/.

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Annex IV: List of Acronyms

BOM - Brightside Online Mentoring

BOOT - Buurtwinkels voor Onderwijs, Onderzoek en Talentontwikkeling

CPO – Conventions on Objectives

CRM - Customer Relationship Management

CSEHYP – Combating social exclusion among young homeless populations

EET-Edu - European Network for Traveller Education

EPSCI - Programme for Social Change and Innovation

EU – European Union

ICT – Information and Communication Technologies

IEM – Immigrant and Ethnic Minorities

IESI - ICT Social Innovation in support to the Implementation of the Social Investment Package

MOMO – Mind of My Own

NEET – Not in Employment, Education or Training

NOI – New Opportunities Initiative

PRISMA - Preferred Reporting Items for Systematic Reviews and Meta-Analyses

RAY - Finnish Slot Machine Association

RSS – Rich Site Summary

SIP – Social Investment Package

SMS – Short Message Service

SSE - Social and Solidarity Economy

Up2Youth - Youth - Actor of Social Change

YIPPEE - Young people from a public care background: pathways to education in Europe

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