



INCLUSO-2010 English press release

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Thu, Sep 9, 2010

INCLUSO Conference

Leuven (Arenberg Castle, Heverlee-Belgium) - 13, 14 September 2010

According to the recent results of a number of European research projects, young people at risk of being socially excluded can improve their lives by using social software tools, gaming, playing music, mobile phone applications and other invasive technologies according to European funded projects, presented at the INCLUSO conference. Examples include young people learning how to use job-seeking websites in order to find employment, establishing respectful relationships with peers and adults through social network sites and using ICT, internet and social computing applications to collaborate on projects. Organisations, working with young people will receive suggestions for successful and sustainable implementation of these new media tools into social work.

All of this will be presented and debated at the international INCLUSO conference on eInclusion of Youth at Risk, which will take place at K.U.Leuven (Arenberg Castle, Heverlee-Belgium) on 13 and 14 September 2010.

The event is organised by the European INCLUSO research project (Social software for social inclusion of youth at risk), supported by the European Commission and coordinated by K.U.Leuven and its associated K.H.Kempen University College.

The conference will provide the opportunity to discuss priority actions for the future and showcase concrete results from the INCLUSO project and four other EU projects:

- o Includo: social software for social inclusion of youth at risk
<http://www.includo.org>
- o Replay: gaming technology to help young people marginalized by their behaviour to be rehabilitated back into society.
<http://www.replayproject.eu>
- o Comeln: using mobile online communities and specific interactive media content to facilitate social inclusion of marginalized youth of various backgrounds
<http://www.comein-project.eu>
- o Umsic: interactive environment and music to contrast risks of social isolation/exclusion of children (between 3 and 12) with social, emotional, learning and language disorders, weaknesses or disabilities
<http://www.umsic.org>
- o Hands: using/testing persuasive technology within mobile solutions to help teenagers diagnosed with autism to overcome everyday challenges
<http://www.hands-project.eu>

The debate will see the participation of international specialists in the field of new media to improve social inclusion for disadvantaged youngsters, representatives of governments and of the European Commission.

Keynotes speakers include: Miguel Gonzalez Sancho Bodero (Information Society and Media Directorate General - European Commission), Professor Jos Dumortier (K.U.Leuven Centre on Law and Informatics)

and Ellen Stassart (Childfocus).

You are cordially invited to attend one or several sessions as they are open to the media.

Project coordinators will be available for interviews throughout the event.

Full programme: <http://www.incluso.org/conference>

Programme highlights for the media

- * 13/09 at 10:00 – opening session: Miguel Gonzales Sancho Bodero, European Commission – presentation of new EU on ICT driven initiatives for Youth at risk
- * 13/09 from 10:30-12:30 – Presentation INCLUSO Project results
- * 13/09 at 14:15 – Experiences from 4 other EU-projects in the same area
- * 14/09 at 16:00 – Debate on future priorities for research and actions

Media contact:

K.U.Leuven Press Office,

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phone: 0032 16 32 40 08 – mobile: 0032 475 87 40 08

Practical information

Venue: Arenberg Castle, Leuven-Heverlee (Belgium),

<http://bit.ly/arenberg>

More media information:

<http://www.incluso.org/conference/press>



Jan Engelen <jan.j.engelen@gmail.com>

INCLUSO-2010 nederlandstalige persnota KUL persdienst 9/9/2010

Jan Engelen <jan.j.engelen@gmail.com>

Sociale software en kwetsbare jongeren: een goede match? INCLUSO Conferentie, K.U.Leuven, 13-14 september 2010

Volgens recente resultaten van een aantal Europese onderzoeksprojecten kunnen sociaal kwetsbare jongeren hun levenskwaliteit verbeteren via sociale media, gaming, muziek, mobiele toepassingen en andere technologieën. Zo kunnen ze een job zoeken op vacaturesites, sociale en persoonlijke relaties uitbouwen via sociale netwerksites en ICT, internet en sociale media gebruiken om samen projecten op te starten.

De resultaten van deze projecten worden voorgesteld op de internationale INCLUSO conferentie over e-Inclusie van kwetsbare jongeren op 13 en 14 september 2010 in Heverlee. Tijdens de conferentie worden ook prioritaire acties voor de toekomst besproken. Keynote sprekers zijn onder andere Miguel Gonzalez Sancho Boderó (Informatie Maatschappij en Media Directoraat Generaal – Europese Commissie), professor Jos Dumortier (K.U.Leuven Centrum voor Rechten en Informatica) en Ellen Stassart (Childfocus). Zowel vertegenwoordigers van overheden en van de Europese Commissie als internationale experts in het domein van nieuwe media zullen aan het debat deelnemen om de sociale inclusie van minder bevoorrechte jongeren te bevorderen.

De conferentie wordt georganiseerd door het Europese INCLUSO onderzoeksproject (Sociale software voor sociale inclusie van kwetsbare jongeren), met de steun van de Europese Commissie, en gecoördineerd door de K.U.Leuven en de geassocieerde hogeschool K.H.Kempen.

U bent van harte welkom op deze conferentie in het Arenbergkasteel, Kasteelpark Arenberg, 3001 Leuven-Heverlee, Belgium. (<http://bit.ly/arenberg>). De coördinatoren van de verschillende projecten staan u graag te woord.

Meer informatie:

- K.U.Leuven:
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 - <http://www.incluso.org/conference/press>
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INCLUSO-2010 Conference

Background information

Computers, mobile phones and Internet communication are everywhere in our present-day society. Social software sites such as Facebook, Netlog and Twitter are well known and are currently used by more than half a billion people around the world for the development of their social contacts. Gaming, mobile phones and music are a part of young peoples' lives. Social computing, Social Networking Sites and other so-called "Web 2.0" tools have an important socioeconomic impact on our daily lives.

In the past educators (and governments) have rightly questioned the positive impact of these technologies. Research regarding their potential and risks for young people has become more mature: potential adverse effects are frequently reported in studies and seminars, especially when young people from difficult backgrounds are involved. Even though it is acknowledged that a large part of youngsters at risk have access to and make a wide use of Information and Communication Technologies (ICTs), the way they are using them for their socio-economic inclusion, and to tackle their urgent and daily problems, are still largely unknown.

However, these ICT driven initiatives also offer opportunities. Social software tools like Facebook, Netlog, Ning, the use of avatars,... for instance, can diversify the network of young people in problematic situations, help them to acquire autonomy, contribute to increase their positive self-image, create job opportunities, etc. Gaming can make a contribution to guidance and open up new ways for interaction between those young people and their counsellors.

How to create a social media project to engage with youth at risk online

1

Is it right for you?

- Do your research
- Analyse the impact and role of social media
- Assess your skills and equipment
- Play the INCLUSO game (www.incluso.org/game)
- Focus on the needs of users

2

Define your outcomes

- Focus on your organisation's goals
- Define which of your organisation's outcomes could be further developed by the use of ICT and social media
- Ensure your project is realistic and achievable

3

Get your organisation ready

- Get management and staff buy-in
- Be realistic, don't expect too much
- Establish clear and transparent communication
- Engage all stakeholders

4

Choose the right tools

- Don't start from scratch
- Match your tools and project outcomes
- Match tools and target group
- Evaluate your chosen tool(s)

5

Getting started

- Undertake a skills audit of your team and train them
- Ensure adequate technical set-up
- Create an action plan
- Motivate stakeholders and build momentum
- Network with other social media practitioners

6

Keep your project running

- Support staff motivation and training
- Keep investing, innovate and be flexible
- Act on feedback and keep coaching
- Motivate young people and respond to needs
- Work towards sustainability from the very beginning
- Prioritise ethical, privacy and safety considerations

Do you want more information?

Go to: www.incluso.org/manual



Digital Magazine

Issue 3 | February 2010



Featured inside

**INCLUSO PROJECTS ★ BELGIUM ★ SCOTLAND ★ AUSTRIA ★ POLAND
E-INCLUSION ★ YOUTH AT RISK ★ SOCIAL MEDIA**



Welcome

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6



4

Editorial

Hello readers

For this third issue of the Incluso project's newsletter we draw your attention to the activities of four projects (Umsic, Replay, Comeln and Hands) that have been active since 2008 in the field of ICT applications for youngsters at risk. Incluso joined these projects during a special meeting in January 2010 and we expect to be able to draft, on a common basis, guidelines for future EU research in this field.

Within Incluso itself, we focus on pilot activities in which concrete applications of social software are implemented, tested and evaluated. Initial conclusions are presented. In this newsletter we present the four pilot actions together with real youngsters' impressions.

We also put the spotlight on two other Incluso activities: our measurement tools and our sustainability criteria. In the fourth and final Incluso eNewsletter we will explore the 'Whitebook' where all of our experiences will be bundled and made available for all interested groups.

Finally, we would like to draw your attention once again to the forthcoming Incluso-2010 conference in Leuven (Belgium) on Sep 13 and 14. All details are available from: www.incluso.org/conference

Meanwhile, do enjoy reading this newsletter and do not forget to send us your feedback or comments.

Jan Engelen

Incluso Project Co-ordinator

Please visit us on www.incluso.org

To subscribe to this electronic newsletter, sign-up at:
<http://newsletter.incluso.org>

About Incluso



Jan Engelen Incluso Project Co-ordinator

“Watch Incluso team members describing their activities in short videos on the project website www.incluso.org”

About Incluso

Incluso is an EU-funded research project examining whether social software Tools can contribute towards the social inclusion of youth at risk. Practical research is carried out in pilot projects in Austria, Belgium, Poland and Scotland. Five other commercial and research partners are developing a measurement tool and business and sustainability models. Find out more at the Incluso website: www.incluso.org

Timeline

Sep 2008 – Aug 2010: duration of the Incluso project
Sep 2008 – Spring 2009: desk research period
Spring 2009 – Spring 2010: duration of the pilot actions
Spring 2010 – Aug 2010: results analysis and reporting
Sep 2010: Incluso 2010 conference in leuven

Partner Meetings & Conferences

Incluso recently met with four other EU projects, all working on the theme of Youth at Risk: Replay, Umsic, Hands and Comeln. We explored opportunities for collaboration and put them into practice during the meeting in Brussels on January 20th, 2010. At the same meeting, Incluso and the Comeln project became members of each other's advisory boards. All projects are invited to present at the Incluso-2010 conference on 13-14 September in Leuven, Belgium.

The Incluso partnership met in Utrecht on 12-13 January, 2010, to prepare the final stage of the project. Pilot projects in Brussels, Aberdeen, Krakow and Vienna are running at cruise speed, and it's now time to make sure project results can be extracted to deliver the 'proof of concept' that shows if and how social media can support social inclusion of youth at risk.

Incluso members have been busy at conferences over the past few months: papers were presented at the eChallenges 2009 conference in Istanbul, Turkey 21-23 October 2009 and at the 'ICT that Makes the Difference' international conference in Brussels, 22-25 December 2009.

Videos

You can watch Incluso team members describing their activities in short videos on the project website (www.incluso.org). There are also some videos of young people discussing their experience with social media. And check out the News & Updates section on the website, where you can find lots of stories about the activities of pilot members.

Austria Pilot Update



Gottfried Seisenbacher
Incluso Co-ordinator, TUW



FOR THE ASSOCIATION OF VIENNESE YOUTH CENTRES (VEREIN WIENER JUGENDZENTREN, VJZ) ENTRY TO THE PROJECT HAS COME LATE, AFTER THE PREVIOUS AUSTRIAN PARTNER PULLED OUT IN THE MIDDLE OF 2009.

This was, however, not much of a problem for VJZ since one focus of project work in 2009 was new media with a focus on social software (and Netlog in particular). Also, all youth workers participating in the pilot already have some direct personal experience with social software systems, although those system have not often been used in day-to-day work.

Almost immediately we learned that the youngsters really like the ability to contact youth workers via social networks. Using this type of communication has intensified the contact with the youngsters visiting the youth centre and has also re-established communication with some who have not visited the centre for a long time. It is even possible to keep in touch with youngsters who moved to another district or city, keeping them informed about their

old 'hood' or establishing contact with a youth centre close to their new home. Social software also showed itself to be a great means for – let us call it – public relations. For example, now when we promote an event it is no longer necessary to design and print out a folder and distribute it at the centres, at schools and so on; a simple announcement on social networks may prove to be effective. On the other hand the additional workload for the pilot is not to be underestimated. While the management granted some additional working hours to be spent on the project it is not as simple as say, doing Incluso on Wednesday from 2 to 5, for example. To be really effective, the online activities need to be part of everyday work. The youngsters expect answers in 'real time' (well, within some hours or a day at most) or else they lose interest. So the youth workers need undisturbed access to

the Internet, as using one of the few youth centre computers is not a good idea for the most part. (Young people ask: "How long are you going to use this computer?" "There is something happening over there, could you have a look?"). Sometimes, it may even be a good idea for a worker to use their home computer though this raises the question as to how and whether this should be charged as working time.

“We learned that the youngsters really like the ability to contact youth workers via social networks”



Austria Teenager Update

IN THIS ARTICLE , GOTTFRIED SEISENBACHER REFLECTS ON THE EXPERIENCE OF ONE YOUNG PERSON TAKING PART IN THE INCLUSO PROJECT AT ONE OF THE CENTRES RUN BY THE ASSOCIATION OF VIENNESE YOUTH CENTRES (VEREIN WIENER JUGENDZENTREN, VJZ).

“He now uses online communication to arrange times for meetings with the youth workers”

A boy – or rather a young man – of 18 years hailing from India, let us call him M, has been living in Austria for four years now. The Indian community in Vienna is a small and scattered one so building up contacts is difficult and mingling with people outside this community is even harder. Also, being from a poor family does not really help him overcome his rather introvert behaviour and solitary life.

The participation in the Incluso project and the use of social software has changed lots of things. M is one of the youngsters who received a Netbook at the start of the pilot project. Being chosen to receive a computer has improved his standing with his peers and in the youth centre in general. The

Netbook also allows him to access the Internet anytime he wants now. The first visible improvement by the youth workers was that, while he hardly ever visited the youth centre before, he now uses online communication to arrange times for meetings with the youth workers and to ask for counsel.

M first started with Netlog and this helped him quite a lot to overcome his isolation. The virtual contacts established in the social network not only lead to contacts in real life, they also motivated him to work on his German language skills. Receiving and having to answer an increasing number of interesting messages almost automatically triggers the will to improve one’s knowledge of the

language used. M has also started to attend evening school which has broadened his horizon and led to new contacts also with other social classes. To keep in contact with his new friends he has extended his online activities to Facebook as well.

While in the world of social networks M has also met his current girlfriend. She and her family live within the Indian community in London, a community far bigger than the one in Austria. Social software helps them to keep in touch in spite of the distance. M actually thinks about moving to London.

To sum up, M’s experiences can be seen as an example of social software having a positive impact on the (social) life of a young person.

Belgium Team Article

INCLUSO IN TONUSO, THE LAST MONTHS OF THE TEST PERIOD.

Tonuso has been running Incluso pilots in a number of projects which are part of the special youth care service around Brussels in Belgium. We used lots of new social software and innovative techniques, and in the course of the pilots we have had some positive and some negative experiences. Firstly, we have found that young people are quite familiar with ICT because it's often available in their homes and in the residential care settings Tonuso provides for them. In other words, they can access computers all the time so they usually know how to use them.

“Engaging staff and keeping them motivated to work with ICT and social software is not easy”

In the daycare centres children often take their first steps in using computers, and so we give them a safe introduction to the world of the internet. They learn to create an e-mail address, a profile page on a social software site, how to achieve responsible communication with peers and family, how to make friends and so on. We should also point out, that across the range of Tonuso care settings we have noticed young people's communication skills improve as the relationship with their individual coaches develops.

Staff in Tonuso workplaces are now able to go online, and they have begun to create profile pages on different social software sites. Staff evidently

must be available face-to-face, but an online presence is also important because it means young people are able to ask questions, give feedback, make comments etc to coaches at any time of the day.

In the course of the Incluso research, Tonuso distributed 10 computers and internet modems to people or families with a great need for ICT to assist with schoolwork or to find employment. We view this as a big success because just one of ten computers was returned several times because of problems with the owner, and just one modem had to be returned because of excessive use by the client.

The Belgian special youth care system, which uses a one-to-one approach, is very successful in this work, and within that system the Incluso pilots are also positive.

The biggest challenge for Tonuso is finding ways of making the Incluso work sustainable. Engaging staff and keeping them motivated to work with ICT and social software is not easy, but it is a key requirement for sustainability.

The purchase of better hardware and software is a difficult issue. For the ICT generation, computers and programs become obsolete very quickly, and require continuous updates. Support costs have to be added to this, as well as the inevitable costs of technician visits (it's common that within a few weeks of use by young people, hardware and software need attention from a specialist).

In conclusion, thanks to the Incluso project Tonuso has grown into an organisation in which ICT is used by and familiar to staff, and where social software is not something belonging to an extraterrestrial civilization!



Jo Van Hecke Incluso Co-ordinator, Tonuso

Belgium Teenager Update

TONUSO WORKS WITH VULNERABLE YOUNG PEOPLE LIVING IN RESIDENTIAL SETTINGS RUN BY BELGIUM'S SPECIAL YOUTH CARE SYSTEM. THIS MEANS THAT BY LAW WE HAVE TO MAINTAIN THE ANONYMITY OF ALL YOUNG PEOPLE PARTICIPATING IN THE INCLUSO PROJECT. THIS ARTICLE FEATURES A MALE YOUTH, WHO WILL BE REFERRED TO AS FK.



FK arrived in Belgium at the age of 15. At that time he was very much like any other teenager, experiencing the typical problems which accompany that age. He had been living alone on the streets for some time, although he had not been involved in any crime, and that's when he came into contact with Tonuso. Staff from the project worked on FK's social skills to help him integrate in society, and then after a few months he began school. His experience there was fairly positive and he scored above average.

His behaviour in the Tonuso centre was good and when he turned 18, he started in the 'Guided Living on Their Own' project. He had very little money at that point because the benefits he was entitled to from the Government were very low. He was unable to buy the computer he needed for his studies, so he participated in the Incluso project and was given a computer and a GPRS modem. This enabled him to continue his studies at school.

When young people enter the 'Guided Living on their Own'

project they start to come in close contact with an individual coach. FK's coach evaluates his progress in every step needed for independent living. And now the coach can communicate with FK using the computer, so they can continue their work online. And when she meets him she can help him with his practical ICT skills.

From the beginning FK was very independent. His ICT skills have been growing each week and he is a good student at school, but his biggest challenge is building structure into his private and school life. He still has to make real improvements there.

What we can see is that FK uses his computer and the internet to help build a social life for himself. His ICT skills have improved through the use of the computer and his schoolwork benefits from it. Other benefits are making and meeting friends on the internet and keeping in touch with the Tonuso organisation and the staff who are there to help him.



Poland Team Article

DECEMBER 2009 AND JANUARY 2010 WERE DIFFICULT FOR THE INCLUSO PILOT IN POLAND. THE INCLUSO GROUP WAS WORKING ON AN ECOLOGICAL EVENT, BUT EVERYTHING WAS HAPPENING VERY SLOWLY.

Although each of the Daytime Socio-therapy Centres involved in the project had a specific task to fulfil (eg. a song, a movie, a poster) and the participants were very excited about it in the beginning. After some time, the enthusiasm collapsed. After a while the ecological theme turned out not to be that interesting for the young people.

However, their preparation processes had gone too far for them to stop. At some point in January we all got stuck. Thanks to the commitment of the most active participants we finally managed to organise a very successful event, which gathered about 100 people from the local community of Chorzow.

The programme included:

- Eco-commercials
- Quizzes
- Video survey presenting views of Chorzow inhabitants on ecological lifestyles
- Presentations on attitude to the

ecology in Indonesia, China and India

- A rock band concert
- ...and many others

The reportage from the event is available online.

After the event we organised a workshop for the whole Incluso group to find ways for the Polish pilot to develop and to solve some problems that arose throughout the preparations for the event. We spent several hours on brainstorming and discussing what to do. Finally, we all came to some conclusions. First, the oldest group of the participants (20-22) decided to leave the project. We all realised that actually they do not need Incluso that much – they were quite comfortable with social software tools and they were already active in their social life.

So we said a mutual 'farewell' to one another. Secondly, we decided that we need to have a broader range of activities than just organising an event. That is why we decided to implement some simple activities:

“Friends came together to mop the surface of a Small Market Square in Krakow. We called this action a flashmop”

a) online gaming and exchange of information of the best games and b) use of the major Polish social network site Nasza Klasa for spreading information about what is going on in all the Daytime Socio-therapy Centres. A few people decided to create a MySpace account for their music band.

Finally, we decided that our events need to be smaller, so that they are easier to organise. We went for flashmobs (an unexpected event involving a large amount of people who appear somewhere public and perform a short act): they are fun, short, simple and exciting. One of the flashmobs is already behind us. On the 12th of March the Incluso group, together with some of their friends, came together to mop the surface of a Small Market Square in Krakow. We called this action a 'flashmop'. The team was divided into 'moppers', 'photographers' and 'filmmakers' – the event is well documented and the results can be viewed on YouTube and at the www.incluso.org website.

Poland Teenager Update

THERE ARE 17 PARTICIPANTS IN THE INCLUSO PROJECT IN POLAND AT THE MOMENT. MOST OF THEM HAVE BEEN INVOLVED FROM THE VERY BEGINNING. BELOW YOU WILL FIND TWO EXAMPLES OF HOW INCLUSO AFFECTS THE LIVES OF ITS PARTICIPANTS.



Agata Otrębska
Incluso Co-ordinator, U Siemachy

Four participants from the Daytime Socio-therapy Centre ‘Na Mogilskiej’ in Krakow: Kama, Benek, Magda and Aga joined Incluso in the very beginning in April 2009. They have been through all ups and downs of the pilot. At first they were a little bit suspicious about what they were going to do with the social software. However, they decided to have a try. With the other participants they started working on the organisation of some events for the local communities of Krakow and Chorzow.

Although working within Incluso appeared to be difficult sometimes because of the age differences, communication problems, conflicts etc, the teenagers from ‘Na Mogilskiej’ have not given up. They developed some kind of Incluso pride. They are like a ‘management team’ – they do invite other people to join their activities, but it’s still them who call the shots.

They’ve got their own Incluso hour on Friday – this is the time when they can work on their special tasks, with their special Incluso advisor – Miss Gosia (see photo). The other kids from ‘Na Mogilskiej’ are a bit jealous about what the group is doing. The Incluso participants feel important and responsible. They have got the feeling that the project isn’t for everyone and it makes them very special.

Ewa is 15. In real life she is a bit shy. She has never been one of the leaders in her Daytime Socio-therapy Centre in Chorzow. She used to

stand in the back row, ready to help in any action or project. Half-invisible. However, her role changed when she joined the Incluso project. It turned out that “virtual” Ewa is actually one of the most important figures in the project – full of ideas, very active, self confident and ready to express her own opinion, even if it might appear odd to other people.

She definitely has been the most frequent visitor on the Incluso online networks on Ning and PHP-Nuke. In the online event preparation she revealed a talent for organisation and task sharing. She was the one to take major decisions and urge the others to work hard. In face-to-face contact she is still a bit shy and silent, but the Incluso participants know already – if you want to really KNOW Ewa, you need to know her online avatar too.

“The Incluso participants feel important and responsible. They have got the feeling that the project isn’t for everyone and it makes them very special”



Scotland Pilot Update



Sam Tom Incluso Co-ordinator, shmu

THE INCLUSO PILOTS IN ABERDEEN, SCOTLAND, ARE YIELDING LOTS OF INSIGHTS INTO THE WAYS MARGINALISED YOUNG PEOPLE USE SOCIAL SOFTWARE. SHMU'S INCLUSO CO-ORDINATOR SAM THOM GIVES AN UPDATE ON PILOT DEVELOPMENTS.

Our Youth Radio Project (YRP) was the first pilot to be set up (in early June 2009) and is still running. It's becoming more and more embedded in the workflow of the YRP project, but staff and young people still require support and encouragement to continue the work. The second pilot, shmuTRAIN, ended with the completion of the 12 week course – that was in September 2009. There is a possibility that a second, 12-week course will be set up before the end of the research in Spring 2010.

The Middlefield Youth Flat pilot came to an end in January 2010 after six months. That pilot revealed a great deal of insight into how to implement social software, the importance of staff involvement and how to motivate young people. The site was populated with lots of content - evidence of how young people engage and participate (or don't!) - and will be very useful by feeding into the final conclusions of the Incluso project.

We launched a fourth pilot at the Tilly Youth Project at the start of February 2010, bringing all our experience from preceding pilots to give it as good a chance of success as possible. Once again, we are using the free-to-use Ning social network platform, and we are encountering the same old problems of persuading young people to sign up and join the site. However, we have very supportive and motivated project staff in place so we're optimistic for good results.

Looking back across all the pilots we have developed lots of skills in using social software and engaging young people. We see there is tremendous potential for participation and interaction. We now need to find a way of transferring the knowledge we have from this 12 month research period into a social software manual to which all partners are contributing and which will be published at the end of the project. This is a crucial part because the clearer the information and guidance we give, then the better the chance of organisations to build successful social software pilots of their own.

“Insight into how to implement social software, the importance of staff involvement and how to motivate young people”





Scotland Teenager Update

ACROSS SHMU'S FOUR INCLUSO PILOTS, WE HAVE WORKED CLOSELY AND BUILT UP RELATIONSHIPS WITH MANY YOUNG PEOPLE.

The following stories relate to the experiences of one female, under 16 years of age, from a shmu pilot in one of the regeneration areas in Aberdeen. In this article we refer to her as K.

Her story is one of growth. When shmu's Incluso team first met K she was cautious of us and a little shy, but had an outgoing personality. She is not at the heart of any of the friendship groups within the pilot, but is on the fringe and she knows, and is known by, everyone there.

She joined the Ning site we set up for the pilot a little later than others, but over a number of weeks became a regular commenter to the profiles of other young people and staff. Like all other pilot members, she communicated online using text language, the informal spelling system of mobile phone SMS.

Her participation in several video projects drew her into a girls' group of which she was not previously a member. This gave her confidence and she became more vocal within that group – and the wider young people's group. She participated in video projects and enjoyed the increase in attention this brought her.

“When shmu's Incluso team first met K she was cautious of us and a little shy”

Outside the project, however, it turns out she was being bullied. This began to be reflected in jealousy of her within the project and her being ignored on the Ning site. External agencies addressed this issue, and although K seemed happier, she

never fully regained the position she had for a few weeks within the Ning site and once again she found herself peripheral to many of the groups.

On reflection, the Ning site created a platform for K to raise her own profile through video participation and commenting. She gained confidence among various groups and her competitiveness has strengthened her individuality. She gained a sense of belonging through site activities.

K's experience in the Incluso initiative has resulted in some uncomfortable times, but she has grown from these and she now stands out as an independent individual. She is one of the few who will freely give thoughtful video interviews about herself and her experiences. She has since re-entered friendships with groups she previously had difficulties with.

Measuring the Effects of Social Networking

PROJECTS SUCH AS INCLUSO HAVE TO PRODUCE RESULTS WHICH SHOW WHAT HAPPENED DURING THE COURSE OF THE RESEARCH. WHEN THE INCLUSO PROJECT WAS SET UP, ACADEMIC PARTNERS HAD TO DEVISE A WAY TO MEASURE CHANGE IN THE BEHAVIOUR OF YOUNG PEOPLE IN RELATION TO SOCIAL SOFTWARE.

The partner with responsibility for devising what has become known as the Measurement Tool is the Verwey Jonker Institute (VJI) in Utrecht, Netherlands. Freek de Meere and his team at VJI had to devise a method of measurement which would respond to the specific Incluso objective: "Incluso aims to deliver verifiable proof that ICT, and more precisely, social software tools, can facilitate social inclusion of marginalised young people." In this article Freek explains his approach and some early findings.

In order to explore the ways youth at risk use social software we conducted a questionnaire. We did not use the actual behaviour of youngsters on the different social software applications because the use of social software differs considerably between the pilots and within the pilots. A questionnaire is a far more efficient way to gather information.

Furthermore, there are serious problems using the data of the real behaviour of youngsters on social software because of privacy laws. Seventy seven youngsters filled it out. On average they spent a little more than twenty five minutes filling out the Measurement Tool. That was too long, so we skipped 20 questions for a new version. Some interesting

points can be made here, but we are not finished yet. We are going to conduct a second questionnaire later. We can give some preliminary results, but the final report will bring everything together.

“In order to explore the ways youth at risk use social software we conducted a questionnaire”

From the 77 youngsters, 14 participate in the Belgium pilot, 30 in Poland, 16 in the pilot in Austria, and 16 in the Scottish pilot. The mean age of the responding youngsters is 14.5. In Poland the mean age of the youngsters is a little higher (15) and in Scotland (14) and Austria (14).

Fifty-seven percent of the respondents are girls and 43 percent are boys. Particularly in Poland girls are over represented. Almost all youngsters live in their parent's house (87%).

It looks like the youngsters are highly included in the digital world. They use a lot of different computer programs,

especially social software, and have positive attitudes towards computers and the internet.

Regarding contact with aid workers, the youngsters prefer face-to-face contact to digital contact. The high amount of unforced online contacts with aid workers suggests that online contacts bring additional opportunities for communication and guidance.

We did not find any differences in the contacts of respondents between the four pilots. What is remarkable is the fact that frequency of computer use is inversely correlated to contact with other people. In other words, if youngsters spend more time on computers, their amount of contacts with other people declines. Or the other way around, of course.



Freek de Meere
Incluso Project Leader, Verwey-Jonker Institute



Youngsters can use contacts through the computer in different ways. Those who use them to stay in contact with friends and family and those who use them to get in touch with new groups of people show more social behaviour in general than youngsters who do use the computer for games and information gathering.

Youngsters think they do better in school because of contacts through the computer. Less respondents think they learn skills like writing and numeracy via contacts on the computer. Besides that, more than half the respondents say computers help them to communicate better, to stay in touch with friends, and meet new friends.

Furthermore, we found that youngsters in the Incluso pilots use social software like MSN or email more frequently than 'practical' software like word processing programs. Because of these three results, we can argue that social software is a way to get in contact with one another and help each other to do school assignments or to find a job, but not really to teach things to one another. In short, youngsters in the pilots use the internet in order to get in contact with other people rather than to do 'serious' tasks.

Almost half the respondents did experience some negative things on the internet. Most of these negative experiences are arguments via MSN or Email. One respondent says 'Fights or arguments that happened at school are proceeding via the internet'. Most of the youngsters who had some negative experiences on the internet say they block the people who cause these negative experiences. Because of this, it looks like a lot of the negative experiences happen on programs like MSN or profile sites. Blocking these people is the common way to tackle this issue.

“Youngsters in the pilots use the internet in order to get in contact with other people rather than to do ‘serious’ tasks”

Sustainability & Business Models

THE PROOF OF THE PUDDING IS IN THE EATING, OR THE PROOF OF THE PROJECT IS IN THE OUTCOME. THROUGHOUT THE INCLUSO PROJECT, THE PARTNERS WANT TO ACTIVATE ADOPTION OF SOCIAL MEDIA BY MARGINALISED YOUNGSTERS AND IN ORDER TO ACHIEVE THIS GOAL WE HAVE TO MAKE SURE WE HAVE A REALLY GOOD DEFINITION OF SUCCESS AND FAILURE. WE ALSO HAVE TO MEASURE AND REPORT ON THE WAYS WHICH MAKE THIS INITIATIVE SUCCESSFUL.

We start by creating a common vocabulary, a set of standards for all resources, processes, projects and outcomes. Here we make the distinction between what we call the Sustainability Criteria and the Business Model.

- Sustainability Criteria: these are a set of individual checks that have to be met in order to ensure that Incluso projects are well-designed in order to run in the long-term
- Business Model: this is a guidebook, designed to make sure that projects generate a certain foreseen and desirable goal

We are closely monitoring the Incluso pilots across the various countries to observe how fluctuation of certain parameters influences the outcome of different projects. It's still too early for extensive reporting, but some trends or interesting facts have already presented themselves. Some were not really anticipated, while others are basically common sense, but all have to be taken into account to avoid early failure.

For instance, regarding the marginalised youngsters, it's okay to teach them how to work with social media, but if we can't help them in terms of easy and regular access to the web or the involved software, we create a major issue in terms of sustainability of the project. If people can't access the software, they can't use it anyway.



Timothy Bataillie
Business Development, Netlog

Another blocking factor we noticed is that quite often youngsters know more about this kind of software than the staff, resulting in a team which feels uncomfortable in actively using this software. Once again, with regard to long-term acceptance of software, the uncomfortable feeling of staff can be a real blocking factor and may contribute to project failure. So one of the resulting criteria should be to have some kind of champion within your organisation. This champion should be able to train staff in using software and so make a real contribution to effective change management.

“A set of individual checks that have to be met in order to ensure that Inluso projects are well-designed in order to run in the long-term”

Other sustainability criteria range from embedding the use of social media within the organisation (in financial terms) to creating sufficient project visibility in order to aid the raising of some extra funding and sponsorship. We do monitor these and test them in the different pilots.

In some pilots we notice that some parameters have a stronger presence than in other pilots, so we will be able to see the differences and the impact these parameters have on the success of the project. Based on this we can define the key-parameters organisations have to take into account to be able to be successful in the long term.

For example, in Austria the starting point was that they noticed youngsters were already intensively using Netlog, so the pilot team responsible decided to adopt the communication tools of those youngsters. Result: no problems in embedding this in the youngsters' behaviour and a much more natural communication with them.



In Aberdeen, the use of Ning as a communication tool between staff and young people, to help them conduct their group aims, has been adopted so well that it is now being used as a standard internal communication tool.

On the other hand, based on different parameters monitored throughout the year, we are developing a business model to help new organisations considering similar projects. Our goal is to develop a set of factors for projects to convey a real understanding of the required resources and competences, to help teams appreciate the financial aspects, and give as clear a picture as possible of the impact on the organisation. So the business model is basically the way to evolve from certain budget, resources, and efforts towards a desirable outcome, in this case being a better inclusion of youngsters within society.

It's interesting to note that we found there are a lot of similarities between profit and non-profit ways of thinking and although we may use a slightly different terminology and have different goals, the core remains the same. It's about being aware of what you are doing, acknowledging impacts and realizing which measures you should take in order to overcome any challenges successfully.

INCLUSO IS JUST ONE OF FIVE EUROPEAN UNION PROJECTS WHICH HAVE BEEN FUNDED UNDER THE SAME FP7 CALL AND WHICH HAVE THE SAME OBJECTIVE: RESEARCH FOR THE E-INCLUSION OF YOUTH. IN JANUARY 2010, INCLUSO TEAM MEMBERS MET UP WITH THE FOUR OTHER PROJECTS, COMEIN, HANDS, INCLUSO, REPLAY AND UMSIC, TO DISCUSS DEVELOPMENTS IN THEIR FIELD. YOU CAN READ ABOUT THEM HERE.

Comeln: Online Mobile Communities to Facilitate the Social Inclusion of Marginalised Young People



The aim of the Comeln project is to use mobile phones and networks as tools for the social inclusion of marginalised youth. The activities of the project involve using videos produced by the young people themselves to improve their e-learning and entrepreneurship skills.

It's believed groups of young people have been driven away from economic and societal resources by factors such as lack of adequate education and employment, lack of assets and property rights, lack of positive social relationships, exposure to risky behaviours, and violence and crime.

To achieve the aims of e-learning and entrepreneurship, Comeln is developing a networked system to host a mobile online

community which enables a range of video functions including upload, download and sharing.

The Comeln platform has a range of potential markets including: 1. European government departments responsible for reducing high numbers of young people dropping out of education and employment at an early stage; 2. Organisations responsible for post compulsory education and unemployment; and 3. Traditional educational institutions including schools that seek early intervention in order to reduce drop-out rates.

The Comeln Project will also produce a blueprint of online communities of marginalised young people, it will establish

specifications for content aimed at those communities and it will produce a set of recommendations and a roadmap for establishing the future research agenda in this field.

www.comein-project.eu



[Comeln]

UMSIC Update



UMSIC is an intelligent and accessible way to support children's social inclusion by music. The UMSIC (Usability of Music for the Social Inclusion of Children) project gives young people the skills to use the musical software required to enter musical online communities in their everyday lives. Such communities enable children to communicate informally with their peers by using familiar music technologies.

Promotion of early competences in music and language might positively affect children's emotional, social, and intellectual development. It is known that from their first school year, low academic achievement is one of the most significant individual risk factors of marginalization among school pupils.

While this is intended for all children, UMSIC aims to support those children who are at increased risk of being marginalized due to social or emotional disorders, moderate learning disabilities and limited or no host country language skills (eg. immigrants).

With a special focus on child-centred usability, intelligent musical engineering and carefully developed educational design that is allied to structured learning material, UMSIC allows children both stand-alone as well as networked operations with easy start up and impressive extensibility.

www.umsic.org

REPLAY: Gaming Technology for Addressing Anti-Social Behaviour in Young People



The world of gaming creates an environment within which many young people feel confident, secure, positive and at home. In recent years, video games have become hugely popular among young people and although these games can have negative connotations in relation to behavioural problems, they also provide a significant opportunity.

The Replay project seeks to leverage the popularity and immersiveness of gaming to create a tool that helps experts understand and address anti-social behaviour. We have created a 3D environment, which involves an interactive play 'board' that enables the player to travel at speed through a futuristic world, against the clock. Interspersed with the 'play elements' are a series of embedded activities that have

been developed within a sound pedagogical framework and that focus on the values and decision making of the player. Every activity has to be completed before the player can continue.

Having completed this highly-playable game, and all activities, the application moves into Replay mode. This allows the expert sitting alongside the player to discuss the specific responses the player gave to each activity and creates the opportunity for an open and honest dialogue about values and behaviours.

The project is now in the final stages of testing (with three centres in Spain, Romania and the UK) and we hope to be reaching the market with a full product later in 2010.

www.replayproject.eu

The HANDS Project



The HANDS project aims to develop an ICT solution to help improve social as well as other practical skills in young people with an autism diagnosis. This objective is based on research in human-computer interaction (HCI) which will allow young people to become better integrated in society, thus avoiding social marginalisation with all its negative consequences.

The HCI approach which HANDS is employing is known as Persuasive Technology. It is particularly focused on impacting/changing human behaviour through motivation. Since motivation tends to be a key issue in treatment/ caretaking of autism-diagnosed individuals, we expect this to be an ideal choice.

The HANDS project aims to help teenagers with an autism diagnosis to handle daily situations that they might find difficult handling themselves. The HANDS toolset is customised to the single individual and on a mobile terminal (phone), it can be available whenever and wherever required. This makes it easier for the user to handle all the everyday situations themselves, such as using public transportation, shopping, visiting public spaces, etc.

Software providers will implement this solution with key knowledge about the latest trends and platforms in mobile industry and virtual reality.

More about Hands can be found on: <http://hands-project.eu>

★ Collaborating Partners

The partnership is made up of a strong combination of organisations working with marginalised young people, supported by academic partners that guarantee quality of research. The business partner is a leading international SME in online social software.



Katholieke Universiteit Leuven (K.U.Leuven- DocArch)

Country: Belgium
Website: www.docarch.be



The Katholieke Universiteit Leuven (DocArch group) is coordinating the Inluso project and therefore in charge of its day to day management. Two other KUL-Association partners are involved: K.H.Mechelen-Memori & K.H.Kempen-k-Point (K-Point).



KHM-Memori (Memori)

Website: www.memori.be

MEMORI is the leading research institute in the field of public communication in Belgium. MEMORI provides comprehensive research for the European Commission, the Flemish and local governments into public communication and aspects of e-government. MEMORI focuses on communication with hard to reach target groups and the use of new media.



KHK-K-point (K-Point)

Website: www.k-point.be

A research centre of the K.H.Kempen Technical University. K-Point conduct and promote research on the intersection of ICT, inclusion and minority groups. K-point considers ICT access to be a right for everybody and therefore wants everyone to have easier access to ICT.



Netlog NV (Netlog)

Country: Belgium
Website: www.netlog.com



Netlog is the leading social networking destination for young people in Europe with over 40 million registered users around the world, and more than 38 million members in Europe alone. Netlog provides an entertaining environment where people communicate and connect with friends, like-minded people and local communities. The site is available in 25 languages.



Verwey-Jonker Instituut (VJI)

Country: Netherlands
Website: www.verwey-jonker.nl



The Verwey-Jonker Institute is an independent national organisation for social scientific research. Our research projects provide useful and scientifically supported answers to social and societal questions. The aim of our research is to help find sustainable solutions for current issues, to enhance social participation and improve the ways to tackle social problems.



Tonuso VZW (Tonuso)

Country: Belgium
Website: <http://www.tonuso.be>



Tonuso is a government funded not-for-profit organisation.

Started in 1990 and constantly growing since, 'Tonuso' (the name means 'resilience' in Esperanto) today guides of 149 children and youngsters (and supports their families) in and around Brussels. These children and youngsters are all subject of the Flemish 'Special Youth Assistance' - act or the Belgian 'Child Protection Law'. We try to organise our help in a way that integrates all areas of the family/children's life. Tonuso uses the principles of the communication, systemic- and contextual theories to build a better future for the children we work with.



Stowarzyszenie U Siemachy (SK)

Country: Poland
Website: <http://www.siemacha.org.pl>



The "U Siemachy" Association is a non-governmental, non-profit organisation from Krakow (Poland). It maintains a coherent system for working with over 1,200 children and youngsters, and their families. It operates 24 hours, 7 days a week, through support and therapy activities and is involved in a variety of projects.



Technische Universität Wien (TUW)

Country: Austria
Website: <http://www.is.tuwien.ac.at>



The Institute 'integrated study' at the Vienna University of Technology in Austria is involved with research, development and teaching in the area of rehabilitation technology and offers support for students with disabilities. In the INCLUSO project the institute is involved in the preparation of the white book and supervises the pilot site in Austria. This pilot site is implemented in some youth centres of the "Verein Wiener Jugendzentren" (VJZ, <http://www.jugendzentren.at>), the largest provider of professional youth work in Vienna.



Station House Media Unit (SHMU)

Country: United Kingdom
Website: <http://www.shmu.org.uk>



Station House Media Unit (shmu), is a community managed, not-for-profit, charitable company that operates across the most disadvantaged communities of Aberdeen, Scotland. SHMU contributes to social, economic and digital inclusion in its target communities by engendering personal development and community capacity building. This is achieved through participation in the processes of community media production (video and radio production, publications and online publications).