Digital Youth Work and Democratic Participation in Digital Spaces

Key challenges, findings, European policy linkages, and recommendations

DIYW Digital Youth Work

Rights-sensitive, Open, Accessible, Democratic

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Digital transformation, sustainability and young people's involvement in politics. Although these fields may seem distinct, they are key issues in the development of democratic policy in the European Union and its member states. The EU is responsible for governing digital markets, fundamental rights, and climate and environmental policies. This affects the lives, opportunities and democratic involvement of young people – now and in the future. Democracy is heavily affected by the choices we make for the regulation of the internet, as well as for tackling climate change. Therefore these policies are key for Education for Democratic Citizenship, and for Youth Work.

1. Findings from Policy Labs

The Erasmus+ supported project “Digital Youth Work” (DIYW-ROAD) conducted policy labs in Germany, Austria, Portugal, Spain, and Bulgaria to explore three key dimensions of digitalisation and digitality that affect young peoples´ democratic involvement at large: sustainability and digitalisation, identity formation in a (post-) digital world, and democratic youth participation in the governance of digital transformation. The labs engaged young people and youth work professionals, revealing both the challenges young people face in digital spaces and the systemic gaps in current policies and practices.

In all countries, young people emphasized the environmental impact of digitalisation, calling for sustainable practices such as device recycling, energy-efficient technologies, and policies to reduce e-waste.

They also highlighted the mental health issues associated with digital platforms, including addiction, abusive mechanisms, cyberbullying, and exposure to harmful content. As issue of specific importance they mentioned feeling pressured by idealised images, being exposed to to emotionally intense, harmful and extreme content through algorithms and an ongoing state of emotional stress.

> “It's not about stopping using technology, but using it more consciously. For example, I could delete old emails, reduce streaming quality when they are not necessary, turn off unused devices and ask myself whether i really need to upload everything to the cloud. These are small actions, but together they make a difference. Beyond the individual level, youth work and education must address the climate crisis as a social justice issue, because It is always the most vulnerable people who suffer the worst consequences.”
>
> Participant in a policy lab

Young people demanded greater transparency and accountability from digital platforms, particularly in how algorithms shape their online experiences. They called for age-appropriate designs, stricter regulations on harmful content and especially more consequent and effective law enforcement. They ask for meaningful participation in digital governance. Young people show a high capability on self-regulation.Youth work professionals echoed these concerns, stressing the need for continuous training for youth workers on digital trends, mental health support, and advocacy skills. They also emphasised the importance of collaboration between youth workers, educators, and policymakers to create safe, inclusive, and participatory digital environments.

Professionals noted that current protections often focus on individual resilience rather than thinking protection structurally, such as platform business models that prioritize profit over user well-being or strengthening the role and possibilities of support – for instance, strengthen “trusted flaggers” (DSA) and civil society organisations with similar goals.

↘ The labs revealed a shared vision among young people and professionals for a digital future that is sustainable, inclusive, and democratic. However, they also unveiled significant gaps in how existing policies and practices address these challenges in law enforcement, in youth participation, or visible in the contradiction between environmental sustainability and a resource-intensive digital transformation.

2. Linkages to European Policy Frameworks

The findings from the policy labs align closely with European Union (EU) and Council of Europe (CoE) policies in the fields of digital or educational policy. On the one hand, European initiatives and frameworks provide a solid basis for addressing the challenges identified in the labs, and discussing them is also an effective way of promoting Europe-related education. However, their implementation at national and local levels remains inconsistent and is guided by varying levels of ambition among member states. It is also more or less opaque and difficult to access, especially for youth workers and educators.

Because digitalisation covers so many areas – particularly those within the EU's competence – it is impossible to list them all here, but for example...

General Data Protection Regulation (GDPR): Establishing especially for young people and their data shadows' relevant principles in the benefit of the affected persons – like the right to be forgotten or possibilities to information

Digital Omnibus: Adapting the EU's digital policy instruments with a view to achieving the goal of "reducing bureaucracy" – on the price of clarity and decisiveness in enforcing youth rights?

Digital Services Act (DSA): Rules for very large online services, prohibition of targeted advertisement for minors, restricting personal data collection for profiles, addressing dark patterns, introducing trusted flaggers. With additional guidelines on the protection of minors created by the EC

Digital Markets Act (DMA): Increasing interoperability of large platforms, defining rules and obligations of "gatekeepers".

Artificial Intelligence Act (AI Act): Risk-based differentiation between AI systems and obligations. High risk definitions for applications of AI that are in particular relevant for vulnerable groups such as youth (for instance in education and work). Prohibition of certain practices like social scoring, biometric real time surveillance, or scraping of facial images.

The Framework Convention on Artificial Intelligence (of the CoE): rules regards the interference of AI systems with human rights if the AI systems are run by public authorities, or private actors acting on their behalf.

Age verification solution and European Digital Identity wallet (EUDI wallet): Having large impact on the degree how youth is protected from harmful content and to what extent their opportunity to access services and content of different nature will be limited. To mention here is also the engagement of the president of the EC to restrict access to social media for minors.

EU strategy for a Better Internet for Kids (BIK+): Portal and establishment of the national Safer Internet Centres

Revision of the Combating Child Sexual Abuse Directive: Automated scanning of messenger content for illegal material, possibly leading to unwarranted surveillance of personal chats, also of minors ("chat control").

European Media Freedom Act (EMFA): Designed to protect editorial independence, safeguard journalists, and ensure transparency in media ownership. It creates enforceable safeguards across the internal market

Health Data Space (EDHS Regulation): The creation of the data space is intended to benefit research, the general public and competition, whilst ensuring that the first generations to be fully digitised in terms of health data will not have to contend with the consequences of current trade-offs between these objectives.

The European Democracy Shield and the EU Strategy for Civil Society: Designed to protect, support, and empower civic spaces and democratic institutions against covert interference, disinformation, and the shrinking of civil liberties.

Digital Euro and regulations of digital payment of the future: Rules for access to digital payment, confidential usage of digital money, no monetisation of user data (especially of minors).

Platform work directive and national implementation: Defining the status of the (often young adults and from migrant background) platform workers and their access to social and labour rights and services.

Circular Economy Act: Foreseen for 2026 to support circular usage of raw materials.

European Green Deal: With the Ecodesign for Sustainable Products Regulation (ESPR, product passport, rules for destruction of devices), the Directive on common rules promoting the repair of goods (right to repair), or the Common Charger Directive

Digital Education Action Plan (DEAP): Equips young people with digital skills, including critical thinking and media literacy. Boosting digitalisation of classes and the diffusion of technology in classrooms. Supporting training of educators and teachers. Now it seems to be time to reflect successes and failures and to learn.

Competence framework development and shared standards: The DigComp competence framework, the Digital Citizenship Education framework (CoE) and further activities focusing on emerging developments, such as inclusion of AI, information disorder, platformisation...

↘ This selection highlights just how crucial the European Union is in ensuring that digitalisation is shaped in a people-centred and sustainable way, so as to foster the growing up of a generation of young people in a digital *and* democratic world. Shouldn't these developments play a greater role in education with a European focus?

Moreover fundamental parts of the Convention on the Rights of the Child, are guiding for the digital sphere. States as well as any education and youth work provisions are asked to uphold and realise children's rights in the digital sphere:

Right to participation (Art. 12 UNCRC): Empower young people to use digital spaces democratically and to express their views

Right to education and information (Arts. 28, 29, 17 UNCRC): Strengthen democratic resilience, facilitate political education and ensure access to diverse information

Protection rights (Art. 19, 34 UNCRC): Provide protection against hate, bullying, violence and commercial exploitation

Right to privacy (Art. 16 UNCRC): Ensure data protection and informational self-determination

AWARENESS AMONG YOUNG PEOPLE

The policy labs revealed that many young people as well as education and youth work professionals are unaware of the European digital regulations and legislation. National governments must do clearly more to promote awareness, transparency and accessibility of the DSA and ensure its provisions are enforced with a youth-centric approach.

Young people increasingly experience digital platforms as environments that shape political perception and public reality through algorithmic filtering and emotionally amplified content flows too.

The Digital Education Action Plan (DEAP) focuses on equipping young people with digital skills, including critical thinking and media literacy. The policy labs underscored the importance of expanding the DEAP to include algorithm literacy and digital citizenship education, ensuring young people understand how digital platforms influence their identities and behaviours. The DEAP's emphasis on non-formal and informal learning also aligns with the need for youth workers to receive continuous training on digital trends and advocacy.

The European Green Deal and Circular Economy Action Plan provide a framework for integrating sustainability into digital policies. The labs highlighted young people's concerns about the environmental impact of digitalisation, such as e-waste, increasing energy consumption, global resource extraction and – connected to it a continuation of global social injustice. The European policies can be leveraged to promote sustainable digital practices, such as device reuse programs and energy-efficient technologies, but require stronger national implementation and youth engagement to be effective.

The Council of Europe's Digital Citizenship Education framework emphasizes the importance of media literacy, ethical AI use, and online safety. As practitioners of democracy-focused citizenship education, we would also like to highlight the importance of learning about regulation, the systemic impact of technology, and the skills required to transition from largely receptive users to active and engaged citizens, co-creating digital sovereignty and democratic culture.

The labs revealed that young people are eager to develop these competencies but often lack access to structured education programs. National governments should integrate these principles into school curricula and youth work training, ensuring young people are prepared to navigate digital spaces responsibly.

Despite the existence of these various European and international frameworks and policies, the labs exposed significant and worrying implementation gaps. European activities in education and digital policy are often unknown or underutilized at the national and local levels, particularly in youth work and education. There is an urgent need for better coordination between EU, national, and local stakeholders to ensure the digital policies are effectively implemented and adapted to local contexts. Otherwise there is a high risk that education and youth work remain working at the end of the chain, which means they are confronted with social and societal phenomena that are structurally caused by algorithms and digital economy models, instead of preparing and supporting young people to gain digital autonomy and sovereignty, personally as confident citizens, but also as co-owners of digitality and of the digital space.

DEMOCRACY

From a democracy perspective, it can be concluded that there are three major transformations taking place in Europe:

– Democracy is increasingly shaped by digital platforms rather than traditional public institutions. Online platforms function as political infrastructures and there is a shift of democratic influence from states to private corporations.

– The EU is building a rights-based digital democracy which still needs stronger implementation; the opposite would mean a bigger risk for European democracy.

– The growing concern that the democracy is mediated by platforms and shaped by algorithms puts pressure to ensure algorithmic transparency, explainability and platform accountability as essential democratic principles.

↘ It can be concluded that Europe is at a decisive moment where digital policy is no longer only about technology regulation, but about the future of democracy itself. The EU policies described above collectively redefine the relationship between citizens, states, and digital power.

3. Recommendations for Implementation

To address the challenges identified in the policy labs and align with European policy frameworks, the following recommendations are proposed for EU institutions, national governments, youth work professionals, and digital platforms.

EU INSTITUTIONS

The EU is asked to insist on the effective implementation of measures designed to empower and protect young people. An examination of how effectively and in the best interests of young people member-states are implementing the European measures. This includes the working conditions of trusted flaggers, oversight under the DSA or AI Acts, and straightforward access to criminal prosecution and counselling for young people affected by incidents that fall *below* the formal criminal threshold but have a lasting negative impact on their well-being (like bullying, or acts of discrimination).

Youth Work and Youth welfare provisions are of crucial importance in this regard. The European Commission and Council of Europe should, beyond the existing legislation in the Digital Services Act (DSA), mandate youth-specific provisions, such as simplified reporting mechanisms for harmful content and age-appropriate platform designs - participants of the labs described unanimously social media platforms as intentionally designed to maximise attention and time spent online.

They should also expand the Digital Education Action Plan (DEAP) to include algorithm literacy and digital citizenship education as core competences. Funding should be allocated for youth-led digital sustainability projects under the European Green Deal, promoting inter alia space for experimenting , means for device reuse programs and energy-efficient technologies. Additionally, the EU should establish a European Youth Digital Rights Board to ensure young people are actively involved in shaping digital policies. And the EU should invest in the development of an alternative, protective digital environment.

↘ Participants of all policy labs described social media platforms as intentionally designed to maximise attention and time spent online.

EU: EMPOWERING YOUTH AS DIGITAL CITIZENS

The European Union has the opportunity to lead globally in promoting democratic digital participation among young citizens. By integrating digital citizenship education, strengthening platform governance, supporting youth-led innovation, and expanding participatory mechanisms, EU institutions can help transform young people from passive users of digital platforms into active participants in democratic life. Empowering youth as digital citizens will not only strengthen democratic engagement but also ensure that the digital transformation of European societies reflects the values of participation, transparency, and inclusion. By combining education, regulatory action, civic technology investment, and participatory governance, the EU can empower young people to critically engage with digital systems and contribute to democratic processes.

Integrating critical digital citizenship education. EU institutions should promote the integration of digital citizenship and media literacy into national education systems. These programs should go beyond basic digital skills to include critical understanding of algorithms, online governance, data privacy, and digital rights.

↘ Participants of the policy labs expressed growing uncertainty regarding AI-generated content and the increasing difficulty of distinguishing authentic from synthetic media – highlighting the need for AI literacy and transparent labelling within European digital policy frameworks. “With AI, it’s becoming increasingly difficult to tell what’s real and what isn’t.”

Creating sustainable youth participation channels in digital policy. Young people must be involved directly in discussions about digital governance. EU institutions should establish permanent communication and participation channels where youth can contribute ideas, debate policies, and participate policy design. The EU should monitor the involvement of the younger generation in European digital policy implementation mechanisms and institutions in the member states.

EU: INVEST IN CIVIC TECHNOLOGY AND OPEN DIGITAL INFRASTRUCTURE

The EU should support the development and meaningful implementation of civic technology and data platforms that encourage democratic participation online. Funding

programs could support youth-led startups, NGOs, and research initiatives that design and apply trustful, open and rights-sensitive digital tools and services for deliberation, participatory policymaking, socio-political information and civic collaboration. Open-source based civic infrastructure not monetising user data and behaviour and implemented non-centralised, can provide alternatives to commercial and very large social media platforms and foster inclusive digital public spaces where citizens, including young people, can actively participate in democratic dialogue.

The public and civil society should collaborate with the representatives of the open, free and democratic internet – in example appreciate, share and invest in open educational resources, in quality material under creative commons, or in free and open source software (OS and FOSS).

EU: COMBAT DISINFORMATION WHILE EMPOWERING YOUTH VOICES

Disinformation and manipulation undermine democratic participation and disproportionately affect younger audiences. EU institutions should expand support for analytical project initiatives such as the European Digital Media Observatory or the European Observatory of Online Hate and develop youth-led media literacy programs. Encouraging young people to participate in fact-checking networks, community awareness campaigns, and peer-to-peer education initiatives will strengthen resilience against misinformation while amplifying youth voices in digital public discourse.

NATIONAL GOVERNMENTS

National Governments should integrate digital citizenship education into school curricula and provide continuous training for educators and youth workers on digital trends, mental health support, digital policy and advocacy. It remains of utmost importance to inform and involve of youth welfare and work structures into EU digital policy mechanisms and structures on the national levels (and vice versa). These professions are key for supporting the capacity developments of young people, but widely lack access, information and adequate training.

Governments should enforce privacy and child protection laws. For example, by ensuring that European measures are implemented effectively and decisively and that the public is kept fully informed about them. Clear responsibilities, direct contact with citizens, and adequate resources. Aside the protection responsibility, which is nothing more than enacting Children's rights conform digital spheres, there needs to be put more and better attention to ensure participation rights and opportunities for the younger generation in shaping the digital environment. Also there needs to be better acknowledged that digitality provides a wide and positive sphere for creative capacity development of young people.

Sustainability and environmental issues, such as the effect of digitalisation on climate, should be better connected with digital and economic policy. Governments and public institutions should promote and fund device reuse programs and set high standards for energy-efficient data centres.

DIGITAL PLATFORMS

Digital platforms need to accept a regulative and protective environment in Europe, since they act in a democracy and child protective environment, They must comply with the DSA and GDPR and other rules by designing for safety, such as setting default privacy settings and limiting addictive features. Furthermore, they should also see themselves as corporate citizens, acting not only in accordance with the law but also in a manner that goes beyond mere legal requirements. For example, with regard to accountability: They should publish youth-friendly transparent reports and involve young users in design questions related to safety/rights/well-being and sustainability, such as introducing a "green mode" for energy-saving usage. Platforms should also simplify reporting mechanisms for harmful content and promote also alternatives to commercial spaces, such as public-interest digital environments for youth engagement.

To enable informed digital participation, young people need greater knowledge and transparency regarding how platforms operate. EU institutions should ensure robust implementation of the Digital Services Act, particularly in relation to algorithmic transparency and content moderation practices. Platforms should provide accessible tools that explain how recommendation systems function and how personal data influences content exposure, as well as how to manage and delete personal data. Greater transparency will empower young users to critically assess online information and engage more responsibly in digital debates.

Alongside educational and awareness-raising activities at European and national levels, it is important for the EU and member states to implement regulatory measures that oblige platforms to protect young people both from algorithmic manipulation and from exposure to violence, hate speech, and discrimination. Educational responses alone are insufficient if the structural conditions in which young people navigate digital environments remain unaddressed. Platform accountability and youth-centred digital governance must be part of the same policy conversation.

TEACHER TRAINING

A key element of national government policy is to ensure that teachers are well prepared to introduce the young generation into the digital use. Teacher competences are the implementation bridge between EU digital policies and youth engagement.

Teachers should possess strong digital competences. Frameworks such as DigCompEdu outline the skills teachers need to use technology effectively in teaching. Relevant teacher competences include: understanding digital tools and platforms; designing digital learning environments; guiding students in safe and responsible digital behaviour; supporting students' critical engagement with digital media. Teachers with these competences can help students understand how platforms function and influence information flows.

Another aspect of teachers training is critical digital literacy. Teachers need competences to teach media literacy, to explain algorithmic influence and misinformation, to facilitate discussions on online political participation and to encourage evidence-based reasoning. This aligns with initiatives such as the European Digital Media Observatory, which promotes media literacy, information and critical awareness.

Other aspects of training include civic digital education competence, including digital rights and responsibilities, encouraging participatory practices (debates, digital forums, policy simulations), and linking online engagement with democratic institutions. These skills help students see themselves not only as users but as participants in digital democracy. In addition, teachers need pedagogical competences to facilitate participatory and collaborative learning and ethical and responsible use of technology.

A holistic development of capacities is needed, involving all relevant stakeholders from the wider school environment, including parents, students and local community members. Of particular concern is the lack of knowledge among teachers regarding European regulations and digital policy, as well as their lack of systemic knowledge on public and private youth work, non-formal educational provisions, and digital citizenship education expertise.

YOUTH WORK PROFESSIONALS

The confidence and critical capacity of youth workers as key enablers of democratic digital participation need to be strengthened. Youth workers often operate in rapidly evolving digital environments characterised by complexity, platform opacity, and constant technological change. Without adequate support, training, and institutional recognition, they may feel ill-equipped to address digital power structures or to facilitate youth engagement in digital governance. EU and national policies should therefore invest not only in technical digital skills, but also in critical confidence-building, reflexive practice, and policy literacy for youth workers, enabling them to act as empowered actors in democratic digital ecosystems.

Empowering young people in digital spaces requires first empowering those who work closest to them. Youth workers are more than only facilitators of participation but

critical actors in the democratic infrastructure of digital youth engagement. Strengthening their confidence, legitimacy, and critical capacity is a prerequisite for transforming digital youth work into a meaningful driver of democratic participation.

Youth workers should adopt a dual role — supporting individual resilience while advocating for structural change. They should train young people in digital advocacy, supporting them to develop means to engage with policymakers and ask for safer designs. Youth workers should also collaborate with mental health professionals to address digital addiction and trauma. The need support in technology and trends and be able to use tools to teach critical digital skills. Locally they should partner with local authorities / governments to create youth digitalisation councils that advise on participatory local digital strategies, ensuring young people's voices are heard in policymaking.

YOUTH WORK AND YOUTH ORGANISATIONS

Organisations in the Youth field must push for structural changes, such as platform regulation and youth participation in policymaking, ensuring young people are co-creators of their digital futures. For youth and youth work structures it remains crucial to insist on strong European regulation policies, since herein is a fundamental provision for democracy and fundamental rights.

> "We are living in a fast paced world, that is globally influenced by technology, social media and much more. Many young people struggle with issues like unemployment, discrimination, mental health challenges, pressure from society. Many of these make them to feel unheard or disconnected from society. Youth work should respond to these realities by creating supportive environments where young people feel valued, safe, heard and motivated."
>
> Participant in a policy lab

Youth organisations should focus on rights-sensitive digital youth work by promoting youth digital rights and data ownership. Young citizens should have meaningful control over their data and digital identities – also in youth work. EU policies should reinforce awareness of digital rights and provide tools that allow users to understand and manage their personal data. Educational campaigns and youth-focused initiatives can help explain how data is collected, used, and monetized in platform ecosystems. Strengthening digital rights awareness will enable young people to navigate online spaces more autonomously and responsibly.

Youth work and youth organizations should raise awareness on digital sustainability, such as e-waste awareness and digital carbon footprint challenges. They should partner with initiatives such as repair cafés et. al. to promote awareness for sustainability, but also concrete solutions such as repair workshops and peer-training in digital advocacy.

4. A Call for Collective Action

The policy labs conducted as part of the DIYW project highlight the urgent need for a collective, multi-stakeholder approach to creating safe, inclusive, and sustainable digital spaces for young people. While European policies provide a strong foundation, these policies must be implemented with greater determination and rigour at national level in order to respond adequately to the needs expressed by young people and youth work professionals.

To achieve this, stakeholders must regulate platforms as democratic infrastructure, empower young people as co-creators of digital policies, and invest in youth workers as bridges between young people and policymakers. Empowering youth workers is a precondition for meaningful youth participation in digital democracy.

By integrating sustainability, participation, and education into all digital youth work programs, Europe can foster a digital environment that supports democracy, well-being, and environmental justice for future generations. The time to act is now — young people must be active participants, not just protected users, in shaping their digital futures.

↘ The policy labs demonstrated that young people are not primarily asking for bans or disengagement from digital spaces. Instead, they are asking for fairer digital systems, greater transparency, stronger protections, and meaningful participation in shaping digital environments.

The future of European democracy will depend not only on regulating digital technologies, but on strengthening Education for Democratic Citizenship (EDC) as a core response to digital transformation. While current European digital policies increasingly address safety, transparency, and platform accountability, the democratic dimension of digitalisation remains insufficiently developed in practice. Young people need more than technical digital skills — they need the capacity to critically understand digital power structures, exercise their rights online, participate in democratic debate, and shape digital environments as active citizens.

Education for Democratic Citizenship provides the essential framework for connecting digital literacy, human rights, democratic participation, media literacy, and ethical reflection. Strengthening EDC in schools, youth work, and non-formal education involving education and youth work professions, children and youth, but also parents is therefore not simply an educational priority, but a democratic necessity. Safeguarding democracy and human rights in Europe increasingly depends on whether citizens are empowered to navigate digital environments critically, responsibly, and collectively. Without a strong democratic citizenship perspective on digitalisation, there is a risk that digital transformation will deepen manipulation, exclusion, surveillance, and democratic fragmentation rather than strengthening democratic resilience, participation, and social cohesion.

European Youth Policies, such as the European Youth Strategy including the EU Youth Goals ask for the recognition and involvement of young peoples´ voices in these policy processes. Digitalisation policies, environmental policies genuinely build on a youth perspective and need this angle as a central pillar for their establishment. These polices should not be developed from a for youth perspective only, but require a by and with youth perspective.

DIGITAL YOUTH WORK – RIGHTS-SENSITIVE, OPEN, ACCESSIBLE, DEMOCRATIC

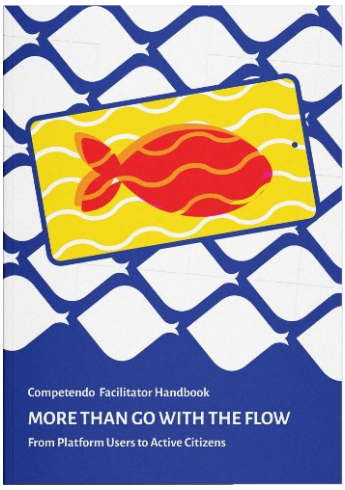
In order to empower young people to go beyond ‘catching up’ or ‘getting to know’ digital infrastructures and technologies, a pedagogy of ‘the digital’ is needed that supports them to co-determine how digitalisation should evolve in terms of democratic and sustainable development and in the areas in which they are acting in society and civically engaged. Education for Democratic Citizenship/Human Rights Education can make a meaningful contribution to digital youth work.

The project worked with educators and youth workers, young people, researchers and policy experts to examine the challenges, approaches and prospects of this kind of digital youth work. A project of 6 partner organisations, co-funded by the Erasmus+ programme:

– Arbeitskreis deutscher Bildungsstätten | Country: DE | Web
– DARE - Democracy and Human Rights Education in Europe | Country: BE | Web
– Dínamo – Associação de Dinamização Sócio-cultural | Country: PT | Web
– Fundación CIVES | Country: ES | Web
– Partners Bulgaria Foundation | Country: BG | Web
– Sozialprofil - Verein zur Förderung individueller, institutioneller und gesellschaftlicher Entwicklung < Country: AT | Web

HANDBOOK FOR EDUCATORS: MORE THAN GO WITH THE FLOW

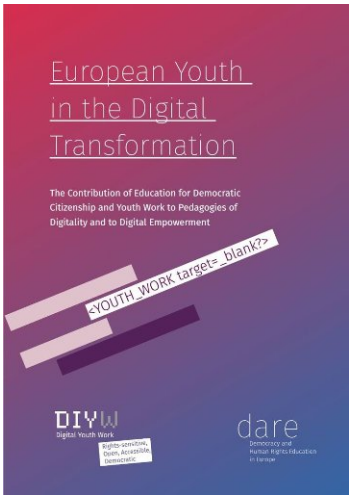
From platform users to active citizens. Competendo Facilitator Handbook. Plasencia-Kanzler, M.; Zimmermann, N ; Rapetti, E. (2026). More than Go with the Flow. From platform users to active citizens. Competendo Facilitator Handbook, Democracy and Human Rights Education in Europe, Brussels.
https://competendo.net/en/More_than_Go_with_the_Flow



ANALYSIS: EUROPEAN YOUTH IN THE DIGITAL TRANSFORMATION

Zimmermann, N. & Pirker, G. (Ed.) (2025). European Youth in the Digital Transformation. The Contribution of Education for Democratic Citizenship and Youth Work to Pedagogies of Digitality and to Digital Empowerment. Analysis and conclusions from the DIYW-ROAD project. Digital Youth Work – rights-sensitive, open, accessible, democratic. Democracy and Human Rights Education in Europe (DARE Network), Brussels.

https://dare-network.eu/digital-youth-work/



COMPETENDO: DIGITAL CITIZENSHIP EDUCATION TOOLBOX

Free & open educational materials on democracy, digitalisation & non-formal education. By DARE network.

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