



# How can DigiGen's data be used to shape policy?

Stakeholder dialogues in the DigiGen mid-term policy  
forum

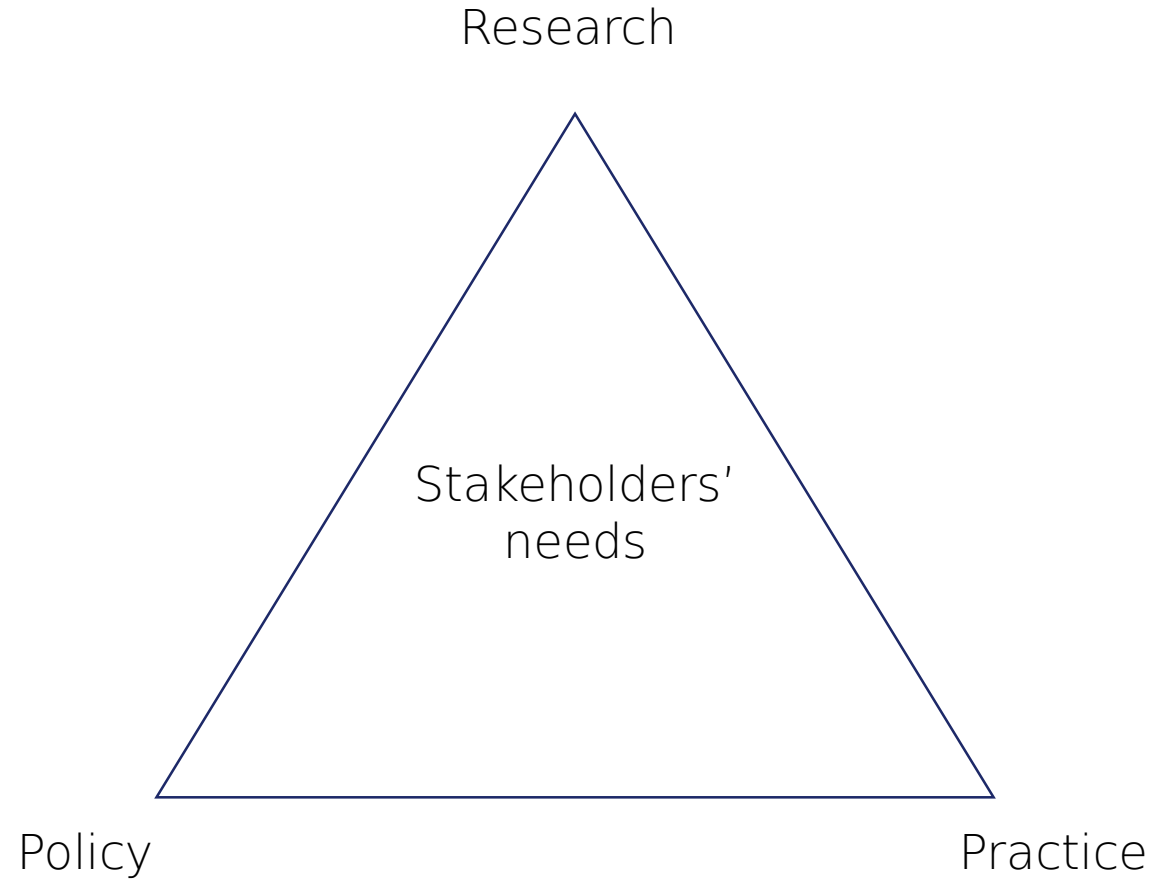
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# The three dimensions of DigiGen results



# The main interests of DigiGen

- Research interest (1): What is it like for children and young people to grow up in Europe with ongoing digital transformations?
- Research interest (2): What are the conditions that create harmful versus beneficial effects of ICT use?
- Policy and practice interests: How can we build on DigiGen research findings to develop effective social, educational, health and online safety politics and practices as well as market regulations?



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- Proposing policy recommendations implies making value judgements.
- Research can describe a problem, but finding solutions to that problem depends on values of society.
- DigiGen values: we believe that reducing inequality and providing beneficial experience of use of ICT is a collective responsibility between government, society and industry.
- We also believe that it is necessary to find a balance between what can be expected from the individual child and the common responsibility to eliminate risks in the digital environment.



# Policy recommendations based on DigiGen results



- A balance of three areas of action:
  - Regulation
  - Education
  - Industry self-regulation





# Policy recommendations: regulations

- Recommendations dealing with the pre-conditions for basic access to digital environments, which may be very broad in scope and cover social policy, economic policy etc.
- Recommendations dealing with access once the pre-conditions are met (once a family has the necessary financial resources and skills to access), looking at access modalities (for instance, do the existing “offers” cover the needs of various groups such as people with disabilities or other special needs).
- Recommendations dealing with the online experience once access is a given (once the people have successfully managed to access the digital environment).



# Policy recommendations: education

- Recommendations dealing with formal educational and how ICT is used and encouraged, these may include recommendations for teacher education and updates of curricula.
- Recommendations dealing with non-formal education and awareness raising among parents, carers, children and young people on the conditions under which children experience beneficial or harmful effects of ICT use.
- As ICT is constantly evolving, DigiGen will consider recommendations dealing with reinforcing transversal skills, such as core values and more general problem-solving skills.

# Policy recommendations: industry self-regulation

- Recommendations dealing with market guidelines for industries working in the field of ICT and children, where they can be presented as an opportunity to attract consumers/users as well as where there is a pressure from regulators to implement strict regulation if problems and risks are not addressed appropriately.
- Recommendations dealing with policy at transnational level, moving beyond the European Union, where it may be more complicated to achieve effective official regulation.



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