

# Re-addressing the challenges facing young people

new and emerging technologies  
for education and employment

**AN INSIGHT PAPER** written for Nominet Trust by Dr Tim Rudd, Livelab and the Education Research Centre, University of Brighton

## INTRODUCTION

### The aims and scope of this insight paper

This insight paper aims to stimulate thinking and raise questions that may inspire new debates, approaches, tools and technologies to better address the multiple challenges, needs and issues facing young people, particularly those who are out of work or not in education or training. Increasingly powerful new technologies offer opportunities to help address challenges, create new information sources, networks, communities and social interaction. Thankfully, there are numerous examples of technologies being utilised for social good and to address key social and individual needs from which we may draw inspiration. However, exploiting technology to tackle social issues and empower disadvantaged groups unfortunately still remains significantly under-explored and under-exploited. The current uncertain socio-economic climate and related social and demographic changes present a context that demands new and innovative thinking that challenges existing assumptions and that is not constrained by our past. This paper aims to stimulate such thought and action, with the ambition of informing future technology-supported developments that meet the needs of young people in addressing the challenges that they face.

### Re-thinking the broader challenges

Given the stark and deeply worrying figures highlighting the growing and enduring number of young people not in education, employment and training (NEETs), there is clearly a need to promote new thinking, consider new approaches, and develop meaningful ways of addressing the numerous and varied challenges affecting this diverse population.

Central responses tend to focus on finding new ways and opportunities for these young people to re-enter or re-engage in more traditional ways in the fields of education, employment and training. However, such responses overlook a number of 'elephants in the room', not least that in a worsening or depressed economic climate, there are only likely to be a finite number of employment opportunities. Whilst policy decisions may create opportunities for some, the overall problem will most likely persist for years to come, and the challenges and issues facing young people may potentially worsen. Whilst pragmatic responses may create new pathways back into education, employment and training for some, they may also unintentionally create other issues, such as increasing qualification inflation, as vast numbers of young people become over-qualified and under-employed despite their hard work and best efforts.

The impacts of being unemployed and not in education or training will have varying effects on different groups and individuals. The longer term impacts on society and the consequences of scarce opportunities for individuals remain significant, yet not entirely known quantities. Whilst not being in education, employment and training may have profound repercussions for

individuals and society, the NEET category, or label, is a social construction. Unfortunately, such a 'catch all' label does not adequately account for the diversity of individuals, their varied needs, interests, backgrounds, and the multitude of issues, challenges and problems they may face. There is therefore a desperate need to develop resources, opportunities and responses that can better address such diversity in more nuanced and suitably flexible ways.

It may convey something about our society and our priorities in that sometimes even the most frivolous of products, where profit and loss are the key motivators, result in multiple specialised models, with providers developing a sophisticated and nuanced picture of consumer requirements and preferences. Yet, we do not provide a significant level of personalised resources or approaches to help address the complex and varied needs of young people labelled as NEETs. There is then, a need, and indeed potential, to develop resources and opportunities and respond in different ways to address a significant and grave long term issue.

## **NEW AND EMERGING TECHNOLOGIES: NEW OPPORTUNITIES?**

We are consistently reminded that new technological developments have the power to transform society and the way we learn, work, play, communicate and interact. Yet far less emphasis is placed on how technology might be used to address social problems and issues, and moreover, how such technologies might best be harnessed to support disadvantaged and 'at risk' groups and individuals.

Whilst there are numerous infrastructure, hardware and software developments that could be discussed individually at length, the aim of this paper is to provide a more general set of provocations, stimulus materials and questions, in order to stimulate debate and re-examine possibilities. The following section looks at some key new and emerging technological developments and trends in order to promote new ideas around how best to harness the pervading 'network logic' and digital tools at our disposal.

## **MAKING SENSE OF THE INFORMATION LANDSCAPE: TOOLS FOR AGGREGATING CONTENT AND CUSTOMISING EXPERIENCE**

Increasingly the information landscape is becoming denser, more complex and rich. The resulting 'data flood' can present challenges for users in finding the best and most reliable information sources and resources, and how to harness them effectively and meaningfully. However, new digital technologies and tools are increasingly enabling more powerful and dynamic ways of searching, storing, tagging, editing, sharing and customising data and information. Such developments present greater opportunities for personalising information based on personal preference, interests, issues and needs, with other developments, such as the incorporation

of emerging and dynamic visualisation technologies, offering new ways of presentation, re-presentation and meaning making based on user preferences.

It is vital that we do not consider the NEET population as one homogenous group. The research literature tells us that there are numerous contributory factors and barriers to their engagement in formal education, employment and training. There are also differing levels, types and histories of engagement, disengagement and disaffection amongst this large and diverse population. Furthermore, there are wide variations in needs, interests and issues amongst the broad population, as well as various consequences that arise as a result of being NEET. It is therefore necessary to think more creatively as to how new technologies can assist in better addressing the diversity and complexity of needs and requirements in a more customised, appropriate and targeted manner.

Content aggregation tools, for example, offer new ways of sourcing and gathering specific information from multiple online sources, providing increasingly smart and powerful ways of accessing, filtering and customising data based on interest and need. Many of us will already be familiar with search tools that aggregate information in our search for news, reviews, video, and so forth. More sophisticated and customisable tools, such as **NewsIsFree**<sup>1</sup>, for example, constantly checks trusted and favourite sites for updated content from potentially thousands of sources. These are categorised around broad customisable themes and alerts, and information is sent to user devices, including their mobile.

The emergence of more powerful search and retrieve functions, coupled with dynamic representation and visualisation software, also offers new and effective ways of harvesting and making sense of the increasing dense and complex resources gathered from the rich information landscape. We are witnessing further developments in both 'pull' and 'push' content aggregation, in other words, those that allow us to see and make sense of the range of information that is 'out there', and those that allow syndication, enabling us to gather and share our own information more readily with other groups, communities, and through other sites and platforms.

These tools can potentially enable the harvesting of information from the numerous stakeholders providing materials relevant to NEET communities. Not only can such information be pooled and aggregated to appear under broad themes or categories, it can also be interrogated by users in a customised manner more appropriate to need.

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<sup>1</sup> <http://newsisfree.com>

## Vignette 1

**Education Eye** is a free online content aggregation tool offering access to a wide range of information relating to innovation and innovative educational practice utilising new technologies. Essentially, information is harvested from reliable online sources, and new information – which is updated daily – appears on screen as information ‘spots’ carrying short synopses that enable users to discover and explore new ideas and share information. It also allows the user to filter, customise, save and add favourites, so the resource becomes customised and more meaningful. [www.educationeye.org.uk](http://www.educationeye.org.uk)

Such developments not only ensure that a greater pool of diverse information can be accessed in relation to individual need and preference, but also allow greater user control, flexibility and dynamism that can account for changes in context, situation and requirements.

New and emerging technologies also potentially offer greater opportunities for collaboration, communication, co-operation and content creation. These can enable young people to actively participate in the co-creation and co-construction of resources and approaches to issues and challenges that affect them, others in similar positions or with similar needs, on a daily basis. Involving the ‘target populations’ in co-designing solutions would appear to offer many new opportunities and benefits. **Infocow**<sup>2</sup>, for example, is an intelligent information and social networking portal for 14-19 year-olds to help them find and share useful online resources relating to their rights and entitlements. It was developed for and co-designed with young people, and offers links to hundreds of different sources and resources, enabling users to rate, suggest and share content with others and link to other social networking sites to establish sub communities.

## CONSIDERATIONS

- Are there possibilities to develop more aggregation tools focussed broadly on the needs and interests of young people, but which are also flexible enough to allow customisation to cater for specific individual requirements?
- Do new technologies that promote data sharing across organisations provide more powerful ways for addressing the needs and interests of the NEET population(s)?

## CONTEXTUALISED INFORMATION AND HYPER-PERSONALISATION

Whilst many of us are aware of tools such as Facebook and Twitter, social network aggregation tools are also becoming increasingly sophisticated. Moreover, there is a growing trend for social networking to be organised around contextual discovery. This is where information and resources reach users based on their profiles, interests and through those to whom they are connected. This can also be in relation to their physical location. The increasingly sophisticated ability to access, generate, and share information along 'socially' classified or socially patterned lines potentially enables more focused customisation and hyper-personalisation. Such developments also enable us to rethink approaches to multiple challenges and issues within diverse communities, such as young people. This would help to avoid the pitfalls and inappropriateness of cumbersome 'one size fits all' approaches, allowing individuals greater control in making content meaningful and relevant to their own location, situation and circumstances. These developments can also facilitate social activity based around 'people like me', 'things happening near me' and other location and activity sensitive variables and principles.

The term NEET is externally imposed onto an increasingly large and disparate category of young people and policy responses and key priorities are often also largely defined by those outside of the category. Providing resources and mechanisms that place some degree of active involvement and control in the hands of the 'user' (if developed sensitively) would seem appropriate. The added potential of connecting to and collaborating with others facing similar challenges and issues may in some way also help those feeling isolated and alienated. It also has to be recognised that many issues, challenges and needs are also ones pertinent to others who are not formally categorised as NEETs. The facilitation of communication and interaction based on shared interest, between interest groups in communities, may be perceived as more valuable than the provision of resources on the basis of belonging to an imposed and transient category.

### VIGNETTE 2

**Google+** allows people to connect through the web and share their information and resources in more focussed ways, as well as facilitating communication through video chat. The 'circles' function allows users to place connections in different groups, so information shared is more appropriate to that particular audience. The 'hangouts' function enables up to nine people to take part in simultaneous video communications. The 'what's hot' or 'sparks' function enables the user to customise and choose their areas of interest, whilst the search function brings updates from users' circles and online information related to the users' areas and topics of interest.

**CONSIDERATIONS**

- With the increasing number of content aggregation tools that exist, should there be more opportunities for disparate organisations and stakeholders to pool their resources more effectively?
- Can we engage more young people in the NEET population in developing such tools, and in producing resources that address their key issues and concerns?

**SOCIALLY NETWORKED COMMUNICATION, COLLABORATION AND ACTIVE ENGAGEMENT**

There are numerous technologies that can facilitate collaboration, co-operation and communication, with the possibility of individuals joining and creating online communities of interest, practice and action. Current trends are extending opportunities for such social connection, not only through more 'traditional' and 'fixed' internet enabled devices but also increasingly through games consoles, mobile phones and other portable and handheld devices. Emerging trends also suggest that online identities will become more connected and we are beginning to see the emergence of 'universal identities' that will further enable resource, information and knowledge sharing across multiple platforms.

Increasingly new platforms, applications and tools are also providing a basis for more collaborative data and information sharing between organisations and groups. In particular, there are more possibilities than ever for organisations and groups with broadly similar aims and interests to pool information that targets particular user groups. Such information can then be customised by the user in relation to personal preference.

**VIGNETTE 3**

**Plings<sup>3</sup>** is a search and discovery tool that helps people find accurate and trusted sources of information about activities for teenagers. It is a national source of information, providing details of exciting and challenging things to do and places to go. The developers have worked with numerous local authorities and many more activity providers, helping them collect, manage and share information about meaningful opportunities that are then communicated to young people. It incorporates numerous communication channels and social networking tools that enable young people to share and provide feedback on the activities and resources.

In re-thinking approaches and developing new resources, key organisations working to support young people need to consider which tools might enable them to more effectively share resources and information and develop tools that act as a ‘multiplier’ for capturing and harnessing collective knowledge. Furthermore, harnessing such tools to actively engage and involve young people around targeted and meaningful activities in line with particular needs and interests – and not just those related to formal education, employment and training – can potentially motivate, engage and promote self-esteem through social and collaborative action. Moreover, we need to further explore ways in which we may effectively enable young people to become co-designers and co-developers of associated resources and possibly some of the tools and applications themselves. As well as established co-design and user-centred design practices and methodologies, trends toward decentralised and distributed participatory design approaches, such as crowdsourcing and community-based design are becoming more commonplace. We may draw inspiration from such approaches and they are certainly worthy of further exploration in terms of engaging some of those in the NEET population, whilst engaging others in content creation and interaction could provide important routes for active participation around numerous topics and concerns.

There is also massive potential for recognising, acknowledging and even accrediting involvement, engagement and creation of resources, and this could also provide a further mechanism in engaging and empowering young people through active and meaningful activity within and beyond digital communities. Moreover, ensuring that the design of digital tools and resources foster active participation to harness the ‘cognitive surplus’, or collective intelligence, of the NEET population and others, is essential. However, this requires rethinking traditional and formal ways of validation, acknowledgement and accreditation, and a move away from inflexible and rigid approaches and criteria, to ones that are capable of acknowledging a wider range of skills, input and participation. Communication, co-operation, collaboration, content creation and social networking are not only skills and principles that can increase the likelihood of addressing key

issues faced by young people, they are important key skills in the 21st century. We need to think of inventive ways in which we might design tools, resources and frameworks that model and scaffold such skills development, and where possible, establish new ways for acknowledging input and efforts of young people. Such developments might prove particularly valuable for those who have not engaged, have had bad experiences, or face other challenges in terms of engaging with formal education and training.

### CONSIDERATIONS

- If the aim is to empower and support young people to develop skills and abilities, are there ways and methods through which they might be enabled to be more active and empowered in the process?
- Can new social networking developments and opportunities be better harnessed to support the needs and requirements of NEET communities, and can these help young people to share skills, information and knowledge more effectively?
- Can we develop models that will shape and scaffold skills such as collaboration, communication, co-operation and networking?
- Can we involve young people in the co-design of new resources and content creation?
- Can we develop new ways of acknowledging, recognising and accrediting young people's involvement, content creation and participation in social networks?

### LOCATION AWARE AND SOCIALLY SITUATED EXPERIENCES

Cloud applications, geo-tagging and location recognition technologies and related tools are beginning to change our perceptions of how, where, when and through which devices we might access and create information, resources, applications and communities. Alongside portable device developments, 'anywhere, anytime, anyplace' access is becoming a reality for many. Developments in mobile and handheld devices not only offer another mechanism for engagement and information gathering and sharing, they also offer a further dimension in relation to location-based or location-sensitive activity and action. Many location-based sites, tools and applications also link to other social networks, enabling greater and more targeted connectedness, sharing, information exchange and socially and geographically situated experiences.

**VIGNETTE 4**

New networks – such as **foursquare**<sup>4</sup>, a location-based social networking site for mobile devices, based on GPS hardware – facilitate ‘structured’ location- and community-based activity. Users post their location at specific venues (“check ins”) and connect with others in that location. Activity has a game-like quality, in that users are engaged in tasks and incentivised and rewarded for higher participation levels.

There are numerous examples of location-aware social networking sites and applications, intended for a range of different audiences and purposes<sup>5</sup>. These present opportunities to create meaningful resources to support young people and provide location-aware and location-specific information, activities and social interactions with others with similar interests and needs.

Whilst many of us will be familiar with location-based technologies based on GPS recognition and mapping services – such as satellite navigation – most do not engage users in the content creation, communication and sharing aspects that characterise social networks. However, the merging of location-aware technologies and social networking tools will provide a means through which more meaningful interactions and communities develop, increasingly being informed by the motivations and interests of ‘users’. User needs will be central to the design of any such tools and their applications. This implies there are significant opportunities to address the interests of young people through more targeted, localised information, activities and interaction. There are tools and communities that already exist that could be developed or extended to address issues collectively, and the intersection between digital interaction and location-based activity may potentially add a further tangible, real and meaningful dimension. Perhaps as importantly, such tools can potentially facilitate bottom up approaches, collective action and collaborative creation of location-specific information and activities. Geo-social networking, or social networking with additional location-aware capabilities, adds a further dimension to social dynamics and offers new ways of addressing key issues that can enable those within networks to be better connected to people and events in specific locations.

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<sup>4</sup> <https://foursquare.com>

<sup>5</sup> For a list of various location-based social networking sites and applications, see: <http://bdnooz.com/lbsn-location-based-social-networking-links/#ixzz1flmVot7d>

## CONSIDERATIONS

- Do developments in cloud, location-based and portable computing allow us to rethink how, when, where and why young people might access, use and share information, resources and knowledge and get involved in meaningful communities of practice and activity?
- Can new tools, resources and mechanisms be developed to meet the needs of young people in more dynamic, pertinent, timely and geographically relevant ways?
- Are there innovative ways of incentivising and rewarding participation and different types of activity? For example, might formal and informal education institutions, third sector and voluntary organisations and employers be involved in rewarding and recognising such activity?

## INTELLIGENT MACHINES

As computational power increases, so do the ways in which we can communicate, collaborate, access and create content. As new developments in location-aware and mobile technologies evolve, so will the ways and locations in which we can access and interact with materials. As artefact-embedded technologies become more prevalent and powerful, we will see innovative ways and means through which to transmit and consume knowledge, and places and spaces in which we can constitute and reconstitute information. In a sense, not only are machines getting smarter, all manner of artefacts which can incorporate powerful technologies will too. Display technologies offering information, powerful dynamic displays representing data in different and more meaningful ways, technologies that can alert us to a range of issues, incidents and activities and can represent facts, opportunities, opinions and even collective moods, feelings and emotions in a multitude of ways, all offer new ways of interacting. One only has to think of some of the computer games that interact with players' movements, intelligent displays and exhibits, sensor triggered reactions and so forth, to realise that information landscapes are evolving and changing constantly. Again there is scope to harness such technologies to provide and construct timely information and knowledge. The degree to which we harness these to tackle social issues or to support disadvantaged groups remains to be seen. Yet there is significant potential, although as yet largely unexplored.

**VIGNETTE 5**

**Connectibles**<sup>6</sup>: Tangible Social Networking was a functioning prototype that applied tangible interface design to social networking, enabling users to represent and interact with others in their social network using physical keepsake objects. Essentially a social networking application rooted in physical objects and real world social behaviour, the Connectibles system foregrounds gift giving practices, presenting users with customisable gifts they can exchange with one another. Exchanged gifts, or Connectibles, automatically form always-on communication channels between givers and receivers and can be of any interaction modality: visual, tactile, aural, or anything in between.

**VIGNETTE 6**

**Envisioning Technology**<sup>7</sup> have highlighted various technological development directions and have produced a fascinating visual representation of future technological trends based on both research and informed guesswork. 'Envisioning Emerging Technology for 2012 and Beyond' offers a different way of presenting, visualising and interrogating information. Because it is speculative, the visualisation is not meant to be interpreted as a roadmap, but as a point of reference for those investigating and designing the future of technology. It is also argued that there are three key drivers of technological change: social learning platforms, personal informatics and instant information retrieval.

The ability to access timely and group or individually specific information through such technologies, means there may well be mechanisms that enable young people to more readily seek and find opportunities relating to employment, education and training, and also in relation to a range of informal opportunities, activities and areas of interest. Interaction, knowledge production and activity will increasingly be stimulated through engagement with intelligent machines and artefacts. This will challenge our perceptions regarding what, when, where and how young people might learn and access information, and potentially may help overcome some of the issues associated with access and personally owned devices.

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<sup>6</sup> <http://web.media.mit.edu/~jeevan/pages/connectibles.html>

<sup>7</sup> <http://envisioningtech.com>

## **DEVELOPING NEW APPROACHES IN THE CONTEXT OF SOCIAL, ECONOMIC AND CULTURAL CHANGE**

Given the current socio-economic climate, we are unfortunately unlikely to see a significant reduction in the NEET population, and this may have serious implications for individuals, groups and society as a whole. Without significant changes in the economic outlook and employment opportunities, it may be argued that current central policies will do little more than shift the emphasis of the problem, or at best have a marginal overall impact. Raising education and training participation ages and emphasising consistently higher levels of qualifications for people whose longer term employment outlooks may be uncertain or bleak, may only serve to increase the number of over-qualified and under-employed people competing for employment. Arguably, such qualification inflation alongside high unemployment levels may subsequently devalue and drive down remuneration in certain occupational fields, which in turn may have their own implications in terms of wider disenfranchisement and disengagement. Other policy decisions to cut allowances and raise tuition fees in austere times are unfortunately likely to make certain aspects of education appear objectively or perceptually beyond the reach of some individuals and groups.

Being 'labelled' or categorised as NEET, in itself, is not necessarily helpful, and indeed may be detrimental if young people, and others, internalise and respond to the label in more negative ways. Moreover, the label NEET refers to only certain elements of those young people's lives and may detract from a wider focus on related underlying issues and associated social, emotional and psychological consequences. Moreover, the label and emphasis may also orientate responses toward more formal and traditional educational and training routes, which may not necessarily be the most appropriate given previous negative experiences, perceptions and levels of disaffection and disengagement some individuals may have faced. People will have different perceptions regarding the impacts of policy, the implications for different groups amongst the NEET population, and who may be most affected and disadvantaged as a result. However, we must not oversimplify the complexity of the issues, nor underestimate the diversity amongst the NEET population and the multifarious array of needs, requirements and interests, but must rather develop new and innovative ways of accounting for it.

New technologies will not provide solutions to such broad and overarching issues. However, the use and application of technology is socially constructed and the extent and ways in which it is harnessed can and should be given greater consideration. Given the gravity of the issue, it is crucial that appropriate consideration is given not only to the technological developments but also to the ways and purpose for which they are harnessed.

## CONSIDERATIONS

- How can we create a culture whereby more emphasis is given to the harnessing of new technologies to address key social issues and inequalities?
- Have we sufficiently deconstructed and explored the 'make up' of the NEET population and identified all of the key issues, variables, behaviours, needs, interests and requirements sufficiently to be able to develop more appropriate resources and practices?
- Is there enough emphasis on processes, tools and practices through which NEETs might develop skills, competencies and abilities through online interaction and informal technology supported activity?
- Are there new opportunities for collaboration and partnerships between NEETs and bodies that represent them, policy makers, development and research organisations, the technology industry, and funders and grant giving bodies, that will address key issues and support the NEET population in more appropriate and meaningful ways?

## KEY POINTS SUMMARY

This paper has highlighted only a few of the wide number of technological developments, tools and resources, and illustrates that with the appropriate development, innovative thinking and planning, they offer great potential in helping to address key issues relating to the NEET population. Broadly, it emphasises the potential value in terms of:

- 1. Making sense of the information landscape:** Digital tools that can aggregate the wide range of information and resources that may be available from a range of different sources and organisations. They can provide a framework for collaboration between various stakeholder groups supplying useful information, and can be customised by the 'user' in relation to their particular interests, needs and requirements. Not only could this provide a richer pool of information; greater customisation gives users a degree of control to better customise information. This may help account for the complexity and diversity of needs, interests and requirements among young people, and moves us away from rigid, 'one size fits all' approaches.
- 2. Contextualised information and hyper-personalisation:** Tools that can further address issues relating to capturing and understanding information tailored and contextualised in relation to specific needs, and linking these to other online spaces including social networking sites. Again, these offer potential for addressing complexity and diversity, giving a greater sense of ownership and control to individuals and potentially facilitating collaboration and communication with others in similar situations.
- 3. Socially networked communication, collaboration and active engagement:** Tools that enable greater interaction with others in similar situations, potentially providing a basis for engaging in communities of practice, interest and action. There is potential for engagement with meaningful activities, to share and create content, to interact with and support others, and to share experiences. Such tools can also provide a basis for identifying, recognising and accrediting activity and input, but depends on the desire and the will to acknowledge, accredit and validate different forms of input and skills. However, this would appear to be an important and related aspect for development in order to value the activity and skills of young people who may be out of, or disaffected or disengaged with formal systems. Important 21st century learning skills, such as collaboration, communication, co-operation, networking and content creation could be modelled, developed and also accredited based on input and activity within communities.
- 4. Location-aware and socially situated experiences:** Further degrees of specialisation, relevance and personalisation are afforded by developments in technologies that recognise the geographical significance of activities and information. Not only is there the potential

to produce information more relevant to users' geographical location, there is also the possibility of stimulating location-specific activities and to deliver, receive and create information that is locally and socially situated and contextualised. Again, such technologies can help address issues relating to the relevance of information and activities, and can be harnessed to engage young people in social activity in their local areas.

**5. Intelligent machines:** As well as the growth in the number of mechanisms and platforms through which to access information, and with the increasingly mobile and location-specific nature of content, there is also more potential to overlay and intertwine virtual landscape and digital interactions within physical spaces through interaction with, and manipulation of, intelligent machines. Not only might these challenge our perceptions regarding what, when, where and how young people might access and create information, but such developments also could potentially help overcome issues surrounding ownership, access and cost of personally owned devices.

## CLOSING REMARKS

Whilst new and emerging technologies offer many opportunities for helping to address social issues and the needs of disadvantaged groups, we also have to remember their design, development and use does not occur in a cultural, political or historical vacuum. Whilst prevailing logic in times of austerity and socio-economic uncertainty might lead us to expect further cutbacks and fewer innovations, it should also provide the incentive to consider innovative new approaches, partnerships and ways of working. We must also question whether existing approaches and responses are the right ones to address the consequences of such a complex social issue and whether these are capable of catering responsively to a plethora of different needs and associated issues. More of the same may well be an inappropriate and outdated response for an increasingly disengaged and disaffected group of under-employed young people. We need to think more creatively in order to better address one of the most significant and detrimental social challenges of our time.

## ABOUT NOMINET TRUST

The internet offers a phenomenal opportunity to stimulate new forms of collaboration, to mobilise new communities of interest, and to unleash the imagination of millions of users in addressing specific local and global challenges.

At Nominet Trust we are committed to making these opportunities a reality - for as many people as possible.

Nominet Trust is a UK-based social investor that supports internet-based initiatives that contribute to a trusted, accessible internet used to improve lives and communities.

Through our on-going research programme we identify specific areas of need and channel funding towards initiatives designed to make a significant difference to people's lives.

Founded in 2008, we have already supported hundreds of pioneering initiatives including; the first online clinical research trial, new approaches to intergenerational learning and online peer mentoring to support those experiencing bullying.

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