The youth, the digital divide and citizenship

a collection of best practices and youth experiences

EUDIGIT

E-book dedicated to the 1ˢᵗ EUDIGIT webinar from 25-26 February 2021 hosted by the Municipality of Varna

📷 Municipality of Varna

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EUDIGIT
European Digital Citizens

T he facts are alarming: 169 million Europeans do not have even basic computer skills. This presents itself as a real brake, not only in the professional sphere but also in the fight against social exclusion. This gap also creates differences in development between citizens, and between cities and villages, it endangers the principle of regional cohesion and may damage the feeling of belonging to the EU and having a larger European identity.

This fact has been noted by all EUDIGIT's partner cities, which have expressed their concerns about the link between digital exclusion and European Union citizenship, especially among disadvantaged groups of people.

The digital divide, as a contemporary phenomenon, actually acts as an accelerator of social exclusion for those who are not connected enough, not skilled enough and not informed enough – in other words, those who missed boarding "the boat of progress". Even when they are digitally connected, many citizens show poor interest in European matters. These are pertinent issues since communication stemming from the EU institutions and Member States comes mainly online with no close contact with citizens.

The stakes are therefore high since it involves a battle for the hearts and minds of all EU citizens. On the ground level, EUDIGIT explores how cities, as the governments closest and most accessible to people, can become actively involved in reducing the digital divide through the adoption of policies and an evolution of public services tailored "with and for all citizens" approach, coupled with better communication strategies.

OBJECTIVES:

• Strengthening EU citizenship and citizens awareness

• Contributing to reduce the digital gap in cities

• Co-building digital policies with citizens

ACTIVITIES:

• 7 events

• 30 workshops with civic society

• Co-building policies with stakeholders and citizens in all partner cities

OUTCOMES:

• 5 e-books

• A declaration for cooperation between partner cities

• Digital participation surveys

• Involvement of 520 people directly and 30 000 indirectly

TIMEFRAME:

May 2020 to March 2023

BUDGET:

126,000 euros

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Partnership map

- **CITY OF MARSEILLE**
- **EVRO ADVANS ASSOCIATION / THEMAYOR.EU**
- **ASOCIATIA DE DEZVOLTARE INTERCOMUNITARA ZONA METROPOLITANA – CLUJ**
- **COMUNE DI GENOVA**
- **GEMEENTE ROTTERDAM**
- **FREIE UND HANSESTADT HAMBURG**
- **MUNICIPALITY OF VARNA**

Hamburg

Rotterdam

Cluj-Napoca

Marseille

Genoa

Varna

TheMayor.EU

THE YOUTH, the Digital Divide and Citizenship

The first seminar of the EUDIGIT project took place **online on 25-26 February 2021.** Organised by the City of Varna, in collaboration with the Project Coordinator the City of Marseille and TheMayor.EU, the event gathered **over 160 participants** in front of the screens, to debate on what works in **bridging the digital divide experienced by young people and how to promote digital citizenship.**

The first day put a special emphasis on the **Digital Education Action Plan for 2021-2027**, as adopted by the European Commission in September 2020.

The cities of **Marseille, Rotterdam, Genoa, Varna, Hamburg and Cluj-Napoca** then presented innovative local initiatives, that have proven **successful in narrowing the digital gap** in their contexts.

In two afternoon sessions, **young people shared the challenges** they face and the **solutions** they see on COVID-19, education, career opportunities, civic engagement and the digital divide.

The second day featured a discussion on how **Europe can recover from the coronavirus crisis** and what is the place of young people in this process.

RECORDINGS OF THE ENTIRE EVENT, AS WELL AS THE SLIDES FROM ALL PRESENTATIONS, ARE AVAILABLE **AT EUDIGIT. MARSEILLE.FR**

COVID-19

showed us that adapting education and training to the digital age is a task for the whole society

Interview with Simona Petkova, Policy Assistant at Unit C4 – Digital Education, Directorate-General Education, Youth, Sport and Culture, European Commission Simona Petkova spoke with us in the context of the EUDIGIT project, ahead of the first webinar "The Youth, the Digital Divide and Citizenship".

> *THE ACTION PLAN CAME AS A RESPONSE TO THE COVID-19 CRISIS AND THE CHALLENGES WE FACED, BUT IT IS ALSO A VISION FOR THE NEXT SEVEN YEARS AND BEYOND, FOR THE DIGITAL EDUCATION WE WOULD LIKE TO HAVE IN EUROPE.*

Ms Petkova, at the end of September, the Commission adopted an Action Plan for Digital Education for 2021-2027. As part of the team that worked on this document, would you explain what made it necessary?

In 2020, we experienced the greatest leap until then in the use of digital technologies for social, communication activities, everyday practices. Education and training are no exception to this trend. Digital technologies were one of the few ways to ensure that education continues in these challenging circumstances.

This unprecedented switch, however, showed us that there is a lot more that needs to be done to ensure that digital transformation is truly and effectively integrated into educational and training practices, that education and training are adapted to the digital age.

In this view, last year, the European Commission adopted the Digital Education Action Plan 2021-2027. The Action Plan came as a response to the Covid-19 crisis and the challenges we faced, but it is also a vision for the next seven years and beyond, for the digital education we would like to have in Europe.

The Action Plan is part of the greater European effort for adapting to the twin transition, being one of the key vehicles to ensure that we have a Europe fit for the digital age, which is one of the six priorities of the Von der Leyen Commission. It also contributes to the EU's COVID-19 Recovery Plan, supporting the objectives of the Recovery and Resilience Facility, which itself is the key instrument that the EU has put forward for that period.

With this policy document, we are not starting from scratch. Actually, this is the second European Digital Education Action Plan. We first tested the

Digital Education Action Plan (2021-2027)

Resetting education and training for the digital age.

waters back in 2018, so now we are expanding the length to cover the next 7 years, reflecting our more ambitious vision for education and training in the digital age.

With the COVID-19 crisis, we witnessed great inequalities and divides, not only in terms of connectivity, but also the availability of equipment, which made it impossible for some families to continue their educational practices at home. Not only that – we also witnessed disparities when it came to digital skills and competences, among young people, but also adults. This only showed us that further support in this regard needs to be provided to member states and to the education and training systems themselves.

What goals and objectives does the Plan address?

In our approach we look at, firstly supporting the purposeful and effective use of digital technologies for better teaching and learning, ensuring that they are used, when they are needed and where they bring real value, as well as at improving the digital skills and competences of young people and equipping them for the digital transformation.

This comprehensive approach is reflected in the Strategic priorities of the Action Plan. With this policy we are going beyond formal education - we are looking at formal and non-formal education and lifelong learning.

The seven-year period allows us to have a better alignment with the Programme period of the EU, leveraging and seeking synergies among the different funding instruments, such as, Erasmus +, Horizon Europe, the Recovery and Resilience Facility.

Inclusion and quality are key values in education and training, and this should not be any different when it comes to digital education, therefore these remain our guiding values for the way ahead.

Last but not least, the COVID-19 crisis experience showed us that adapting education and training to the digital age is no longer a responsibility only of the education and training community; rather, it is a task for the whole society.

Speaking of which, would you tell us how you involved the general public and stakeholders during the preparation of the document?

In preparation of the Digital Education Action Plan, the Commission ran an extensive number of stakeholder consultations between March and September 2020.

In particular, we ran a number of Targeted Stakeholder Consultations, with the education and training community, but also with civil society, the private sector, with national and regional authorities. For example, Commissioner Mariya Gabriel, (Innovation, Culture, Education, and Youth portfolio), met representatives of the Committee of the Regions to discuss what challenges the regions had been facing when it came to ensuring that education and training were fit for the digital age.

Additionally, we held a number of Outreach Events, discussing the topic with citizens on different occasion. For example, in July 2020, the Executive Vice-President for Europe fit for the Digital Age Margrethe Vestager met students in Copenhagen, at the only event that could take place face-to-face last year, all the others were online.

So, this is to say that our objective was to consult as broad a public as possible. And this effort was complemented by the Open Public Consultation, targeting the whole society. The Consultation ran throughout the summer and attracted more than 2700 replies and we were very happy to see a variety in the respondents, including local, regional authorities, education institutions, ministries, students and parents, from 66 countries.

> *INCLUSION AND QUALITY ARE KEY VALUES IN EDUCATION AND TRAINING, AND THIS SHOULD NOT BE ANY DIFFERENT WHEN IT COMES TO DIGITAL EDUCATION.*

What conclusions did you derive after these consultations?

These rich consultations informed us greatly on the implications of the COVID-19 crisis on education and training and also on the stakeholders' vision for the future of the European digital education.

If I could summarise the consultation, I would focus on two particular key findings – first, our stakeholders were very conscious of the deepening social inequalities and of the creation of new divides.

Second, they saw that digital literacy and digital citizenship related skills, such as being safe online, distinguishing facts from fiction, filtering and managing large amounts of information – were the most needed ones for the 21st century.

You mentioned the Strategic priorities of the Plan. Would you elaborate on these?

All the evidence and views we collected reflected very closely the focus the Commission had adopted in the Action Plan. We took an integrated approach to digital education – on one

hand ensuring that we have a high performing digital education ecosystem in place (meaning that all the conditions are in place, such as infrastructure, equipment, content); and on the other, that we have digital skills and competences adequate for the digital transformation and taught in an inclusive and lifelong learning manner.

These two priorities are complemented with our ambition to have stronger coordination and cooperation at EU level when it comes to digital education and in view of this the Commission is launching a Digital Education Hub, as a dedicated space for cooperation and collaboration in the field.

While looking at the first priority, we would like to focus on ensuring that all necessary conditions for digital education are in place. For example, the Commission will launch a Strategic Dialogue with member states on what makes digital education truly effective and what the key enablers are for that. In this Strategic Dialogue, we look at ways to address the inequalities and gaps I have previously mentioned.

Linked to that, we are going to support connectivity

STRATEGIC PRIORITY 1: FOSTERING THE DEVELOPMENT OF A HIGH-PERFORMING DIGITAL EDUCATION ECOSYSTEM

in schools. There have already been successful initiatives, such as the WiFI4EU voucher scheme for municipalities. During the new programme period, the Commission will enhance these ambitions and promote higher speed and gigabit connectivity in schools.

During the Covid-19 crisis, we received a lot of feedback from teachers and public authorities, saying that there is such an abundance of learning content online, that it is really difficult to actually understand which is of high quality is and which does not meet good standards.

So, the Commission will put forward a European Digital Content Framework as a set of guidelines to promote multilingualism, high quality, European created content, accessible and certified content, for the use of teachers.

Last but not least, we

believe that any successful digital education starts with the teacher and with good planning at the institutional level. Hence, this is something we are going to support through Erasmus+, the Erasmus Teacher Academy, cooperation projects, as well as with a new tool aimed to help teachers assess where their digital skills stand.

As regards to the second priority, it looks at digital skills and competences. Here, firstly I would like to focus on digital literacy and tackling disinformation. The Commission truly believes that these skills and competences are fundamental to what makes you a citizen in the digital age – being able to navigate safely online, to make informed civic and political choices and have a good understanding of the information in front of you. Hence, digital literacy is an area where education and training play a key role. A

STRATEGIC PRIORITY 2: ENHANCING DIGITAL SKILLS AND COMPETENCES FOR THE DIGITAL TRANSFORMATION

recent study from Germany actually shows that students also expect more support from educational and training institutions in this regard, so what we are going to do is put forward a proposal for common guidelines for teachers and educators on how these skills could be developed through education and training.

Closely linked to that is also our understanding of new and emerging technologies, such as artificial intelligence and data. Skills associated with these technologies are no longer considered specialised. Everyone should have an understanding why online platforms suggest to us specific videos or songs over others.

As such, what we are already doing is updating the European Digital Competences Framework (DigComp) to include digital skills that are linked to AI and data understanding.

In addition, we are going to work towards better provision of digital skills in education and training, including the exchange of good practices. One of the areas we are going to look into is computer education. This is a good foundation for young people to gain understanding of how the world operates.

Finally, our work to towards closing the gender digital divide will continue and this will be done through specific workshops for digital skills for girls and

" *WE BELIEVE THAT ANY SUCCESSFUL DIGITAL EDUCATION STARTS WITH THE TEACHER AND WITH GOOD PLANNING AT THE INSTITUTIONAL LEVEL.*

young women, as well as by proposing an update to the idea of a STEM curriculum, to include an arts aspect, as a way to attract more women and girls to those studies and professions.

To conclude, please tell us more about the Digital Education Hub you mentioned earlier.

The Digital Education Hub is one of the flagship initiatives of the Digital Education Action Plan. With the Hub, the Commission aims to enhance cooperation and collaboration on digital education at all levels, including local, regional and national, and provide a common space for exchange of good practices, knowledge, and the search for synergies and opportunities for cooperation.

As a first initiative under the Hub, the Commission will create a network of National Advisory Services in digital education. We know there is already a number of good examples in Germany, Slovenia and other countries, therefore our aim is to link them together and foster structured dialogue. The ambition of the Hub is high, and the Commission will work intensely in the next few years to achieve its goals.

Le Fabuleux Musée

LE FABULEUX MUSÉE

an immersive museum for the youth

Where?
MARSEILLE, FRANCE

Who?

LA FABULERIE – CULTURAL AND DIGITAL FACTORY, CITY OF MARSEILLE AND PARTNERS

When?
2021 - ONGOING

Why?

Le Fabuleux Musée or "The Fabulous Museum" is an inclusive digital museum dedicated to people under 25, that allows them to discover local cultural and heritage contents. At the same time, it is also an educational escape game, an autonomous exhibition and a Fablab (a fabrication laboratory), all treating a particular topic each year. For its first year, the museum decided to focus on environmental issues.

This museum, supported by the City of Marseille, aims to fight against cultural and social exclusion, through the interactive discovery of the link between different cultural, artistic and digital fields.

FREE EDUCATIONAL VISITS ARE OFFERED TO PRIMARY STUDENTS FROM MARSEILLE.

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LEAP CLUJ

the first interdisciplinary study on young people's needs and opportunities in Romania

Where?

CLUJ-NAPOCA, ROMANIA

Who?

BABEȘ-BOLYAI UNIVERSITY, PONT GROUP, CLUJ CULTURAL CENTRE, FONDATION BOTNAR

Shutterstock

When?

JANUARY - JUNE 2020
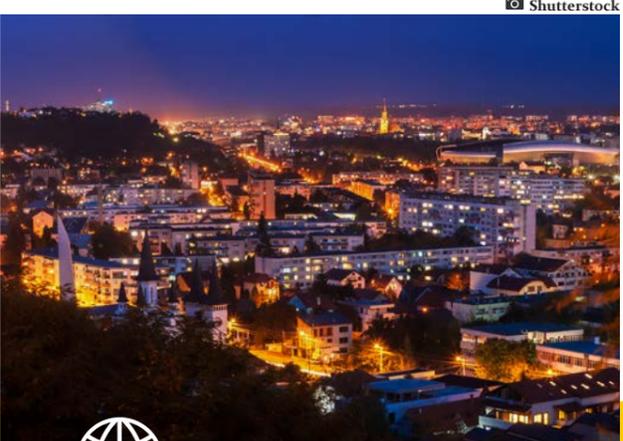
Why?

Cluj-Napoca – and, by large, the Cluj metropolitan area – is home to a growing number of independent initiatives targeting young people, yet these are often disparate and not accurately accounted for in public data reporting.

An interdisciplinary study on young people's needs and opportunities delivered an evidence-informed, tech-enabled repository of data, actors and initiatives in the areas of health and well-being, education, and future of work in the Cluj metropolitan area

using a participatory and inclusive approach. A first of its kind in Romania, it was conducted by a consortium of NGOs and academics.

The key issues addressed by the project were:

• The development inequalities in the areas of education, health and wellbeing;

• The insufficient body of data to accurately document these two areas in relation to young people (10-24 years old).

AS A RESULT OF THE STUDY, CLUJ AUTHORITIES NOW HAVE A BETTER AND IN-DEPTH KNOWLEDGE OF THE YOUNG RESIDENTS, WHICH IN TURN HELPS THEM UNDERSTAND THEIR NEEDS AND PREVENT STRUCTURAL PROBLEMS, SUCH AS THE BRAIN-DRAIN.

🌐 https://leapcluj.ro/

GE9SI-APP

a sustainable tourism app developed by students

Why?

Where?
GENOA, ITALY

Who?
STUDENTS FROM ISS VITTORIO EMANUELE II - RUFFINI

When?
2020

📷 Ge9si App Project

The title of the project 'GE9SI-APP' represents a union between the vocation of the "Vittorio Emanuele II - Ruffini" technical school and the City of Genoa. It intended to stimulate the spirit of entrepreneurial initiative of the students as a way to develop their creativity, discipline, responsibility, and collaborative attitude.

The aim of the GE9SI-APP project was the enhancement of the cultural heritage and local traditions with the elaboration of an interesting business idea, which would intertwine the tourist appeal of the city and the digital skills of the students in a way that would simultaneously boost local artisans' visibility and inform visitors about the best spots in Genoa. The project also allowed students to conduct market research and create an innovative technological tool for Genoese companies, which meets their needs in the communication and marketing areas.

It focused on two issues in particular: the value of intergenerationally and the exercise of democracy in the enterprise. Through meetings with local entrepreneurs and representatives of trade associations, the trainees learned how important innovation was for the operation of a company and how new technologies could allow greater visibility on additional markets.

"The whole group of participants showed great interest and commitment in the project and, despite the many difficulties encountered, we successfully managed to collaborate in groups and to work beyond the scheduled time to better prepare the content of the app and the business plan. Not only did the project enhance our IT, business and graphic design skills, but it also contributed to the development of our soft skills," said the students in a statement

THE GROUP WORK ALSO ALLOWED THE YOUNG PEOPLE TO LEARN HOW TO MANAGE ENTERPRISE DEMOCRACY, SHARE IDEAS, RELATE TO EXTERNAL STAKEHOLDERS, SUPPORT DISCUSSIONS AND MANAGE CONFLICTS.

Harko Stolte
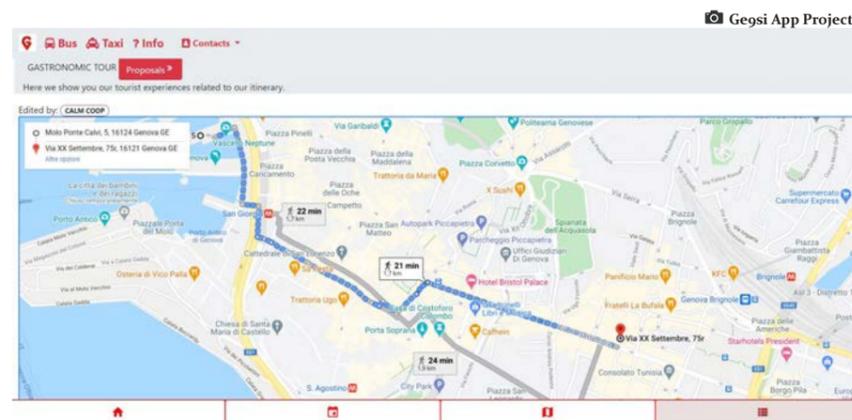
EQUALIZING

the digital field for Rotterdam students

BESCHIKBAARHEID DEVICES

Why?

Where?

ROTTERDAM, THE NETHERLANDS

Who?

MUNICIPALITY OF ROTTERDAM, MEEDOEN IN ROTTERDAM, STICHTING DE VERRE BERGEN, SINT LAURENSFONDS, RABOBANK

When?

MARCH 2020 – APRIL 2020

The Netherlands, like many other countries, went into lockdown and its schools closed due to Covid-19. Unfortunately, as education went online, students who did not have internet access, or a laptop/tablet at home were unable to follow classes or were forced to use alternative, suboptimal ways, such as watching lectures on their parents' phones. The Municipality of Rotterdam decided to change this.

For this reason, between March and mid-April 2020, the city authorities, together with three philanthropies and thanks to private funds, distributed over 5000 laptops/tablets and 400 WIFI hotspots among local students. Thanks to this action, children got the chance to attend the virtual classes and catch up with their peers. Furthermore, as

the devices are now property of the schools, they can be used for the next several years to organize online or hybrid education courses as well as in the use of modern learning resources.

Finally, this also served as an inspiration for a project that implements new, more structured digital education and support for schools, children and parents. This extensive program for digital primary and secondary education started right after the beginning of Covid-19 in The Netherlands.

This program is based on the lessons learned from Covid-19: on one hand, the need to invest in a state-of-the-art infrastructure, including fibre-optic connections for schools and devices for students, and on the other – putting a lot of

effort in improving digital skills, and fostering the sense of digital citizenship of students, teachers and parents. Digital didactics and pedagogy are also part of the program. Depending on the funding, the authorities could start in 2022 with the digital infrastructure. Eventually, the program will continue with the maintenance of the infrastructure (from 2024 onwards).
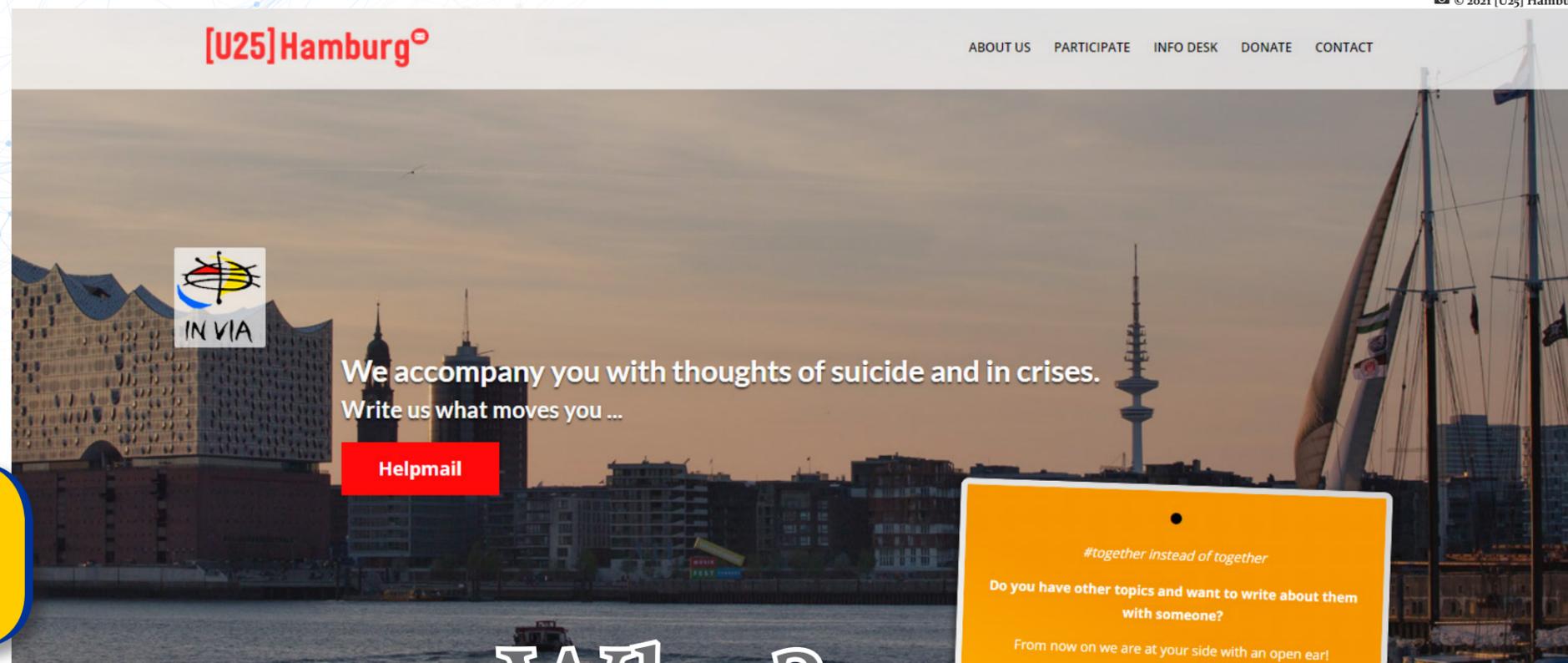
A plan is currently being made to implement this policy and the actors are looking for ways to finance it.

THANKS TO THIS ACTION, CHILDREN GOT THE CHANCE TO ATTEND THE VIRTUAL CLASSES AND CATCH UP WITH THEIR PEERS.

© 2021 [U25] Hamburg

[U25] Hamburg

ABOUT US   PARTICIPATE   INFO DESK   DONATE   CONTACT

We accompany you with thoughts of suicide and in crises.
Write us what moves you …

Helpmail

#together instead of together

Do you have other topics and want to write about them with someone?

From now on we are at your side with an open ear!

✉ **General crisis advice**

[U25] HAMBURG

online suicide prevention for young people

Where?

HAMBURG AND OTHER CITIES IN GERMANY

Who?

AKL FREIBURG, CARITAS GERMANY, CITY OF HAMBURG, IN VIA HAMBURG E.V.

When?

2001 - ONGOING

Why?

In 2001 Arbeitskreis Leben (AKL) Freiburg wanted to reach young people under the age of 25 who had the highest rate of suicide attempts. This is how they came up with the [U25] project that has since grown to include several cities in Germany, Austria and Switzerland. Their approach? Go where young people are – on the Internet and in schools.

Starting from Freiburg in 2001 the team created a webpage providing accessible knowledge on the matter of suicide and started online peer consultations via email. The peer consultants are volunteers, trained by professionals, whom young people can contact anonymously via Helpmail.

The first peer consultants in

Freiburg were trained in 2002. These were youngsters (under the age of 25) who advised peers from their age group looking for help, and accompanied them through the difficult phases of their lives. In total, about 300 such volunteers have been counseling more than 1300 people annually. The organisation has grown to 10 locations in Germany since 2001.

The organisation later produced a movie in 2010 called „Hallo Jule, ich lebe noch" (Hello Jule, I'm still alive), which told the stories of two girls whose lives had been marked by suicide. As the movie triggered an avalanche of requests for help by young people AKL contacted Caritas Association asking for their support in opening more locations in Germany, including Hamburg.

[U25] HAMBURG GOES WHERE YOUNG PEOPLE ARE – ON THE INTERNET AND IN SCHOOLS.

🌐 https://www.u25-hamburg.de/
www.umbreit-film.de

Municipality of Varna

ORV MEDIA

the first youth media in Bulgaria

Where?
VARNA, BULGARIA

Who?

ORV MEDIA, MUNICIPALITY OF VARNA, NIKOLAEVKA FOUNDATION

When?
2005 - ONGOING

Municipality of Varna

Why?

ORV Media is the first youth media in Bulgaria. It was created in 2005 to encourage youth journalism, promote youth activities and volunteering in the country.

The team works with and supports young people, provides technical consultations for people starting a business (for example, how to create a website, which platforms to use etc.). Their now-completed project 'Profession Influencer' included training on how to effectively promote in the world of social networks.

The ongoing EU-funded project 'Infoteka.bg', on the other hand, is a web-based platform for advertising, information, and the digitalization of archives founded as social enterprise together with Nikolaevka Foundation. It provides employment, training and support to persons from vulnerable groups. During the COVID-19 restriction measures they also held an online vocal art competition together with a community centre in one of the districts of Varna.

> **THE FIRST YOUTH MEDIA IN BULGARIA WAS CREATED IN 2005 TO ENCOURAGE YOUTH JOURNALISM, PROMOTE YOUTH ACTIVITIES AND VOLUNTEERING IN THE COUNTRY.**

YOUTH SESSION 1

The impact of Covid-19 on education

The participating students in the first youth session, which took place on 25 February, identified the following opportunities related to digital education in times of Covid-19:

Students appreciated the additional free time they got; time which was otherwise spent commuting. This allowed some of them to combine study with work.

They mentioned how digital learning had taught them to be independent.

Overall, there was a consensus that it would be a mistake to judge online education using the criteria of physical education and that having digital skills did not guarantee that you would not suffer from the digital divide.

They showed empathy for the teachers who faced with completely new teaching tools overnight tried to adapt, nevertheless.

Many students saw the future of education in blended learning (learning, which combines remote with on-site classes). According to them, there is no need to be at school for lectures, yet in-person presence remains essential for practical exercises and training.
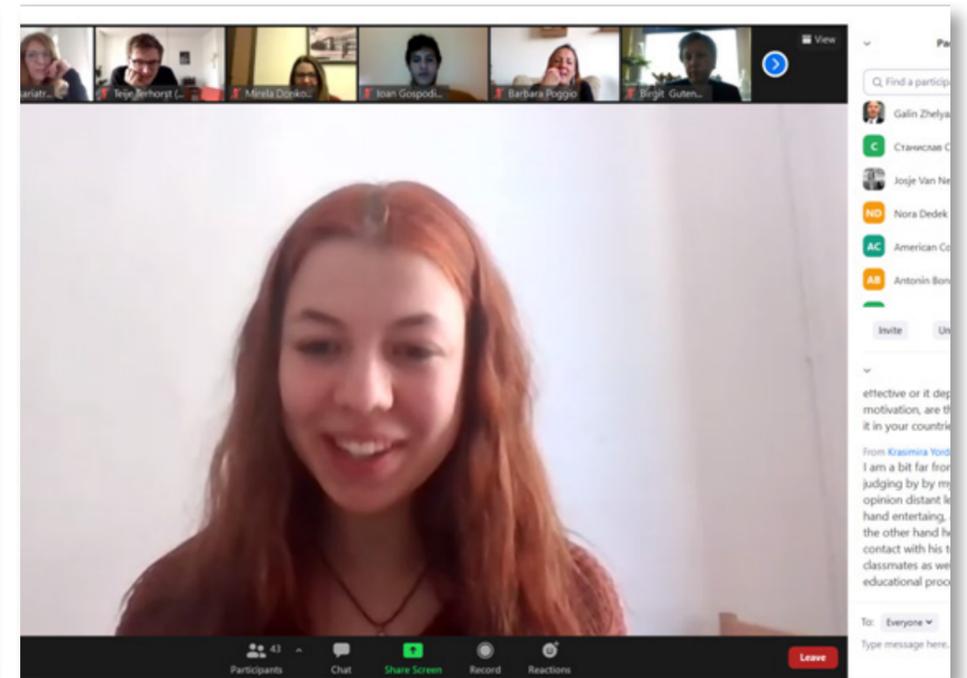
However, there were challenges they faced during the first year of the pandemic, too:

The negative impact of staying in front of the computer all day on physical and mental health and everyone's relationship with education was underlined.

Some, like Ioan from Varna, were adamant that studies, such as medicine cannot be replicated online, and watching photos or videos is nothing like visiting the patients' room or the morgue. This can cause students to lose motivation and quit studies, as was his case.

Sarah, from France, underlined the particular situation of exchange students: those whose Erasmus + mobilities or volunteer activities started during the period of social isolation could not manage to form social and cultural ties, to the same extend as this would have happened without the pandemic. This should be seen as a huge loss for the European programmes. She agreed that people also felt lonelier.

Lilly, from Germany, was concerned about the gap existing between those who could afford devices and internet connection at home and those who could not. "It deprives you of opportunities to fully participate in class," she said.

A lot of young participants agreed that it was particularly hard to concentrate at home as there were too many distractions, and it was hard to get into working mode. Some reported that their parents even asked them to do chores when they should have been following online classes.

It was observed that some teachers who lacked the technical skills were so stressed about that that they were unable to meet their usual high teaching standards. Therefore, they often reacted by giving students a lot of work instead of trying to change their ways and adapt them to the new circumstances.

YOUTH SESSION 2

Civic engagement and digital divide

Youth session 2: A separate session was dedicated to the link between civic engagement and the digital divide. The debate was naturally marked by the coronavirus pandemic and kept returning to the topic of education, so a lot of the previously made conclusions turned out to be valid here, too. In addition, the following assumptions were made:

- When interactions were face to face, people debated more, and cared for contemporary issues related to citizenship. But now, when everything is online, they do not show the same commitment.

- The fact that everything has gone online has also given us the opportunity to organise events like The Youth, the Digital Divide and Citizenship, and involve many young people. We should use the opportunity Covid has given us to engage youth in online debates on various topics.

- Even if we are deprived of the opportunity to meet people from our city
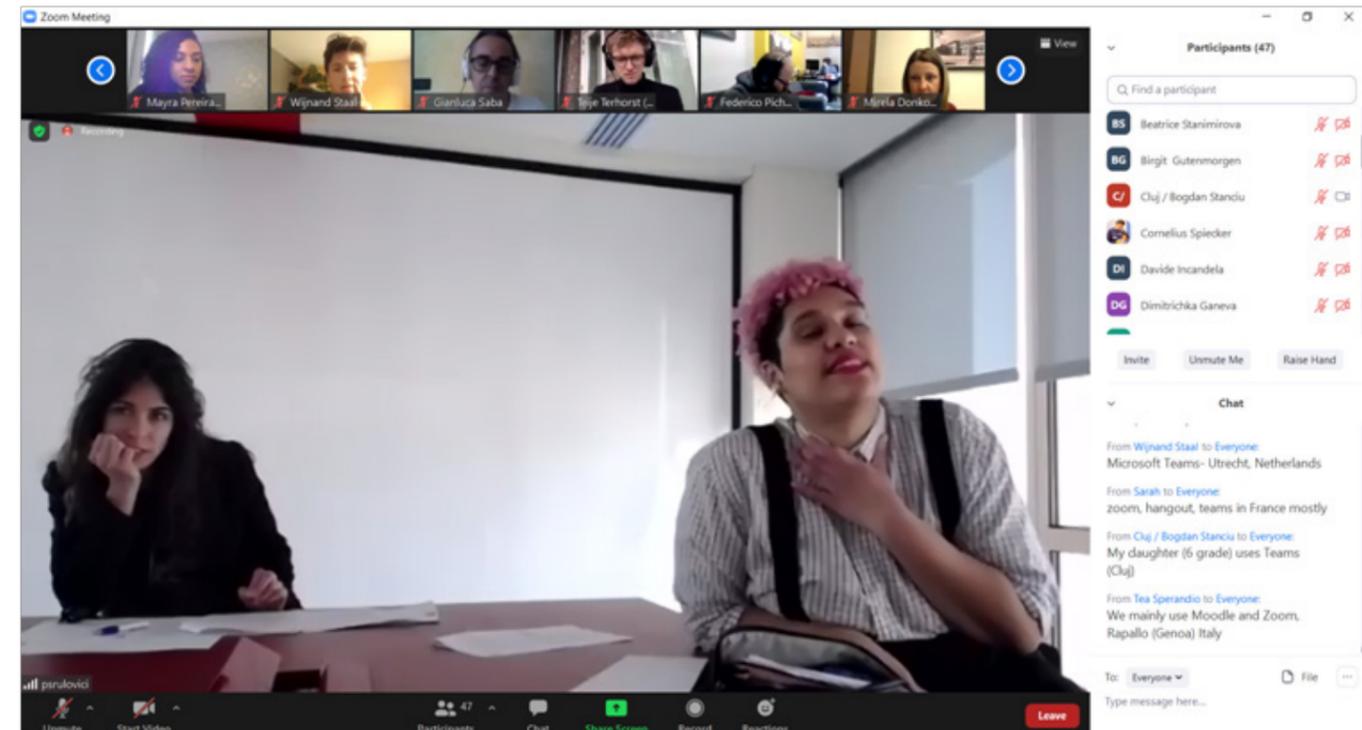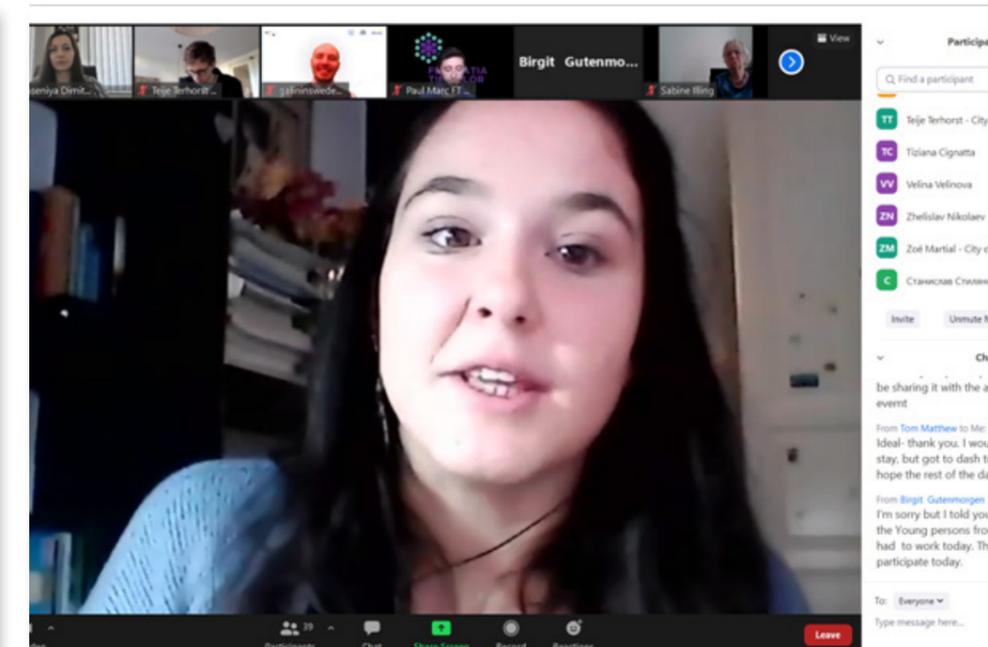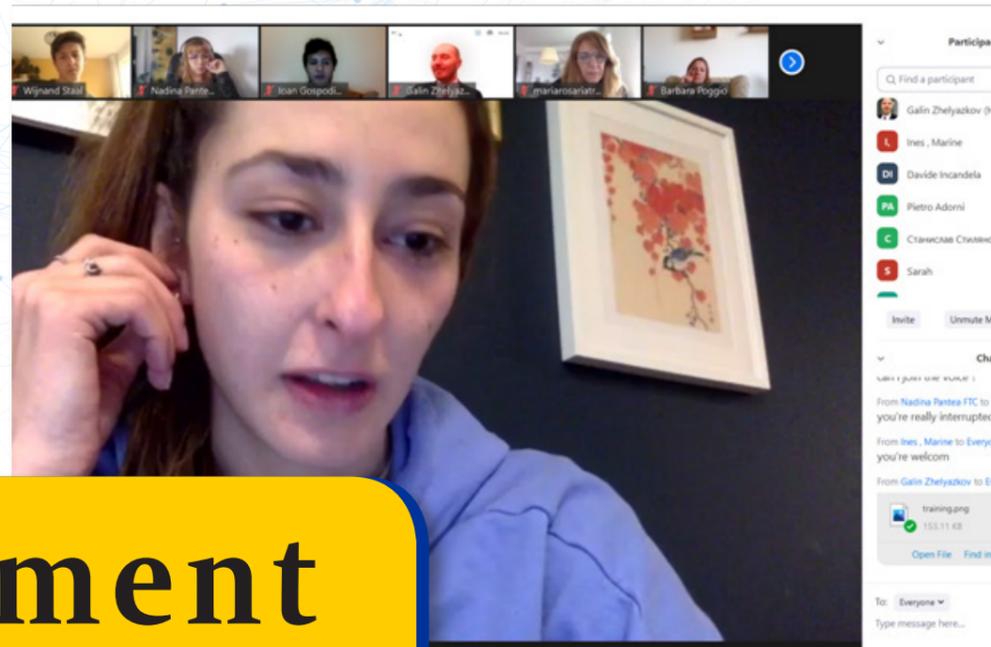
in person, we are still presented with the chance to exchange stories, ideas and experiences with youngsters from all over the world.

- Social media and projects such

as Erasmus mobilities blend very well. Mobility helps us make international friendships while social media allow us to connect with them all the time. Both factors enhance our sense of belonging to the European Union.

Save the date!
EUDIGIT returns on
17-18 June 2021

The next EUDIGIT event will take place on 17-18 June 2021, so book these dates to discover the latest developments from the partnership.

The City of Hamburg is working on a rich and varied agenda for a webinar called "The elderly, the digital divide and citizenship", which will be announced soon.

Stay tuned and follow EUDIGIT's social media accounts for updates and registration info.