

to enhance and maximise long-term positive impact of the ICT environment on multiple aspects of wellbeing for all children by stimulating resilience through the enhancement of digital skills

Our approach

ySKILLS proposes a **holistic, child-centric approach** to understanding how use of the internet has variable consequences for children's rights to participation, information, freedom of expression, education, and play, and to protection from harm



Work Package 7 – Task 7.4

Mapping ySKILLS policy recommendations onto the EU legal and policy framework

EU competences

1st step

description of the EU framework that is currently in place and is potentially relevant to ySKILLS

2 nd	step

shared (eg. internal market) or
supporting (eg. education/youth)

EU policies

eg. Declaration on European Digital Rights and Principles in the Digital Decade; Better Internet for Kids+ Strategy

EU legislation

eg. General Data Protection Regulation; Digital Services Act; Audiovisual Media Services Directive; Directive 2011/93

EU bodies

eg. ENISA (EU Agency for Cybersecurity); EU Fundamental Rights Agency; EU's Working Group on Digital Education; Digital Skills and Jobs Coalition; European Regulators Group for Audiovisual Media Services; EP Coordinator on Children's Rights



- most recommendations fall within
 supporting EU competences close
 cooperation between EU and
 Member states is crucial
- clear (and increasing) attention for digital skills at the EU policy level, though not always with a focus on children
- single coordinated, cohesive strategy
 for children's digital skills is missing
- increasingly strong legislative framework in place - monitoring of implementation and enforcement are key
- too early to be able to assess the offectiveness of recently adopted

ySKILLS policy recommendations for EU policy makers grouped and discussed through the lens of the EU framework

