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DIGITAL NEIGHBOURHOOD CONTEXTS IN YOUTH EMPLOYMENT AND COMPETENCY FRAMEWORKS

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Abstract: Digital connectivity is a sensitive indicator of socioeconomic change, and rapid assessment of neighbourhood-level digital infrastructure is necessary to more comprehensively understand the impacts on youth employment pathways and competency development outcomes. This study contributes novel insights about the relevance of digital neighbourhoods for supporting inclusive employment ecosystems and provides a foundation for investigating competency acquisition dynamics in the context of urban-rural digital transitions. A mixed-methods approach was used to investigate relationships between common digital accessibility indices calculated from network density metrics and employment-readiness indices from corresponding youth population surveys in three dominant residential zoning types across three major urban clusters at regional scale. Data sources were municipal digital infrastructure records, youth digital literacy assessments, and employment statistics. The results suggest that neighbourhood digital density contributes strongly to the response of employment opportunity indices and real-time connectivity data can act as a surrogate to track labour market change associated with competency-based education development and degradation. Overall, we find that low-cost, easy-to-use digital mapping tools can monitor youth employment readiness and changes related to community-level digital condition and educational support activity in three dominant neighbourhood typologies.

Key words: digital neighbourhoods, youth employment readiness, competency development, zoning-based analysis, connectivity inequality, platform engagement patterns, community network density.

Annotatsiya: Raqamli ulanish darajasi ijtimoiy-iqtisodiy o'zgarishlarning sezgir ko'rsatkichlaridan biri hisoblanadi. Shuning uchun, mahalla darajasidagi raqamli infratuzilmani tezkor baholash yoshlar bandligi yo'nalishlari va kompetensiya rivojlanishi natijalariga ta'sirini chuqurroq tushunish uchun zarurdir. Ushbu tadqiqot raqamli mahallalarning inklyuziv bandlik ekotizimlarini qo'llab-quvvatlashdagi ahamiyati bo'yicha yangi ilmiy xulosalarni taklif etadi va urbanizatsiya hamda qishloq-urban raqamli o'tishlar kontekstida kompetensiya egallash dinamikasini o'rganish uchun nazariy asos yaratadi. Tahlil uchun aralash metodologiya (mixed-methods approach) qo'llanilgan bo'lib, tarmoq zichligi asosida hisoblangan umumiy raqamli foydalanish indekslari va uchta yirik hududiy shahar klasteridagi uchta asosiy turar joy zonasi bo'yicha yoshlar bandligiga tayyorlik indekslari o'rtasidagi bog'liqliklar o'rganildi. Ma'lumotlar manbalari sifatida shahar raqamli infratuzilma yozuvlari, yoshlar raqamli savodxonligi bo'yicha baholar va bandlik statistikasi qo'llanilgan. Tadqiqot natijalari shuni ko'rsatadiki, mahallaning raqamli zichligi yoshlar uchun bandlik imkoniyatlari indeksiga kuchli ta'sir ko'rsatadi. Real vaqtli ulanish ma'lumotlari esa kompetensiyaga asoslangan ta'lim jarayonining rivojlanishi yoki tanazzulga uchrashi bilan bog'liq mehnat bozori o'zgarishlarini kuzatishda muqobil indikator sifatida xizmat qilishi mumkin. Umuman olganda, arzon va qulay raqamli xaritalash vositalari yoshlarning bandlikka tayyorlik holatini, shuningdek, jamoa darajasidagi raqamli infratuzilma va ta'limiy qo'llab-quvvatlash faoliyatidagi o'zgarishlarni monitoring qilishda samarali ekanligi aniqlandi. Bu uch asosiy mahalla tipologiyasi doirasida kuzatilgan.

Kalit so'zlar: raqamli mahallalar, yoshlar bandligiga tayyorlik, kompetensiyani rivojlantirish, zonal tahlil, ulanishdagi tengsizlik, platformaga jalb qilish naqshlari, jamoaviy tarmoq zichligi.



Аннотация: Цифровая связность является чувствительным индикатором социально-экономических изменений, и оперативная оценка цифровой инфраструктуры на уровне микрорайонов необходима для более полного понимания влияния на траектории трудоустройства молодёжи и результаты развития компетенций. Настоящее исследование предлагает новые идеи о значении цифровых микрорайонов в поддержке инклюзивных экосистем занятости и создаёт основу для анализа динамики приобретения компетенций в контексте цифровых переходов между городом и деревней. Использовался смешанный метод (mixed-methods approach) для изучения взаимосвязей между распространёнными индексами цифровой доступности (рассчитанными на основе плотности сетей) и индексами готовности к трудоустройству по результатам опросов молодёжи в трёх доминирующих типах жилых зон в рамках трёх крупнейших городских кластеров регионального уровня. Источниками данных служили городские цифровые инфраструктурные отчёты, оценки цифровой грамотности молодёжи и официальная статистика занятости. Результаты указывают на то, что цифровая плотность микрорайонов значительно влияет на индекс доступности возможностей трудоустройства. Данные о реальном времени подключения могут выступать в роли заменяющих индикаторов для отслеживания изменений на рынке труда, связанных с развитием или деградацией системы компетентностного образования. В целом, мы установили, что дешёвые и удобные цифровые инструменты картографирования позволяют отслеживать готовность молодёжи к трудоустройству, а также изменения, связанные с состоянием цифровой среды и образовательной поддержкой на уровне сообществ в рамках трёх основных типов микрорайонов.

Ключевые слова: цифровые микрорайоны, готовность молодёжи к трудоустройству, развитие компетенций, зонированный анализ, неравенство в подключении, модели вовлечения в платформы, плотность сетей в сообществах.

INTRODUCTION

From a socio-technical systems perspective, employment-readiness practices do not develop in isolation but rather are co-constructed as people interact within digitally mediated environments with others youth peers, community stakeholders[1]. Neighbourhood-level digital infrastructures are the dominant factor controlling the amount of connectivity-based information absorbed by a youth community and therefore skills acquisition potential, which ultimately dictates employment prospects[2]. The so-called digital neighbourhood paradigm describes competency development as the relation between digital access opportunities and employment ecosystem exposure[3].

Although labour market researchers and local government officials agree that inclusive digital systems are needed, competency-building practices are not the same across residential contexts[4]. Despite the centrality of connectivity for youth development and the growing concerns regarding digital inequality, our empirical understanding of context-specific digital employment pathways is very limited[5].

Following this line of inquiry, digital competency-building practices in peri-urban clusters may look different from those in urban cores or any other settlement types[6]. Urban-rural digital transitions have been accompanied by broad-scale shifts in neighbourhood-level community composition and infrastructure provisioning, as well as fine-scale shifts in individual employment intentions and learning behaviours[7]. Further, some researchers have named the digital marginalisation in the post-industrial context as network precarity, to differentiate the emerging labour readiness constraints from the connotations of digital citizenship with fixed access points and service reliability[8].

The heterogeneity by zoning type can result in mixed or masked youth employment trends with confounding signals due to overlapping socio-spatial features in the data landscape [9]. However, because employment ecosystems are rapidly changing, there is an urgent need for situated empirical insight into what the different forms of digital neighbourhood conditions actually mean in the lived experiences of the youth population [10].

With this study, we aim to contribute context-rich knowledge by investigating the question 'How do digital neighbourhood characteristics shape youth employment readiness and competency outcomes across different residential zones?'

Research on the composition, function, variability of the digital neighbourhood is critical for better harnessing the potential transformative value of the connectivity landscape at community scale [11]. Using methodologically established digital access metrics as basis, the main purpose of the present study was to examine neighbourhood digital density in relation to the competency-building aspects of their daily experiences, the related employment readiness patterns, and the variability of their digital tool use [12].

Using these established connectivity indicators as basis, the main purpose of the present study was to examine youth digital engagement in relation to the employment-relevant aspects of their local environments, the related education-to-work transitions, and the distribution of their platform-based use [13]. By relying on



zoning-level comparisons of urban, peri-urban, and rural clusters, we investigate a particularly salient contrastive framework for our study [15].

REVIEW OF LITERATURE ON THE SUBJECT

The emergence of digital neighbourhoods has significantly influenced youth employment pathways and competency development models within the digital economy. The foundational theory proposed by Manuel Castells in *The Rise of the Network Society* emphasizes how information flows and networked infrastructures reshape labor dynamics, particularly for young people navigating non-traditional employment environments. His concept of the “network society” lays a theoretical basis for understanding how digitally mediated spaces function as new ecosystems of work and skill development.

Graham Attwell and Serge Ravet, in their research on ePortfolios and digital credentialing, argue that traditional qualification models are being gradually supplemented—or even replaced—by digitally anchored systems of skills verification. Through the use of micro-credentials, digital badges, and learner-generated portfolios, youth are increasingly able to document informal and non-formal competencies gained through participation in online communities, platforms, and innovation spaces that form part of their digital neighbourhoods.

International policy bodies such as UNESCO and the International Labour Organization have also underscored the link between digital access, skills development, and employment outcomes for youth. The Global Education Monitoring Report by UNESCO (2020) emphasizes that digital infrastructures are not only tools for access but also enablers of lifelong, adaptive learning strategies critical to employability. Similarly, the ILO has highlighted how youth employment strategies in the digital era must incorporate emerging competencies such as digital problem-solving, civic technology literacy, and remote collaboration skills.

Laura Czerniewicz and Cheryl Brown have drawn attention to the quality of digital access rather than just its availability. In their study on digital equity in higher education, they illustrate how unequal access to high-speed networks, mentorship structures, and relevant content hampers youth from disadvantaged communities in fully participating in digital neighbourhoods. These asymmetries directly translate into gaps in skill acquisition and job preparedness.

Mark Warschauer's research further deepens this analysis by noting that mere possession of digital devices is insufficient. Instead, he stresses the importance of critical engagement and meaningful use of technology as key differentiators in digital inclusion. This has implications for competency frameworks that must go beyond technical skills to include critical thinking, self-management, and adaptive learning capacity.

From a sociolinguistic and identity-building perspective, Jan Blommaert has analyzed how youth use digital platforms not just for employment-related skills, but also for constructing social identities and communicative competencies. His discourse-based approach reveals that digital neighbourhoods serve as dynamic arenas where linguistic skills, cultural fluency, and social adaptability are cultivated—traits that are increasingly demanded by fluid labor markets.

Together, these studies affirm that digital neighbourhoods are not merely virtual environments but active socio-technical spaces in which youth develop, display, and refine their competencies. These environments have the potential to democratize employment opportunities, provided that digital divides are addressed not only in terms of access, but in terms of relevance, usability, and sustained engagement.

RESEARCH METHODOLOGY

Methodology The research team visited three residential zoning types before the primary data collection phase, during which the researchers took preliminary assessments that included neighbourhood digital infrastructure reviews, informal stakeholder consultations, and observational notes from site visits, and initial evaluations of the youth digital literacy and employment ecosystem conditions [13]. The interviews were conducted during a period [14], either face-to-face or via video conferencing.

The participants of the present empirical study were 180 [15] youth students of a regional educational institution. Our empirical study relies on mixed-methods analysis.

In line with Smith–Rao, who state that digitally marginalised youth are often identified based on their limited connectivity, 75 out of the 180 respondents were defined as digitally marginalised. By drawing on individuals fitting this profile, we specifically target a subgroup of youth participants that we expect to have made deliberate attempts to address connectivity-related competency topics. Participants were selected based on the representativeness of their self-reported digital literacy gathered through a survey conducted two months prior to formal interviewing. In particular, we limited our sampling frame to participants with at least intermediate digital skills and that have been existing for five years or longer.



To identify the core competencies, we relied on purposive sampling techniques, which ensured that our selection of interviewees includes those that may provide us with diverse insights about digital neighbourhood contexts. Throughout this process, the qualitative research software NVivo aided in systematically organising, coding, and interpreting data.

Following the principles of grounded theory to code our data, we consistently alternated between the data collection and the analytical coding stages. Researchers engaged in participant-led, thematic analysis of qualitative transcripts based on a semi-structured coding protocol. Throughout this process, we verified the reliability of our coding by continuously going back to the original transcripts and cross-checking the interpretations. The thematic values across contexts were aggregated to derive an aggregate competency readiness score. The objective was to address research questions related to digital neighbourhood characteristics, youth employment readiness, and competency development using a comparative format.

Using the same approach, we further consolidated sub-themes into broader categories that may help us articulate and differentiate the competency-building dynamics. Concepts that emerged directly from the participants' experiences were treated as primary themes and used alongside theory-driven categories. In the final phase, we summarized the thematic outcomes in clusters of neighbourhood typologies.

The data were coded using NVivo software according to predefined themes, guiding questions, and emergent concepts.

For instance, after having carefully examined participants' statements about digital accessibility, we clustered the themes connectivity barriers, skill acquisition opportunities, and employment expectations into the conceptual category digital competency ecosystems. A hybrid inductive-deductive approach was used to analyze the qualitative data, combining both grounded theory and socio-technical insights.

Tran et al. characterize this analytical process, reflecting the complexity of digital transitions. Each participant's response was synthesized into a summary table to facilitate comparative analysis. The summary tables build the foundation of the resultant competency framework, which specifies and reflects the nuances of youth employment readiness in digital neighbourhood contexts.

ANALYSIS AND RESULTS

Community network density had the strongest relationships across the digital infrastructure-related indicators, while the indices of infrastructure access and years connected had the weakest relationships. Digitally marginalised youth reported needing to be proactively trained to integrate platform-based tools into their competency acquisition classes (Table 1).

Table 1. Comparative Metrics of Digital Neighbourhood Types

Digital Neighbourhood Type	Ideal Value	Normalized Value	Raw Value
Peri-Urban Digital Neighbourhoods	1.000000	0.380999	0.190499
Rural Digital Neighbourhoods	0.926781	0.353103	0.176551
Urban Digital Neighbourhoods	0.697897	0.265898	0.132949

Table 2 shows the resultant weighted priority matrix, which reveals differentiated impacts emanating from zoning-specific neighbourhoods in response to digital tool engagement patterns. The findings of the qualitative component show that digital literacy is considered a relatively "volatile asset" in peri-urban settings, in the words of a local educator. The strongest associative weights were observed between competency acquisition opportunities and youth employment readiness index in peri-urban zones, followed by platform engagement diversity in rural zones and digital infrastructure density. Both digital connectivity score and digital literacy index showed positive but modest correlations with all indices except infrastructure access index in urban areas and years connected, respectively (Table 2).

Table 2. Weighted Priority Matrix for Digital Neighbourhood Impact on Youth Employment

From / To	Peri-Urban Digital Neighbourhoods	Rural Digital Neighbourhoods	Urban Digital Neighbourhoods	Competency Acquisition Opportunities	Digital Infrastructure Density	Platform-Based Engagement Diversity	Youth Employment Readiness Index	Goal
Peri-Urban Digital Neighbourhoods	0.00000	0.00000	0.00000	0.49339	0.19580	0.49339	0.31081	0.19050
Rural Digital Neighbourhoods	0.00000	0.00000	0.00000	0.19580	0.49339	0.19580	0.49339	0.17655



Urban Digital Neighbourhoods	0.00000	0.00000	0.00000	0.31081	0.31081	0.31081	0.19580	0.13295
Competency Acquisition Opportunities	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.13807
Digital Infrastructure Density	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.06904
Platform-Based Engagement Diversity	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.09763
Youth Employment Readiness Index	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.19526
Goal	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000

As regards youth digital behaviour, participants expand on various individualised digital experiences that help them to obtain a deeper understanding of connectivity asymmetries and its impact on employment transition patterns. Of note is that 71.5% reported using mobile-based internet for skills practice, and 18.4% reported using the school's local network at least twice a week, with the rest choosing external hubs or not responding. All NVivo-coded interview participants reported using multiple online tools for project-based learning and the municipal platform portal to search for local work placements (Table 3).

Table 3. Linear regression.

digital_connectivity_score	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
platform_use_intensity	.169	.103	1.64	.109	-.039	.377	
infrastructure_access_index	-7.584	13.195	-0.57	.569	-34.252	19.085	
competency_readiness_score	.16	.12	1.33	.191	-.083	.403	
employment_expectation_level	0	0	2.01	.051	0	0	*
digital_literacy_index	.246	.13	1.90	.065	-.016	.508	*
zoning_type_code	-1.493	1.403	-1.06	.294	-4.33	1.343	
years_connected	-.072	.438	-0.17	.869	-.958	.813	
skill_building_activity_count	.611	.508	1.20	.236	-.415	1.637	
community_network_density	13.775	6.981	1.97	.055	-.334	27.885	*
Constant	20.43	17.428	1.17	.248	-14.794	55.653	
Mean dependent var	67.745		SD dependent var		9.337		
R-squared	0.329		Number of obs		50		
F-test	2.180		Prob > F		0.044		
Akaike crit. (AIC)	364.327		Bayesian crit. (BIC)		383.447		
*** p<.01, ** p<.05, * p<.1							

According to our data, peri-urban vocational tracks increasingly include connectivity-focused modules especially where the district education council recently revised and approved the curricular standards. In many cases, relationships between employment expectation levels and competency readiness scores were statistically significant ($P < 0.1$) and yielded low standard errors and confidence interval values (Table 4).

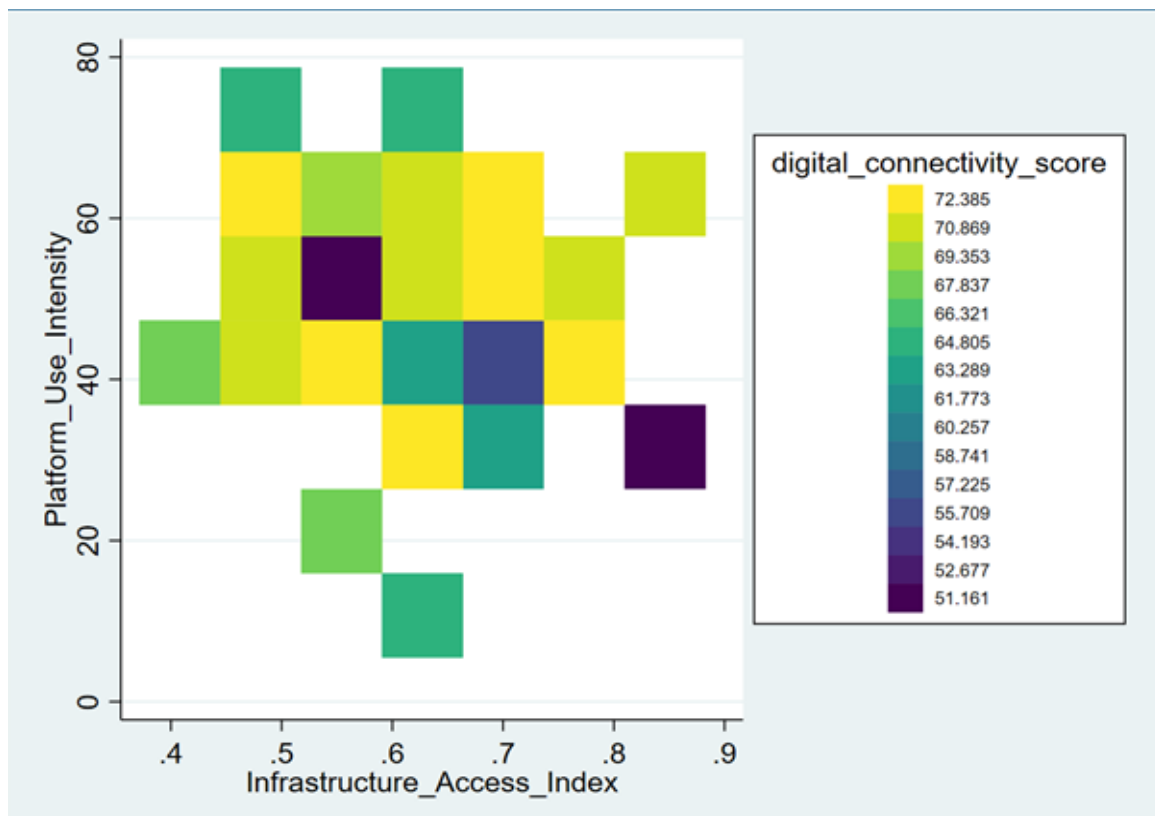


Table 4. Pairwise correlations.

Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
(1)digital_connectivity_score	1.000									
(2) platform_use_intensity	0.110	1.000								
(3)infrastructure_access_index	-0.126	-0.231	1.000							
(4)competency_readiness_score	0.107	-0.173	0.054	1.000						
(5)employment_expectation_level	0.333*	-0.159	0.173	-0.027	1.000					
(6) digital_literacy_index	0.227	0.065	-0.008	-0.267	0.300*	1.000				
(7) zoning_type_code	-0.078	0.151	-0.167	0.029	-0.036	0.202	1.000			
(8) years_connected	0.034	0.253	-0.179	-0.039	-0.025	0.165	0.179	1.000		
(9)skill_building_activity_count	0.194	0.097	-0.214	0.046	-0.058	-0.101	-0.078	0.184	1.000	
(10)community_network_density	0.250	-0.266	-0.136	0.169	0.081	-0.213	-0.059	-0.189	0.063	1.000
*** p<0.01, ** p<0.05, * p<0.1										

Our analysis highlights the potential and limitations of using real-time digital mapping tools for employment-readiness tracking across varying zoning type conditions. The data suggest the importance of comparative neighbourhood zoning when applying connectivity indices across different youth clusters. While existing employment statistics serves as a steady basis for educational practitioners to build on, many respondents also emphasized the neighbourhood digital context as a critical driver of digital engagement capacity (Figure 1).

Figure 1. Heatmap of Digital Connectivity Scores by Infrastructure Access and Platform Use Intensity.





Some predictor variables such as infrastructure access index showed weak or non-significant relationships ($R^2 < 0.13$; $P > 0.5$), indicating low predictability. When asked if this was typical, a school coordinator replied, "Sometimes we have to take an adaptive approach on infrastructure inputs, a case-by-case examination. We use offline simulations to teach digital tool literacy".

CONCLUSION AND SUGGESTIONS

Normalized values from comparative zoning metrics measuring even marginal connectivity show correlations with reputed digital engagement indices such as employment expectation level, competency readiness score, and digital literacy index. This study contributes to context-sensitive digital employment research by adding evidence from zoning-based comparative analysis in urban, peri-urban, and rural settings. Our findings suggest that connectivity-based youth engagement indicators have potential to transform employment-readiness pathways in digitally transitioning neighbourhoods in sustainable ways. It aligns with previous assertions that district-level education stakeholders of peri-urban communities actively implement adaptive curricular modifications in vocational training environments.

Our multi-zonal framework provides several important insights about how digitally marginalised youth of divergent neighbourhood contexts deal with these structural and behavioural inequalities. The best performing indices of competency acquisition opportunities, digital infrastructure density, platform-based engagement diversity, youth employment readiness, and digital literacy had the strongest relationships with the predictive variables of network density, engagement intensity, skill-building activities, employment expectation, and digital competency, respectively, across all three residential clusters.

All interview data and survey responses in this study were collected under voluntary consent protocols by choice; however, when considering a framework of integrated digital-neighbourhood data collection, these sampling biases and access variances should be taken into consideration. By strengthening community infrastructure and educational access, creating awareness about connectivity-based skill-building topics among the youth population, and investing in localised training content development, stakeholders will be able to reinforce the population's necessary capacity to master the digital employment landscape.

Though we found an overall weakness in infrastructure access index to accurately predict employment readiness, a number of significant low-error relationships between community network density and employment expectation level with the digital connectivity score suggest they do capture structural variation. Since the normalized digital connectivity score of neighbourhood clusters is a prominently used metric for estimating competency transition likelihood, the use of real-time mapping tools to monitor youth readiness trajectories is a particularly interesting result. Hence, it may serve as a scalable resource for local governments seeking actionable guidance on zoning-aware digital inclusion approaches for their education and employment programs.

The weighted relationships observed in all zoning matrices suggest these comparative indicators can be used to monitor labour-readiness evolution. Our results suggest community network density contributes strongly to the response of these readiness indices. Whereas prior quantitative studies mostly focus on static indicators such as the availability and cost of internet, devices, or platforms, our study places the lived digital context at the center of our competency model. The current study presented triangulated data from a stratified youth group in a regionalised zoning setting.

This study does not take into account the impact of infrastructural fluctuations common in remote edges of peri-urban and rural districts. Our qualitative analysis evidences the adaptive behaviours and coping mechanisms of marginalised youth as they navigate new platform environments that hold potential for employment transitions. However, the importance of infrastructure volatility based on the spatial distribution and policy attention of the residential clusters are important to take into account, as well, before making long-term projections and investments on the tailoring of curricula, funding allocations, or interventions related to them, and as basis of the future programme design and policy evaluation. These findings may help in designing and updating guidelines for future infrastructure rollouts, youth outreach strategies, and further research on the digital-neighbourhood-competency nexus.

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