D S 4 Y[TH]

Digital Skills for You[th]

DIGITAL SKILLS FOR YOU(TH)

Skills gap and training needs analysis study

Summary

This report presents a transnational analysis across Czech Republic, Germany and Spain on the current needs of professionals working with vulnerable young people with regards to digital literacy skills and the requirements of a custom-fit training for this target group.

with the participation of

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© Consortium of the project Digital Skills for You(th)

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1 INTRODUCTION

1.1　The project

The European project "Digital Skills for You(th)" aims at developing and piloting a training for professionals working with vulnerable young people. This training focuses on a strength-oriented approach for the young target group concerning digital opportunities and challenges in regard of their personal and professional development and active participation in society.

The project is funded by the Erasmus+ Programme of the European Commission and is coordinated by the German Stiftung Digitale Chancen with partners from the Czech Republic (NCBI) and Spain (Fundación ESPLAI). The duration of the project is from January 2017 till December 2018.

1.2　The research

To develop an up-to-date learning concept and training offer for professionals working with vulnerable young people (primary target group) in order to make them competent in using digital media with their young clientele (secondary target group), the project consortium carried out a transnational analysis. For this purpose the German, Spanish and Czech project partners gathered current national and European expertise on digital media usage behaviour of young people, on the requirements for professionals working with young people to support them in obtaining digital literacy skills, and on advanced vocational training offers for such professionals.

A compilation of national and European – completed and ongoing – partner projects and studies of third parties (such as independent research facilities, universities etc.) dealing with the promotion of young people's strength-oriented usage of the internet built the base for the analysis.

In the three partner countries (and therefore also in other European member states) a broad variety of different professions is working in the field and, furthermore, the digital world continues to develop permanently due to new technologies and new social media applications – and so does the online usage of young people. Therefore an up-to-date survey on the current needs of these professionals and on the requirements for a custom-fit learning concept and training offer was mandatory. The objective was to obtain present professional opinion and expertise at the national (and European) level on the appropriateness of known skills and training needs with regard to national demands and to discuss if the intended blended learning design would be suitable for the primary target group and its particular working conditions (shift work in open youth work, lower affinity to ICT related topics, etc.).

1.3 Methodology

To obtain the relevant information, the project consortium opted for two different survey instruments:

- A standardised questionnaire for guided expert interviews was developed and at least seven national interviews (plus at least four European interviews) were conducted with cooperation partners/multipliers (professional and institutional stakeholders and experts working in the field of social youth work and vocational and further training of youth work professionals, and political decision-makers). The goal was to consult them about the state of the art of digitisation in their respective country, referring to professionals working with young people and their qualification needs, the value of already existing qualification offers as well as the integration of non-formal qualification offers in institutionalised educational structures on national level. The aim was to gain their commitment and their support for the project at an early stage (see ANNEX 4.1).
- A standardised questionnaire was developed and applied in the partner countries for a survey among professionals (at least 100 per partner country) working with young people regarding the professionals knowledge on online usage and skills of their young clientele. Previous projects of the Stiftung Digitale Chancen in Germany (e.g. SocialWeb-SocialWork, Online4Edu) gave evidence that the targeted professionals generally have a basic level of ICT skills and access to internet devices (work, private) thus allowing to use an online survey (see ANNEX 4.2).

Participants for the guided expert interviews and the survey were recruited from each project partner's professional networks. The evaluation instruments were developed in English and then translated into the respective national languages.

A total of 475 questionnaires were filled in and 34 expert interviews were carried out by the three partner organisations between May and June 2017. The survey was carried out via LimeSurvey on the basis of a standardised questionnaire. In Germany 263 respondents filled in the questionnaires, in Spain 104 respondents and in the Czech Republic 108 respondents took part. Due to the unequal number of national questionnaires, the answers were weighted to ensure the comparability of the national data.

In terms of the 30 national and 4 European expert interviews, each partner chose adequate national stakeholders and experts working in the field of social youth work and vocational training as well as national decision-makers. The interviews were based on a standardised interview guideline to obtain further qualitative results and a more deepened insight.[1] This was also done by the Spanish partner organisation for the European level.

After the survey phase, the data of the guided expert interviews and the survey results for the development of the learning concept and the curricula contents were analysed and summarised in this report. This report aims at identifying the current gaps and training needs with regards to learning concepts in the field of digitalisation. It creates the basis for the following development of the blended learning concept and the curricula. It provides a perspective for the specific competence profiles which the course modules will need to address.

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[1] The list of experts interviewed is not public. For more information please consult the national project partners under www.ds4y.eu

2 RESEARCH MAIN RESULTS

2.1 Professional profile

In this chapter the profile obtained from the personal data provided by the respondents of the standardised questionnaire will be described. This profile has been built from the most significant data such as gender, age, level of education and profession.
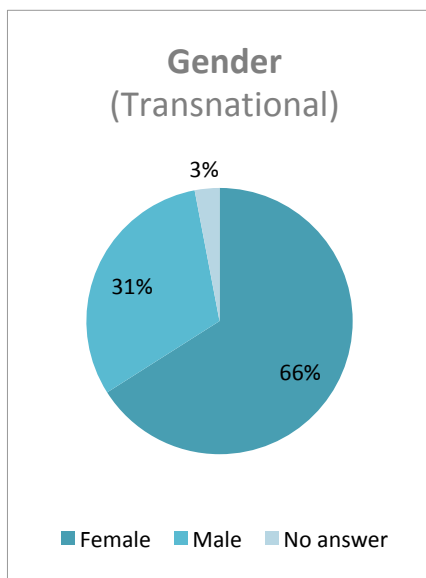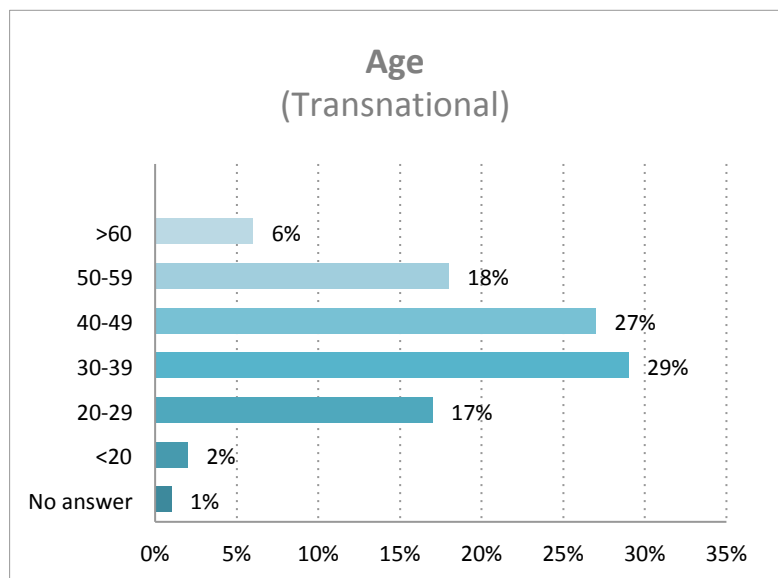

Fig. 1 Gender – Transnational (n = 475)

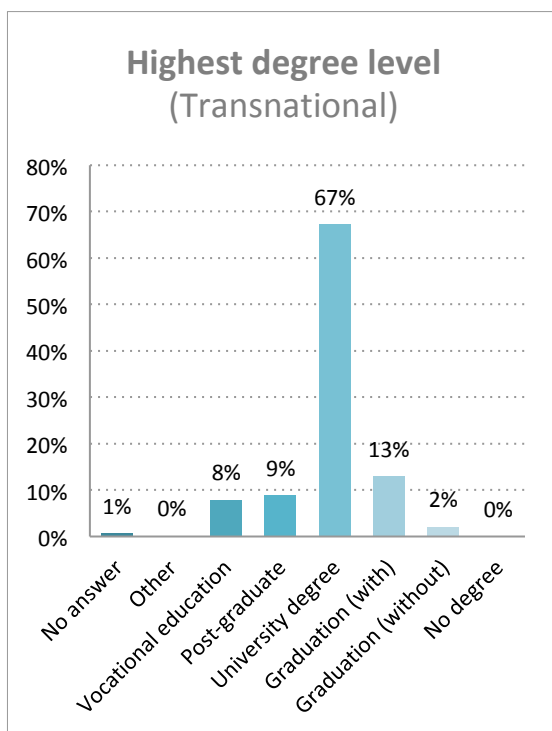**Fig. 2 Age** – Transnational (n = 475)

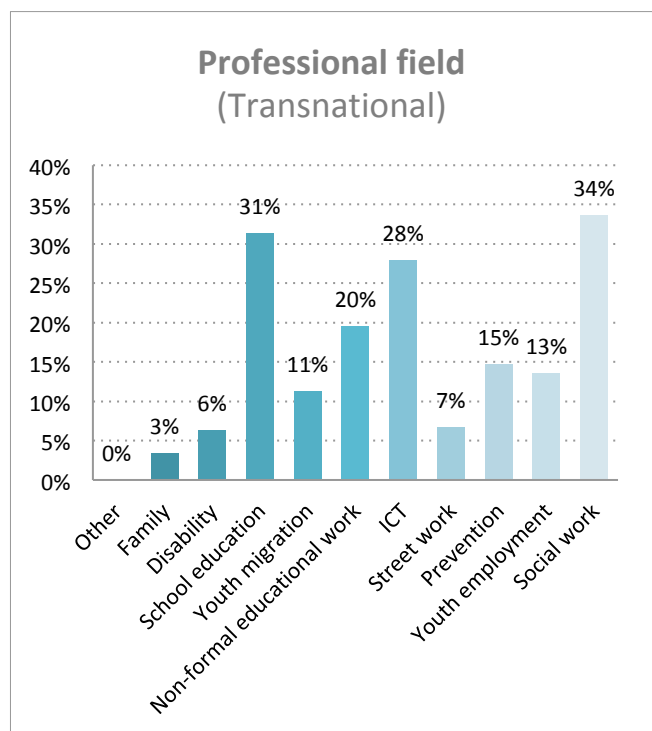**Fig. 3 Highest degree level** – Transnational (n = 475)

Fig. 4 Professional field – Transnational (n = 475) (multiple answers possible)

Taking a look at the transnational data, the main common socio-professional profile type corresponds mainly to **women** (about 66%) **between 30 and 50 years old** (about 56%), with **university degree studies** (about 67%) in the **social field**. Generally, there is a broad representation of social workers (about 34%) but also school educators (about 31%) and ICT media facilitators[2] (about 28%).

Several differences can be observed by comparing these transnational results with the national ones.

A. Gender: Predominance of women.
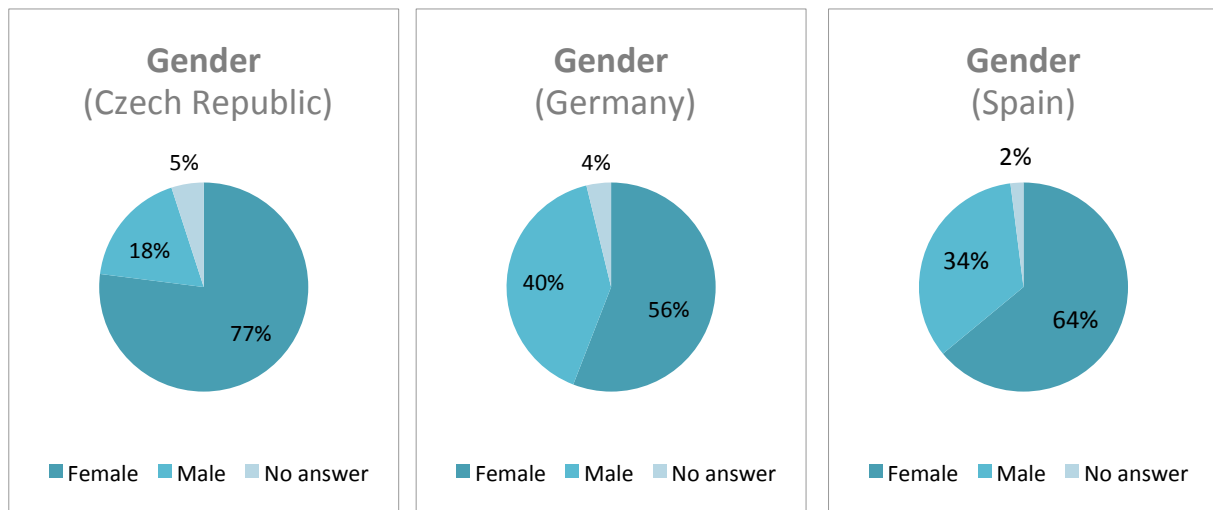
Fig. 5 Gender in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

While in **Germany** the number of women is about **one third higher** than the number of men, in **Spain** the the number of women is nearly **twice** that of men. The **Czech Republic** shows the highest discrepancy here, as the number of women is more than **four times the number of men**. These findings support the results of the transnational evaluation.

B. Age: Different predominant age ranges in the three countries.
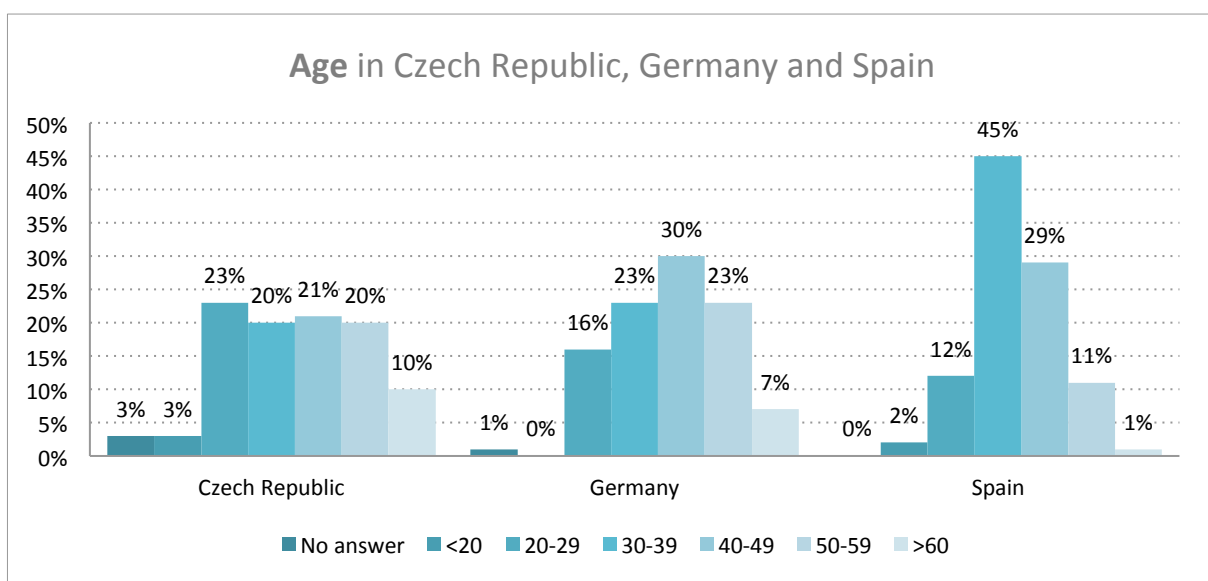
Fig. 6 Age in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

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[2] A facilitator is someone who helps other people to understand their common objectives and assists them to plan how to achieve these objectives. An ICT media facilitator promotes learning processes related to the use of ICT between different age groups in telecenters and other social organisations.

The predominant age range of the respondents in the partner countries is slightly different, with the lowest in the Czech Republic and the highest in. In the **Czech Republic**, the highest percentage is recorded between **20 and 29 years (23%)**,although the remaining higher ranges are very close. The predominant tendency in **Spain** is between **30 and 39 years (45%)**, followed by the next higher range (40-49). In **Germany**, there is a predominance of people **between 40 and 49 years (30%)**, followed closely with 23% each by the range below (30-39) and range above (50-59). This age distribution is mirrored in the transnational data overall settling between 30-50 years.

C. Educational attainment: Clear majority of people with university degree in the three countries.
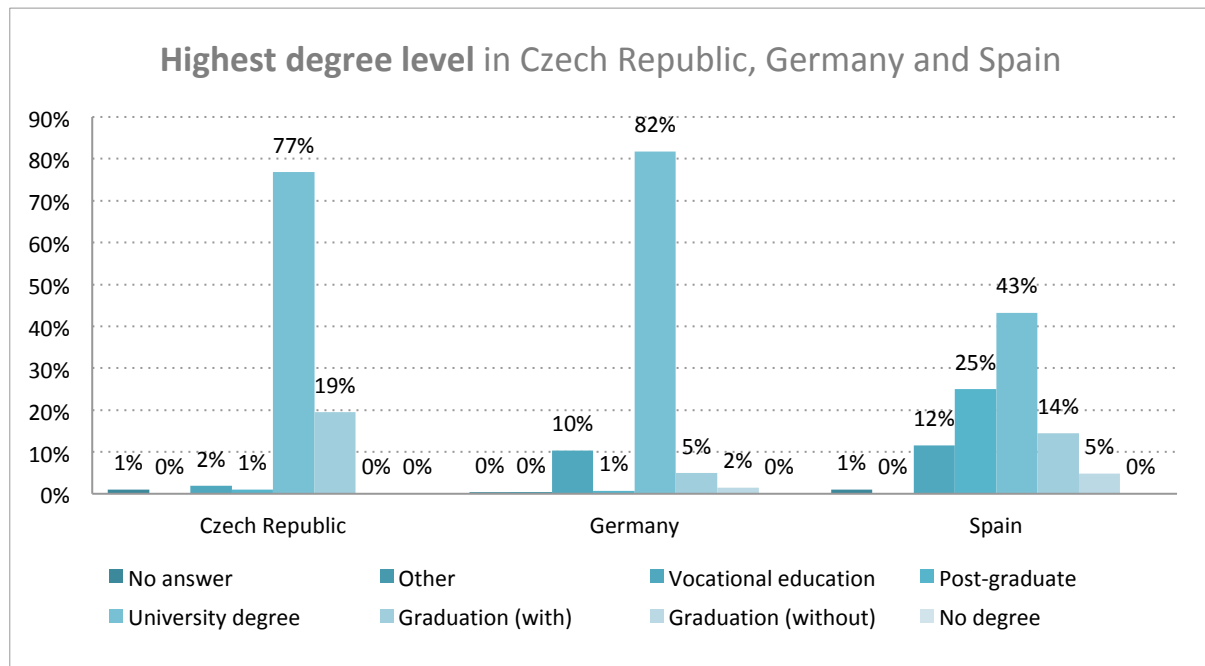
Fig. 7 Highest degree level in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

The results of all three partner countries show that the majority of respondents have a university degree. In the **Czech Republic** and **Germany** there is an **obvious trend towards a university degree level (77% and 82%)**. As a possible explanation for Germany could serve the fact that – in the course of the Europe-wide Bologna process – social work has been established as a university study programme for several years now. The Czech educational system also requires a university degree for people working with youths – as in Germany, there is a specific university programme focused on social work. The results also are slightly influenced by the amount of teachers who took part in the survey, as they generally have an academic education. The **Spanish** data on the contrary show **a more diverse spectrum of educational attainment**. Besides the university degree level (43%), a significant number of respondents have a post-graduate degree (25%), followed by a graduation with university entrance qualification (14%) and a degree of a vocational education (12%). Generally, all findings support the results of the transnational evaluation.

D. Professional field: Clear differences among the three countries.

Professional field (Czech Republic)

Field	%
Social work	8%
Youth employment assistance	6%
Prevention work	13%
Street work	3%
ICT/media education	17%
Non formal educational work	10%
Youth migration work	1%
School education	76%
Disability assistance	6%
Family assistance	3%
Other	0%
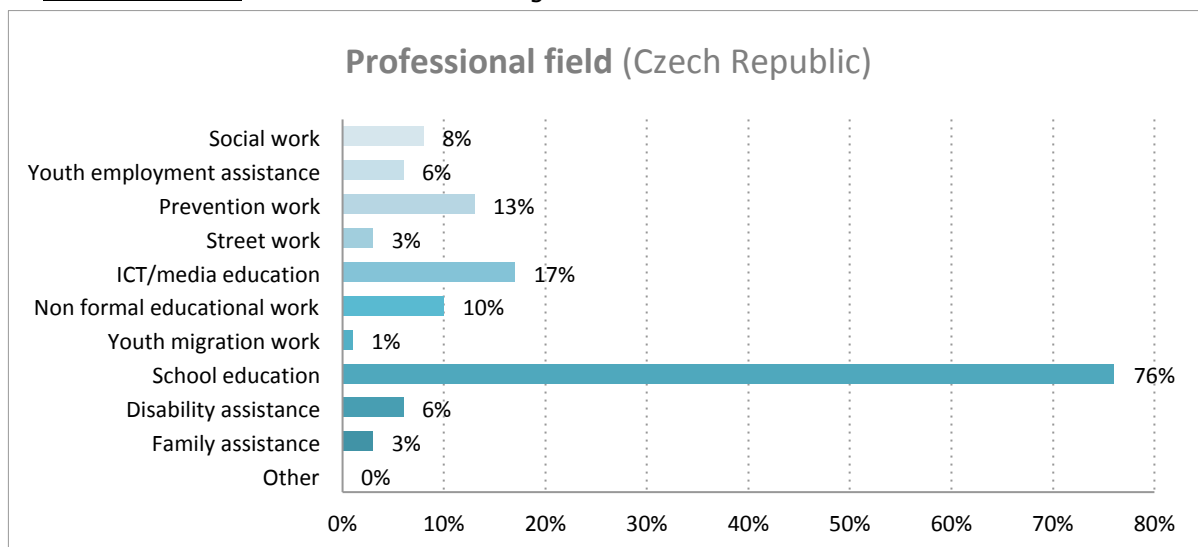
Fig. 8 Professional field – Czech Republic (n = 108) (multiple answers possible)

Professional field (Germany)

Field	%
Social work	77%
Youth employment assistance	10%
Prevention work	20%
Street work	9%
ICT/media education	8%
Non formal educational work	8%
Youth migration work	19%
School education	8%
Disability assistance	9%
Family assistance	2%
Other	0%
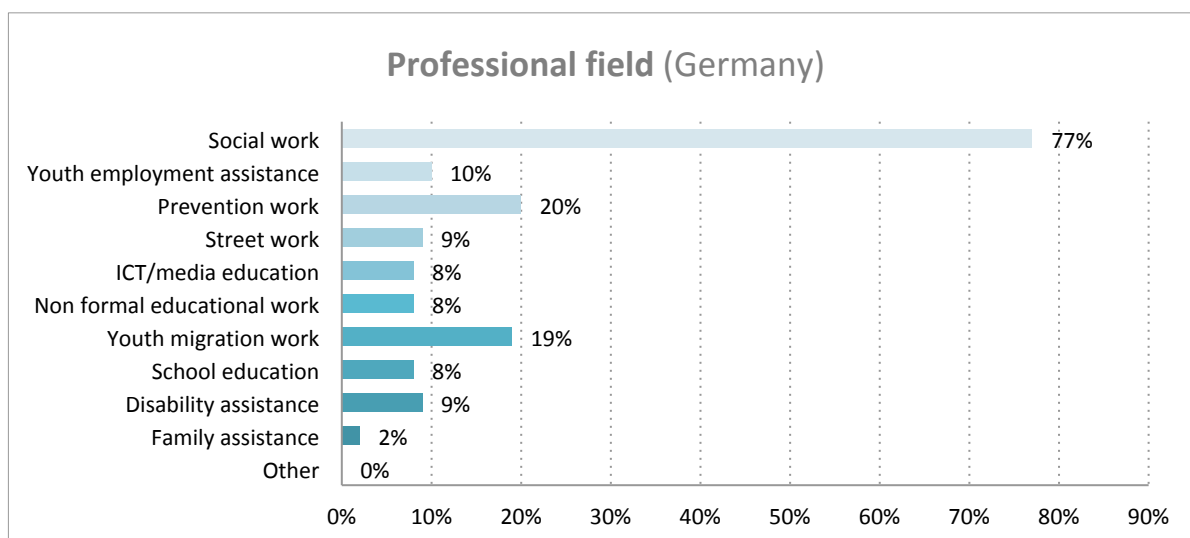
Fig. 9 Professional field – Germany (n = 263) (multiple answers possible)

Professional field (Spain)

Field	%
Social work	15%
Youth employment assistance	25%
Prevention work	11%
Street work	8%
ICT/media education	59%
Non formal educational work	40%
Youth migration work	13%
School education	10%
Disability assistance	6%
Family assistance	6%
Other	0%

Fig. 10 Professional field – Spain (n = 104) (multiple answers possible)

This was a multiple-choice question and one can notice an individual response behaviour and interpretation of the question (e.g. the term "social worker"). This is due to the different profiles of respondents from the networks of each partner organisation and the different tendencies depending on the professional profile in each of the partner countries. So for example **in the Czech Republic, there is a predominance of school educators (76%)**, because the Czech partner organisation distributed the questionnaire through its network in which schools are largely represented. Educational social work in the Czech Republic is largely interconnected with schools, whereas in **Spain**, there is a **predominance of ICT/Media educators (59%), followed by non-formal pedagogues/educational workers (40%)**. This can be explained by the f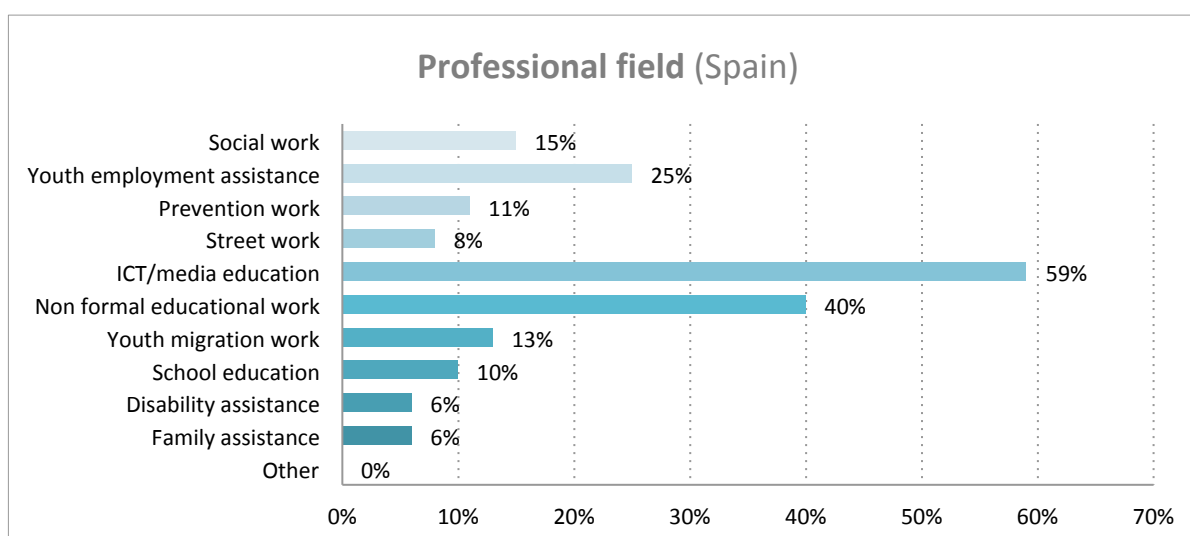act that the Spanish partner organisation has collected information among ICT media facilitators by sending the questionnaire to its Red Conecta[3] community. Finally, in **Germany** there is **a large majority of social workers (77%)**, followed by prevention workers (20%) and youth migration workers (19%). Since multiple answers were possible it can be assumed that the German respondents identify themselves with more than one professional profile, first and foremost as social worker preceding the exact assignment of the different working field. Nevertheless, it is evident that a broad spectrum of youth workers in the three countries has been reached.

SUMMARY

By contrasting the transnational professional profile with the predominant profiles per country, **differences among the professionals working with vulnerable young people in each partner country** can definitely be observed. Although a common profile based on an average taken from the results obtained in the three countries can be defined, differences are visible for instance with regards to the age range of the respondents or the assignment to their professional field. These distinctions have to be taken into account with a view to possible adaptations or variations in the curricula to be designed so that it is as attractive and satisfactory as possible for all its users.

However, taking those elements that tend to be common – gender (female) and educational attainment (university level) – helps to bring a certain homogeneity to the group.

2.2 Professionals' competences on digital literacy

For the analysis of this issue, a **specific section of self-evaluation** was created in the questionnaire **using the five key areas contained in DigComp** (Digital Competence Framework for Citizens). This framework made it possible to design questions in which each participant is able to self-assess his or her level of knowledge and competences, choosing between **basic, independent or proficiency user**. This classification is based on the **three levels of self-evaluation established by different European agencies**, including the National Europass Centres.

According to DigComp, the five key areas are:

- **Key Area 1**. *Information and data literacy*: to articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.

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[3] Rec Conecta is a network that brings together more than 60 telecentres in Spain and promotes the responsible and creative uses of ICT. It is a network that has been running continuously since 2001.

- **Key Area 2**. *Communication and collaboration*: to interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
- **Key Area 3**. *To create and edit digital content*: to improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
- **Key Area 4**. *Safety:* to protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
- **Key Area 5**. *Problem solving*: to identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

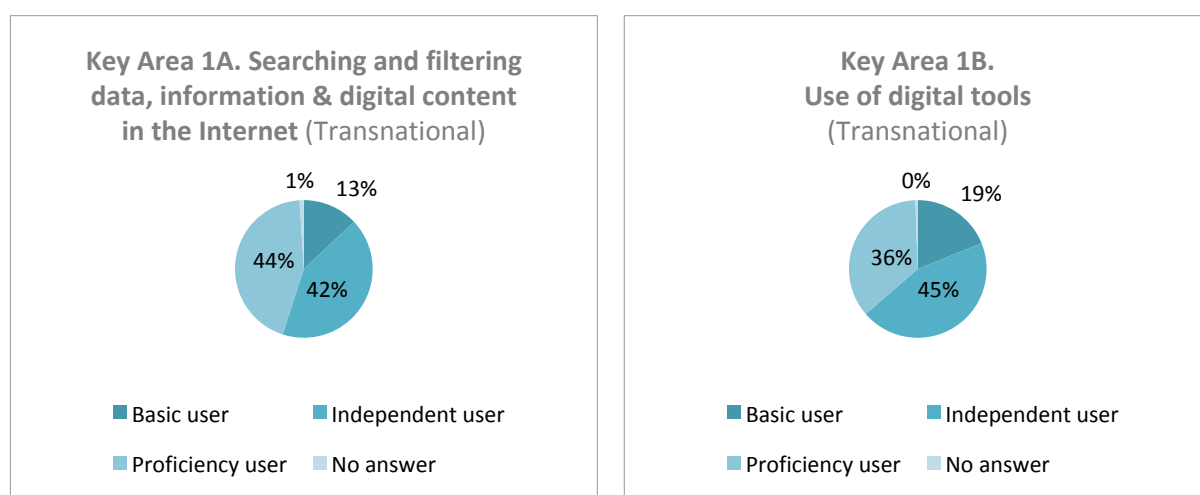## 2.2.1 Self-assessed competence profile of professionals

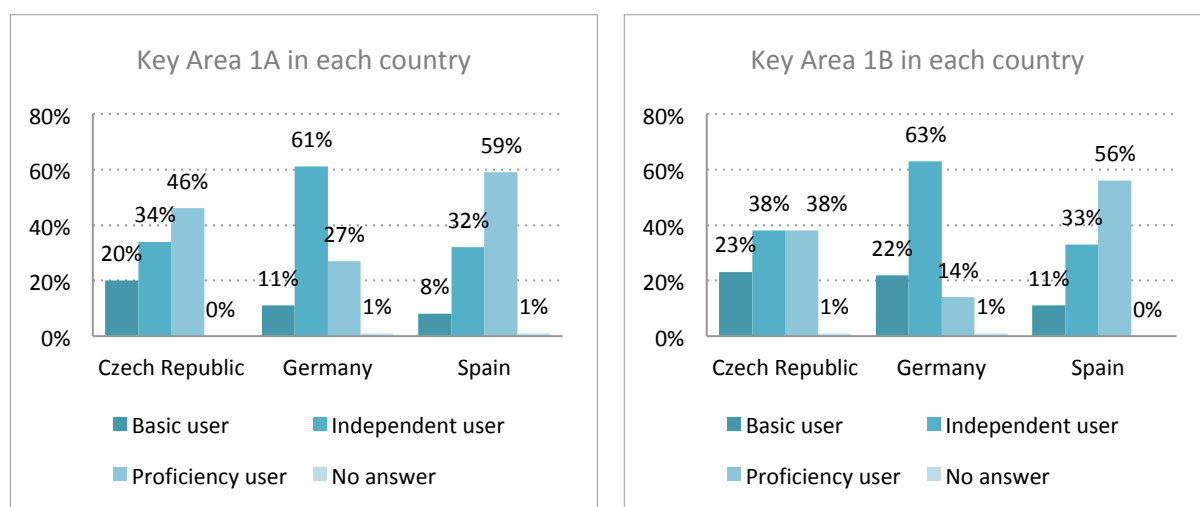Fig. 11 Key Area 1 – Transnational (n = 475)

Fig. 12 Key Area 1 in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

In the **KEY AREA 1 "Information and Data Literacy"**, the professionals generally judge their knowledge and capacities in searching and filtering information in the internet as well as using digital tools **mainly as well-advanced (42% resp. 45% independent users), followed by the proficiency users (44% resp. 36%)**. The basic users are the least represented (13% resp. 19%). In the national comparison, it can be observed that the Spanish respondents judge their competences as the most proficient of the three partner countries (56% resp. 58%), followed by over 30% independent users each. However, among the Czech professionals who responded to the questionnaire, proficient and independent users are more or less equally represented (46% to 34% and 38% to 38%), while the majority of the German respondents generally rate their skills as independent (61% resp. 64%). These findings generally support the transnational results and reveal that **the higher percentage of proficient users in the total sample is based on the Spanish respondents**.

Fig. 13 Key Area 2 – Transnational (n = 475)
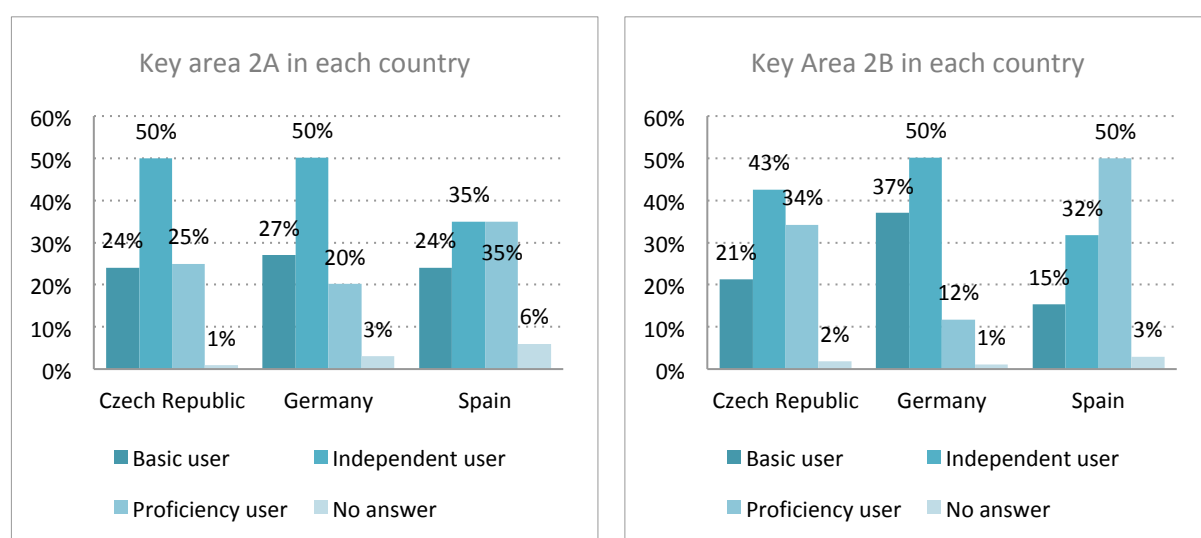
Fig. 14 Key Area 2 in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

In the **KEY AREA 2 "Communication and Collaboration"**, most of the professionals judge their skills in the Do's and Don'ts of online communication (netiquette) and collaborative work with other people through digital tools generally **as independent users (45% and 41%)**. The remaining respondents' self-assessment is distributed more or less equally between the basic level (both 25%) and the proficiency level (27% and 32%). On a national level, it can be noticed that the Spanish

professionals again have rated their skills the highest – with a stronger focus in the collaborative work (50% proficient users and 32% independent users) than on the netiquette (35% proficient users and 36% independent users). The majority of the respondents from the two other partner countries judge themselves as independent users (Czech Republic: 50% resp. 43%, Germany: 50% resp. 50%). These findings show again that **the Spanish respondents increase the percentage of proficient users in the transnational evaluation results**.
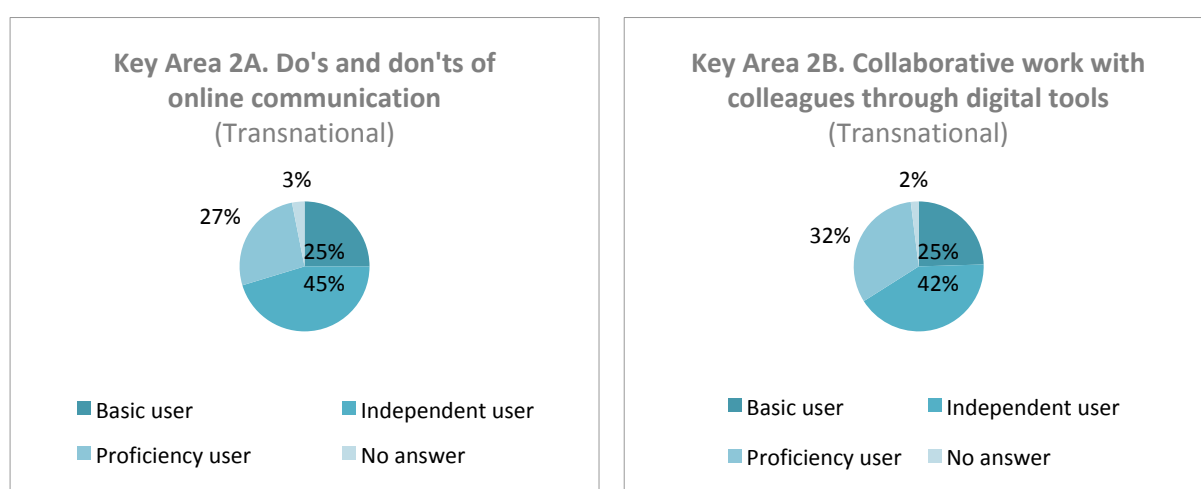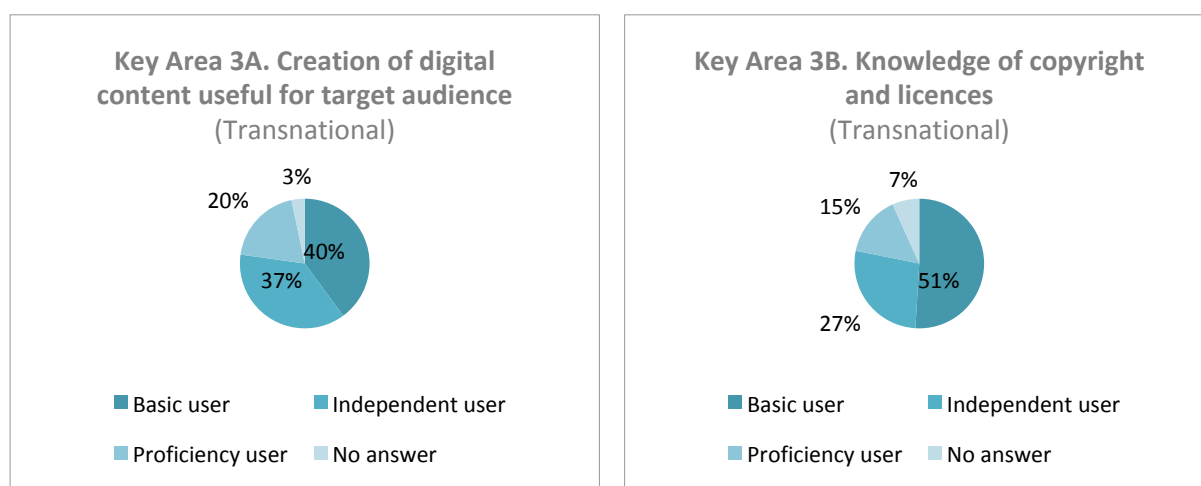

Fig. 15 Key Area 3 – Transnational (n = 475)
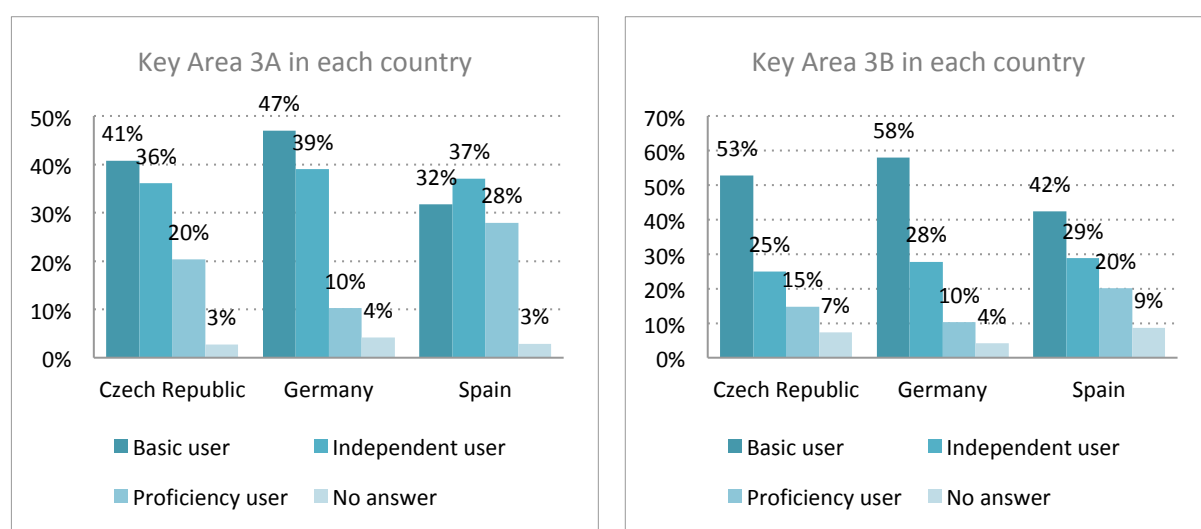
Fig. 16 Key Area 3 in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

The **KEY AREA 3 "Digital Content Creation"** however reveals a different picture – as far as the creation of digital content and the associated knowledge of copyright and licences is concerned, **the majority of the respondents first of all assessed themselves as basic users in both skills (40% resp. 51%), closely followed by the independent users (37% resp. 27%)**. The proficient users are the least represented (20% resp. 15%) on a transnational level. In the national comparison, it is noticeable that the Spanish respondents weigh the categories basic, independent and proficient user relatively equal (32% to 38% to 28%) concerning the creation of digital content, while the distribution among the Czech respondents is less balanced in the given categories (41% to 36% to 21%) and the German professionals judge themselves mainly as basic (47%) or independent user (38%). However, when it comes to the topic of rights on the internet, a majority of respondents in all three partner countries admits to be only basic users (Czech Republic: 51%, Germany 53%, Spain:

42%). These findings demonstrate that **the higher percentage of basic users in the transnational evaluation results is based on the answers of the Czech and German respondents**.

Key Area 4A. Knowledge about digital identity and digital footprints (Transnational)

- Basic user — 41%
- Independent user — 33%
- Proficiency user — 20%
- No answer — 6%

Key Area 4B. Teaching how to use ICT in a responsible way (Transnational)

- Basic user — 34%
- Independent user — 35%
- Proficiency user — 25%
- No answer — 6%

Fig. 17 Key Area 4 – Transnational (n = 475)

Key Area 4A in each country

	Czech Republic	Germany	Spain
Basic user	43%	48%	33%
Independent user	31%	39%	27%
Proficiency user	19%	7%	32%
No answer	7%	6%	8%

Key Area 4B in each country

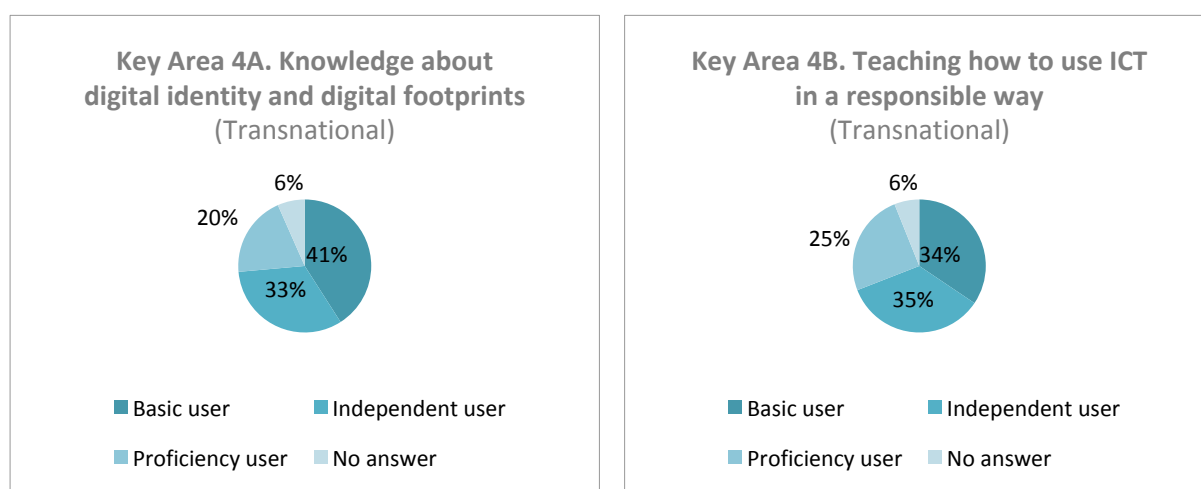|	Czech Republic	Germany	Spain
Basic user	36%	48%	20%
Independent user	36%	38%	30%
Proficiency user	20%	8%	46%
No answer	8%	6%	4%
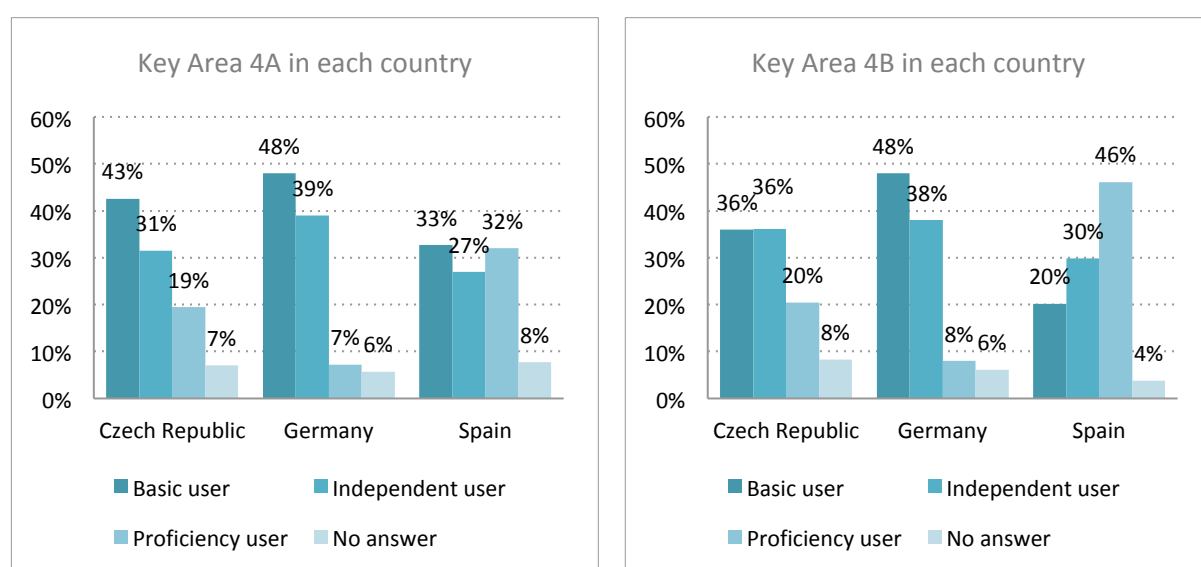
Fig. 18 Key Area 4 in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

The **KEY AREA 4 "Safety"** shows a similar picture regarding the knowledge on digital identity and digital footprints as well as teaching how to use ICT in a responsible way: **The basic users (41% resp. 34%) and independent users (33% resp. 35%) in both skills are predominant to the proficiency users (20% resp. 25%)**. The national results are indeed more diverse. While the Czech and German respondents judge themselves as mainly basic users (43% and 47%) or independent users (31% and 39%) concerning their knowledge on digital identity and digital footprints, the Spanish respondents are represented more or less equal in all three categories (around 30%). However, they are the only ones who state a certain knowledge (32% proficient users). Their safety skills are even higher rated when it comes to teaching a responsible ICT use (46% proficient users), whereas their Czech and German colleagues assign themselves more to the basic users (Czech Republic: 35%, Germany 48%) or independent users (Czech Republic: 36%, Germany 38%). These results emphasise that in the transnational evaluation results **the Spanish respondents account**

for a certain percentage of proficient users, while the majority of German and Czech professionals contribute to the percentage of basic users.

Key Area 5A. Identifying gaps/lack of knowledge in digital competences among target group (Transnational)

Key Area 5B. Developing digital solutions to deal with different levels of needs (Transnational)

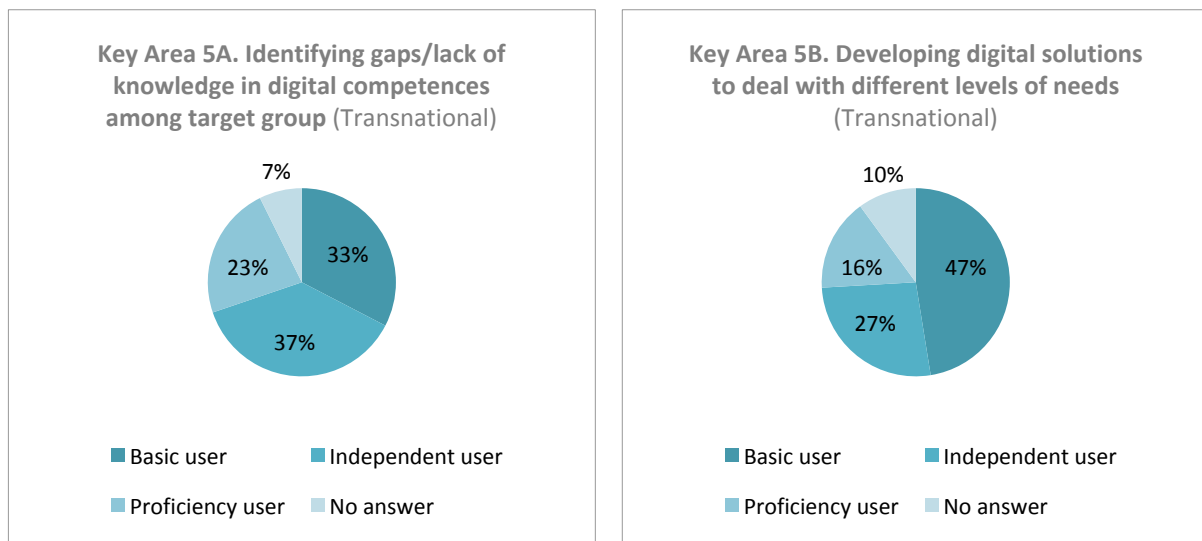Fig. 19 Key Area 5 – Transnational (n = 475)

Key Area 5B in each country

Key Area 5A in each country
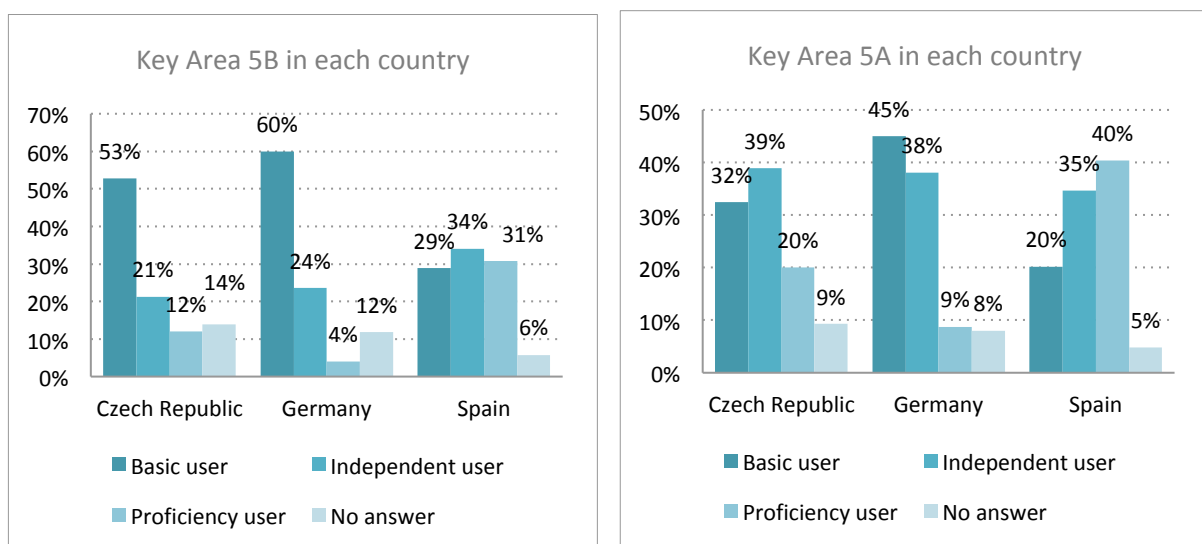
Fig. 20 Key Area 5 in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

Only **KEY AREA 5 "Problem Solving"** points out a different response behaviour within the two assessed skills: The self-assessment of identifying gaps and/or the lack of knowledge in digital compentences among the young people and developing appropriate digital solutions to deal with the needs of this target group. Although **the professionals judge themselves mainly as basic or independent users in both categories**, the distribution is more equal with regards to "Identifying gaps…" (33% and 37%) than with regards to "Developing digital solutions" (47% resp. 27%). Nevertheless, the minority assigns itself to the proficiency level (23% resp. 16%). On the national level, it is striking that the respondents in Spain again generally rate their skills higher than the respondents from the two other countries. While the Spanish professionals assign themselves for both skills rather to the independent (about 35%) and proficient user categories (41% resp. 31%), the Czech and German professionals judge themselves as basic or independent users concerning the identification of digital knowledge gaps (Czech Republic: 32% resp. 39%, Germany 45% resp. 38%)

and mainly as basic users on the topic of developing digital solutions (Czech Republic: 53%, Germany 60%). **The transnational evaluation results mirror the higher rated self-assessment from the Spanish respondents**.

Generally, it can be observed that the more the skills requirements increase from KEY AREA 1 to KEY AREA 5, the more professionals chose not to answer the questions. This response behaviour could be interpreted as follows: Many of the professionnals do not really understand what the necessary competences are in areas such as digital creation or safety. In the same way, there are also areas where the practical approach for professionals is not very clearly defined.

2.2.2 Externally identified competences according to experts

At this point, it is interesting to compare the results of the survey with the **statements and opinions from experts** from the field of youth work, extracted from the in-depth interviews carried out during the survey period. Since the answers are associated with the context and national reality of each country, their opinion will be shown separately.

Czech Republic

In the Czech Republic, experts stress the importance of **preserving privacy and protecting personal data**, as well as the development of **a specific training about cyberbullying**. They relate this digital literacy to maintaining the **focus on the child**, starting from the child's own psychology. Besides these practical topics, the professionals stressed the importance of soft skills that are needed when approaching youths. The rapid pace of change in ICT requires skills that would be universal and valid in the long term. It is important to train common sense, prudence, critical thinking, analytical thinking and understanding how alghorithms work in everyday use. Another, yet important aspect is the approach of the professionals. They should be empathic, understand children's needs and see things from their perspective. A necessary requirement is staying up-to-date and being aware of the newest developments and trends.

Germany

According to German experts, the ability to impart 'media literacy' in educational settings will become important referring to the concept of **'media educational competence',** which comes from the area of education and teacher training. It contains five different competences: 1) media didactic competence; 2) media educational competence; 3) socialisation-related competence; 4) organisational development competence and 5) one's own media literacy.

This concept could be transferred to all professional fields working with young people. It is not primarily about the acquisition of digital skills and the focus on individual applications or platforms, but about a more **fundamental understanding of the link between digital media and young people**. The professionals need to develop the ability to understand how digitisation affects the life and identity of young people. They need to be curious about young people's fascination and to accompany and support them in the present digital world. They also need to acknowledge and encourage participative/creative, but responsible/appropriate behaviour on the internet. With regard to this, the experts stress that it is important **to embed the professionals' knowledge about**

digital media and applications more in their professional context to demonstrate the need for action and for critical reflection of their own and of the young people's digital media behaviour. At the same time the professionals have to deal with changes in their working field depending on new digital requirements. Here, German experts highlight a **specific organisational development competence** which becomes important for the professionals working context.

Spain

In Spain, the experts' point of view comprises the importance of knowing **digital communication media and social networks** and the development of a **professional use of these platforms**. They also underline the importance of **teaching about the "netiquettes"** to reinforce knowledge and awareness in relation to the **accepted norms on online behavior and interaction**. The training needs, according to these professionals, are focused on working towards a more general view of digitisation that includes a **reflection on values and digital literacy, training and usage of social networks**. They also claim that knowledge about ICT is an indispensable precondition to work with diversity.

SUMMARY

At transnational level, it can be noticed that **the intermediate competence level** of the professionals working with vulnerable young people **was most often chosen by the respondents, closely followed by the basic level**. The proficiency level was the least chosen one. In fact, the number of the self-assessed intermediate users is virtually twice the number of proficiency users. With regards to the individual competence areas, the professionals' self-assessment of the competence areas is diverse and they feel differently qualified with regards to the given thematic priorities.

Concerning the individual competence areas, it can definitely be noticed that **all participants feel confident and qualified in those skills related to information and data literacy and those related to communication and collaboration**, probably because they already know these tasks from their daily work.

Likewise, **the majority of the respondents consider that they have a more limited knowledge in other competence areas such as digital content creation, safety and problem solving**. Generally, **the Spanish professionals rate their skills higher than their colleagues from the Czech Republic and Germany**. This is due to the fact that a large proportion of Spanish professionals surveyed belongs to the group of ICT Facilitators, so this tendency was to be expected.

As already mentioned above, it is noticeable that **the more the skills requirements have a higher technical level** (background knowledge on how the applications work, which kind of hardware is usable, etc.) for each key area (from 1 to 5), **the more the professionals chose not to answer the questions**.

When it comes to externally identified competences, the national experts emphasise different skills. While **Czech experts** frequently mention the **topic of privacy and data protection**, the **Spanish experts** focus more on **knowledge concerning digital communication tools and appropriate online behaviour**. The **German experts** on the contrary consider **the educational perspective** as important referring to a didactical/educational approach, where the individual professional context is valued.

However, **the ability of the professionals to empathise with the young peoples' fascination about digital media usage and acknowledge their acquired skills** is relevant to all experts. This is essential for the professionals to provide the appropriate support for their young target group.

2.3 Young people & their digital literacy

Apart from analysing the profile of professionals working with young people, it is necessary to know **the profile of the young people** whom they work with. Here, an average profile was set up based on the information from the professionals, who filled out the questionnaire, and the experts interviewed during the survey period.

2.3.1 Assessment of young people's digital literacy by professionals

Asked about the age group of young people the professionals work with, it can be noticed that it ranges mainly from 9 years upwards to 18 with a peak **from 13 to 15 years** (59%). This was a multiple-choice question to cover the fact that the professionals often work with different overlapping age groups.
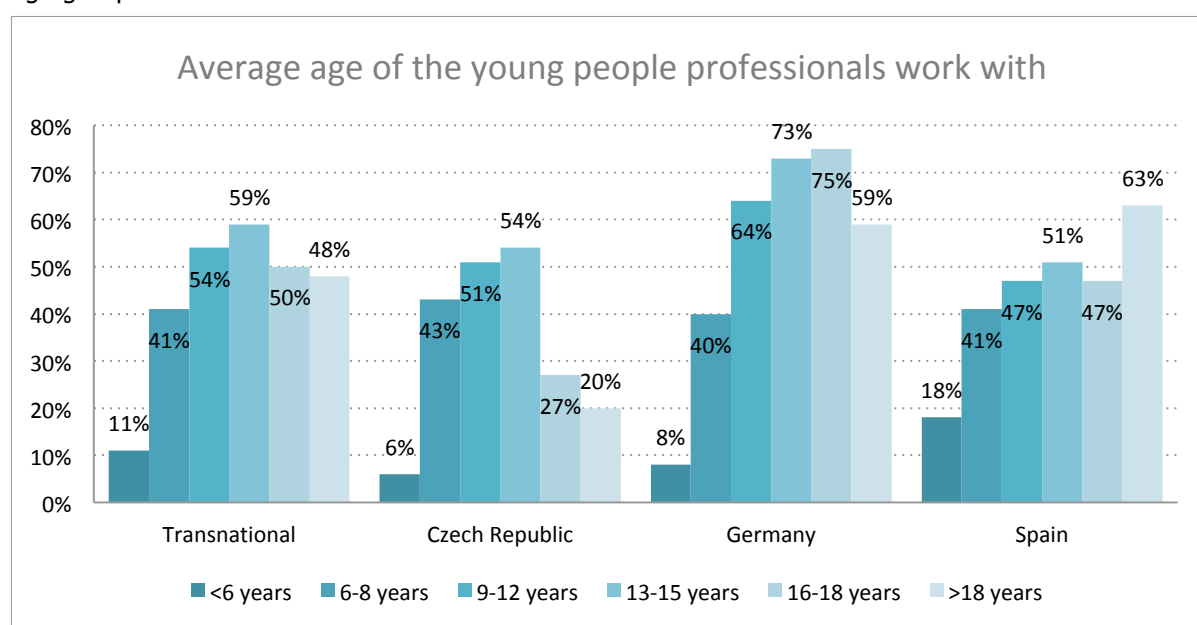
Fig. 21 Average age of the young people professionals work with – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104) (multiple answers possible)

On national level, a slightly different picture can be seen. While **the age distribution in Spain is more balanced** with a higher percentage of younger (18% under 6 years) and also older age groups (63% older than 18 years) – the high number of older adolescents is probably due to the fact that the telecentre spaces are used mostly by adults who take part in digital literacy workshops – in **Germany, the higher age groups are more represented** (73% 13-15 years, 75% 16-18 years, 59% older than 18 years), which generally increases the percentages in the transnational results. An explanation for this age focus could be that the German respondents are assigned mainly to the professional field of social work, including special offers for the older age groups of young people, such as mobile youth work/street work or prevention work. The **Czech respondents reveal a lower percentage in the higher age groups** (27% 16-18 years, 20% older than 18 years) which can be assigned to the fact that the majority of the respondents are school educators. The Czech educational framework programme sets the curricula for ICT education. While it is compulsory at primary and

secondary schools, the high school and universities offer ICT education as a transversal topic or as a voluntary course.

Although the working field of the professionals is very diverse, **the majority (93%) of the respondents seem to be aware that they also work with vulnerable young people.**[4]

To gain an insight in the **subjective assessment of the young peoples' digital literacy by their carers**, the professionals were asked to indicate their level of agreement/disagreement, considering that 1 represents "I totally disagree" and 5 represents "I totally agree". The **different statements generally describe the young peoples habits and use of technology,** based on already existing statistics[5] analysed within this project.
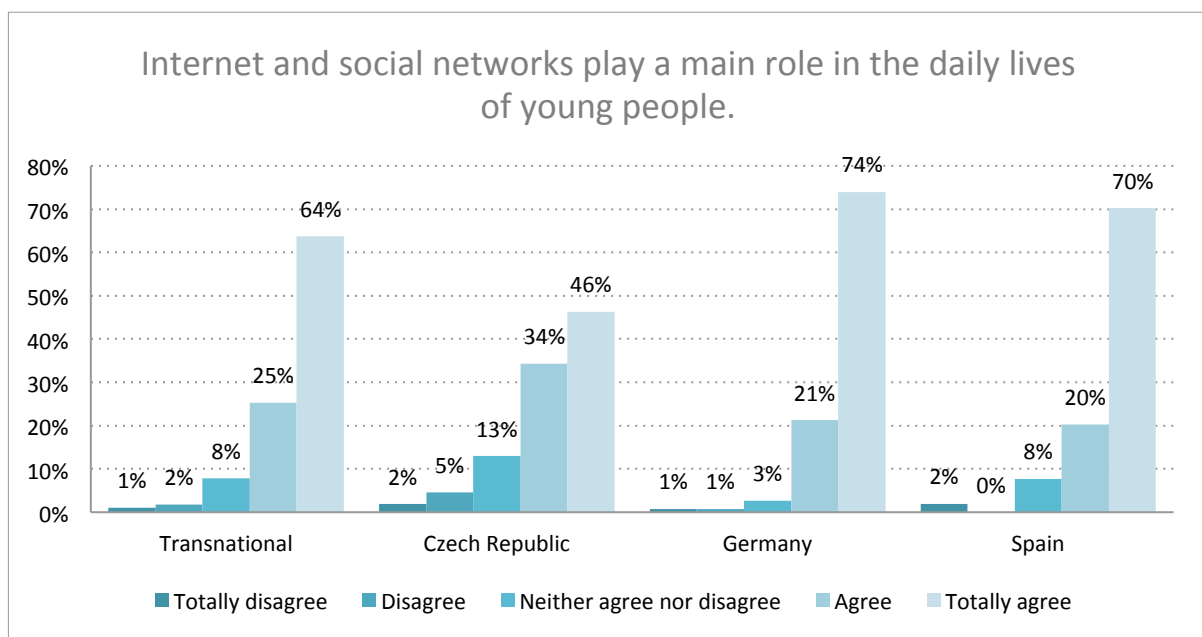
Fig. 22 Role of internet and social networks – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

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[4] An illustration with a graphic is unfortunately not possible in this case, since the answer to the question "Tell us how many of the children/youth you work with would you judge as socially and/or educationally vulnerable?" was a free-text field asking for percentage pointsand therefore had the option to be answered incorrectly. This was the case, as a not insignificant part of the answers indicated higher numbers than 100. Since only 34 respondents (around 7%) chose not to answer this question, we can assume that around 93% are aware of the possible vulnerability of their target group.

[5] These statistics are provided by the Eurostat agency under the following link:
http://ec.europa.eu/eurostat/web/youth/data/database
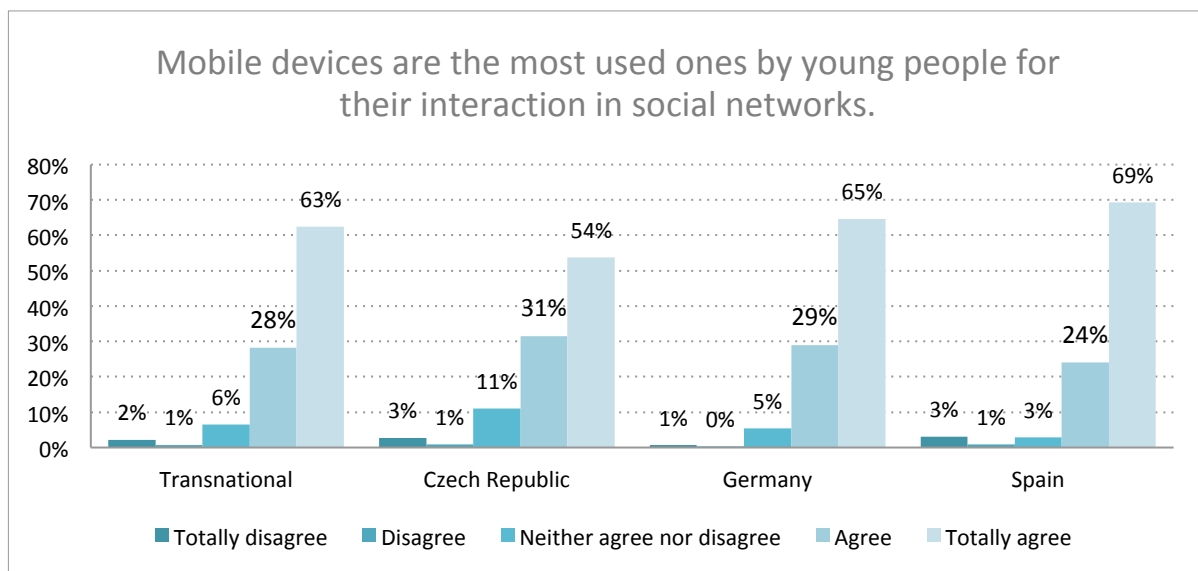
Fig. 23 Usage of mobile devices – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

Generally, **the majority of the professionals (90%) (totally) agree that the internet and social media play a main role in the daily live of young people and that mobile devices are the most used devices for interaction with their peers**. These results more or less reflect the respective response behaviour in the three partner countries, with Germany and Spain with a higher matching (over 90%) than the Czech Republic (below 90%).
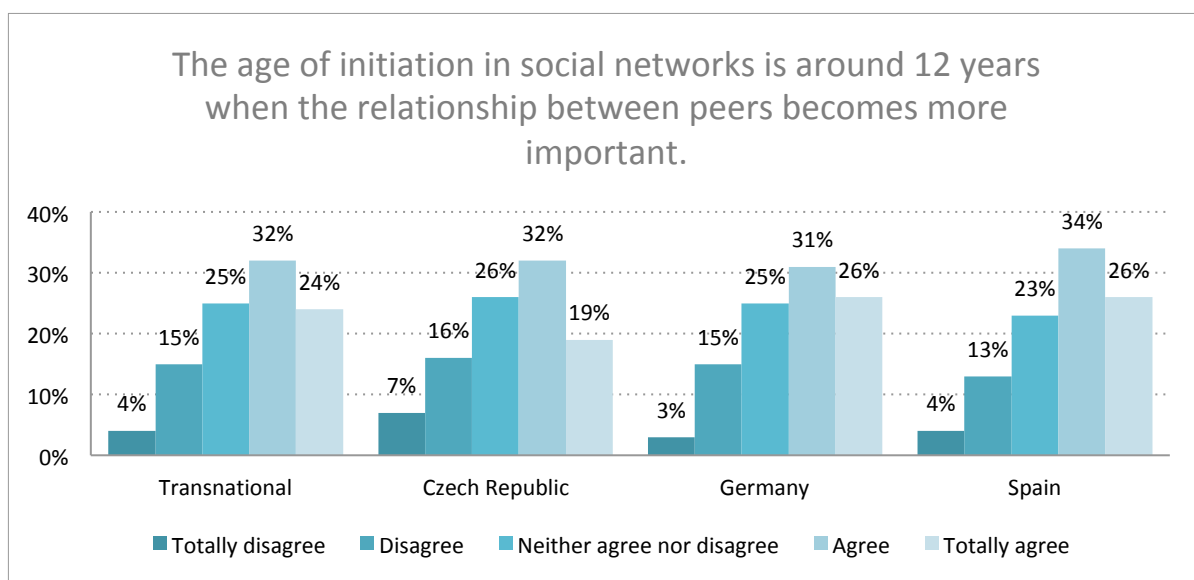

Fig. 24 Age of initiation in social networks – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)
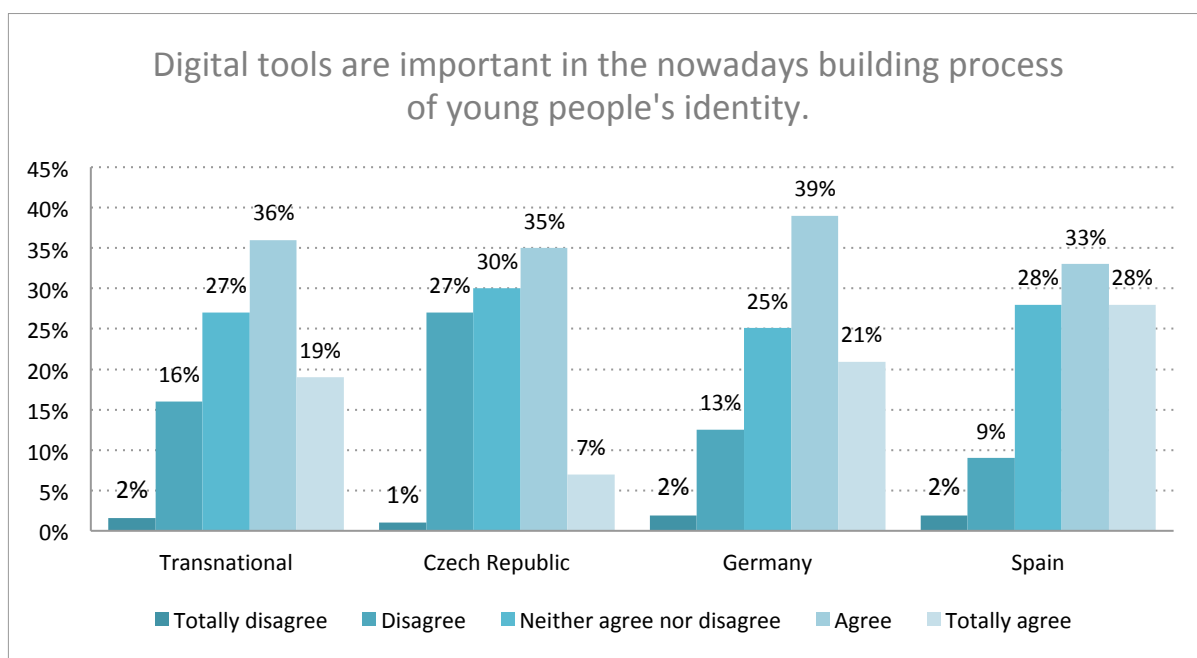
Fig. 25 Importance of digital tools for identity building – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)
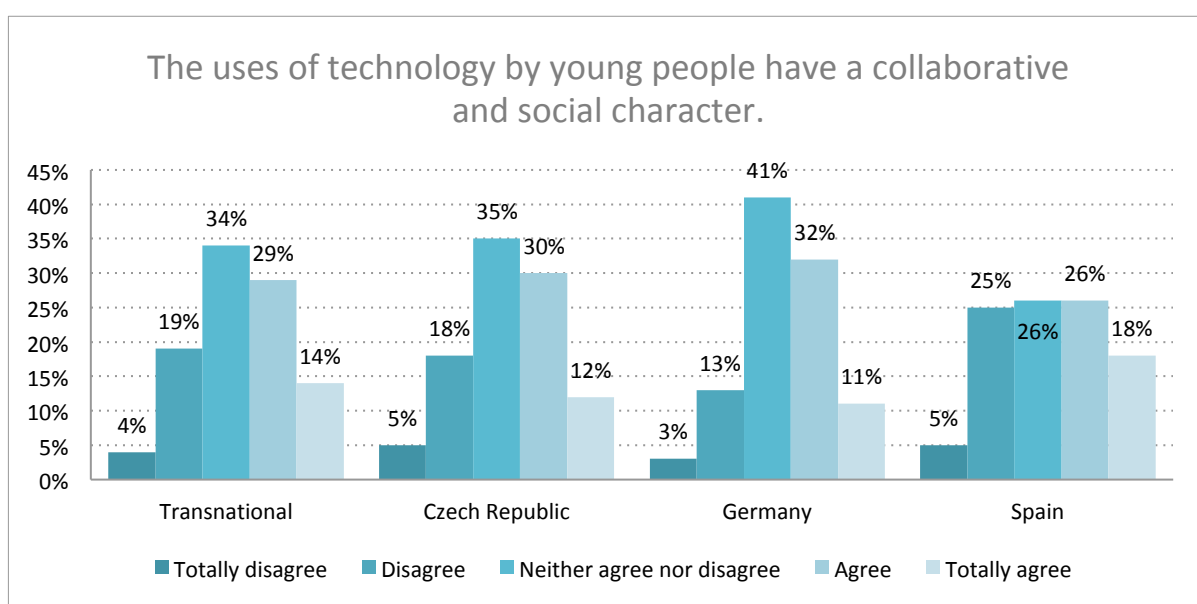
Fig. 26 Collaborative and social character of technology – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

Although over 50% of the respondents (totally) agree that the initiation age on social networks is around 12 years (when the relationship between peers becomes more important) **and that digital tools are important in identity buildung for young people today, there is still a considerable number that is uncertain as to whether or not they agree (25% and 27%)** with this point**. The indecisiveness is even greater when it comes to the decision whether the uses of technology by young people have a collaborative and social character.** Here, over 40% (totally) agree, over 30% neither agree nor disagree and still around 20% (totally) disagree. On the national level, the results from the partner countries match more or less with the transnational response behaviour, although the Czech professionals (totally) agree on a lower rate with the effect on the young people's identity building process (just over 40%) while the Spanish respondents rate the collaborative and social character of technology less (around 30% disagree).

The introduction of gaming as a digital learning tool multiplies the learning of young people.

Transnational: Totally disagree 2%, Disagree 12%, Neither agree nor disagree 30%, Agree 29%, Totally agree 27%
Czech Republic: Totally disagree 1%, Disagree 17%, Neither agree nor disagree 37%, Agree 30%, Totally agree 15%
Germany: Totally disagree 3%, Disagree 14%, Neither agree nor disagree 42%, Agree 28%, Totally agree 13%
Spain: Totally disagree 3%, Disagree 6%, Neither agree nor disagree 11%, Agree 27%, Totally agree 53%

Fig. 27 Gaming as digital learning tool – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

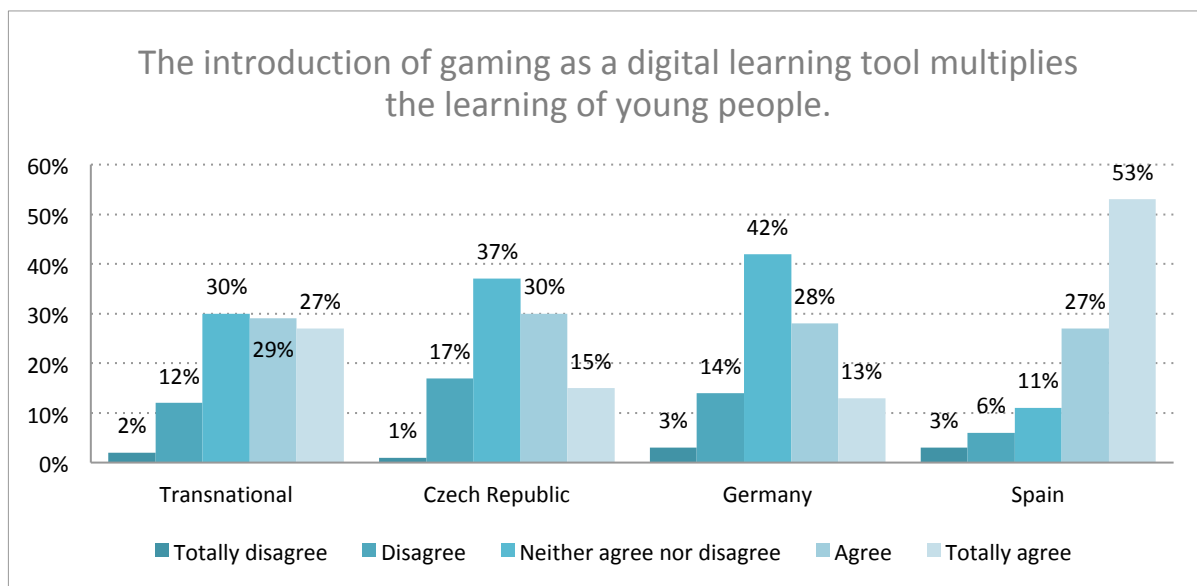Nevertheless, **over 50% of the respondents approve that gaming can serve as a digital learning tool and can multiply the learning effect on young people**; while the rest neither agree nor disagree (30%) or (totally) disagree (15%). This transnational result is mainly due to the 80% of the Spanish respondents who (totally) agreed to gaming as a digital learning tool, while agreement and disagreement were more balanced in Germany and the Czech Republic.

Young people are aware of their digital identity and footprint.

Transnational: Totally disagree 32%, Disagree 36%, Neither agree nor disagree 21%, Agree 8%, Totally agree 3%
Czech Republic: Totally disagree 18%, Disagree 29%, Neither agree nor disagree 33%, Agree 17%, Totally agree 3%
Germany: Totally disagree 37%, Disagree 43%, Neither agree nor disagree 17%, Agree 3%, Totally agree 0%
Spain: Totally disagree 41%, Disagree 38%, Neither agree nor disagree 13%, Agree 3%, Totally agree 5%

Fig. 28 Awareness of digital identity and footprint – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

The professionals reveal a poorer judgement when it comes to young people's awareness of their digital identity and footprint: around 70% of the respondents do not attest them awareness and over 20% neither agree nor disagree. On the national level, the response behaviour of the professionals shows a greater variety: While the Czech respondents show a much lower disagreement (nearly 50%) than the transnational results, the German and Spanish respondents show a higher disagreement (up to 80%). The Czech interviews and discussions among professionals

suggest young people are aware of their digital footprint and identity threats but they do not care about them. Privacy is not considered and viewed as important.

Forms of explicit violence/bullying have increased with the emergence of new technological communication tools.

Legend: Totally disagree, Disagree, Neither agree nor disagree, Agree, Totally agree

Transnational: 3%, 11%, 23%, 37%, 26%
Czech Republic: 1%, 15%, 26%, 36%, 22%
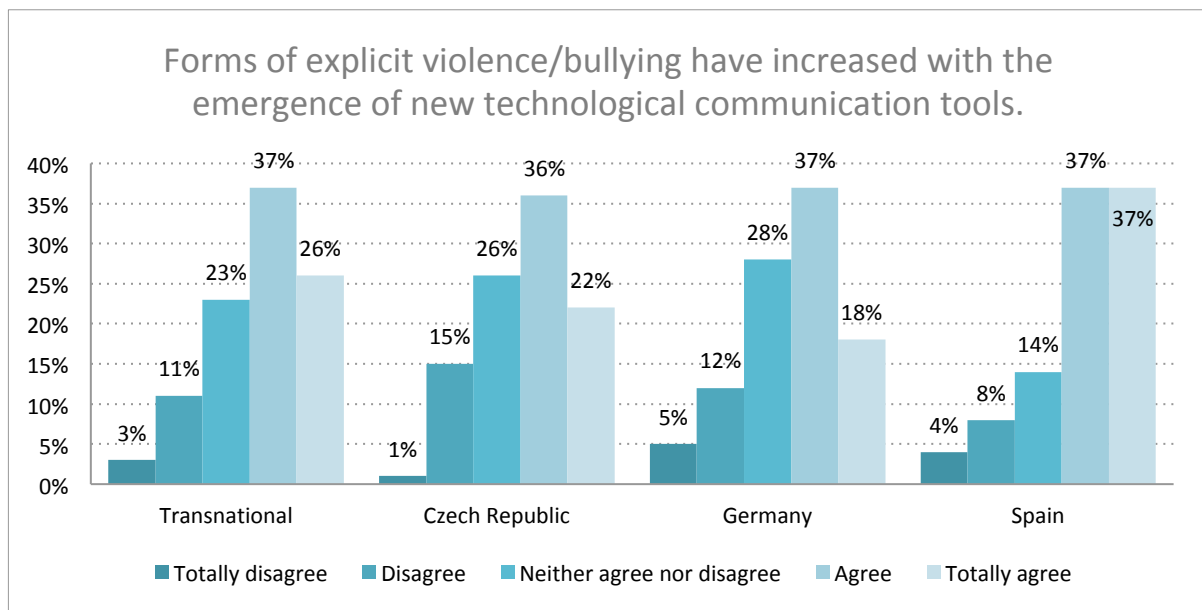Germany: 5%, 12%, 28%, 37%, 18%
Spain: 4%, 8%, 14%, 37%, 37%

Fig. 29 Increasing forms of violence and bullying – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

This negative rating increases when the professionals were asked about the occurance of violence and bullying among young people through technological communication tools: more than 60% of the respondents either (totally) agree or neither agree nor disagree to an increase of these effects. Here, the results from the partner countries match with the transnational results.

2.3.2 Usage of digital media by young people according to experts

Czech Republic

The internet usage is growing constantly in the Czech Republic. **The penetration among the young people in the age group of 12-15 reaches already almost 100%** according to experts. **The majority of the children is accessing the internet via mobile devices.** Because of the observed decrease of the usage of PCs for accessing the internet, the Czech experts expressed their fear that the children might become passive content consumers using the internet just for entertainment without deeper practical knowledge of the internet technology and skills necessary for full-fledged education and employment. **Indeed, children are adept in using their mobile phones and social networks but their knowledge and understanding of ICT are shallow, according to the experts.** The overall picture of the ways people are accessing the internet in Czech Republic is given in the following chart, which provides the official statistical data of the Czech population group aged above 16.

Figure C6 Individuals accessing the Internet only via desktop computer by sex and age; 2016
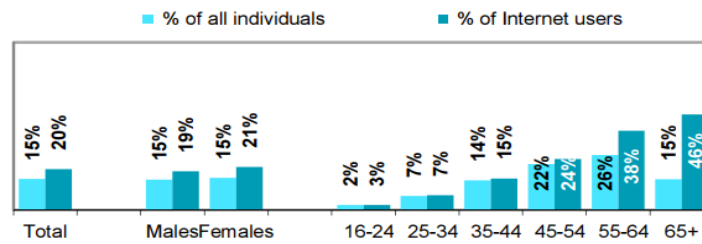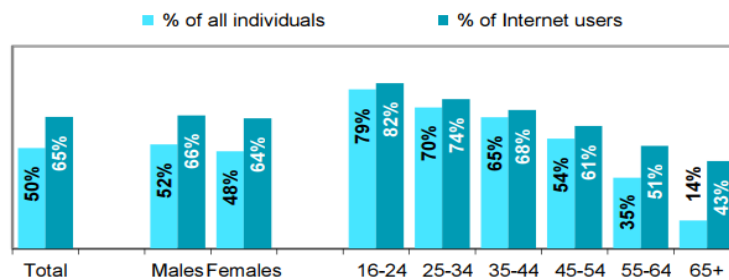
■ % of all individuals　■ % of Internet users

	Total	Males	Females	16-24	25-34	35-44	45-54	55-64	65+
% of all individuals	15%	15%	15%	2%	7%	14%	22%	26%	15%
% of Internet users	20%	19%	21%	3%	7%	15%	24%	38%	46%

Figure C7 Individuals accessing the Internet via laptop computer by sex and age; 2016

■ % of all individuals　■ % of Internet users

	Total	Males	Females	16-24	25-34	35-44	45-54	55-64	65+
% of all individuals	50%	52%	48%	79%	70%	65%	54%	35%	14%
% of Internet users	65%	66%	64%	82%	74%	68%	61%	51%	43%

Source: Czech Statistical Office, ICT use survey in households

On the application level there is **a significant preference of 1) Communication apps** like WhatsApp, Facebook Messenger and other less known apps not used by adults and parents. **2) Media content** apps like YouTube, Instagram, etc. and **3) Games and other entertainment apps**. Most experts believe that the use of the internet for education and for searching information usually ranks on the third or fourth place. According to one expert, **the use and selection is often influenced by the peers**.

Germany

German experts highlight that **the smartphone is the number one device used by young people** followed by consoles and laptops. **Relating to apps, the most popular ones are communication apps like WhatsApp** to get in contact with family and friends, social networks like **Snapchat, Facebook, Instagram or Youtube** to e.g. create and send funny videos, and multiplayer games as well as casual games. Reasons and motivation for using digital devices and applications by young people are seen by the experts in their **coping with everyday life, personal developmental challenges and belonging to a (virtual) group of peers**. According to that, the **young people have a need for information, entertainment and communication**. Functions that fit those needs are often combined in an app or tool.

The quickly changingpopularity of applications and programs is not a problem for young people; according to the experts they seem to **deal very easily with every new digital development**. However, one expert pointed out that this perspective is often based on an **overestimation of the young people and their competences; they use different services, but do not always exploit the potential of these**.

According to the experts, **a certain resignation among youths can be observed because they don't believe in their own self-efficacy**. This attitude is often related to the fact that they aren't aware of their possibilities. At this point professionals might be able to gain the confidence of the youths by relationship work, setting productive framework conditions and thereby getting the chance

to point out options and perform some creative digital activities. As one of the experts expressed: "When it's about the technical aspect of digital media, the adolescents have more knowhow, but when it comes to content-related aspects (research, ways of participation…) the professionals are in demand. It is possible that exactly there might lie the potential, (…)".

Professionals can contribute in manifold ways to exploit the potential of digital tools for an active participation in society of young people . But this is a particular challenge for those professionals working with vulnerable children. However, they first and foremost have to show interest and acknowledge what the digital world offers to their young clientele having already certain skills.

Spain

According to the Spanish experts, **searching for information is a function widely used by youth** on the internet. **In particular, the search for information about goods and services**, followed by **reading news**, **newspapers and online magazines** and, somewhat more distant, **listen to the radio broadcast** via the internet.

Another common use is related to **different forms of leisure and e-commerce**. Some activities like **playing or downloading games, images, movies or music** are performed by 77% of young people (according to data experts), followed by **playing online with other people**, the use of **services related to travel** and accommodation – including information, reservations or purchases. The uses of electronic banking or selling goods or services are the least used according to the experts' opinion.

The experts also agree that **few years ago the digital world revolved around the PC,** and this was located at home, school or workplace, now **mobility allows to overcome these barriers** providing access to the internet from **increasingly smaller, manageable and wearables devices.** This growing accessibility is changing numerous practices and analytical categories such as public-private and work-leisure, to refer exclusively to two important elements: space and time. Experts comment that one should not lose sight of the fact that **the most used device for accessing the internet by young people are mobile devices.**

SUMMARY

Combining all statements from the professionals and experts about the target group of vulnerable young people and their digital literacy, their online behaviour and their needs concerning the support of their carers, certain facts can be stated.

When talking about young people, the majority of the professionals refers to **teenagers for whom relationships with peers become more important**. These are also the reasons and the motivation for increased use of digital devices, especially the smartphone, by the young people. Mobile devices are the tool to go online and to connect with others. The apps the young people mainly use are for communication, sharing content, getting entertainment and information e.g. WhatsApp, Instagram, Snapchat and Facebook. According to a German expert, an important question to be asked is: "*What is used for what reason?*" It seems that **young people choose the apps they use based on the person they intend to reach**: Facebook if they talk to their parents, Instagram or WhatsApp if they talk to friends. Furthermore they do not seperate their usage in artificial

categories like 'information searching', 'gaming' or 'communication'. Different functions are often combinded in one application. But although the young people get along very well with the current technological development, their skills are often overestimated and need support to cope with the variety of opportunities digital media offer beside information, entertainment and communication.

The professionals in all three countries are **aware of the fact that internet and social networks play a main role in daily life of young people and their identity building**, although they cannot really comprehend its collaborative and social character and also the learning opportunities which can come along with e.g. gaming. While the experts highlight that most of the **young people seem to be aware of their digital identity and the concept of digital footprint**, many professionals disagree and think this is still one of the key issues to work on. Obviously, the professionals are still unsure how important social media is for identity building. This is an important result which must be reflected in the curriculum. Taking a closer look at the self-assessment of the professionals in the competence area "Safety" the professionals especially form Germany and the Czech Republic assessed themselves in questions of digital identity and footprints just as basic users (see 2.2.1). This could lead to the assumption that their own experiences and knowledge were transferred to their assessment of the young people they work with. However, both the professionals and experts see the usage of digital media for malicious intent, such as violence and bullying, more critical due to the potential and the scope of digital media.

This view of the professionals generally fits to an German expert statement, which highlighted that one of the most important steps in acquiring new competences in the field of digitisation is, firstly, to be aware of this development and, secondly, to be curious and interested in the daily life of young people.

2.4 Digital Literacy

This chapter analyses the **importance of digital competences and knowledge to professionals working with young people** – gathering information about its significance within their daily working routine, their educational attainment and their professional development.

2.4.1 Self-assessed importance of digital competences

When asked about ranking the significance of digital skills in their daily work on a scale from 0% to 100%, **the majority of the professionals state that their daily work is attached to digital competences with an average of 58%**, based on the following national average values: Spain at 60%, Germany at 59% and the Czech Republic at 56%. Nonetheless, a broad distribution of the response behavior can be observed that does not allow to state a clear tendency and can be interpreted as a general dissent regarding the importance of digital competences in the daily work with young people.
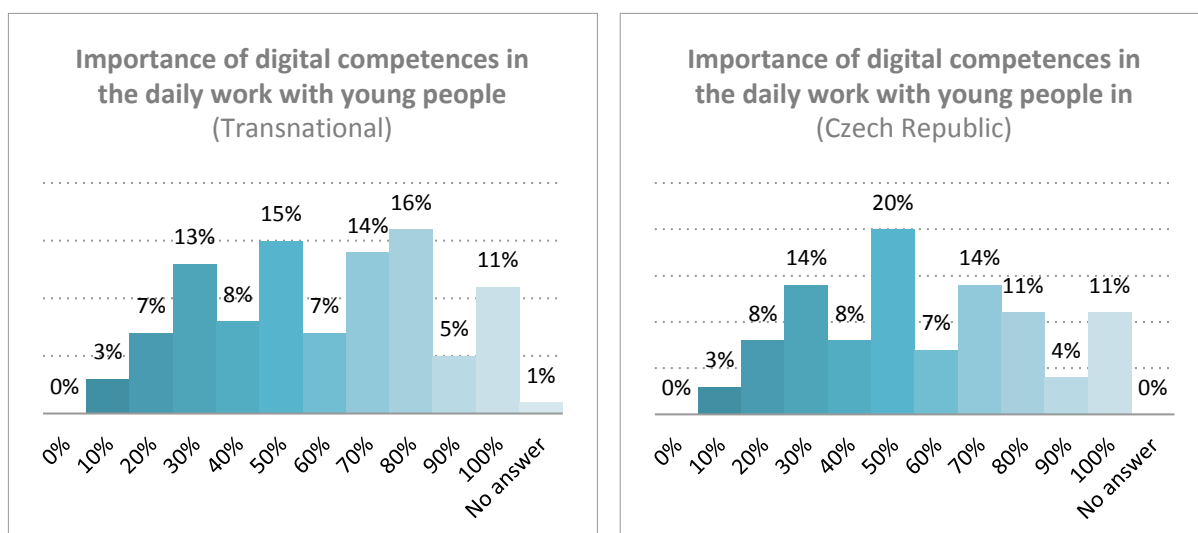
Fig. 30 Importance of digital competences – Transnational (n = 475), Czech Republic (n = 108)
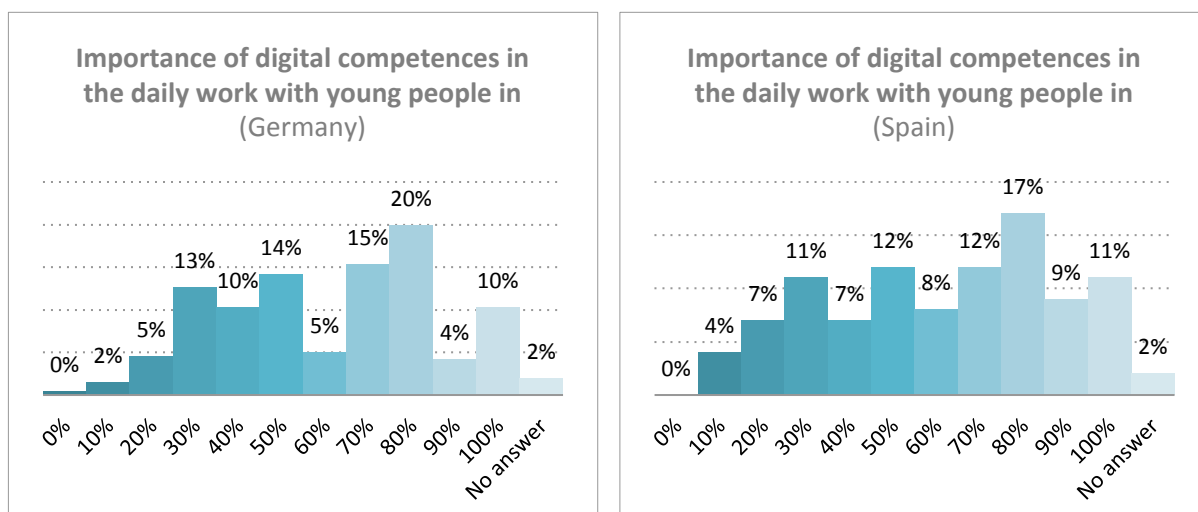

Fig. 31 Importance of digital competences – Germany (n = 263), Spain (n = 104)

A closer look at the national results shows that the **Spanish respondents tend to consider digital skills highly important in their work,** which is due to the fact that the majority of them are ICT facilitators working with vulnerable young people in the telecentres[6], and therefore digital competences are a big part of their daily work with their young target group. **The German professionals show more or less the same tendency as in Spain**: They also seem to be aware of the fact that digitisation plays a big part in the daily life of young people, which is going to change their professional tasks. Whereas the professionals surveyed in the **Czech Republic consider the significance of digital skills lower,** which is slightly biased by the share of teachers participating in the survey, who prefer the content of their own subject over ICT skills.

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[6] A telecentre is a public place where people can access computers, the internet and other digital technologies that enable them to gather information, create, learn and communicate with others while they develop essential digital skills.

Did your professional education cover digital literacy issues?
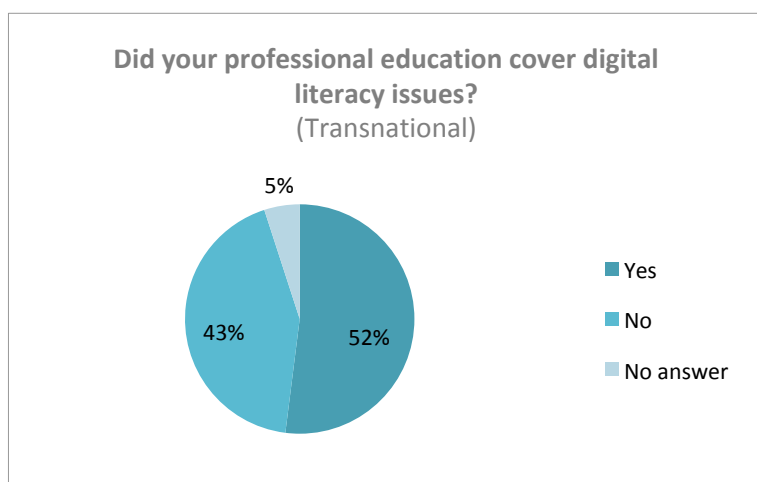(Transnational)

Fig. 32 Coverage of digital literacy issues in professional education – Transnational (n = 475)

Furthermore, the professionals were asked about the **training received in digital skills during their formation**. Since the transnational analysis shows a more or less balanced distribution between those whose professional education covered digital issues (52%) and those where this wasn't the case (43%), there are some differences noticable among the three countries.

Did your professional education cover digital literacy issues?
(Czech Republic)

Did your professional education cover digital literacy issues?
(Germany)

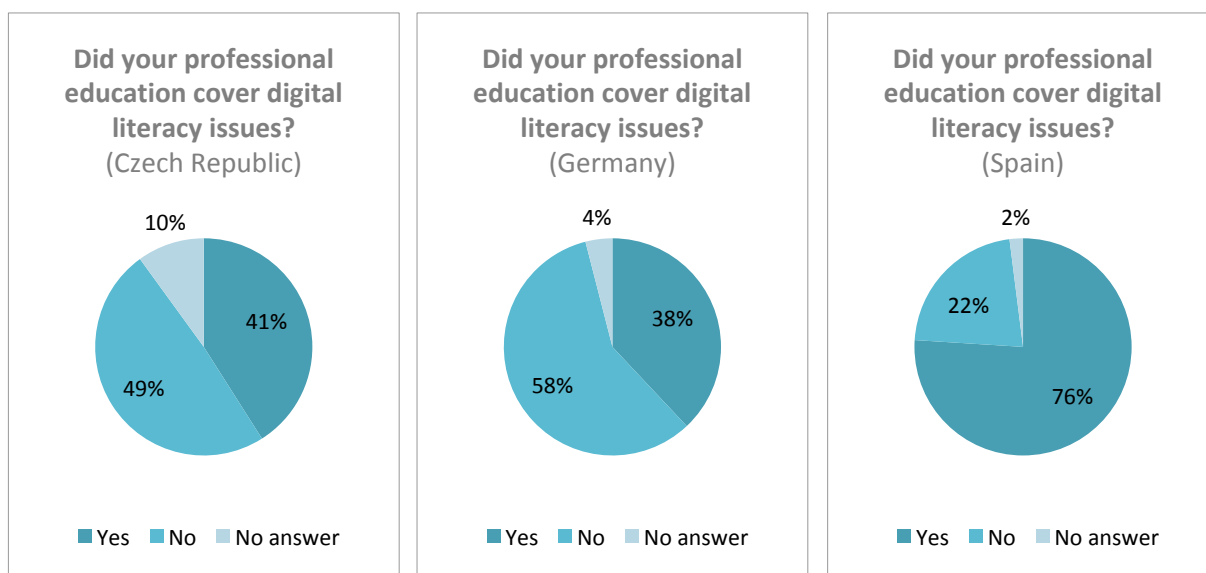**Did your professional education cover digital literacy issues?**
(Spain)

Fig. 33 Coverage of digital literacy issues in professional education in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

In **Czech Republic**, there is a certain **balance between those who have not received this type of training (49%) and those who have (41%)** – however in a slightly upside down relationship to the transnational results. Whereas in **Germany** the difference is more striking with a difference of 20% between the groups: **38% had the opportunity to learn about digital literacy issues, 58% had not**. The different ratio is the largest in **Spain,** where the overwhelming **majority of respondents have received training in this field (76%)**. These results explain the balanced ratio of the transnational results.

Digital training frequency in the last two years.
(Transnational)
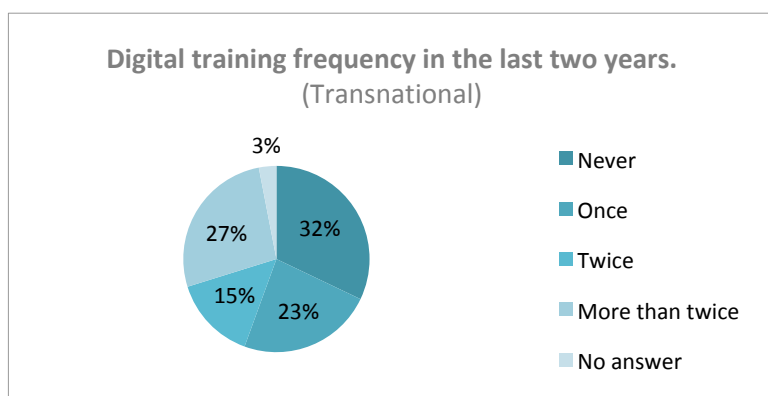
Fig. 34 Digital training frequency – Transnational (n = 475)

Likewise, the professionals were asked to share information about **the frequency of having taken vocational training on digital issues in the last two years**.

The transnational results show that about one third of the respondents (32%) have never taken part in a training, while nearly 40% of them participated once or twice in the last two years and about 27% more than twice.
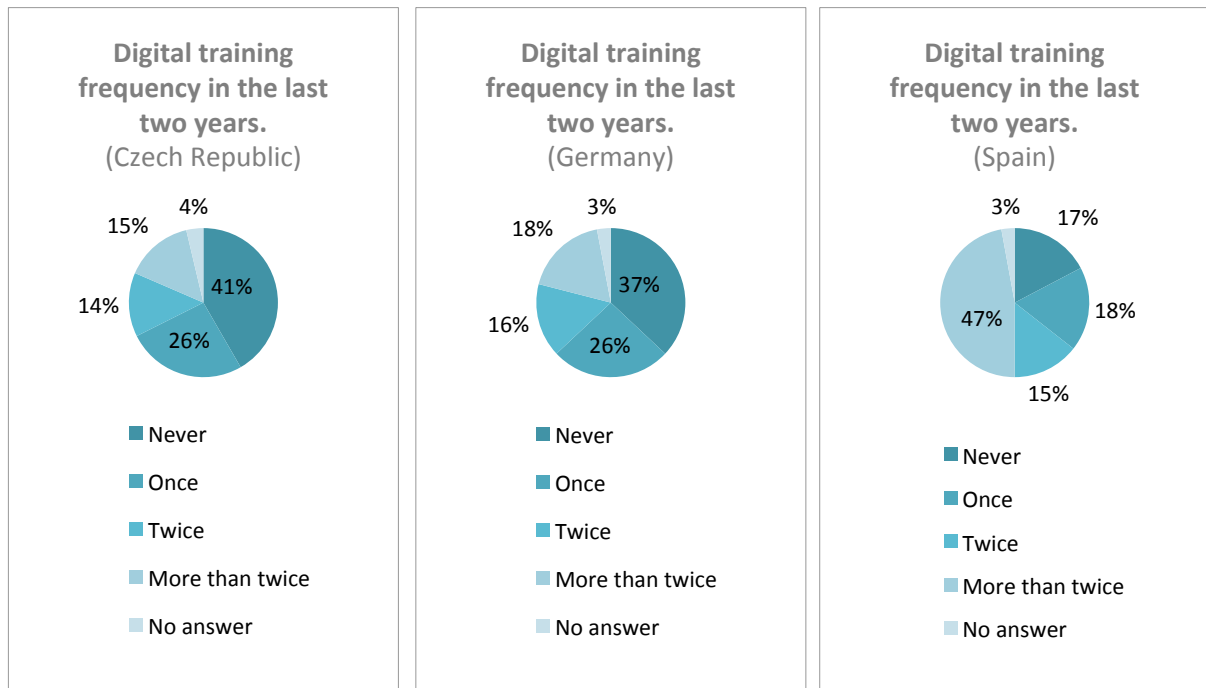

| Digital training frequency in the last two years. (Czech Republic) | Digital training frequency in the last two years. (Germany) | Digital training frequency in the last two years. (Spain) |

Czech Republic: 4%, 15%, 14%, 26%, 41%
- Never
- Once
- Twice
- More than twice
- No answer

Germany: 3%, 18%, 16%, 26%, 37%
- Never
- Once
- Twice
- More than twice
- No answer

Spain: 3%, 17%, 18%, 15%, 47%
- Never
- Once
- Twice
- More than twice
- No answer

Fig. 35 Digital training frequency in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

As expected, the national evaluation reveals different results. While **the number of Czech and German respondents, who never took part in any training on digital issues, is more or less equal (Czech Republic 41%, Germany 37%), the Spanish number is not even half the number with about 17%**. The percentage of those who have taken part once or twice is more similar between the three countries: Czech Republic about 40%, Germany about 42% and Spain about 33%. The number of respondents who took a vocational training more than twice is the highest in Spain with 47%. Only 18% of the German and 15% of the Czech respondents did so. Therefore, the Spanish professionals increase the transnational number of respondents who more often took part in trainings on digital issues. This is because many of them receive this type of training for free thanks to the support networks to which they belong.
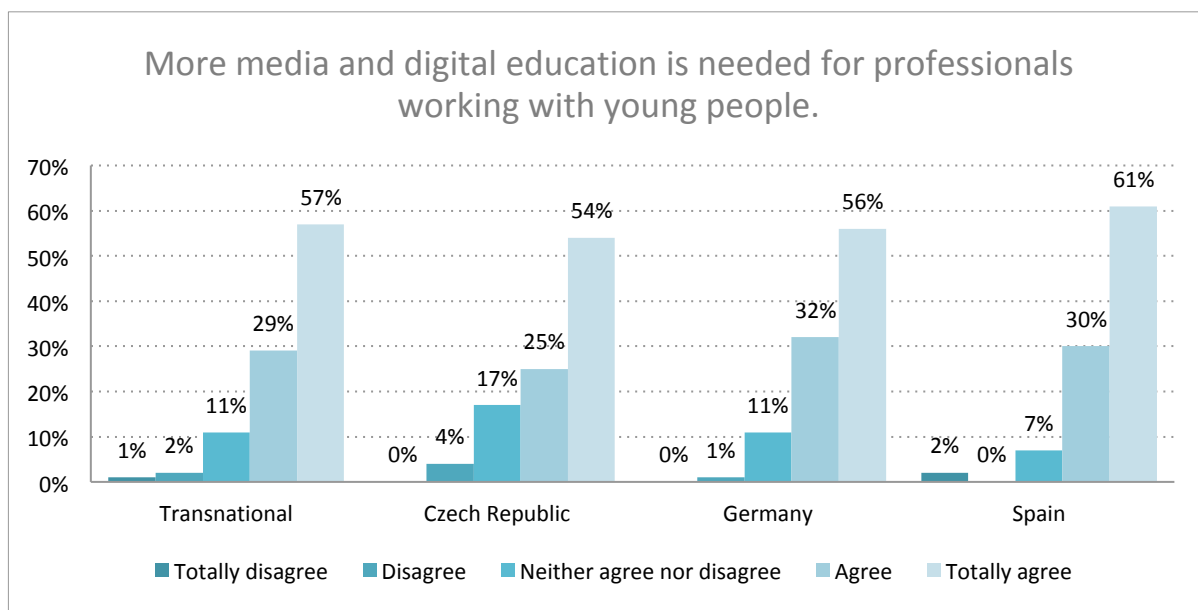
More media and digital education is needed for professionals working with young people.

Fig. 36 Need for media and digital education – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

Asked about **the need of improving their media and digital skills** the answer of the respondents in the transnational evaluation is clear: Altogether 86% agree or totally agree that more media and digital education is needed for professionals working with young people. The national results give a similar picture with 91% of the Spanish respondents agreeing and totally agreeing, followed by Germany (88%) and Czech Republic (79%).

The educational uses of ICT have been sufficiently tackled in social and educational work.
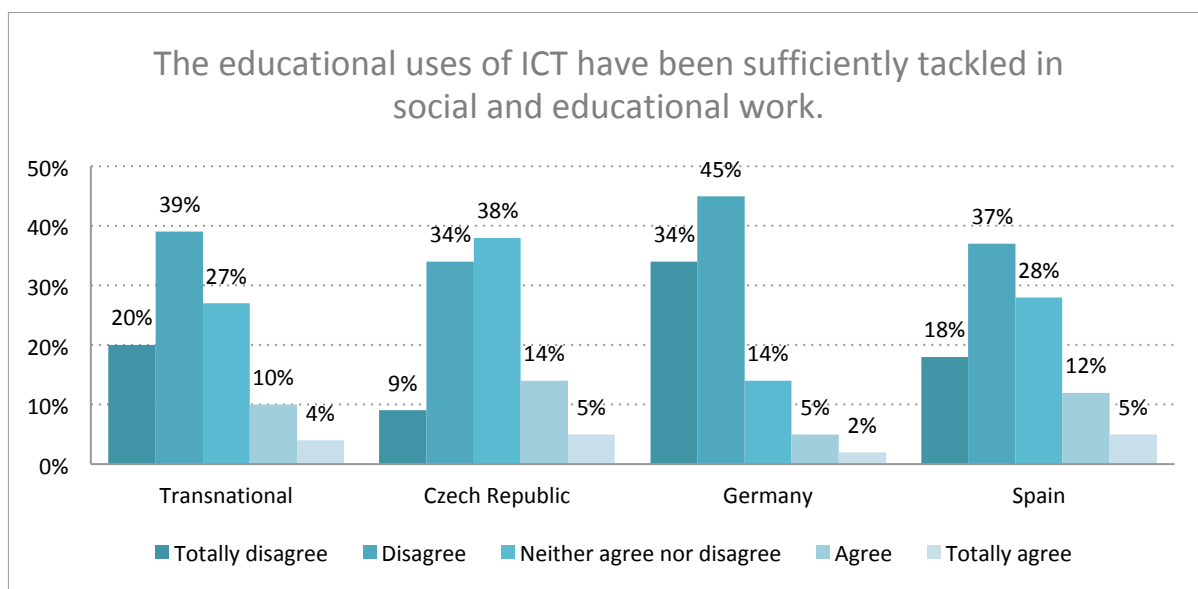
Fig. 37 Tackling of educational uses of ICT – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

Asked about the **use of ICT for educational purpose tackled in social and educational work**, the answer of the respondents again clearly show a common transnational feeling among professionals working with young people. Only 14% (totally) agree with the statement that the use of ICT for educational purpose has been sufficiently tackled in their work. About 27% neither agree nor disagree and about 60% (totally) disagree.

In the national evaluation, the statements are quite different. While the German repondents (totally) disagree with the statement the most (78%), the Spanish (56%) and the Czech (43%) follow with a distance; a quite large number of the Spanish and Czech respondents are indecisive whether to agree or disagree (Spain 28%, Czech Republic 38%). Generally at transantional level, an **insufficient insistence on the importance of ICT knowledge in youth social and educational work** can be stated.

2.4.2 Professionals' need for digital literacy according to experts

Czech experts express that the professionals often struggle with time dedicated to additional training. They either have to do that in their leisure time or formally request their employer to exempt them from their daily duties. For the benefit of their professional careers, they also tend to visit certified courses (officially accredited by government authorities). Furthermore, the expert interviews and national debates show that the professionals working with young people often mention soft skills like common sense, critical thinking etc. which are equally important for a beneficial use of ICT in education.

Here, **German experts also stressed the general difficulty for these professionals to take part in vocational trainings.** Digitisation and media usage are sometimes assigned to leisure activities by the management of social youth organisations, thus a minority of staff dealing with these topics is perceived as sufficient. As a result, it is sometimes difficult for German professionals to get support from their employer to participate in a vocational training on digital issues. That is why the professionals often have to spend their own time and money for that kind of training.

In Spain, professionals also point out the need to carry out these trainings as improvements in their own jobs ,updating themselves professionally and constantly. They prefer online modalities because of the dispersion of many telecentres that are located in the countryside. For some of them the need for long trips to other cities is an impediment to receive face-to-face training.

SUMMARY

Since the majority of the professionals confirm that their daily work with the young people is attached to digital competences, it can be noticed that **there is clear interest among professionals for training programmes that improve their qualification in this area**.

This is due to the fact that the national professional education does not consistently cover the topic of digital literacy and there are furthermore no mandatory vocational trainings on digital issues. The relatively high number of vocational trainings in the last two years is due to the Spanish respondents being ICT facilitators and having the task of imparting digital knowledge in their work profile.

Nevertheless, all respondents state clearly that there is still **a need for more media and digital education** for professionals working with young people and that the **use of ICT for educational purpose is only tackled to a certain degree in social and educational work**.

However, the claim for training bears some **impediments,** such as **insufficient recognition** as an actual topic that concerns various work profiles by the employers, **lack of time** (e.g. loss of paid working hours or unpaid leisure time, travel time) **and money** (participation fee, travel and accommodation costs).

2.5 Qualification

This chapter takes up the conclusions deduced in the previous section – the obvious need of professionals for better digital competences –, analyses their interest in receiving training in this area and examines how such a qualification has to be designed to meet the professionals' needs and their specific working circumstances.

2.5.1 Assessment of professionals on training modality

Would you be interested in a vocational training related to working with young people on digital issues?
(Transnational)
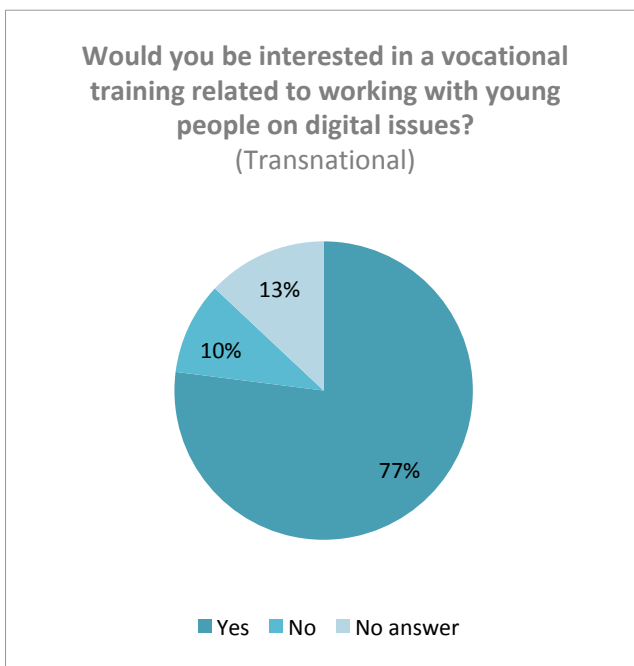
13%

10%

77%

■ Yes ■ No ■ No answer

Fig. 38 Interest in vocational training – Transnational (n = 475)

When asked about their **interest in a vocational training related to working with young people on digital issues, over three quarters of the respondents affirmed their agreement (77%)**, as did the professionals in each of the partner countries. The national results only show minimal differences, with Spain having the highest percentage of approval (87%), followed by Germany (74%) and Czech Republic (68%). This may indicate the influence of the Spanish ICT facilitators, who believe that an adapted training is necessary for the management of ICT and the work with vulnerable young people. It could also be interpreted as a need on the part of the facilitators to complete their training in the social or technological field.

Would you be interested in a vocational training related to working with young people on digital issues?
(Czech Republic)

15%

17%

68%

■ Yes ■ No ■ No answer

Would you be interested in a vocational training related to working with young people on digital issues?
(Germany)

18%

8%

74%

■ Yes ■ No ■ No answer

Would you be interested in a vocational training related to working with young people on digital issues?
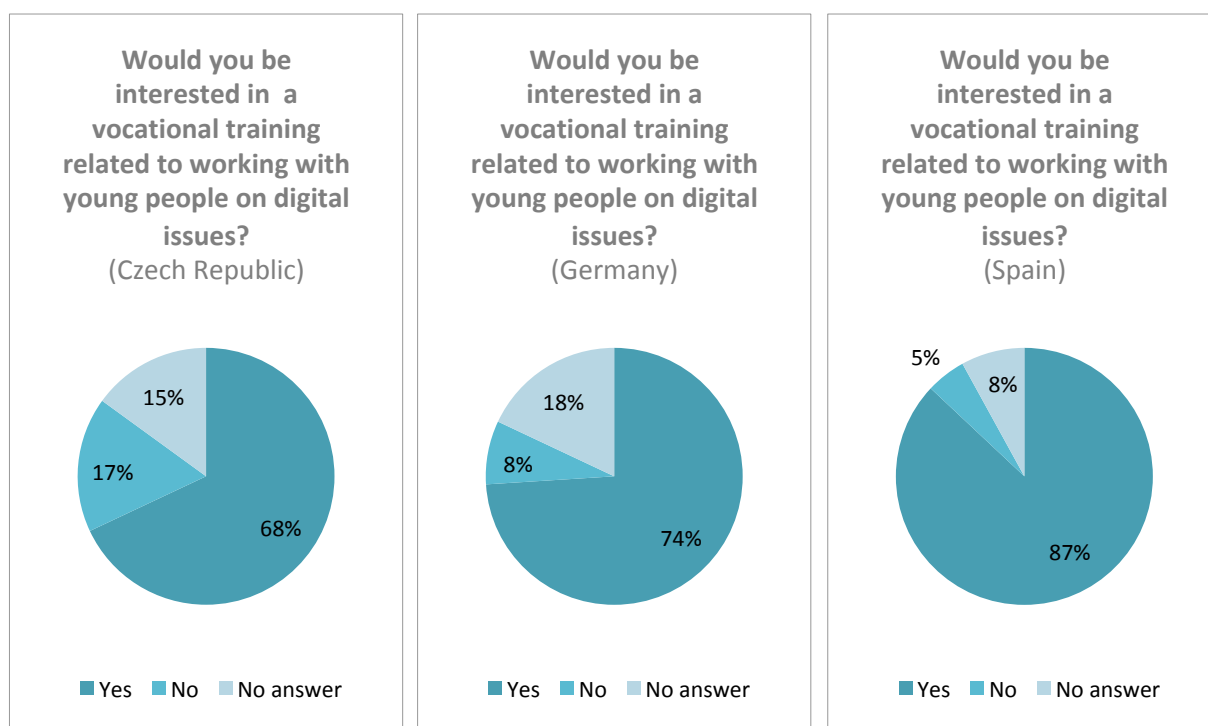(Spain)

5%

8%

87%

■ Yes ■ No ■ No answer

Fig. 39 Interest in vocational training in Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

Which training delivery mode do you prefer?

Transnational: Face to face 43%, Online 31%, Blended 42%
Czech Republic: Face to face 41%, Online 17%, Blended 52%
Germany: Face to face 68%, Online 16%, Blended 25%
Spain: Face to face 21%, Online 60%, Blended 50%

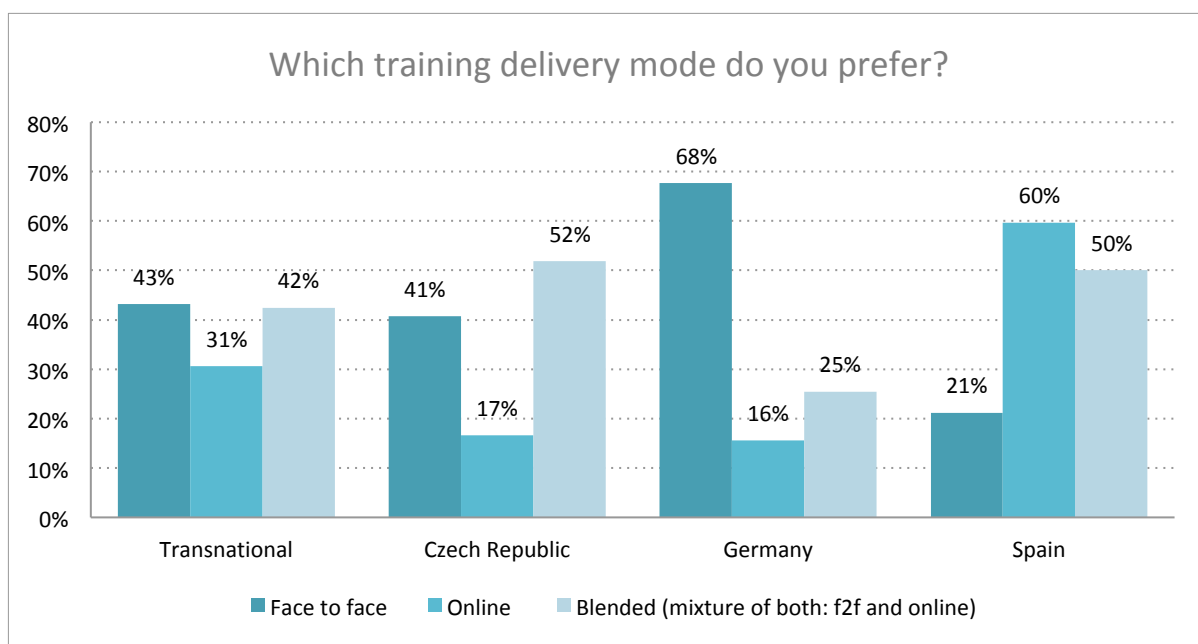■ Face to face ■ Online ■ Blended (mixture of both: f2f and online)

Fig. 40 Preferred training delivery mode – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104) (multiple answers possible)

Asked about the **type of training they prefer, the transnational results show a more or less balanced preference for the variety of training modalities: face-to-face (43%), online (31%) and blended (42%)**. This was a multiple-choice question to give the respondents the opportunity not to limit their preference on only one modality. The results help to understand general preferences for online vs. face-to-face trainings. Such indication is important for an appropriate arrangement of the course's structure.

Taking a closer look at the national results, clear differences among the three countries can be observed. In the **Czech Republic**, more than half of the professionals tend to choose a **blended training approach** (52%), closely followed by a face-to-face modality (41%). In **Spain**, there is a clear tendency to **online** (60%) or **blended training** (50%): While online trainings are mainly used by professionals working in telecentres, blended trainings identify an indispensable face-to-face time for social work with vulnerable young people. And in **Germany**, professionals clearly prefer **face-to-face training** (68%), followed far behind by the blended training approach (25%). This could be explained by findings of other studies which attest professionals working with young people a huge distance to digital developments and their integration in their daily work. This may indicate that German professionals are not very open minded for online training or blended learning offers. Additionally, many experts referred to the importance of the social exchange within the training, which could not be envisioned in digital training. Furthermore, at the time of research for this report, the majority of trainings in Germany providing a certificate are only offered as a face-to-face training. This probably explains the high agreement of the German respondents.
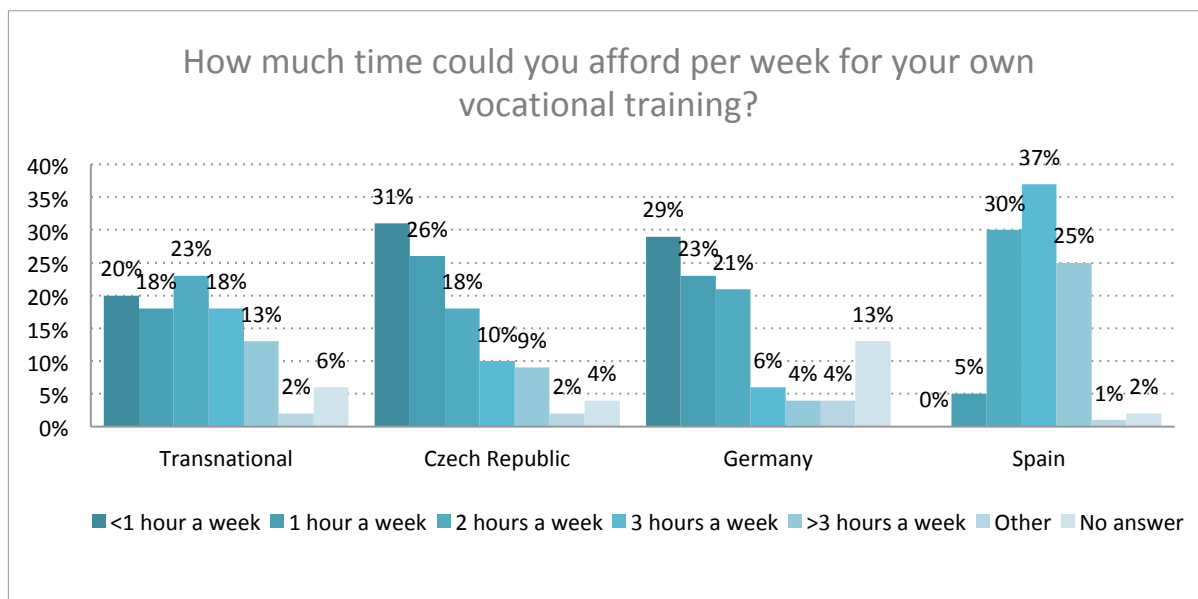
Fig. 41 Time for vocational training per week – Transnational (n = 475), Czech Republic (n = 108), Germany (n = 263) and Spain (n = 104)

With regard to **the maximum amount of time they could afford/spend per week for their own vocational training**, the transnational results don't reveal any clear preference: 20% say that they could afford less than one hour per week, 18% one hour, 23% two hours and 18% three hours. Still 13% state that they could spend more than three hours per week.

However, the comparison of national results shows quite apparent preferences. **While the Czech and German respondents can afford the least time for a training (73% resp. 75% at most two hours), over 90% of the Spanish respondents say that they would spend not less than two hours per week for a training**.

2.5.2 Adequate training modalities for professionals according to experts

Czech Republic

The question of the appropriate training method is highly subjective and there is no clear preference for a training modality in the Czech Republic. The experts pointed out that **the training offers are often insufficiently described**. Their suggestion was to clearly define and state the type of knowledge the course offers, so that there is no misunderstanding and disappointment. The majority of experts agreed that the **e-learning method can save time but requires a high level of motivation** to complete the training. The **need to exchange their experience with other participants face-to-face and the occasional option to consult the tutor** would stimulate a higher level of engagement.

The preferences of experts were partly based on their level of ICT knowledge and their personal interest in digital issues. Those who described themselves as more skilled required a very specific course with narrowly defined focus areas, but with high level of knowledge requirements. Since these people are more digital experienced, they prefer the online and blended learning modality. On the contrary, experts who considered themselves as less familiar with digital tools preferred face-to-face courses.

Germany

The German experts stress that **a hybrid/blended learning arrangement, by interlinking online and offline elements, seems to be a good approach, because the integration of digital methods is essential when talking about digitisation.** Many fears can be dispelled by the practical try-out of online applications. Such kind of learning offer allows to obtain knowledge inline with the individual learning pace and has the advantage of being independent of the location of participants.

But the experts assume that imparting knowledge only digitally does not match the expectations of social workers: **for the collegial exchange of experiences and strengthening the teamwork, face-to-face meetings are also important.** In principle, the experts assign to the professionals of child and youth welfare an openness for experimentation and new learning formats. Since they themselves work in educational practice, one can and should benefit from their expertise in the context of a learning offer and involve it.

A German expert states **that trainings for professionals must be practical, application-oriented, short and humane**. The latter means that it is always interesting and also beneficial for the professionals to exchange ideas with others. This exchange also **ensures a direct applicability of the training content for the professionals and promotes a direct, personal reference to the working field**. Only then the right questions will arise and an self-assessment and reflection of the training content is possible.

An important aspect for the development of further training formats are **modular offers**. The professionals should have the opportunity to choose the elements and contents from the offer **that are interesting and relevant for their field of work**. One German expert highlights the need for a kind of "mobile ad hoc help / guidance" referring to the rapid technical development and the different needs in the work areas of child and youth welfare, that **means mobile access to learning content, knowledge and support**.

Spain

According to the Spanish experts, the professionals prefer the **online training modality**, probably for three main reasons. First of all, the professionals generally have a **high degree of territorial dispersion and work in rural areas where the populations have mobility difficulties**. Second, there is also a tradition of **free online training** that has been offered in recent years from different telecentre networks. And finally, it should also be noted that these professionals usually have to perform very diverse tasks under cramped schedules. Thus **many of the trainings they do are carried out outside their working hours and they are not included in any training plan of the organisation**. Therefore the weekly time dedication should be adjusted to their needs.

With regard to the content of the training, experts say that the more practical and applied they are, the better they suit the professionals needs. In the specific field of youth work, according to the Spanish experts, it is necessary to address technological skills, but also how to build relationships with their young clientele, to understand the world of young people and how to approach to them in an appropriate way.

SUMMARY

Although the majority of the questioned professionals state a **clear interest in a vocational training related to working with young people on digital issues**, this common interest is not the case for the training delivery mode. While especially the Spanish professionals opted for an online component of the training, followed more hesitantly by the Czech professionals, the German respondents voted significantly for the face-to-face option. **The average vote for the weekly effort of a training is 2 hours**, since the Czech and German respondents cannot afford more than two hours, while the Spanish respondents would not spend less than two hours.

A further insight for the trainings framework conditions is given by the interviewed experts. According to them, sole online learning requires on the one side a high level of motivation to remain and finish the training, but on the other side, it is very accommodating to the dispersion of the professionals throughout the country and supports the topic of digitisation. Furthermore, collegial exchange of experiences is an important training aspect for the professionals of youth work. Therefore, they opt for **a hybrid/blended training approach,** which would be the best option for the three countries. It is essential for the training to be explained in detail beforehand and to be moreover **practical, application-oriented, short and directly applicable**. The professionals should also have the opportunity to choose the elements and contents that are interesting and relevant for their field of work from **modular offers**. For some kinds of working fields in the youth work sector, **mobile access** to the training would be an asset.

2.6 Existing national offer according to experts

This chapter tries to give a short snapshot into the current national training offers on digital literacy extracted from the expert interviews.

Czech Republic

The Czech Republic has a unitary form of government. **The main responsibility for education lies with the Ministry of Education.** The fourteen administrative regions with self-government powers finance and manage the schools and other educational and social work facilities but have very limited ways to influence curricula and vocational education of teachers and social workers.

Digital literacy, digital skills, computational thinking and informatics are still something like a foreign language for many teachers and professionals in education, despite the fact that the official Strategy of digital education 2014 – 2020 was already adopted by the Ministry of Education at the end of 2014. So far there is neither visible progress in the education of students nor teachers in the field of digital literacy and computational thinking, as stated in the analysis of the Association of information professionals in education (JSI)[7]. **The ICT education curricula, which was already defined in 2005, stays unchanged – without any reflection of the huge progress in the ICT sphere made in the last decade. It is resulting into a lower interest as well as a lack of ICT skills of both children and teachers.**

The answers of the Czech experts differ significantly from each other depending on their personal interest in the topic of ICT education. Some of them (mostly the ICT teachers and admins) stated that there are many courses on various specific topics and software but others declared the offer of ICT

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[7] http://digivzdelavani.jsi.cz/home

education courses is insufficient. Both groups agreed that there should be **broader learning offers that would help understand the specific challenge instead of mastering particular proprietary software or hardware**. Most of them had some experiences with specifically focused trainings on hardware used in schools, e.g. on how to use digital blackboard and tablets. Some of them attended vocational courses focused on ICT and digital skills. Their common opinion is that **educational courses should be attractive for them and should be focused on practical issues applicable in education and digital skills enabling them to work better with children**. Lots of them suggested an **attendance course with elements of e-learning for self-study**.

Germany

In Germany, many experts highlight that the situation in the field of education (studies for social work and educational sciences) is disparate and depends mainly on the people responsible for the topic of media literacy. This has especially to do with the **responsibility for education lying with the sixteen states in Germany and not being in the remit of the federal government, and with the different prioritisation of digitisation in the context of education**. Moreover suitable staff on-site is missing to implement already available curricula with media educational contents that sufficiently include digitisation. **Where media education in the context of further training is an issue, the focus often is on specific topics** such as film work or aesthetic design, less on media education in the context of digital media. Generally what happensis quite random, since hardly anything is systematically anchored. Furthermore, there is no systematic overview of the existing programs, initiatives and offers in Germany. There are good initiatives with individual offers that are used, but in most cases their outcomes are not evaluated.

Generally, the existing offer is not sufficient, the need is huge and is also often expressed. Besides offers from free providers of open learning offers (e.g. MOOCs, video clips), which often cannot serve the necessary professional background, **the institutions of child and youth welfare currently have to deal intensely with digitisation on all levels.** The need of concepts as well as qualification of professionals was recognised, but the previous offers of further training in this context are mostly limited to the focus of enabling the participants to implement 'media projects' aiming on the creation of media products. Relatively many offers have a seminar character. And when they are offered multi-day or multi-phase, such as e.g. by larger educational institutions, they are badly attended because a larger effort is required from the participants. Furthermore media literacy and digitisation often are extra training subjects and are not recognised as a cross-sectoral issue.

One of the German experts highlights two national training examples. There is a blended learning offer called "mepps"[8] which has been carried out over several years in a one-year cycle and included an insight into media educational research, current results on media socialisation and active media work. After successfully completing various forms of work, attendents receive a certificate. In this training the participants exchanged via chat and discussion forums. Since the funding for the provider "Clearingstelle Medienkompetenz" was not secured over the entire next implementation cycle, the certified course is currently suspended. Positive experiences are currently gathered with webtalks and online conferences, for example in the project "Growing-up well with Media", carried out by the

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[8] https://medienkompetenz.katholisch.de/Zertifikatskurs.aspx

Stiftung Digitale Chancen. Such formats seem to be useful for the development of future further training and education.

Spain

Spain is a state comprising **autonomous communities** where the central government assigns **educational competences to regional governments.** There are communities that have efficiently started the race for citizen, social and productive digitisation and have launched interesting proposals but there are also communities that are still at a very early stage of this process. With the approval of the Spanish Digital Agenda in 2013, the initiatives and programs dedicated to launch initiatives that help the country to move towards a digital agenda at European level have been growing and growing. These initiatives have been put into three **big blocks: citizens, companies and administration**. Within these large blocks, a great amount of training, research and technological resources have been invested to increase the rhythm of the race towards the digital transformation of the productive model.

This situation leads to the point that **more and more professionals incorporate digital management elements into their day-to-day work** but that there is no formal or non-formal training offer focused on different age groups for example. **There is still more attention paid to the digital tool** than to the target group, which means that **many of the training courses are not very specific or adaptable** to the different age groups for example. In the paradoxical case of Spain, for example, there is a **Common Framework of Digital Teacher Competence since 2013**[9], but a few years ago teachers training plans did not contemplate the technological formation of the students as an objective or as a specific content. With the arrival of the European Higher Education Area and Bologna Process (EHEA), they had a greater presence, although it was possible to observe important differences in their offer by the different institutions of Higher Education.

Spanish experts highlight for example the **Master in Education and ICT of the Open University of Catalonia**[10] as one of the most complete training related to educational work through ICT. And they also talk about **Master's Degree in Education, Technology and Innovation (ICT) by The International University of Valencia** as well-known training, too. In any case, there are no references of shorter and specific workshops or seminars that address the vulnerable youth issue.

European Level

The different experts consulted agree that **the digital educational offer**[11] **on digital issues is very broad and is growing year after year**. They also agree on the idea that it **remains focused on learning to know digital tools and that it is not oriented to work with different age groups**. In this line the policy recommendations on "Developing digital youth work" published by the "Expert group on risks, opportunities and implications of digitalisation for youth, youth work and youth policy", set up by the European Union Work Plan for Youth for 2016-2018"[12] is very interesting. Here are some of the most representative conclusions:

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[9] http://educalab.es/documents/10180/12809/MarcoComunCompeDigiDoceV2.pdf

[10] http://estudios.uoc.edu/es/masters-universitarios/educacion-tic/presentacion

[11] https://www.universidadviu.es/wp-content/uploads/2017/01/M%C3%A1ster-Univeristario-en-Educacio%CC%81n-Tecnologi%CC%81a-e-Innovacio%CC%81n.pdf

[12] https://publications.europa.eu/s/fouj; https://publications.europa.eu/s/fouk

1. Every Member State should have a plan for developing and resourcing digital youth work as an integral part of their youth policy. Young people and youth organisations should be consulted and engaged in the development and implementation of this plan.

2. Every Member State (EU) should provide strategic financial investment in digital youth work. Resources should be allocated to youth worker training, development of innovative digital youth work methodology, working time, infrastructure, and devices/technologies to be used with young people.

3. Digital youth work should be incorporated into youth worker training, national youth work occupational standards and youth worker competence standards.

4. Digitalisation and young people's digital cultures should be taken into account when designing youth work policy at local, national or European level.

These arguments reinforce the need to carry out projects such as "Digital Skills for You(th)" because its objectives are very aligned with those raised by these groups of experts and other European institutions working on digital skills for youth workers. With the focus on online and blended learning offers, a German expert referred to its **preceding project SocialWeb-SocialWork** (coordinated by the Stiftung Digitale Chancen with the participation of ESPLAI and NCBI), which aimed directly at the target group of young people and is still openly available online, but has become slightly outdated after five years.

Additionally, this expert also referred to an **EU-wide survey that is currently being carried out regarding existing online-based qualification offers for the target group**. This will also serve as a basis for Digital Skills for You(th) in the future.

SUMMARY

With regard to the training offer for professionals working with young people in the field of digital literacy, **the national situation is very disparate** (a lot of training/little training/no training), which reflects that most professionals are focused on their particular professional universe showing certain difficulties to open up to learning proposals at a more general level or to state offers. To make matters worse, the federal system shifts responsibility for educational matters from national to regional level in Spain and to state level in Germany and leads to a greater disparity in regard of the prioritisation of digital literacy in educational formation.

Although there are organisations, initiatives and programs that deal with specific digital media tools, they are often not directed to specific target groups which make them hardly adaptable to other contexts. There is generally **a lack of a pragmatic media literacy training which prepares the professionals for working with their young clientele on a daily basis**. Furthermore, the existing offer is not systematically recorded and seems rather randomly provided by dedicated people interested in media literacy. Experts stated a **need for a more critical approach and higher quality**; in general, they think that that **there is not much information about these trainings and their contents are sometimes extensive and not very specific**. Improving the training means working from a more educational approach to see ICT as new tool for identity development and as a means to develop adequate methods, exploiting the potential of ICT to get a beneficial use from them and from the spaces they provide.

On EU level, an expert group set up under the European Union Work Plan for Youth 2016-2018 has currently made successful efforts to work on policy recommendations, training needs and good practice examples in developing digital youth work across the EU which emphasises the necessity of a project like Digital Skills for You(th).

2.7 Integration of the qualification offers in institutionalised structures according to experts

This chapter outlines the national formal and non-formal educational structures and responsible institutions to sound out the possibilities of integrating training offers in ínstitutionalised structures.

Czech Republic

In the Czech Republic, the issue of educational policies seems to be very specific and experts had difficulties in answering these questions mainly because they were not familiar with policy developments, neither on national nor on European level. Those who had some idea about policies and strategies pointed out that all of them are very general and require that **each school and educational organisation has to define their own approach**. For example, the school curriculum has been modified, integrating ICT into classrooms at the age of eight. This approach generally has its trade-offs in place allowing for flexibility and adaptability vs. insufficient capacity to perform such tasks diligently.

In all cases it seems that experts feel that the **professionals are often overwhelmed by work and that vocational training is yet another burden to their duties**. Teachers and some social workers have to undergo compulsory vocational training every year. Such a training has to be accredited by official authorities. It seems logical that the DS4Y blended learning should obtain the accreditation in order to increase motivation of potential trainees. Czech experts suggest the **ICT education should be listed as a compulsory course in university education, especially at faculties dealing with pedagogics and social work**.

Germany

In Germany, there are **several activities and initiatives from both politics and civil society** with regards to the integration of media literacy trainings for professionals working with young people in fixed institutional structures.

On part of the **national government** e.g., this topic is processed in the current child and youth report of the national government[13], as well as in the statement of the federal youth panel about the digitisation of child and youth welfare[14]. The German Parliament also dealt with the target group of professionals of child and youth welfare in of the work of the Enquete Commission "Internet and Digital Society" (2010-2013) which has not continued. Generally, it was mentioned in the interviews that **politics can only lead the discussions that are brought up by the target group itself and create framework conditions**, but it is still questioned what kind of role politics can play with

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[13] Bundesministerium für Familie, Senioren, Frauen und Jugend, 15. Kinder- und Jugendbericht – Bericht über die Lebenssituation junger Menschen und die Leistungen der Kinder- und Jugendhilfe in Deutschland: https://www.bmfsfj.de/blob/115438/d7ed644e1b7fac4f9266191459903c62/15-kinder-und-jugendbericht-bundestagsdrucksache-data.pdf

[14] Stellungnahme des Bundesjugendkuratoiums, "Digitale Medien – Ambivalente Entwicklungen und neue Herausforderungen in der Kinder- und Jugendhilfe":https://www.bundesjugendkuratorium.de/assets/pdf/press/Stellungnahme_DigitaleMedien.pdf

regards to the qualification of these professionals and their financial resources. One German expert highlights that it is indisputable that the professionals have needs, but they are not able to formulate them because they lack the expertise. It would certainly be necessary to carry out practical research. It would also be important to form alliances and to bring the affected people together with the media educational expertise and to discuss and formulate needs. Here, the politics are in duty.

But as already stressed in the previous chapter, **the responsibility in the field of education lies with the states and here it depends on how much the government of the respective state commits itself to the topic**. With regards to the school sector, **movements of systematisation in the teacher education can be observed when the state has assigned great importance to digitisation**. But the German experts state clearly that, although the topic is incorporated in the educational plans of the states, it does not mean that the school administration or the teachers understand what they should do exactly. It is still a matter of individual projects and there is no systematic anchoring of the subject and the know-how in its broadness.

Regarding higher education, German experts increasingly mention that the integration of new ideas and priorities strongly depends on people on-site. Is somebody e.g. working at a university that recognises the need and requires a profile with the focus on digitisation that is also supported by the respective department and the university administration, the chances are good that in the allocation of new professorships at the university one position is filled with such a profile. The decision is often linked with a play of forces that depends on many different factors. In the course of studies it is still optional whether the students would like to deal with the topics of media education and media literacy. Media education is still a "reference science" often not relevant for examination.

With regard to initiatives by civil society, German experts stress that the issue is still differently prioritised on the agenda and therefore the influence on the politics is disparate. The Society for Media Education and Communications Culture (GMK), the umbrella organisation for media education in Germany, and the National Initiative "No Education Without Media" have been demanding a stronger perception and promotion of media education for many years. A first try was e.g. the Media Competence Report by the GMK[15]. On the contrary, the German Association for Social Work and the German Society for Social Work do not really make the issue of media and digitisation a topic so far. A small study of the module handbooks of social work in Germany shows few, rather optional, media-educational offers focusing on presentation, documentation and research, and less on the mediation of a critically reflexive, socially responsible or creative media transition in the sense of empowerment of people to actively shape the society. One German expert stresses that "**Lobbying is very important in this context.** One has to work continuously into the ministries so that something moves, but that takes a long time – the development, especially the digitalisation, is usually faster".

Since the professionals are confronted with this current situation, they need offers and support now and fast. Therefore non-formal offers are extremely important, at best as Open Educational Resources OER. They are characterised by the fact that they have relatively few guidelines and can create themselves free spaces. But there must also be obligations for these free spaces, for example, to achieve a closer interlinking with recognition. It stands and falls among others with the open-mindedness of the responsible people. It is also important for such offers that they are

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[15] Medienkompetenzförderung für Kinder und Jugendliche - Eine Bestandsaufnahme:
http://www.medienkompetenzbericht.de/pdf/Medienkompetenzfoerderung_fuer_Kinder_und_Jugendliche.pdf

not treated in isolation. If the topic can be integrated into the work area, the incentive is often bigger. Therefore, providers should deal intensively with the field of child and youth welfare beforehand since the institutions mostly have very different institutional framework conditions, target groups, focuses and working conditions.

Spain

In Spain, experts state **that either there is no curricula based on digital literacy or it is not sufficient to cover the existing demand and need**. Educational policies, which also vary in each autonomous community, tend to focus on school context, but it should be extended more empathically to other contexts of young people's lives and to the university world.

In Spain, they insist on the possibility of **developing a system for the recognition of experience and non-formal learning**, as well as working to integrate these qualifications in the design of the formal education curricula, which is a complex task, though.

In any case, the experience in recent years shows that it **is difficult to intervene in the official study plans of careers** that have a vocation to work with young people. Furthermore experts find more and more post-graduate[16] degrees on education and digitisation but not in the digital youth work subject. **Experts believe that the approach of training is very focused on the adaptation of tools** by professionals and not so much towards the critical literacy[17] of young people.

SUMMARY

Educational policies are very much linked to the contexts of each country. There are no significant comparable structures at European level. This results in differences in the commitment and implementation.

This raises the question for German experts in particular of the role that politics can and should play here with regards to the qualification of these professionals and its funding. Since they agree that it is often difficult for the professionals to formulate their needs, **an interaction of civil society organisations, which are dealing with the topics of young people, media literacy and social work (lobbying), and the decision-making level is necessary.** Unfortunately, the issue is still differently prioritised on the agenda - above all, the organisations that care about the professionals of social work are lagging behind.

In principle, a lot more has been done in the school sector in terms of integrating media literacy in school curricula. **This may cause disparity between young people's knowledge and usage and the competences of the professionals who assist them**.

In order to integrate new media literacy trainings into the existing institutionalised structures to serve the current and urgent needs of professionals**, non-formal training offers are the best option at the moment**. But although such learning opportunities have some flexibility, they sure have to integrate the training topic in the respective working area of social work with young people and achieve a closer interlinking with recognition to give incentives.

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[16] In Spain, there are more and more university masters on education and digitalisation, but the social education curriculum, for example, does not include any optional subject about digital youth work.
[17] This refers to elementary technological aspects, from which to reflect and question the impact of digital tools on the elementary issues of life and coexistence.

Here, national experts point out the possibility of developing a collaborative work between non-formal educational institutions (more flexible) and universities, given that they have a higher level of autonomy. But, in fact, this often depends on the interest of the responsible people at universities or at academies if digitisation plays a role in vocational or further trainings. Politics can only foster a discussion or urge the governments to put a topic on the agenda. So it is up to each educational system to highlight digitisation as an important field in the work with young people.

3 RECOMMENDATIONS

To develop and elaborate an adequate and custom-fit training offer on digital literacy for professionals working with vulnerable young people – especially when they come from different national backgrounds –, the evaluation results show that certain factors have to be considered with regard to the design of the learning concept and the preparation of the learning content.

The expert interviews reveal the following starting position for the set-up of a new learning offer for professionals working with vulnerable young people: the national offer with regard to a general, pragmatic and user-oriented training on the implementation of digital media and its applications in the daily work with young people is considered insufficient for all countries involved in the project. Even if there are organisations, initiatives and programs that deal with specific digital media tools, they are focused on very specific topics and rarely provide a general media educational approach. Furthermore, they are not directed to specific target groups and therefore do not include the working context of the professionals working with young people. This makes them hardly adaptable. Therefore, it has to be assumed that the existing national offers serve more those professionals who are already interested in digital media applications and would like to implement a certain project together with their young clientele. On the EU level, the topic of digital youth work is however recognised and in process since an expert group set up under the European Union Work Plan for Youth 2016-2018 had recently made successful efforts to work on policy recommendations, training needs and good practice examples in developing digital youth work across the EU.

In general, the professionals are aware of the fact that their daily work with the young people is attached to digital competences. Therefore, there is a clear interest among them in integrating training programmes that improve their qualification in this type of competences.

3.1 Learning concept

In order to create a suitable learning concept, it is important to know exactly the target group – professionals working with vulnerable young people – and their needs.

With regard to the professional profile of the target group, it is clear that, even if certain similarities in the professional profile have been identified (gender – female, educational attainment – university level), the national profiles are quite different from one another – for instance with regard to the age range or the assignment of their professional field. These differences have to be taken into account

with a view to possible adaptations or variations in the curricula to be designed, so that the training is as attractive and satisfactory as possible for its end users.

⇨ In order to recognise and map the broad range of professional profiles of youth work in the learning concept, it is necessary to demonstrate the **relation to the daily work** with their young clientele and make the **content practically applicable**. Therefore, the professionals should also have the opportunity to choose from **modular offers** the elements and contents that are interesting and relevant for their field of work. For some kinds of working fields in the youth work sector, **mobile access** to the training would be an asset.

More similarities, however, can be found in terms of the working conditions of the professionals that affect the training delivery mode. Since online learning alone requires a high level of motivation to complete the training, it is very helpful to meet the regional dispersion of the professionals throughout the country. Therefore, it seems only logical to integrate digital methods when talking about digitisation. However, direct professional exchange of experiences, common practical try-out of digital tools and face-to-face consultation with the tutor are important training aspects for the professionals of youth work being used to working on-site.

⇨ In order to take into account the topic of digitisation, but not to lose sight of the usual way of working of those professionals, a **hybrid/blended learning arrangement** by interlinking online and offline elements seems to be the right approach.

Although the spectrum of the professionals digital literacy level is very broad, there is a demand for more media and digital education across every competence level. For them, it is evident that the educational uses of ICT are only tackled to a certain degree in social and educational work.

⇨ In order to serve the different competence levels of the professionals, **three levels of difficulties – basic, independent, proficient – should be offered** to avoid over- and underchallenging situations. Moreover, the professionals should be made aware that some of their previous didactical competences and applied methods in youth work can be transferred to the digital youth work.

Finally, there are some general impediments to take part in vocational trainings such as non-recognition by the employers for the topic of digital issues in youth work, lack of time (e.g. loss of paid working hours or investment of unpaid leisure time, travel time) and money (participation fee, travel and accommodation expenses).

⇨ In order to give the professionals or their employers as few obstacles as possible to participate in a training, and yet to meet their time and financial constraints, the **weekly effort should not exceed two hours**. But to be able to serve a higher interest by individual professionals, a broader offer of optional tasks should be provided. Furthermore, a **recognition for the completed training** should be provided.

3.2 Learning content

To provide appropriate learning content in the training, the evaluation results on the self-assessment of the professionals' digital competences, the corresponding external perception by national experts

and the evaluation of the young people's digital literacy provide information on the professionals' digital skills gap and training needs.

While the professionals assess – according to the key areas of the Digital Competence Framework for Citizens (DigComp) – some of their digital skills better (information and data literacy, communication and collaboration) than others (digital content creation, safety and problem solving), the experts refer to specific national challenges for the professionals working with young people. For the Czech experts the topic of privacy and data protection is an important issue, while the Spanish experts focus more on knowledge concerning digital communication tools and appropriate online behaviour. The German experts, on the contrary, consider the educational perspective as important referring to a didactical/educational approach, where the individual professional context is valued.

⇨ In order to be in tune with the **DigComp framework**, the learning content of the training should refer generally to its key areas – information and data literacy, communication and collaboration, digital content creation, safety and problem solving. This could help the professionals improve digital literacy comprehensively and prepare them for the work with their young target group. Here, a **learning psychological approach of knowledge transfer** is necessary which means that the learning content areas which seem to be more familiar to the professionals (information and data literacy, communication and collaboration) should build the basis for working on the more complex learning content areas (digital content creation, safety and problem solving). This will also take into account the different levels of previous knowledge of the professionals (basic, independent, proficiency). However, every key area of the DigComp should be a kind of cross-sectoral issue and included in the other key areas.

⇨ In order to accommodate the desire of the experts to address the fundamental understanding of the link between digital media and young people, methods are being developed to convey the **concept of media educational competence** referring to: 1) media didactic competence; 2) media educational competence; 3) socialisation-related competence; 4) organisational development competence and 5) the own media literacy.

The current usage of digital media by the young people shows that it serves mainly the functions of communication, information and entertainment via apps and social networks and takes place primarily through mobile devices. But although it seems that the young people deal very easily with every new digital development, the experts attest a certain overestimation of the young peoples' knowledge and understanding of ICT, a resignation concerning the effects of their digital activities or a predominant role as consumers, as well as a lack of awareness of the possibilities for participation available through digital media.

⇨ In order to provide the professionals with current learning content, it is important to deal with the following general issues that have to be transferred to the **social life of young people in a digital world**: (positive and negative) peer group behaviour and relationships as well as personal development and identity building. It should be shown in which form social media can contribute. Furthermore, the professionals should learn about the **(digital) participation possibilities for young people** referring to the collaborative and social character of digital media applications and the learning opportunities which can stand behind e.g. gaming. Although the strength-oriented approach takes precedence in this training, the

teaching of the following topics should not be forgotten to acknowledge the professionals' insecurities concerning the use of digital media applications and to ensure a **smart (digital) youth work**: data protection (digital identity and the concept of digital footprint) and algorithms, digital rights and obligations.

⇨ Basically, it should be taught through the training that one of the most important steps in acquiring new competences in the field of digitisation is, firstly, to be aware of this development and, secondly, **to be curious and interested in the daily life of young people**.

The possibility to embed a new training in institutionalised structures is fundamentally dependent on the individual national educational structures and responsibilities. Regarding the formal educational system (such as universities), **politics are able to play a role with regards to mandatory qualifications of the professionals on digital literacy and the necessary financial resources**. Since it is often difficult for the professionals to formulate their needs, **an interaction of the decision-making level and civil society organisations, which are dealing with the topics of young people, media literacy and social work, is necessary.** To serve the current and urgent needs of professionals working with young people concerning media literacy, **non-formal training offers are the best option at the moment**.

SUMMARY

- **Certain factors have to be considered** with regards to the design of the learning concept and the preparation of the learning content related to digital youth work.
- **In all countries** involved in the project **the national offer,** with regards to a general, pragmatic and user-oriented training on the implementation **of digital media** and its applications in the daily work with young people, is considered insufficient.
- There is a **clear interest among youth workers** in integrating training programmes that **improve their qualification** in this type of competences.
- The **professionals** should have the opportunity **to choose** the elements and contents that are interesting and relevant for their field of work from **modular offers.**
- In order to take into account the topic of digitisation, but not to lose sight of the usual way of working of those professionals, a **hybrid/blended learning arrangement** by interlinking online and offline elements seems to be **the right approach.**
- The **weekly training effort should not exceed two hours**.
- **Three levels** of difficulties – basic, independent, proficiency – **should be offered** to avoid over- and underchallenging situations.
- A **learning psychological approach of knowledge transfer** is necessary, which means that the learning content areas which seem to be more familiar to the professionals should build the basis for working on the more complex learning content areas.
- To address the fundamental understanding of **the link between digital media and young people** it is necessary to talk about the **concept of media educational competence**.
- The professionals should learn about the **(digital) participation possibilities of young people** referring to the **collaborative and social character** of digital media application.
- The most important steps in **acquiring new competences** in the field of digitisation is, firstly, to be aware of this development and, secondly, **to be curious and interested in the daily live of young people**.

4 ANNEX

4.1 Interview guideline for experts

Digital Skills for You(th)

Interview guideline for strategic partners, stakeholders and decision-makers

Ex-ante question: Why this project?

Many young people, especially those more vulnerable, lack the ability to exploit the full potential of digital technologies in their everyday life. (Social) Youth work can play a role in improving the digital skills, knowledge and confidence of their young target groups.

Within the European project "Digital Skills for You(th)" we will develop and pilot a qualification offer for professionals working with young people on digital issues to enhance their active participation in society. Therefore, your experience and opinion is very important for us.

By answering the following questions concerning your area of expertise, you will help us to design a high quality qualification offer for professionals working with young people to provide them with profound basic knowledge and methods to address the opportunities and challenges of digital media in the work with their young clientele.

These survey answers will be treated in absolute confidence, in accordance with data protection law --

PERSONAL AND PROFESSIONAL INFORMATION

Name: …………………………………………………………………………

Country: ………………………………………………………………………

Field of work/main focus of expertise: …………………………………………

Institution: ……………………………………………………………………….

Position: ………………………………………………………………………..

Do you have competency to integrate new training offers in your institutional structure or in others?
☐ Yes ☐ No

If so, please explain where and how: ………………………………………….

QUESTIONS

MEDIA USAGE OF YOUNG PEOPLE

What do you think are the most important digital tools for young people nowadays and what are they used for? (*Please explain your answer*)

Do you think professionals working with young people can contribute to exploiting the potential of digital tools for an active participation in society of young people? If so, how? (*Please explain your answer*)

PROFESSIONAL REQUIREMENTS TO SUPPORT YOUNG PEOPLE

According to your experience, which digital competences are the most important ones in youth work and what are the qualification needs in the field of digital literacy of professionals working with young people (especially those working with vulnerable young people)? (*Please explain your answer*)

In your opinion, which professional profiles working in the social-educational field with young people could benefit from qualification offer on the use of ICT as tools? (*Please explain your answer*)

What kind of training approach is appropriate for the projects target group? Do you think that a blended learning course is a suitable approach? (*Please explain your answer*)

EXISTING QUALIFICATION OFFERS

With regards to the existing qualification offer in the field of digital literacy for those professionals, please give your opinion about their value? (*Please explain your answer*)

Do you believe that professionals working in the field of youth receive sufficient training offers on the use and management of ICT and digital media regarding their target group? What is missing in this sense? (*Please explain your answer*)

INTEGRATION OF QUALIFICATION OFFERS

Do you think that the educational policies, in the EU in general and in your country in particular, incorporate training paths based on digital literacy for professionals working with young people? If yes, how? If not, why? (*Please explain your answer*)

With regards to your professional expertise, which condition must be fulfilled to integrate new non-formal qualification offers into existing institutional structures – either in non-formal or formal education (such as Universities, High Colleges, Professional Associations, and other training institutions?) Which would be your suggested approach? (*Please explain your answer*)

How could you contribute from your current position to the goals of the DS4Y project and to the dissemination and exploitation of its outcomes? (*Please explain your answer*)

Would you be interested in keeping up-to-date on DS4Y project's progress?

☐ Yes ☐ No

Would you be interested in participating in the project's national meetings, to discuss about strategies to transfer the qualification offer in institutionalized national structures?

☐ Yes ☐ No

Thank you very much for the information provided and your contribution to our project

4.2 Questionnaire for professionals

Digital Skills for You(th)

Questionnaire for professionals working with young people

Ex-ante question: Why we need your participation?

Many young people, especially those more vulnerable, lack the ability to exploit the full potential of digital technologies in their everyday life. (Social) Youth work can play a role in improving the digital skills, knowledge and confidence of their young target groups.

Within the European project "Digital Skills for You(th)" we will develop and pilot a qualification offer for professionals working with young people on digital issues to enhance their active participation in society. Therefore, your experience and opinion is very important for us.

By filling in the following questionnaire, you will help us to identify the needs and interests of professionals in youth work in Germany, the Czech Republic and Spain. In the long run, you will be able to benefit from our new qualification offer and to contribute to provide a more qualified support to your young target groups.

These survey answers will be treated in absolute confidence, in accordance with data protection law

Personal and professional information

Are you female or male? ☐ Male ☐ Female

How old are you?

☐ <20 years ☐ 40-49 years

☐ 20-29 years ☐ 50-59 years

☐ 30-39 years ☐ ≥ 60 years

What is the highest degree level you possess?

☐ No degree   ☐ University degree

☐ Graduation (without University entrance qualification)   ☐ Post-graduate degree

☐ Graduation (with University entrance qualification)   ☐ Vocational education

☐ Other _____

Did your professional education cover digital literacy issues? ☐ Yes ☐ No

In which professional field are you working?

☐ Social Work   ☐ non formal educational work

☐ Youth employment assistance   ☐ Youth migration work

☐ Prevention work   ☐ School education

☐ Street work/mobile youth work　　☐ Disability assistance

☐ ICT/media education　　☐ Family assistant or counsellor

☐ Other_____

How old are the young people you work with? *Please tick all appropriate boxes*

☐　< 6 year　　☐　13 - 15 years

☐　6 - 8 years　　☐　16 – 18 years

☐　9 - 12 years　　☐　> 18 years

Tell us how many of the children/youths you work with would you judge as socially and/or educationally vulnerable:

Please estimate the percentage: _____ %

How often have you taken vocational training <u>on digital issues</u> in the last two years?

☐ Never　　☐ Once　　☐ Twice　　☐ More than twice

Which training delivery mode do you prefer?

☐ Face-to-face (f2f)　　☐ Online　　☐ Blended *(mixture of both: f2f and online)*

☐ Other _____

How much time could you afford/spend per week for your own vocational training?

☐ <1 hour/week　　☐ 1 hour/week　　☐ 2 hours/week

☐ 3 hours/week　　☐ >3 hours/week

The European Digital Competence Framework for Citizens identifies 20 Competences in 5 Key Areas – included in this questionnaire – Considering People Need to Have Competence in Each of Them in Order To Achieve Goals Related to Work, Employability, Learning, Leisure and Participation in Society

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Please rank the importance of digital skills for you in your daily work?

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

PART A
PLEASE ASSESS FROM YOUR OWN PROFESSIONAL PERSPECTIVE ABOUT YOUR COMPETENCE, KNOWLEDGE AND SKILLS IN THE FOLLOWING AREAS

KEY AREA 1: Information and data literacy: *Ability to read, create and derive meaningful information from data*	Basic User	Independent User	Proficiency User
Searching and filtering data, information and digital content in the Internet	☐	☐	☐
Use of digital tools and resources	☐	☐	☐

KEY AREA 2: Communication and collaboration: *Successful sharing, interacting, engaging and collaborating through digital technologies.*	Basic User	Independent User	Proficiency User
Do's and don'ts of online communication (*Nettiquette*)	☐	☐	☐
Collaborative work with my colleagues through digital tools	☐	☐	☐

KEY AREA 3: Digital content creation: *Developing, integrating, re-elaborating digital content.*	Basic User	Independent User	Proficiency User
Creation of digital content useful to your target audience *(video, audio, slides, blogs entrances…)*	☐	☐	☐
Knowledge of copyright and licences *(i.e. Creative Commons)*	☐	☐	☐

KEY AREA 4: Safety: *Protecting devices, personal data and privacy.*	Basic User	Independent User	Proficiency User
Knowledge about digital identity and digital footprints	☐	☐	☐
Teaching how to use ICT in a responsible way	☐	☐	☐

KEY AREA 5: Problem solving: *Efficient and creatively identifying and solving problems taking advantage of digital technologies*	Basic User	Independent User	Proficiency User
Identifying gaps and/or lack of knowledge in digital competences among your target group	☐	☐	☐
Developing digital solutions to deal with different levels of needs of your target group	☐	☐	☐

PART B
PLEASE NOW READ CAREFULLY THE FOLLOWING STATEMENS AND INDICATE YOUR LEVEL OF AGREEMENT/DISAGREEMENT CONSIDERING THAT 1 IS TOTALLY DISAGREE AND 5 IS TOTALLY AGREE

	1	2	3	4	5
More media and digital education is needed for professionals working with young people	☐	☐	☐	☐	☐
Internet and Social Networks play a main role in the daily lives of young people.	☐	☐	☐	☐	☐
The age of initiation in social networks is around 12 years when the relationship between peers becomes more important	☐	☐	☐	☐	☐
Mobile devices are the most used ones by young people for their interaction in social networks and online space	☐	☐	☐	☐	☐
The introduction of gaming as a learning digital tool multiplies the learning of young people	☐	☐	☐	☐	☐
The uses of technology by young people have a collaborative and social character	☐	☐	☐	☐	☐
Young people are aware of their digital identity and footprint	☐	☐	☐	☐	☐
Digital tools are important in the nowadays building process of young people's identity	☐	☐	☐	☐	☐
Forms of explicit violence and bullying have increased among young people with the emergence of new technological communication tools	☐	☐	☐	☐	☐
The educational uses of ICT has been sufficiently tackled in social and educational work	☐	☐	☐	☐	☐

Would you be interested in a vocational training related to working with young people on digital issues?

☐ Yes, I would.   ☐ No, I would not.

If you are interested, please fill in the blank with you e-mail address and we will contact you for the piloting phase of the new qualification offer. Your e-mail-adress will be stored separately to the questionnaire: _____

Thank you very much for the information provided and your help to the project.