DIGITAL 4ALL
BUILDING A DIGITAL WORLD FOR ALL

WP2.

A.1. Youth Workers Needs Assessment Report from Sweden

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Introduction

The global expansion of the Internet has made knowledge and information accessible to almost everyone with a computer or smartphone, contributing to a more inclusive information landscape. This accessibility is particularly beneficial for marginalized groups, providing them with the opportunity to access pertinent information and engage in learning through informal channels. However, this widespread accessibility has also led to an increased dissemination of fake news and disinformation online. In an interconnected digital environment, effectively navigating the vast amount of daily information is crucial. Recognizing reliable sources becomes imperative for individuals to make well-informed choices in the realms of social, political and economic decisions, free from bias and malicious intent.

In response to the frequent reliance of migrants on digital platforms for integration information, the Digital4All project strives to provide youth workers with expertise in critical thinking, tiny habits and digital competences. This training is designed to empower youth workers in supporting migrants to critically assess information online, enhancing their intentions and abilities in this regard. The project's initial phase involved conducting working group sessions in each participating country to evaluate the needs, knowledge, and overall perspectives of youth workers concerning these essential concepts. This report specifically underscores the key findings derived from the needs assessment carried out in Cyprus.

Methodology

A working group discussion was prepared with the aim to analyze the knowledge, needs and general perspectives of youth workers regarding the concepts of critical thinking, tiny habits, and digital competences. The discussion used active and participatory methods such as brainstorming and open-ended questions, as well as self-assessment tools for creative thinking. An attendance list was distributed and signed by the participants (Annex 1).

Participants

Four youth workers took part in the Youth Worker needs assessment, representing diverse backgrounds to promote inclusivity. Together, they bring considerable expertise to the field of youth work. All of them are working in international institutions as youth workers.

Results

Critical Thinking

The website named Skill You Need was used to measure the participants' ability of critical thinking which means to look at things differently and find new ways of solving problems. At the end of the self assessment, the participants received the score of 64, 77, 89 and 58. The average score is 72.

The results can be found in Annex 3.

In the descussion section, It was seen that the participants are familiar with the term of critical thinking. They think that critical thinking is crucial in their line of work. It helps them analyze complex situations and come up with innovative solutions. Moreover, in today's fast-paced world, critical thinking enables them to adapt to changing circumstances and make informed decisions.

On the other hand, one of the participants stated that some colleagues struggle with incorporating critical thinking. He thinks that there is a need for more training in this area. These responses provide a glimpse into the diverse perspectives that youth workers may have regarding critical thinking skills in their profession. Analyzing these responses can help identify common themes, challenges, and areas for improvement in fostering critical thinking skills within the youth work sector.

The participants also were asked about the challenges and barries on critical thinking in youth field. According to their opinion, in the field of youth work, there are several challenges and barriers that individuals may face when it comes to fostering and applying critical thinking skills. Some of these challenges include:

Limited Training and Education: Youth workers may not receive sufficient formal education or training in critical thinking skills, leaving them unprepared to apply these skills effectively in their roles.

Time Constraints: The nature of youth work often involves dealing with urgent and time-sensitive issues. This can make it challenging for workers to dedicate the necessary time to engage in thorough critical thinking processes.

Resource Constraints: Limited resources, both in terms of staffing and funding, can hinder the ability of youth workers to implement comprehensive critical thinking strategies. This may impact their capacity to address complex issues creatively.

Addressing these challenges requires a concerted effort from organizations, educational institutions, and individuals in the youth work field. Providing training, fostering a supportive organizational

culture, and encouraging continuous learning are essential steps to overcome these barriers and promote effective critical thinking among youth workers.

Tiny Habits

When we asked to the participants about tiny habits, they stated that they are generally familiar with this method but not enough knowledgeable. For instance, one of them stated that she has heard of Tiny Habits, but she is not entirely sure about the details. She knows it's related to forming habits, but she has not delved deep into it. When It was explained to them they stated that Tiny Habits a good method for developing new routines in youth work field.

Digital Competences

The participants were asked to answer the questions in mydigiskills tool. Based on the tool, the levels of the participants' digital compentence were measured on 5 major areas which are **Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety and Problem Solving.**

In the **Information and Data Literacy category,** 3 of the participants got the advanced point form all the subcategories while one of them got intermediate.

In **the Communication and Collaboration** category, data revealed that 3 of the participants are in advanced level on interacting through digital technologies. On the other hand, one of the participants got intermediate score from this category. She also stated that she has difficulty on managing digital identity and sharing through digital technologies.

In **Digital Content Creation category,** the participants were asked to evaluate themselves in terms of developing digital content, copyright and licences and programming. In this category, one of the participants was super advanced from all subcategories. However, the others were intermediate. One of them was having difficulty on programming and stated her programming skill is low.

In **Safety,** most of the participants were in intermediate level on protecting devices, protecting personal data and privacy, protecting health and well-being.

In **Problem Solving** category, one of the participants was in avarage level on solving technical problems while two of them are intermediate and one of them is advanced.

The results of all participants can be found in Annex 4.

Relevance for Labor Context

Critical thinking is crucial in youth worker's labor context as it empowers them to analyze complex situations, make informed decisions, and adapt to the evolving needs of the youth they work with. It allows them to approach challenges with a problem-solving mindset and ensures that the programs and services they provide are effective and responsive.

The Tiny Habits methodology is a practical approach that complements critical thinking by offering a systematic way to introduce positive changes into daily routines. In their work with youth, fostering positive habits through tiny actions can have a lasting impact. Whether it's encouraging self-reflection, building study habits, or promoting positive interpersonal skills, Tiny Habits provide a manageable and sustainable way to instill positive behaviors.

In the digital age, digital competences are essential for effective youth work. From utilizing online resources for education and skill-building to engaging with youth through digital platforms, being digitally competent enhances their ability to connect with and support young individuals. It also enables them to stay updated on relevant information and trends that impact the youth they work with.

Conclusions

The combination of Critical Thinking, Tiny Habits, and Digital Competences creates a well-rounded approach to youth work. Critical thinking helps youth workers navigate challenges and make informed decisions, Tiny Habits provide a practical methodology for behavior change, and Digital Competences ensure that they are equipped to engage with youth in today's technologically advanced environment. Together, these competencies contribute to their effectiveness as a youth worker, allowing them to adapt to the evolving needs of the youth population, foster positive behavioral changes, and leverage digital tools to enhance the impact of youth work.

Annexes

Annex 1

Digital4All - Signature List
Ideon Science Park, Scheelevägen 17, Lund, Sweden

NAME	ORGANIZATION	ORGANIZATION ADDRESS	E MAIL	SIGNATURE
Necmettin MELETCI	Mexpert	Lundschöllevägn 17 Sweden	necmettin@mexpert.se	
Charlotte Meletli	Mexpert	" "	charlotte@mexpert.se	
Diarra Thiam	Hello youth	Lund Sweden	diarra.dr@gmail.co	
Ulysse Devin	Mexpert	Lund, Sweden	ulyssedevin@gmail.com	

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Annex 2

Annex 3

Creative Thinking Skills Self-Assessment

Your overall score is: 58/120.

You are very much just starting your journey into the realms of creative thinking skills.

That's great news because there is lots to learn and plenty of room for improvement. We suggest you start by reading our page on **Understanding Creative Thinking**, as this will help you to address some of the myths and reasons why people think they cannot 'do' creative thinking. You could then have a look at our page on **Creative Thinking** to see some useful techniques to try.

Creative Thinking Skills Self-Assessment

Your overall score is: 77/120.

You are fairly confident in your use of creative thinking and creative thinking techniques.

You are probably using at least a few techniques routinely and with thought, and want to move to the next level. Try our page on **Creative Thinking** for some useful techniques. Another good way to move forward is to look back at your answers to this self-assessment and see where you think you could improve. Conscious thought addressed to those areas will soon see improvement. If you want to understand more about how and why creative thinking works, read our page on **Understanding Creative Thinking**.

Creative Thinking Skills Self-Assessment

Your overall score is: 64/120.

You are fairly confident in your use of creative thinking and creative thinking techniques.

You are probably using at least a few techniques routinely and with thought, and want to move to the next level. Try our page on **Creative Thinking** for some useful techniques. Another good way to move forward is to look back at your answers to this self-assessment and see where you think you could improve. Conscious thought addressed to those areas will soon see improvement. If you want to understand more about how and why creative thinking works, read our page on **Understanding Creative Thinking**.

Creative Thinking Skills Self-Assessment

Your overall score is: 89/120.

You are fairly confident in your use of creative thinking and creative thinking techniques.

You are probably using at least a few techniques routinely and with thought, and want to move to the next level. Try our page on **Creative Thinking** for some useful techniques. Another good way to move forward is to look back at your answers to this self-assessment and see where you think you could improve. Conscious thought addressed to those areas will soon see improvement. If you want to understand more about how and why creative thinking works, read our page on **Understanding Creative Thinking**.
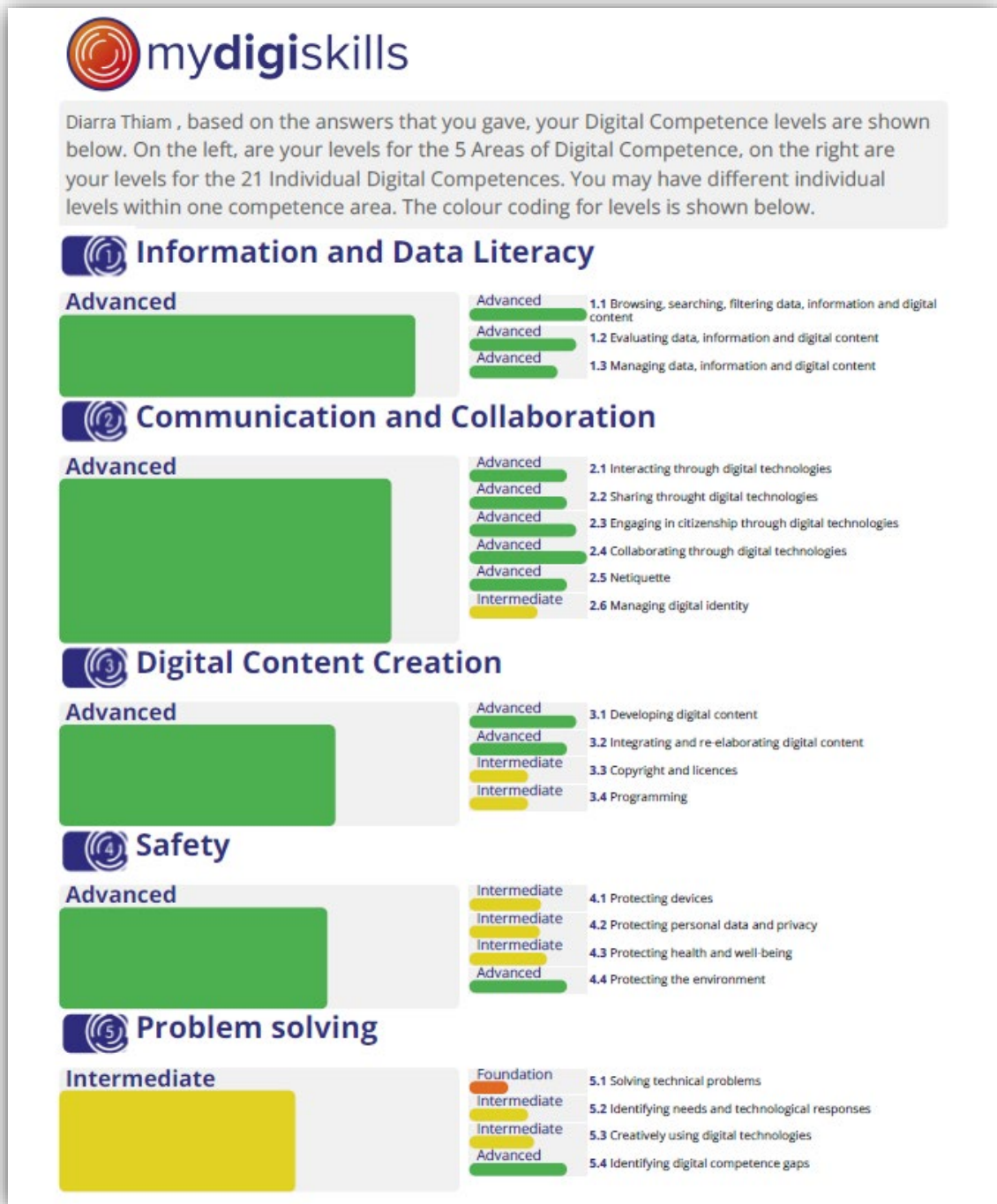
Annex 4

mydigiskills

Diarra Thiam , based on the answers that you gave, your Digital Competence levels are shown below. On the left, are your levels for the 5 Areas of Digital Competence, on the right are your levels for the 21 Individual Digital Competences. You may have different individual levels within one competence area. The colour coding for levels is shown below.

Information and Data Literacy

Advanced

Advanced	1.1 Browsing, searching, filtering data, information and digital content
Advanced	1.2 Evaluating data, information and digital content
Advanced	1.3 Managing data, information and digital content

Communication and Collaboration

Advanced

Advanced	2.1 Interacting through digital technologies
Advanced	2.2 Sharing throught digital technologies
Advanced	2.3 Engaging in citizenship through digital technologies
Advanced	2.4 Collaborating through digital technologies
Advanced	2.5 Netiquette
Intermediate	2.6 Managing digital identity

Digital Content Creation

Advanced

Advanced	3.1 Developing digital content
Advanced	3.2 Integrating and re-elaborating digital content
Intermediate	3.3 Copyright and licences
Intermediate	3.4 Programming

Safety

Advanced

Intermediate	4.1 Protecting devices
Intermediate	4.2 Protecting personal data and privacy
Intermediate	4.3 Protecting health and well-being
Advanced	4.4 Protecting the environment

Problem solving

Intermediate

Foundation	5.1 Solving technical problems
Intermediate	5.2 Identifying needs and technological responses
Intermediate	5.3 Creatively using digital technologies
Advanced	5.4 Identifying digital competence gaps

mydigiskills

Charlotte, based on the answers that you gave, your Digital Competence levels are shown below. On the left, are your levels for the 5 Areas of Digital Competence, on the right are your levels for the 21 Individual Digital Competences. You may have different individual levels within one competence area. The colour coding for levels is shown below.

① Information and Data Literacy

Advanced

Advanced	1.1 Browsing, searching, filtering data, information and digital content
Advanced	1.2 Evaluating data, information and digital content
Advanced	1.3 Managing data, information and digital content

② Communication and Collaboration

Advanced

Advanced	2.1 Interacting through digital technologies
Advanced	2.2 Sharing throught digital technologies
Advanced	2.3 Engaging in citizenship through digital technologies
Advanced	2.4 Collaborating through digital technologies
Advanced	2.5 Netiquette
Advanced	2.6 Managing digital identity

③ Digital Content Creation

Intermediate

Advanced	3.1 Developing digital content
Intermediate	3.2 Integrating and re-elaborating digital content
Intermediate	3.3 Copyright and licences
Intermediate	3.4 Programming

④ Safety

Intermediate

Intermediate	4.1 Protecting devices
Intermediate	4.2 Protecting personal data and privacy
Intermediate	4.3 Protecting health and well-being
Advanced	4.4 Protecting the environment

⑤ Problem solving

Advanced

Advanced	5.1 Solving technical problems
Advanced	5.2 Identifying needs and technological responses
Advanced	5.3 Creatively using digital technologies
Advanced	5.4 Identifying digital competence gaps

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my**digi**skills

Necmettin, based on the answers that you gave, your Digital Competence levels are shown below. On the left, are your levels for the 5 Areas of Digital Competence, on the right are your levels for the 21 Individual Digital Competences. You may have different individual levels within one competence area. The colour coding for levels is shown below.

Information and Data Literacy

Advanced

Advanced	1.1 Browsing, searching, filtering data, information and digital content
Advanced	1.2 Evaluating data, information and digital content
Advanced	1.3 Managing data, information and digital content

Communication and Collaboration

Advanced

Advanced	2.1 Interacting through digital technologies
Advanced	2.2 Sharing throught digital technologies
Intermediate	2.3 Engaging in citizenship through digital technologies
Advanced	2.4 Collaborating through digital technologies
Advanced	2.5 Netiquette
Advanced	2.6 Managing digital identity

Digital Content Creation

Advanced

Advanced	3.1 Developing digital content
Advanced	3.2 Integrating and re-elaborating digital content
Advanced	3.3 Copyright and licences
Advanced	3.4 Programming

Safety

Advanced

Advanced	4.1 Protecting devices
Advanced	4.2 Protecting personal data and privacy
Advanced	4.3 Protecting health and well-being
Advanced	4.4 Protecting the environment

Problem solving

Advanced

Advanced	5.1 Solving technical problems
Advanced	5.2 Identifying needs and technological responses
Advanced	5.3 Creatively using digital technologies
Advanced	5.4 Identifying digital competence gaps

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mydigiskills

Ulysse Devin, based on the answers that you gave, your Digital Competence levels are shown below. On the left, are your levels for the 5 Areas of Digital Competence, on the right are your levels for the 21 Individual Digital Competences. You may have different individual levels within one competence area. The colour coding for levels is shown below.

① Information and Data Literacy

Advanced

Level	Competence
Advanced	1.1 Browsing, searching, filtering data, information and digital content
Advanced	1.2 Evaluating data, information and digital content
Intermediate	1.3 Managing data, information and digital content

② Communication and Collaboration

Intermediate

Level	Competence
Intermediate	2.1 Interacting through digital technologies
Intermediate	2.2 Sharing throught digital technologies
Intermediate	2.3 Engaging in citizenship through digital technologies
Advanced	2.4 Collaborating through digital technologies
Advanced	2.5 Netiquette
Intermediate	2.6 Managing digital identity

③ Digital Content Creation

Intermediate

Level	Competence
Advanced	3.1 Developing digital content
Intermediate	3.2 Integrating and re-elaborating digital content
Intermediate	3.3 Copyright and licences
Low	3.4 Programming

④ Safety

Intermediate

Level	Competence
Intermediate	4.1 Protecting devices
Intermediate	4.2 Protecting personal data and privacy
Intermediate	4.3 Protecting health and well-being
Intermediate	4.4 Protecting the environment

⑤ Problem solving

Intermediate

Level	Competence
Intermediate	5.1 Solving technical problems
Intermediate	5.2 Identifying needs and technological responses
Intermediate	5.3 Creatively using digital technologies
Intermediate	5.4 Identifying digital competence gaps