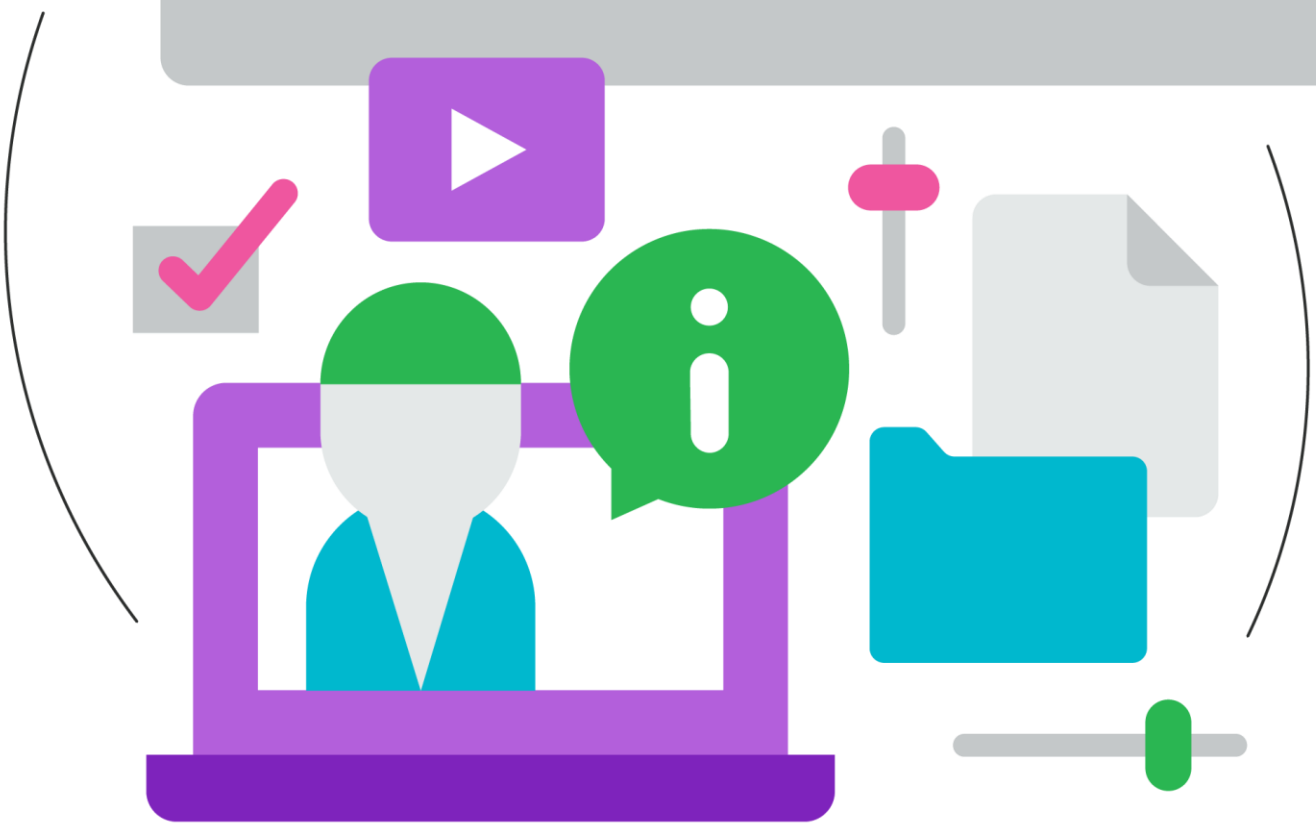
DIGITAL 4ALL

BUILDING A DIGITAL WORLD FOR ALL

WP2.

A.1. Youth Workers Needs Assessment Report from Ukraine



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Introduction

Globalization of Internet has made the spreading of knowledge and information free and accessible to almost everyone with access to a computer or smartphone. This offered a great opportunity from most disadvantaged groups to access to relevant information and to facilitate their learning via non-formal environments (Lesher et al., 2022). However, the fast and increased spread of Internet to almost everyone, has also made easy the boost of untruths and misinformation online. In a world where most of us are digitally connected, it is critical the managing of the amount of information we receive daily, and identify the reliable ones, so people can, exercise their social, civic, political and economic choices and decisions with knowledge and free of prejudice, malintention and unconsciousness (Lesher et al., 2022).

As migrants are a group that mostly search for integration information online and using digital sources, the **Digital4All – Building a Digital World for All Erasmus+ project,** aims to capacitate youth workers with knowledge on critical thinking, tiny habits and digital competences, so they can enhance migrant's intentions and abilities to assess information online. As a first step of the project, working group sessions were developed in each country to assess needs, knowledge and overall perspectives youth workers have regarding the beforementioned key-concepts.

This report highlights the main findings of the needs assessment developed in Dnipro (Ukraine), who are involved in local and national level youth work activities.

Methodology

A working group discussion was prepared with the aim to analyze the knowledge, needs and general perspectives youth workers have regarding the concepts and approaches of ***critical thinking, tiny habits*** and ***digital competences*** in their work role. The discussion used active and participatory methods (i.e., brainstorming, word cloud, open-ended), as well as self-assessment tools for creative thinking (Link) and digital competences (Link). A sign-in sheet was distributed (Annex 1.) and picture from the group was made.

Participants

Five youth workers who live in the Dnipro and adjacent regions took part in the study. The average age was 22.4 years. All participants have experience working with youth at the local level, and some of them also took part in international projects.

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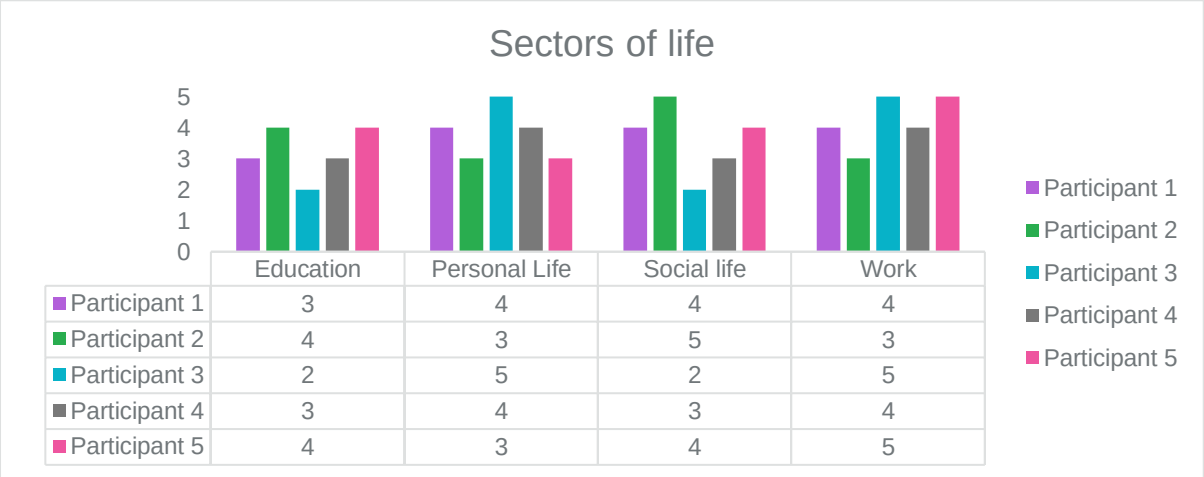
Results

Critical Thinking

Most youth workers were familiar with the term of critical thinking. Overall, participants characterized this high-order cognition as a process in which analysis, comparison, reflection and decision making are part of. The result from critical thinking is made up of unbiased, fact-checked, logic, rational and weighted outputs.

Critical thinking is perceived by youth workers as relevant in all sectors of life, that included work, education, personal Life, social life (Figure 1.). Ultimately, critical thinking was also perceived by one youth worker as important for personal development, highlighting this process as critical for self-analysis and self-reflection.



	Education	Personal Life	Social life	Work
Participant 1	3	4	4	4
Participant 2	4	3	5	3
Participant 3	2	5	2	5
Participant 4	3	4	3	4
Participant 5	4	3	4	5

Figure 1. Sectors of life where critical thinking was perceived as relevant by youth workers.

Youth workers perceive critical thinking as a learned competency and therefore a process that can be acquired with time. Participants have stretched the importance of growth, time and experience in developing one's critical thinking competency. The participating youth workers have proposed a number of techniques in developing critical thinking including debates, open discussions and reading and furthering one's studies.

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Youth Workers Creative Thinking Competences

Youth workers scored an average of **91 points** (min 0-120 max). In the Creative Thinking Skills Self-Assessment. Although self-assessed, this score reveals confidence of participants in their skills to thinking creatively.

Little Habits

The name of this method was not familiar to the participants, but when we discussed in detail what the method was and how to use it, all participants confirmed that they had heard about this method and were trying to use it, although the names of the method were different.

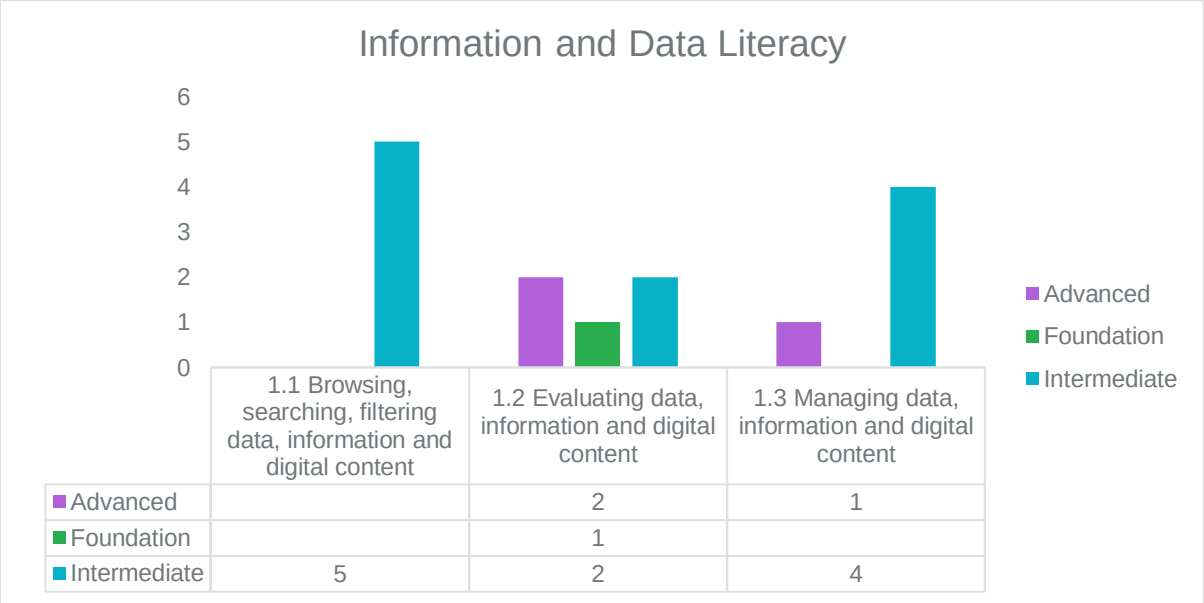
The participants formed the essence of the method as follows: it can be used to improve any sphere of your life: starting with official affairs, developing your business, education, losing weight or strengthening your health, acquiring useful habits, and so on.

It can be the simplest, but at the same time the most effective strategy that will lead us to success. The ability to break down complex tasks into many simple steps and achieve their fulfillment is the main secret to achieving your goals, no matter how lofty they may be.

Digital Competences

Digital competences of youth workers regarding the 5 big domains – Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety and Problem Resolution ranged mostly from Intermediate to Advance, accordingly to the MyDigiSkills assessment test (https://mydigiskills.eu/test/).

All youth workers revealed to be intermediate in **Information and Data Literacy,** namely in browsing, searching, filtering, evaluating and managing digital data and content. (Figure 2.).



	1.1 Browsing, searching, filtering data, information and digital content	1.2 Evaluating data, information and digital content	1.3 Managing data, information and digital content
Advanced		2	1
Foundation		1	
Intermediate	5	2	4

Figure 2. Level of digital competences regarding Information and Data Literacy domain.

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Regarding **Communication and Collaboration**, participants revealed to be mostly advanced in sharing, collaborating, managing digital technologies (Figure 3.).

Engaging in citizenship through digital technologies was one specific subdomain where participants revealed more abilities gap (Figure 3.)

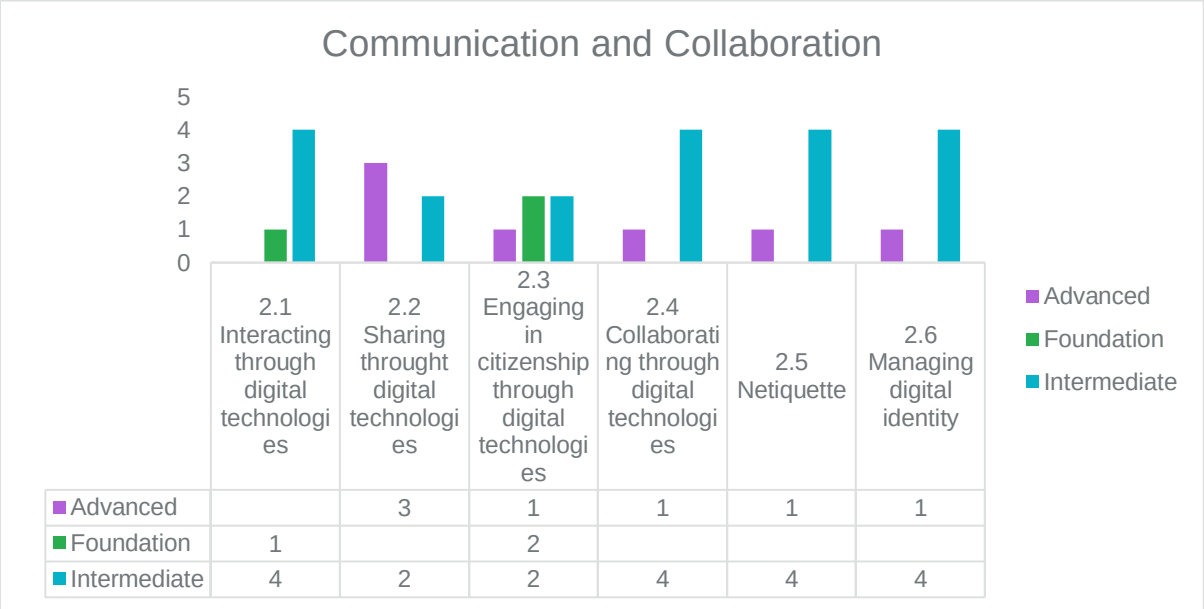

Figure 3. Level of digital competences regarding Communication and Collaboration domain

In **Digital Content Creation** domain, participant competences ranged more within and cross-groups. All revealed to be advanced in copyright , but more intermediate, most promptly, in programming (Figure 4.).

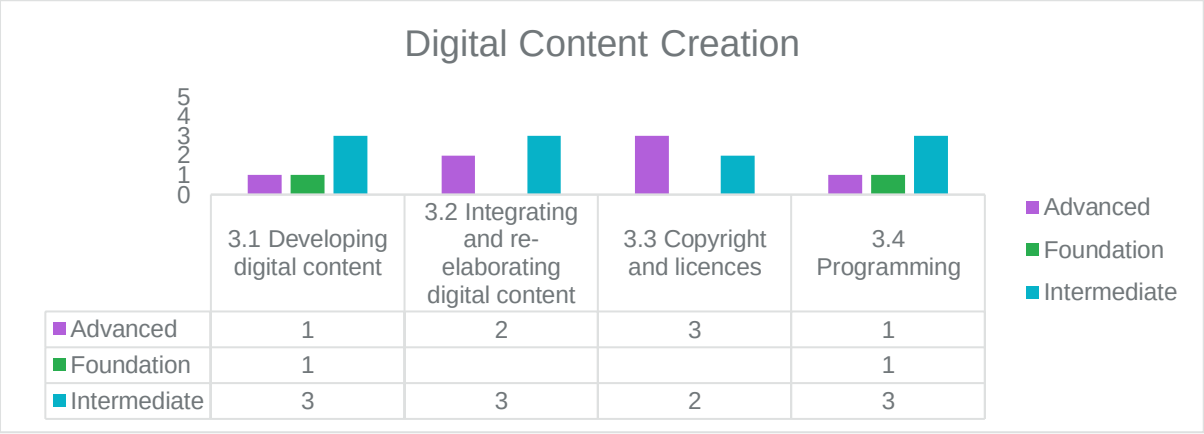

Figure 4. Level of digital competences regarding Digital Content Creation domain.

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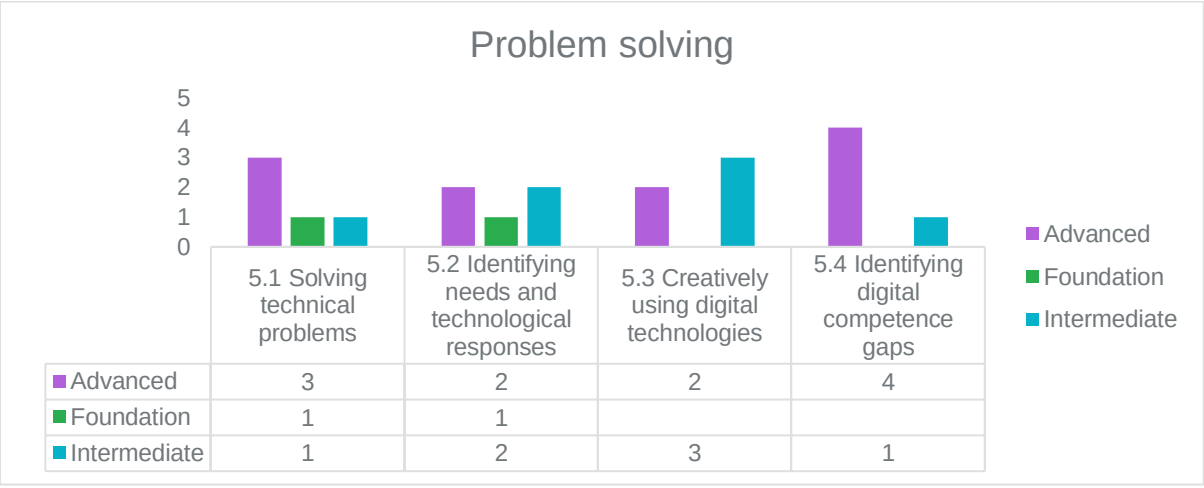
Youth workers had lower levels of digital competences in the Protecting personal data and Protecting health and well-being , being notably a higher prevalence of intermediate status, than advanced, in all subdomains (Figure 5.).

	4.1 Protecting devices	4.2 Protecting personal data and privacy	4.3 Protecting health and well-being	4.4 Protecting the environment
Advanced	1	1	1	1
Foundation		1	1	
Intermediate	4	3	3	4

Figure 5. Level of digital competences regarding Safety domain.

Youth workers had a higher prevalence of advanced digital competences in the Identifying digital competence gaps and Solving technical problems domain (Figure 6.).



	5.1 Solving technical problems	5.2 Identifying needs and technological responses	5.3 Creatively using digital technologies	5.4 Identifying digital competence gaps
Advanced	3	2	2	4
Foundation	1	1		
Intermediate	1	2	3	1

Figure 6. Level of digital competences regarding Problem Resolution domain.

Relevance for Labor Context

All youth workers agreed and expressed deep confidence that digital competencies play a decisive role in work, both at the employment stage and during the work process. These skills are simply necessary to be highly effective.

Critical thinking is also quite important, participants shared with each other links to materials that might interest them to improve knowledge and develop skills

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Conclusion

This report shares the main results on the needs, perceived relevance and knowledge of youth workers, regarding the terms of *critical thinking*, *tiny habits* and *digital competences*.

The goal was to identify perceived gaps and facilitators for critical thinking and the relevance of a capacitation training concerning the key-concepts.

Youth workers noted that many people already talk about critical thinking, and how many different activities help young people develop it: debates, MAN, Model UN, forums and other formats. However, the problem of the lack of critical thinking is no longer a problem, since no one can spread information, false and false, through the Internet. And the worst thing is those who still have to believe this information. A person who cannot think critically cannot build a career, lead others etc.

Let us put aside doubts about what seems 100% true to us. For example, news, the words of an expert or books with history.

Preparedness before doubts - the first period before verification of information, before analysis, before evaluation, and before re-interpretation.

These perceptions are aligned with the expected to be developed results of the Erasmus+ “Digital4All – Building a Digital Word for All”, which include a capacitation training, targeted to youth workers, to train their abilities in enhancing critical thinking of migrants using participatory and qualitative approaches.

References

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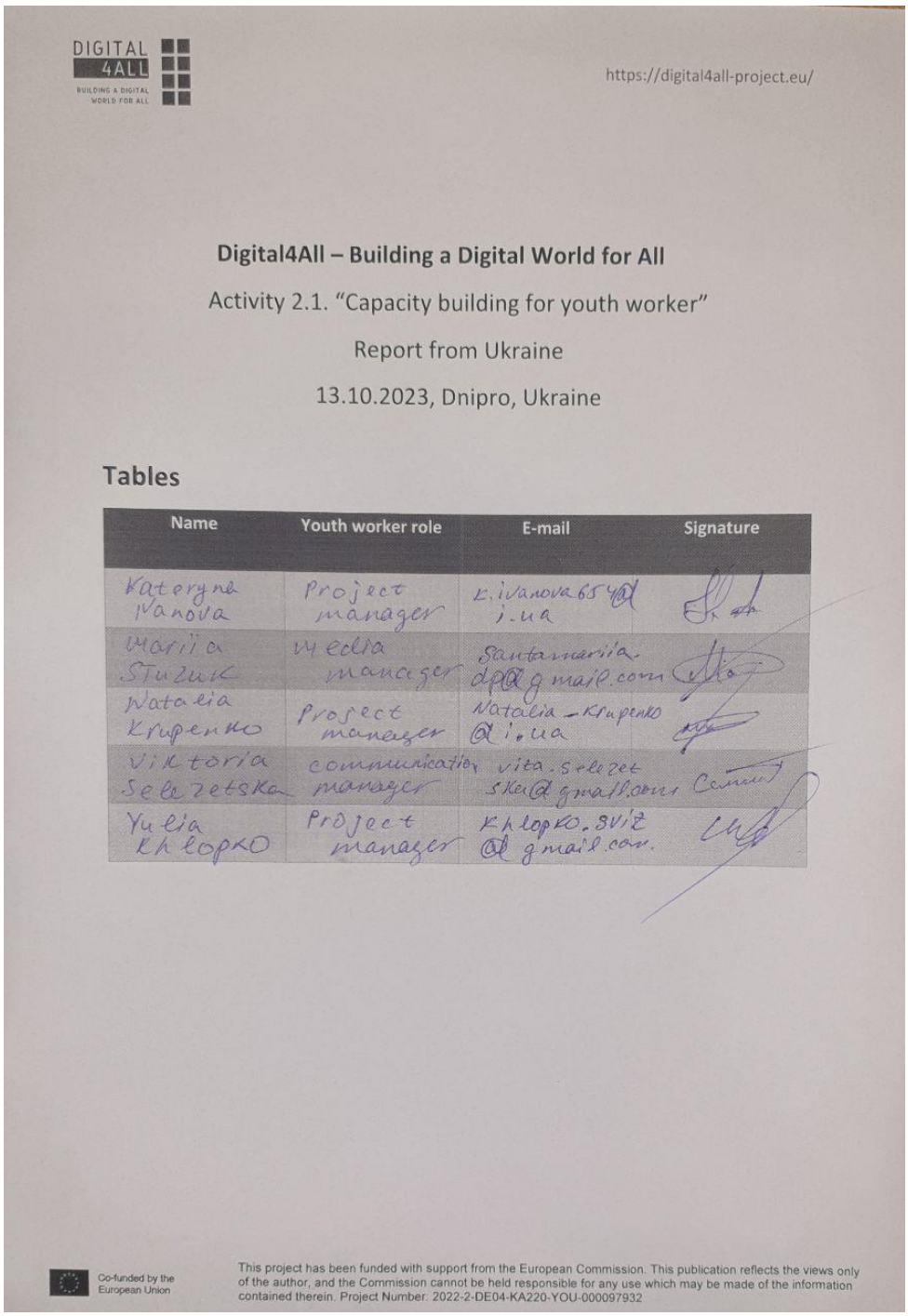
Annexes

Annex 1.



https://digital4all-project.eu/

Digital4All – Building a Digital World for All

Activity 2.1. "Capacity building for youth worker"

Report from Ukraine

13.10.2023, Dnipro, Ukraine

Tables

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Figure 7. Signed In sheet.

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