Results from first round Delphi survey:
Young people
Stakeholders

Tal Soffer, Aharon Hauptman
Tel Aviv University

netWorked Youth Research for
Empowerment in the Digital
society

Grant Agreement
number: 727066
Delphi Results – Young People

206 participants from seven countries:

<table>
<thead>
<tr>
<th>Country</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>62</td>
<td>30.1</td>
</tr>
<tr>
<td>Belgium</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>UK*</td>
<td>45</td>
<td>21.8</td>
</tr>
<tr>
<td>Israel</td>
<td>42</td>
<td>20.4</td>
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<tr>
<td>Italy</td>
<td>15</td>
<td>7.3</td>
</tr>
<tr>
<td>Spain</td>
<td>24</td>
<td>11.7</td>
</tr>
<tr>
<td>Turkey</td>
<td>17</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>206</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Including Northern Ireland (n=20)
Demographic Information

14 countries

65% females
35% males
Demographic Information

**Age**
- 9-15: 16.5%
- 16-20: 61.2%
- 21-26: 18.4%
- 27-31: 3.9%

**Level of Education**
- ISCED 7 – Master’s or equivalent: 5.3%
- ISCED 6 – Bachelor’s or equivalent: 9.2%
- ISCED 5 – Short-cycle tertiary: 1.5%
- ISCED 4 – Post-Secondary Non-tertiary: 3.9%
- ISCED 3 – Upper Secondary Level: 44.7%
- ISCED 2 – Lower Secondary Level: 24.3%
- ISCED 1 – Primary Level of Education: 11.2%

**Profile**
- Student in formal education: 77.7%
- Unemployed: 10.2%
- Other: 4.4%
- Internship: 1.9%
- Self-employed: 1.0%
- Employed: 4.9%

**Overall Education Completion Rate**: 69%
What are the issues related to young people that you consider most important?

![Bar chart showing the most important issues to young people.

- Self-Image, Self-Confidence: 4.17
- Tolerance: 4.14
- Causes of stress: 4.09
- Employment: 3.95
- Cyber Bullying: 3.94
- Internet safety, privacy: 3.92
- Gender: 3.9
- Migrants: 3.86
- Misunderstanding: 3.67
- Media literacy: 3.64
- Roles of parents, friends: 3.62
- Other issues: 3.48]
Importance issues by gender

* $p < 0.05$  ** $p < 0.01$  *** $p < 0.001$
Importance issues by age groups

![Importance of issues by age groups](image-url)
Frequencies by issue and degree of consensus

- Necessary changes in education (e.g., future-oriented; values; innovation...)
- Gender stereotypes / discrimination
- Media literacy: Reliability of information on the Internet and social media
- Internet safety & privacy
- Self-image, self-confidence
- Employment prospects
- Cyber-bullying, shaming
- Tolerance to different cultures/opinions

- Causes of stress among young people
- Adults misunderstanding of young people
- Integration of migrants/refugees in schools and in the society
- Roles of parents, friends and peer groups
The society in the year 2030 will be much better if the voice of young people is heard by decision makers today.
Delphi Results – Stakeholders

69 participants from 7 countries
Demographic Information

**Gender**
- Female: 60.9%
- Male: 39.1%

**Level of Education**
- ISCED 2 – Lower Secondary Level of Education: 1.4%
- ISCED 4 – Post-Secondary Non-Tertiary: 2.9%
- ISCED 5 - Short-cycle Tertiary Education: 4.3%
- ISCED 6 – Bachelor’s or equivalent level: 24.6%
- ISCED 7 – Master’s: 40.6%
- ISCED 8 – Doctoral: 26.1%

**Age Distribution**
- 24-34: 15.9%
- 35-44: 30.4%
- 45-54: 31.9%
- 55-64: 21.7%

Mean Age: 45
Demographic Information

Area of Employment

- Medical/Health Area
- Education – Primary/Secondary [A3]
- Youth Policy Area
- Social Work
- Scientific or Technical Services
- Other
- Arts, Entertainment or Recreation
- Administration / Management
- Research
- Education – College/University or Adult
- Education – Primary/Secondary
- Education – Other

Actual Position

- School director
- Psychologist
- Medical/Health Profession
- Educational Counsellor
- Artist
- Administrative Staff
- IT Profession
- Social or Youth Worker
- Self-employed
- Researcher
- Manager
- Trainer
- Teacher – College/University or Adult
- Other
- Teacher – Primary/Secondary
What are the issues related to young people that you consider most important...

**Most Important Issues to Stakeholders**

- Roles of parents, friends: 3.62
- Causes of stress: 3.70
- Gender: 3.91
- Education: 3.96
- Employment: 3.96
- Media literacy: 4.03
- Internet safety/privacy: 4.04
- Tolerance: 4.12
- Cyber bullying: 4.20
- Self image, self confidence: 4.23
Most important issues to young people / stakeholders

<table>
<thead>
<tr>
<th>Issues</th>
<th>Young</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles of parents, friends</td>
<td>3.48</td>
<td>3.62</td>
</tr>
<tr>
<td><strong>Media literacy</strong></td>
<td><strong>3.62</strong></td>
<td><strong>4.03</strong></td>
</tr>
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<td>Misunderstanding</td>
<td>3.64</td>
<td>3.23</td>
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<tr>
<td>Migrants</td>
<td>3.67</td>
<td>3.70</td>
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<tr>
<td>Gender</td>
<td>3.86</td>
<td>3.91</td>
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<tr>
<td>Internet safety, privacy</td>
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<td>Cyber Bullying</td>
<td>3.92</td>
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<tr>
<td>Employment</td>
<td>3.94</td>
<td>3.96</td>
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<tr>
<td>Causes of stress</td>
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<td>3.74</td>
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<tr>
<td>Education</td>
<td>4.09</td>
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<td>Tolerance</td>
<td>4.14</td>
<td>4.12</td>
</tr>
<tr>
<td>Self-Image, Self-Confidence</td>
<td>4.17</td>
<td>4.23</td>
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</table>
most important issues

<table>
<thead>
<tr>
<th></th>
<th>YP</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Image, Self-Confidence</td>
<td>Self-Image, Self-Confidence</td>
</tr>
<tr>
<td>2</td>
<td>Tolerance</td>
<td>Cyber Bullying</td>
</tr>
<tr>
<td>3</td>
<td>Education</td>
<td>Tolerance</td>
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</tbody>
</table>
Inter quartile range by issue

measure the degree of the consensus among the respondents

<table>
<thead>
<tr>
<th>Issue/Quartile</th>
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<th>75</th>
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<tbody>
<tr>
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<td>Gender</td>
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<tr>
<td>Self image self confidence</td>
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<tr>
<td>Employment</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Media literacy</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Internet safety privacy</td>
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<td>4</td>
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<tr>
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<tr>
<td>migrants</td>
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<td>4</td>
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<tr>
<td>Roles of parents friends</td>
<td>3</td>
<td>4</td>
<td>4.5</td>
</tr>
</tbody>
</table>

No significant differences were found in the level of importance of issues compared by gender and age groups.
What are the best ways to engage young people in decision making?

• It is important to show the youth that somebody wants to hear their opinion, and not only slander the young generation. To create youth circles outside the bubble of each school, council, etc. - to see the "unified diversity" as a starting point to making statements. (Israel)

• Something fundamental in education (at home and in school) causes teenagers not to want to act for the better... I look at my class (12th grade) ... horrified to see how selfish people can be. Makes me wonder how it was created.... I don’t think all these children are selfish and wicked, but rather that their parents or teachers missed something. With better educational process (unfortunately I can not describe exactly) they will become more aware and caring. ... I think that the good grades that the students aspire to are at the expense of social action and striving for change. ...If you want to change and influence during the 4 years in high school, you see that you can not. ...the most important thing to bring YP into involvement is a very important change in the principle of education and it should take place in the school. What they experience in schools affects the way how they will make future decisions. Every activity that stems from pure caring must be consciously nurtured and encouraged. (Israel)
Selected answers to closed questions: YP

What are the best ways to engage young people in decision making?

(Cont.)

• Strategies of active participation with **recognitions for the work done** and a direct engagement among participants (Italy)
• Nuclei self-managed by YP in representative structures that have decision-making power in city councils and other forms of local / provincial / state government (Spain)
• Kind of youth parliament, connected to the regular parliament (Austria)
• Online voting (YEU)
• Through things like 101 philosophy classes, teaching formal logic and engaging students in logical problems encouraging independent thinking and challenging what they are told to think or what is popular consensus, and the importance of rational engagement and debate and discussion between students as well as between students and teachers (UK – BOUN)
Selected answers to closed questions: Stakeholders

What are the best ways to engage young people in decision-making?

- Expose them to relevant issues and provide a direct “channel” to decision-makers (Israel)
- Create active groups in schools, universities and workplaces and **reward the activists** with credit points and / or scholarships (Israel)
- **it is necessary first to involve the YP in the community and give them responsibility**, and only then can they be partners.
- integration into interest groups, mixed with young and old, committees...
- A structure like 'workplace democracy', such that the managers (teachers, school administration) have to implement consultation (UK – EY)
- Gamification of decision-making processes (YEU)
- Face to face meetings with decision makers
- Make them feel protagonists and implement an effective transfer of decision power: not consult young people and then take decisions different from ones expressed by them, something that already happened with "Good school reform" discourage (?) (Italy)
Selected answers to closed questions: YP

In what way will society in the year 2030 be different/better if the voice of young people like yourself is heard by decision makers?

- Greater openness to the different, and the creation of an international society that is more accepting... Listening to young people's opinions will encourage the development of such a society, increase the international ties on which we depend (Israel)
- more understanding, tolerance towards different political parties, societies and cultures (Israel)
- the strength, culture, energy, curiosity of YP could be one of the incentives for evolution of future society. (Italy)
- Not at all, because many young people are very uneducated (Austria)
- Youth are well educated and can give a better opinion; can make better decisions than adults. (Austria)
- It will be more modern, when the young people design it themselves (Austria)
- Bold in cutting-edge steps when adapting “modern” ideas (YEU)
- YP will have their say more and will be involved in politics and decisions (UK – EY)
- The incorporation of technology to fields hitherto not explored in depth such as education, bureaucracy, etc. (Spain)
- The third age of 2030 will live substantially better than any of earlier times (Spain)
Delphi Second Round: Draft – to be discussed

**Question 1: SH**
Taking into account your experience working with young people, what are the most important issues that concern them and you think that in our project we should deal with?
The following list presents results from the first round. For each issue you can see the importance attributed by respondents in the first round. Thinking again about these issues, please mark the importance

**Question 1: YP**
What are the issues related to young people that you consider most important and you think that in our project we should deal with?
The following list presents top results from the first round. For each issue you can see the importance attributed by respondents in the first round. Thinking again about these issues, please mark the importance
YP List:

• Self-image, self-confidence 4.23
• Cyber-bullying, shaming 4.20
• Tolerance to different cultures/opinions 4.12
• Internet safety & privacy 4.04
• Media literacy: Reliability of information on the Internet & social media 4.03
• Employment prospects 3.96
• Necessary changes in education (e.g. future-oriented) 3.96
• Gender stereotypes / discrimination 3.91
• Causes of stress among young people 3.74
• Integration of migrants/refugees in schools and in the society 3.70
• Roles of parents, friends and peer groups 3.62
• Adults misunderstanding of young people 3.23

SH List: Same issues, different ranking
Additional (selected) issues submitted by respondents in the first round:

- Environmental problems (e.g. pollution)
- Impacts of future technologies
- Leisure time activities
- Crime
- Mental health issues
- Exams anxiety
- Women empowerment
- Accepting the LGTB community
- Inappropriate contents (on the Internet)
- Digital addictions (compulsive use of digital technology)

More? Other?
Additional (selected) issues submitted by respondents in the first round:

- Environmental problems (e.g. pollution)
- Impacts of future technologies
- Leisure time activities
- Crime
- Mental health issues
- Exams anxiety
- Women empowerment
- Accepting the LGTB community
- Inappropriate contents (on the Internet)
- Digital addictions (compulsive use of digital technology)

More? Other?
Question 2: (Same for YP and SH)

What are the best ways to engage young people in decision-making? The following ways were proposed by respondents in the first round. Please rate them by their usefulness (*1 Not at all useful, 2 Slightly useful, 3 Moderately useful, 4 Very useful, 5 Extremely useful*)

- Online surveys
- Online voting
- Establishing a sort of “youth parliament”
- Participation in committees, interest groups etc., together with adults
- Direct communication between young people and decision makers
- Utilization of existing “students’ councils”, youth organizations etc.
- Create active groups in schools/universities/workplaces and **reward the activists** (with credit points, scholarships, etc.)
- Educating (from early age) to take responsibility in everyday life (at home, in the community, etc.)
- Shared projects of self-responsibility (with family, school, etc.)
- Using new technologies in participatory processes

Other (please add):

**More? Other?**
Question 3: SH

How can it be ensured that decision makers take into account the perspectives and opinions of children and young people? The following options were suggested by respondents in the 1st round. Please rate them by their usefulness (1Not at all useful, 2Slightly useful, 3Moderately useful, 4Very useful, 5Extremely useful)

• Turning young people into an influential group and showing politicians that young people's opinions today will largely determine who will vote for them throughout their lives.
• Establishing “shadow parliaments” of youth and disseminate their decisions
• Organizing discussion groups that integrate adults, children and youth.
• Institutionalizing participatory processes that require the inclusion of youth in decisions making, and setting appropriate implementation criteria
• Forming legally bounded committees representing youth and taking active role
• Regular evaluation of the aspects that have required the opinion of young people
• Strengthening the citizenship of young people so that they learn to exercise their right to evaluate the system and not evade it

Other (please add): More? Other?
Question 3: YP

In what way the society in the year 2030 will be different/better if the voice of young people like yourself is heard by decision makers? The following possibilities were suggested by respondents in the first round. Please indicate your agreement with each of them (Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree)

- Fairer society: More tolerance, equality, openness to different genders, cultures, religions, political opinions...
- Young people will feel more confident, expressive and in control of their role and impact in the society they live in.
- Society will be more adapted to changes.
- More open and free discussions on controversial issues
- Better education system
- Significant increase in innovation and production, thanks to the high creativity of young people
- More integrated and responsible youth, having a greater sense of belonging
- The society will not be better.

Other (please add): More? Other?