



netWorked Youth Research for  
**Empowerment** in the Digital society

## Delphi – first 2 cycles

WYRED Project meeting, Bath, 18.6.18

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# Delphi activity in WYRED

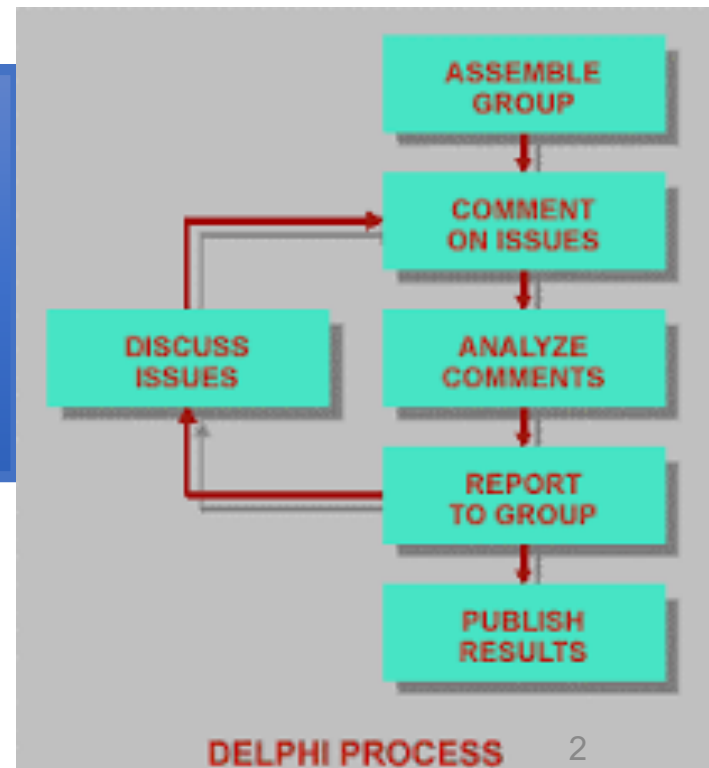
Leaders: TAU, BOU

## Formal objective (DoW):

Involving young people and stakeholders in a process aiming to identify key areas to be focused on in subsequent activities.

**Delphi concept: iterative group interaction (implemented by multiple rounds)**

This activity evolved and expanded beyond the original scope, and was used to elicit additional important insights from a large group of participants.



# First Cycle: Delphi1

May-June 2017

Report published in September 2017

2 surveys: young people, stakeholders.

Each survey: 2 rounds of online questionnaires (4 different questionnaires)

6 languages: English, Spanish, German, Italian, Hebrew, Turkish

## *“zero round”:*

Preliminary interviews; online survey among stakeholders (led by MOVES) – to identify important issues

## *1<sup>st</sup> round:*

- Closed question: rating most important issues of concern for young people
- Open questions: ways of engaging YP in decision making and the benefit to society of such engagement.

## *2<sup>nd</sup> round:*

- Closed questions based on responses in the first round.

# Delphi 1: Summary

Young people and stakeholders attribute the highest importance to:

- **“self-image and self-confidence”**,
- **“tolerance to different cultures/opinions”**
- **“necessary changes in education”**
  
- **“Mental wellbeing”**, (added in the 2<sup>nd</sup> round based on free-text answers submitted by in the 1<sup>st</sup> round), is also very important.

Stakeholders attribute much higher importance than young people to **“reliability of information on the internet and in social media”**.

This is confirmed by some of the face-to-face dialogues with young people.

**Most useful ways to engage young people in decision making (YP and stakeholders):**

- **direct communication between young people and decision makers**
- **fostering active groups in schools/universities/workplaces and recognition of the activists**



**Most YP believe that the society in 2030 will be much better if their voice is heard by decision makers.**

This tendency is significantly higher among female respondents.

### **In what ways the society will be better?**

- more tolerant, more equal, more attentive to the youth needs
- more open to different genders, cultures, religions, political opinions, controversial issues...
- the education system will improve
- young people will feel more confident, expressive and in control of their role and impact in the society they live in
- Innovative solutions will be found for many problems (e.g. environmental issues) thanks to young people insights and their familiarity with new technologies.

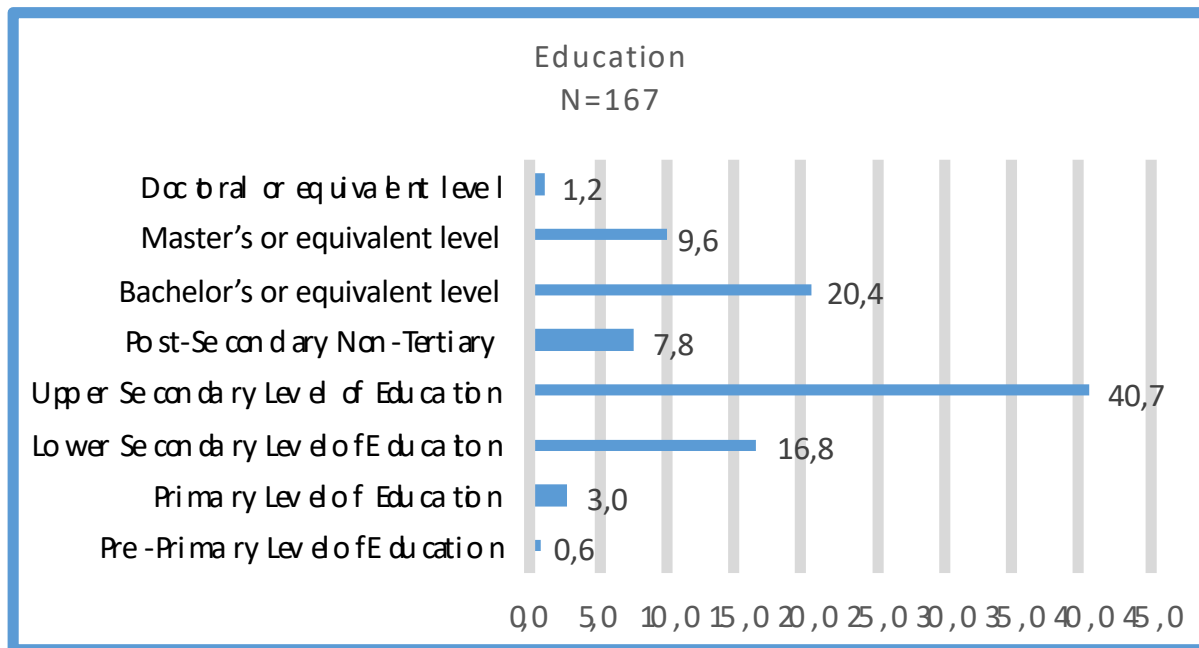
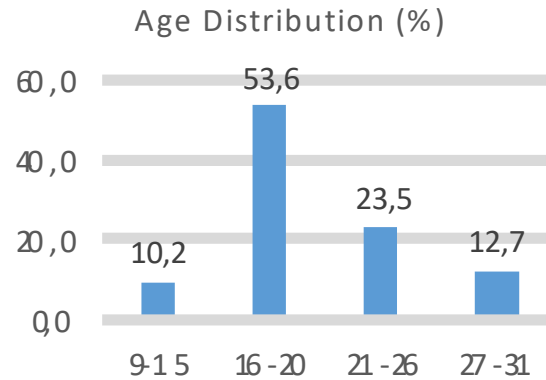
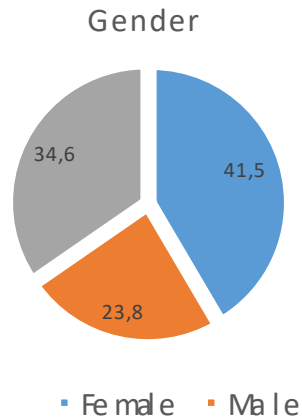


## Best ways to ensure that decision makers take into account the views of young people (stakeholders opinion):

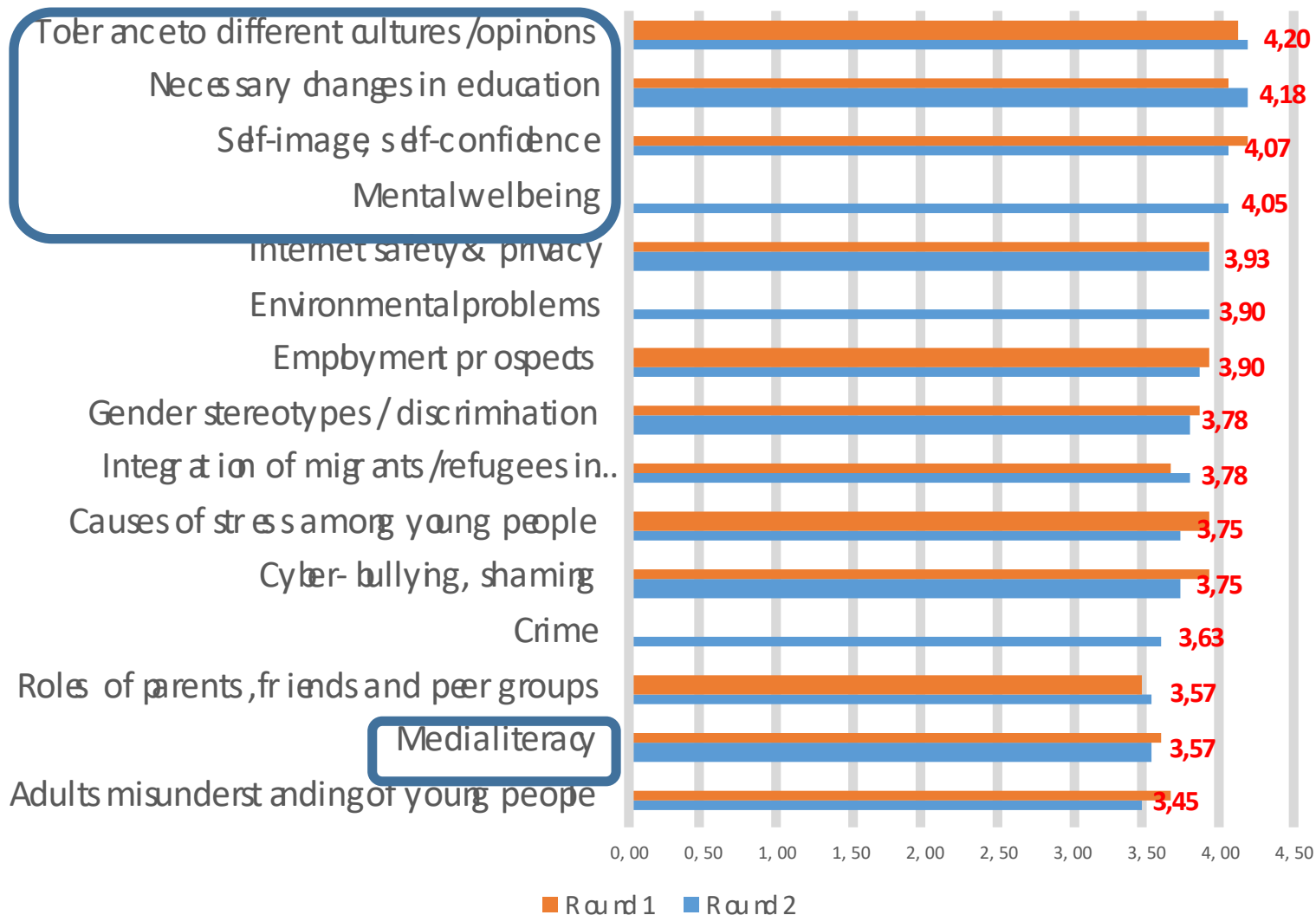
- *strengthening the citizenship of young people so that they learn to exercise their right to evaluate the system and not evade it*
- *regular evaluation of decisions that affect young people and require their opinion*

# Delphi 1 results – Young People 2<sup>nd</sup> round

260 respondents



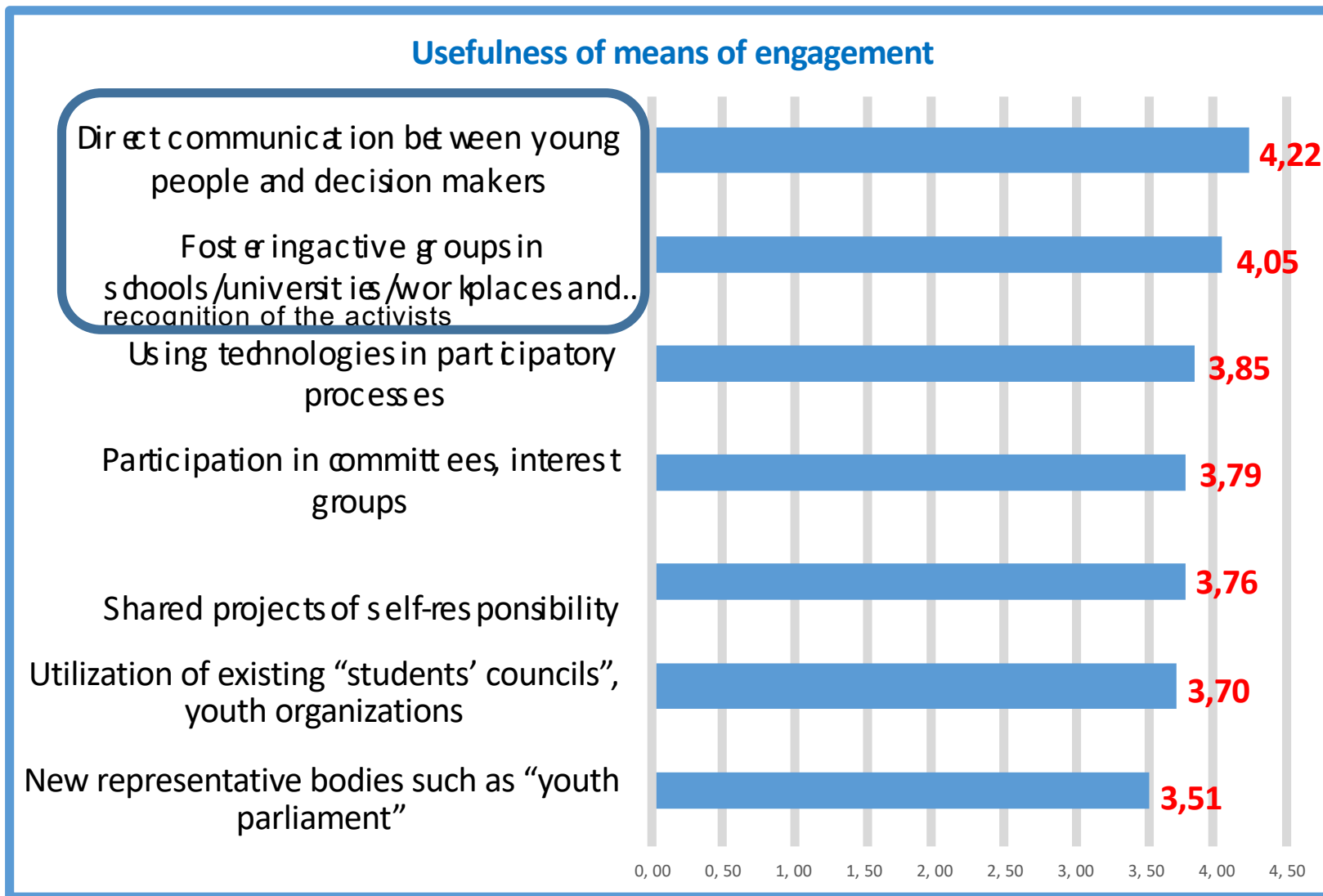
# What are the issues related to young people that you consider most important and you think that in our project we should deal with?



1=Not important, 2=Slightly important, 3=Moderately important, 4=Important, 5=Very important

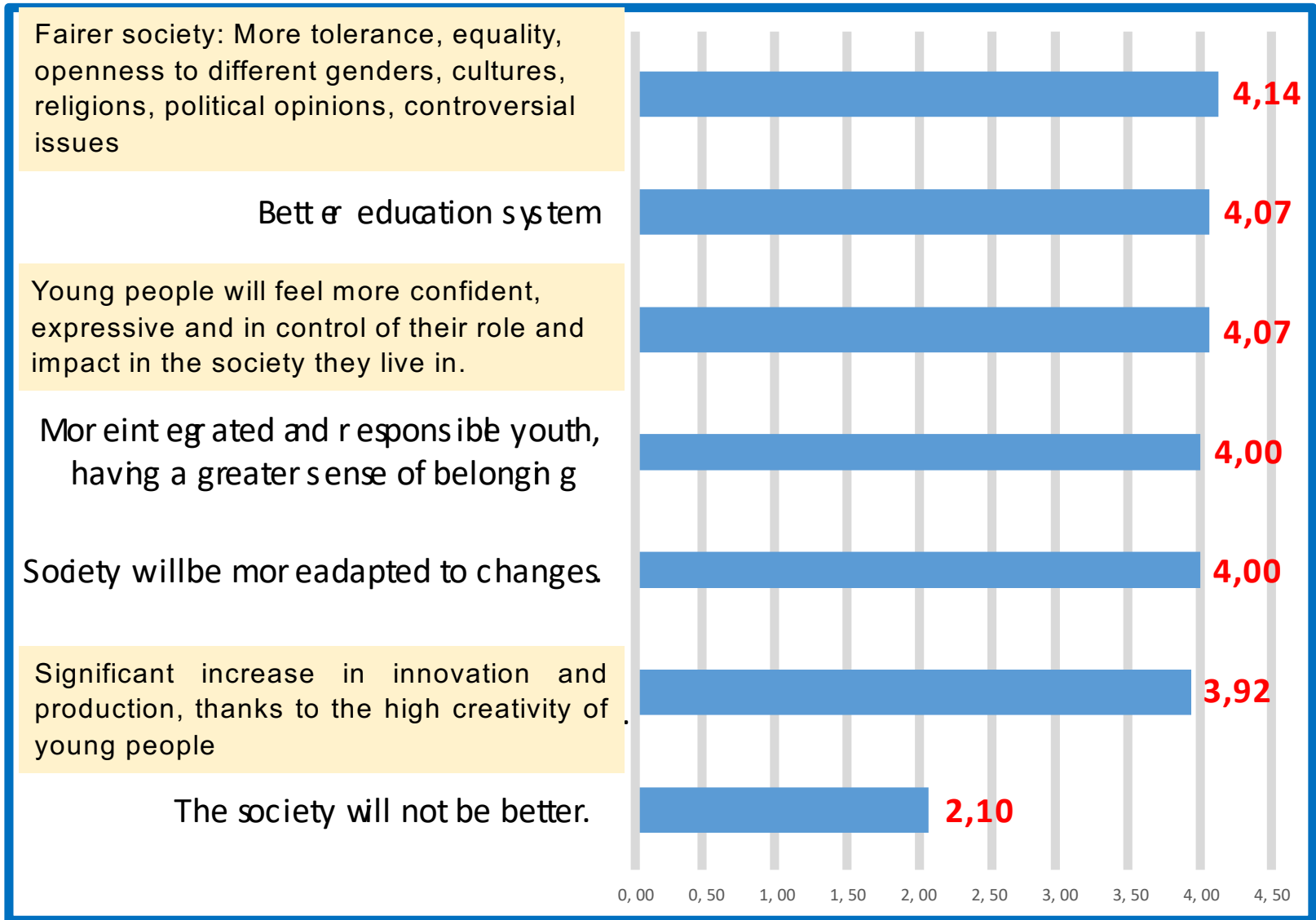


# What are the best ways to engage young people like yourself in decision-making?



1 Not at all useful, 2 Slightly useful, 3 Moderately useful, 4 Very useful, 5 Extremely useful

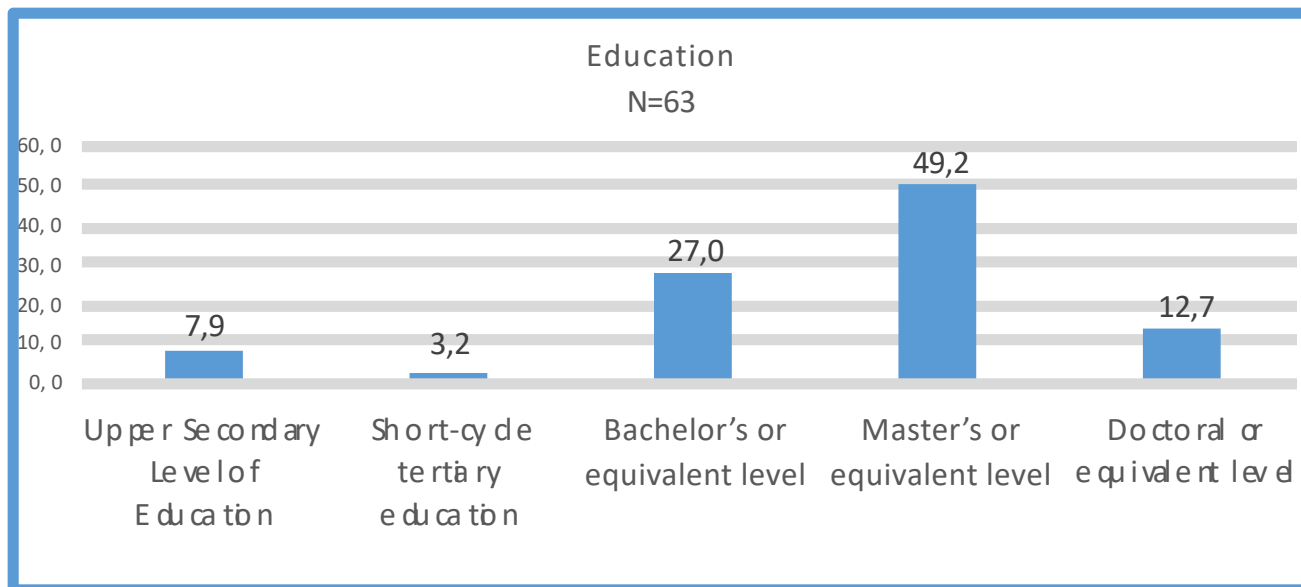
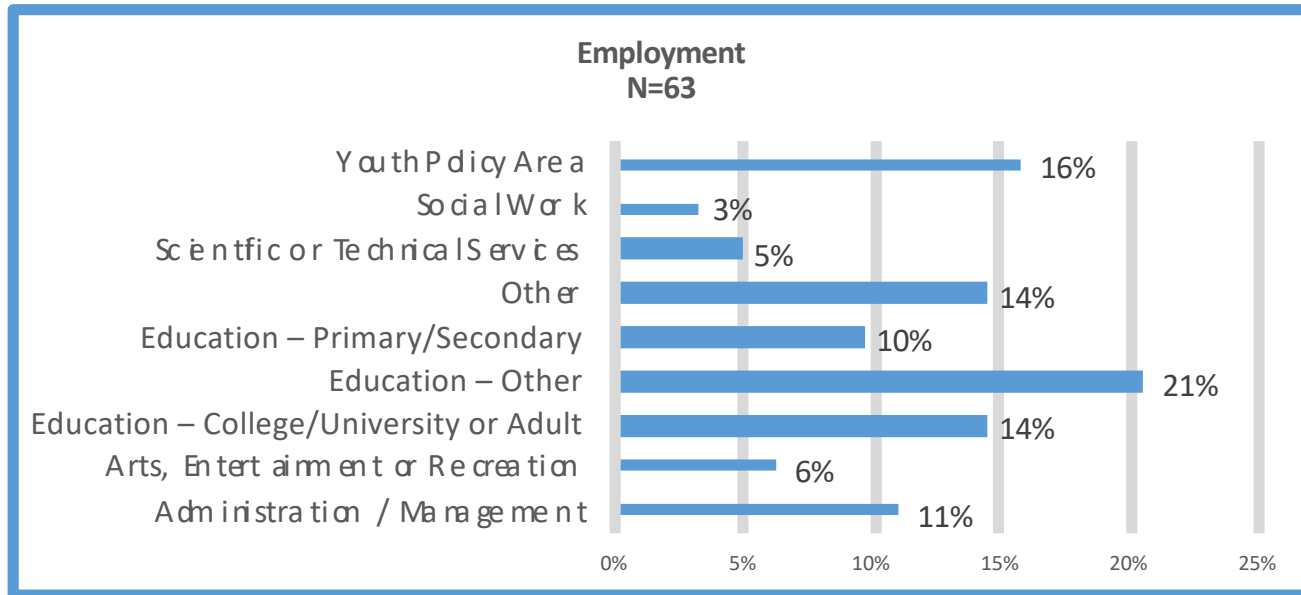
# In what way will the society in the year 2030 be better if the voice of young people like yourself is heard by decision makers?



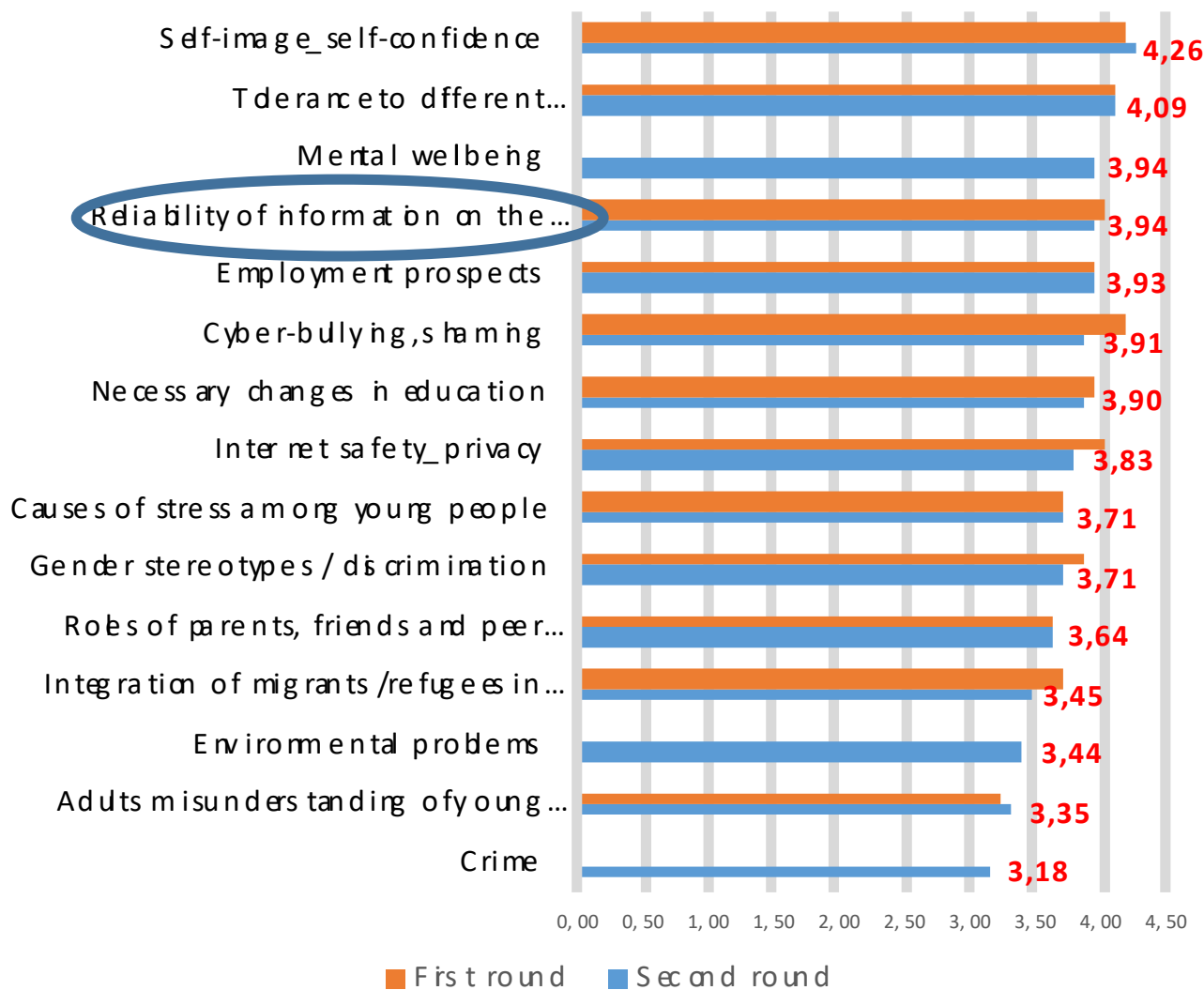
1 Strongly disagree, 2 Disagree, 3 Neither agree nor disagree, 4 Agree, 5 Strongly agree

# Delphi 1 results – Stakeholders 2<sup>nd</sup> round

89 respondents

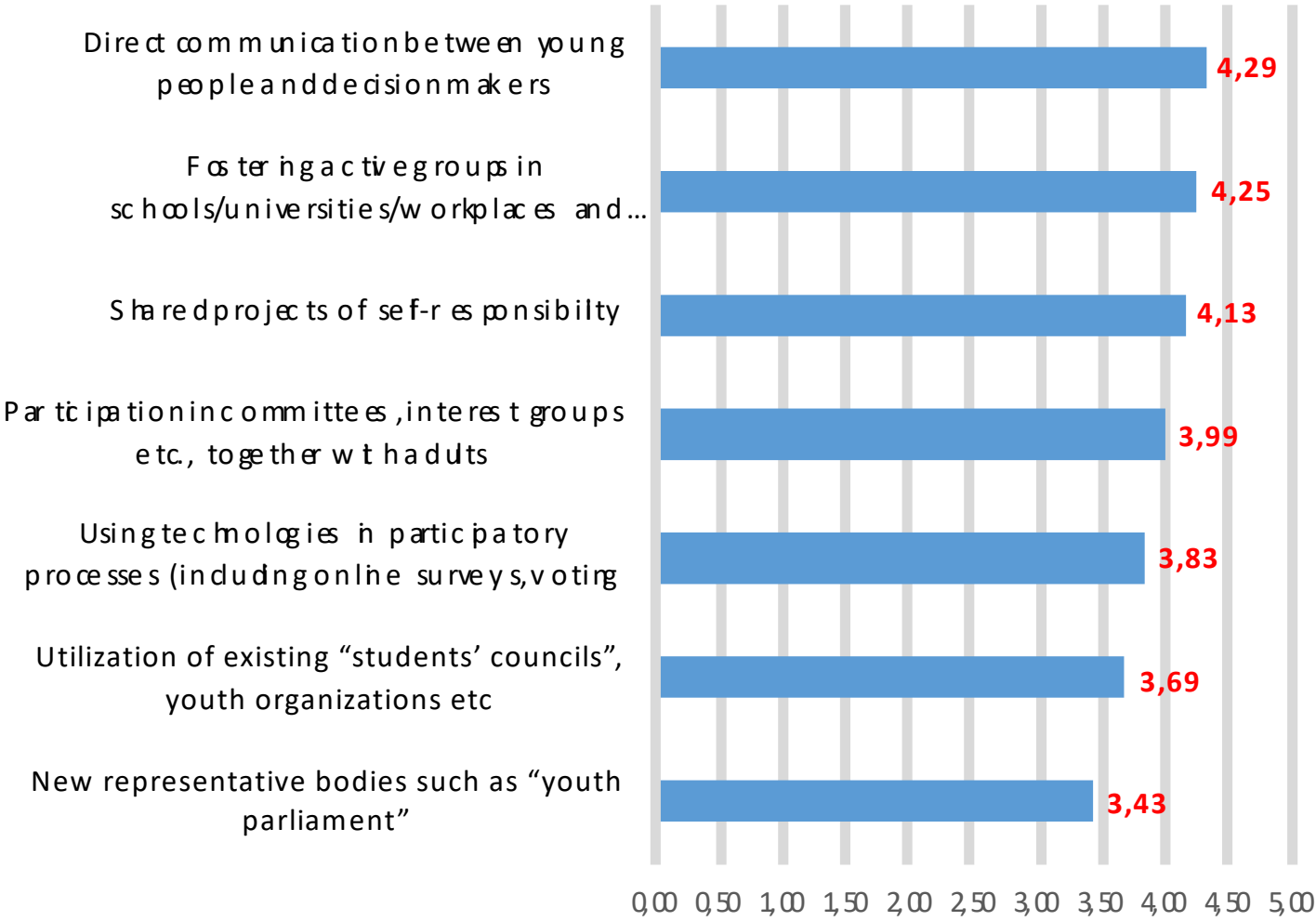


# Taking into account your experience working with young people, what are the most important issues that concern them and you think that in our project we should deal with?

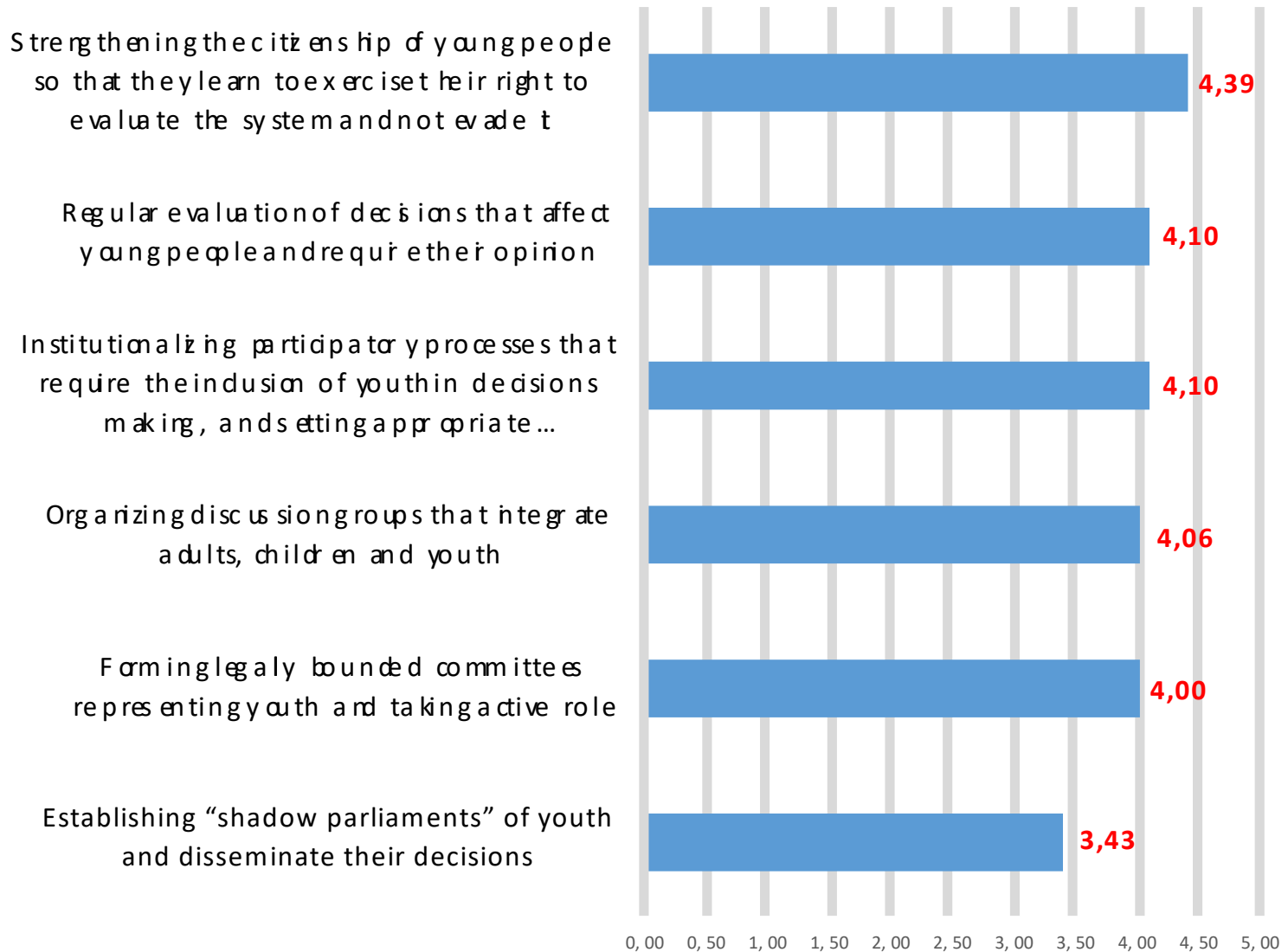


1=Not important, 2=Slightly important, 3=Moderately important, 4=Important, 5=Very important

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



## How to ensure that decision makers take into account the views of young people? (only stakeholders questionnaire)



1 Not at all useful, 2 Slightly useful, 3 Moderately useful, 4 Very useful, 5 Extremely useful

## Second Cycle: Delphi2

January - March 2018

Preliminary report – April 2018; Final report – June 2018

Single round (feedback expected in the next cycle)

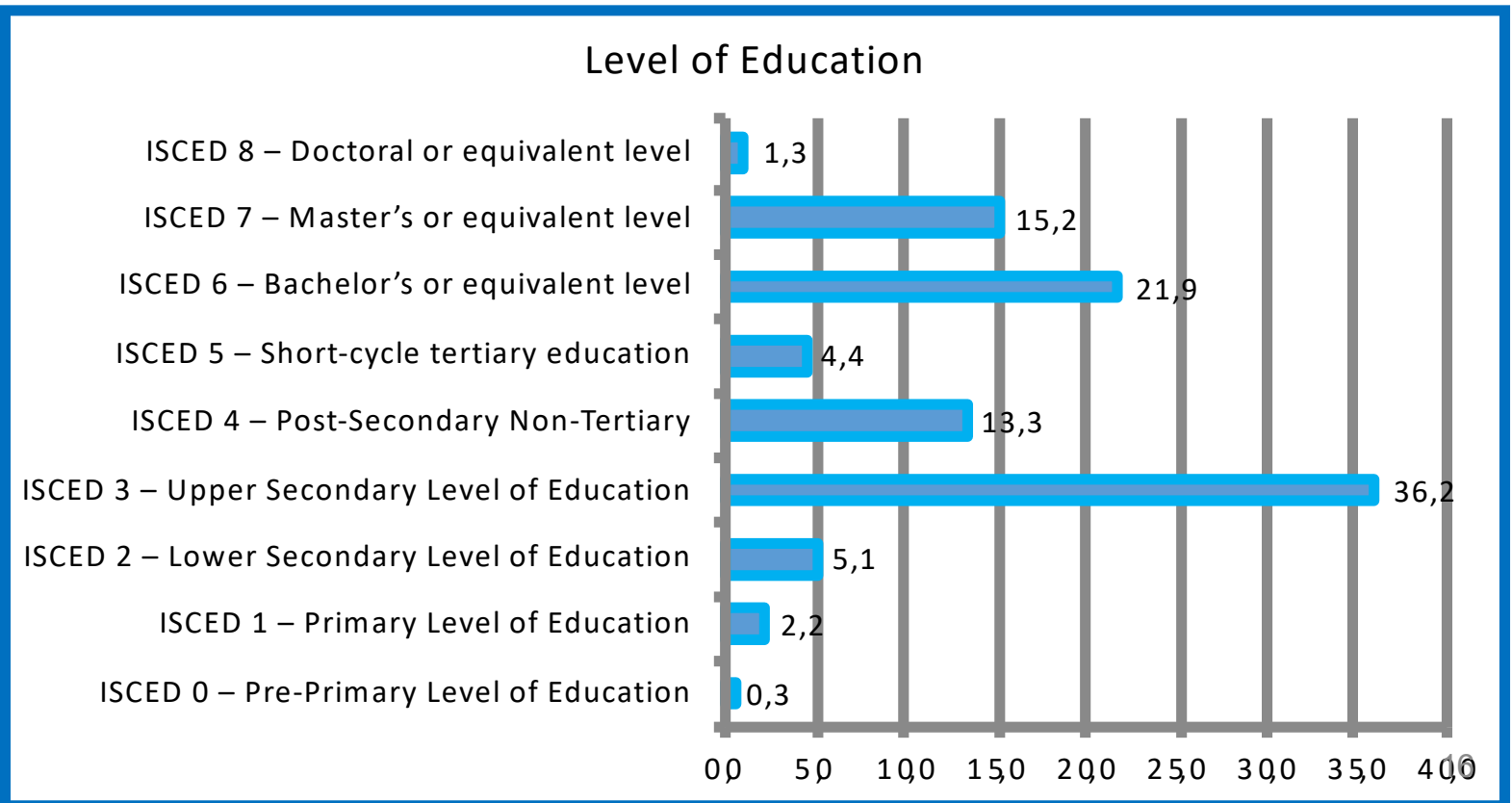
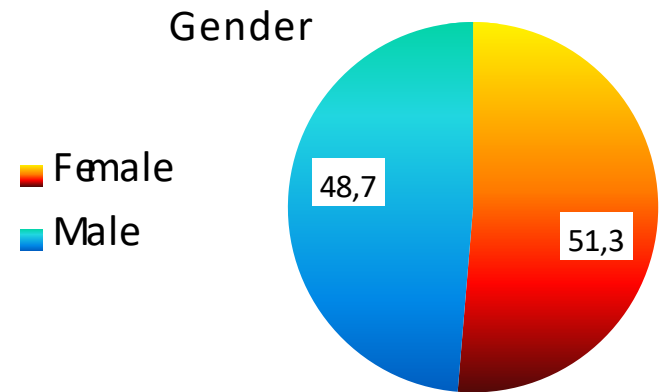
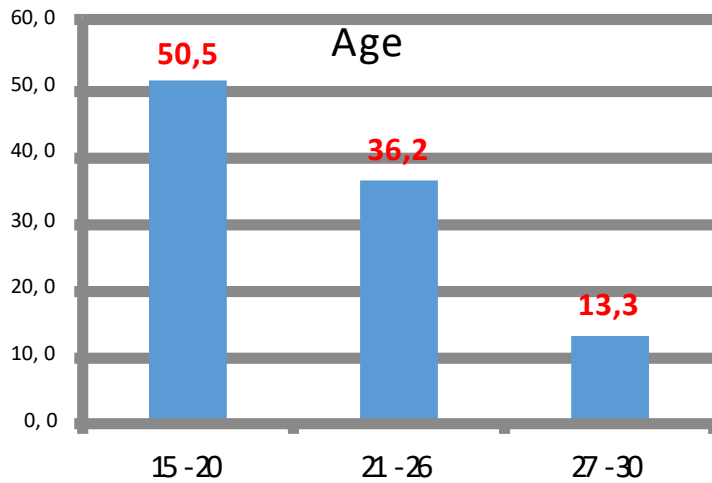
Objectives:

- to re-examine the prioritization of key areas of interest
- to elicit opinions of YP regarding several alternative future scenarios related to selected issues of concern.
- ideas about actions to be taken by YP and by decision makers in order to address the issues of concern (free text).

## 987 participants.

355 complete answers to all questions

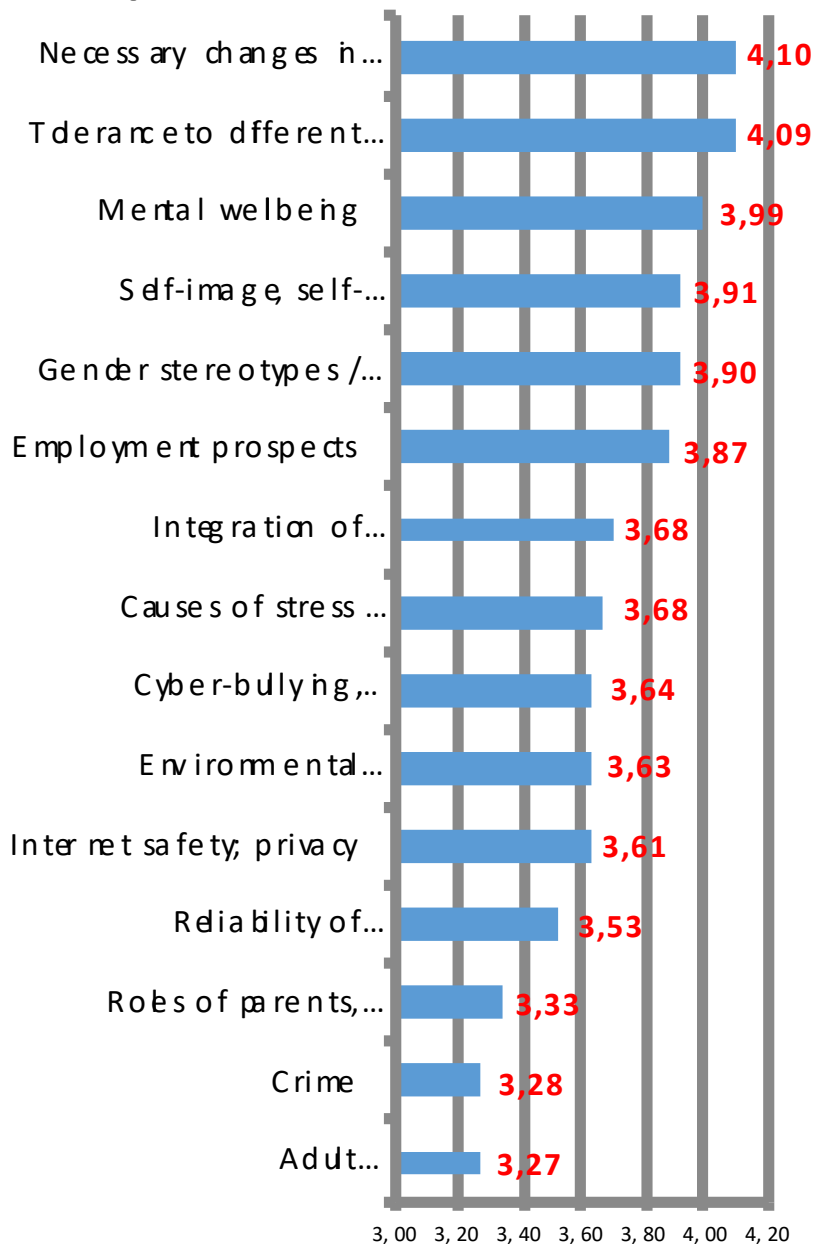
632: full answers in part A (ranking of important issues) plus responses to some of the alternative scenarios in part B.



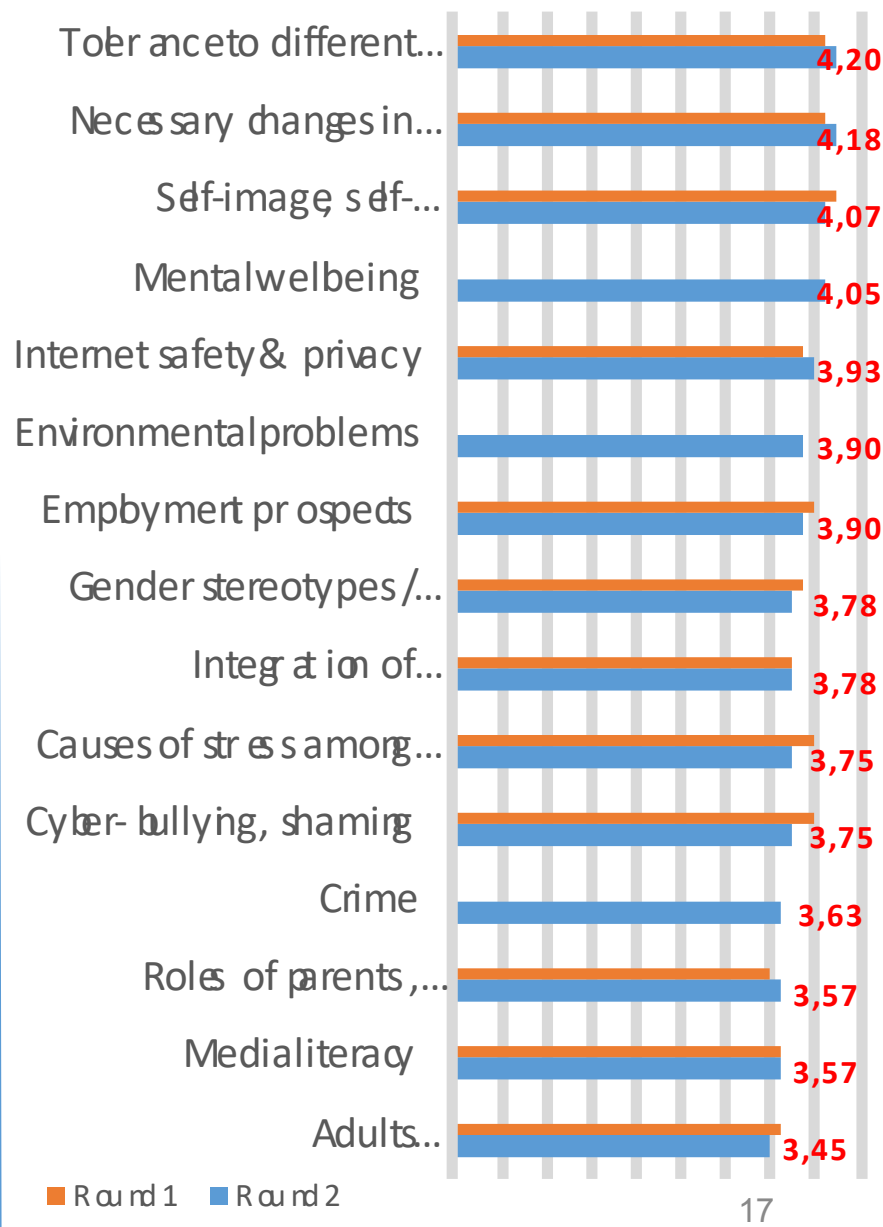


# Importance of Issues of concern for Young People

## Delphi2



## Delphi1



■ Round 1 ■ Round 2

## Importance: Significant differences by gender

Issue	Mean importance level - female	Mean importance level - male	Significance (p-value)*
<b>Gender stereotypes / Discrimination</b>	<b>4.1</b>	<b>3.6</b>	<b>0.000</b>
<b>Mental wellbeing</b>	<b>4.2</b>	<b>3.7</b>	<b>0.000</b>
Self-image, self-confidence	4.1	3.8	0.001
Cyber-bullying, shaming	3.9	3.5	0.001
Integration of migrants/refugees in schools and in the society	3.9	3.4	0.002
Adult misunderstandings of young people	3.4	3.1	0.013

\* The difference between the means is significant if p-value<0.05

## Importance: Significant differences by age

<b>Issue</b>	<b>Age 0-20</b>	<b>Age 21-26</b>	<b>Age 27-30</b>	<b>Significance (p-value)*</b>
Self-image, self-confidence	4.0	4.0	3.5	0.010
Employment prospects	3.8	4.1	4.1	0.007
Integration of migrants/refugees in schools and in the society	3.5	4.0	3.7	0.024

\*The difference between the means is significant if p-value<0.05

## Importance: Significant differences by education level

<b>Issue</b>	<b>Lower education</b>	<b>Higher education</b>	<b>Significance (p-value)*</b>
Employment prospects	3.8	4.1	0.022
Integration of migrants/refugees in schools and in the society	3.5	3.8	0.035
Adults misunderstanding of young people	3.4	3.1	0.038

# Selected issues: Alternative futures, impacts, and actions

(7 issues, only 3 in this presentation)

## 1. Self-image and self-confidence

Looking forward to the year 2028, to what extent do you agree with the following statements? (1-strongly disagree, 5-strongly agree)

	N	Mean	Median	Std. Dev.	% strongly disagree + disagree	% agree + strongly agree	% neutral
<i>Most young people have a positive self-image and high self-confidence</i>	448	2.79	3.00	1.029	40.1	22.4	37.5
<i>Negative self-image and low self-confidence is a major problem for most young people</i>	450	<b>3.60</b>	<b>4.00</b>	1.218	19.8	<b>60.5</b>	19.7
<i>Boosting self-image and self-confidence is a high-priority topic in the education system, and is effectively dealt with</i>	447	3.13	3.00	1.384	35.4	42.1	22.6
<b>What is the impact of this issue?</b> (1-very low, 5-very high)							
Impact on the individual	453	4.27	5.00	0.957			
Impact on society	456	3.82	4.00	1.061			

Despite the high impact, YP are rather pessimistic about the prospects of the education system to deal with this issue, which continues to be a major problem in 2028. The more optimistic aspect is that they tend to believe that the education system will effectively cope with this problem.

## What should young people do in order to cope with this issue?

### Suggestions (examples):

- Ignore social media, spend less time online;
- Understand that the physical image described in the media is false.
- More social interactions.

## What should policy makers do in order to cope with this issue?

### Suggestions (examples):

- Give YP an active role in decision making
- Automatic time out on social media sites after 10 minutes...
- Not to allow to post billboards which show anorexic models
- The education system should introduce content about self-image, its causes, and the media's influence

## 4. Mental wellbeing

Looking forward to the year 2028, to what extent do you agree with the following statements?

	N	Mean	Median	Std. Dev.	% strongly disagree + disagree	% agree + strongly agree	% neutral
<i>Most young people have better ability to cope with difficulties, frustration and disappointments</i>	331	2.93	3.00	1.182	36.6	30.8	32.6
<i>Many young people experience feelings of loneliness, anxiety and depression</i>	333	<b>3.86</b>	<b>4.00</b>	1.129	12.3	<b>70.8</b>	16.8
<i>Learning about mental wellbeing and the personal skills related to it is fully integrated into the school curriculum, and is considered as important as content learning</i>	328	3.30	3.00	1.356	28.6	49.4	22
What is the impact of this issue? (1-very low, 5-very high)							
impact on the individual	326	4.48	5.00	0.851			
impact on society	325	4.02	4.00	1.078			

The respondents tend to express pessimism (in 2028 many young people will experience mental suffering) but also optimism (the education system will fully integrate this issue into the curriculum).

## What should young people do in order to cope with this issue?

### Suggestions (examples):

- This is one of the most important issues, not sufficiently discussed. It is absolutely necessary to talk about!
- Talk to friends, parents, teachers (whoever they trust)!
- We can help our peers understand better the importance of physical and mental being equally and do our research on what and who can help.
- Schools should integrate mental health in their curriculum right now.

## What should policy makers do in order to cope with this issue?

### Suggestions (examples):

- Integrate mental health into school curricula
- Fund research on causes of stress and how to support young people
- A continuous discussion in schools about the emotional state. Not to be neglected in favour of a discussion about grades.
- The topic has to be *de-tabooed*.

## 6. Ability to assess the reliability of information on the Internet and social media

	N	Mean	Median	Std. Dev.	% strongly disagree + disagree	% agree + strongly agree	% neutral
Looking forward to the year 2028, to what extent do you agree with the following statements?							
<b><i>No online source can be trusted. Everything can be manipulated. Fake news rule</i></b>	304	3.14	3.00	1.166	28	39.5	32.6
<b><i>New technologies and other means ensure the reliability of information on the Internet and social media</i></b>	298	3.01	3.00	1.098	29.8	32.9	37.3
<b><i>People who “grew up” with the Internet know well how to distinguish between facts and “fake news” or misinformation</i></b>	299	3.05	3.00	1.315	37.4	39.8	22.8
What is the impact of this issue?							
impact on the individual	292	3.97	4.00	1.011			
impact on society	292	4.18	4.00	0.977			

Controversy about the likelihood of the scenarios (possibly to be discussed in Delphi3?)  
Tendency to believe that in 2028 no online source can be trusted, but people know how to deal with this.





## What should young people do in order to cope with this issue?

### **Suggestions (examples):**

- To lobby for more accountability and more cooperation between governments and media outlets on fighting the spreading of fake information.
- To overcome the tendency to be attracted by populist leaders
- Do not take for granted that everything is true.

## What should policy makers do in order to cope with this issue?

### **Suggestions (examples):**

- Tough legislation against publishers of fake news deliberately
- Introduction of critical thinking courses
- Install more reliable information filtering online
- Policymakers should stop using fake news to their own interests



## To sum up:

Delphi2, conducted among ~1000 young people, enabled us to:

- re-examine the prioritization of the key issues of interest
- elicit opinions on several alternative future scenarios related to seven selected issues of concern
- collect ideas about proposed actions to be taken by young people and by decision makers in order to address those issues.

The results can serve as a valuable repository of young people concerns, views on their future, and expectations from policy makers and from themselves.



## Delphi3 – next cycle (Dec 2017 – Apr 2018)

### **Continuation and refinement:**

- Validation of most important issues of concern for YP
- New insights – inspired by YP social dialogues & projects
- Additional scenarios?

To be discussed in Bath