netWorked Youth Research for Empowerment in the Digital society

Delphi2 results (Cycle 2) and towards Delphi3

WYRED meeting, Istanbul, Nov 2018

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Grant Agreement number: 727066

Second Cycle: Delphi2 January - March 2018

Final report submitted in July 2018:

- **WYRED Second Delphi Study – Results Report**
- **Appendix: Full text responses regarding suggested actions**

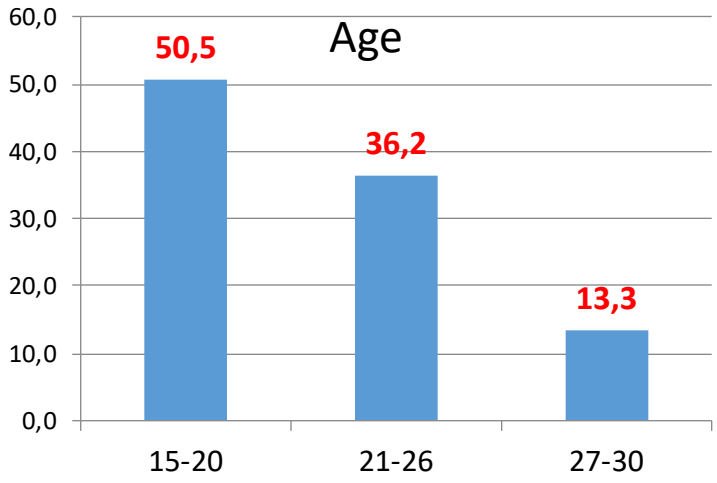
Objectives:

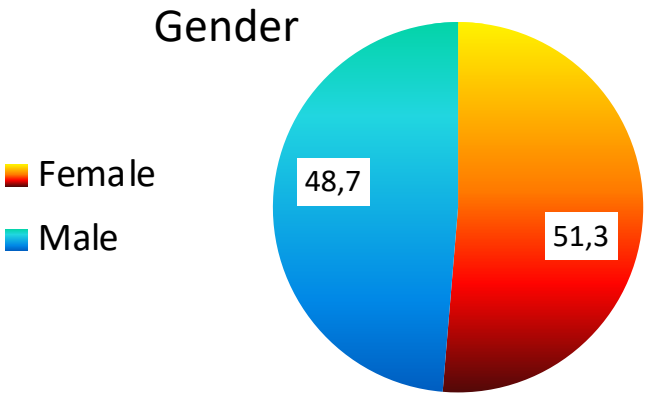
- to re-examine the prioritization of key areas of interest (Delphi1)
- to elicit opinions of YP on several alternative future scenarios related to selected issues.
- Elicit YP ideas about actions to be taken (by YP and by decision makers) in order to address the issues of concern (free text).

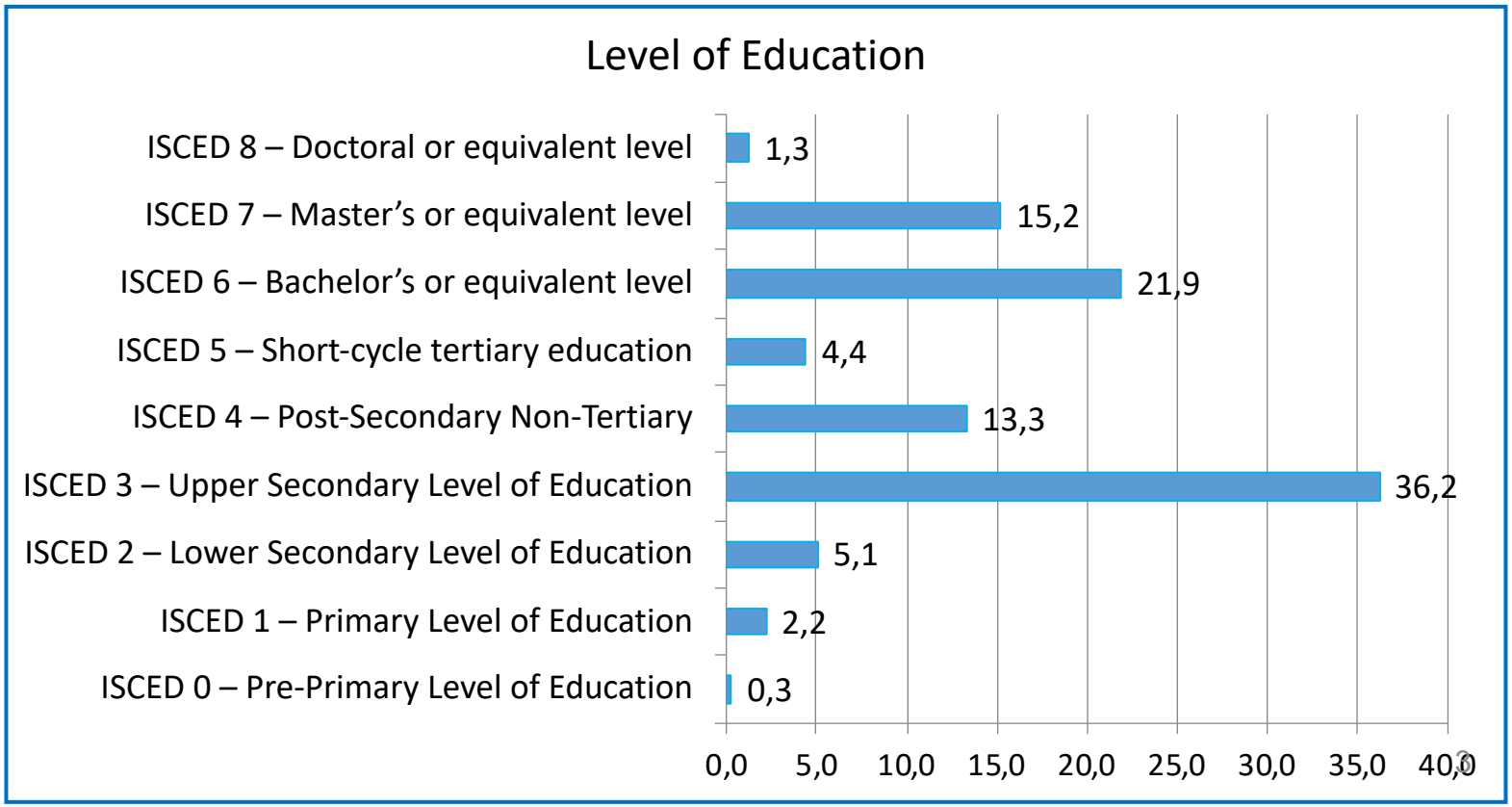
987 participants

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.


Age
60,0
50,0
40,0
30,0
20,0
10,0
0,0
50,5
36,2
13,3
15-20
21-26
27-30


Gender
Female
Male
48,7
51,3


Level of Education
ISCED 8 – Doctoral or equivalent level
ISCED 7 – Master's or equivalent level
ISCED 6 – Bachelor's or equivalent level
ISCED 5 – Short-cycle tertiary education
ISCED 4 – Post-Secondary Non-Tertiary
ISCED 3 – Upper Secondary Level of Education
ISCED 2 – Lower Secondary Level of Education
ISCED 1 – Primary Level of Education
ISCED 0 – Pre-Primary Level of Education
1,3
15,2
21,9
4,4
13,3
36,2
5,1
2,2
0,3
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5,0
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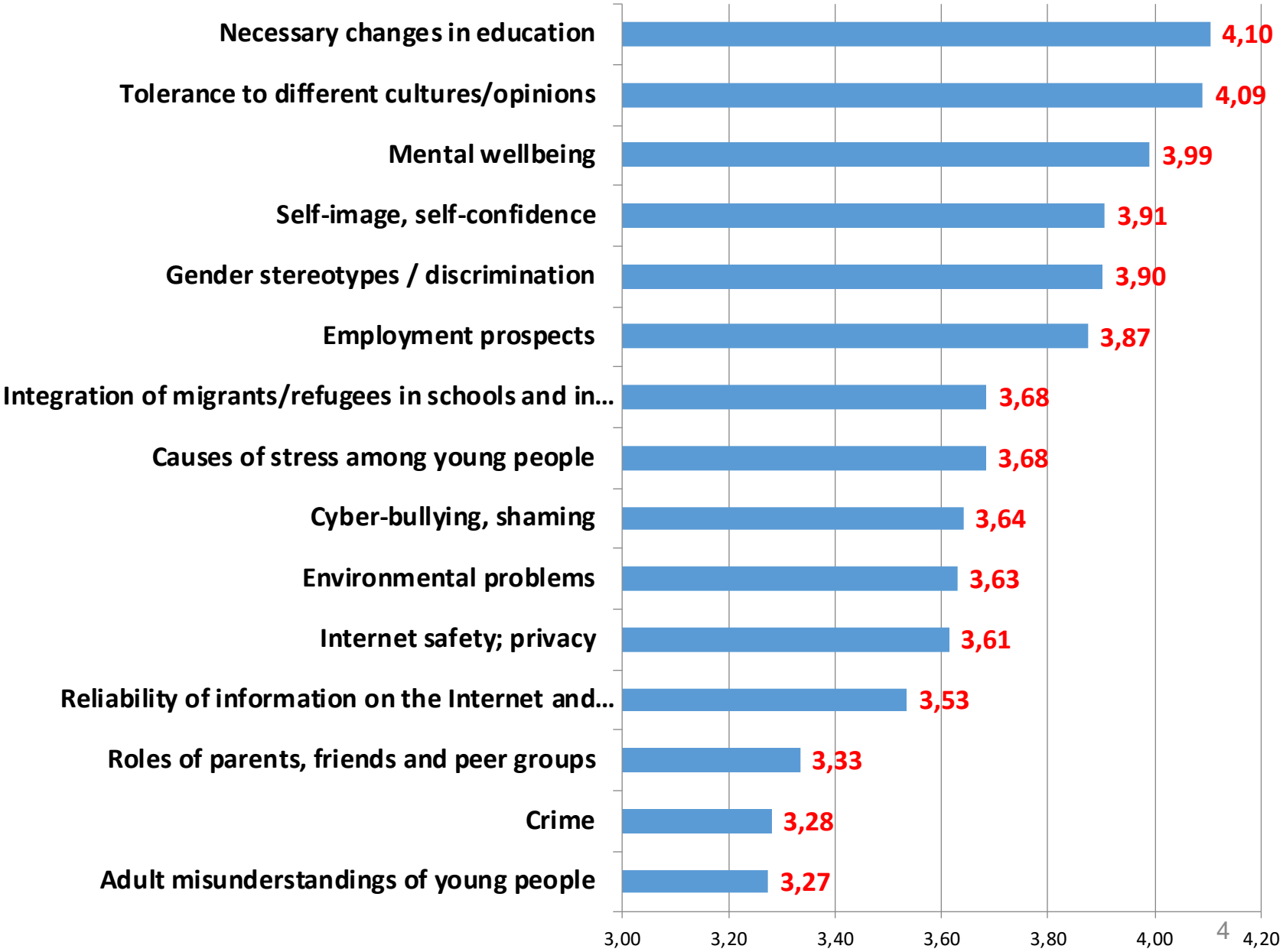
40,0

Importance of issues of concern for Young People (987 participants)



Significant differences by gender

Issue	Mean importance level - female	Mean importance level - male	Significance (p-value)*
Gender stereotypes / Discrimination	**4.1**	**3.6**	**0.000**
Mental wellbeing	**4.2**	**3.7**	**0.000**
Self-image, self-confidence	4.1	3.8	0.001

Significant differences by age

Issue	Age 14-20	Age 21-26	Age 27-30	Significance (p-value)*
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 & society	3.5	4.0	3.7	0.024

Significant differences by education level

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

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

Selected issues: Alternative futures, actions

(7 issues, only 2 in this presentation)

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
Most young people have a positive self-image and high self-confidence	448	2.79	3.00	1.029	40.1	22.4	37.5
Negative self-image and low self-confidence is a major problem for most young people	450	**3.60**	**4.00**	1.218	19.8	**60.5**	19.7
Boosting self-image and self-confidence is a high-priority topic in the education system, and is effectively dealt with	447	3.13	3.00	1.384	35.4	42.1	22.6

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.

Self-image and self-confidence

What should young people do?

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?

Suggestions (examples):

- *Give YP an active role in decision making*
- *The education system should introduce content about self-image, its causes, and the media's influence*

The examples are based on numerous text responses (Appendix to the report, 55 pages)

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

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
No online source can be trusted. Everything can be manipulated. Fake news rule	304	3.14	3.00	1.166	28	39.5	32.6
New technologies and other means ensure the reliability of information on the Internet and social media	298	3.01	3.00	1.098	29.8	32.9	37.3
People who "grew up" with the Internet know well how to distinguish between facts and "fake news" or misinformation	299	3.05	3.00	1.315	37.4	39.8	22.8

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.

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

What should young people do?

Suggestions (examples):

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

What should policy makers do?

Suggestions (examples):

- *Tough legislation against publishers of fake news*
- *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 scenarios related to selected issues of concern
- collect ideas about proposed actions.

The results (including numerous text responses!) can serve as a valuable repository of YP concerns, views on their future, and expectations from policy makers and from themselves.

Delphi3 – next cycle (Dec 2018 – Apr 2019)

Continuation and refinement:

- Validation of most important issues of concern for YP
- More focus on the digital society
- In depth questions regarding selected issues, inspired by YP social dialogues & projects

Delphi3 – next cycle (Dec 2018 – Apr 2019)

Preliminary ideas – to be discussed and finalized

Issue	Impor-tance (1 to 5)	Questions (to be completed and formulated, preferably in closed-form)
Self-image and its presentation online		
Stereotyping in online contexts		***How can we fight stereotyping?***
Gender discrimination and gender differences online		
Internet safety and privacy		
Living in stress online		***What is the main cause of stress? How can the stress be alleviated?***
Access to information online, fake news		***How to distinguish between reliable and unreliable information? What changes are needed to address this issue?***
Future of employment in a digital world		