IO1 RESULT

NATIONAL INDEX

GERMANY

DIGITAL CITIZENSHIP & YOUTH WORK

RESEARCH / DR. AMMALIA PODLASZEWSKA
TEXT / NATALIA GONZALEZ
DESIGN / MARINA BYKOVA
PRODUCTION / CGE ERFURT E.V.

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DIGITAL CITIZENSHIP AND YOUTH WORK: DESK RESEARCH

DR-1. Current state of digital citizenship in youth policies and strategies

- *Is digital citizenship incorporated in the policies and strategies of your country?*

   Yes it is, This is addressed on different levels and through various outlets.

   ➢ The EU youth strategy , which was developed with the participation of young people, aims to improve the cooperation between the EU member states in youth policy. Germany is committed to following the strategy. Since 2010, the federal and state governments have been implementing them jointly in selected fields of action, such as "promoting participation and strengthening democracy". This also includes the Structured Dialogue of the German Federal Youth Council, which brings politics and young people directly together in order to develop a picture of good youth policy together.

   ➢ A further political commitment to the rights of young people to participate is the so-called independent youth policy . It is a policy approach that places the interests and needs of young people between the ages of 12 and 27 at the centre of political action. The federal government's independent youth policy is laid down in the coalition agreement for the 18th legislative period and in the youth strategy 2015-2018 " Action for a society geared towards young peopleOf the Federal Ministry of Youth. The policy for young people is supplemented by a policy with young people and a policy with young people. An essential goal of the youth strategy is to anchor effective youth participation and to secure the rights of young people. As part of this, there are other activities at federal level in addition to the Structured Dialogue already mentioned, which are intended to strengthen the participation of young people. This also includes the *youth.participate.now* project .

   ➢ In addition, a youth check is to be established in order to check federal political projects for their compatibility with the concerns of the young generation and to raise awareness of them. These include, for example, the effects of legislation on the living conditions of young people and whether or how young people are involved in legislative procedures or in the planning and implementation of public projects.

   ➢ The **"Digital Agenda 2014-2017"** also plays an important role for **digital** youth participation . In the associated field of action to shape digital living environments in society, the Federal Government wants to expand social dialogue, promote digital media literacy and **strengthen digital participation and engagement** . In this context, the Digital Volunteer Year was launched to test the potential of charitable activities using digital media. In the agenda, the Federal Government is committed to improved digital participation opportunities

   ➢ And most importantly the agreement **"DigitalPakt School 2019 to 2024"**, which is planned to be implemented in different municipalities of Germany; including Thuringia.

- *What elements of digital citizenship can you find in the youth policies and strategies in your country?*

The advancing digitisation of all areas of life represents a central structural challenge for the education of young people in Germany as a place of education. One of the great future tasks is to prepare the students at schools in Germany comprehensively for digitisation in all areas of life. The Federal Government and the governments of the states of the Federal Republic of Germany, including the municipalities, are working together on this future task and are setting a coordinated innovation impulse. This is intended to provide decisive support for existing developments at schools in order to noticeably improve the conditions for education in the digital world nationwide.

Aim and content of the DigitalPakt School

(1) The federal government grants the federal states from the special fund "Digital Infrastructure" financial aid amounting to 5 billion euros for nationally important investments of the states and municipalities in the municipal educational infrastructure. The federal states provide an own contribution of at least 10 percent to finance investments funded by the federal government.

(2) The federal states further agree to take their own measures within the framework of their cultural sovereignty and under their own financial responsibility.

Purpose of grants

The purpose of the grants is to establish interoperable digital technical infrastructures and teaching-learning infrastructures that are conducive to learning and resilient, and to optimise existing structures. The grants serve to promote investments by the federal states and municipalities (associations of municipalities) in the municipal infrastructure of general education schools and vocational schools in public sponsorship as well as in the infrastructure according to the law of the countries of equivalent schools in private sponsorship. The consideration of independent organisations is based on their nationwide share of the number of students. For the privately owned schools, the school authority assumes the rights and obligations of the municipalities under this agreement.

DR-2. Tools and resources for digital citizenship

- *What tools and resources related to digital citizenship or any of its elements are available in your country:*

In terms of the DigitalPakt, The federal and state governments have agreed on the objects and conditions of funding in the administrative agreement. Special digital tools that are required in vocational training, such as VR glasses for learning how to operate machines, and location-based display devices in schools are eligible for funding. These are, for example, interactive boards. If, according to the special pedagogical concept of a school, it is necessary and all infrastructure components are already in place, class sets of mobile devices can also be funded to a limited extent. The Länder are responsible for the precise design of the regulation. However, the proportion of funding that is used for mobile devices must not exceed 20% of all funding per school sponsor. The DigitalPakt thus continues to see itself clearly as an infrastructure program and not

as a support program for end devices. Mobile devices for use by pupils and teachers outside of class are generally not eligible.

The qualification of teachers is just as important. The federal states are intended to provide all teachers with appropriate further training and to ensure that they are taken up by means of school-related further training plans.

According to § 3 Paragraph 1 and § 5 Paragraph 2 Clause 1 and 2 BLV of the DigitalPakt, provided tools include:

a. Development or improvement of digital networking in school buildings and on school premises including school servers and WLAN.

   This includes:

   o Engineering planning of school IT infrastructure (planning costs according to HOAI)

   o Procurement, construction and commissioning of all passive and active components, including server technology and software for a high-performance network structure in accordance with the "Recommendations for equipping Thuringian schools with information and media technology" from June 27, 2019 (expenditure of cost group 450 - transmission networks - according to DIN 276-1), which allows networked work and simultaneous access by all learners and teachers to the Internet in the classrooms of general and vocational schools in Thuringia, including the related and necessary related expenses for construction measures, such as. B. Creating and closing slots and bushings (cost groups according to DIN 276-1 KG 300, KG 440)

   o Initial training in technology and software

b. Display and interaction devices (e.g. interactive boards, displays and associated control devices) for use in school

c. Digital tools, especially for technical and scientific education or vocational training

d. School-bound mobile devices (laptops, notebooks and tablets)

DR-3. Learning opportunities towards digital citizenship

- *What learning and training opportunities related to digital citizenship or any of its elements are available in your country:*

Mike Ribble, author of ISTE's "Digital Citizenship in Schools" wrote on the main learning nine elements of digital citizenship, and categorised them into three basic areas: Respect – Educate – Protect. His findings were used by UNESCO in its "Fostering Digital Citizenship through Safe and Responsible Use of ICT" report. In addition, these elements were interpreted by the European Council "Digital Citizenship Education Handbook" (2019). In which Germany, among other European countries, take as a guideline for their enforcement of the Digital Citizenship agenda in terms of learning opportunities and safety processions.

These elements include:

1. **Access to digital technology is important.** Without it, even non-digital democratic citizenship has become difficult as information and communication technology (ICT) is an integral part of everyday life in today's society. Although most families aim to provide digital tools in the home, balanced use of age-appropriate technology is important, and equality of access for all children depends largely on provision of access in schools.

2. **Basic functional and digital literacy skills** are a second precondition, without which citizens are unable to access, read, write, input and upload information, participate in polls or express themselves in a manner permitting them to digitally engage in their community. School is generally accepted as the key stakeholder in this area; however, policy makers play a large role in ensuring that teachers benefit from the required tools and training, that the curriculum encourages the use of digital technology in learning and that sufficient high-quality resources are available to support classroom practice.

3. **A secure technical infrastructure** that enables citizens of all ages to have sufficient confidence and trust to digitally engage in online community activities is another precondition. This third precondition completes the first level of core guiding principles for digital citizenship. Although the onus was traditionally on device owners or users and ICT co-ordinators to safeguard data through protective software and personal good practice, platform providers and mobile operators are ultimately responsible for providing safer digital environments and simplifying security measures.

Informational – Three further principles

4. **Knowledge of rights and responsibilities** is key to actively engaging as a digital citizen. This knowledge, which shapes and is shaped by values and attitudes, is implicitly and explicitly developed at home, at school and in all on- and offline environments in which we learn, live and interact. Both capacity-building efficacy and outcomes are difficult to measure with this principle, given the huge variety of contexts in which they will be applied.

5. **Reliable information sources** are essential for positive active participation in community life. Without reliable information sources, digital citizenship can morph into extremism, discourage participation and even prevent certain sectors of the population from practising their digital citizenship rights. While schools and families play an important role in fostering discernment through critical thinking and educational practices, digital platforms and mobile providers have a large part to play too, in ensuring the reliability of information sources.

6. **Participation skills** depend on a range of cognitive and practical skills, the development of which begins at home, then continues at home and school from a very early age. These skills combine knowing when and how to speak out, empathy and cultural understanding to fully grasp meaning, critical thinking and oral and written expression skills.

Organisational principles relating to "living digital citizenship" at a personal and societal level

7. **Flexible thinking and problem solving** are higher cognitive skills that call on a broader combination of all four areas of the CDC "butterfly" than any of the previous principles. Problem solving requires understanding of the issues at hand, analysis, synthesis, induction and deduction, but above all it depends on learning activities from early childhood onwards that foster cognitive development through exploration-driven activities. Besides learning contexts at home and school, digital platform and mobile providers play a growing role, since the way we learn is also shaped by the tools used to learn.

8. **Communication**, the second organisational principle, refers to both the skills and tools used to interact, disseminate and receive information. Schools and families play a critical role in supporting and enabling children to practise their communication skills from an early age in

face-to-face situations, to help them understand and apply rights and responsibilities, empathy, privacy and security before they begin using digital tools. This has considerable implications for curriculum development and requires a greater effort on the part of industry in terms of collaboration with the education sector and greater discernment in the tools they provide for young users.

9. **Citizenship opportunity** is the ultimate guiding principle without which digital citizens are unable to hone their citizenship skills or exercise their rights and responsibilities. Citizenship opportunity calls for a flexible, open, neutral and secure framework where algorithms are open-source, freely chosen/customised by users, and where citizens can have their say without fear of retribution.
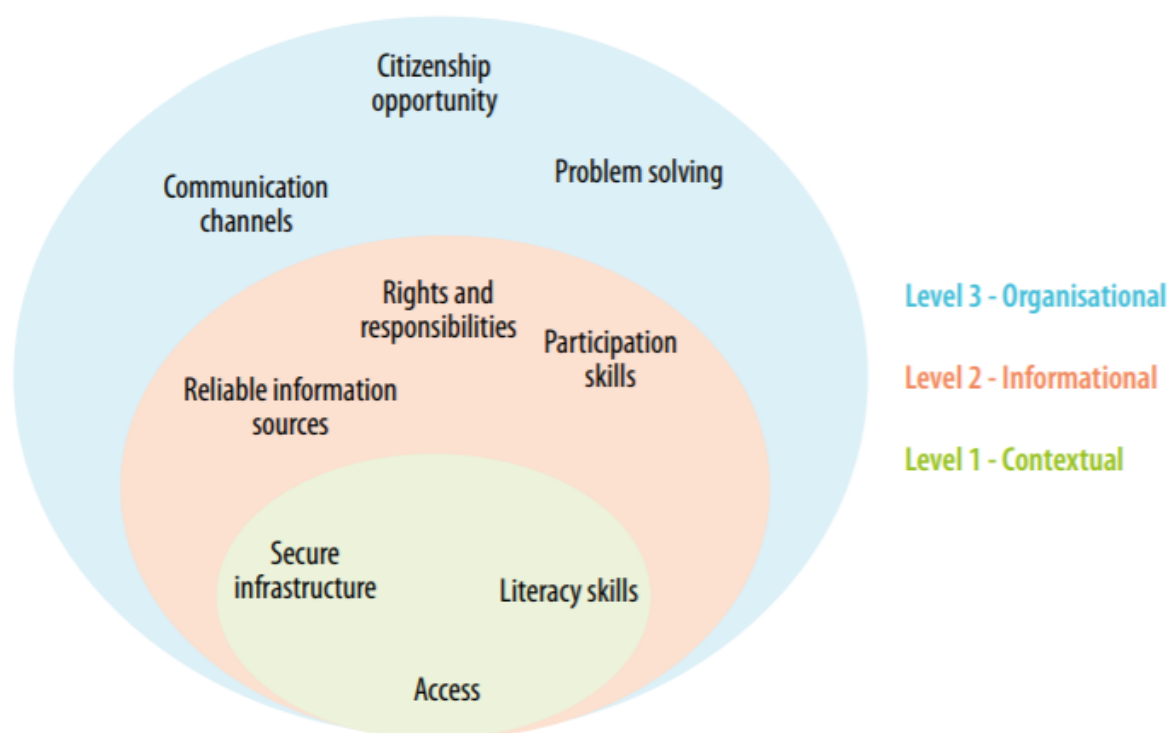

Figure 1: Nine guiding principles for digital citizenship. European Council (2019)
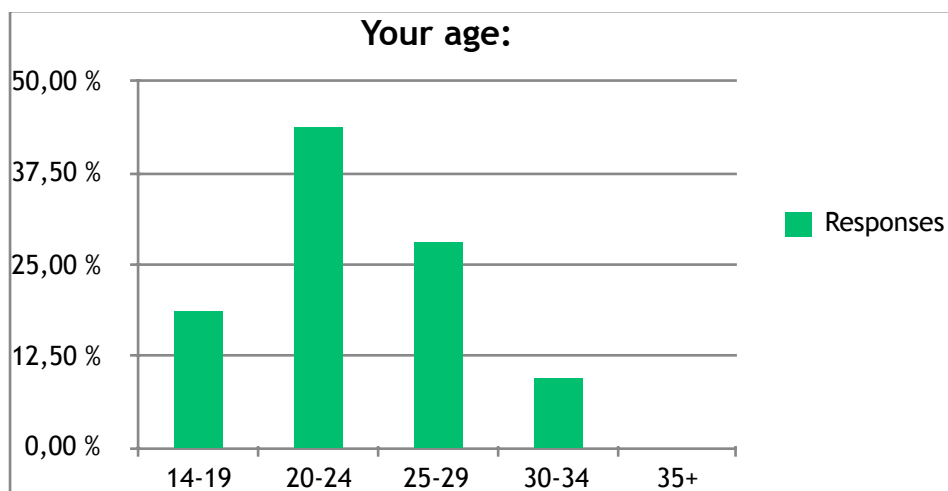
Digital Citizenship and Young People: Quantitative Data

Sample size: 32 individuals, of which 31 (96.88%) are residents of Germany and 1 (3.13%) is a resident of another country.
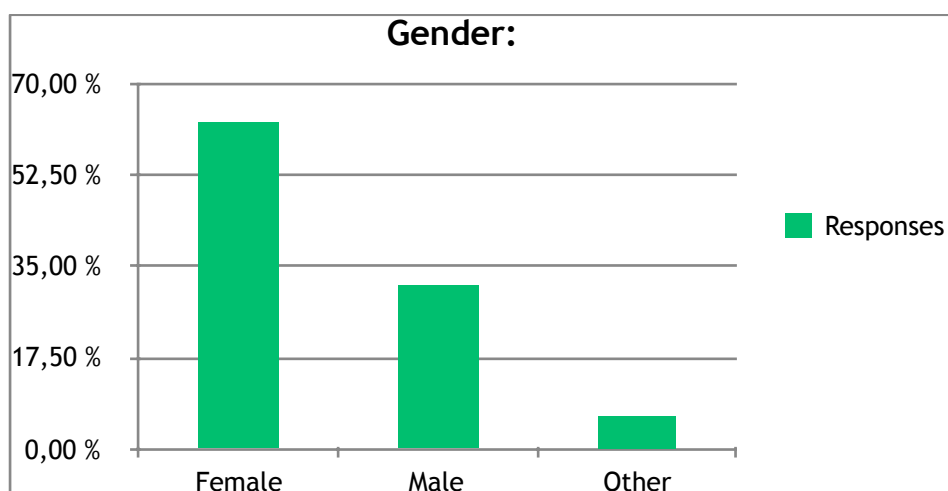
I.   Personal data

YP-1.1. Age

- the majority of the respondents are between 20-24 years old (43,75 %), while 28,13% respondents are between the age 25-29 years old.
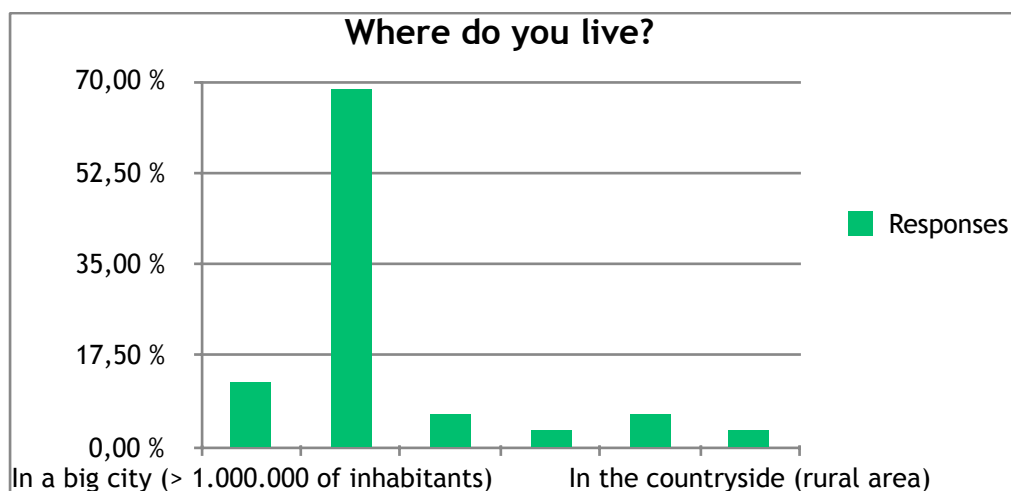
Your age:

YP-1.2. Gender

- the majority of the respondents (62,50%) are female, meanwhile 31,25% are male, 6,25% are identified as other.

Gender:

YP-1.3. Where do you live?

Where do you live?

- In this question, the majority of inputs (68.75%) stated that they live in a city; which is more than half the sample. The second largest percentage is of those living in a big city (12.5%).
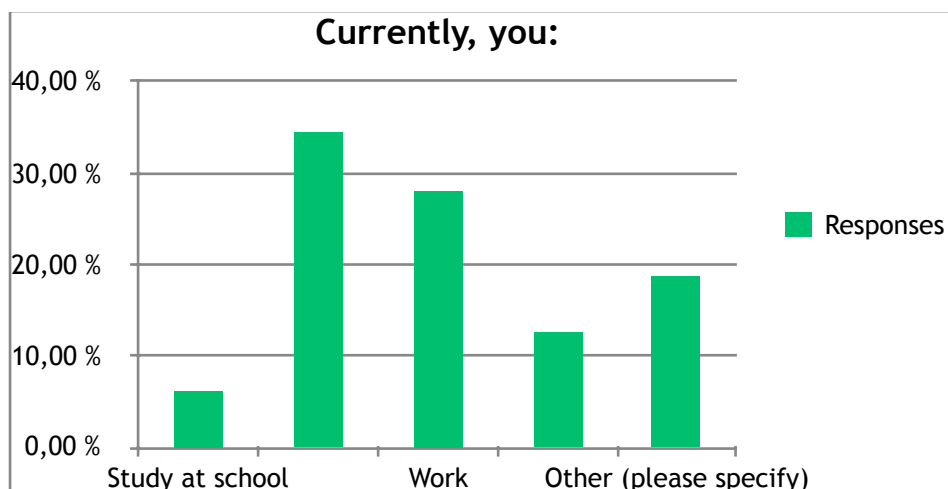
YP-1.4. The highest educational level attained
- Most of the respondent are primarily had attending University (50%). 23,13% are attending high school.

Please, mark the highest educational level you have attained so far:
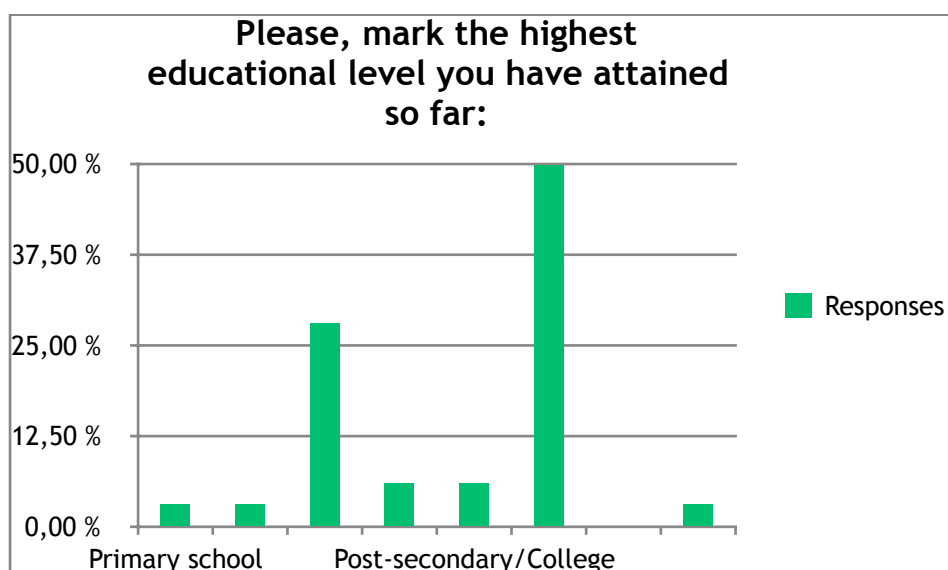
YP-1.5. Occupation

- the answer of this question shows that 34,38% participants have attended higher education, while 28,12% are working professionally.

YP-1.6. Indications of fewer opportunities

Answers to this question show the degree of participation in social, cultural and civic -political like as a relevant aspect of their engagement in society (48, 88%). The access to education and access to work and employment are somehow also relevant aspect of the respondents (37,50%), whereas the aspect of family origin's languages are also a relevant aspect (34,38%). Based on these answers, it can be concluded that participants are having migration background with relatively enough access to education and professional employment.
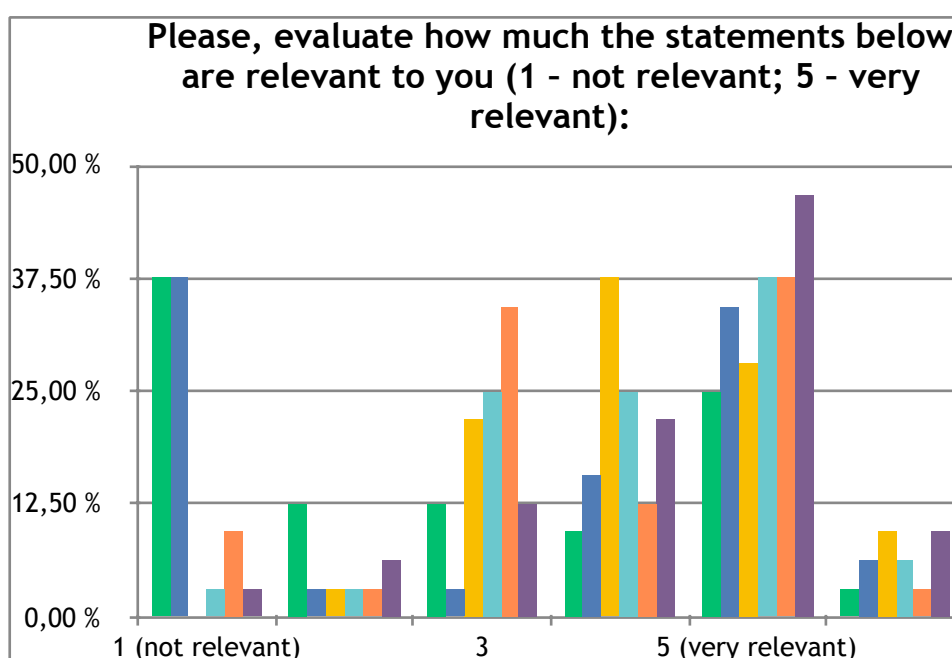
II.   Perceptions of Digital Citizenship

YP-2.1. Have you ever heard the term "digital citizenship"?
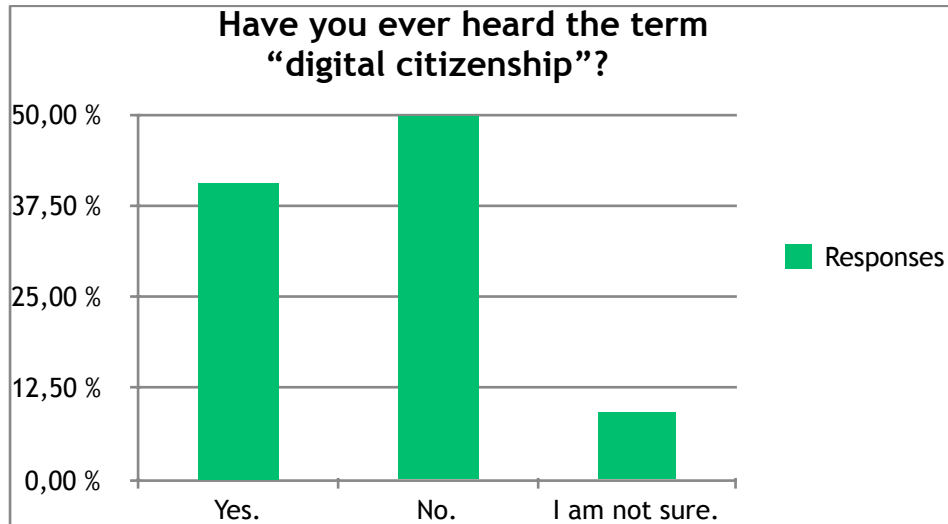
- Results of this question show that half the sample (50%) have never heard the term digital citizenship, while only almost (40%) heard of it, and the remaining percentage are not sure.

YP-2.2. What does digital citizenship mean to you?

- Answers to this question included a variety of characteristics including; online elections, e-passports, electronic visa, awareness, inclusion, technology, responsibility, knowledge, identity, connection, open information, no bureaucracy, opportunity to acquire rights digitally, internet access, and convenience.

YP-2.3. To your opinion, which are the most important elements of digital citizenship to young people?

- Answers to this questions were diverse; the majority of the sample (almost 60%) chose the first choice *"Equal access to digital technologies and online resources to all young people despite their socioeconomic status, disability, geographical obstacles and other factors (Digital Access)"*. The second highest percentage went for the 4th choice (almost 44%) *"Effective use of digital technologies based on critical awareness and understanding (Digital Literacy)."*

YP-2.4. Do you think there is a difference between being a street citizen and online citizen?
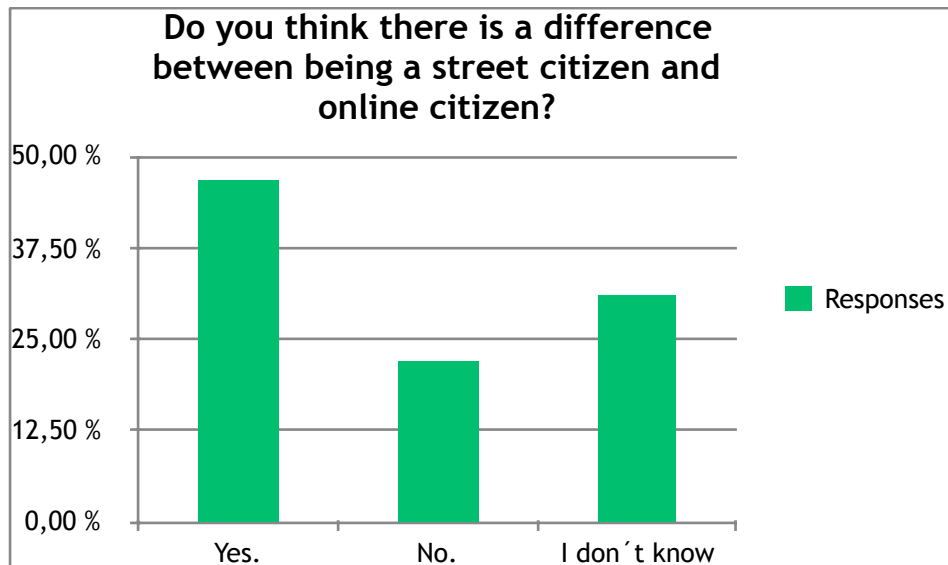
- Almost 22% of the participants answered **"No"** to this question, and almost 32% answered **"I don't know"**. Written response included:

    ○ "There are similarities like rightful and responsible behavior but being online and having access to certain services requires a lot of additional attention and safety measurements. Of course it also opens up many new opportunities.",

    ○ "More anonymity"

    ○ "same citizen, different ways of access". The rest of responses have similar reasoning.

III.   Digital Habits and Behaviors

YP-3.1 .Digital Access
Here is a list of countries. Some of them have more developed technologies and connections, some don't or maybe are on the same connectivity level. Rank the countries according their average speed of fixed broadband (1 – highest speed; 10 – lowest speed).

Digital citizenship can be defined as the norms of appropriate and responsible behaviour with regard to technology use. To your opinion, which are the most important elements of digital citizenship to young people? Please, choose up to 3 from the list below

Responses

Digital Access   Digital Etiquette   Digital Security

Digital Access. Here is a list of countries. Some of them have more developed technologies and connections, some don't or maybe are on the same connectivity level. Rank the countries according their average speed of fixed broadband (1 – highest speed; 10

Australia   Germany   Ireland   Romania   Taiwan

Weighted Average

- The majority of the sample went for Taiwan as the first country on this list with a percentage of 28%, however, it scored the lowest weighted average of 3.1, and Thailand scored the highest weighted average of 3.4. On the other hand, almost all the other inputs were distributed equally; leading to a weighted average of 3.2 for 7 of the listed countries.

YP-3.2. Digital Commerce

An online provider is selling the above product on eBay/Amazon/AliExpress or etc. The product was rated with 1 star out of 5 and has only positive comments from buyers. No guarantees about giving the item back in case it doesn't fit you are explained. Would you buy this item from this seller?
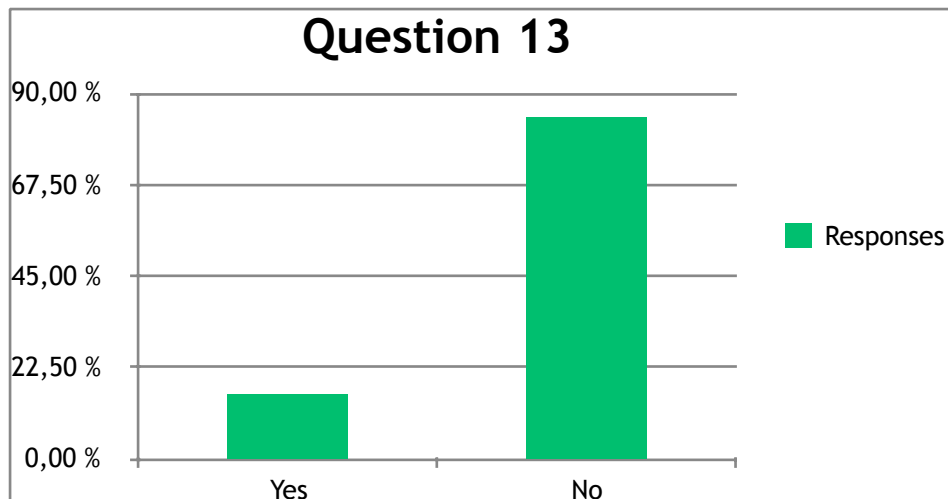
Question 13

- In this question the majority of responses (almost 84%) answered with, they would not buy the item. Written responses include a general concern of mistrust in the very low rating and not wanting to take the risk. Written responses included:

  ○ "Positive comments are not necessarily a good indication, especially with the very low rating. I wouldn't want to take the risk"

  ○ "Just positive comments seem suspicious, as well as one star"

  ○ "I generally do not buy any products on the Internet and trust little in comments or feedback from virtual profiles."

YP-3.3. Digital Communication
A company is informing a candidate about a successful application. Read the chat. What is wrong with this conversation?

- Responses to this question are generally concerned with reality of these messages; partici-pants showed their mistrust in the sender and the high possibility of these messages being spam, as well as inappropriate. Written responses included:

  ○ "Instead of introducing themselves and stating their concern in the beginning the "company" uses a very questionable way to approach their applicant"

  ○ "The approach and platform aren't the best for professional matters"

  ○ "It is neither professional nor trustworthy"

  ○ "This conversation is completely inappropriate. A company should not contact appli-cants on a communication platform like WhatsApp, and certainly not in this informal, rude way. Not introducing yourself and naming the applicant by a nickname makes the whole thing seem even more abstract."

YP-3.4. Digital Literacy
Digital Literacy is not only about awareness of how computers and online platforms work. It is also about our ability to find and critically assess information (e.g., real vs. fake, etc.). Please, mark the photo which, to your opinion, is real:

- The majority of participants (almost 78%) chose the first image as the more likely to be real, while (25%) of the participants chose the second image. The majority of the written responses were more concerned with justifying why the second image is unrealistic. However, some responses considered both images as unrealistic. Written responses included:

  - "In a flying plane it is impossible to hang your head like this because the pilot would be sucked out directly."

  - "To be honest, both pictures looks photoshopped."

  - "I'm not sure if either of them is real"

YP-3.5. Digital Etiquette

Here is a letter sent by a student who is applying for any job position. What do you think, what's wrong with this letter? Would you send such a letter to your teacher/professor/future employer?
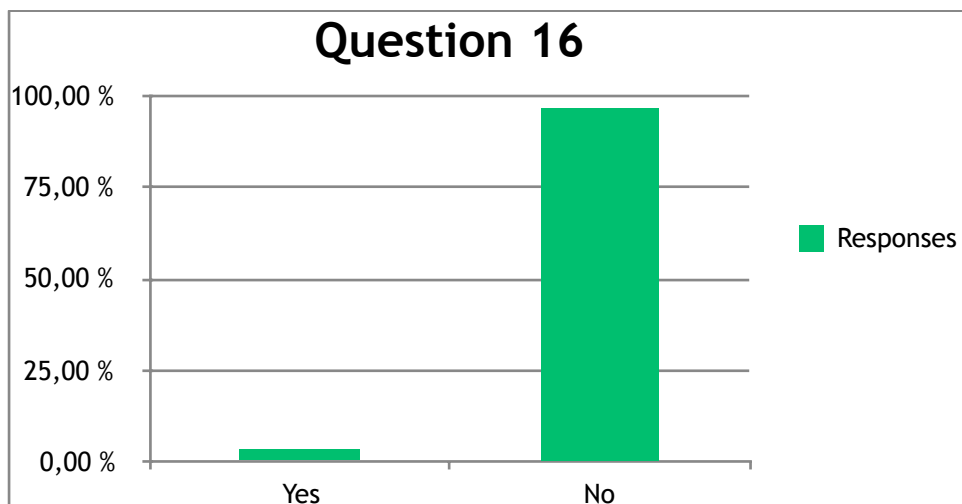
- The majority of participants (almost 97%), which is actually 31 out of 32, answered with **"No"** to this question. The majority of written responses agreed on the technical issues in this email (font type, font color, email address, file size, etc..), but also agreed to inappropriate language used in the email. Written responses included:

  - "There are a lot of things wrong with this email. Starting with the email address used to contact the employer, and the informal language "wundering". To the font type and color, comic sans is not a formal font. Using short appreciations like "U" is very unprofessional. The subject is not specific on the purpose of the email. In addition to the use of capital letter throughout the whole email. This email will not even be considered by the employer or taken seriously."

  - "Too many spelling mistakes, no salutation, colloquial and generally poor expression, different font sizes and fonts, so everything does not look serious"

YP-3.6. Digital Law
Watch this video from Youtube. Do you think there is something wrong about this demonstration of using a picture? What?

- Responses to the questions were actually diverse; in terms of whether there is something wrong with the video or not, and what exactly is wrong. Written responses included:

  - ○ "I wouldn't have guess it. But because of the title of the question, probably something with property rights. Not respecting them."

  - ○ "The picture is under copyright protection (all rights reserved)."

  - ○ "No, I just see photo edit video"

  - ○ "The window is too small"

  - ○ "Background noise? Too fast"

  - ○ "Except for the background noises, I unfortunately do not know what is wrong with the video."


YP-3.7. Digital Rights and Responsibilities
Look at these screenshots collected from Social Media. Can these posts be considered as proper content? Please explain your opinion. What do you think, how can you respect others' rights when using technology?

- The majority of participants of the survey agreed to the inappropriateness of these screenshots. The majority of responses were concerned with the use of a violent language; hate speech and discriminatory language. Written responses included:

  - ○ "No. There is hate speech in every post. We should respect each other as if we are talking in real life."

  - ○ "Haters gonna hate. Hate speech is a big topic online. We should learn that at school."

  - ○ "No, they are not appropriate. Unfortunately, this is difficult because everything goes unfiltered on the Internet. Formation and deletion of the comments, unfortunately I see no other solution."


YP-3.8. Digital Health
What are the physical and psychological issues that need to be addressed when using digital technology? Mark the correct answers.

Question 19
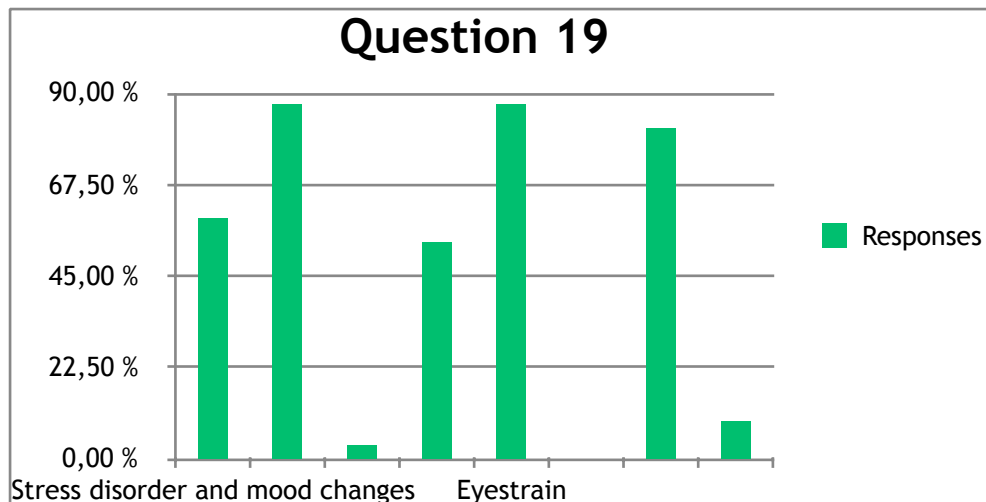
- The majority of participants chose both *"Isolation/ being online 24/7 in social media"* and *"Eyestrain"* as the main issues to be addressed using digital technology; with a percentage of 87.5% each. After that came the *"Headache"* at an almost 81%, followed by *"Stress disorder and mood changes"* with a percentage of almost 59%. These results show a diversity of interest between both physical and psychological awareness.

YP-3.9. Digital Security

You have recently added this person to your friends. This profile sent you a message on Facebook. Would you open the link in the message?
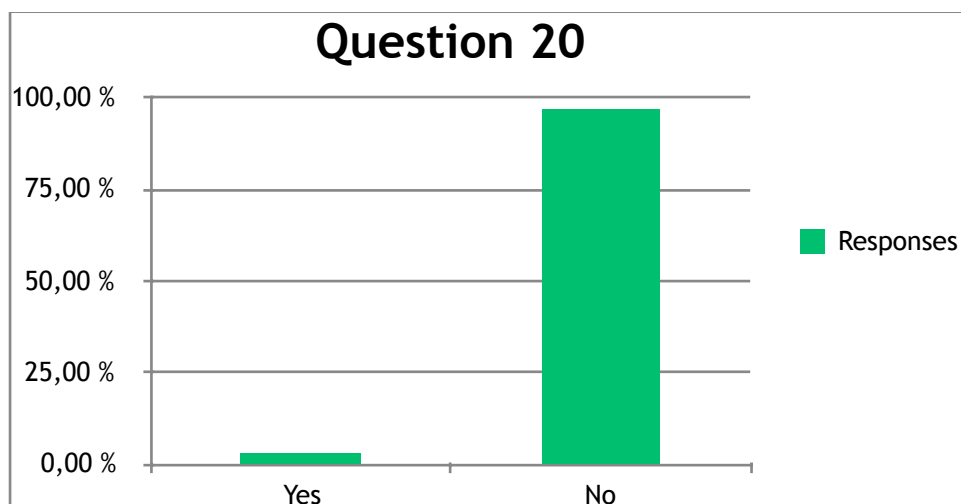
Question 20

- The majority of participants (almost 97%) answered this question with *"No"*; which are 31 participants out of 32. And only 1 person answered with *"Yes"*. This perhaps shows a previous awareness among participants about links that are used to violate private information and hack systems.

IV.   Further Learning

YP-4.1. Have you ever participated in a training course, workshop or event related to Digital Citizenship?
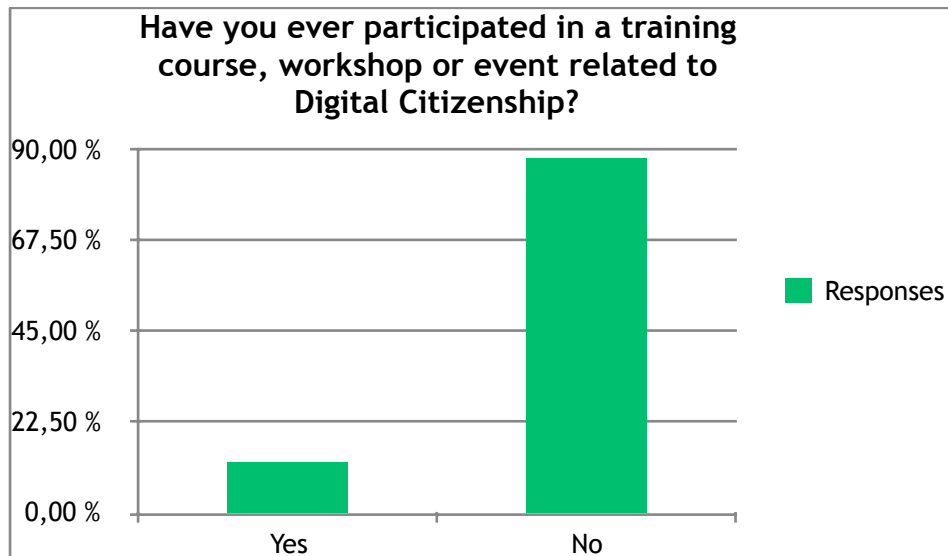
- The majority of participants (87.5%) answered this question with **"No"**, and only (12.5%) answered **"Yes"**. This shows a lack of awareness among the participants on the topic of digital citizenship.

YP-4.2. Interest in participation in training activities in the frame of DICIPASS4YOUTH project
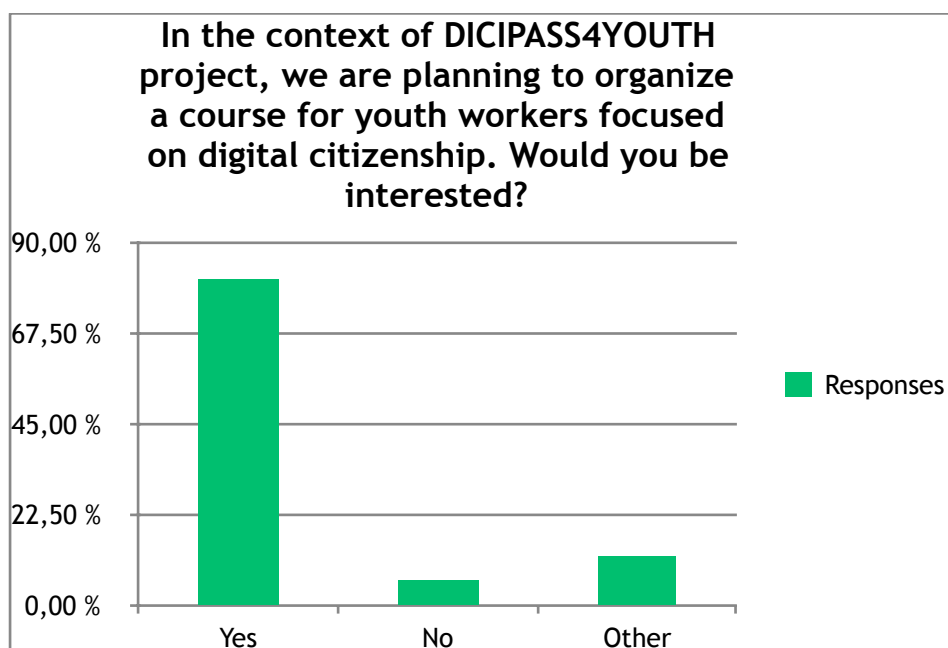
- In contrary to the previous question, the majority of participants (almost 81%) answered this question with **"Yes"**. This response shows that the majority of participants are interested in enhancing their awareness on the topic of digital citizenship.

YP-4.3. *Preferences for different types of training*

If yes, what kind of training would you prefer….?

- The majority of participants (almost 56%) chose the third option; which shows their interest in a training that is a combination of face-to-face sessions, as well as online ones. The second highest percentage (almost 31%) went for the first choice; showing more interest in the face-to-face interactive way of learning.

DIGITAL CITIZENSHIP AND YOUTH WORKERS: QUANTITATIVE DATA

I.   Personal and professional data

YW-1.1. Gender
Answer to this question shows that respondents from 31 of total respondents of youth workers, educators, and trainers, 58,06% of respondents are female youth workers, whereas 38,70% of youth workers are male. 3,22% identified as other.

YW-1.2. How long do you work as a youth worker?
Answer to this question shows 45,16% of respondents have between 1-5 years of working experience in the field of youth work, either as trainers, educators and facilitators. While 38,70% of them have more than 5 years of working experience in the field, and only 16,12% have less than 1 year of experience.

How long do you work as a youth worker?

■ Responses

Less than 1 year   More than 5 years

YW-1.3. Target Audience (based on age)

On a daily basis, which age groups of young people do you work with?

■ Responses

<14   14-19   20-24   25-29   >29
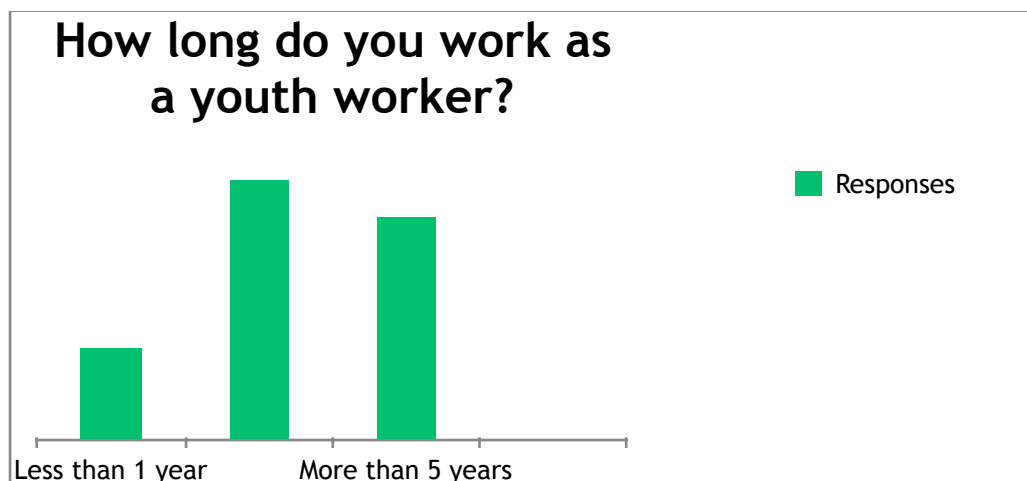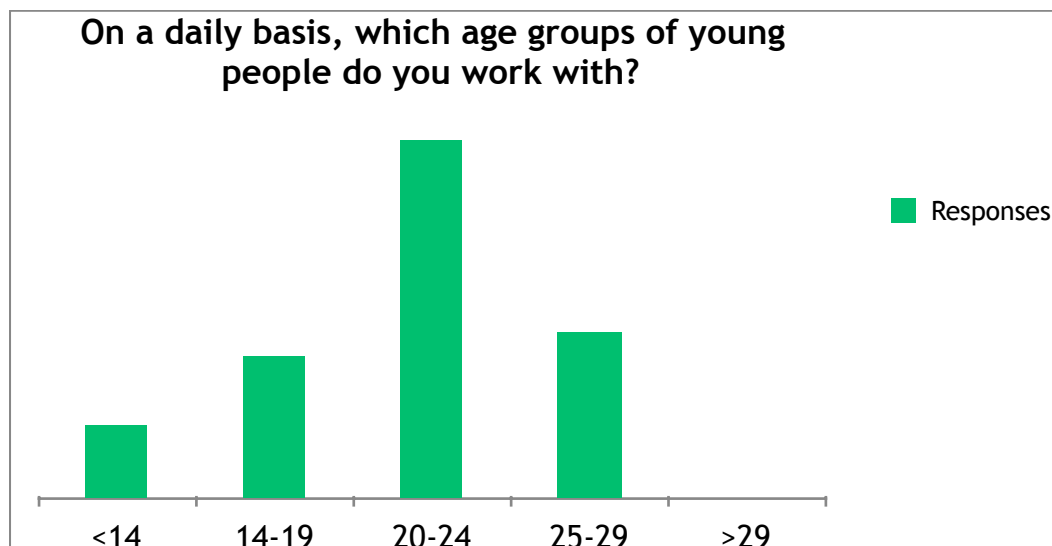
48,38% of respondents have claimed to work with young people from 20-24 years old. Meanwhile 22,58% have more interaction with young people from 25-29 years old.
19,35% of respondents work with young people from 14-19 years old, while only 9,67% of respondent claimed to work with young people younger than 14 years old. In general, the majority of respondent, are working with target group from 20-29 years old of age.

YW-1.4. Target Audience (based on fewer opportunities definition)
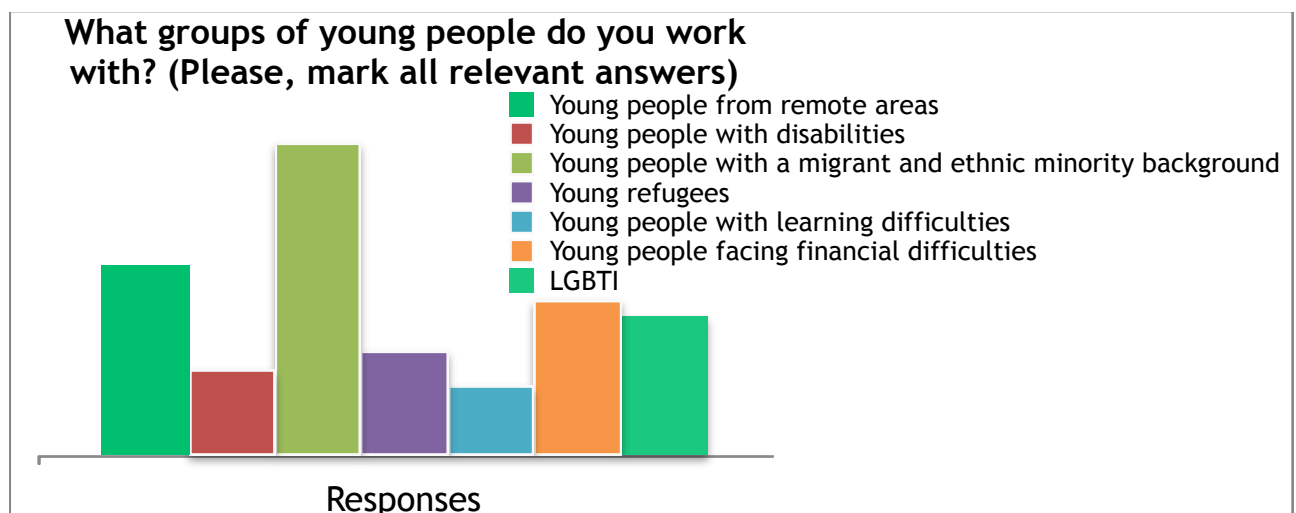
77,41% of respondent have claimed to work with young people with fewer opportunities, while 22,58% have not came directly in contact with young people from fewer opportunities. In this project, the description of ``young people with fewer opportunities`` is in the framework of European Council Definition - "Different groups of people within a given culture, context and history at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds, such as sex, gender, age, ethnicity, religion or belief, health status, disability, sexual orientation, gender identity, education or income, or living in various geographic localities." (European Institute – EIGE)

YW-1.5. What groups of young people do you work with?
There are two groups of young people with whom the respondents have worked with the most. 58, 06% of respondents have worked directly with young people with a migrant and ethnic minority. And 35,48% of respondents have claimed to work with young people from remote areas.

What groups of young people do you work with? (Please, mark all relevant answers)

- Young people from remote areas
- Young people with disabilities
- Young people with a migrant and ethnic minority background
- Young refugees
- Young people with learning difficulties
- Young people facing financial difficulties
- LGBTI

Responses

II.   Perceptions of Digital Citizenship

YW-2.1. *Have you ever heard the term "digital citizenship"?*
48, 38% respondents have heard the term digital citizenship, while 41,93% have not heard of the term. 9,67% of respondents are not sure if they have heard the term of digital citizenship.
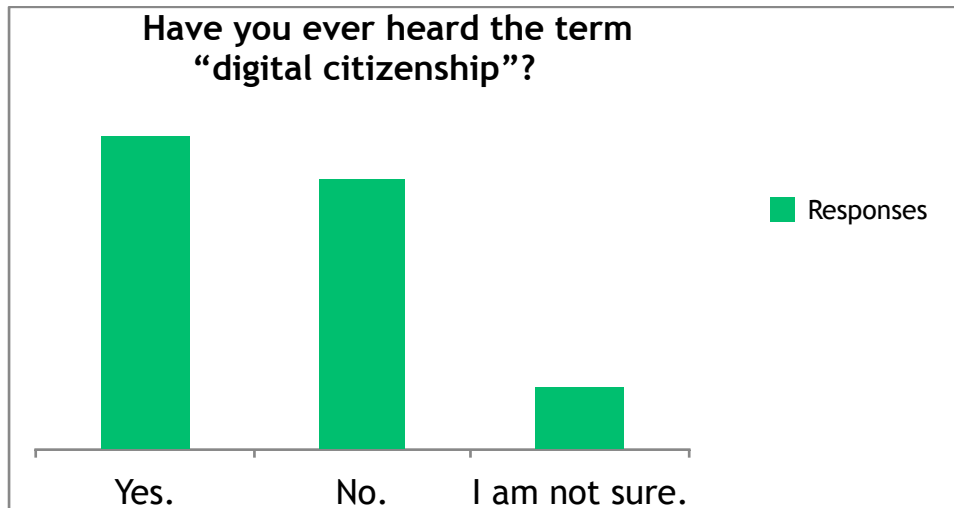
Have you ever heard the term "digital citizenship"?

■ Responses

Yes.   No.   I am not sure.

YW-2.2. *How do you understand the term "digital citizenship"? Please, provide 3 keywords to illustrate your perception:*
Answer to this question is shown by three main cluster of ideas:

- The first cluster is focused on ''Digital rights'' ranging from ''Digital existence and exercising right and responsibility'', as well as ''Obligation in digital sphere''.

- The second cluster addresses the point of ''belonging to certain imagined community'', ''digital erase the border between man and its nation'', to ''engagement of digital learning process and participation'':

- The third cluster illustrates the issue of ''Digital security'' and ''Data protection'', including the understanding of online benefit and its risks, well being and security of young people in digital contact.

YW-2.3. Digital citizenship can be defined as the norms of appropriate and responsible behaviour with regard to technology use. To your opinion, which are the most important elements of digital citizenship to young people? Please, choose up to 3 from the list below:

Digital citizenship can be defined as the norms of appropriate and responsible behaviour with regard to technology use. To your opinion, which are the most important elements od digital citizenship to young people? Please, choose up to 3 from the list below:

■ Responses

(Digital Access).   (Digital Communication).   Digital Etiquette).   (Digital Rights and Responsibilities).   (Digital Security).
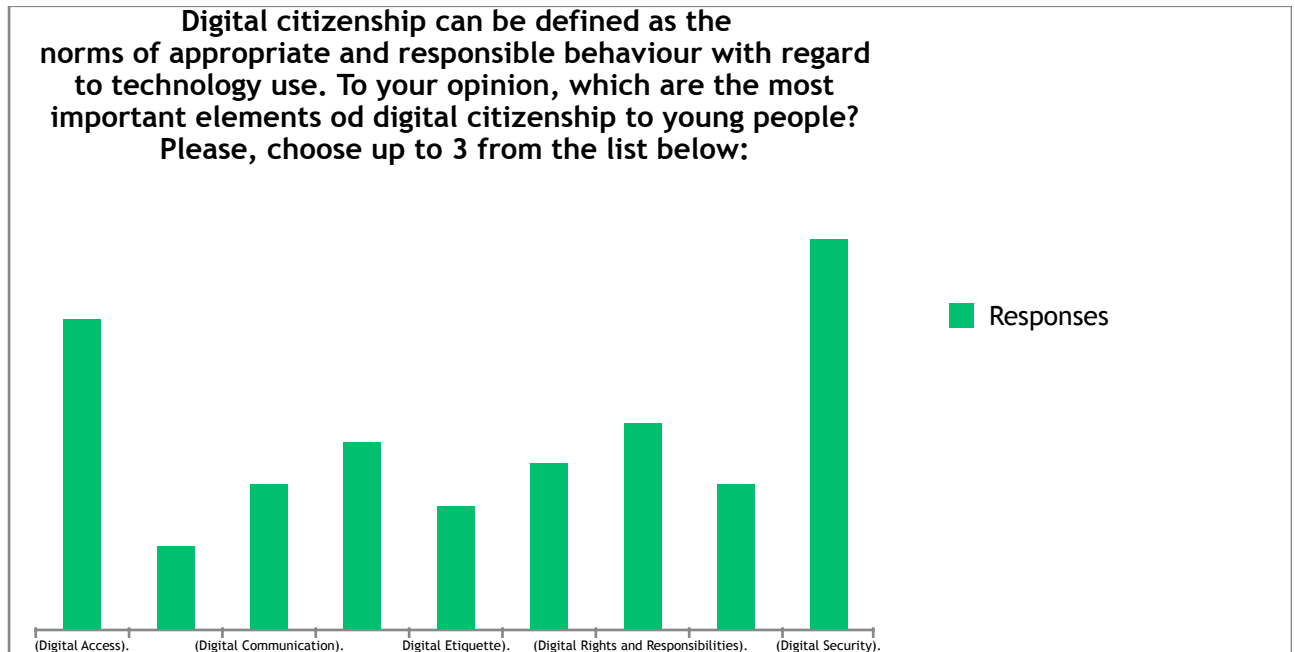
The three most important element of Digital Citizenship selected by the respondents are Digital Security with 61,29% of respondents. 48,38% of respondents believed that Digital Access as the second important element. 32,25% of respondents selected the Digital Rights as the third most important element of digital citizenship to young people. Meanwhile, the data shows that Digital Commerce is not considered as the important element of Digital citizenship, only 12,90% of respondents.

YW-2.4. Do you think there is a difference between being a street citizen and online citizen?

58, 06% of respondents agree that there is a difference between being a street citizen and online citizen.

Some views from the survey see that the only difference is only in the ``tools``being used when interacting, and that there are regulations and law that need to be respected by both online and offline citizen, such as:

- Online interpersonal skills are mostly detached from empathy because you cannot see your opponents.
- They believe It shouldn't make a difference. Citizen is someone who behaves like an (informed) citizen.

25,80% of respondents believe that the significant differences between street citizen and online citizen lay in the rights and obligations of some regulations and laws. Online rights and obligations are different for every "citizen" than offline.

In contrast to the definition described above, digital citizenship is more than just the use of digital technologies. Certain rights can be obtained in a country through digital citizenship. These are not the same as the rights of a citizen. 16,12% of respondents are undecided.
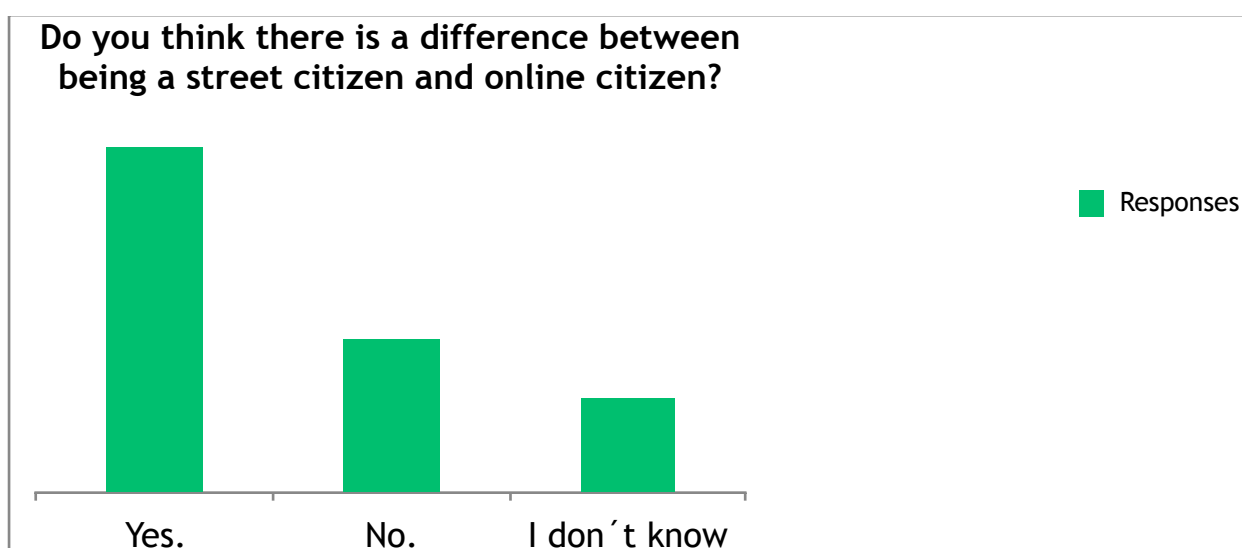
III. Digital Citizenship and Youth Work

YW-3.1. To what extent do you integrate the following elements of digital citizenship to your daily work with young people?

The median answers for overall section is 3, which is related to the aspect of Digital Security in being Careful, responsible and safe use of digital communication tools (email, messaging, blogs, social networks) as much as 43,38% of response, which is related to the Ensuring the security of hardware and personal data while online as much as 35,48%. 16,12% respondents rate this section as highly integrated into their daily work.

The highest note of 12,90% respondent think that Equal access to digital technologies and online resources to all young people is integrated very high to the daily works of the respondents. On the other hand, 22,58% of respondents rated this element as 1 (not integrated). 29, 03% of respondents are integrating the element of Effective use of digital technologies based on critical awareness and understanding of digital behaviour, and they rated as high.

YW-3.2. Please, briefly describe any good practices (training courses, seminars, workshops, etc.) of digital citizenship that you apply in your daily work with young people if you have any (max. 2 sentences).

Reminding youngsters to take care of their health, physical and mental while using computer/smart-phone. Many of them already complain about problems with eye sight. The skills needed to thrive in an online world go far beyond online safety."There are these list 5 competencies to support "doing," i.e Inclusive:
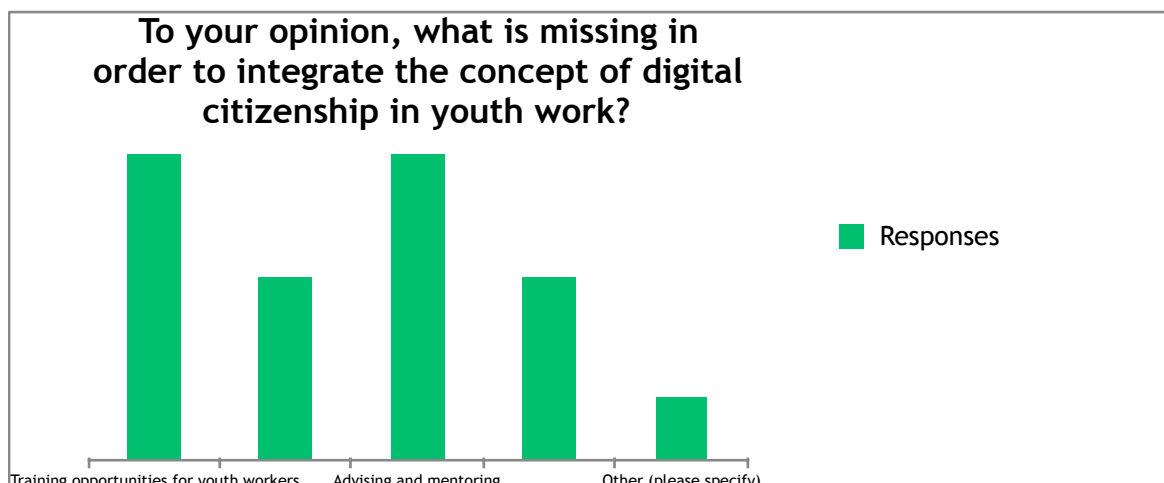- ''I am open to hearing and respectfully recognising multiple viewpoints and I engage with others online with respect and empathy."
- ''Informed- I evaluate the accuracy, perspective, and validity of digital media and social posts."
- '' Engaged- I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities."
- '' Balanced- I make informed decisions about how to prioritise my time and activities online and off."
- ''Alert- I am aware of my online actions, and know how to be safe and create safe spaces for others online."

YW-3.3. To your opinion, how important is it to integrate the elements of digital citizenship in youth work?
The answer to this question shows that 45,16% respondents agree that it is important to integrate the elements of digital citizenship in the youth work, 41,93% think it is important, 9,67% claim it is extremely important, while only 6,45 % argued that it is not important.

YW-3.4. To your opinion, what is missing in order to integrate the concept of digital citizenship in youth work?

29, 42% of respondents argue that advising and mentoring is the missing element in integrating the concept of digital citizenship in youth work. The same 29,42% respondents claim that there is lack of training opportunities for youth work. 17,65% believe that there are lack of learning resources for young people and lack of financial support. Additionally, some participants claim that there are lack of infrastructure , e.g free Wifi. There is also lack of the understanding of thinking online and offline challenges together and not just promoting mechanical knowledge.

To your opinion, what is missing in order to integrate the concept of digital citizenship in youth work?

Training opportunities for youth workers   Advising and mentoring   Other (please specify)

■ Responses

IV.   Further Learning

YW-4.1. *Have you ever participated in a training course, workshop or event related to Digital Citizenship?*

The answer to this question shows that 71,19% of participants have not had participated in a training course, workshop of event related to Digital Citizenship. 25,80% of participant claimed that they have had participant in the training course, workshop or event related to Digital Citizenship.

YW-4.2. *In the context of DICIPASS4YOUTH project, we are planning to organize a course for youth workers focused on digital citizenship. Would you be interested?*

The answer to this question shows that 87,09 % of participants are interested to participate in training course, workshop of event related to Digital Citizenship. 9,67% of participants mentioned they are not interested.

YW-4.3. If yes, what kind of training would you prefer

45.16% of participants prefer to have face-to-face training, 9,67% prefer to have online training, meanwhile 35,48% prefer to have a combination of both.
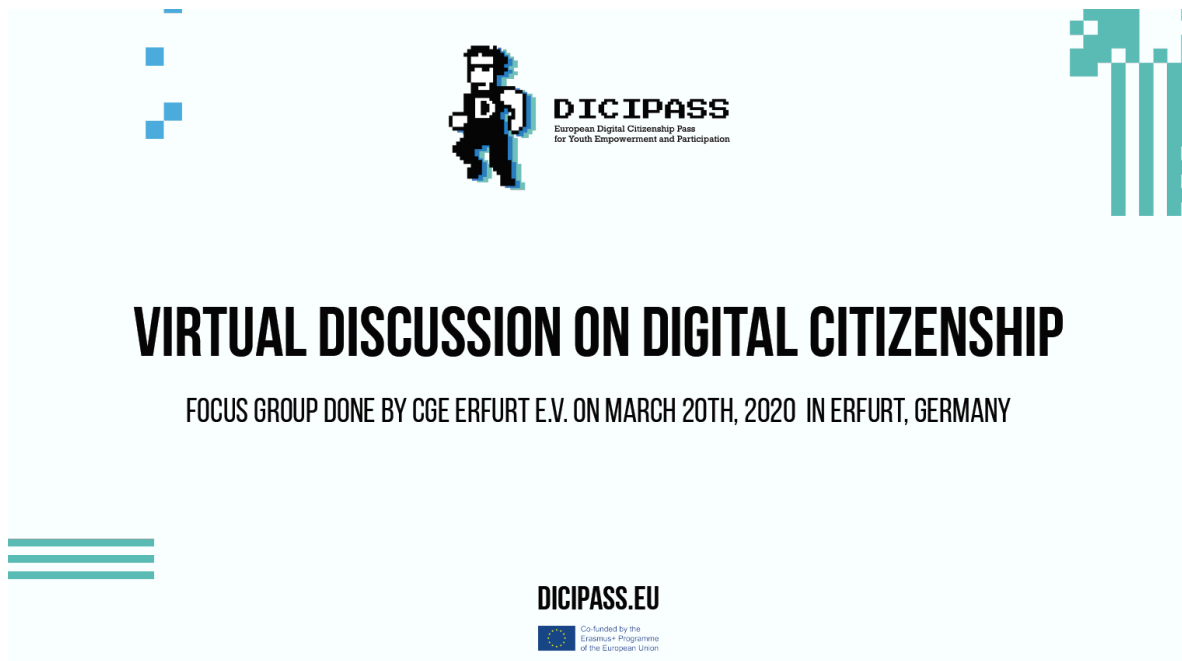
VIRTUAL DISCUSSION ON DIGITAL CITIZENSHIP

FOCUS GROUP DONE BY CGE ERFURT E.V. ON MARCH 20TH, 2020 IN ERFURT, GERMANY

DICIPASS.EU

Digital Citizenship in Youth Work: Qualitative Data

The Focus Group Discussion was implemented on 20th March 2020 virtually. It was attended with the total of 14 people, two are from the coordinator team and one is a moderator. The Focus Group discussion started from 15 PM- 18PM CET.

QR-1. Perceptions of digital citizenship

- *Provide the key findings which came out during the focus group by answering the following:*

  ○ *Have you ever heard the term "digital citizenship"? Could you elaborate a bit if yes? Where, when, in what context?*

    90 % of the participants mentioned that they have heard the term ''Digital Citizenship''. For most of the participant, Digital citizenship evaluates the quality of an individual's response to membership in a digital community. This is person that consistently use the internet, also has appropriate and responsible behaviour when using technology. ''being a digital citizen means knowing what is right and wrong, exhibiting intelligent technology behaviour and making good choices when online''.

  ○ *What does digital citizenship mean to you?"? (Please, provide 3 keywords to illustrate your perception. Be open-minded there is no specific definition*

Some participants see digital citizenship from the perspective of convenience. For instance, It is important and convenient to digitalise and offer more services online, since

it makes tracking and updating easier than it is with paperwork. Services like registering online as a citizen after moving or opening a bank account should be offered online since a physical appointment can be difficult in certain cases or situations.

Additional meaning of digital citizenship by the other participants also mean that this person can perform and exercise their rights to vote and make difference as citizen. Including writing signing petitions online. Digital citizenship includes everything, that can be done as a normal citizen, but virtualised and Digitalisation is not avoidable. A big part of digital citizenship are online petitions and the websites, where they are created on, e.g. change.org etc.

In summary, digital citizenship can be understood as:

- Competent and engagement with digital technologies

- Participating actively and responsibly

- Involvement in the learning process of learning

- Understanding the human dignity

  - *Where could you imagine hearing this term "digital citizenship"? In a school, organization, institute? What public bodies or institutions should be responsible for implementing, promoting, monitoring digital citizenship understanding?*

Another point of discussion regarding digital citizenship comes from the institutional support and infrastructure such as 24 hour online services offered by institutions are especially helpful to young people and others, that are used to technology. This argument was supported by additional consideration since we do our business virtually and as digital citizens we also demand available online services from institutions.

However, it is important for such institutions to at the relationship between the citizen outside of the digital world with the danger and limits it includes. While the definition of the European Commission looks at digital citizenship from an active side, the participants of the discussions mostly point out the demands and wishes people have to become virtually engaged in the duties a normal citizen has and therefore transform „normal/street citizenship" into „digital citizenship".The term digital citizenship consists of 9 key elements which define norms of appropriate and responsible behaviour with regards to technology use. To your opinion, which are the most important elements? Please, explain your choice.

QR-2. Citizenship and digital citizenship

- *Provide the key findings which came out during the focus group by answering the following:*

- *Do you think there is a difference between being a street citizen and online citizen? What and why?*

The term "digital citizen" is being limited in terms of individuals, although big players are existing in the virtual world, e.g. Facebook, which is not an individual, but a provider of a platform, where citizens reside, use etc. However, It is questionable if social media platform should be defined as a public institution or a citizen, because a citizen is someone, who has rights and institutions provide services for citizens. Platforms and entities like Facebook should not be viewed as digital citizens, because they are existing on a different level than citizens and have other forms of power and control over the digital scene and space. for example, as a citizen one has a registration and medical record, but one can also have several social media accounts on one platform.

It is not possible to view the virtual life as a reflection of our digital life, since not all rules and laws apply online, which increases the number of activities online, that would be illegal or morally wrong in the real world. Digital spaces provide a completely different space to enact within it, which also changes one's perspective of the consequences these actions provoke.

Other argument of this is that one person can of course be a street citizen and a digital citizen at the same time, but the identification process and the range of impact is a lot different in the virtual world than in the normal world. Online someone might not be as easily identified, but his actions also have bigger impact (in terms of other people affected) than in the street.

Conclusive remark: Although a digital citizen and a street citizen can be the same individual, it has to be considered, that the digital or virtual world is a different space than the real world. It provides its actors with different possibilities, which also result in differing consequences, legally as well as morally.

New idea emerged if Is it possible to view our virtual life as a reflection of our digital life, including rules and duties? While being a **digital citizen** means knowing what is right and wrong, exhibiting intelligent technology behaviour, and making good choices when online.

- *Could you think of an example of how "digital citizenship" could be demonstrated digitally/online? In other words, who could be called "a good digital citizen"? Based on what features?*

The participants suggest that the definition of being a digital citizen is already being a good citizen in itself, then being a good digital citizen is just being a digital citizen. So due to this: Are you a citizen, if you do not have the mentioned skills, values or if you are not aware of how you act? additionally, there is not clear who is defining what is good and what is wrong. For it makes more sense to use the word "rational" instead of "good", because each person is individual, and the good-bad-choice is mostly from the subjective point of view.

- *Could you describe your behaviour on the internet? What do you do? Browsing, commenting, reading, playing, paying, listening, creating content, communicat-*

ing or posting? Do you think that while you're doing that, you need to pay attention and follow some rules and take some precautions?

As the digital native, many participants agreed that they take the existence of internet as granted. The day to day activity on the internet are varied from communication through social media (personal and professional), online banking, taking courses, creating content and online gaming. Of course, the key element of digital citizenship is identified in the notion of ''engagement'' and having specific digital ''skills''. However, the digital citizenship is not just active engagement, but fundamentally having ''responsible'' participation as well as to enabling the ''opportunity to contribute to the better world''.

   ○   *And in overall, do you think this concept is important, actual in nowadays context? Or is it rather an excessive set of rules and values which are clear and obvious? In other words, since we know the basic values of citizenship, maybe we don't need to speak about digital citizenship because we already bring these values to the virtual space?*

Many participants agreed that they never thought about citizens as people who need to have specific values etc. they always considered everyone around as a citizen. Who defines the values? Is having a passport enough to be a citizen? it´s a grey area and difficult to analyse. In German, there are two definition of ''Citizenship'', "Staatsangehörigkeit" means you have the passport of this country, because you are born, or your parents have lived there. It´s limited and concrete. "Bürgerschaft" is more complex, it means that you live there and you are engaged in the town because you live there (e.g. as a EU citizen in Germany you don´t have the "Staatsbürgerschaft", but you can vote for the township or other elections in the city). Participants agreed that "Bürgerschaft" fits better in case of digital citizen, since it refers to a sense of belonging to a broader community and common humanity" and "emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. Thus, the attainment of skills required by citizens to participate effectively effectively in a digital and globalised context is underpinned by the need for educational support.

   ○   *To your opinion, how important is to integrate these elements of digital citizenship in education (formal and non-formal) and youth work?*

Most of all participants agree that it is important to integrate the element of digital citizenship in education and youth work, especially since educational support for digital citizenship is therefore a matter of digital literacy, a form of literacy that "encompasses the personal, technological, and intellectual skills that are needed to live in a digital world. a lot of things are changing in more digital direction, for instance digitalisation measure in the university in the next semester for the student.

However, digitalisation process is still not happening a lot in the administration offices, also university because there are not enough resources. But for the older gen-

eration, digitalisation is pretty challenging to facilitate the older generation, the ''old school'' approach still need to be available.There is also a concern to facilitate inter-generational learning e.g to educate the parents not only the young people. A lot of parents not knowing what their kids are doing in the smart phones. We totally under-estimate the generational gap. There is also generational gap in technology, older people have more challenges, whereas younger people who are digital native can be offering training to older generation. No matter which devices, which way you use to communicate to buy certain things, the principal of citizenship should still apply.

Digitalisation in the situation in the breakdown is helping but the question is wether we are ready to have all the conditions on place to enable more online and digital so-lution. People have to learn new way of working and doing digital skills, although for other people, perhaps face-to face meeting are more convincing. The technology needs to support the social need, but rather not to conditioning social need for the shake of fitting the technological progress.

QR-3. Learning needs

- *Provide the key findings which came out during the focus group by answering the following:*

    o *Which are the areas of digital citizenship that you would like to explore more in detail and gain skills to apply them in your daily personal and professional life? What kind of learning opportunities would you prefer?*

The area of **digital security** is generally underestimated by young people and the tools for cybercrime are getting better and more innovative. it's a part that we all should be more aware and have consolidated. Digital security is an underestimated element especially for digital native, the bad people are getting more intelligent and find more ways to cheat things in the internet. Digital rights and responsibility, and digital security in professional term in later employment. When you didn't study that specific aspect, you will need to educate yourself for future work.

Additional argument was to question of how to provide the seminars from her organi-sation and how to reach to other volunteers; making sure that everyone has access to these tools, in a safe and cheap way. This includes less privileged people with less de-vices or are in an environment that can be less not ideal or that these people don't have access to the necessary tools to properly conduct their work. This is a time to rethink and research these standards. **Digital Access** is important in this regard.

Digital communication (social media) to present your work and organisation, your professions and projects in the special way, since there are a lot of differentiation in the language of social media (instagram, facebook), the different languages on formal communication versus on social media.

      ○   *What tools and methods do you prefer to integrate the concept of digital citizenship in your daily working practice?*

Critical thinking can be helpful, since It can also cover all the other aspects of digital citizenship. There's no specific method, but in general every person that has access to online could benefit from more critical thinking. One suggestion proposed that, until a better toolbox is done, we can explore more about this topic on the "Digital Citizenship Education Handbook: Being Online, Well-being Online, and Rights Online" by Council of Europe.

The discussion and reminds that digital citizenship is much more than just online safety using is about using technology to make your community better, engaging respectfully and using technology to make your voice heard and to shape public opinion and public policy. Of course, determining the validity of online sources of information - critical thinking.

Based on the survey, youth workers think that the most important aspect of digital citizenship is digital security and digital rights in contrast with young people that for them the most important aspect is Digital equal access (almost 60%).

EXECUTIVE SUMMARY
DC-FIND. Summary of key findings

The EU youth strategy , which was developed with the participation of young people, aims to improve the cooperation between the EU member states in youth policy. Germany is committed to following the strategy. Since 2010, the federal and state governments have been implementing them jointly in selected fields of action, such as "promoting participation and strengthening democracy". This also includes the Structured Dialogue of the German Federal Youth Council, which brings politics and young people directly together in order to develop a picture of good youth policy together.

The **"Digital Agenda 2014-2017"** also plays an important role for **digital** youth participation . In the associated field of action to shape digital living environments in society, the Federal Government wants to expand social dialogue, promote digital media literacy and **strengthen digital participation and engagement** . In this context, the Digital Volunteer Year was launched to test the potential of charitable activities using digital media. In the agenda, the Federal Government is committed to improved digital participation opportunities

Based on the result of the qualitative and quantitative research, it shows that the core concept of digital citizenship and the various forms of citizenship education that have been developed to address the challenges for citizens in a digital age. The various skills

and competences that contribute in engaging community through digital technologies are outlined, and a working definition is advanced. Based on the survey, youth workers think that the most important aspect of digital citizenship is digital security and digital rights in contrast with young people that for them the most important aspect is Digital equal access (almost 60%). Additionally, during the Focus group discussion, the aspect of Digital security, digital access and digital communication are the most important element in education and youth work.

A number of emerging trends are highlighted in the review. One key element concerns the priority given to social literacy aspects, including empathy towards others, as the basis of positive online participation. Citizenship has been associated with "the rights and responsibilities of living in a community". However, in a digital age, citizenship straddles both offline and online worlds. It is claimed that regardless of the extent of convergence between physical and virtual worlds, citizens must be digitally competent to be active citizen.

DC-CR. Conclusions and recommendations

is the growing importance of ethical and empathic online behaviour. Digital citizens need to know not only how to use the internet and media competently, to be aware of their rights and responsibilities and how to protect themselves online; they also need to relate socially and empathetically with others. For this reason, concepts such as ethical behaviour or online empathy are increasingly evident and appear more frequently in digital citizenship programmes and practices. A digital citizenship framework operates within the wider and more complex context brought about by the interpenetration of "real" and "virtual" spaces of citizenship.

The need to regard these two dimensions as two sides of the same coin, in a context of mutual influence, is fundamental: what happens in the digital environment has an impact on what happens in the real world and vice versa. Given the importance and complexity of the topic, it is fundamental not only to have future citizens able to participate in a democratic culture, but citizens able to do so in an environment in which ICTs add new challenges and opportunities.

Building on the conclusions of this study, the results of this analysis point to several recommendations:
- Be more specific in Digital Citizenship definitions about the way in which digitisation and mediatisation impact citizenship.
- Train professionals in the use of competences frameworks and develop their capacity to evaluate, express their experiences and transfer their results.
- Providing integrated digital competence training with the issue of social aspect and responsibility for youth workers and young people.

PROJECT INFORMATION

PROJECT ACRONYM: DICIPASS4YOUTH

ROJECT TITLE: DIGITAL CITIZENSHIP FOR YOUTH: EUROPEAN DIGITAL CITIZENSHIP PASS FOR YOUTH EMPOWERMENT AND PARTICIPATION

PROJECT REFERENCE: 2019-1-DE04-KA205-017888 PROGRAM:

KEY ACTION 2 COOPERATION FOR INNOVATION AND EXCHANGE OF GOOD PRACTICE

WEBSITE: HTTP://DICIPASS.EU/

CONSORTIUM: