

**TICS: TICS in the social-educational consulting process to address the issue of drop-out from the education system “**

*TIC dans l'accompagnement Socio-éducatif pour combattre le décrochage scolaire [TICS]*

Strategic partnerships project of education and vocational training under the Erasmus + programme

**01 – State of art report**  
**Consumer perceptions and practices of young digital natives**  
Proposed strategy, action steps, and structure of reports



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## TABLE OF CONTENTS

INTRODUCTION.....	33
1. Identification and description of various users of ICT in Europe.	<b>Erreur ! Signet non défini.</b>
2. National tendency and the actual reality related to the Internet utilization	<b>Erreur ! Signet non défini.</b>
3. Utilisation of ICT by young digital natives in everyday life	<b>Erreur ! Signet non défini.</b>
4. Recommendations. ....	<b>Erreur ! Signet non défini.</b>
5. Questionnaires' results and analysis.....	<b>Erreur ! Signet non défini.</b>
CONCLUSION .....	<b>Erreur ! Signet non défini.</b>
ANNEXES .....	<b>Erreur ! Signet non défini.</b>
A. Questionnaire to be sent to EU native users.....	<b>Erreur ! Signet non défini.</b>
B. Statistics.....	<b>Erreur ! Signet non défini.</b>

## INTRODUCTION

Early school leaving has been identified by the European Commission as a particular challenge facing many EU member states. It is associated with high youth unemployment, a lack of employment related skills and a wide array of other social problems. There are many reasons why some young people give up education and training prematurely: personal or family problems, learning difficulties, or a fragile socio-economic situation.

**TICS project** is based on the idea that professionals working with young people (social workers, experts in orientation/ insertion, trainers...) can play a vital role in dropout prevention, intervention and remediation.

The project partnership composed by 7 organizations from 6 different European countries (Portugal, France, Italy, Belgium, Netherlands and Slovakia) aims to prepare these professionals through new technologies to fight drop-out, to enable them to improve the way they listen, communicate, support youth, that are fewer and fewer on streets, but more and more on web, always connected, always visible.

TICS project address the ICTs role in socio-educational fields and the digital educator concept working on the opportunities that new technologies offer to fight dropouts.

The TICS project works on two innovative components:

- First, help youth discover that it is possible to use online networks in a different way by finding on line people willing to listen and to accompany them. Youth will be encouraged to find a better balance between their virtual life and everyday life. It would indeed come to raise awareness on the cyber addiction's serious consequences; because being online anytime - result of our modern lifestyle, increases the risk of depression and school dropout.
- Second, encourage professionals to meet young people in an environment other than "on the street". It is necessary to discuss with professionals their current vision on ICT and their impact on the world and on young people they accompany, in order to end with "the digital divide".

The use of ICT in the socio-educational support will be the subject of an experiment in the framework of this project.

This **State of the Art report** / Output 1 is aiming at checking young adults' perception and practices in terms of ICT uses (phenomenon of cyber or ICT addiction, types of uses...), taking into account that they natives users in this technology.

This survey aims at analysing qualitative aspects related to young people motivation and personal interests. This state of Art will permit TICS partners to have a clear overview of the situation in the partner's country and concrete answer from the users.

In order to have common transnational framework, this report compiles national figures and data at national level on target native users in order to assess the uses of ICT and internet in EU, the national tendencies concerning the use of internet, utilisation of internet by native young people and their level of "addiction" if there is any relation with school dropout, and to identify some recommendations to ICTs.

This report was written from 1<sup>st</sup> September 2015 through 30<sup>th</sup> June 2016 (collection of information and questionnaires, sum-up of findings, analyses and recommendations).

The **logical approach** of the State of art report is the following **4-step** one:

1. Part one: **identification and description of different uses of ICT in Europe**, Partners will look for and collect national information and data about uses of ICT in the partners' countries;
2. Sum up of **national tendency and the actual reality related to the Internet utilisation**. Detailed overview and examples of situation regarding uses of ICT (leisure & work environment. Practices in the partners' country and then comparison at EU level. (2-3 page per country and then a- page conclusion);
3. **Utilisation of ICT by young digital natives in everyday life**, taking into account that this use of ICT in our modern society is now named society of information, i.e. uses of social medias, uses of Internet, and if any, identification of problems in relation with school dropout;
4. **Recommendations for utilisation of the information and findings** presented in the national report in the intellectual outputs n°1 of the TICs project.

In terms of **methods of collecting the information**, some questionnaires (see questionnaire presented in the annex) were created by partners on [Eval&Go \(interactive internet tool\)](#) and all relevant documents were collected, in order to have access to updated data and to permit very precise analysis. The questionnaires' survey was implemented with a target group range of at least 25 young adults per country, in order to have a good overview of national uses. Surveys will be translated in partners' language. Local questionnaires were administrated online (project system of national ones) or using paper version.

In the end, all individual results were collected in the **Eval&Go** application, so that ITG Conseil will be able to sum up of the different results and provide some quantitative and qualitative data the present State of state report.

## 1. Identification and description of various users of ICT in Europe

On a European dimension, level of connectivity is **pretty high** and human factor is **really positive**, as represented by statistics presented by the 6 Partners' countries, but a more **contrasted situation** exists in terms of overall access to internet:

- **Belgium:** in terms of household equipment for internet connected devices, the situation **is very positive, although slight regression, the computer, whether desktop or laptop, remains by far the main unit connected to the internet in 2014 with a rate of 97%**. Regarding the citizens ICT equipment, the number of connected households now exceeds that of households with a computer or laptop, showing the growing importance of mobile devices: 80% of households have a fixed or laptop computer and 28% have a touch pad; 68% of households have a Wi-Fi network.
- **Netherlands**, according to *Eurostat statistics in 2014*, **is one of the 2 countries with the highest proportion (96 %) of households** with internet access recorded in 2014, the other one being Luxemburg: at least 9 out of every 10 individuals in the Netherlands used the internet until 2014. When looking at internet users in the EU, the proportion of daily users is at 90 % in the Netherlands.
- **France** ranks **16<sup>th</sup>** out of the 28 EU Member States, according to EU's analysis (*The Digital Economy and Society Index -DESI*); all French households are covered by fixed broadband and **71% of households subscribe to fixed broadband. However only 45% of French people have access to fast broadband.** In Human Capital, France counts **81% of Internet users in the population and 57% of citizens with at least basic skills.** French are above average users of the internet: 4 in 10 people **used social networking sites**; 76% of citizens in France have some level of computer skills, above the average for the EU of 67%; **78% of them are now using the internet regularly** (at least once a week). **Frequent use** is also high with **65% of the population going online every day.**
- **Portugal:** looking at access to ICTs at home and in terms of binding types, the number of accesses to the Internet in households has been rising steadily in recent years. In terms of binding types, Portuguese homes are connected mostly by cable (28.5%), broadband ADSL (11.1%) and optical fibres (9.9%). The national trends are constantly changing. The most popular websites are [Google.pt](#), [Facebook.com](#), [Youtube.com](#), [Sapo.pt](#), [Live.com](#), [Wikipedia.org](#).
- **Slovakia:** **78.4%** of households in Slovakia have the Internet connection. **17 %** of population, who do not have the Internet connection, use it at work. **80 %** of Slovak population use the Internet, and up to 78.1% use it daily.



- **Italy** ranks **25<sup>th</sup>** out of the 28 EU Member States, falling in the "**low performance**" group of countries according to EU's analysis. **Connectivity** is one of the two dimensions **where Italy performs worse**, in fact the country ranks 27th among EU countries. However, on the positive side, fixed broadband is available to almost all Italian population and mobile broadband take-up is close to average: in 2014 fixed broadband was available to 99% of households (97% in the EU) while NGA connections were available only to 36% of Italian households (68% on average in EU), the second worst coverage in the EU; only 51% of Italian households subscribe to fixed broadband (70% in the EU), the lowest percentage in the EU, and 3.8% of those subscriptions are to a fast connection (1.9% of Italian households). With reference to the **human capital** (skills needed to take advantage of the possibilities offered by a digital society), Italy in 2015 ranks 24th among EU countries, performing better than in the previous year. Italy has **one of the lowest percentage of regular Internet users** in the EU (59%), and 32% of the Italian population has never used the Internet (the EU average is 18%). In 2014, there was still a **strong imbalance with reference to the use both of personal computers and the Internet among people living in different regions, as well as in metropolitan and urban areas rather than extra-urban ones**.

This part demonstrates how **different internet access may exist**. But, in spite of differences, it should be pointed out that internet **overall coverage in the six countries is not an obstacle in terms of technical access and human ability to use internet**.

Now let's go further in the analysis of national tendency and current reality concerning internet use in Europe.



## 2. National trends and the actual reality related to the use of Internet utilization

Internet use in Europe appears relatively **homogeneous, both for professional reasons and for personal reasons**. Therefore, this study validates that a comprehensive approach can be conducted on the findings and recommendations regarding the use and internet impact on users. This study also validates the fact that common conclusions can be verified at European level. The granularity of national surveys, however, reveals **subtleties** in terms of utilization.

**The report** shows some contrasted situations depending on each country:

- **France: the share of French Internet users that use social networks (45% to be compared with an EU average of 63%) is the lowest of all EU countries.** In the same way, French people are amongst the weakest internet users in terms of consulting news (score of 50%, 27<sup>th</sup> rank: last but one in Europe) and using Internet for Music / Videos / Games (score of 47%, 20<sup>th</sup> rank in Europe). The ability of ICT to overcome insularity is a fact. ICT is not yet used for diversification of practices or knowledge development; causes: **lack of stimulation and a suitable accompaniment.**
- **Italy performs second best of all DESI 2015 dimensions (ranking 20th among EU countries) while Digital Public Services** is the dimension of DESI 2015 where Italy performs best ranking 15th among EU countries. However, use of e-Government is still low, partly due to some insufficient development of online public services and part to digital skills issues. In terms of equipment, Google's Our Mobile Planet every year updates rankings about smartphone penetration per country; in 2015, Italy has 41.3% of the population owning and using a smartphone. According to DOXA analysis, mobile devices as smartphones and tablets are conquering even more people, becoming a "driving force" for the further increase of the spread of the Internet in Italy: **56% of the population (26.5 million, + 69.5% in two years) own connected smartphones and 20% (9.5 million + 310%) tablets.**
- **Belgium: 65% of Internet users listen to music, play games and watch online videos (3rd place in the European rankings) and Belgian companies rank second in Europe (50%) regarding the electronic exchange of information using business management software.** Providing digital public services has improved over the last period. **39% of Belgian internet users were active use of e-Government services to 85% of administrative procedures related to a major life event can be done online. Belgium is above the EU average, but increased less rapidly than the EU** as a whole, which places Belgium in the countries' performance slightly higher group.



- **Netherlands:** Social media in the Netherlands has always been very popular. Research done in 2014 suggests that nine out of ten Dutch citizens are active on social media. However, usage has changed a bit over time. The number of people actively using social media in the Netherlands is currently spread across five major international players: Facebook (11 million active users and almost 7 million daily users), YouTube (7.1 million active users and over 1,25 million daily users), LinkedIn (over 4 million active users and 0.4 million daily users), Twitter (3.7 million active users and 1.6 million daily users) and Google+ (7 million active users and 2 million daily users). The newcomers to the Dutch social media scene – Instagram, Pinterest and Foursquare – are increasing since 2013. Interestingly enough, research shows that Dutch users are losing faith in social media and have more faith in the traditional media.
- **Portugal:** the national trends **are totally in line with the European' ones**. The collected data related to the purposes in using the internet reveal that **the use of social networks is highlighted a first place (76.9%), ahead of other activities such as "send and receive e-mail" (69.6%) and "seek information about events, products or services" (57.4%).**
- **Slovakia:** in 2014 not only 78.4 % of households had it, but also 99.6 % of companies and organizations. 88.7 % of companies used the broadband connection and 63.2 % of companies the mobile broadband connection.

In terms of use and attitudes, the Internet appears as an essential tool in today's Europe. Internet is **an integral part of the lives** of European citizens to their personal lives, in terms of training and education for everyday life, for information, for entertainment and for hobbies.

Now in the next part, it would be interesting to watch how comes the patterns of use of the Internet by younger generations in their daily lives.





## 3. Utilisation of ICT by young digital natives in everyday life

The report leads to **some positive and negative findings concerning the use of internet by young people:**

- **France:** it should be pointed out that **surveys of young people aged between 15 and 25 showed significant differences in terms of digital culture. France has a blogging culture; young people have a misunderstanding of Internet functioning and video games and they confuse the public sphere and the private sphere. Seeking for popularity can have negative consequences (quality of sleep). 6 of 10 young people who have a problematic use of digital think this usage is normal.** French Internet users spend an average of 3:53 per day on the Internet from a PC and 1:17 from a mobile. They access social networks for 2 hours daily, while they watch TV for more than 3 hours.
- **Italy and Netherlands:** according to ISTAT, considering the percentage of individuals between 16 and 74 years who are connected regularly to Internet shows that compared with a **European average of 72% and countries like the Netherlands, Luxembourg, Sweden and Denmark, which have reached levels close to saturation, Italy ranks only third from bottom of the international ranking, with a value equal to 56 % (equivalent to that recorded for Greece).** Netherlands, more than one in three internet users in the age category 12 years and older were engaged in cloud computing in 2014. Internet users under the age of 45 (45 %) more often use cloud computing services than their over-65 counterparts (18 %). Higher educated people more often use cloud computing services than lower educated people. 25% of lower educated people use cloud computing services, versus 46 % of higher educated people. Generally, cloud users have more internet skills than non-users.
- **Belgium: by sex and age, among young people (16-24 years), publishing content on the web is a rather feminine activity, but is rather masculine in other age categories.** Reading newspapers and magazines online, using web radio or television, the use of games, music and video, online shopping, as well as interaction with public authorities, are not gendered activities for young people. **By sex and educational level: the use of online services increases with the level of education,** except the audiovisual entertainment, auction sites and publication of content, which are very sensitive to this variable. Women with low education use significantly less than average (and significantly less than other women) most of the online services, except the audiovisual entertainment and internet telephony. **According to the socio-professional status: at the level of the students, their profiles do not differ significantly from those of their respective age categories.**

- **Portugal:** in regards to the use of the Internet by young people, **is established that the use of the youngsters (15-24 years) stands out in relation to young adults, and all subsequent age group, in terms of the incidence of communicative character of activities** such as "communication in real time" (+ 13.3% of young adults) or "use social networks" (+6,6%), but most of all the activities related to access to **entertainment content**.
- **Slovakia:** Also in case of young people the utilisation of the Internet for the e-mail communication prevails (91 %), although just on the second place there is the presence on the social networks (90.2 %), searching for the information about goods and services (69.6 %), making phone/video calls via the Internet (65.5 %), downloading of games, films and music (64 %), reading of on-line newspapers or magazines (61.6 %), purchase of goods or services (48,2 %), listening to the Internet radio (38.2 %), uploading of own content to the file sharing web sites (36.4%). **It has also the dark side. Many young people are convinced that it is not necessary to learn a lot because everything can be found on the Internet** (the experience of teachers mainly in higher years of primary schools and vocational schools). **Teachers state that the absenteeism is growing** (increasing number of unexcused classes, growth of absenteeism disturbed relationships in the class but also the family environment, moderate form of running away from home, mental retardation, above-average intellect abilities and mainly poor control from the parents' side, or lax attitude of parents to the school attendance. **Another dark side of the excessive utilisation of the Internet is that young people read a little or not at all, they do not do sports, do not talk to each other when they physically meet, but they prefer to be online.** They miss vocabulary, they make mistakes in grammar because the diacritics is not used in SMS. They have bad body posture and they lack the exercise. As well as in other cases, "everything in moderation" applies here too. The Internet is a good thing, but it is necessary to use it adequately to the age of a child and the purpose it serves.

The survey is very interesting in terms of lessons on **behavior of younger generations towards the Internet**. On the one hand, the Internet is a valuable tool and now essential for training, education, information and research, and on the other side, the Internet is also seen as essential for recreation, relaxation, trips and informal contacts for young people.

#### **The main lessons are:**

- Internet is a tool **with a very individualized use, and therefore can isolate quickly** the user in relation to its environment and from the society around. At the same time, the networking capability via the internet is emphasized. It is paradoxical, but this is explained by the fact that in most cases the linking is done remotely and remains virtual.

- Internet is also an **addictive tool** that attracts and maintains the attraction of the user, even what is left for hours in front of it.
- Internet is a tool that apparently saves time and energy; however, staying focused on his computer and surfing on internet **require much more energy than expected**. So it can create problems with attention, sleep, absenteeism and depression.
- Compared to those findings, the younger generations, **fascinated by the internet and using the Internet in their daily lives are inevitably the first victims of the excesses and negative sides of internet**. Young people, who have known that internet since birth, have no natural barriers to oppose Internet; there is **protective reflex or reserve** over the internet control over their daily lives. In contrast, older generations have this type of natural defense of this kind of natural caution and reserve a priori. Thus the young people are massively exposed to Internet abuses, while their internet paradoxically seems essential and unavoidable.

Therefore, in national surveys, it became crucial not only to assess the degree of damage caused by internet, but **mainly to propose solutions, remedies and good practices in the form of recommendations** is that we'll see in the next section.

#### 4. Recommendations and conclusions

Most of the proposed recommendations in order to fight against disorders related to misuse or overabundant use of the Internet by young generations, come from concrete experiences and good practices from all members of the ICT partnership. These recommendations have the common characteristic of **being transferable and generalized in different European countries subject to some adaptations** to national training systems.

These recommendations can be summarized and listed as follows:

- **Recommendation 1: accompanying ICT and creating e-programs**: in France, in order to support, closer, students in their learning. In this perspective, the researchers are confident and have shown that ICT seem to **bring tools and a variety of services to meet a number of constraints on the differentiation of lessons**: geographical constraints (remote or presence), temporal (outside or during school time), related to "custom" (taking into account the capabilities and needs of everyone). **ICT is a fundamental knowledge to integrate into the curriculum as well as "Reading, Writing and Counting."**
- **Recommendation 2: creating some structures**: there is in France the **emergence of structures** that emphasize the need to use of ICT: ***"Les Ecoles de la deuxième chance": "Schools of the 2<sup>nd</sup> Chance"*** (born including the *"Livre Blanc" (White Booklet) of Edith Cresson, a French former Prime minister in 1995*). There are approximately forty now, which welcomes young people aged 18 to 25 left school without a diploma and without qualification. In these schools, no set program but customized curriculum, it preaches the individualization of learning of basic knowledge: mathematics, French, computer. One certainty emerges from this overview is that development of ICTs as tools for vocational training, requires the implementation of a first general principle of action: develop a real digital strategy in the field of vocational training, sight (or vision) that goes beyond "instrumentalization" procedures to reach a real genesis of new situations (eg. possibility of access within each household with a digital space for training at throughout life).
- **Recommendation 3: using TICs at school**: in Italy there are **national strategies covering training and research measures for ICT in schools, e-learning, e-inclusion, digital/media literacy and e-skills development**.



- **Recommendation 4: promoting innovation in education and specifically for the renewal of teaching practices (moving from teacher-centred to learner-centred instruction):** in Italy, by creating a kind of "technology shock" in the school system, the government expects to change the teaching culture, encouraging more personalised educational paths and promoting more active learning, without interfering in any direct way with the constitutional "freedom of teaching" principle.
- **Recommendation 5: Promote online training (e-learning) in schools and vocational training centres (Belgium).**
- **Recommendation 6: Reduce the digital divide as preliminary condition to introduce ICT in trainings.**
- **Recommendation 7: Promote use of ICT devices as a pretext to reinforce young people competences.** Mastering the technical aspect of these devices should not be the final goal of our trainings but the first step to motivate young people to learn.
- **Recommendation 8: promoting digital programs and schools:** at least 7 schools in the Netherlands have introduced a new method of teaching by replacing textbooks with tablets and teachers since 2013. The initiators of the mentioned learning style underline the fact that the new type of schools respond to the reality, given that nowadays digitization plays an increasingly important role.
- **Recommendation 9: include online security and digital citizenship awareness in training curriculums:** the inclusion of digital citizenship awareness on ICT programs is becoming more and more relevant every day, and it's nine core principles should also be part of current ICT programs: Digital access; Digital commerce; Digital communication; Digital literacy; Digital etiquette; Digital law; Digital rights and responsibilities; Digital health; and Digital security (integrating the awareness of these principles in school's/VET centres curriculums to promote positive, safe, and effective use of technology by youngsters in all educational contexts and their future use of ICT based interactions, reviewing online privacy settings on a regular basis, sharing personal information only with friends, uploading and or sharing pictures without consent, psychological and physical stress placed on their bodies by internet usage etc.).
- **Recommendation 10: several good practices for teaching students (from Trenčín region):** various interesting activities are organized also within the schools, as for example publishing of school magazines (interview, photographing, processing on PC, graphic design.



- **Recommendation 11: citizens' and social initiatives for young people:** also many civic associations provide various activities for young people. The leisure centres are very active, they provide for example the computer clubs or the Internet clubs (how to create an Internet page, how to orient at the network, utilisation and creation of applications...). Many young people from the leisure centre in Handlová cooperate with the local television and make the reportages.

## 5. Questionnaires' results, analysis and feedback

For the survey implemented by all seven Partners, **419 people were interviewed (205 women and 214 men).**

The distribution of the panel of people interviewed **per country, well balanced by partner and territory, is as follows: 119** in France (including Corsica), **61** in Belgium, **60** in the Netherlands, **65** in Italy, **50** in Portugal and **64** in Slovakia.

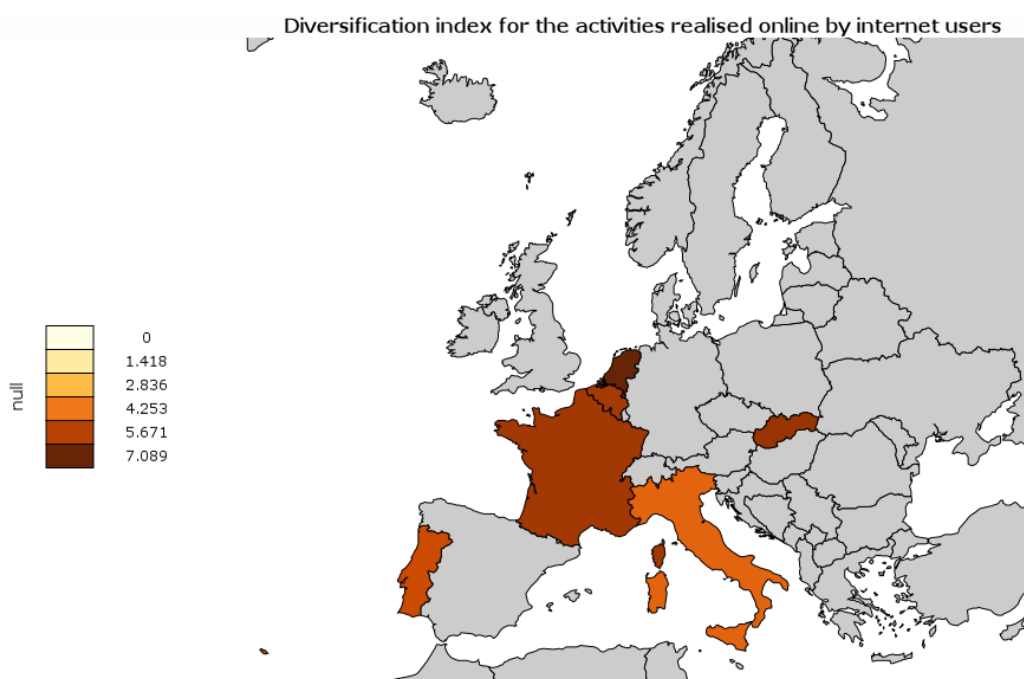
On average, target audiences are aged **a little over 21 years.**

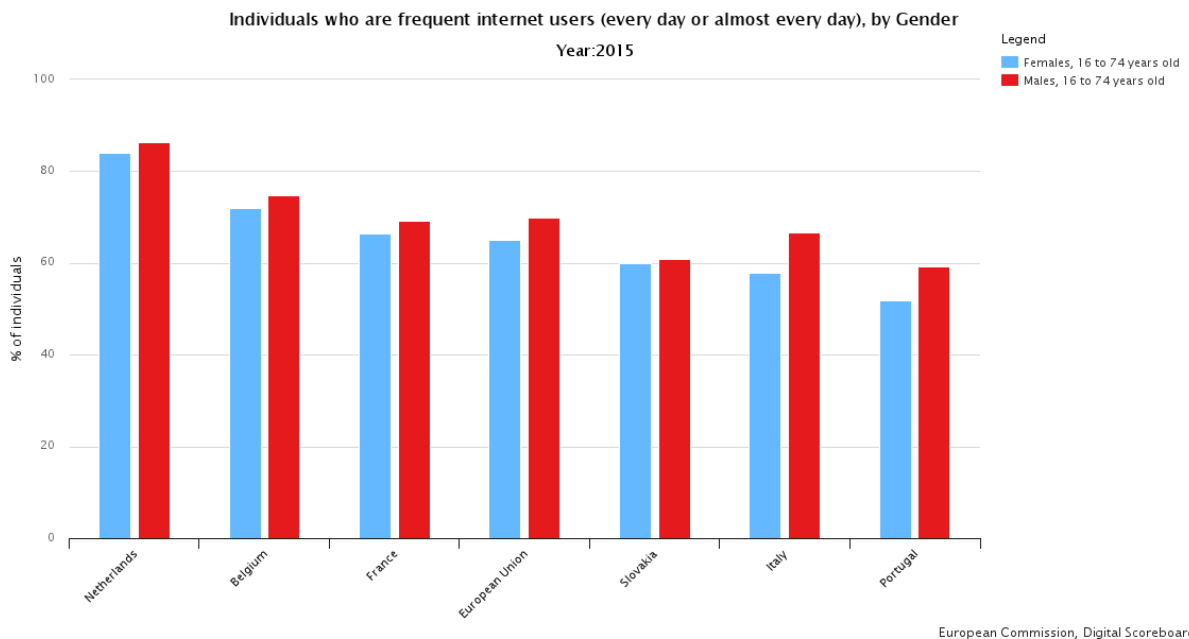
Of these **419 people, 241 have left school or training system, almost more than half (59%)** and therefore a step back from the education and training system.

Of these 241 people, **79, only a third (32.7%), have come out with an academic degree or equivalent, which is low.** Most graduates' panels are those of France / Corsica, Belgium.

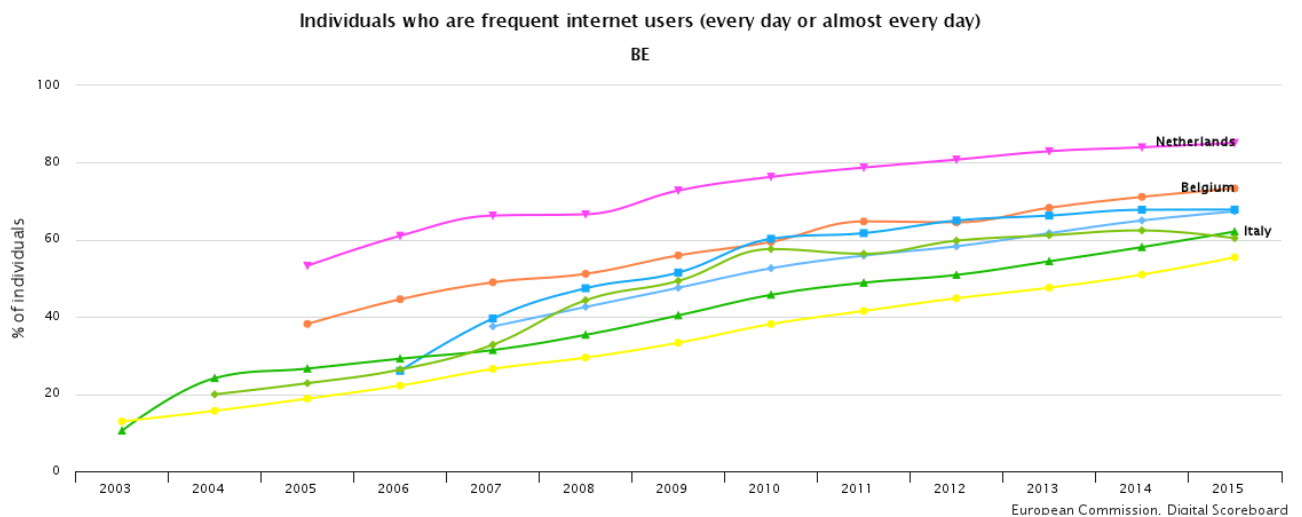
This demonstrates that the **public concerned by the survey are people too few graduates (142 of 419 or 34%)** and therefore **potentially less well equipped to enter the professional life in appearance.** Almost 6% of the sample is unemployed (25 people). Others (178) **are still in school or training.** This demonstrates that the panel is fairly mixed in composition from the notion of academic success.

As an introduction (<https://ec.europa.eu/digital-agenda/en/scoreboard>), the following map is interesting:

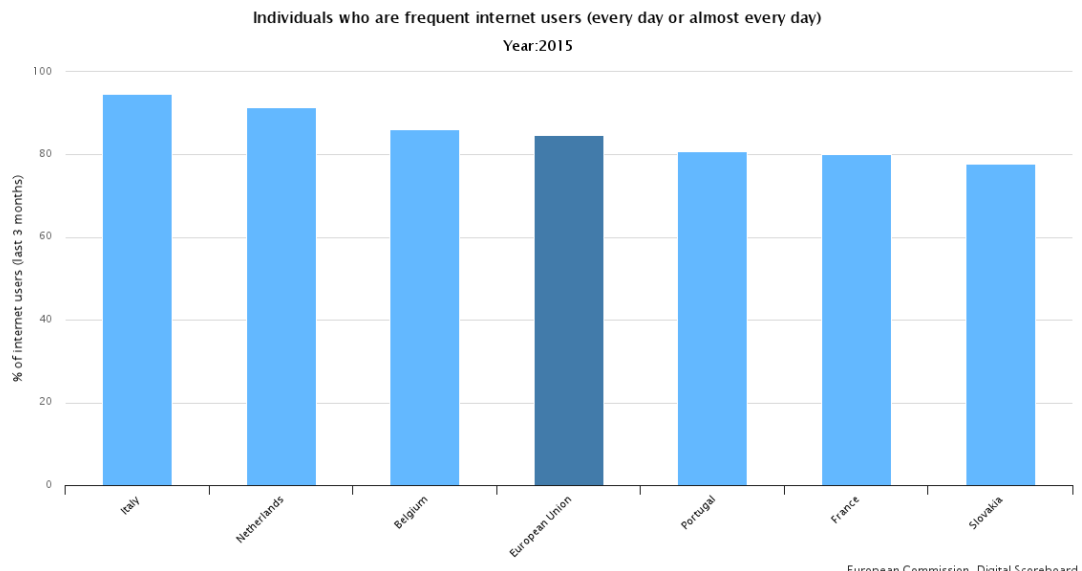




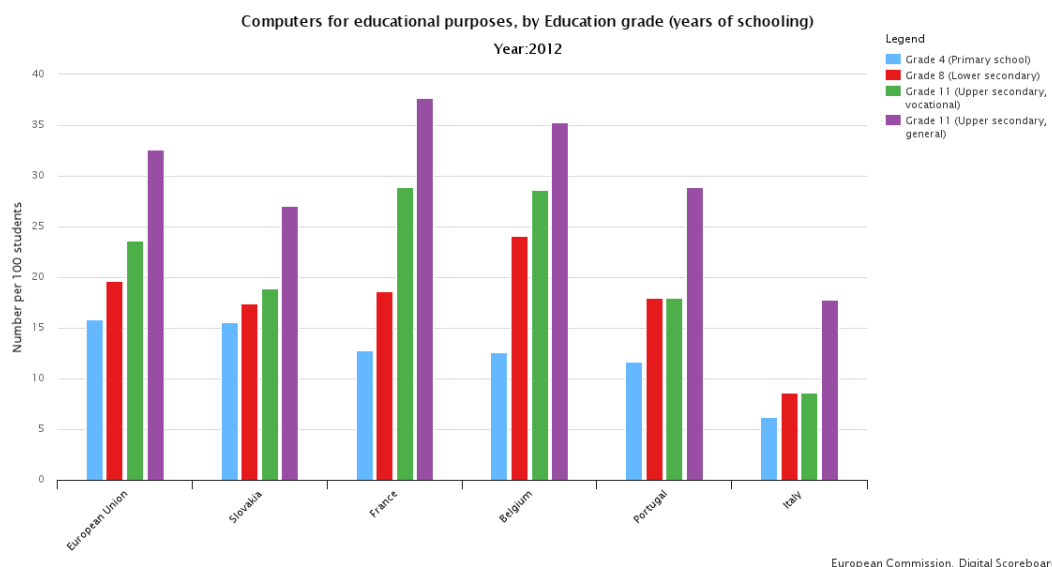
Countries from the north are using more frequently Internet than in the south. Even if in every country, females are using less internet than males, the difference is as well higher in Italy and Portugal.







Once you check the everyday use of internet you realize, **Italy is the country with the highest use of Internet**, this might be due to the use of smartphone which allow everybody to connect the Web.



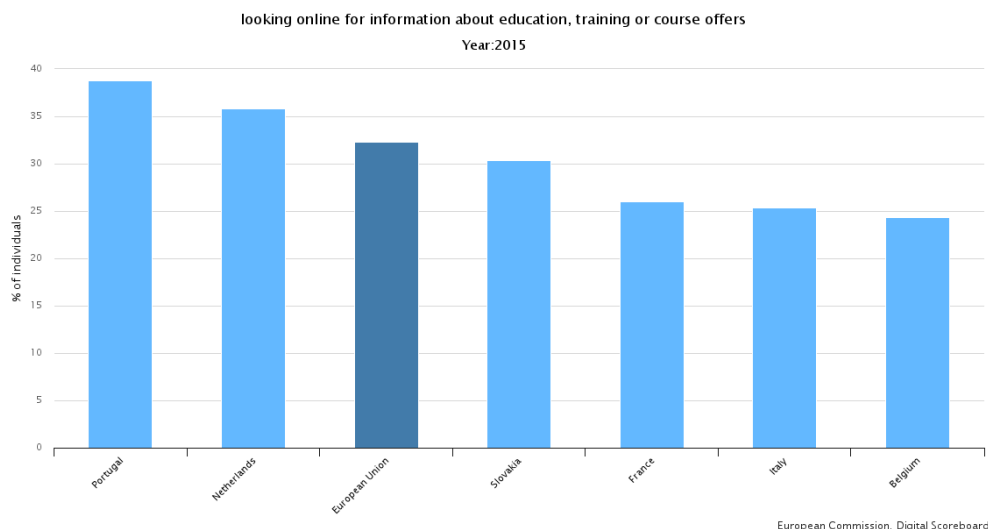
The higher educated the higher you use Internet or computers for educational purposes. **France, is the country where IT seems to be the most developed for educational purposes.** And Italy in that case seems to be less developed.

As a remark EU have **no data available in English** for Netherlands regarding education and IT. However, there are official reports in Dutch language that focus on the use of ICT in education and the available ICT resources in the Netherlands. As ICT is associated with the so-called "21st century skills" and is beneficial for problem solving, collaboration and creativity, in the Netherlands all schools in primary and secondary education have Internet access and one computer per five pupils is available. Regarding the Internet access, 61% of

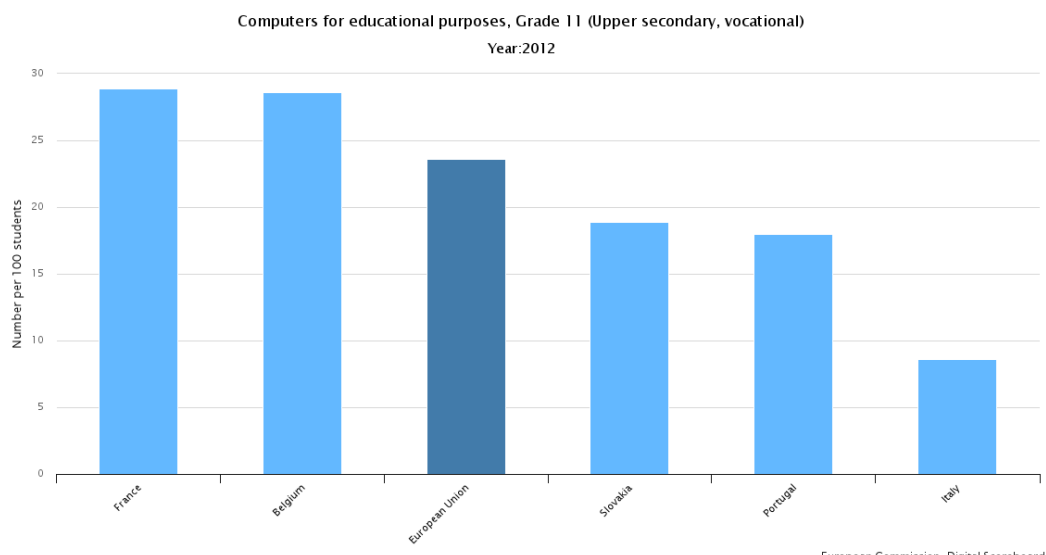


the primary schools used Wi-Fi in the school year 2012-2013 and 85% of the secondary school. The rest of the schools used cable internet.

This is in Netherlands that individuals used the most Internet, Netherlands as Sweden are the most connected country. This is also due to Internet banking and internet State services. Regarding, children use of Internet, it is more analysed as a common educational tool than a threats. On the opposite, you can see Portugal and Slovakia, in this both case. If you have a look to the age or users, you might discover quite different situation. New generations in both countries are great users of Internet.



As said regarding the previous graphic, the use of educational tools in Portugal is one of the biggest in EU ranking. This is due to the fact Internet system is quite new and its quality (remember Portugal is small so easy to connect) is very good. Portugal government invest quite a lot on tools. ISQ is a good example of what has been developed in this field to achieve national goals.



A lot of national programs have been set up in France to welcome computers in educational system. France was as well a huge consumer of the European plan for IT at school. For instance, a lots of school (thanks to district or regional governments) have given a tablet to their students in order to put “books” in it. Belgium have acted in the same direction and is very closed to French IT educational policy. [Secondary education in the Netherlands uses more mobile devices than primary education. In primary education, 15 % of the computers are laptops and 1% tablets. The vast majority of the computers in schools \(84 %\) consists of desktops. In secondary education, 27 % of available computers are laptops and 3 % tablets. In the primary schools in the Netherlands, 29 % of the course materials are digital, while in secondary education 26%.](#)

## CONCLUSION

In order to fight against the abuses of misuse or overabundant use of the internet by young generations **requires not only innovative and technically efficient solutions** (with proven results through experience and time), **but also a structural support framework for a process of change and coaching. This report contains some key-recommendations in order to improve the situation of young people.**

This support can be done on a **collective mode and / or on a personalized and individualized accompanying approach.** The partnership believes that the two modes are **complementary** and that the internet to individual report should in no way be overlooked, given the attachment and place of internet for young people.

In this regard, it is important to emphasize that **the relationship with internet is also and above all a private relationship between an individual and a computer tool.** In this relationship, the Internet brings not only a means of communication to professional content, personal or practices, but also induces private conduct use-dependent "private" Internet. This personal dimension is naturally more **intimate** and also deserves consideration at its limits in terms of respect for private life.

To conclude on recommendations, some innovative and proven methods and initiatives may really contribute to the needs for more structured and personal approach towards internet utilization.

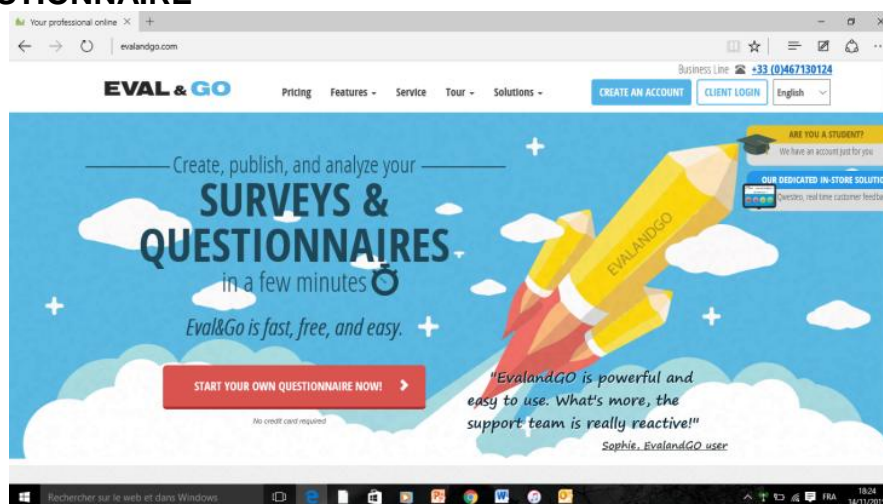
## **Annex**

**Annex A – Questionnaire sent to EU native users**

**Annex B – Statistics**

## Annex A – Questionnaire sent to EU native users

### SURVEY QUESTIONNAIRE



This questionnaire is a tool of the international project: „TICS in the social-educational consulting process to address the issue of drop-out from the education system“ that is implemented within the framework of Erasmus+.

The TICS project focusses on creating new approaches and methods for the professionals in the areas of prevention against dropping-out of education as well as in addressing the consequences of dropping-out from the education system (such upbringing, education, social work, prevention against dropping-out, consultancy, and social-professional integration of the affected young people).

The questionnaire targets to better know the End users and as well to better analyse the consequence of ICT. Is it a chance, a revolution or a danger regarding the natives' habits and consumption style? Question is how far the educational system has changed or should change to respond the new situation. The State of art purposes is to map the situation in and collect the information about the utilisation of the ICT.

The questionnaire consists of the sections as follows:

The questionnaire consists of multiple choice and open questions. It is based on a Widyanto L, McMurran M. who have created a test dealing with psychometric properties of the internet addiction named IAT (internet addiction test).

Thank you for the time you will spend on and for the information you will provide by responding to the questionnaire.

1. Section 1 – Use of ITC by native young adults in Europe
2. Section 2 – Asses the Internet addiction level of “natives”

For both section, find enc. Related Excel documents.



### TICS PROJECTS - Consumer perceptions and practices of ICT\*

\*ICT information & communication technologies.

The IAT was the first validated instrument for the assessment of internet and computer addiction. A study by Kimberly Young (cited below) found that the IAT is a reliable measure, covering the most important elements characteristics of pathological internet use.

Using this scale of 5 choices, answer how often the questions below apply to your online behaviour:

1- You are?	a man	a woman
2- Your country?		
3- How old are you?		
4- Did you already left school?	YES	NO
5- If yes, did you left school after achieving any academics diploma?	YES	NO
<b>Are you currently?</b> <u>appropriate number</u> (1) still at school? (2) In a training centre? (3) Unemployed?	<u>Write the</u>	
Other situation, please specify...		

	never Rarely or	in awhile Every once	Sometimes	Often	Always
1. Do you find that you stay online longer than you intended?	1	2	3	4	5
2. Do you neglect household chores to spend more time online?	1	2	3	4	5
3. Do you prefer the excitement of the internet to intimacy with your partner?	1	2	3	4	5
4. Do you form new relationships with fellow online users?	1	2	3	4	5
5. Do others in your life complain to you about the amount of time you spend online?	1	2	3	4	5
6. Does your work suffer because of the amount of time you spend online? (E.g., postponing things, not meeting deadlines, etc.)	1	2	3	4	5
7. Do you check your email before something else you need to do?	1	2	3	4	5
8. Does your job performance or productivity suffer because of the internet?	1	2	3	4	5
9. Do you become defensive or secretive when anyone asks you what you do online?	1	2	3	4	5
10. Do you block disturbing thoughts about your life with soothing thoughts of the internet?	1	2	3	4	5
11. Do you find yourself anticipating when you will go online again?	1	2	3	4	5
12. Do you fear that life without the internet would be boring, empty or joyless?	1	2	3	4	5
13. Do you snap, yell, or act annoyed if someone bothers you while you are online?	1	2	3	4	5
14. Do you lose sleep due to late night internet use?	1	2	3	4	5
15. Do you feel preoccupied with the internet when not online, or fantasize about being online?	1	2	3	4	5
16. Do you find yourself saying "Just a few more minutes" when online?	1	2	3	4	5
17. Do you try to cut down on the amount of time you spend online and fail?	1	2	3	4	5
18. Do you try and hide how long you've been online?	1	2	3	4	5
19. Do you choose to spend more time online over spending time out with others?	1	2	3	4	5
20. Do you feel depressed, moody, or nervous when you are not online, and do these feelings go awhile when you go back online?	1	2	3	4	5

Référence : Widyanto L, McMurrin M. *The psychometric properties of the internet addiction test. Cyberpsychol Behav.* 2004 Aug;7(4):443-50



**The final result is obtained by summing the result of the different items**

From 20 to 49 points: no overuse of Internet

From 50 to 79 points: problematic use of Internet with possible consequence on your everyday life

From 80 to 100: problematic use of Internet with severe consequences on your everyday life



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## Annex B – Statistics

### 1- You are?

France		Italy		Belgium		Portugal		Netherland		Slovakia		Total	
a man	a woman	a man	a woman	a man	a woman	a man	a woman	a man	a woman	a man	a woman	a man	a woman
66	53	31	34	47	14	12	38	23	37	35	29	214	205

### 2- Your country?

FR	IT	Belgium	Portugal	Netherland	Slovakia	Total
119	65	61	50	60	64	419

### 3- How old are you?

FR	IT	Belgium	Portugal	Netherland	Slovakia	Total
19,5	17	21,18	21,14	21,57	21,94	21,21

### 5- If yes, did you left school after achieving any academics diploma?



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FR		IT		Belgium		Portugal		Netherland		Slovakia		Total	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
32	45	0	1	19	13	10	40	1	4	17	39	79	142
42%	58%	0	100%	59%	41%	20%	80%	20%	80%	30%	70%	36%	64%

Are you currently?



	France	Italy	Belgium	Portugal	Netherland	Slovakia	Total
(1) still at school?	38%	47%	72%	2%	95%	69%	53%
(2) In a training centre?	38%	53%	6%	98%	-	5%	32%
(3) Unemployed?	13%	-	7%	-	-	7%	6%
Other situation, please specify...	11%	-	17%	-	-	19%	9%

\* \* \*



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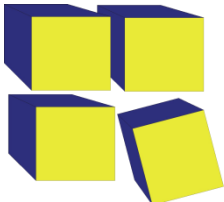
TICS Partners		
	PARTNER'S NAME	
	ADRESS	
	TELEPHONE	
	FAX	
	INTERNET WEBSITE	
	Contact :	
	E-mail address :	
	PARTNER'S NAME	<b>ITG - INSTITUT DU TEMPS GERE</b>
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Logo 3	PARTNER'S NAME	
	ADRESS	
	TELEPHONE	
	FAX	
	INTERNET WEBSITE	
	Contact :	
	E-mail address :	

Project number: 2015-1-FR01-KA202-015032



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Logo 5	PARTNER'S NAME	
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	Contact :	
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Logo 6	PARTNER'S NAME	
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	TELEPHONE	
	FAX	
	INTERNET WEBSITE	
	Contact :	
	E-mail address :	



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### TICS Partners

Logo 7	PARTNER'S NAME	
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	TELEPHONE	
	FAX	
	INTERNET WEBSITE	
	Contact :	
	E-mail address :	