

TICS: ICT 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**



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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 1st September 2015 through 30th 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.



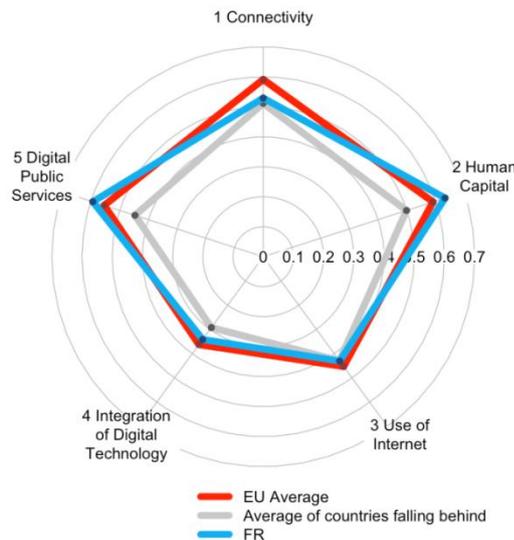
1. Identification and description of various users of ICT in Europe

1.1. France & Corsica

According to EU's analysis (*The Digital Economy and Society Index -DESI*), France ranks **16th** out of the 28 EU Member States. In the past year, France has maintained its general score in value (0.51), but has regressed by two positions in rank.

As a matter of fact, France has lost his position in terms of Connectivity, Human capital, and Digital public service. On Connectivity, 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; however, only 3.5% of persons are employed the way they can claim "ICT specialist skills".** On Use of the Internet, it seems French people don't use it much to communicate (France lags behind in video calls and social networks), but they are keen online shoppers (74% shop online) and online TV and video consumers for which France ranks first in Europe. Integration of Digital Technologies by businesses is the area where France has its weakest value. However, the country fares quite well in online public services.

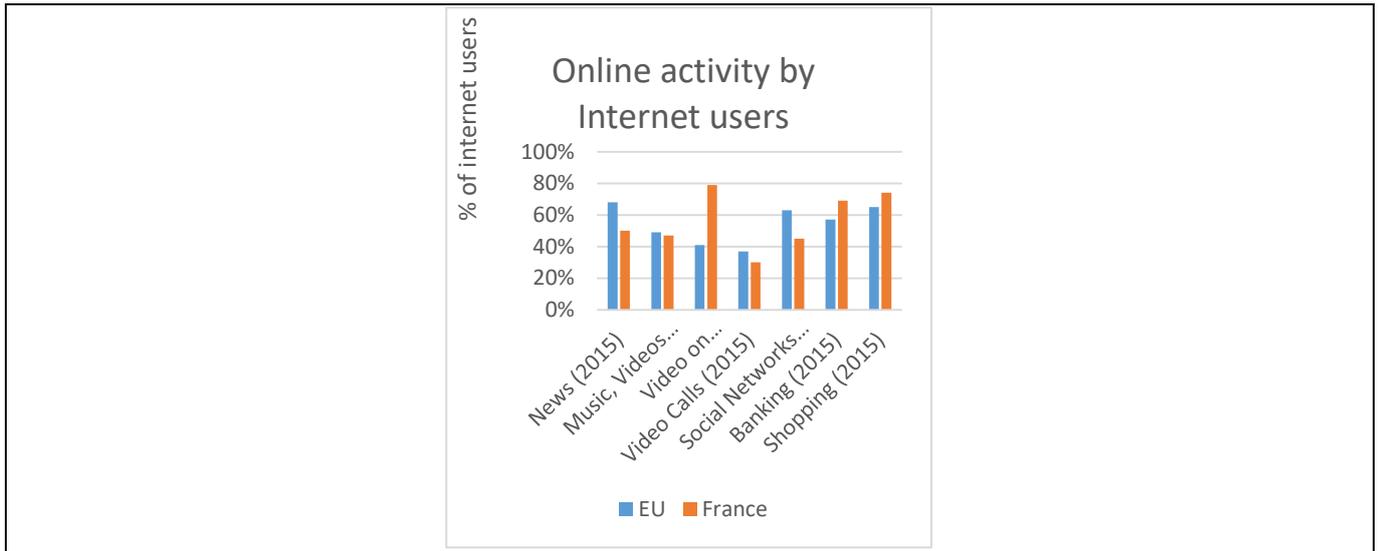
France falls into the cluster of **falling-behind** countries, where it performs above average (FR's score was slightly lower than the EU average and over the last year the score grew at a slower pace than the EU. As such, FR is part of the falling behind cluster of countries)



Connectivity: in Corsica, the island homes are equipped beyond the national average.

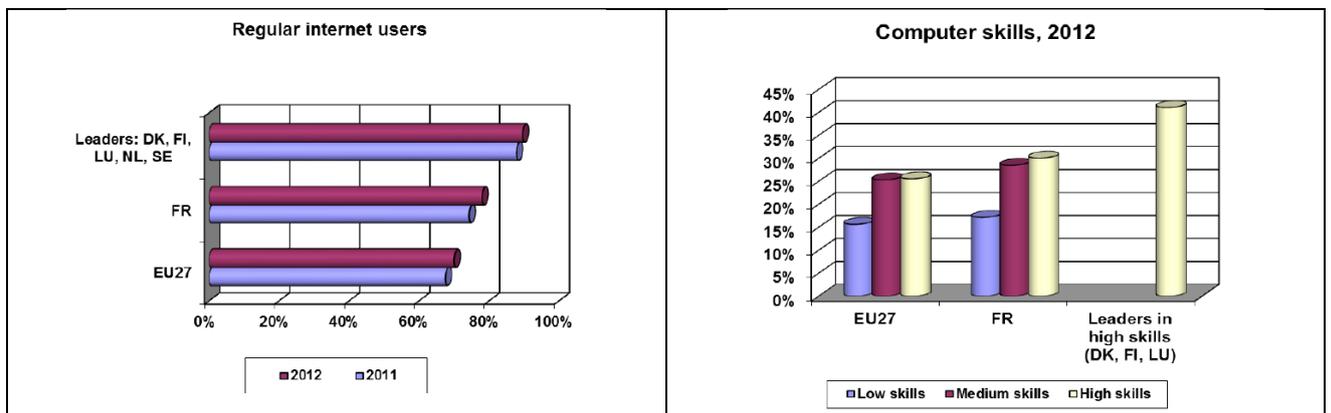
With a Human Capital score of 0.63, France ranks 12th among EU countries. It performs slightly lower than last year in score (from 0.65 to 0.63) and in rank (from 10th to 12th).

The **use of Internet** in France is various as on average in Europe:



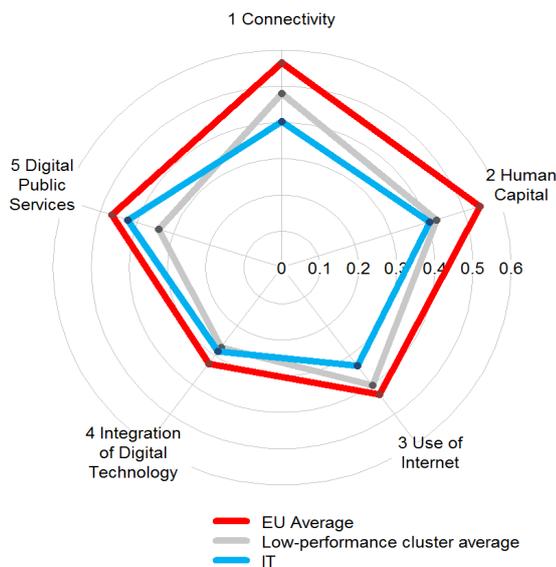
French are above average users of the internet:

- 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,
- Less than 1 in 6 French citizens (**15%**) have **never used the internet**,
- With regard to **disadvantaged people**, the rate of regular internet usage is **high, 66%**.



Data 2012/ source : ec.europa.eu/digital-agenda/sites/digital-agenda/files/FR%20internet%20use_0.pdf

1.2. Italy



According to EU's analysis (*The Digital Economy and Society Index -DESI*), Italy ranks 25th out of the 28 EU Member States, falling in the "**low performance**" group of countries. The Digital Economy and Society Index (DESI) is a composite index that summarises relevant indicators on Europe's digital performance and tracks the evolution of EU member states in digital competitiveness.

It includes five main dimensions: connectivity, human capital, use of internet, integration of digital technology, digital public services. The focus is mainly put on the first three.

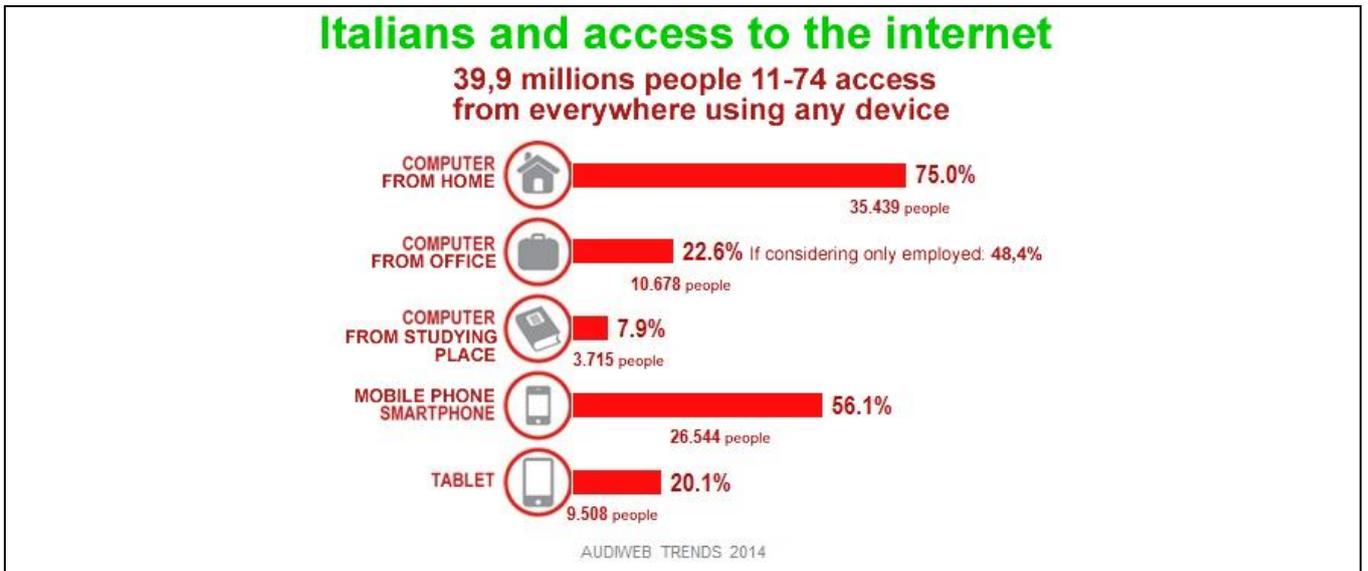
Connectivity is one of the two dimensions **where Italy performs worse**, in fact the country ranks 27th among EU countries. However, on the positive side, fixed broadband is available to almost all Italian population and mobile broadband take-up is close to average:

- 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);
- Mobile Broadband Take-up is on European average: In Italy there are 71 subscriptions to mobile broadband per each 100 people (72 in the EU).

The availability of internet access from any device is widely popular among all segments of the analysed population, with an increase of 4.7% over the last two years. 32.7 million Italians between 11 and 74 report having a cell phone / smartphone with access to the internet (+ 45.3% in two years) and 12.9 million from tablet (+ 83.6%). It is also increasing the total

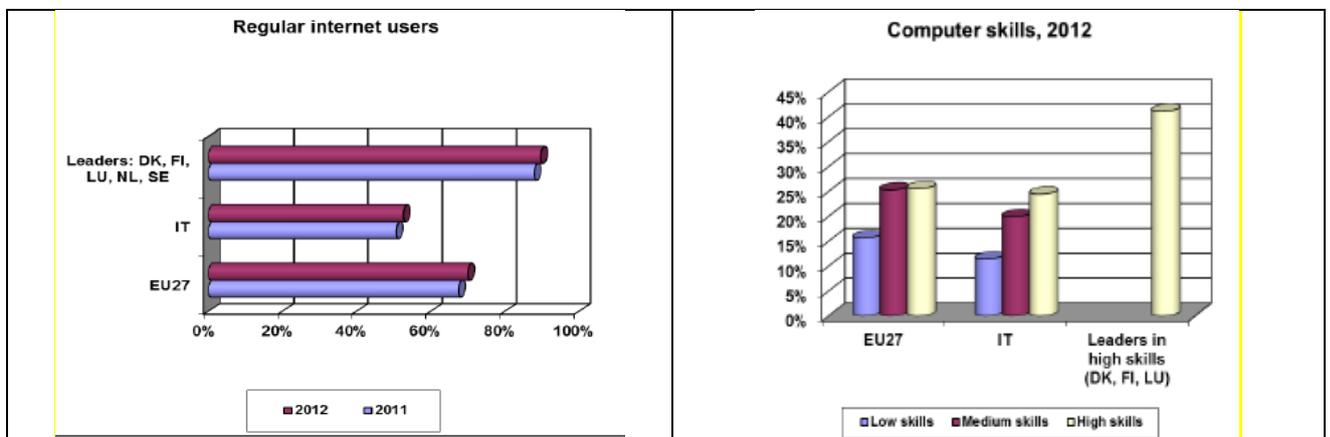


amount of Italians who claim to access the internet via TV (4.5 million, + 63.2% in two years) and games consoles (6 million, + 33.7% in two years).



Italy is below the European average users of the internet:

- 36% of Italian people **used social networking sites**,
- 56% of citizens in Italy have some level of computer skills, above the average for the EU of 67%.
- **53%** of them are now using the **internet regularly** (at least once a week),
- **Frequent use** is also high with **51%** of the population going online every day,
- Less than 1 in 3 Italian citizens (**37%**) have **never used the internet**,
- With regard to **disadvantaged people**, the rate of regular internet usage is **high, 38%**.



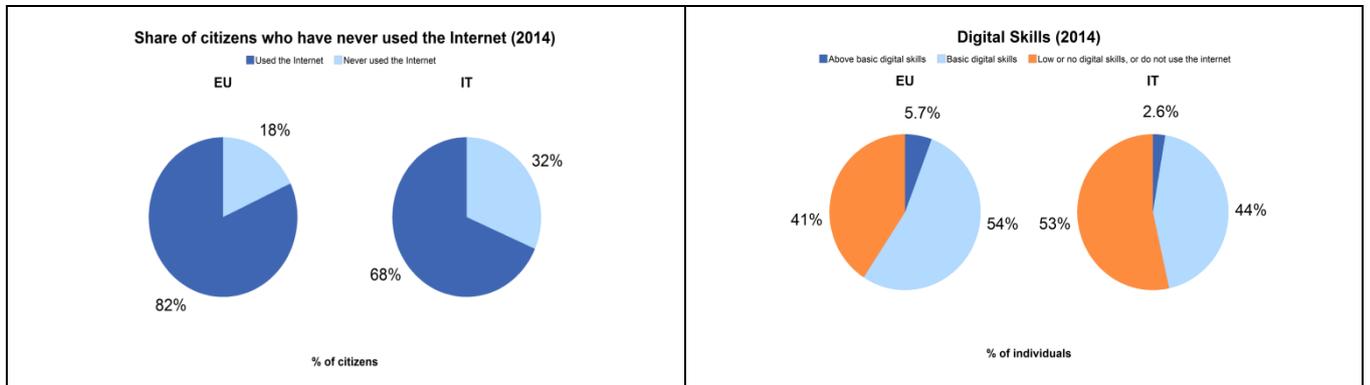
Data 2012/ source: ec.europa.eu/digital-agenda/sites/digital-agenda/files/IT%20internet%20use_0.pdf

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

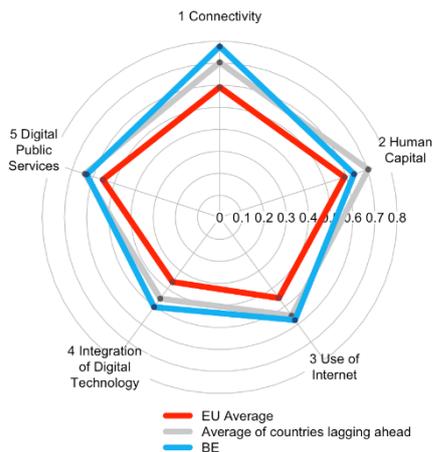




than in the previous year. Italy has **one of the lowest percentage of regular Internet users** in the EU (59%), and 32% of the Italian population has never used the Internet (the EU average is 18%). Furthermore, Italy still needs to address its severe digital skills gap.



1.3. Belgium



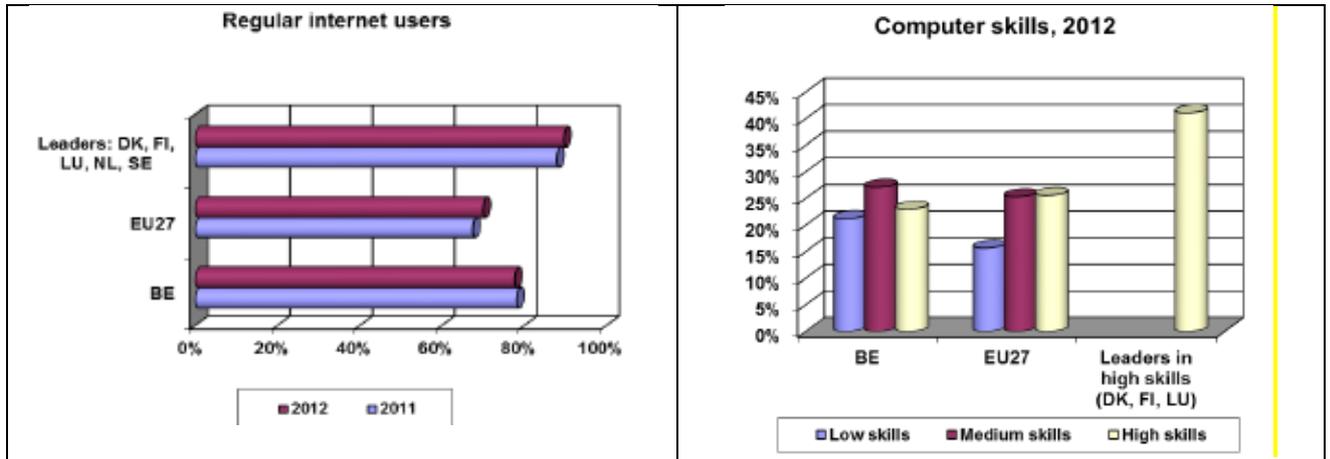
According to EU's analysis (The Digital Economy and Society Index -DESI), Belgium **5th** out of the 28 EU Member States. Compared to last year, Belgium has improved or maintained its good scores in most of the DESI dimensions. 78% of broadband subscriptions are at 30 Mbps or above. 65% of Internet users listen to music, play games and watch videos online (3rd in the EU) and Belgian businesses are second in Europe (50%) when it comes to electronic information sharing through business management software.

Belgium performs better than the EU average but it has improved at a slower rate than the EU as a whole, which places it in the "lagging ahead" cluster of countries.

In terms of household equipment for internet connected devices, **the situation in Belgium is very positive.**

Belgians are above average regular users average users of the internet:

- 44% of Belgian people **used social networking sites**,
- 71% of citizens in Italy have some level of computer skills, above the average for the EU of 67%.
- **53%** 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,
- Less than 1 in 3 Belgian citizens (**15%**) have **never used the internet**,
- With regard to **disadvantaged people**, the rate of regular internet usage is **high, 64%**.



Data 2012/ source: ec.europa.eu/digital-agenda/sites/digital-agenda/files/BE%20internet%20use_0.pdf

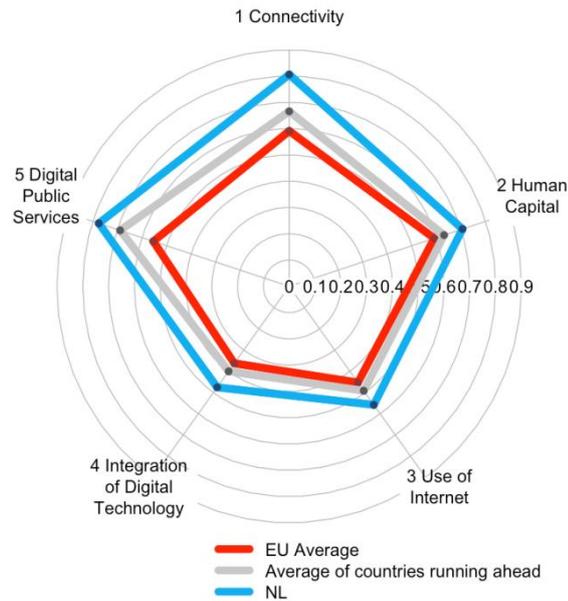
Although slight regression, the computer, whether desktop or laptop, remains by far the main unit connected to the internet in 2014 with a rate of 97%.

The laptop is much more connected (77%) than the desktop computer (50%). The smartphone records, between 2013 and 2014, a jump of more than 10 percentage points to 57%. The same is true in the tablet which experienced a breakthrough of more than 12 percentage points. The development of mobile devices connected to confirm and strengthen the digital nomad trend already observed last year. The connected digital television is also experiencing a significant increase of more than 4 percentage points and stood at 14% (source: [Baromètre 2014 de Wallonie](#)).

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;
- 82% of Walloon households are connected to the Internet;
- 71% of households have chosen bundled telephony and television and the Internet;
- 72% of households receive digital television;
- 68% of households have a Wi-Fi network.

1.4. Netherlands



According to EU's analysis (The Digital Economy and Society Index -DESI), Netherlands is a top performer, ranking this year 2nd out of the 28 EU Member States.

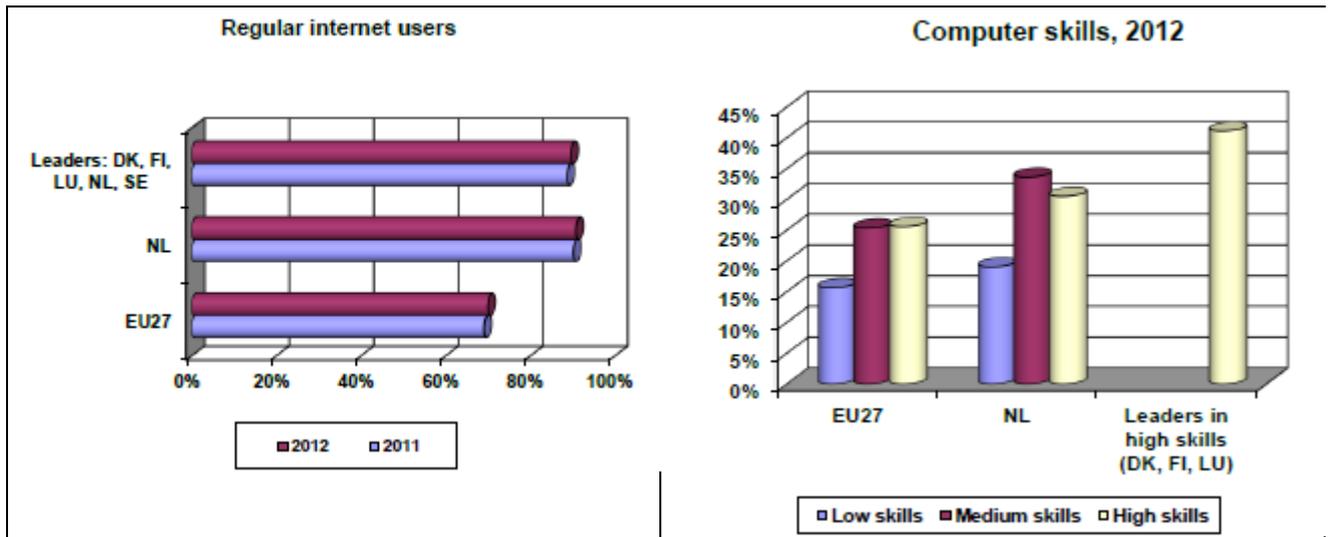
Raking 1st in terms of Connectivity, with fast broadband (at least 30 Mbps) available to practically all households (98%) and as many as 62% subscribers to it, the country ranks very high in Use of Internet (6th), Human Capital (6th), Integration of Digital Technology (5th), and Digital Public Services (4th).

The Netherlands' digital economy and society could thrive even more, if the country further invests in human capital development to counter the shortage of ICT professionals, and if businesses were to use digital technologies even more to enhance their efficiency and productivity and to reach customers and realise sales. Also spectrum harmonisation and mobile broadband take-up could be further improved to also expand the reach of internet services over this infrastructure.

Statistics about the use of ICT in the Netherlands, by considering the level and the type of use of the computer in the Netherlands, as well as the use of the Internet.

Netherlands has the highest rates of regular users of the internet:

- 81% of Netherlands people **used social networking sites**,
- 83% of citizens in Netherlands have some level of computer skills, above the average for the EU of 67%.
- **91%** of them are now using the **internet regularly** (at least once a week),
- **Frequent use** is also high with **83%** of the population going online every day,
- Less than 1 in 10 Netherlands citizens (**6%**) have **never used the internet**,
- With regard to **disadvantaged people**, the rate of regular internet usage is **high, 84%**.



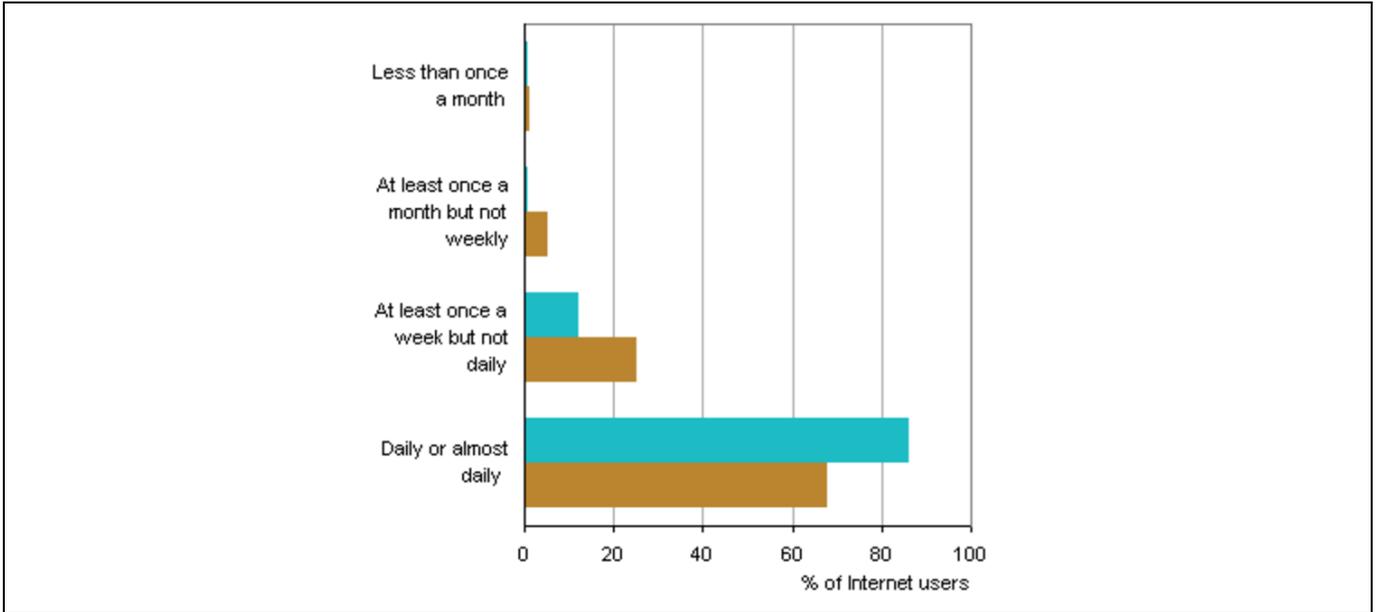
Data 2012/ source: ec.europa.eu/digital-agenda/sites/digital-agenda/files/NL%20internet%20use_0.pdf

According to [Eurostat statistics in 2014](#), the Netherlands 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.
- 59% from the people in the Netherlands used social network sites till the end of 2014.
- More than one third of individuals in the Netherlands used internet storage space for saving files.
- More than two thirds of individuals in the Netherlands ordered goods or services over the internet.

According to [CBS Netherlands statistics 2015](#), people in the Netherlands use the Internet more and more often. In 2015, 86 % of Internet users (= people aged 12 to 74 years who used the Internet in the three months preceding the survey) were online on a daily or almost daily basis, as against only 68 % in 2005. According to the same source, the frequency of the Internet use among Internet users in the Netherlands has the following repartition:





The [statistics portal Statista](#) referring to the daily internet usage rate in the Netherlands in 2015, shows that 96 % of internet users between the ages of 25 and 34 were accessing the internet every day.

Regarding the data and information about the use of ICT and Internet by young adults in the Netherlands, according [Comscore statistics](#), the Netherlands continued to show the highest internet usage in Europe. Facebook has almost caught up with Microsoft by unique European visitors.

According to figures from [research firm Comscore for the month of June 2015](#), there were 368.6 million Europeans online in total for June from that almost 12 million were Dutch people (from a total population of 16,5 million people).

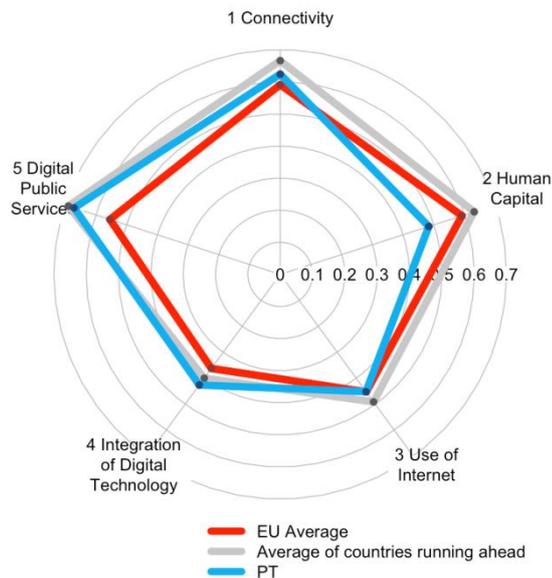
Users from the Netherlands show the highest average engagement, on using Internet, spending an average of more than 31 hours online in the past month.

Regarding the level of equipment (ex: computers, mobile phones, tablets), CBS Netherlands statistics on the use of mobile devices shows that half of all Internet users in the Netherlands accessed the World Wide Web (www) through mobile devices (= devices providing access to the Internet, e.g. laptop computers, mobile phones (smart phones), tablet computers and palmtop computers. Not included are wireless-only devices in 2011). More than two thirds (69 %) of young people in the age category 12–25 have a mobile device at their disposal versus only 13 % of 65 to 75-year-olds.





1.5. Portugal



According to EU's analysis (The Digital Economy and Society Index -DESI), Portugal 14th out of the 28 EU Member States. It was the second EU country that progressed the most over the last year. Portugal has good broadband network coverage (broadband is available to all homes, fast internet is available to 91% of them and subscriptions to fast connections are more than half of all broadband connections), advanced online public services (Portugal ranks 8th among EU countries for its well-developed online public services and fair usage by citizens) and performs above average in digitisation of businesses (the country ranks second in the use of RFID and fifth in electronic information sharing within companies). The country's greatest challenge is to improve the digital skills of its citizens (about half of the population doesn't have basic digital skills) and to bring them online (28% have never used the Internet) so that they can fully participate in the digital economy and society.

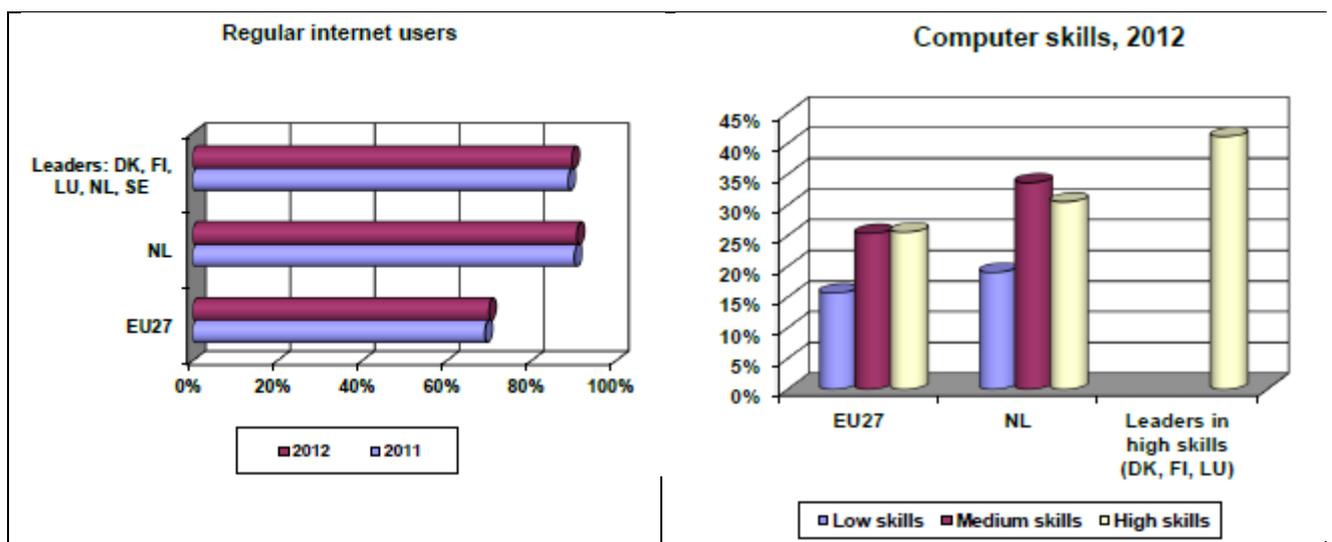
Information and communication technologies (ICT) affect people's everyday lives in many ways, whether in the workplace or educational establishment, at home or on the move. Mobile phones, tablets, netbooks, laptops and computers are just some of the devices used frequently — often daily — by a large proportion of the population of the European Union (EU), particularly by young people. The use of ICTs is widespread among children from a very young age as they access technology in the home or at friends' or relatives' houses and at school. By the time young people in the EU leave compulsory education most of them have regularly made use of computers and the internet for a variety of activities. ICTs are used by schools and other educational establishments not only to develop ICT skills but also to support the teaching of traditional subjects such as mathematics or foreign languages. Looking at access to ICTs at home, four fifths (81%) of all households in the EU had internet access in 2014. **In terms of binding types, Portuguese homes are connected mostly by cable (28.5%), broadband ADSL (11.1%) and optical fibres (9.9%).**





Portugal has the highest rates of regular users of the internet:

- 56% of Portuguese people **used social networking sites**,
- 61% of citizens in Portugal 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 **45%** of the population going online every day,
- Less than 1 in 5 Portugal citizens (**22%**) have **never used the internet**,
- With regard to **disadvantaged people**, the rate of regular internet usage is **high, 42%**.



Data 2012/ source: ec.europa.eu/digital-agenda/sites/digital-agenda/files/PT%20internet%20use_0.pdf

Concerning the daily use of a computer or the internet for young people (defined here as those aged 16–29), in the EU a far higher proportion of young people made use of a computer and the internet on a daily basis than the rest of the population. Four out of every five (80%) young people used a computer on a daily basis in 2014.

The analysis of daily computer and internet use may be extended to the EU Member States, which present data for 2014.

The most common online social activities for young people in the EU in 2014 included sending and receiving e-mails (86%) and participating on social networking sites — for example, Facebook or Twitter, by creating a user profile, posting messages or making other contributions — (82%), while close to half (47%) of all young people in the EU uploaded self-created content, such as photos, videos or text to the internet.



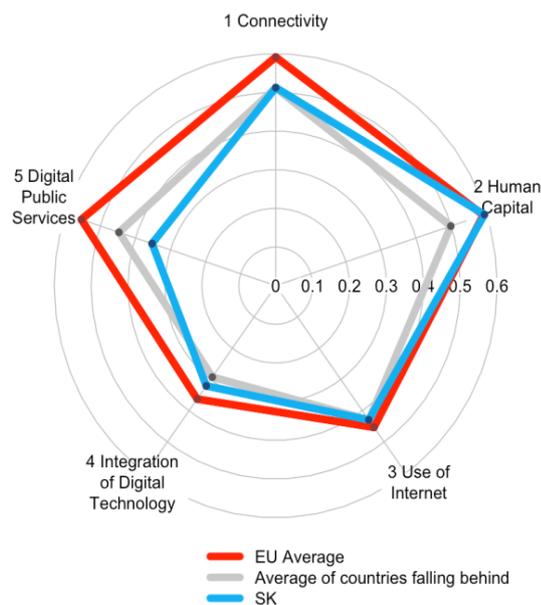
Consulting wikis, such as Wikipedia, was also a popular online activity undertaken in 2013 by almost two thirds (65%) of young people in the EU. With a generally higher proportion of young people in northern and western EU Member States making use of wikis and a lower proportion in eastern EU Member States.

Online banking and participating in professional networks (such as LinkedIn) are two internet activities used to a similar degree by young people and the whole population. In 2014, 47% of young people used online banking in the EU. Online professional networks were used by only 12% of young people (2013 data), although it should be noted that many young people are likely to still be studying and therefore not yet looking to establish such networks. For the two remaining activities, young people in the EU were almost twice as likely to use the internet to look for a job or to submit a job application (33% in 2013), while nearly a quarter (23% in 2014) of young people sold goods or services over the internet (for example, by using online auctions).

The proportion of young people selling goods or services online varied greatly between the EU Member States in 2014. ICT has several utilisations, for all kind of purposes and are used by people younger and younger.

Source: <http://ec.europa.eu/eurostat/en/web/products-statistical-books/-/KS-05-14-031>

1.6. Slovakia



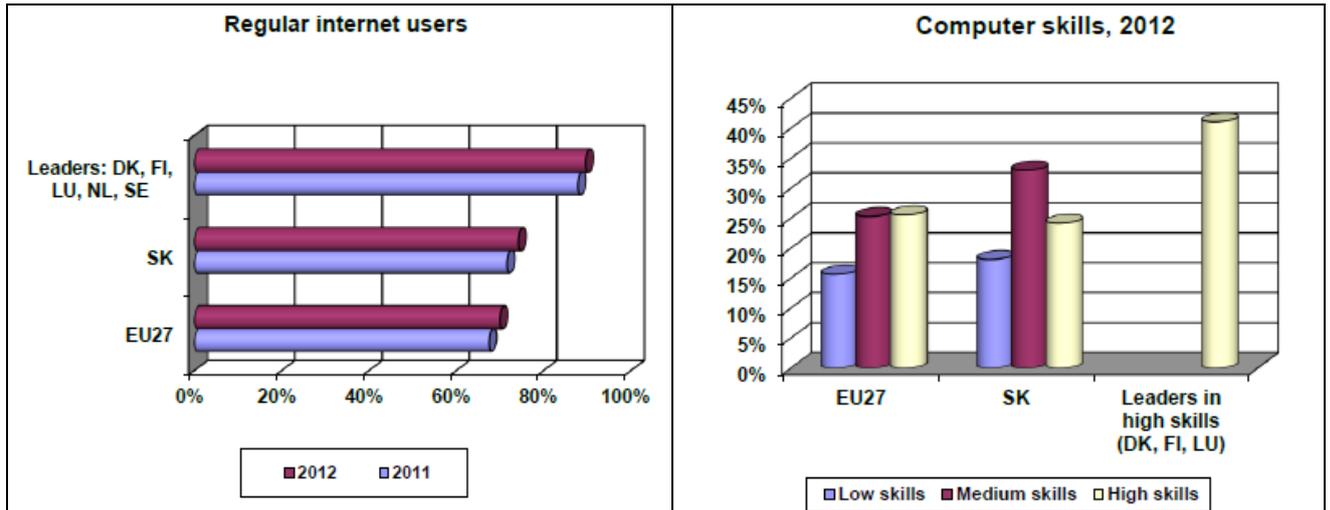
According to EU's analysis (The Digital Economy and Society Index -DESI), Slovakia significantly invested in digital; results show slowly but are likely to further improve over time. Slovakia now ranks 21st out of the 28 EU Member States. Slovaks have a good level of digital skills (74% are regular Internet users, 53% possess at least basic digital skills). This translates into Slovaks being quite active online: 65% read news online, 69% use social networks and 55% use voice or video calls via internet. However, progress has to be made as regards connectivity. For instance, 14% of Slovak households are still not covered by fixed broadband.

There is considerable potential for a better integration of digital technology by businesses compared to other EU countries. Furthermore, the sophistication of digital public services is expected to improve driven by recent initiatives in the public sector.

78.4% of households in Slovakia have the Internet connection. 80 % of Slovak population use the Internet.

Slovakia has the highest rates of regular users of the internet:

- 70% of Slovakia people **used social networking sites**,
- 75% of citizens in Slovakia have some level of computer skills, above the average for the EU of 67%.
- **74%** of them are now using the **internet regularly** (at least once a week),
- **Frequent use** is also high with **60%** of the population going online every day,
- Less than 1 in 5 Slovakia citizens (**18%**) have **never used the internet**,
- With regard to **disadvantaged people**, the rate of regular internet usage is **high, 53%**.



Data 2012/ source: ec.europa.eu/digital-agenda/sites/digital-agenda/files/SL%20internet%20use_0.pdf

At the census of population in 2001 for instance the equipping of households with the objects of long term consumption has been monitored, covering also computers. At that time 9.2 out of 100 households stated that they own personal computer. The most of those households were in Bratislava region, in Trenčín region (the seat of our company) it was 8.1 households. The least equipped was Prešov region, where it was only 7.6%. Regarding the professional view on the household ownership of computers, entrepreneurs with employees owned them the most (29.1%), entrepreneurs without employees (24.2 %), employees in the private sector (19.8 %). The computer ownership of employees in the state sector was for example 10.9%, employees in the agricultural cooperatives 8.5 % and inactive population only 1.7%.

In 2014 already 64 % of households were equipped with a desktop computer and 71.5% of households owned a laptop or a tablet.

In the enterprise sector in 2014 98.1 % of industrial companies owned a computer, 100 % of companies in accommodation and restaurant services, as well as 100 % of organizations in the field of science and research. The lowest ownership 91.4 % was demonstrated by the transport sector. Regarding the size structure of companies, 81.5 % of micro sized enterprises (0-9 employees) were equipped with computers, 97.7 % of small sized enterprises (10 - 49 employees); 97.7 % medium sized enterprises (50 to 249 employees) and 99.5 % of large sized enterprises (with more than 250 employees).

The term - information and communication technologies is nowadays commonly used. We live at the time when information is “the goods that becomes the fastest outdated”. Thanks to the information and communication technologies we can find out in a few minutes what is happening on the other side of world. Man uses these technologies during all phases of life, from early childhood to high age. Although these technologies are used the most by students and young people, scientists and researchers, all age groups of European citizens encounter ICT.



It is a quite common phenomenon to see in the traffic means (plane, train, car,...) small, only 2-3 year old children watching fairy tales on tablet or marking animals with a digital pen in an educational book and listening to the explanations about their life, listening to the sounds the animals make or they evaluate their knowledge in the prepared quiz by the pen. A few years older children play on computers and tablets mainly games of all kinds, best the combat ones, but also they feed animals in farms or they trade.

Students of primary schools are very skilled in using a computer, they are even able to program different products of educational nature for their schoolmates or other users. Some schools organize computer clubs within the extracurricular activity, the output of which are the products applicable in education and training. The last year winner of the Slovak contest was a 9 years old boy who created a software application for Maths learning for his schoolmates, who are not that good at this subject.

Secondary school students work with the Internet every day, within the school training they elaborate different projects and tasks, what they cannot do without current information. And it is the Internet that serves them for searching for the information.

College students do not go to school without computers. 99.5 % of Slovak students use computer and the Internet every day.

The current period has still higher demands on people, mainly regarding their performance. Not only at school and in household, but also at work it is necessary to process and evaluate a lot of information. This matter is common to all organizations and workplaces of small, as well as large organizations and companies. The utilisation of information technologies contributes to the significant efficiency in different areas of life and it saves time and money.

Information systems are applied in companies in various areas of activity and fulfil the most demanding requirements with respect to the organizational structure and also the required information. They fulfil information and controlling needs of particular areas of company – from communication with a client, through administration of business paperwork, generating of requirements on the production with an automatic connection to the logistics, to the management of financial matters.

Among the most frequent extensive computer applications belong the administration systems, reservation systems of airlines, railway, hotel and other companies, the systems of insurance companies and banks and alike. Other sectors where we can find a huge flow of information are the scientific research, where it is necessary to ensure the cooperation of several scientific groups, state administration, libraries and archives administration, etc.

In the state administration the extensive computer systems are used for the administration of public records (vehicle registration, population census), for electronic elections, tax collection and other. Information systems of public administration are the complex of several information systems that serve for the public administration execution.

In the public health system in Slovakia, 95 % of doctors use a personal computer and 87 % store the records of patients in the electronic form in them. So far, e-services which would be beneficial directly to patients have been missing in our health system. Such service is e.g. implementation of electronic health records, which a patient has to show when visiting a doctor. Information systems are used in the health system to strengthen the supervision and control of disease, as a “system of quick warning”, which provides early distribution of necessary information (information about possible epidemics and extraordinary incidents), for controlling of hospitals and outpatient departments (administration of health documentation, overview of patients to be examined), for the communication between health and other systems (health insurance companies).

Information technologies are largely applied in education, in the form of systems for the creation of timetables, CBT-Computer Based Training, distance learning and alike. Now such form of training is intensively used, which uses the computer network for the realization or the support of training i.e. e-learning.

Related to the utilisation of ICT in the education system we would like to describe the lately finished National project “Electronisation of training system of regional education system” which was created by Methodology and Pedagogy Centre (organization controlled by the Ministry of Education), in cooperation with this ministry and which was realized in the period from November 2013 to September 2015. Project was funded by Operational programme Informatization of Society. The goal of the project was: to create functional electronic training system and to put electronic services into operation, to modernize the training process with the aim to improve the readiness of students finishing the pre-primary, primary and secondary education. As well as to implement selected electronic services and to create electronic support for the processes of training system of regional education system. The schools received a digital set consisting of an interactive board, a projector, and a laptop.

Within the project Digischool (Digiškola), the nursery, primary and secondary school in Slovakia (with an exception of Bratislava region) received the modern digital equipment, which enables them to modernize the teaching. The schools acquired 5 680 sets consisting of an interactive board and a laptop, 20 000 tablets, 1 000 wifi-routers and 2 686 colour printers. 1026 schools were equipped with a modern tablet classroom. The partner of project is Methodology and Pedagogy Centre, which is responsible for the organizational and personal provision of utilisation of digital education materials for the modern forms of training. In total in Slovakia: 2 861 nursery schools; 2 177 primary schools; 245 Grammar schools; 468 vocational schools; 16 conservatories and 415 specialized schools (for children with various types of health disorders).

In September 2014 the government of the SR approved the Concept of informatisation and digitalization of the department of education with outlook to 2020. This document brings the basic idea of further development of education, science, research and sport from the view of global trends of digitalization and development needs of Slovakia. The main goal of the Concept is to define the needs and activities in the area of informatisation and digitalization of department of education in the next years so that the institutions coming under the education department could increase their quality and so that the ministry could provide the adequate support to them. Through the informatisation and digitalization the ministry wants to adequately react to the needs of the market.

1.7. European dimension

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 **16th** 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 25th 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

2.1. France

French internet users engage in a broad range of online activities. Engagement among French people shows a contrasted situation between the different activities.

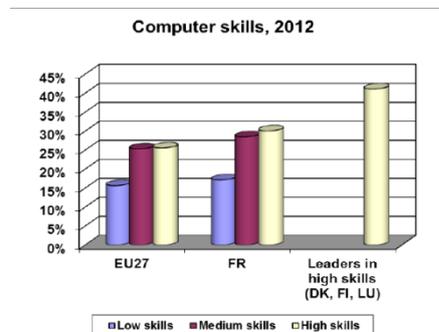
While French people are keen to use online media (Video on Demand) for which France ranks 1st in Europe, they are very reluctant to engage into social activities online. **The share of French Internet users that use social networks (45% to be compared with an EU average of 63%) is the lowest of all EU countries.** In the same way, French people are amongst the weakest internet users in terms of consulting news (score of 50%, 27th rank: last but one in Europe) and using Internet for Music / Videos / Games (score of 47%, 20th rank in Europe).

However, they don't hesitate to carry out transactions online, as France scores well in online banking and shopping.

The French **typically go online to look up information, manage their money and make use of travel and accommodation services.**

- The most popular activity is finding information about goods and services with a rate of 69% (above the EU average of 62%).
- 54% perform internet banking,
- 38% are used to make travel and accommodation arrangements online.

On the other hand, the French rely **less on the internet for reading/downloading online Digital Agenda Scoreboard 2013 - 2 newspapers/news (31% in 2012, compared with the EU average of 45%):**



Data 2012; source:

ec.europa.eu/digital-agenda/sites/digital-agenda/files/FR%20internet%20use_0.pdf

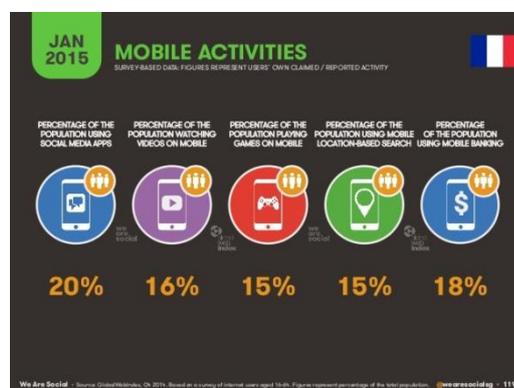
Internet users connect more often and uses are constantly increasing. It is driven by the younger generation and mobile usage. But **the use of ICT remains basic.** This may be



explained by the share of the elderly population, less connected, less user and expressing some apprehension. As for employees, three-quarters say they not check email at home. 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** (Source: [Baromètre numérique 2014](#)).



66.1 million people, 55.4 million Internet users (84%) and 30 million users on social networks (45%). Unsurprisingly, it's Facebook that attracts most people in France (32% of the population), followed by Google+ (10%) and Twitter (9%). France stands with Copains d'Avant (4%).



French people understand the digital world with various points of view: half of people are now used to go with their tools: 59% can no longer get by without their mobile telephone, 56% without the Internet, 52% without search engines and 51% without their personal computer.

On a positive way, internet is seen as beneficial to personal development: as far as individual fulfilment and interaction with the outside world is concerned, digital technology is seen as something beneficial: 87% of French people feel that digital technology has **very positive consequences** regarding access to knowledge; 62% regarding the possibility to satisfy their interests; 56% regarding the advantages for their work.

More mixed sentiments regarding the relational aspect may be expressed, such as: **31% of French people regret the consequences that digital technology has on their family relationships, 34% when it comes to their love life.** But, these fragmented views are hard to assess due to a real lack of precise information.

From health to communication, digital sciences have had an impact on all areas of activity. Though French people have a positive opinion of the way digital technology affects certain sectors, they sometimes find it abstract and do not always consider it useful.

French people recognise advantages considered as useful in fields that are “mass-market” oriented in:

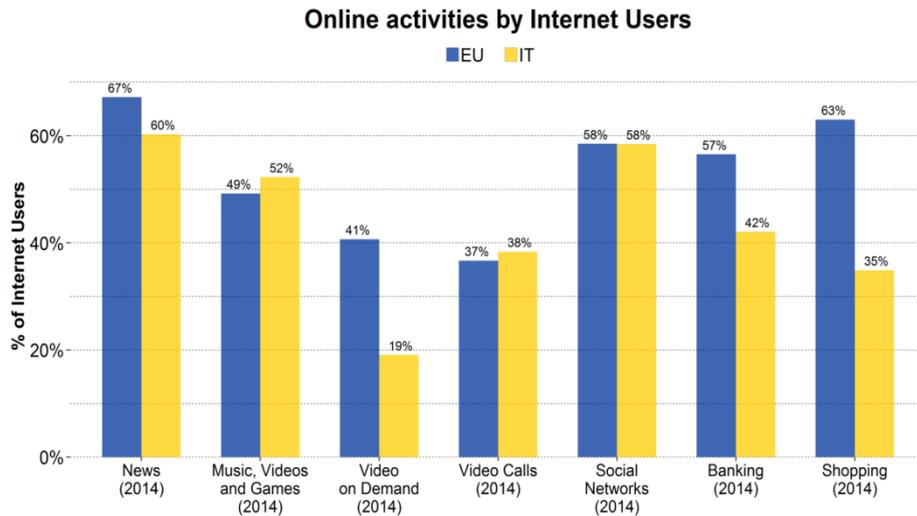
- Health: for 88% of the French, digital technology is useful in healthcare.
- Communication: 87% of the French recognise the progress made in terms of digital technology, smart objects, and communication through social networks.
- Teaching: for 79% of French people, digital technology has become indispensable in education.
- Transport: 75% of French people are aware of the benefits of digital sciences for instance in the field of embedded technologies on planes, cars, rockets or trains.

A less clear view of other areas where this technology is nevertheless very useful in:

- The environment: only 16% of the French consider digital technology to be very useful in this field
- Agriculture: more than 26% of French people think that digital technology is of little or no use in this field.

2.2. Italy

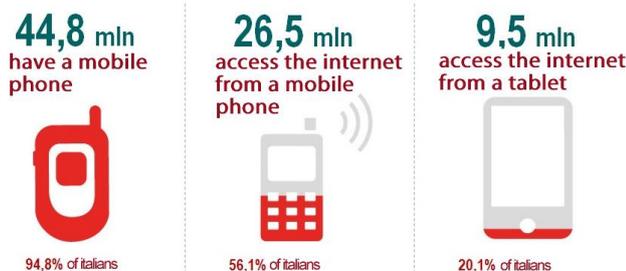
The **use of Internet** in Italy is various as on averages in Europe:



Italian Internet users engage in many online activities although less than the EU average.

With reference to the remaining DESI indicators, **Integration of Digital Technology** by businesses is the dimension where **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.**



AUDIWEB TRENDS - Settembre 2014. Base: Italiani di 11-74 anni.

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.** Differences are even

stronger with reference to the employment status. Almost all students aged 15 and over use the personal computer and the Internet (89.8% and 93.2% respectively), but the proportion of users drops below 80% for the employed (76% and 78.9%); people technologically less active remain, however, housewives (22.9% and 24.2%) and the retired from work (19.2% for both technologies). Among employed, the personal computer is more used by managing boards and clerks (90.6%) than managers, entrepreneurs and free-lance professionals (88%); a great difference if we consider self-employed workers and assistants (65.3%), workmen and apprentices (60,2%).

The situation related to the use of the Internet is quite similar; it is used primarily by executives, entrepreneurs, professionals, management, managers and employees (over 88%). On the net you can find, on the other hand, only 66.1% of workmen and apprentices. Compared to 2013 the rate of employed who use the personal computer remains stable, while the rate of internet users increases (from 75.7% to 78.9%).

2.3. Belgium

In 2014, **84%** of Belgian households own at least one computer and **83%** have an Internet connection. The internet is, in the overwhelming majority of cases, a broadband connection (98%).

The growth in penetration of interactive digital television has been confirmed since 2014, 64% of households now have one.¹

According to the *latest annual survey of the Walloon Telecommunications Agency (AWT) on the use of ICT by the Walloon citizens*, less than 1% of the Walloon young are completely offline (AWT, 2009)

According to DESI Index 2016², **Belgium gets a score of 0.63 and ranks in 5th place among the 28 EU Member States.** Compared to last year, Belgium has improved or maintained its good results for most of DESI shutters. Regarding broadband internet subscriptions, **78%** was subscribed for a 30 Mbps speed at least.

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

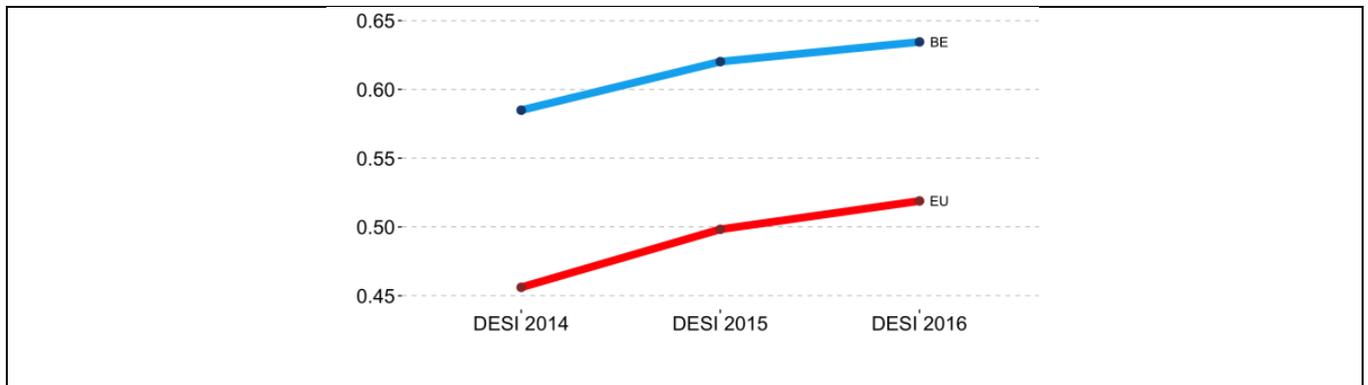
¹ *Les jeunes off-line et la fracture numérique. ÉTUDE RÉALISÉE PAR LA FONDATION TRAVAIL-UNIVERSITÉ, SEPTEMBRE 2009*

² The index for the economy and the digital society (DESI) is a composite index developed by the European Commission (DG CNECT) to assess the evolution of the countries of the European Union towards a digital economy and society (see <http://ec.europa.eu/digital-agenda/en/digital-agenda-scoreboard>)

internet users were active use of e-Government services to 85% of administrative procedures related to a major life event can be done online.

Note 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.

The two graphs below show the position of Belgium compared to other European countries³



2.4. Netherlands

According to research done by the **Organisation for Economic Co-operation and Development (OECD)** the **Netherlands is ranked** with Switzerland in having the most broadband subscriptions per 100 inhabitants and the most homes passed in Europe in terms of connection speeds of 50 Mbit/s and higher.

Government-mandated Internet censorship is nonexistent in the Netherlands due to the house of representatives speaking out against filtering on multiple occasions, although there have been proposals to filter child pornography and the Netherlands, like many countries, is grappling with how to prevent or control copyright infringement on the Internet. Internet filtering in the Netherlands is not classified by the OpenNet Initiative (ONI).

³ http://economie.fgov.be/fr/consommateurs/Internet/ICT_en_chiffres/

2.5. Portugal

This 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%).**

The growing importance that social networks have gained in the last years, is probably due not only to the increase of the total percentage of users of social networks, but also to the fact that today social networks offer a range of integrated services (chats, forums, text messages, etc.) allowing a concentration of using different cyber resources on a single platform.

With regard **to gender**, it appears that there are activities with a higher incidence among women, and they stand out compared to men in the research and reading activities, i.e., the search for information on the Internet (63,7% vs. 58,8%), the reading of newspaper articles (37,5% vs. 31,1%), but especially in reading blogs (28.9% vs. 19.8%).

Men, in turn, stand out against women in the purposes of access to some entertainment contents, including "download movies, music or television series" (40.7% vs. 35.6%), "watch movies or television programs in real time" (35.8% vs. 28.9%), but above all "playing computer games" (61.8% vs. 45.7%).

The results by employment status also become relevant in their variability. If in the case of cultural and leisure practices, these were always practiced in higher number by students, followed by employees, and finally the unemployed, in the case of Internet use purposes, although students continue to be those that maintain a greater extent using the Internet for almost all purposes submitted, there are some exceptions. In fact, for some purposes the unemployed exceed the values of the workers, but above all there are activities in the workers' present values above all other categories.

The workers - who have a higher average age than the students and greater purchasing power than students and unemployed people - stand out compared to other young people in access to information activities, upload content and use of the internet for buying and selling goods. That is, when buying or ordering goods and services (+ 9.8% of students), in the search for information on the Internet (+ 8.3% of students), the sale of goods and services (+ 5.9% of students), the reading of newspaper articles (+ 2.6% of students) and the creation / placement of content on a website or blog (+2,1% students). It should be noted that, in the case of workers, the higher incidence of these activities can be related to these may be associated not only with their free time, but also to their professional duties, meaning, that are activities of a hybrid nature that can either be carried out with recreational purposes, as professionals.

In this sense, it is also to highlight some results from crossing by level of education and subjective income. Indeed, education and socio-economic conditions, that prove to be central to understand the frequency of cultural and leisure practices, here also they have their weight, but with some particularities. In the case of young people with post-secondary or higher education, they stand out compared to young people with lower education levels in activities such as sending or receiving emails (89.9%), seek information about events, products or services (66.5%), read newspaper articles (60.4%) read blogs (35.6%) and buy or order products or services (34.7%).

In sum up, we can verify the uses of ICT in Portugal are a bit lower than the average of the European ones, but still similar with the European partners' countries:

- The second-screening is a **widely used activity in Portugal**. More than three-quarters of adult users say they use another device while watching television, with laptops (49%) and mobile phones (43%) to be the most used devices for the second-screening. In this context, it is more likely that the Portuguese users are on social networks (41%) or talk with friends (34%).
- Facebook Messenger is the chat application most used in **Portugal (42% use it every month), followed by Skype (22%) and WhatsApp (21%)**. Meanwhile, younger love Snapchat - 35% of users between 16 and 19 years old use it (compared to the 8% recorded nationally).
- Concerning television, traditional continues to prevail (**2:19 hour**), but online TV already recorded an average 0:49 hours daily view.
- **More than 1 million** users in Portugal put themselves invisible online through Virtual Private Networks (VPNs).
- Almost half of internet users in Portugal buy online products, **43%** doing it through the computer, 10% through cellular phones and 8% through tablets. Nearly a quarter claims to have published an online opinion last month on a particular product.
- Clothing is what the Portuguese buy more (15%) or research (20%) online. Free delivery is the main factor that leads to buy online - 75% say that the existence of this service makes them more willing to buy something over the internet.
- The ads, both online and on TV / radio, remain the largest source of discovery of a brand, but more than a quarter of the Portuguese claim that the recommendations through social networks also lead them to discover new products.

In our days, ICT are widely available to the public, both in terms of accessibility and cost, much because of the support for the use of broadband by European Commission, with the implementation of some increasing measures.

Source: http://www.igfse.pt/upload/docs/2015/RoteirosdoFuturo_EstudoJovens2015.pdf

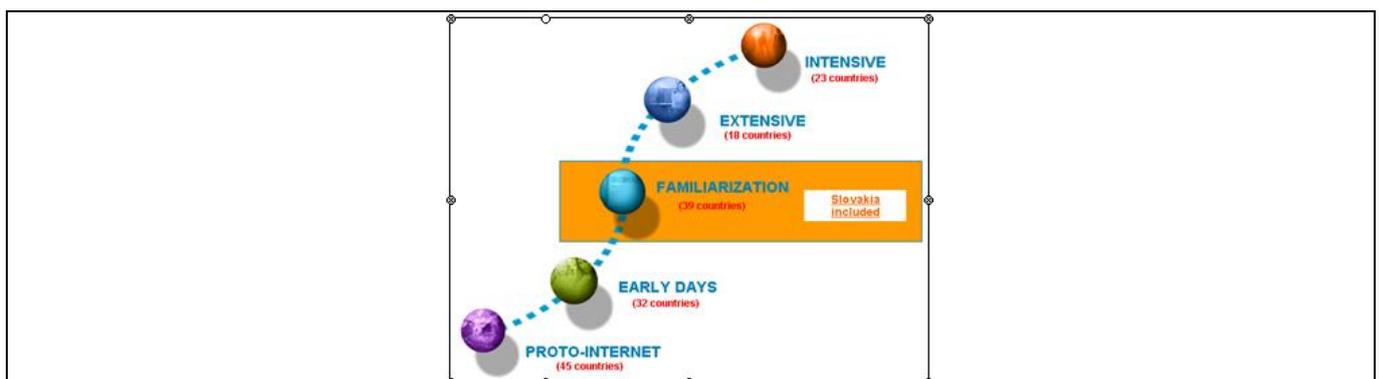
2.6. Slovakia

Regarding the Internet connection, 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. 76.6 % of companies and organizations have their own Internet website (but only 46.3 % of micro sized enterprises up to 4 employees, which was proved also by the survey in another European project). Social media – as for example social networks (Facebook, LinkedIn,...) are in the companies used only to 26.6 %, from that mostly in accommodation and restaurant services and in the sectors of information and communication. Wiki tool based on the sharing of knowledge is used only by 4 % of firms, the same only to 4.5 % the company blogs or microblogs (Twitter) are used.

The services of cloud computing is used by 19.8 % of enterprises, from that mostly the telecommunications and travel agencies and reservation services. The services of cloud computing for electronic mail are used by 84.4 % enterprises and organizations and the company software by 34.1 % of enterprises and organizations. The software applications for finances and accounting are used by 53.6 % of organizations and companies.

Electronic data transmission (for example sending payment orders to financial institutions) is used by 51.8 % of enterprises and organizations; electronic shop is used only by 14.3 % enterprises. Also the development of utilisation of the Internet in households was interesting. According to the survey realized by the Telecommunications in 2003 in Slovakia there were only 182 143 customers, who had the Internet connection, from that 53.1 % of households.

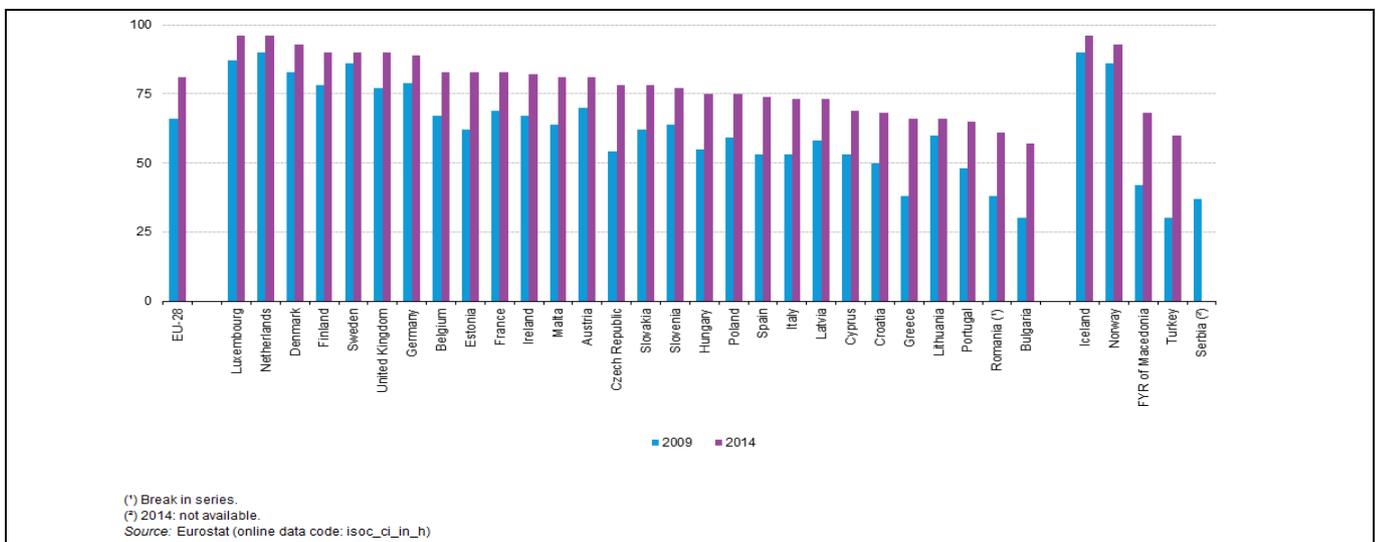
During the economic crisis in 2009 the representative of Slovakia presented at the world economic forum the information about Networked Readiness Index – NRI of Slovakia, which enables the comparison of countries related to the utilisation of ICT. In that year Slovakia placed 43th out of 134 countries. In that time the country was in the third out of five development stages of Internet utilisation:



In 2014 our country moved to the intensive phase. In the *intensive* phase the broadband connection is present in a half or more than a half of households (plus all companies and institutions). The countries included into the intensive zone have mostly the developed economy, where the Internet is used by the two thirds of population on average. Among the mostly used services there are electronic shops, electronic services of public administration, business cooperation and social networks which have also become the part of society and economy.

In the households **the Internet is used mainly for: e-mail communication (86.9 %), searching for the information about goods and services (74.6 %)**, reading of online newspapers (65.2 %), presence on the social networks (63 %), making phone calls via the Internet (54.6 %), the Internet banking (50.7 %), searching for the information about travelling and accommodation (47.2 %), playing and downloading of games, films and music (35.1 %).

Out of interest, we provide the diagram comparing the utilisation of the Internet in 2009 and in 2014 in the 28 EU countries. Slovakia corresponds to the average of the EU:



2.7. European dimension

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 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%, 27th rank: last but one in Europe) and using Internet for Music / Videos / Games (score of 47%, 20th 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

3.1. France

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
- Prevention priority axes concern the 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.
- Despite a genuine will of the State since 1997 to bring new technologies into the educational sphere, including a national plan to equip and connect all public education institutions, from kindergarten to university, successful bet as **approximately 90%** are fitted), it appears a big gap between the efforts of equipment and their uses are made. Indeed, **if there is still a lot of inequality in access to ICTs, which some studies show, coverage and educational effectiveness ICT matters are still too inadequate in education in France and there is still much to do.**

3.2. Italy

The new generations are using more Internet: **nearly 9 out of 10 young people between 15 and 24 years is connected to the Internet, more than half do it every day.**

People using the Internet - 2014 (per 100 people with the same characteristics)			
Age	Male	Female	Total
6-10	45,4	43,3	44,4
11-14	78,5	83,2	80,8
15-17	89,5	92,3	90,9
18-19	93,9	93,6	93,8
20-24	87,4	91,0	89,1
25-34	85,2	81,8	83,5
35-44	78,1	74,1	76,1
45-54	70,0	61,5	65,6
55-59	59,5	45,4	52,5
60-64	49,8	33,5	41,6
65-74	28,7	14,4	21,1
more than 75	8,2	1,8	4,3
Total	62,3	52,7	57,3

Almost 94 out of 100 (the highest rate) people aged 18-19 are connected. **But 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).** This trend was also recorded among young people 16-24 years old, which should be the more "included" segment in the digital world. Young people are considered to be the segment of the population for which the use of ICT plays a central role in building a professional, cultural and social life. **If in the northern European countries, almost all young people of 16-24 years surf the net regularly, this percentage is 84% in Italy, placing it among the last places of the European ranking.**

Over the last few years it has been increasingly spreading the possibility of being connected to the network at any time and at any place. In 2014, there are about 11 million and 396 thousand people of 14 and over who reported using the web over the past three months by connecting from places other than home or workplace with a mobile device (38.8 % of those who used the Internet in the last 3 months). In particular, 22.4% of Internet users aged 14 and over used a laptop as much as 35.4% a mobile phone or a smartphone and a small share of 6.7% other portable device. Are primarily web surfers aged 14 - 24 to use mobile devices to connect in places other than home or work (more than 67%), while this practice is only a third of users between 35-44 years and decreases sharply with increasing altitude age.

The relationship with these technologies is more pronounced remained among the male population (40%) than women (37.4%). It should be noted, however, that among the 20-24 year-old women are to have higher percentages.

According to DOXA stats, analysing in deep the availability of internet access from various devices and different locations it emerges:

- a high availability from home via computer (35.4 million between 11 and 74, 75% of cases)
- access from the workplace for 48.4% of the employed (10.7 million)
- access from mobile phone / smartphone for 56.1% of population (26.5 million)
- access from tablet confirmed by 20.1% of population (9.5 million).

3.3. Belgium

By making a focus on young age⁴, some uses related to communication and entertainment are much more widespread in the 16-24 years: chat, games and music, downloading software, radio or web TV web.

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.

At the level of ICT uses of the citizens in 2014⁵, **80%** of the Walloons have used the Internet in the year but above 70% used it almost daily, confirming a still greater intensification of uses.

⁴ *SPP intégration sociale*: Preparation of the second phase of the national plan to fight against the digital divide 2011-2015. By FTU - University Foundation work. 14.10.2010

⁵ <http://www.awt.be/web/dem/index.aspx?page=dem,fr,b14,000,000#ancre1>

At the Walloon citizens:

- 68% of citizens (15 and over) read or send email;
- 48% participate in social and professional networks;
- 45% perform banking transactions online;
- 48% visited the administrative Web sites primarily that of their common (43%);
- 31% publish content on the Web outside of social media (photos, blogs, personal websites);
- 23% of the Walloons with GSM listen to downloaded music on their mobile.

Who uses the internet more?

When changing over the years was observed between 2005 and 2008, there is a diversification of young people use places from 16 to 24 years: the home goes from 81 to 92% of users, place of training 26-40%, the neighbors and relatives of 15 to 18%, the workplace of 9 to 12%, while the proportion of young people who use the internet only at home decreases from 53 to 40%.

Elements on ICT use by young adults:

Table 4
Proportion of young people 16 - 24 using online services

	All	Men	Women	Students
Communication via Internet (all kinds)	86	83	90	93
Use of emails	84	80	89	91
Phone & video calls via internet	29	30	27	33
Instant messaging	42	42	42	48
Other kinds of online chat, forums, newsgroups etc.	35	37	34	41
Use and download of games, movies and music	63	63	63	71
Download of softwares	33	36	31	39
Use of web radio and web televisions	32	36	31	39
Reaserch of information about health & nutrition	28	20	36	31
Research of information about products & services	71	68	75	75
Magazines and newspapers reading	27	28	25	30
Use of E-government services	13	12	13	12
Job seeking	14	13	15	10
Use of accomodation and travel services	37	33	42	38
E-banking	31	31	30	25
Online purchase of products and services	13	14	12	14
Sale of products (auction sites)	11	12	9	10

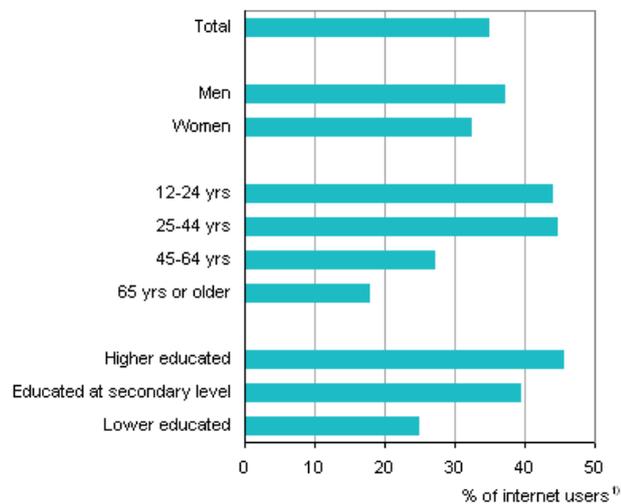
Source: Eurostat, 2008



3.4. Netherlands

According to a survey conducted by Statistics 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. As young persons are more competent with computers, they are much more often engaged in cloud computing than older persons.

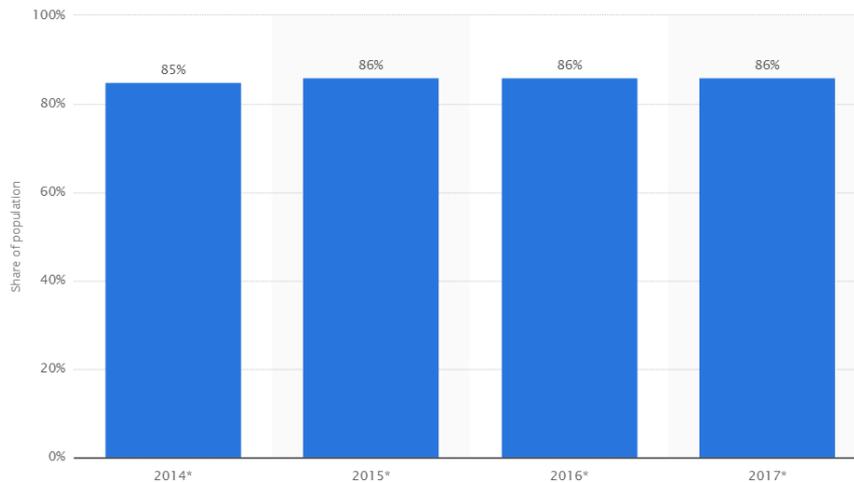
Use of cloud computing services in the Netherlands in 2014:



Source: CBS, ICT use households and persons, 2014.



Internet user penetration in the Netherlands from 2014 to 2017



3.5. Portugal

Internet users in Portugal spend an average of 5:93 hours per day online, and these 1:52 hours through mobile phones. According to Hill+Knowlton Strategies that launched a survey on internet behaviours in Portugal, partnering with GlobalWebIndex, which runs the world's largest ongoing study of digital consumers across 34 countries, some interesting conclusions can be shared, such as:

- The Portuguese digital consumers typically use social networks for 1.9 hours per day, and 1 in every 3 minutes online is spent on a social network. On average, the Portuguese are enrolled in 4 social networks but actively use only an average of 2.3.
- Facebook is the most popular social network in Portugal, with over 90% of Internet users claiming to have an account in this service, 89% visit it every month and 65% state that actively use it. However, YouTube is the network that has the highest number of visitors on a monthly basis (90%), showing the importance of video content for the Portuguese people.
- More than three quarters of users have a smartphone and 55% a tablet. Samsung is the most popular mobile brand, with 31% of users claim to have a model of the brand and 17% consider buying one.
- The wearable technology is still a niche, since only 3% of Portuguese users have a smart watch and only 2% a smart bracelet.

- The largest mobile Internet users in Portugal are aged between 16-24 by connecting to the Internet an average of 2.16 hours per day from these devices.

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 contents as "to download movies, music or television series" (+18,9%), "listen to the radio or music" (+12,9%), "watch movies or television programs in real time" (+10,6%), and "playing computer games" (+10,2%).

Young adults, in their concern, are those who, against all other age groups, use the internet utilitarian way to find information about events, products or services (66%), buy or order products or services (25.7%), and sell products or services (10.3%). They are also the age group that produces more content for websites or blogs (13.6%).

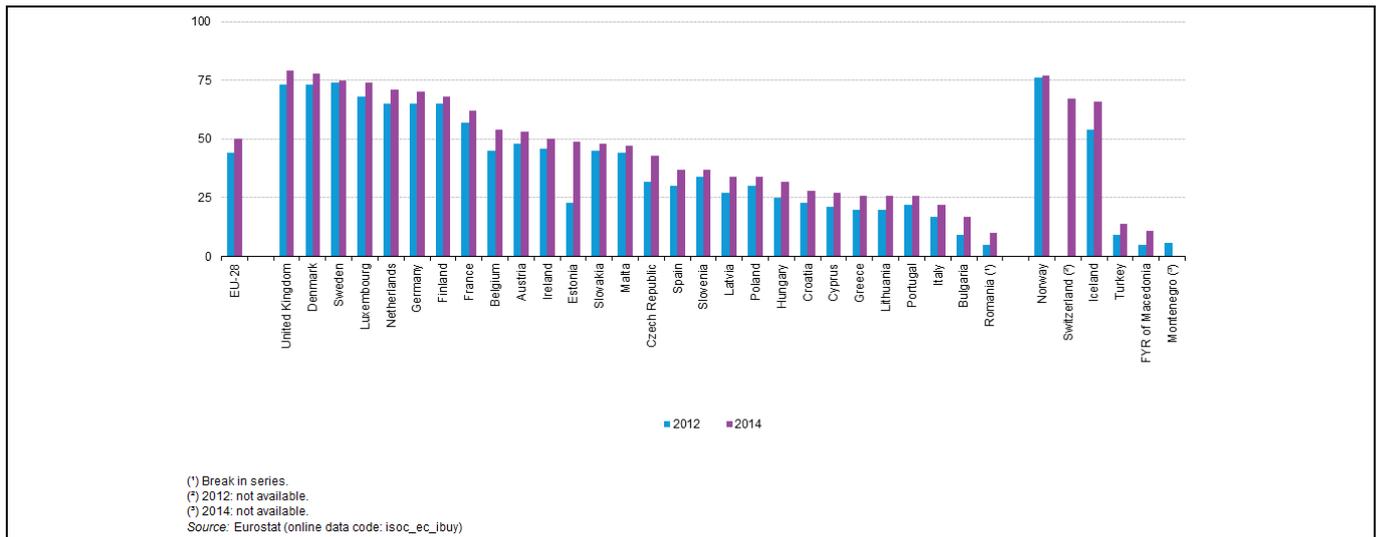
Source: <http://www.emea.hkstrategies.com/news/new-research-reveals-latest-digital-trends-among-portuguese-internet-users/>

3.6. Slovakia

Regarding the Internet utilisation in households, we already stated that 78.4 % of households have the Internet connection, where the households with children prevail. In Slovakia the Internet is used more by men (80.6%) than by women (79.4 %). In both cases, men and women, the age category of 16 – 24 years predominates, then the age category 25 – 34 years follows. Up to 49.3 % of the number of households which have the Internet connection have also other mobile device (mobile phone, smart phone, e-book reader).

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%).

The following diagram shows the purchase of goods and services via the Internet and the comparison of growth in 2012 and 2014 in the EU countries. Slovakia reached the 13th position:



On one side it is a positive statement that also young people in Slovakia are ranked among those, for which the building of society based on the information is a natural phenomenon. As for the people two generations older it was natural to count in head, today youth needs a calculator just for counting two prime numbers. However, they can find information in complex files saved in different languages and in different environment. They can handle texts in a foreign language, through Google translate the text into another language, which they understand and so they are “in the know”. They can find out whether to hurry to catch the train or if it is delayed, to buy a train, bus or flight ticket through the Internet, with the assistance of navigation in the mobile phone they can find the address in a strange town without any problem, or via the Google maps they find out whether to turn left or right from the station. They can operate the tablet, various types of software...

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). However, whether the published information is actually relevant and true, from what source it is, that is not surveyed by young people, just by a small part of them.

Teachers state that the absenteeism is growing. The Slovak schools measure it by average number of unexcused classes. The average of unexcused missed classes per student of primary school from 1998 has raised from z 2.1 classes to 2011 to 6.1 classes. Teachers are disturbed mainly by much higher dynamics of growth of absenteeism on the first level of primary schools (6 to 11 years old students) where the indicator value has increased more than four times compared to 1998. The situation is different in particular regions and ranges from 19.39 unexcused missed classes per student of primary school in Košice region, to 0.67 classes in Trenčín region. The most often causes of absenteeism is bullying, adverse school environment, 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. From the absenteeism it is not that far to the year repeating or the drop-out.

To have 1000 friends on Facebook is not any exception and so young people spend a lot of time there. They share any information that seems to be interesting to them and so sometimes they expose themselves to risk. Themselves and their family too. Based on the information "I am going to a great holiday" several apartments have been robbed.

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. In many families, children have the exactly determined time when they can use the computer/Internet, which is checked by parents. For young people, such supervision is missing quite often and so it depends on them to what extent they are sensible and they engage not only in entertainment but also in the study and other activities.

3.7. European dimension

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

4.1. France

Recommendation 1: accompanying ICT and creating e-programs:

School failure is perceived as a social failure due to cultural gaps between disadvantaged areas, among the affluent and school culture, it is obvious that to ensure the success of all it is necessary to reduce educational inequality by taking into account individual differences. **This requires, among others, 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."

Thus, a very active teacher community has **created e-programs in certain disciplines:**

- In mathematics: www.sesamath.net and www.educmat.fr
- In languages: the site www.primlangues.education.fr/article/open-english-web
- In history & geography: www.clionautes.org
- In letters www.weblettres.net

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 2nd 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). Set beyond the first strategic elements of territorial coverage and development of a digital culture, explicit expected from these devices and on acceptable terms, negotiable and traded their implementation with all stakeholders (government, local authorities and land, businesses, citizens).

4.2. Italy

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**. In both primary and secondary schools ICT is taught within technology as a subject, and as a general tool for other subjects/or as a tool for specific tasks in other subjects, while in secondary schools it is also taught as a separate subject.

On March 2015, the Council of Ministers approved the 'Draft law on the reform of the national system of education and training and powers given to the Government for the reorganisation of the existing provision', simply called Draft law '**The good school**' ('La buona scuola'). The draft law covers different areas of the school sector, among which it foresees a "*National plan for digital schools to develop and improve the digital competences of pupils/students and teachers*". The **National Plan for Digital Schools** includes a large-scale intervention (interactive whiteboards, Piano LIM) and three pilot projects (cl@sse 2.0, scuol@ 2.0, Editoria digitale). The plan aims at **embedding ICT in everyday class activities** by making ICT equipment available in classrooms rather than in separated computer labs. The plan encourages the adoption of educational technology on a voluntary basis (in fact only voluntary schools participate and have to elaborate and submit a project specifying the intended uses and objectives of ICT to a call for tender).

The **National Plan for Digital Schools** has two strategic aims:

1. Introducing ICT as part of the daily tools of classroom activities, in order to bring schools closer to society and to enhance the Italian population's ICT skills and digital literacy.
2. Promoting innovation in education and specifically for the renewal of teaching practices (moving from teacher-centred to learner-centred instruction).

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**. In the end, this is expected to result in a more effective and equal education system, with improved learning outcomes for all students.

Recommendation 4: promoting innovation in education and specifically for the renewal of teaching practices (moving from teacher-centred to learner-centred instruction):

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4.3. Belgium

Recommendation 5: Promote online training (e-learning) in schools and vocational training centres.

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.

4.4. Netherlands

Since the XXth century, the Dutch society became an information society, with an increasing amount of processing of additional data and information used. The digitalisation made big changes in the Netherlands, the increasing complexity of technology, allowing sophisticated calculation tools and processes, playing in this way an important role in the development of the Netherlands.

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.** On the other hand, some teachers declare that a computer cannot meet all the demands of teaching (source: BBC News).

The schools are open to children aged between 4 and 12 years and are called "Steve Jobs schools". The main idea is that each student learns on one iPad and can choose the time and materials for an individual timetable, depending on his/her own preference. (source: Le Huffington Post).

The initiative belongs to the **foundation *The education for a New Era***, that underlines that the teaching method based on the use of information and communication technology is designed to meet the objectives the Dutch Ministry of Education. Several applications were designed especially for teaching activities and allow students' assessment for each activity. Moreover, the applications provide information regarding children's learning problems in different areas and for different subjects. According to the foundation *The education for a New Era*, the pupils are supervised by tutors and have time to play, to practice sports, as well as arts and culture.

"Coaches" preparing students for these projects to be carried out individually or in teams, to replace traditional lessons. Classes are also replaced by "groups of students aged between 4 and 7 or 8 and 12 years".

The **digital schools** are open from 7:30 until 18:30, but students are required to be present only between 10:30 and 15:00. Before 10:30 and after 15:00, children can manage their time as they wish; moreover, the holidays are decided by parents (source: (Le Huffington Post)). Schools are closed only for Christmas and New Year.

Handwriting lost, therefore, its importance and is regarded in these schools as a secondary skill. Arithmetic, reading skills and text understanding are based targets in primary school (source: Spiegel). Every 6 weeks, the mentioned schools organise assessment meetings with children and parents, having in this way also the opportunity to make plans for the next learning period. A novelty is also the fact that the meetings can be held both at school and via Skype.

The mentioned schools will be financially supported by public funds was already taken and these schools are opened to all children. Parents who cannot afford an iPad will receive a grant from a solidarity fund, writes the German magazine.

4.5. Portugal

The integration of ICT curriculum in Portuguese Schools and VET Centres has been a constant investment in Portuguese educational reforms for the last 30 years. ICT training is currently compulsory in all basic and secondary education levels. Currently, internet users in Portugal spend an average of 5:93 hours per day online, being that the use of youngsters (15-24 years) stands out in relation to young adults, and all subsequent age groups.

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 would be of most importance to promote positive, safe, and effective use of technology by youngsters in all educational contexts and their future use of ICT based interactions. Principles such as the importance of 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., should be addressed in order to prevent the risks young people face online.

4.6. Slovakia

Nowadays we perceive the media as a natural part of life. They represent our source of knowledge and our experience. The youth belongs to the most frequent users of particular media technologies. Especially teenagers are the attractive target group. The media industry aims the commercials at them, the TV programmes, PC games, radio music stations, new Internet media. It is an omnipresent fight for a young mind and a new customer. We build the attitude to media based on own experience. How to search for the necessary information? How to prove its truthfulness? How to avoid the danger of misuse of photos, personal or sensitive data? How to react to cyberbullying? It is necessary to support young people and to teach them how to utilise the widest spectrum of media possibilities, how to read the media content, how to select and correctly understand the information.

The IT field is the most dynamically developing sector. Therefore, for many young people it is attractive to work in this field. Schools have adapted to the needs of young people and the needs of labour market – they offer the study programs enriched by the study of new technologies oriented at the IT field - programmers, electricians, computer graphic designers of print media, mechatronic technicians, graphic design, promotional art, promotional graphic design, and advertisement creation.

However not all the young spend the time on the Internet uselessly. Many of them provide their competences for the benefit of others.

Recommendation 10: several good practices for teaching students (from Trenčín region):

- **Zenit** – the competition determined for students of secondary schools. Through the competition the talents are searched for in the three fields: programming, electronics, and engineering.
- **Young talent of Považská Bystrica** (the competition taking place in several towns in Slovakia) – it is the competition in 8 categories (Science, technologies, sports, literature and dramatic art, music, painting, business plan elaboration and the skills in some field). The event can be attended by students in the age of 15 – 21. The prize for the winner: 500 EUR.
- **Secondary school student** – the international exhibition aimed at the presentation of secondary schools in various areas as engineering, electrical engineering, energetics, building industry, mining, metallurgy, chemistry, wood processing, furniture making, clothing industry, textile, shoe making, glass industry, arts, polygraphy, economics, agriculture, trade and services and other fields taught at secondary schools. The part of the exhibition is also the accompanying program aimed at the presentation of manual craftsmanship of students together with the “Best exhibit” competition.

- **Robotic day** – the international competition exhibition of robots. In 2015 it was already 12th year of the competition. The constructors are the students of primary and secondary schools.
- **Various interesting activities are organized also within the schools, as for example publishing of school magazines (interview, photographing, processing on PC, graphic design).** In 2013 for example the Magazine “Rozhľad” at the Grammar school in Považská Bystrica won the national contest of magazines called PRO SLAVIS 2013.
- The **Primary school in Trenčianske Jastrabie** can be proud of their Internet magazine. They have to master the graphic programs to be able to place the result of their effort on the Internet.
- **Students in Bánovce nad Bebravou** can try the work of an editor or a presenter in own school television. What can be learnt by that? For example, to work with a microphone, how to properly use voice – articulation, voice intensity, where and how to use gestures, facial gestures, and not the least how to ask questions.
- The students of **Secondary vocational school in Stará Turá** mainly in the study program – graphic designer of digital media create the whole reportages for the local television called ST TV. The students stand not only in front of the camera but also behind it. They shoot the reportages but they are also able to process them. That means that they know how to cut the reportage and to edit the sound as they wish.

Recommendations 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.

The **project of DAIOF Group “Together against cyberbullying”** is aimed at the prevention against the spreading negative phenomenon of cyberbullying in the virtual world.

The national project PRAKTIK, realized in years 2013 – 2015 is aimed at the training of youth workers and youth leaders. More than 400 adults were trained and acquired skills to be able to work and to communicate the most effectively with young people.

4.7. European dimension

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 2nd 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.**



- **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.

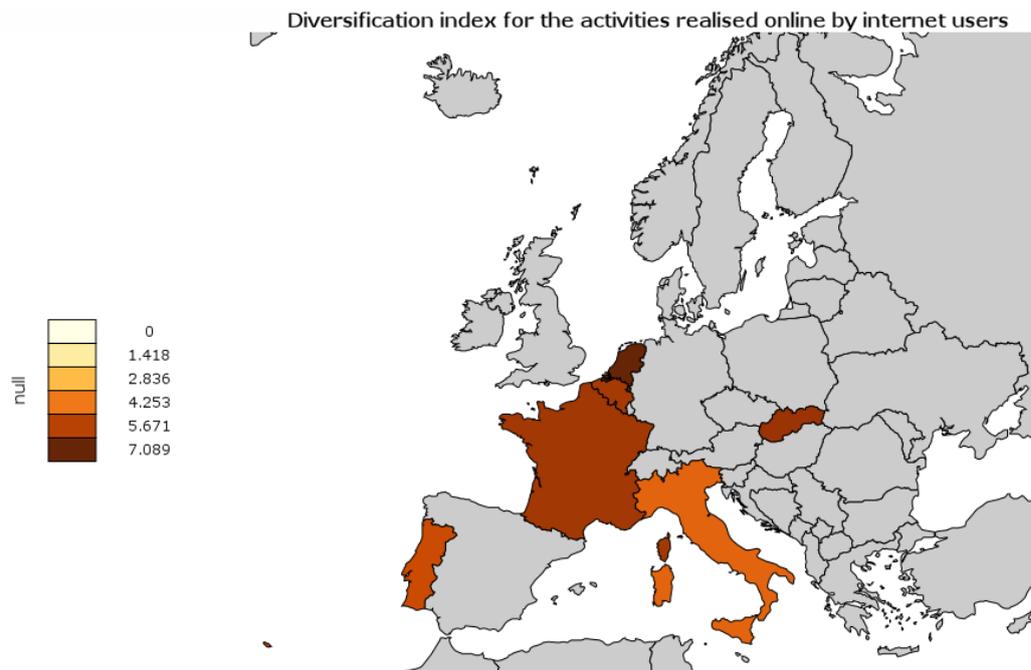
On average, target audiences are aged **a little over 21 years**.

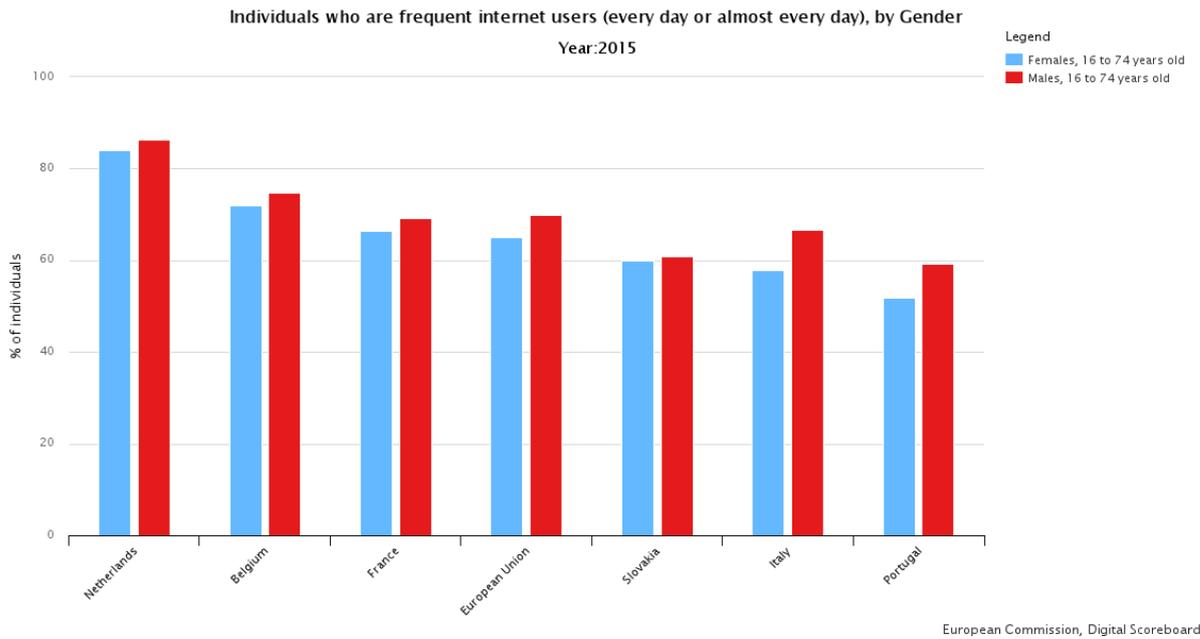
Of these **419 people, 241 have left school or training system, almost more than half (59%)** and therefore a step back from the education and training system.

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.

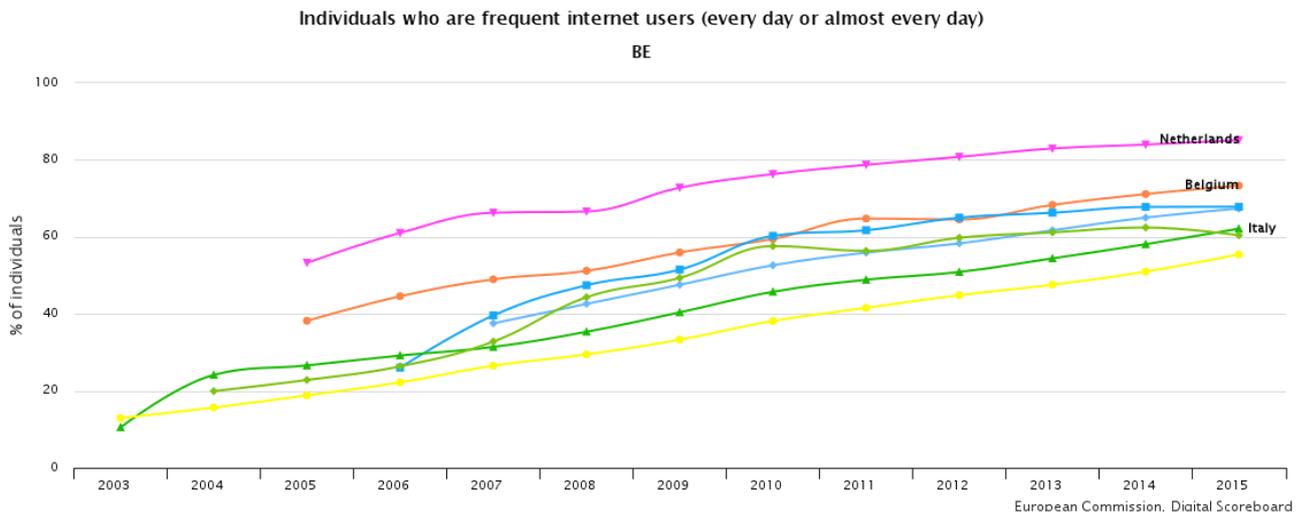
This demonstrates that the **public concerned by the survey are people too few graduates (142 of 419 or 34%) and therefore potentially less well equipped to enter the professional life in appearance. Almost 6% of the sample is unemployed (25 people). Others (178) are still in school or training**. This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

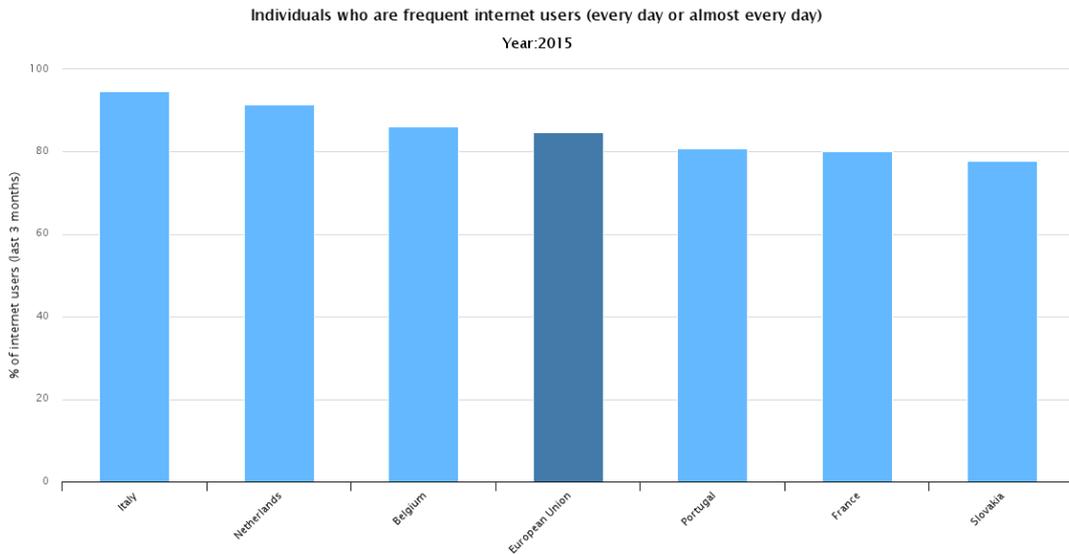
As an introduction (<https://ec.europa.eu/digital-agenda/en/scoreboard>), the following map is interesting:



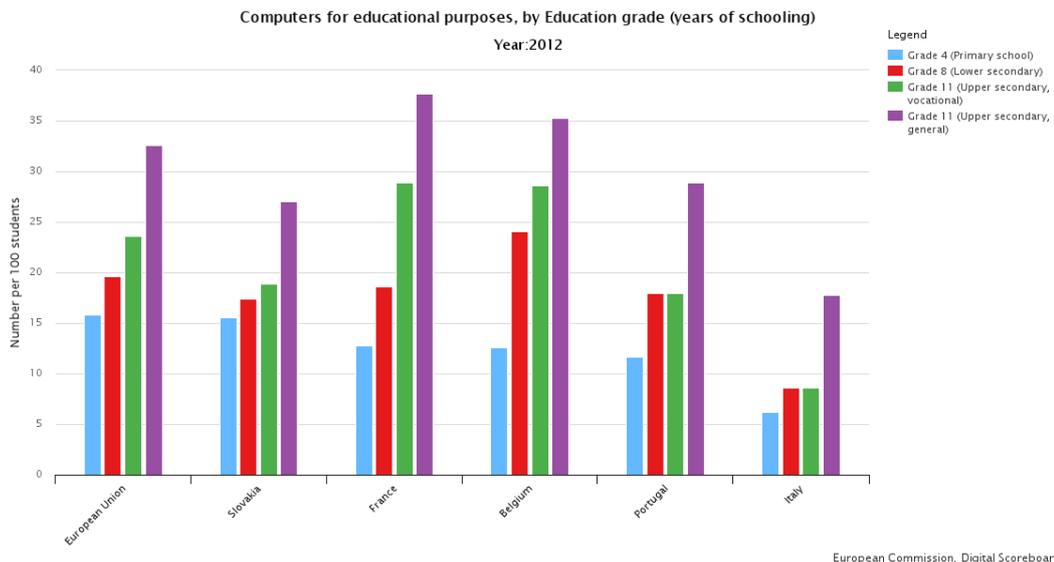


Country from the north are using more frequently Internet than in the south. Even if in every country, females are using less Internet than males, the difference is as well higher in Italy and Portugal.





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 were IT seems to be the most developed for educational purposes.** And Italy in that case were it seems to be less developed.

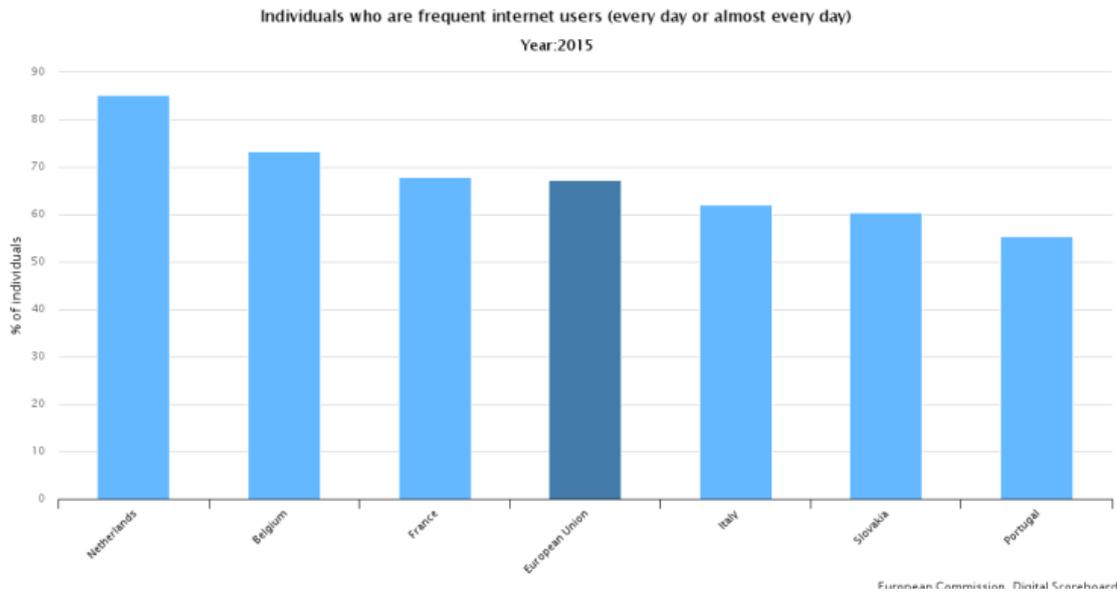
As a remark EU have **no data available in English** for Netherlands regarding education and IT. However, there are official reports in Dutch language that focus on the use of ICT in education and the available ICT resources in the Netherlands. As ICT is associated with the so-called "21st century skills " 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



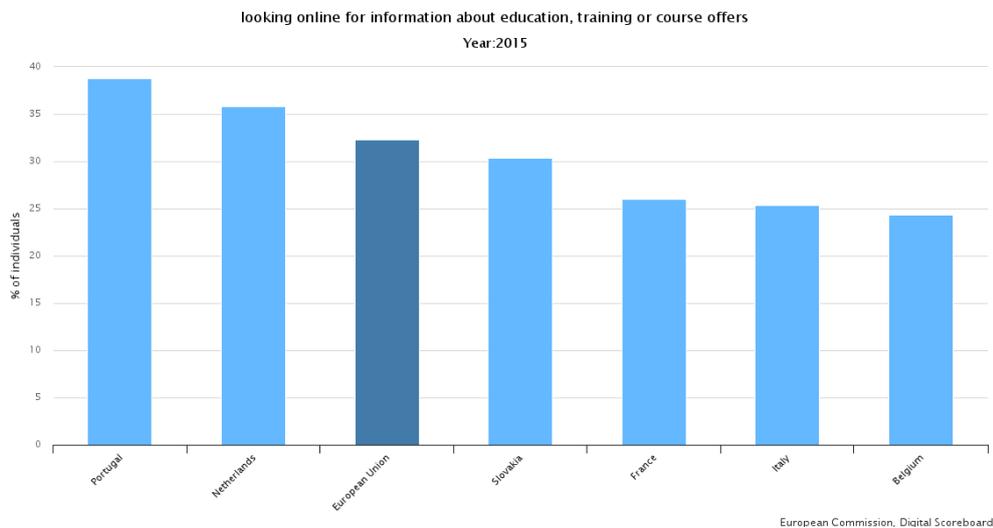


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the primary schools used Wi-Fi in the school year 2012-2013 and 85% of the secondary school. The rest of the schools used cable internet.



This is in Netherlands that individuals used the most Internet, Netherland as Sweeden 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.

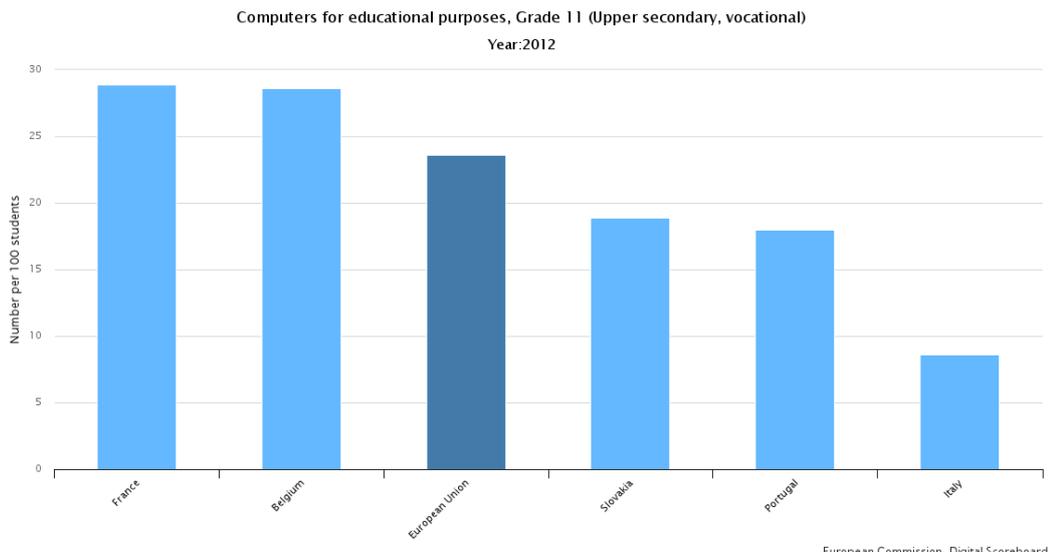


As said regarding the previous graphic, the use of educational tools in Portugal is one of the biggest in EU ranking. This is due to the fact Internet system is quite new and its quality (remember Portugal is small so easy to connect) is very good. Portugal government invest





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%.](#)

Italy is very poor in this fields, this could quickly change because of the high use of mobile phone and the development of serious games, moocs, and other educational online tools.

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

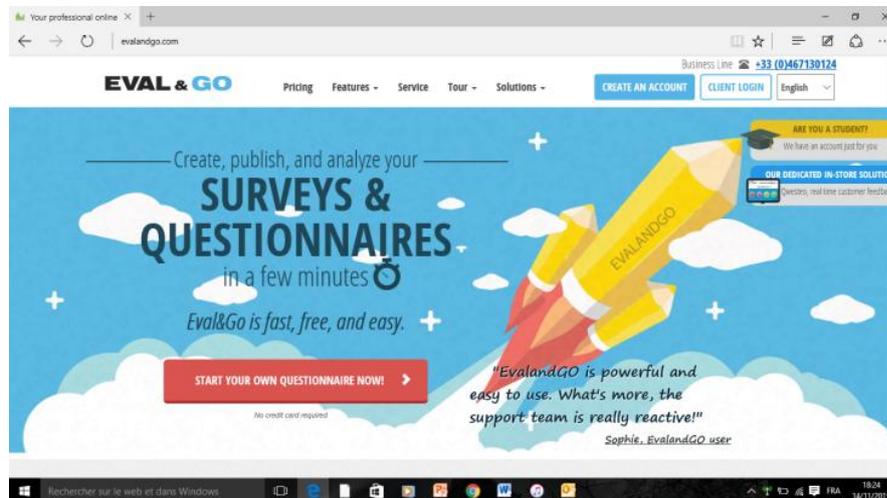
Annex A – Questionnaire sent to EU native users

Annex B – National questionnaires

Annex B.1	France & Corsica national questionnaires
Annex B.2	Belgium national questionnaires
Annex B.3	Netherlands national questionnaires
Annex B.4	Italy national questionnaires
Annex B.5	Portugal national questionnaires
Annex B.6	Slovakia national questionnaires

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, McMurrin 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
Are you currently? <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

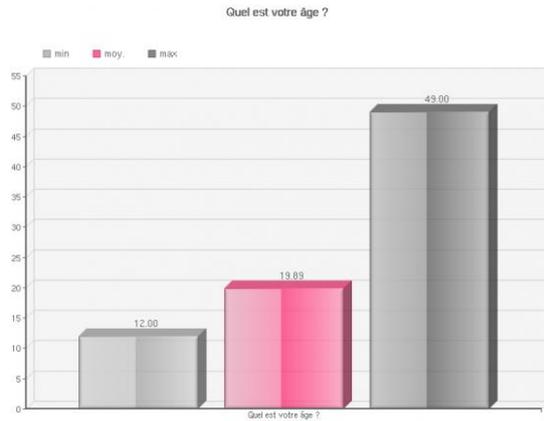


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Quel est votre âge?

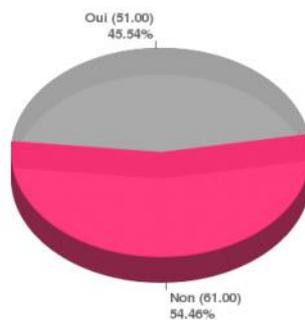
#	Question	nb	min	moy.	max
3	Quel est votre âge ?	119	12	19.89	49



Avez-vous déjà quitté l'école ?

#	Question	nb	nb (%)
4	Avez-vous déjà quitté l'école ?	112	100%
	Oui	51	45.54%
	Non	61	54.46%

Avez-vous déjà quitté l'école ?





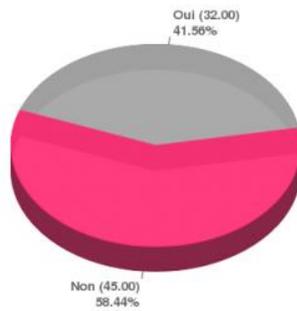
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Si oui, l'avez-vous quitté après l'obtention d'un diplôme?

#	Question	nb	nb (%)
5	Si oui, l'avez-vous quitté après l'obtention d'un diplôme?	77	100%
	Oui	32	41.56%
	Non	45	58.44%

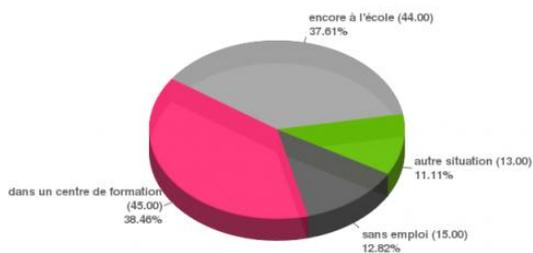
Si oui, l'avez-vous quitté après l'obtention d'un diplôme?



Actuellement, vous êtes?

#	Question	nb	nb (%)
6	Actuellement, vous êtes ?	117	100%
	encore à l'école	44	37.61%
	dans un centre de formation	45	38.46%
	sans emploi	15	12.82%
	autre situation	13	11.11%

Actuellement, vous êtes ?





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Si autre situation, merci de préciser

#	Question	Text
7	Si autre situation, merci de préciser	<ul style="list-style-type: none">- Salarié en cdd- Alternance- Employée de supermarché- Employée de bureau- congé maternité- En emploi- TRAVAIL- EMPLOI- C'est juste un test- EMPLOYE- EMPLOI- EMPLOI- emploi- EMPLOI



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Questionnaire IAT ... (1) rarement ou jamais - (5) toujours

#	Question	nb	min	moy.	max
8	Questionnaire IAT ... (1) rarement ou jamais - (5) toujours	119	1	2.5	5
	À quelle fréquence demeurez-vous en ligne plus longtemps que vous ne l'aviez prévu ?	119	1	3.32	5
	À quelle fréquence négligez-vous vos travaux domestiques pour passer plus de temps en ligne ?	119	1	2.54	5
	À quelle fréquence préférez-vous le divertissement que vous procure l'Internet, à l'intimité avec vos amis ?	119	1	2.31	5
	À quelle fréquence vous arrive-t-il de créer de nouvelles relations interpersonnelles en étant en ligne ?	119	1	2.3	5
	À quelle fréquence vos proches se plaignent-ils du temps que vous passez en ligne ?	119	1	2.58	5
	À quelle fréquence négligez-vous vos études ou vos travaux scolaires à cause du temps passé en ligne ?	119	1	2.42	5
	À quelle fréquence regardez-vous vos courriels avant de faire d'autres tâches pressantes ?	119	1	2.76	5
	À quelle fréquence votre performance au travail ou votre productivité ont été affectées à cause de l'Internet ?	119	1	2.25	5
	À quelle fréquence avez-vous été sur la défensive ou offusqué si quelqu'un vous demandait ce que vous faites en ligne ?	119	1	2.38	5
	À quelle fréquence oubliez-vous vos problèmes personnels en focalisant votre attention sur l'Internet ?	119	1	2.58	5
	À quelle fréquence avez-vous anticipé de vous retrouver encore en ligne ?	119	1	2.61	5
	À quelle fréquence avez-vous pensé que la vie sans Internet serait ennuyante, vide et sans joie ?	119	1	2.91	5
	À quelle fréquence vous êtes-vous mis en colère si quelqu'un vous dérangeait lorsque vous étiez en ligne ?	119	1	2.29	5
	À quelle fréquence avez-vous manqué de sommeil parce que vous étiez resté en ligne trop tard le soir ?	119	1	2.82	5
	À quelle fréquence avez-vous pensé à l'Internet ou souhaité être en ligne, quand vous n'étiez pas en ligne ?	119	1	2.53	5
	À quelle fréquence, lorsque vous étiez en ligne, vous êtes-vous dit à vous-mêmes: « juste quelques minutes encore » ?	119	1	2.76	5
	À quelle fréquence avez-vous tenté sans succès de diminuer votre temps d'utilisation de l'Internet ?	119	1	2.19	5
	À quelle fréquence avez-vous tenté de dissimuler le temps que vous passez en ligne ?	119	1	2.2	5
	À quelle fréquence avez-vous choisi d'être en ligne plutôt que de sortir avec d'autres personnes ?	119	1	2.32	5
	À quelle fréquence vous êtes-vous senti déprimé, triste ou nerveux si vous n'étiez pas en ligne et que votre humeur revenait à la normale si vous retourniez en ligne ?	119	1	2.03	5

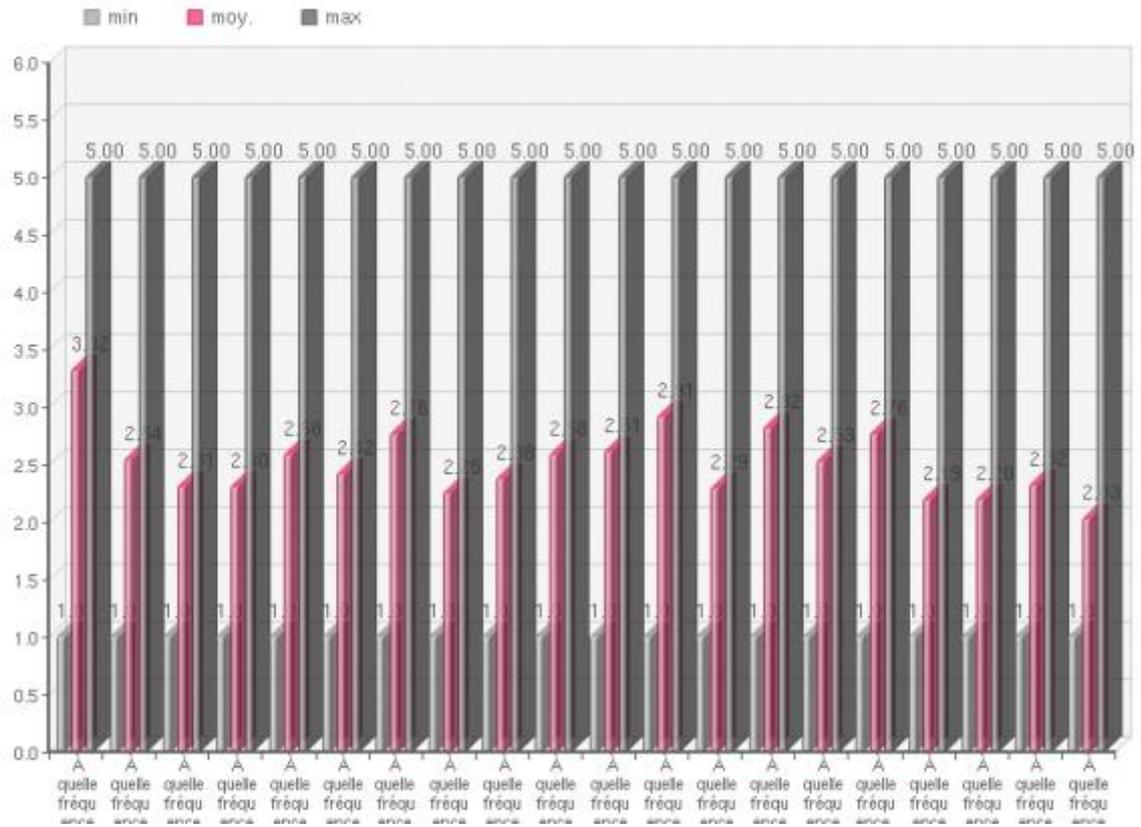


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Questionnaire IAT ...

(1) rarement ou jamais – (5) toujours





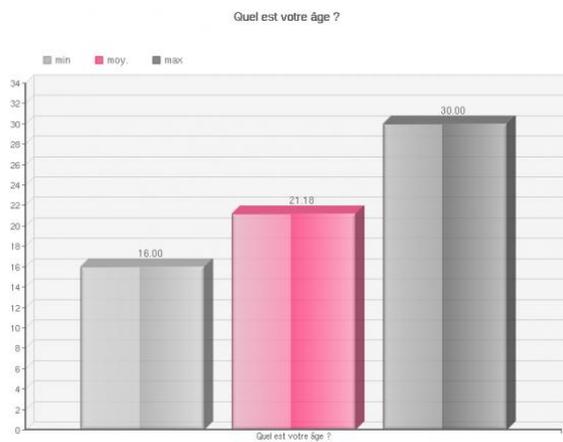
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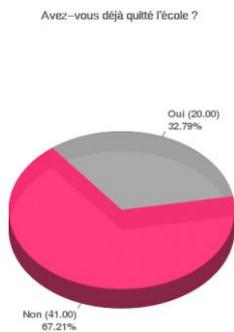
Quel est votre âge?

#	Question	nb	min	moy.	max
3	Quel est votre âge ?	61	16	21.18	30



Avez-vous déjà quitté l'école?

#	Question	nb	nb (%)
4	Avez-vous déjà quitté l'école ?	61	100%
	Oui	20	32.79%
	Non	41	67.21%





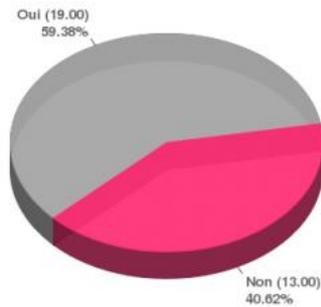
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Si oui, l'avez-vous quitté après l'obtention d'un diplôme?

#	Question	nb	nb (%)
5	Si oui, l'avez-vous quitté après l'obtention d'un diplôme?	32	100%
	Oui	19	59.38%
	Non	13	40.63%

Si oui, l'avez-vous quitté après l'obtention d'un diplôme?



Actuellement, vous êtes ?

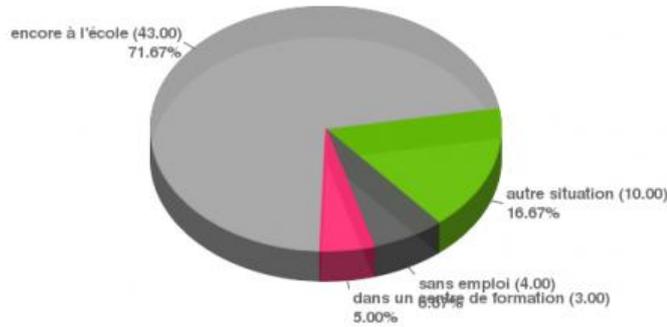
#	Question	nb	nb (%)
6	Actuellement, vous êtes ?	60	100%
	encore à l'école	43	71.67%
	dans un centre de formation	3	5%
	sans emploi	4	6.67%
	autre situation	10	16.67%



Erasmus+



Actuellement, vous êtes ?



Si autre situation, merci de préciser

#	Question	Text
7	Si autre situation, merci de préciser	<ul style="list-style-type: none"> - Employé - employé - Je travaille - CDI - Employée administrative - J'ai fini un Bachelier en Institutrice primaire et là je réalise un master en Sciences de l'éducation à l'ULB - Incapacité de travail - Je suis enseignante, en remplacement jusque fin juin. - Employé - En formation professionnelle - En formation professionnelle - En formation professionnelle - En formation professionnelle - / - Je suis à l'Université - employée - Barman - après un parcours scolaire avec obtention d'un diplôme et après un petit parcours professionnel, je suis actuellement de retour sur les bancs de l'école en vue d'obtenir une autre qualification correspondant plus à mes attentes.



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Questionnaire IAT ... (1) rarement ou jamais - (5) toujours

#	Question	nb	min	moy.	max
8	Questionnaire IAT ... (1) rarement ou jamais - (5) toujours	61	1	2.3	5
	À quelle fréquence demeurez-vous en ligne plus longtemps que vous ne l'aviez prévu ?	61	1	3.57	5
	À quelle fréquence négligez-vous vos travaux domestiques pour passer plus de temps en ligne ?	61	1	2.54	5
	À quelle fréquence préférez-vous le divertissement que vous procure l'Internet, à l'intimité avec vos amis ?	61	1	2.13	5
	À quelle fréquence vous arrive-t-il de créer de nouvelles relations interpersonnelles en étant en ligne ?	61	1	2.15	5
	À quelle fréquence vos proches se plaignent-ils du temps que vous passez en ligne ?	61	1	2.13	5
	À quelle fréquence négligez-vous vos études ou vos travaux scolaires à cause du temps passé en ligne ?	61	1	2.25	5
	À quelle fréquence regardez-vous vos courriels avant de faire d'autres tâches pressantes ?	61	1	2.51	5
	À quelle fréquence votre performance au travail ou votre productivité ont été affectées à cause de l'Internet ?	61	1	2.36	5
	À quelle fréquence avez-vous été sur la défensive ou offusqué si quelqu'un vous demandait ce que vous faites en ligne ?	61	1	1.7	5
	À quelle fréquence oubliez-vous vos problèmes personnels en focalisant votre attention sur l'Internet ?	61	1	2.25	5
	À quelle fréquence avez-vous anticipé de vous retrouver encore en ligne ?	61	1	2.48	5
	À quelle fréquence avez-vous pensé que la vie sans Internet serait ennuyante, vide et sans joie ?	61	1	2.61	5
	À quelle fréquence vous êtes-vous mis en colère si quelqu'un vous dérangeait lorsque vous étiez en ligne ?	61	1	1.79	5
	À quelle fréquence avez-vous manqué de sommeil parce que vous étiez resté en ligne trop tard le soir ?	61	1	2.67	5
	À quelle fréquence avez-vous pensé à l'Internet ou souhaité être en ligne, quand vous n'étiez pas en ligne ?	61	1	2.28	5
	À quelle fréquence, lorsque vous étiez en ligne, vous êtes-vous dit à vous-mêmes: « juste quelques minutes encore » ?	61	1	3.2	5
	À quelle fréquence avez-vous tenté sans succès de diminuer votre temps d'utilisation de l'Internet ?	61	1	2.18	5
	À quelle fréquence avez-vous tenté de dissimuler le temps que vous passez en ligne ?	61	1	1.93	5
	À quelle fréquence avez-vous choisi d'être en ligne plutôt que de sortir avec d'autres personnes ?	61	1	1.75	5
	À quelle fréquence vous êtes-vous senti déprimé, triste ou nerveux si vous n'étiez pas en ligne et que votre humeur revenait à la normale si vous retourniez en ligne ?	61	1	1.61	5

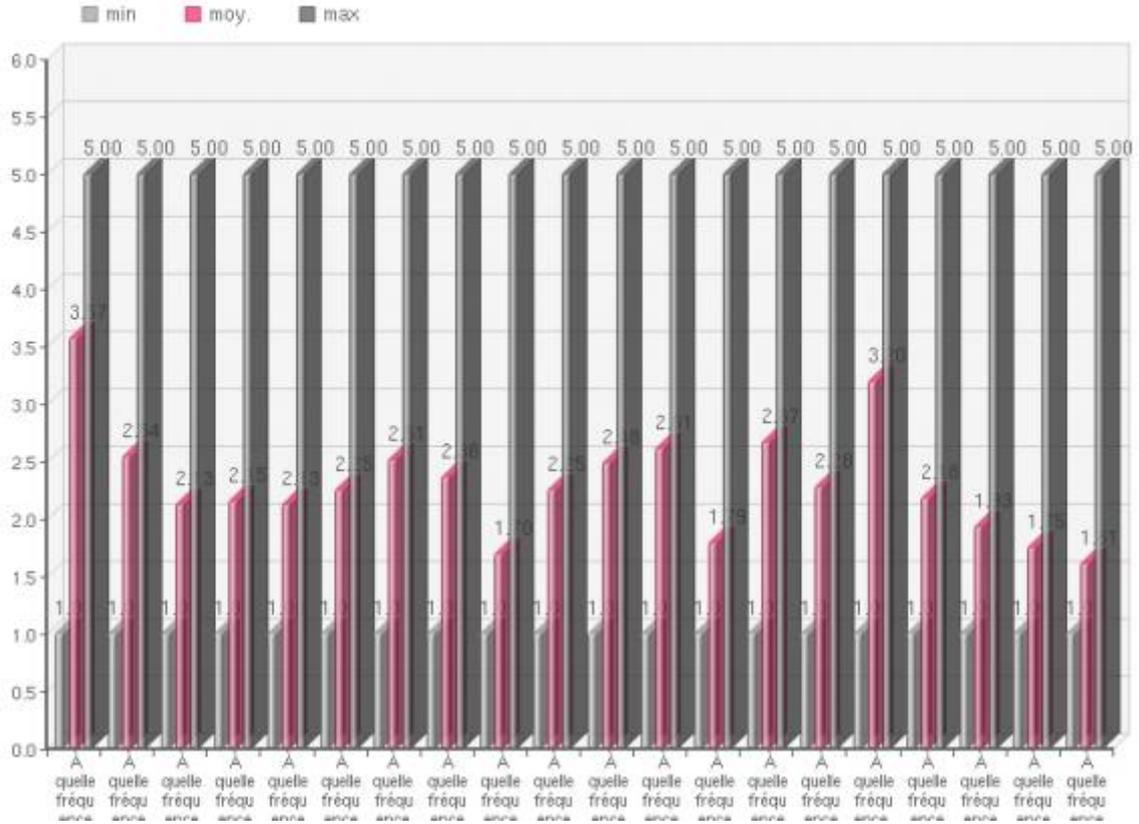


Erasmus+



Questionnaire IAT ...

(1) rarement ou jamais – (5) toujours





Erasmus+

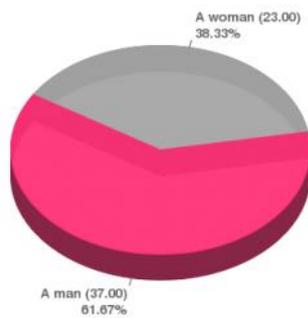


Annex B.3- Netherlands national questionnaire

You are?

#	Question	nb	nb (%)
1	You are?	60	100%
	A woman	23	38.33%
	A man	37	61.67%

You are?



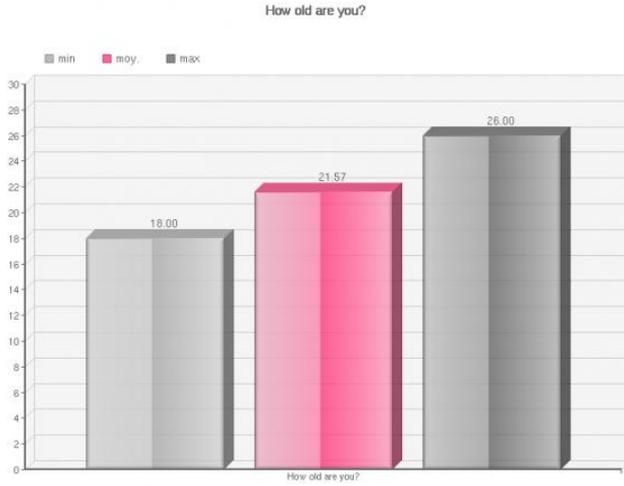


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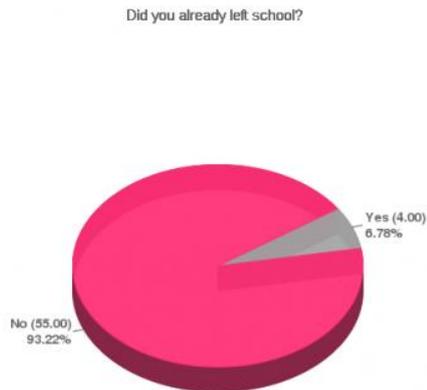
How old are you?

#	Question	nb	min	moy.	max
3	How old are you?	60	18	21.57	26



Did you already left school?

#	Question	nb	nb (%)
4	Did you already left school?	59	100%
	Yes	4	6.78%
	No	55	93.22%





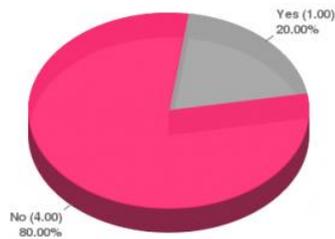
Erasmus+



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

#	Question	nb	nb (%)
5	If yes, did you left school after achieving any academics diploma?	5	100%
	Yes	1	20%
	No	4	80%

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



Are you currently?

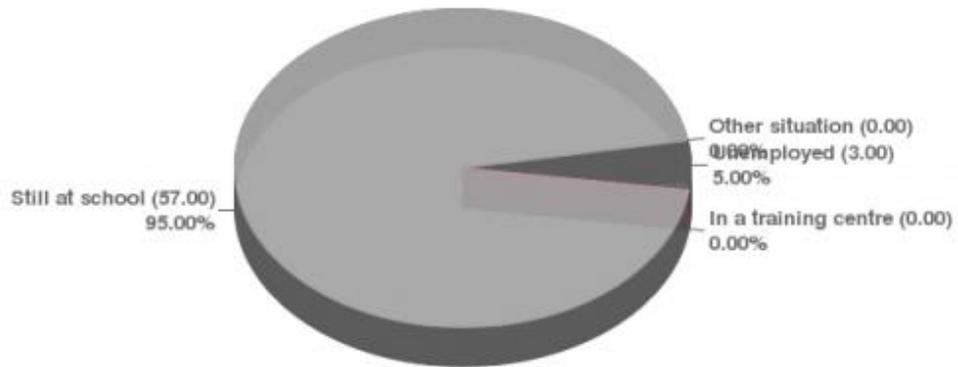
#	Question	nb	nb (%)
6	Are you currently ?	60	100%
	Still at school	57	95%
	In a training centre	0	0%
	Unemployed	3	5%
	Other situation	0	0%



Erasmus+



Are you currently ?



if other, please specify

#	Question	Text
7	if other, please specify	



Erasmus+



IAT Questionnaire... (1) is rarely or never - (5) is always

#	Question	nb	min	moy.	max
8	IAT Questionnaire... (1) is rarely or never - (5) is always	60	1	2.61	5
	Do you find that you stay online longer than you intended?	60	1	3.15	5
	Do you neglect household chores to spend more time online?	60	1	2.78	5
	Do you prefer the excitement of the internet to intimacy with your partner?	60	1	1.62	4
	Do you form new relationships with fellow online users?	60	1	2.83	5
	Do others in your life complain to you about the amount of time you spend online?	60	1	2.92	5
	Does your work suffer because of the amount of time you spend online? (E.g., postponing things, not meeting deadlines, etc.)	60	1	2.47	5
	Do you check your email before something else you need to do?	60	1	3.67	5
	Does your job performance or productivity suffer because of the internet?	60	1	2.3	5
	Do you become defensive or secretive when anyone asks you what you do online?	60	1	2.65	5
	Do you block disturbing thoughts about your life with soothing thoughts of the internet?	60	1	2.67	5
	Do you find yourself anticipating when you will go online again?	60	1	2.8	5
	Do you fear that life without the internet would be boring, empty or joyless?	60	1	2.37	5
	Do you snap, yell, or act annoyed if someone bothers you while you are online?	60	1	2.4	5
	Do you lose sleep due to late night internet use?	60	1	2.43	5
	Do you feel preoccupied with the internet when not online, or fantasize about being online?	60	1	2.17	4
	Do you find yourself saying "Just a few more minutes" when online?	60	1	3.23	5
	Do you try to cut down on the amount of time you spend online and fail?	60	1	2.83	5
	Do you try to hide how long you've been online?	60	1	2.6	5
	Do you choose to spend more time online over spending time out with others?	60	1	2.28	5
	Do you feel depressed, moody, or nervous when you are not online, and do these feelings go away when you go back online?	60	1	2.12	5

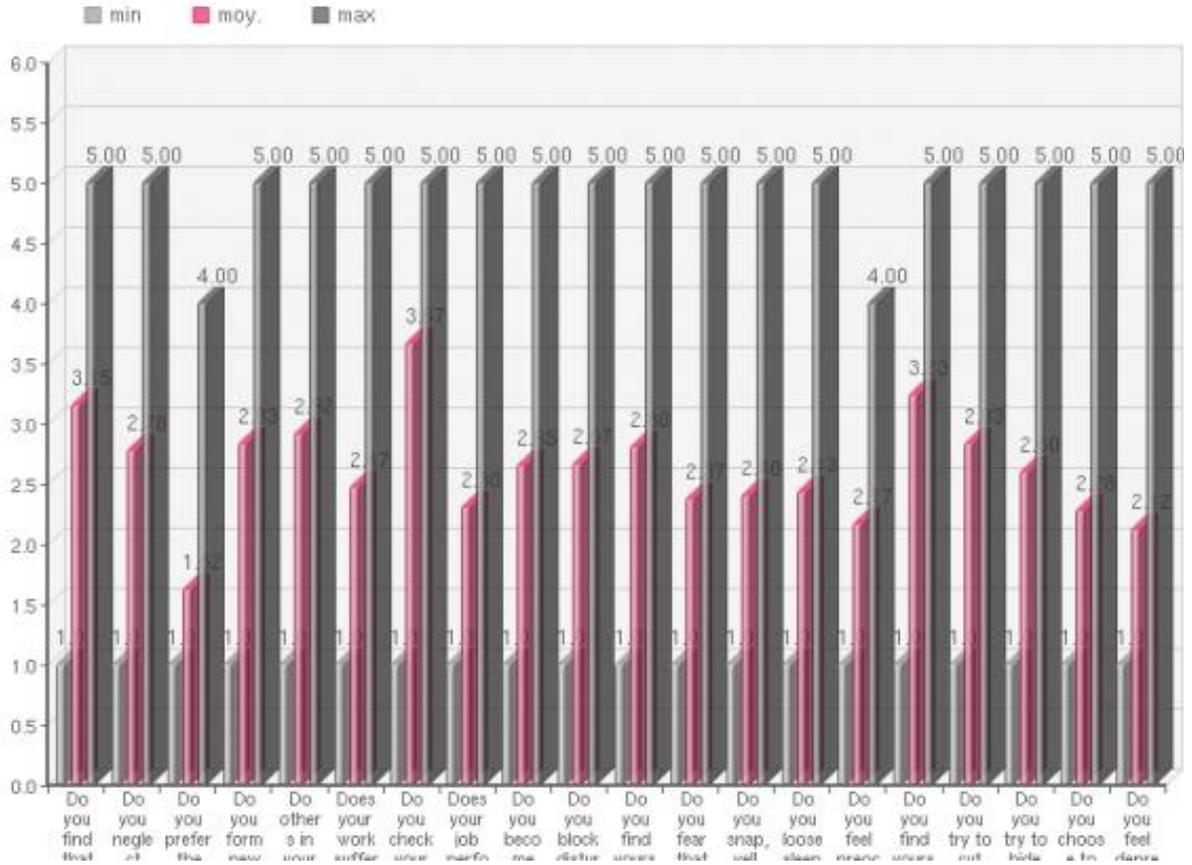


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IAT Questionnaire...

(1) is rarely or never – (5) is always





Erasmus+



	- italiana

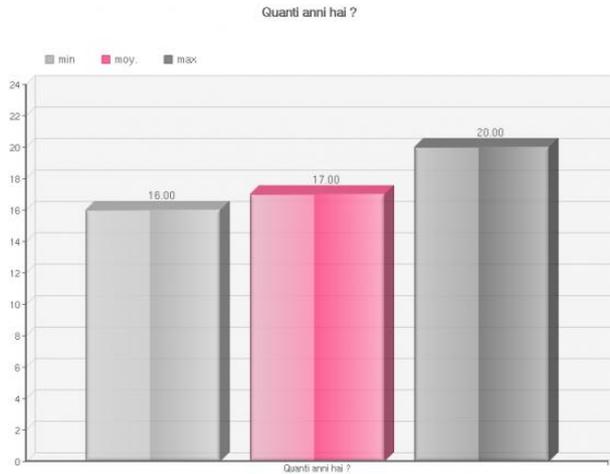


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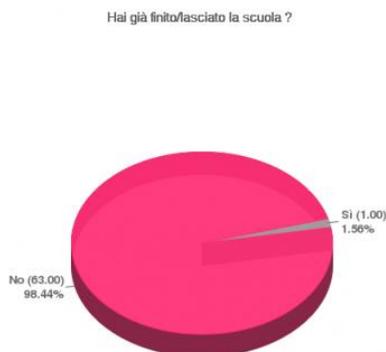
Quanti anni hai?

#	Question	nb	min	moy.	max
3	Quanti anni hai ?	65	16	17	20



Hai già finito/lasciato la scuola?

#	Question	nb	nb (%)
4	Hai già finito/lasciato la scuola ?	64	100%
	Sì	1	1.56%
	No	63	98.44%





Erasmus+



Se sì, hai ottenuto un titolo (diploma, qualifica professionale, ecc) ?

#	Question	nb	nb (%)
5	Se sì, hai ottenuto un titolo (diploma, qualifica professionale, ecc) ?	1	100%
	Sì	0	0%
	No	1	100%

Se sì, hai ottenuto un titolo (diploma, qualifica professionale, ecc) ?



Qual è la situazione attuale? Scrivi il corrispondente numero

#	Question	nb	nb (%)
6	Qual è la situazione attuale? Scrivi il corrispondente numero	64	100%
	(1) frequenti la scuola	30	46.88%
	(2) frequenti un corso di formazione (professionale)	34	53.13%
	(3) sei disoccupato/in cerca di lavoro	0	0%
	(4) un'altra situazione	0	0%

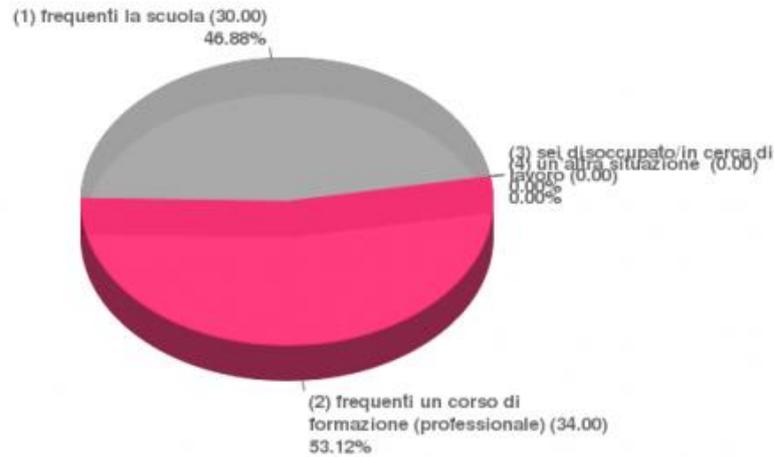


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Qual è la situazione attuale?

Scrivi il corrispondente numero



Un'altra posizione, si prega di specificare...

#	Question	Text
7	Un'altra posizione, si prega di specificare...	

Questionnaire IAT ... (1) raramente o mai - (5) sempre

#	Question	nb	min	moy.	max
8	Questionnaire IAT ... (1) raramente o mai - (5) sempre	65	1	1.91	5
	i accorgi di passare online più tempo di quanto intendevi?	65	1	2.6	5
	Trascuri le tue faccende domestiche per passare più tempo online?	65	1	2.15	5



Erasmus+



Preferisci la frenesia di internet all'intimità/confidenza con i tuoi amici/compagni?	65	1	1.65	5
Crei nuove amicizie con persone conosciute online?	65	1	1.95	5
Ci sono persone che si lamentano di te rispetto alla quantità di tempo che passi online?	65	1	1.88	5
Il tuo comportamento a scuola è peggiorato a causa del tempo che spendi online? (perché ad es. rimandi le cose, non rispetti le scadenze, ecc)	65	1	1.49	5
Controlli le tue email ed i tuoi messaggi in chat prima di qualsiasi altra cosa tui abbia bisogno di fare?	65	1	2.6	5
Il tuo rendimento scolastico è calato a causa di internet?	65	1	1.54	5
Diventi riservato o ti metti sulla difensiva quando qualcuno ti chiede cosa fai online?	65	1	2.02	5
Ti capita di evitare pensieri fastidiosi riguardo la tua vita a favore di più rassicuranti pensieri relativi ad internet?	65	1	1.69	5
Ti capita quando sei offline di non vedere l'ora di tornare online?	65	1	2.05	5
Credi che la vita senza internet sarebbe noiosa, vuota o poco piacevole?	65	1	2.11	5
Ti capita di scattare, strillare o scocciarti se qualcuno ti disturba quando sei online?	65	1	1.91	5
Dormi poco a causa dell'uso anche notturno di internet?	65	1	1.54	5
Ti capita di preoccuparti di qualcosa relativo ad internet quando non sei online, o di fantasticare di essere online?	65	1	1.66	5
Ti capita di dire "ancora un minuto" quando sei online?	65	1	2.78	5
Ti capita di tentare di passare meno tempo su internet senza però riuscirci?	65	1	1.91	5
Cerchi sdi nascondere quanto tempo passi online?	65	1	1.54	5
Ti capita di scegliere di passare più tempo online e meno tempo fuori con gli amici?	65	1	1.71	5
Ti capita di sentirti depresso, lunatico o nervoso quando non sei online e di stare invece meglio quando ritorni online?	65	1	1.43	5

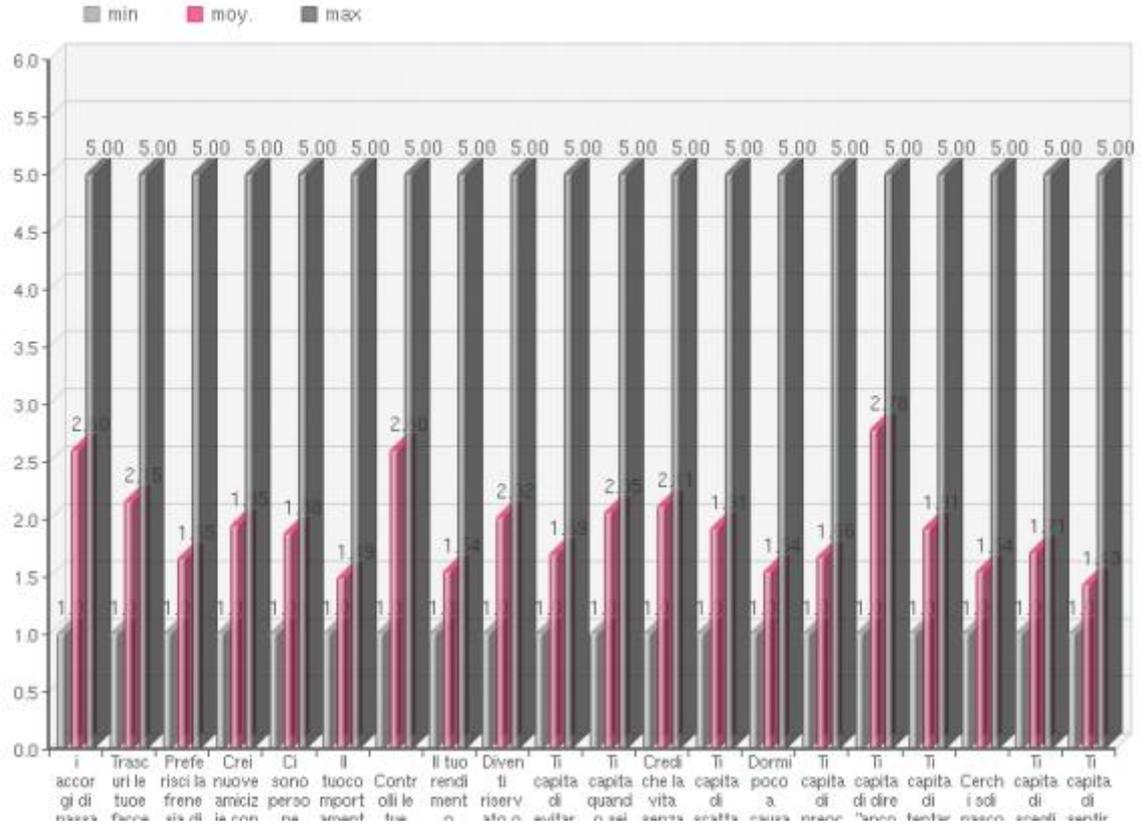


Erasmus+



Questionnaire IAT ...

(1) raramente o mai - (5) sempre





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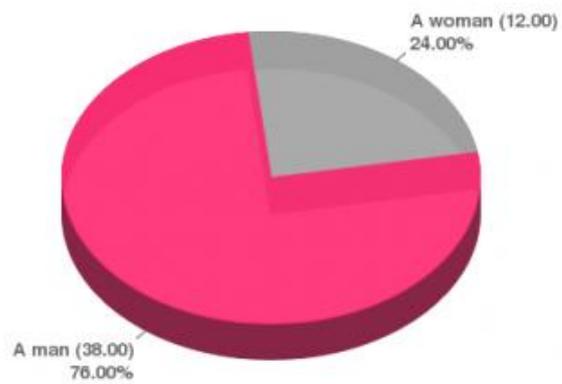


Annex B.5- Portugal national questionnaire

You are?

#	Question	nb	nb (%)
1	You are?	50	100%
	A woman	12	24%
	A man	38	76%

You are?





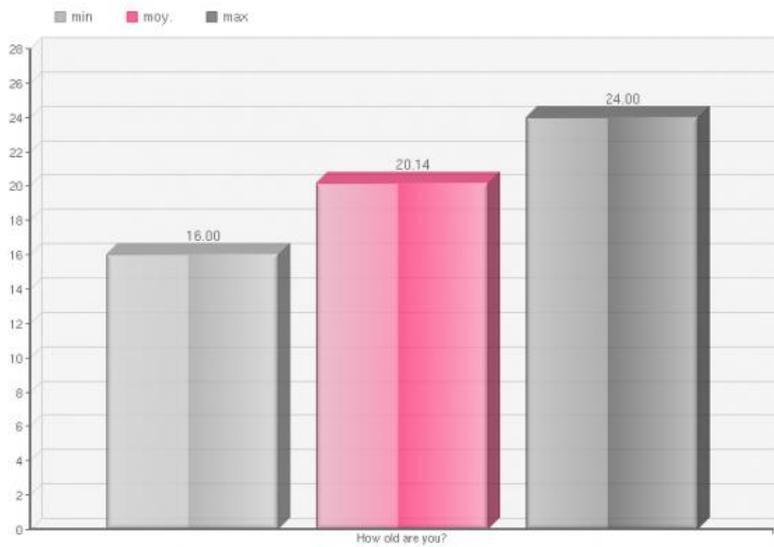
Erasmus+



How old are you?

#	Question	nb	min	moy.	max
3	How old are you?	50	16	20.14	24

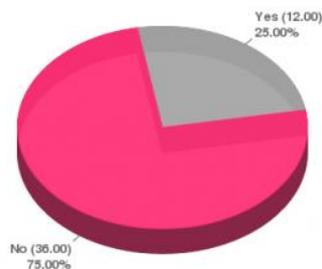
How old are you?



Did you already left school?

#	Question	nb	nb (%)
4	Did you already left school?	48	100%
	Yes	12	25%
	No	36	75%

Did you already left school?





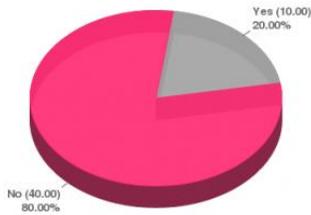
Erasmus+



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

#	Question	nb	nb (%)
5	If yes, did you left school after achieving any academics diploma?	50	100%
	Yes	10	20%
	No	40	80%

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



Are you currently?

#	Question	nb	nb (%)
6	Are you currently ?	50	100%
	Still at school	1	2%
	In a training centre	49	98%
	Unemployed	0	0%
	Other situation	0	0%

Are you currently ?





Erasmus+



IAT Questionnaire... (1) is rarely or never - (5) is always

#	Question	nb	min	moy.	max
8	IAT Questionnaire... (1) is rarely or never - (5) is always	50	1	2.35	5
	Do you find that you stay online longer than you intended?	50	1	3.02	5
	Do you neglect household chores to spend more time online?	50	1	2.56	5
	Do you prefer the excitement of the internet to intimacy with your partner?	50	1	1.82	5
	Do you form new relationships with fellow online users?	50	1	2.64	5
	Do others in your life complain to you about the amount of time you spend online?	50	1	2.54	5
	Does your work suffer because of the amount of time you spend online? (E.g., postponing things, not meeting deadlines, etc.)	50	1	2.28	5
	Do you check your email before something else you need to do?	50	1	3.34	5
	Does your job performance or productivity suffer because of the internet?	50	1	2.26	5
	Do you become defensive or secretive when anyone asks you what you do online?	50	1	2.74	5
	Do you block disturbing thoughts about your life with soothing thoughts of the internet?	50	1	2.66	5
	Do you find yourself anticipating when you will go online again?	50	1	2.34	5
	Do you fear that life without the internet would be boring, empty or joyless?	50	1	2.74	5
	Do you snap, yell, or act annoyed if someone bothers you while you are online?	50	1	1.92	5
	Do you lose sleep due to late night internet use?	50	1	2.3	5
	Do you feel preoccupied with the internet when not online, or fantasize about being online?	50	1	2.06	5
	Do you find yourself saying "Just a few more minutes" when online?	50	1	1.98	5
	Do you try to cut down on the amount of time you spend online and fail?	50	1	1.62	4
	Do you try to hide how long you've been online?	50	1	1.66	5
	Do you choose to spend more time online over spending time out with others?	50	1	2.3	5
	Do you feel depressed, moody, or nervous when you are not online, and do these feelings go away when you go back online?	50	1	2.24	5

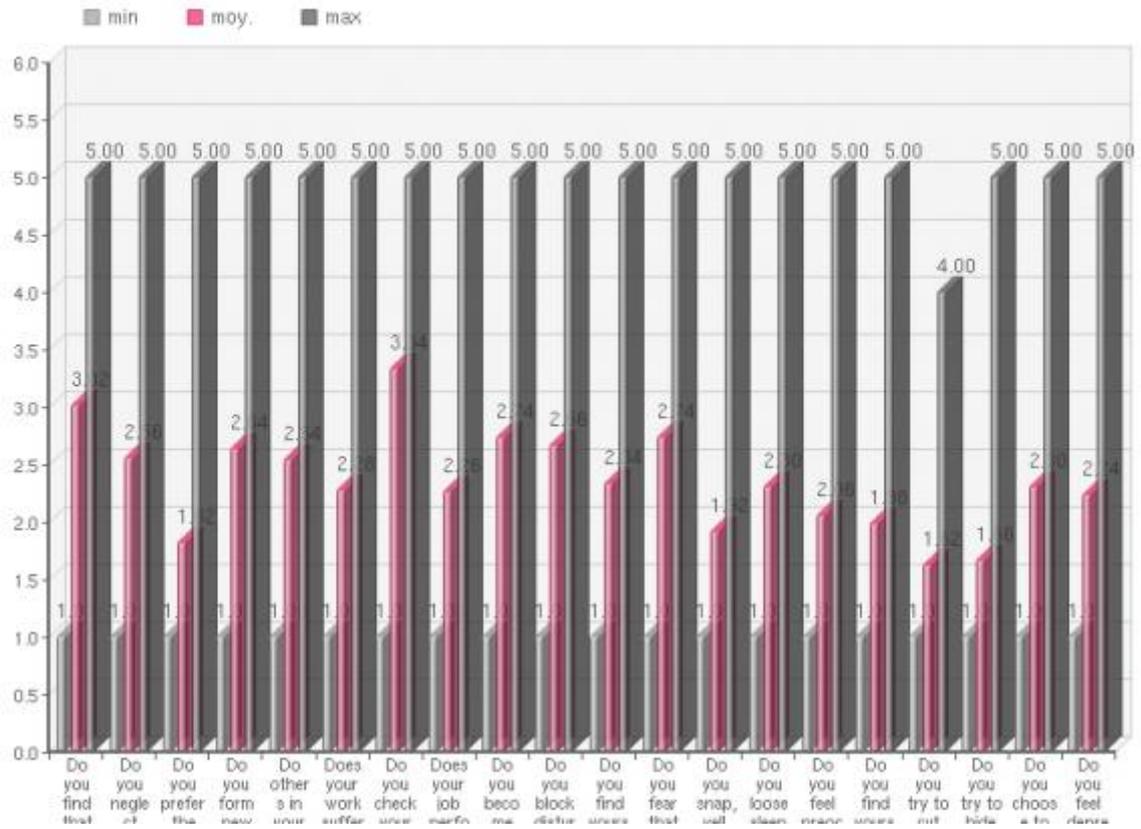


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IAT Questionnaire...

(1) is rarely or never – (5) is always





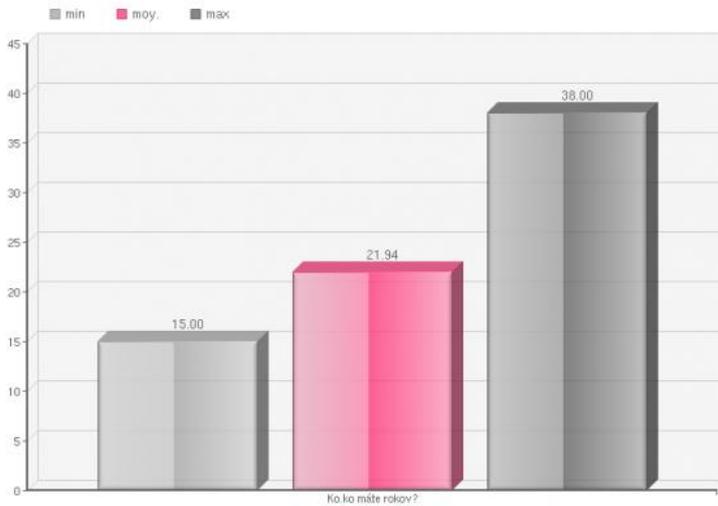
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Koľko máte rokov?

#	Question	nb	min	moy.	max
3	Koľko máte rokov?	64	15	21.94	38

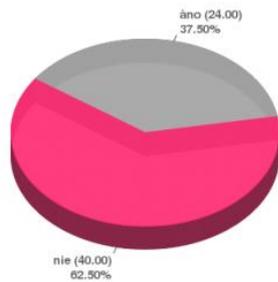
Ko ko máte rokov?



Máte už opustí školu?

#	Question	nb	nb (%)
4	Máte už opustí školu?	64	100%
	áno	24	37.5%
	nie	40	62.5%

Máte u opustí kolu?





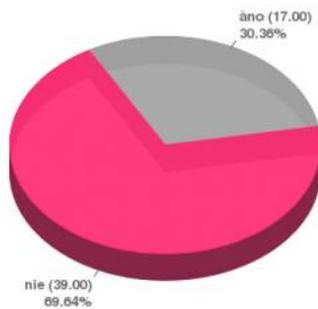
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Ak áno, ste úplne po absolvovaní ?

#	Question	nb	nb (%)
5	Ak áno, ste úplne po absolvovaní ?	56	100%
	áno	17	30.36%
	nie	39	69.64%

Ak áno, ste úplne po absolvovaní ?



Aká je súčasná situácia?

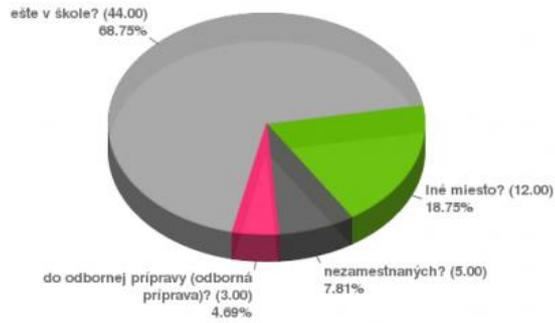
#	Question	nb	nb (%)
6	Aká je súčasná situácia?	64	100%
	ešte v škole?	44	68.75%
	do odbornej prípravy (odborná príprava)?	3	4.69%
	nezamestnaných?	5	7.81%
	Iné miesto?	12	18.75%



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Aká je sú asná situácia?



Iné miesto, zadajte...

#	Question	Text
7	Iné miesto, zadajte...	<ul style="list-style-type: none"> - Práca - Aké miesto? - praca - Zamestnanie - Podnikanie - vysoká škola - práca - Materska dovolenka - zamestnaný - zamestnaná na plný úväzok - zamestnaný na plný úväzok - zamestnaný - zamestnanie - zamestnaný ako konštruktér



Erasmus+



dotazník IAT ... (1) zriedkavo alebo nikdy - (5) stále

#	Question	nb	min	moy.	max
8	dotazník IAT ... (1) zriedkavo alebo nikdy - (5) stále	65	1	2.35	5
	Ako často bývate on-line pripojený/á dlhšie ako ste pôvodne plánovalí?	65	1	3.49	5
	Ako často zanedbávate svoje povinnosti v domácnosti, aby ste mohli viac času stráviť on-line?	65	1	2.58	5
	Ako často dávate prednosť zábave, ktorú vám v intímnosti poskytuje internet?	65	1	2.38	5
	Ako často sa vám stáva, že nadviažete nové medziľudské vzťahy, keď ste pripojený/á na internete?	65	1	2.25	5
	Ako často sa vaši blízki sťažujú, že trávite veľa času pripojený/á na internete?	65	1	2.35	5
	Ako často zanedbávate učenie sa alebo prípravu do školy kvôli tomu, že trávite veľa času pripojený/á na internete?	65	1	2.82	5
	Ako často si prezeráte svoje došlé maily namiesto toho, aby ste urobili najskôr iné urgentné veci?	65	1	2.69	5
	Ako často sa vám stáva, že vaša výkonnosť v práci/štúdiu alebo vaša produktivita sú poznačené časom stráveným na internete?	65	1	2.71	5
	Ako často sa obhajujete alebo vás pohoršuje, ak sa vás niekto opýta čo zase robíte na internete?	65	1	2.25	5
	Ako často zabúdate na svoje osobné problémy, keď svoju pozornosť venujete internetu?	65	1	2.2	5
	Ako často sa vám stáva, že sa ponáhľate, aby ste boli zase čím skôr pripojený/á on-line?	65	1	2.11	5
	Ako často ste si pomysleli, že život bez internetu by bol nudný, prázdny a bez radosti?	65	1	2.03	5
	Ako často vás rozčúli, keď vás niekto vyrušuje, pokiaľ ste pripojený/á na internete?	65	1	2.15	5
	Ako často ste nevyspatý/á, preto že ste zostali dlho do večera/noci on-line na internete?	65	1	2.46	5
	Ako často myslíte na internet alebo ste si priali byť on-line, keď ste nemohli byť on-line?	65	1	2.26	5
	Ako často hovoríte sami sebe, keď ste pripojený/á na internete: «už len niekoľko minút» ?	65	1	2.68	5
	Ako často ste sa pokúšali, ale neúspešne, obmedziť čas, ktorý venujete on-line pripojeniu na internete?	65	1	2.23	5
	Ako často sa pokúšate zatajiť čas, ktorý trávite on-line pripojením?	65	1	1.86	5
	Ako často ste sa rozhodli radšej sa pripojiť na internet ako sa stretnúť alebo ísť von s priateľmi/inými ľuďmi?	65	1	1.82	5
	Ako často ste sa cítil/a deprimovaný/á, smutný/á alebo nervózny/a ak ste neboli on-line pripojený/á a keď ste sa pripojili vaša nálada sa vrátila do normálu?	65	1	1.65	5

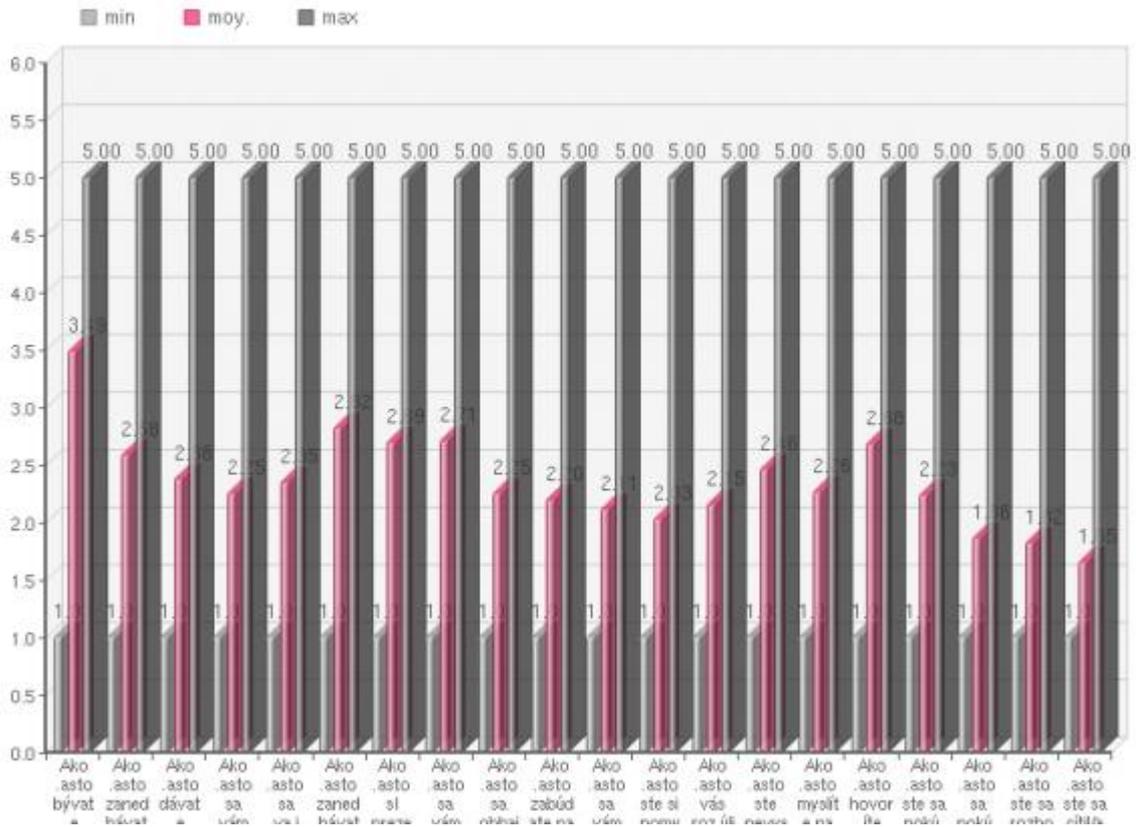


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dotazník IAT ...

(1) zriedkavo alebo nikdy - (5) stále





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Annex C – 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



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

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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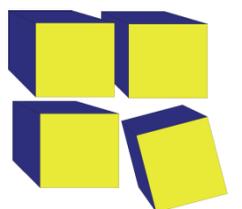
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QUARTER MEDIATION

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Contact :	Cristina Stefan, PhD. Eng, Director Constantin Stefan, MSc. Eng, Director
E-mail address :	info@gmediation.eu

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