



# SKILL IT STUDY

Norway National Report  
on digital skills and youth work

This study was conducted within the framework of *Skill IT for Youth - Integrating Digital and Future Skills into Youth Work (Skill IT/Skill IT for Youth)* project.

Skill IT for Youth project (2018-2020) aims to increase the quality of youth work, combining higher levels of excellence and attractiveness in services, obtained through the digitalisation of youth work, with increased opportunities for young people. The main objective of the project is to equip youth workers with digital tools and skills to enhance young people's futures in the 21st Century.

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The project is outcome of a partnership between Youth Work Ireland (Ireland), Camara Education (Ireland), Norsensus Mediaforum (Norway), Fundacja Samodzielni Robinsonowie (Poland) and Fundatia Danis (Romania).

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*partner organisations:*



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## EXECUTIVE SUMMARY

### Context and research objectives

The report was developed within *Skill IT for Youth – Integrating Digital and Future Skills into Youth Work* project which aims to increase the quality of youth work, combining higher levels of excellence and attractiveness in services and programs, obtained through the digitalization of youth work, with increased development opportunities for young people. The research summarized in the report aimed at providing data-driven knowledge on digital youth work, youth workers, youth organizations and young people's needs regarding ICT, digital and social media, and the labor market's needs and expectations with regards to the young people's digital skills. In addition to that, the research maps the existing digital skills education programs in Norway and the role of the NGOs in development digital skills in young people, bringing new focus onto the youth work sector, and identifies the needs of youth workers to develop high quality projects for young people in the area of digital skills.

### Research methods

For the first part of the research, *Skill IT* Norwegian partner, Norsensus Mediaforum, has conducted a desk research with the purpose of finding and analyzing the available researches, studies and reports that focus on the digital skills of young people, with an emphasis on what digital skills they lack, or provide frameworks/list of digital competences that young people need for the 21<sup>st</sup> century labor market. The desk research state was helpful in evaluating the following aspects (1) the employability skills of young people, (2) the types of formal and non-formal education programs for developing young people's digital skills, (3) the youth workers' digital skills and (4) youth organizations' capacity for developing digital skills of young people.

For the second part of the research, Norsensus Mediaforum has developed four qualitative research tools which were used in conducting interviews with different types of stakeholders/actors. To facilitate the understanding of the concept "digital skills", all research tools included a common conceptual framework (Annex 1). Two employers from Oslo were interviewed and information about the employers' needs and expectations with regards to young people's digital skills was collected. The interviews with the employers also focused on their expectations towards youth organizations and youth workers' contribution in the area of digital skills, in the process of preparing young people for future jobs. There were held interviews to collect information about the senior managers' perspective about the digital skills

needs of the youth workers and the readiness degree to use certain ICTs in their organization/develop certain digital competencies in youth workers. Besides that, the interviews with the senior managers gathered information about the types of programs and services that are currently developed or could be developed by NGOs to increase young people's digital skills. Additionally youth workers from different parts of Norway and diverse fields were interviewed to collect data about the needs of youth workers in terms of the knowledge, competencies and skills required to provide meaningful and sustainable programs and services that develop young people's digital skills, and about the needs of youth workers to grow their own digital skills and through that, the capacity to offer high quality and innovative youth services. Finally, we had interviews with young people with the purpose of collecting information about their perspective on the digital skills they need to enhance their employability.

## Main results

Regarding the employability of young people, the research findings show that Norwegian employers are looking for candidates who are flexible and can adapt easily to the changes in market and what is expected from them. Young people think that employers expect of them to be creative, communicative, and responsible. When it comes to their digital competencies, young people assess their own level of digital skills as being average, and indicate that there are plenty of room for improvement of their digital abilities. The members of the NGO sector consider themselves a bit higher on the scale and are still interested in developing their existing skill and gain new ones. As expected, the ICT tools are a commonly present element in every moment and aspect of the young people's lives as the participants use their computers and smartphones every day both for personal and educational purposes.

Among employers, adaptability and flexibility are the main characteristics that a young person should be capable of showing at his/her workplace. As for the future skills of the young people, the general perception is that young employees will gradually withdraw from manual or operational types of jobs and will get in touch with the evolved and "intelligent" technology. Hence, future generations will have to engage more in decision-making and problem-solving processes, as well as be more creative. The employers from Oslo are quite optimistic about the digital skills of young people but are more concerned about the communicational and social skills and using information in a critical and competent manner while being aware of the ethics and legal framework. One similarity is particularly noticeably, mainly that all employers tend to appreciate adaptability and flexibility in a young person.

Senior managers implied that young people will not be able to integrate on the job market unless they are equipped with the necessary digital skills. They seemed more concerned about the fact that young people lack the skills to critically and competently understand and analyze information together with the inability to fully recognize the ethical and legal implications of using ICTs, such as the issues related to privacy and over-sharing information or data.

The research revealed that NGOs in Norway are quite absent in the process of developing the digital skills of young people. The main finding show the reason to be lack of resources and most of the funding available in that area are for helping narrowing the gap in society. Young people being one of the most skilled groups are excluded from most of those activities provided by public funding. However NGOs can play the roles of being a playground to explore their skills and gain experience to be better prepared for the job market.

Our research confirms that there are only a few programs and services that are intentionally developed for the purpose of enhancing digital skills among young people. The main idea in Norway is using public education to enhance digital skills of young people and then reach out to NGOs and other institutions to help filling the gaps that the education system are not able to do. Still we can see that NGOs need assistance and help in getting on track with today's requirements regarding digitalization and ITC use for the purpose of improving the overall management of the organization but also for the purpose of helping their beneficiaries, such as young people, achieve a higher level of ICT/media use and literacy. Main obstacle in that sense is lack of resources, a good plan and patience.

# CHAPTER 1

## LITERATURE REVIEW

### Introduction

Digital skills are an important requirement for active participation in a workforce and a society in constant change. Digital development has changed several premises for reading, writing, calculations and verbal expression. Therefore, digital skills are a natural part of the foundation for learning process. Digitization provides opportunities for new learning strategies, but also raises demands for interpretation.

Framework for basic skills (Norwegian Directorate for Education and Training 2012) defines four skill areas:

- Acquire and process, which involves using different digital tools, media and resources to search, navigate, sort, categorize and interpret digital information appropriately and critically.
- Produce and process, which involves using digital tools, media and resources to assemble, reuse, transform and further develop different digital items into products, such as composite texts.
- Communicate, which involves using digital tools, resources and media to collaborate in learning processes, and to present own knowledge and expertise to different recipients.
- Digital judgment, which means that you can use digital tools, media and resources in a proper manner, and to have a conscious relationship with the privacy and ethical use of the Internet.

Developing digital skills involves learning how to use digital tools, media and resources. Furthermore, it involves using digital tools, media and resources to acquire professional knowledge and to express their own skills. In this, there is also an increasing degree of independence and judgment in the choice and use of digital tools, media and resources from the scope of use.

Norwegian Directorate for Education and Training has also defined different skill levels. It has defined basic digital skills as skills at level 1-2. Level 1-2 skills implies that you deal with digital information when necessary and use simple digital tools. You also know basic internet usage. The skill sets below describes the skills of the first two levels, within the four skills areas the way it is described and understood by Norwegian Directorate for Education and Training.

Skills: Acquire and treat information

Level 1 Able to read hypertext and simple interactive information and use image and icon-based navigation.

Level 2 Make simple digital searches and read and interpret information from digital sources. Use simple digital resources and tools for information processing and learning.

Skills: Produce and process

Level 1 Write simple texts on keyboard and creates simple digital composite texts. Is familiar with simple digital source usage and copyright.

Level 2 Create digital composite texts with different elements and simple digital design requirements. Familiar with simple digital source usage and copyright, including reuse and further development.

Skills: Communicate

Level 1 Use simple digital tools and media in presentation and communication.

Level 2 Use a variety of digital tools and media in presentation and communication.

Skills: Digital judgment

Level 1 Follow simple rules for digital interaction. Familiar with simple privacy rules on the Internet.

Level 2 Familiar with basic netiquette and has knowledge of privacy rules on the Internet.

## A. Norwegian young people's present and future skills

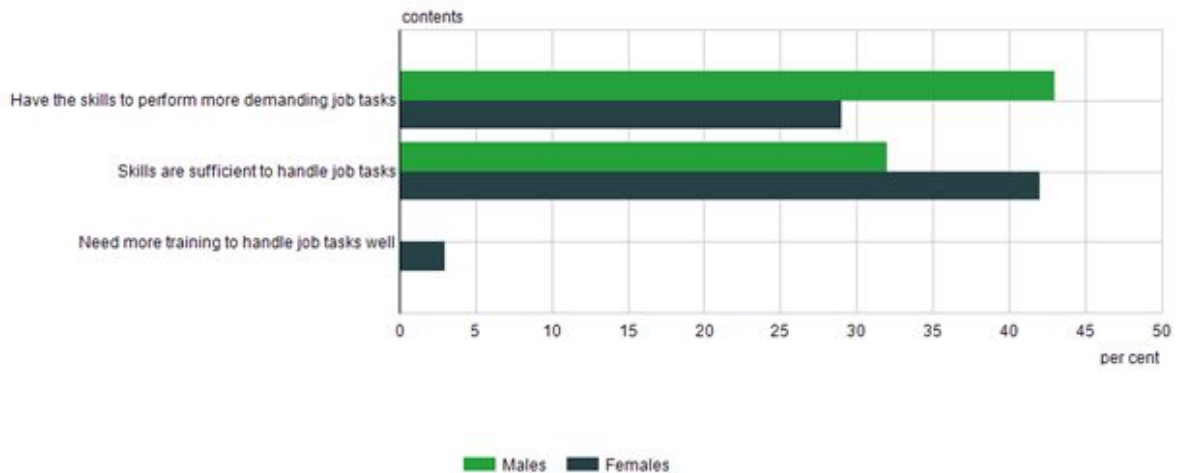
There is some research done and a number of articles have been published in mapping the skills of young people in Norway. Most of them are based on statistics and a series of articles published by Statistics Norway in 2017. In those articles (Fjørtoft, 2017a; 2017b) we are able to get a good picture of the current situation and we see that Norwegians are among the most skilled people in Europe when it comes to fundamental digital skills (Fjørtoft, 2017b). Almost half of the population in Norway have good digital skills. Compared with other countries in Europe, only Denmark and Luxembourg are better. Nine out of ten Norwegians send e-mail regularly, and as many people use online banking (Fjørtoft, 2017b).

The figures also show that six out of ten Norwegians between the ages of 16 and 34 have good digital skills. While women have more experience with social media, men are more used to solving tasks digitally. Almost everyone in that age group are internet users and only 15% has lacking digital skills (Fjørtoft, 2017a).

A closer look at the figures given by Statistics Norway we find that young people between age of 16-24 working at least one hour a week have good enough digital skills to handle their job tasks and even

performing demanding job tasks. Those who need more training to handle job tasks is as low as 3%. We also see that males have better digital skills than females.

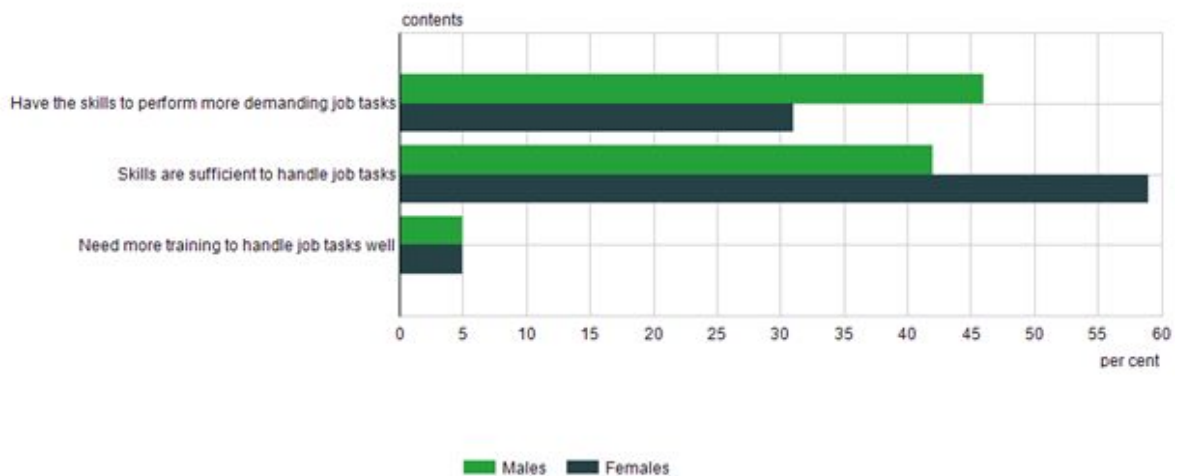
Digital skills at work, by sex and age (per cent) by sex, contents and year. 16-24 years.



Source: Statistics Norway

**Figure 1) Digital skills at work. (16-24 years) Source: Statistics Norway (2017)**

Digital skills at work, by sex and age (per cent) by sex, contents and year. 25-34 years.



Source: Statistics Norway

**Figure 2) Digital skills at work. (25-34 years) Source: Statistics Norway (2017)**



If we take a look at how much different types of activities are being done by young people, we can spot some trends between different age groups and also have a picture of their daily digital activities. 16-24 years old people lead in installing apps and software, online education, using social media, creating and publishing content, using spreadsheets and creating presentations. Main reason most of these activities are leading in that age group is related to them still being in education and are activities mostly used in schools.

The next age group (25-34) are not as much active on performing those activities but are leading in configuring apps and software, use online banking, using cloud services, using official websites, and sending emails. This change in daily digital behavior is connected to the fact that people in that age group is mostly in employment or has recently entered the job market.

	16-24 y.o.	25-34 y.o.	35-44 y.o.
Move files between different devices	63	65	57
Install apps/software	80	79	76
Change software settings	40	52	40
Do online education activity	50	35	30
Online shopping last 12 months	87	87	89
Use online banking	84	98	96
Sell products and services online	29	38	40

**Table 1) Activities related to digital problem solving. Last 3 months (2016) Source: Statistics Norway**

	16-24 y.o.	25-34 y.o.	35-44 y.o.
Copy files or folders	75	74	65
Search information about products or services	94	95	94
Found information on official websites	72	85	86
Saved files in the cloud	51	61	51
Searched for health-related information online	69	71	70

**Table 2) Activities related to information gathering online. Last 3 months (2016) Source: Statistics Norway**

	16-24 år	25-34 år	35-44 år
Used social media	96	90	86
Sent received e-mail	97	99	96
Voice/video call online	22	34	39
Uploaded self-created content online	45	32	26

**Table 3) Activities related to digital communication. Last 3 months (2016) Source: Statistics Norway**

	16-24 år	25-34 år	35-44 år
Used text editing software (Word)	76	78	74
Used spreadsheet software (Excel)	65	60	61
Edited audio/photo/video	59	57	58
Created presentation (Powerpoint)	64	58	58
Used advanced spreadsheet functions	41	40	32
Wrote in a programming language	18	16	12

**Table 4) Activities related to software skills. Last 3 months (2016) Source: Statistics Norway**

## B. Reports / studies on formal and non-formal education for developing young people's digital skills in Norway

There are only a few larger studies being done on education or developing young people's digital skills, but the results of the updated ones are to be published by the end of 2018. However, Statistics Norway have done surveys on how young people are acquiring their skills and there some interesting results highlighting the differences between how males and females acquire their skills. While females mainly use free tools such as online trainings, self-study, on-the-job training and free trainings by public program and organizations, males are much more likely to get paid training either paid by themselves or by their employers.

Learning activities for digital skills, by sex and age (per cent) by contents and year. Females, 16-24 years.



Source: Statistics Norway

**Figure 3) Learning activities for digital skills. (Females 16-24 years) Source: Statistics Norway**

Learning activities for digital skills, by sex and age (per cent) by contents and year. Males, 16-24 years.



Source: Statistics Norway

**Figure 4) Learning activities for digital skills. (Males 16-24 years) Source: Statistics Norway**

In Norway, education in digital skills is well integrated in the public educational system, starting already in kindergartens. Based on the framework mentioned in the introduction section there are activities done in schools for each level making sure the new generation gets the skills they need for the future. To support this approach teachers are also continuously trained in teaching digital skills and updating themselves in that area.

Between 2015-2017 the government started a program called Increased Digital Participation and Competence - Digidel 2017 (6). During this program, thousands of people received training in the basic use of digital tools and gained digital skills and competencies.

With the establishment of the Digidel program, the government wanted to strengthen cooperation and increase the efforts currently done by various government agencies, ICT industry and NGOs. The program was built upon existing expertise and resources from different actors. The goal was to make sure that more of the present offers were available across the country. With a joint effort, the government wanted to lower the threshold for digital participation and strengthen the digital judgment in the population.

The program was initiated by a group of organizations consisting of Deltasenteret (Bufdir), Difi, IKT-Norge, Nasjonalbiblioteket, Norsk Bibliotekforening, NorSIS, KS, Seniornett, and Vox, and it was supported by companies like DNB, Microsoft and Telenor. As a result of this project there are now plenty of tools and materials publicly available for free at digidel.no. These tools are for trainers/teachers who want to arrange courses and workshops on the most needed topics to develop people's digital skills. Currently available tools and are as follows:

#### Beginner level:

- Android phone - Getting to know the equipment (Telenor)
- iPhone - get to know the equipment (Telenor)
- iPad - get to know the equipment (Telenor)
- Net surfing for beginners (Telenor)
- Getting Started: Introduction Course in PC Use (Arendal Library)
- Getting Started: Introduction Course in PC Use - Internet and Email (Arendal Library)

#### Slightly practiced:

- Digital ambassadors in the Tax Administration: Tax return (Tax Administration)
- Digital ambassadors in the Tax Administration: Tax Cards (Tax Administration)
- Digital ambassadors in the Tax Administration: Relocation Report (Tax Administration)
- Learn to sign in with BankID (Difi)
- Learn to sign in with BankID on mobile (Difi)
- Learn to create the electronic ID, MinID (Difi)
- Learn to log in to public services with MinID (Difi)
- Learn to use Norge.no (Difi)
- Choose digital mailbox at Norge.no (Difi)
- Learn to update your contact information in the contact register (Difi)
- Get started with apps (Telenor)
- Social media on 1-2-3 (Telenor)

- Getting Started: Introduction Course in PC Use - Public Services and Banking on the Internet (Arendal Library)
- The digital citizen (Windows, internet, search, security, etc.) (AOF Østfold / Østfold cultural development)
- Take, save and share pictures (Telenor)
- Digipost - Introduction and Guidance (The Post)
- e-Box - Introduction and Guidance (e-Box)
- 23 public things (Buskerud, Akershus and Vestfold County Library)

Intermediate level:

- Digital ambassadors in the Tax Administration: Division of Economics (Tax Administration)
- Smart services and apps (Telenor)
- Tips and tricks for the future (Telenor)
- Getting Started: Introduction Course in PC Use - Text Processing (Arendal Library)
- 23 mobile things (Vestfold County Library)

Even though there was not a certain age limit of participants this on program, main focus was on the elderly people. This is also the case for most of the activities provided by non-public sector, NGOs and other institutions. The idea in Norway is to give proper education to young people in schools though public education and make sure rest of the actors have more focus on the remaining part of the population to narrow the gaps in skills and competences.

Regarding the education of young people there are quite few activities provided outside the public education system as they are not as much funded as the activities provided for elder people.

## C. Reports / studies on Norwegian youth workers' digital skills

Reports on youth workers digital skills is the main gap in research in Norway, and we were not able to find any research or reports focusing on youth workers in Norway. However based on numbers from Statistics Norway on the digital skills of different age groups we are able to estimate the current situation at some level as it won't differ that much from the average skill level.

There is one research financed by Department of Culture, where a project group consisting of some of the larger NGOs in Norway maps the needs, possibilities and solutions for digitalization of NGOs in Norway. In that research they might have focused on the current situation of the youth workers as well, but the results are yet to be published.

## D. Reports / studies on Norwegian youth organizations' capacity for developing digital skills of young people

### Overview of the youth sector in your country (no of youth organizations, types of activities/services, target groups served)

LNU (National Council for Norway's youth and youth organizations) has published a comprehensive report about young volunteering in Norway in 2016. (1) The report maps the situation of the youth organizations in Norway and gives a good picture of the current situation.

In Norway all together, the youth and youth organizations have more than 400,000 registered members. Including the youth parties, the organizations have 11,000 local teams all around the country. Despite the fact that the young volunteer grows explosively, the support for the organizations does not grow as fast. The increase in support for past 10 years are immediately eaten up by increased members and costs.

The report also shows how important and profitable volunteering is to society. Figures from the Center for Research on Civil Society and Voluntary Sector showed that the state granted 4.7 billion NOK for volunteering in 2013. At the same time, volunteer and non-profit sector created values of 174 billion NOK which is really good value for money. In the child and youth organizations, which typically have few employees and many active volunteers, the gain is probably even greater.

The difference young volunteers makes for young people around the country is also emphasized. Child and youth organizations provide young people with skills, friendship, meaningful free time, democratic understanding and influence. They create good and safe communities, contribute to integration and build social capital.

Activities youth organizations provide recruits more young people to volunteering than other leisure activities. For many, this is the start of a voluntary engagement that lasts forever.

Since 2000, number of youth organizations have increased both in number and size.

Especially after the terrorist attacks on July 22, 2011, youth organizations experienced a large flow of members. Growth is taking place in a wide variety of organizations. Among the ones that grew most in 2015 are Redningsselskapet Ung (the Rescue Company Young), Natur og Ungdom (Nature and Youth), Ungdommens Sjakkforbund (Youth Chess Federation) and HEKTA (a Christian youth organization).

Here are some numbers that summarizes the youth work in Norway:

- There are almost 150 nationwide child and youth organizations.
- They engage over 400,000 paying members under 26 years.
- In 2015, there was an increase of 13,000 members.
- The organizations, including the youth parties, have more than 11,000 local teams.

The number of local teams in children's and youth organizations is around 9000. This figure has been relatively stable since the beginning of the 2000s. Local teams are scattered throughout the country,

and even the smallest towns in Norway has at least one active youth organization. In many places there are dozens of local teams that arrange diverse types of activities.

The youth and youth organizations receive both project and operating support. For most organizations, national grants from the Ministry of Children and Equality are the only key operational support they receive.

For many children's and youth organizations, access to premises is one of the biggest barriers to activity. It can go away tens of hours and thousands of dollars to track down and pay for premises to a single collection. If the rental price becomes high, the participant fee will be corresponding, and then fewer can afford. At worst, there is no gymnasium to raise, and then the whole event raises.

Trondheim municipality has made it easier to find premises by collecting most public premises on a common website: Booking base.<sup>1</sup> Here organizations can apply for fixed loans or disposable loans of premises, and can sort between room types, size of room and district. To apply, you must use your MinID user, which you can access for the year 13. The scheme is unbureaucratic and relatively easy to use, but still has some shortcomings.

### **Programs & services the youth organizations provide for developing, directly or indirectly, the young people's digital skills**

When it comes to the programs and services the youth organizations provide for young people's digital skills there are not many reports with concrete numbers and results. However, since 2016 there have been public grants given especially for providing formal or non-formal education to enhance basic skills that was mentioned in the introduction. Even though those skills include digital skills it is hard to tell how much of the grants were used to develop young people's digital skills before the report from ongoing projects have been published. Another aspect of these grants is age of the target groups. Even though the activities are provided by NGOs and youth organizations, in most cases the target groups are elderly people. At the same time, the young volunteers and youth workers providing the activities are themselves getting trained to be able to develop the digital skills of the target group. In that sense they are indirectly developing their own skills and are later able to use those on other age groups.

The grant is given under the name *Kompetansepluss frivillighet* and in 2017 there were 79 organizations who received 25 million NOK in total to provide courses and education in reading, writing, calculation, verbal and digital skills (14). Most of the activities are provided in and by humanitarian organizations, volunteer centers, prisons and libraries. The grants is 1300 NOK for one educational hour and it is possible to get additional 5000 NOK for recruiting participants.

## **Infrastructure & resources (including human resources) the organizations have or they might need to develop the young people's digital skills or the youth workers' digital skills**

When it comes to the resources the organizations have or need one of the main findings is specified in the Youth Volunteering report provided by LNU. The feedback they got from youth organizations all over the country show that the main lack of resources is access to facilities.

They usually spend tens of hours and thousands of kroner to track and pay for facilities for a simple event. If the rent is high, then the participant fees will be high as well which then affects number of people attending. In worst case organizations are not able to find a place that fits their budget and activity frame and they might need to cancel the activity.

Even though in most cities youth organizations are able to use public school's premises for free, the headmaster of each school has the final say in use of school's areas. This has shown to be a problem in many cases as organizations often get rejected when they apply to use those areas.

Trondheim municipality has made it easier for young people and youth organizations to find premises by collecting most public premises on a common website: <https://booking.trondheim.kommune.no/>

Here organizations can apply for fixed loans or one time loans of premises. They can sort by room types, size of room and district. To apply, you must use your MinID (digital national ID) user, which is available for anyone above 13 years old. You must apply 3 weeks in advance and can book a place one year ahead in the calendar. The scheme is unbureaucratic and relatively easy to use, but it still is developing and has some shortcoming at this point. As a starting point its well received by the organizations and organizations in other municipalities are waiting for similar services to be opened in their area.

When it comes to number of staff and volunteers the larger national organizations do not have any lack of resources according to the national report.

## **Degree of digitization and digital readiness of NGOs (aspects related to digitalization, in general, and digital skills, in particular, included in the strategy / mission of the NGOs).**

In this area there are a few articles and opinions from different NGOs present. However, financed by Department of Culture a project group consisting of Norway Red Cross, LNU, Norwegian Olympic and Paralympic Committee and Confederation of Sports, Norwegian Humanist Association, Norwegian Fundraising Association and The Association of NGOs in Norway started a research to map needs, possibilities and solutions for digitalization of NGOs in Norway. They have already conducted the interviews and done most of the research, and the report when ready will be sent to Department of Culture and made public.



In another research conducted by Accenture in 2016 (13), they have assessed the digital readiness for 60 NGOs in the Nordics - 15 from each country across Finland, Denmark, Sweden and Norway. In the report they sum up the finding in 5 main points.

1. NGOs need to catch up digitally.

Their assessment of 60 NGOs across Nordic countries shows that the sector is failing to unleash the full potential from digital tools. There is progress mainly within facilitating donations and social media presence. On the other hand, NGOs are struggling to embed digital tools across strategy, culture and operations.

2. Success requires deep understanding of stakeholders.

The report also points out that in order to catch up with society, NGOs need to understand and meet their stakeholders' needs. Long-term success starts with having a deep contextual understanding of stakeholders—receivers, donors, volunteers, etc.—and their needs. With strong user focus as a backbone, NGOs can develop digital solutions that solve real problems.

3. Collaborate, collaborate, collaborate

NGOs need to collaborate. Several NGOs addressing a specific stakeholder need and engaging them through existing channels they use every day (e.g. Facebook and Snapchat). This will ensure better services and access to a wider audience. Delivered in a more cost-efficient way.

4. Embed key digital competencies

To deliver on stakeholder needs through digital, NGO needs to have key capabilities in place. This calls for rethinking functions, training employees and potentially recruiting new talent. NGOs will need to balance the use of in-house and external capabilities. It can be more beneficial and cost efficient to share capabilities and train staff in collaboration with other organizations.

5. When to start?

Understand and prioritize initiatives across four key dimensions related to Digital Performance (Plan, Make, Sell and Manage), while maintaining focus on stakeholder needs. This will set NGOs in the right direction to catch up with society on digital.

## **E. Conclusions / highlights of the desk research and gaps identified in literature on the aforementioned topics**

To sum up the situation in Norway we can see that youth are already highly skilled compared to rest of Europe. The public education system is well established when it comes to teaching digital skills, and it's where the main responsibility of developing digital skills of young people lies. Private sector and NGOs have their focus on narrowing the gap between different part of the population and hence focusing mainly on the elderly people.

As most of the activities provided by NGOs quite recent the reports and result have not been fully published yet. There is also a big gap in literature when it comes to mapping the current situation of youth workers.

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## CHAPTER 2

# REPORT ON INTERVIEWS WITH YOUNG PEOPLE

### Introduction

The main purpose of the interviews was to collect information about the young people's perspective on the digital skills they need to enhance their employability. Following this purpose, SKILL IT Norwegian partner conducted interviews with 20 young people. The bellow report presents the results obtained through this research effort.

### 1. Profile of the participants

We had participants both at school, in work or unemployed. In total we had 20 participants from all over Norway but mainly from Oslo. They were informed about the project and interviewed by email and phone call. Youngest participant was 17 years old while the oldest one was 27 years old. Average age was 25, median age 23 and the gender balance was 35% women, 65% men.

### 2. Perspectives on young people's present and future skills

Young people had a lot of focus on coding as an important skill to have both as present skill and future skill. Next in line was being able to find solid, good and trustworthy information in an efficient way. Basic ICT knowledge and self-learning skills are also important. Other skills mentioned are using social media and analytical skills.

"I believe analytical skills and coding knowledge are becoming more important to land a job in today's market. Coding knowledge will probably become more important as the A.I. and robotics will take humans' place in more jobs."

When they were asked about the employers expectations the answers were slightly different. There were more focus on team-working, presentation techniques, communication skills, office tools, online marketing and content creation. Additionally being patient, self-learning and content analysis are mentioned. Young people think being able to acquire information quickly and distinguish between relevant and unnecessary information is quite important. Being a solid and competent user of social media is also one of the most mentioned skills to have.

“Currently, competency to use Office tools, profession-related softwares such as SPSS and basic coding skills are generally required by diverse professionals. I know how to use Office tools and some profession-related softwares and I believe coding skills will need to be acquired in the future.”

### 3. Assessment of young people’s digital skills and young people’s digital skills needs

When assessing their digital skills only two of them considered themselves to be above average and expressed their need to further developing their skills while rest of them considered themselves as average. The most needed skills according to them are coding, analytical skills, communication and presentations skills.

### 4. Digital skills development and ICT use among youth

When it comes to digital skill development almost all of them use internet, and free online tutorials and trainings available to learn more and gain new skills. The main tools, software and apps they are all using are Office, social media channels, Adobe or other software for photo and video editing.

“I use many mobile applications generally for personal use. For education I used Office tools mostly. I believe Office tools will probably be the most-used software in my future job.”

Regarding the advantages and disadvantages of using ICT tools there were some interesting insights. One of them was being too much dependent on them and that we would not be able to work of function without being online or having the tools available. The advantages are of course being able to work more efficient and making the work less challenging.

What they find most challenging in using ICT tools and /or developing digital competencies is having patience as it might take time and practice to really develop your skills. Another thing they find challenging is how fast the technology changes. Something they spend days or weeks to learn might end up getting obsolete in a short time, which makes them wonder if it’s something worth investing time in.

## 5. Young people's previous experience with the NGO sector in regards to youth workers' digital skills

Related to youth workers digital skills, very few of them had enough experience or interaction to be able to assess their skills. Those who had, assessed their skills to be below average and that it could and should be much better. This is not something young people paid attention to while they were involved with NGOs. One mentioned that there is a big gap in youth workers skills as some has very good skills while some lacks the skill set needed to reach the youth by digital tools.

## 6. Conclusions and other relevant insights

The feedback from young people show that they are quite well-aware of what awaits them in the future and know that they must keep updating themselves and gain new skill as much as possible. They are also aware of the effort and time it takes to gain those skills which also makes them picky about which skills to learn and prioritize. There is an interesting amount of focus on coding skills and young people think it will be a necessary skill to have in the future.

## CHAPTER 3

# REPORT ON INTERVIEWS WITH EMPLOYERS

### Introduction

The main purpose of the interviews was to collect information about the employers' needs and expectations with regards to young people's digital skills. The interviews also focused on the expectations of the employers towards youth organizations and youth workers' contribution in the area of digital skills, in the process of preparing young people for future jobs. Following this purpose, SKILL IT Norwegian partner interviewed two employers from Oslo. The bellow report presents the results obtained through this research effort.

### 1. Profile of the interview participants

We had interviews with two employers in Oslo, one of them is in retail business and have several shops in city center. The other one is working in IT-industry with background in software development and is HR-person of the company.

### 2. Perspectives on young people's present and future skills

Both employers thinks that young people today have the necessary basic digital skills and are able to easily gain new digital skills as most of the new technology comes natural and they are able to relate to. For future skills they want to have more people with good skills in team-working and are able to handle information in an efficient way. For the one in retail business it was a big focus on using spreadsheets to collect and analyse data. For the one in IT sector flexibility was more important, as they already give quite a lot of trainings to new employers and is important that young people are able to learn new skills quite fast.

### 3. Perspective on young people's digital skills: expectations and required competencies

One quite interesting point that was made was the lack of personal and communication skills that young people have as they are much more difficult to teach as employer than basic digital skills. Other

than that e-commerce is getting more important and they need young people who can build or modify a website. Create good marketing content both as photos and text. At the same time have the necessary skills to analyse the data and information they have to be able to target correct target group and use digital tools to work in an efficient way. They also look for young people who can think differently and come with creative and better solutions on the way the business are currently being run and be a part of the R&D process of the company.

#### **4. Digital skills gaps among young employees/candidates and companies' ways of addressing them**

The employers look for results on previous work and how the young candidates present those. Their skills in communication, reaction to unexpected and how to deal with unknown situations are quite important. Employers are aware that young employees need to be trained anyway and they are looking for the candidates that are efficient in learning new things and can adapt to prompt changes.

#### **5. Obstacles impeding digital skills development and limits to using ICTs by young people**

Employees see that the way young people are communicating today might get way too much online and non-formal and it takes time to make them ready for the market in the area of communication. They might also get stuck on specific types of digital tools and are resistant to changes and learning new tools and technology. Especially in the retail market communication part was emphasized a lot as that was area they needed to work most on, which they think is caused by too much ICT usage.

#### **6. Standpoints on stakeholders involved in developing digital skills in youth**

The employers both agree on that everyone has a role in developing digital skill for young people and future generation. Starting from childhood parents and family should be involved to make sure kids have a healthy relationship to technology and its usage. Then you have public education that has to be in good contact with the jobmarket to map the needed skills and set the fundamental of those skills. Extracurricular activities such as getting involved in volunteer organizations and having the possibility to use their skills in practice before entering the job market is considered as an advantage.



## 7. Conclusions and other relevant insights

Generally employers are pleased with the basic digital skills youth have when they enter the job market and what they really look for is for them being able to acquire new skills efficiently and being able to adapt to changes without big challenges. They were more worried about lack of personal skills like team working and communication, which employers find harder to teach young employees in a short time.

## CHAPTER 4

# REPORT ON INTERVIEWS WITH YOUTH WORKERS

### Introduction

The main purpose of the interviews was to collect information about the needs of youth workers in terms of the knowledge, competencies and skills required to provide meaningful and sustainable programs and services that develop young people's digital skills. We also aimed to collect information about the needs of youth workers to grow their own digital skills and through that, the capacity to offer high quality and innovative youth services. Following this purpose, SKILL IT Norwegian partner organized interviews with 20 youth workers from different youth organizations. The bellow report presents the results obtained through this research effort.

### 1. Profile of the participants

We had a good variety of NGOs that participated in the interviews both geographically and by type of NGO. In total we had 20 participants from all over Norway most of them being national NGOs. They were informed about the project and interviewed by email and phone call. Youngest participant was 21 years old while the oldest one was 38 years old. Average age was 29, median age 28 and the gender balance was 65% women, 35% men.

### 2. Perspectives on young people's present and future skills

Creative thinking, time management, social competence, and problem-solving skills are the most mentioned skills young people need to have to able to enter the job market. This comes in addition to a relevant degree from a higher education institute (Bachelor or higher) and work experience. There is also focus on ethics, teamwork and being able to gain new skills easily.

"Young people need to have good communications skills, excellent analytical and research skills, interpersonal abilities, be a problem solver, and have integrity and well-founded moral values. I think these skills are needed now and in the future as well."

### 3. Assessment of young people's digital skills

When it comes to current digital skills of young people most of the participants agree on that youth today have most of the basic skills like Microsoft Office, social media publishing and basic understanding of how things work. What is needed is more skills in critical thinking, analyzing information, digital etiquette and security. Young people must be able to keep up with the development and quickly adapt to new tools. More focus on teamwork problem-solving and interpersonal skill is needed.

"IT skills and communication competences. There is not enough focus on another important one: interpersonal skills. team working and problem solving."

### 4. NGOs' and youth workers' role in developing digital skills in young people

NGOs are looked at as a great environment for young people to test their skills and knowledge in real life and get some work experience. This can be anything from setting up a budget in Excel to learn using other digital tools and software than they were taught in schools.

Another role NGOs can have, is filling the gap between the education system and job market. It is mentioned that the market changes faster than the school system and curriculum can be updated. NGOs can help young people be updated. Economy and lack of resources seem to be a problem for NGOs to do more in that area.

For those NGOs having the necessary resources, it is suggested to arrange more seminars, courses, trainings to develop young people's digital skills.

"First, it's important for NGO's to assess the needs of the youth in its community and then determine the specific training needed. NGO's can organize classes for Digital etiquette and Security and Privacy on the Internet."

When we asked the participants to assess their level of digital skills most around 45% considered themselves average while 55% was above average. Their main source of knowledge and the way they acquire digital skills are through formal education, free online courses, at work and self-interest. They are all personally contributing to development in this area by sharing their knowledge and teaching others what they know.

## 5. Standpoints on programs and services aiming to develop young people's digital skills

Main programs and services that should exist are more courses on digital skills that are not that much focused on by the public education system and the ones that are more in demand by the job market such as Digital Management skills, Digital etiquette, Security and Privacy on the Internet. Another area mentioned is creating environment for young people to experience the ethics, usage and challenges with technology.

## 6. Conclusions and other relevant insights

Youth workers consider that creative thinking, time management, social competence, and problem-solving skills are the most important skills young people need to have to be able to enter the job market; when it comes to current digital skills of young people most of the youth workers agree that young people have the basic needed skills, but they should develop more skills in critical thinking, analyzing information, digital etiquette and security on the Internet. The role of NGOs in the development of the digital skills of young people could be seen in filling the gap between the education system and the job market; however, 45% of the youth workers still consider their level of digital skills as an average level.

# CHAPTER 5

## REPORT ON INTERVIEWS WITH SENIOR MANAGERS OF YOUTH SERVICES

### Introduction

The main purpose of the interviews was to collect information about the senior managers' perspective about the digital skills needs of the youth workers and the readiness degree to use certain ICTs in their organization/ develop certain digital competencies in youth workers. Besides that, the interviews collected information about the types of programs and services that are currently developed or could be developed by NGOs to increase young people's digital skills. Following this purpose, SKILL IT Norwegian partner interviewed 15 senior managers from youth organizations all around the country. The bellow report presents the results obtained through this research effort.

### 1. Profile of the interview participants

We had a good variety of NGOs that participated in the interviews both geographically and by type of NGO. In total we had 15 participants from all over Norway most of them being national NGOs. They were informed about the project and interviewed by email and phone call. Youngest participant was 21 years old while the oldest one was 74 years old. Average age was 41, median age 37 and the gender balance was 53% women, 47% men.

### 2. Perspectives on young people's present and future skills

*Question: Generally speaking, what skills and competencies young people need to have to enter today's labor market? What are the future skills that will be required by employers from young people who will enter the labor market?*

Even though there were various feedback on this area most of the participants motioned basic digital skills and the ability to acquire new skills easily. A few mentioned the ability to acquire new skills to be more important than already having those skills. As basic skills using, Mac/PC, tablet and mobile devices was mentioned as well as office software as Word and Excel. Another emphasis was on being able to do searches in an efficient way, data analysis and online publishing. Social skills and being good in communications, teamwork is also important which also included being fluent mainly in Norwegian and

other foreign languages. As a future skill being able to adapt to changes quickly is important, as tasks and the way we work is in continuous change.

To be able to enter the labor market a relevant degree and work experience was mentioned along with experience from volunteering.

“Ability to learn to use digital tools are more important than education in a specific software. I think for most people growing in today's society this comes naturally. Learning good searching techniques will be quite important.”

### 3. Assessment of young people's digital skills

*Question: What types of digital skills are currently required by employers? What digital skills do young people already have and what are the ones that need to be acquired?*

*Are there any disadvantages/ limits to using ICTs and developing digital skills in young people, when referring to both their professional and personal lives?*

Almost all the participants unite around the impression that young people already have the required digital skills for the work they are doing and is being demanded by employers. At the same time most of the employers provide training in the digital tools they are using. What young people lacks in digital skills is processing information analyzing and the ethical part of ITC usage. The skills mentioned in the P21 framework is considered to be really important in any circumstance and should be part of all kinds of education for everybody. Marketing, using social media, and source criticism/information evaluation are important skills that many employers are asking for.

As disadvantages following points were made: being less social in real life, loneliness, having less attention span, not being able to concentrate, forgetting the importance of relationship competence and communication skills.

### 4. NGOs' role in developing youth's digital skills and standpoints on programs and services aiming to develop young people's digital skills

*Question: In general, what is the role of the NGO sector/ youth sector in developing digital skills in young people? How can NGOs help to address the gaps in the digital skills, knowledge and competence of the young people?*

One of the most interesting findings here was that almost all the participants mentioned that the NGOs actually do not have a big role in this area at the moment and that it actually is the young people who brings digital skills into organizations. When it comes to addressing the gaps in digital skills, most of them see that as an additional activity that they don't have resources for, as the NGOs already are quite busy with their main activities. However, many mentions basic courses especially in source criticism and

ICT ethics as something they could and should provide their members. There is also need for more free courses in developing digital skills.

## 5. Assessment of youth workers' digital skills and NGOs' digital competencies needs

*Does your organization currently provide programs and services that develop (directly or indirectly) young people's digital skills? If YES, Briefly describe those programs and services? Who usually decides what type of programs and services will be developed? If NO, Do you intend to address somehow the digital skills of young people through future programs and services? When and exactly how?/Why there is no such intention? Thinking of your NGO, what are the digital skills and competencies requirements for a youth worker from your organization?*

*How would you assess the level of digital skills of the members of your organization?*

*What are the current skill gaps in terms of digital skills among youth workers from your organization?*

*How are these digital skills gaps being addressed by your organization, if it is the case?*

Most of the participants do not have any programs and have no specific plans either. A few of them are providing or are about to start some basic trainings. Even though most of them show their youth workers how they are using different digital tools within their organization as email, google drive etc. they also mention that people mostly have those skills already.

When it comes to the required digital skills and competences basic skills are mainly enough for most. The skills mentioned P21 framework are also a good set of requirements for a few NGOs. In general, having above average skills in Word, Excel, email, content creations and publishing are being required. Almost all the participants consider themselves and their youth workers to be average in digital skills. Some of the participants mentioned the need of having skills in the more advanced part of ICT as setting up servers building and developing websites as they mostly have to pay external people to do that kind of jobs.

The skill gaps in organizations are also as the general population. The elder people have less skills than the younger people in the NGOs. There are of course some areas that each person has more expertise in different areas. To fill the gaps, some provide trainings while a few lacks the resources to do anything concrete about it.

## 6. NGOs' digital readiness

*Does your organization have a digital skills strategy or/ and vision? Which aspects related to digitalization, in general, and digital skills, in particular, are included in the strategy of your organization? In the daily activity of your organization what types of ICTs (technology, software) do you use on a constant basis? In the future, do you intend to use ICTs to improve the overall management of your organization?*

Almost 50% of the participants do not have a specific strategy or vision. Two of them are working to be fully digitalized in their work within 2-3 years. Regarding the ICT tools they are using almost all of them use Microsoft Office, Google Drive or Dropbox for file sharing, Adobe Suite and Wordpress. They also have their own membership and accounting software. Then there is general hardware like computers, printers, photo and video equipment that are being regularly used.

When it comes to new tools and equipments for their organizations most of them are pleased with their current situation. Some are trying to focus on more paperless workplace and online meetings and communication.

## 7. Conclusions and other relevant insights

Some additional insights were about the elder people's lack of interest in developing themselves and gaining new digital skills. A few mentioned the importance of growing and updating to the digital age not faster than they are able to as to update too often may cause unnecessary use and waste of resources. To sum up the senior managers view on the topic both the young people and youth workers are quite well prepared and have most of the digital skills required. However they should be able to adapt to changes and gain new skills easily. The NGOs themselves are mainly able to make sure their staff and youth workers have the necessary digital skills they need for their work in the NGO. However, they lack the resources needed to take it to the next step and provide training to rest of the society to narrow the gap in digital skills. Those who have resources are already working towards a more digital future and are preparing their NGO to implement and make use of digital tools available for their work.



# APPENDIX 1 - INFORMATION, MEDIA AND TECHNOLOGY SKILLS (P21 FRAMEWORK)<sup>[1]</sup>

INFORMATION LITERACY	MEDIA LITERACY	ICT LITERACY
<b>Access and Evaluate Information</b> Access information efficiently (time) and effectively (sources)  Evaluate information critically and competently  <b>Use and Manage Information</b> Use information accurately and creatively for the issue or problem at hand  Manage the flow of information from a wide variety of sources  Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	<b>Analyze Media</b> Understand both how and why media messages are constructed, and for what purposes  Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors  Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media  <b>Create Media Products</b> Understand and utilize the most appropriate media creation tools, characteristics and conventions  Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	<b>Apply Technology Effectively</b> Use technology as a tool to research, organize, evaluate and communicate information  Use digital technologies (computers, PDAs, media players, GPS, etc.), communication or networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy  Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

[1] Retrieved from

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)