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YOUTH

The Use of Real and Virtual Space Among Youth and Youth Workers

Research Report

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About the project

CONNECT ACT YOUTH

This project aims to set up 3-years' Framework Partnership Agreements with European Civil Society Organizations. The cooperation will promote youth policy transfer, learning and support on EU objectives and priorities among the relevant stakeholders in the participating countries as well as relay their views to the Commission. Such cooperation contributes to create a broad sense of ownership in relation to EU actions and youth policies and to take into consideration ideas and concerns of civil society at all levels. The project enhances the active involvement of civil society stakeholders, for promoting their participation in the Erasmus+ Programme, the European Solidarity Corps and other European Union programmes and for disseminating youth policy, programme results and good practices among stakeholders through their networks and beyond.

Cooperation with civil society organizations in the field of youth is necessary for raising awareness about the EU Youth Strategy and the legacy of the European Year of Youth. Cooperation with civil society organizations is also instrumental in providing the Commission with analysis and advice on the main youth priorities, especially those established under the EU Youth Strategy. Cooperation with civil society organizations in the youth field is essential in realizing the principles of youth participation in democratic life as laid down in article 165 of the Treaty on the Functioning of the European Union and the EU Youth Strategy.

OBJECTIVES:

- To develop technical and pedagogical skills of youth workers and partners in terms of support of young people, including those with fewer opportunities in the context of non-formal education, through the project network where they can exchange practices, promote life-long non-formal learning and develop tools and European mobility activities.

- To create synergies with public authorities and complementarily with other EU programs targeting young people, with a view to increasing the impact of our activities on political agendas at local, network level and beyond, following the objectives of the European Year of Youth focusing on the engagement of young people in the creation and management of physical and virtual spaces for themselves and their peers.

- To strengthen the commitment and cooperation of European civil society actors who are members of our network in order to jointly develop practices encouraging the participation of young people in democratic life, promoting their social inclusion and adapting to the green and digital transition, in line with the EU Youth Strategy.

- To offer more opportunities to young people from the member communities of the network, including youth with fewer opportunities to participate in the various forms of learning mobility, on site and remotely, to develop their skills and spirit of initiative, by exchanging with other young people from the EU.

- To strengthen the commitment of young people in activities of active citizenship and participation in democratic life in the EU, by involving them in reflection, creation, animation, management and operation of virtual and real spaces intended for young people, including vulnerable young people.

As part of the three-year activity plan in the project, research on the accessibility, experiences, and usage of real and virtual space among youth and youth workers is planned and implemented. This document presents the basic findings of the conducted research.

Executive Summary

A total of 257 young individuals aged up to 35 years, as well as 95 youth workers, participated in the conducted research.

Youth Survey

The survey on youth engagement in both real and virtual spaces revealed diverse demographics, highlighting a balanced representation of gender, age, education levels, and employment statuses. Virtual spaces, particularly on popular platforms like Instagram and TikTok, play a significant role in youth engagement, while physical youth spaces face challenges such as limited availability and discrimination. The interest in community-driven initiatives signals a desire for active participation in enhancing public spaces for youth. Recommendations focus on inclusive design, community engagement, awareness campaigns, enhanced technology access, flexible opening hours, sustainability initiatives, and a continuous feedback mechanism.

Youth Workers Survey

The survey on youth workers demonstrated a predominantly female demographic with varying educational backgrounds and roles. Online platforms are widely used, but challenges like limited technology access persist. Physical spaces remain essential for 79.7% of youth workers, with challenges including resource limitations and administrative hurdles. Recommendations include enhancing online (Digital) skills, addressing online challenges, investing in physical spaces, promoting inclusivity, advocating for supportive policies, and providing continuous training. These recommendations aim to optimize youth work in both virtual and physical spaces, meeting the diverse needs of young people effectively.

Research methodology

The research was conducted from July to October 2023 using online questionnaires for youth and questionnaires for youth workers. The questionnaire was originally created in the English language but was subsequently translated into 12 other languages, namely: Bulgarian, Czech, Estonian, French, Greek, Italian, Polish, Portuguese, Russian, Spanish, and Turkish. Therefore, the questionnaire was available in a total of 13 languages.

Aim of the research

The actual goal of the research is to explore the availability of real and virtual spaces for youth, their experiences in using them, and the identification of challenges and needs to overcome them by introducing various activities by project partners. Consequently, the data obtained in this research should serve as a basis for informed decision-making by partners in defining future activities aimed at youth in communities and youth workers.

In addition to this general goal, the research had the following specific objectives

- To understand how young people from the partner countries (including young people with fewer opportunities) use the real and virtual spaces intended for them, and to assess their involvement in term of the use and the management of those spaces.
- Optimize and streamline the operations, the use and the management of real and virtual spaces frequented and used by young people living in the partner countries.
- Evaluate and optimize the roles of the partners' youth workers, mentors and E-mentors in terms of supporting and mentoring young people to use and to manage in appropriate way their real and virtual spaces.

A total of 257 young individuals aged up to 35 years, as well as 95 youth workers, participated in the conducted research.

	Which of the following groups do you primarily belong to:	
	n	%
I am a young person under 35 years old	257	73.0%
I am a person who actively works with young people (youth worker, teacher, mentor, etc.)	95	27.0%
Total	352	100.0%

Survey for youth

This section of the document presents the research results with young individuals and consists of an overview of the basic demographic characteristics of the participants, the availability of real and virtual spaces for youth, their experiences in using them, identified barriers and challenges in using both real and virtual spaces. Additionally, this section includes basic conclusions of the research accompanied by specific recommendations derived from these conclusions.

Demographic characteristics of youth

The survey gathered responses from 257 youth participants, revealing a diverse representation of genders. The majority, constituting 52.5%, identified as Female, while 42.0% identified as Male. A notable 3.9% identified as Non-binary, reflecting recognition of gender diversity within the sample. Additionally, 1.6% of participants chose not to disclose their gender.

	What is your gender?	
	N	%
Male	108	42.0%
Female	135	52.5%
Non-binary	10	3.9%
Prefer not to say	4	1.6%
Total	257	100.0%

The respondents' ages ranged from a minimum of 14 years to a maximum of 45 years. The average (mean) age of the participants is 23.01 years, with a standard deviation of 5.228. The standard deviation indicates a moderate amount of variability in ages around the mean. This suggests that while the majority of participants may be around the average age, there is some dispersion in ages, emphasizing the need to consider a broad age spectrum when interpreting findings related to the management of real and virtual spaces among youth.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
How old are you? (Age in years):	257	14	45	23.01	5.228
Valid N (listwise)	257				

Histogram

Mean = 23.01
Std. Dev. = 5.228
N = 257
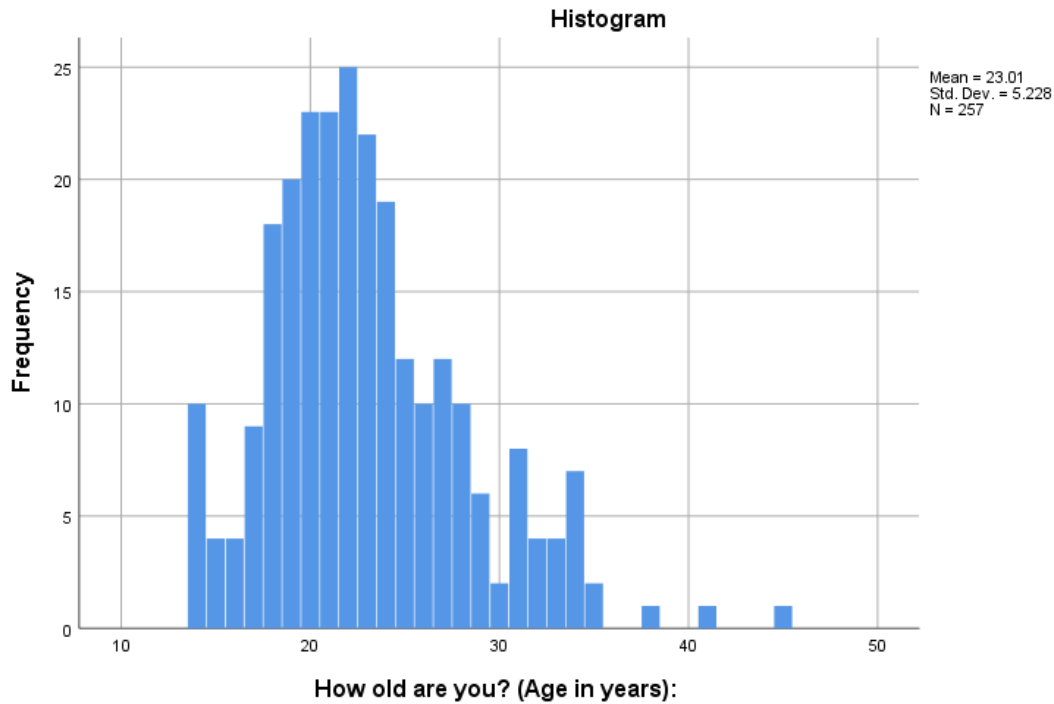
When it comes to the representation of countries, the highest representation comes from Spain, with 23.0% of participants residing there. Italy, Greece, and Bulgaria also have notable representation, each comprising over 10% of the sample. On the other hand, some countries such as Germany, Estonia, and Netherlands Antilles have minimal representation, each accounting for 0.4% or less.

	Which country do you currently reside in?	
	n	%
Greece	32	12.5%
Turkey	27	10.5%
Italy	52	20.2%
Poland	22	8.6%
Portugal	1	0.4%
Czech Republic	12	4.7%
Romania	4	1.6%
Bulgaria	31	12.1%
Germany	1	0.4%
Spain	59	23.0%
France/Guadeloupe	11	4.3%
Estonia	1	0.4%
Netherlands Antilles	0	0.0%
Other	4	1.6%
Total	257	100.0%

The majority, constituting 69.6% of the sample, reported residing in urban areas. In contrast, 30.4% of participants indicated living in rural areas. This distribution suggests a predominant urban representation in the sample, indicating that a significant portion of the respondents are from urban settings.

	Do you live in a rural or urban area?	
	N	%
Rural	78	30.4%
Urban	179	69.6%
Total	257	100.0%

The survey collected data on the educational backgrounds of 257 participants, revealing diverse levels of attainment. The majority of respondents, accounting for 48.2%, have completed high school or an equivalent level of education. A significant portion, 24.5%, holds a Bachelor's degree, while 16.3% have achieved a Master's degree. Notably, none of the respondents reported holding a Ph.D. or higher education. Additionally, 8.6% indicated completing primary education,

and 2.3% specified other forms of education. This distribution provides insight into the educational diversity within the sample and suggests potential variations in perspectives on the management of real and virtual spaces among youth based on different levels of educational attainment.

	What is the highest level of education that you have completed?	
	n	%
Primary education	22	8.6%
High school or equivalent	124	48.2%
Bachelor's degree	63	24.5%
Master's degree	42	16.3%
Ph.D. or higher	0	0.0%
Other	6	2.3%
Total	257	100.0%

The largest portion, constituting 39.3%, identified as students, highlighting the prevalence of this group in the sample. Additionally, 22.2% reported being employed full-time, 10.9% were employed part-time, and 4.7% were self-employed. Unemployed individuals accounted for 13.2% of the sample, while 3.1% were volunteers. Another 6.6% indicated other employment statuses.

	What is your employment status?	
	n	%
Employed full-time	57	22.2%
Employed part-time	28	10.9%
Unemployed	34	13.2%
Student	101	39.3%
Self-employed	12	4.7%
Volunteer	8	3.1%
Other	17	6.6%
Total	257	100.0%

The survey included responses from 257 participants, with a majority of 97.7% indicating that they do not identify as a person with special needs. In contrast, 2.3% of participants reported identifying as a person with special needs. While the percentage is relatively small, acknowledging the presence of individuals with special needs in the sample is crucial for understanding the inclusivity of the survey and potential variations in experiences related to the management of real and virtual spaces among youth.

	Person with special need	
	N	%
No	251	97.7%
Yes	6	2.3%
Total	257	100.0%

Conclusion on demographic characteristic of sample

The survey gathered responses from 257 participants, presenting a diverse sample in terms of gender, age, country of residence, residential area, education, employment status, and the presence of individuals with special needs. Gender distribution was relatively balanced, with 52.5% female, 42.0% male, and 3.9% non-binary respondents. The average age was 23.01 years, with a range from 14 to 45 years. Spain had the highest representation among countries, comprising 23.0% of participants, while urban residents constituted 69.6% of the sample. Regarding education, 48.2% completed high school, and 24.5% held a Bachelor's degree. Employment status varied, with 39.3% being students, 22.2% employed full-time, and 13.2% unemployed. Only 2.3% identified as a person with special needs. The comprehensive nature of this data allows for a nuanced exploration of how these diverse factors may influence perceptions and behaviors related to the management of real and virtual spaces among youth.

Availability of physical and virtual spaces for youth in your place ofliving

The majority of participants, constituting 72.0%, indicated the availability of real spaces intended for youth in their areas. A smaller percentage, 26.1%, acknowledged the existence of virtual spaces for youth.

A notable portion, 21.8%, reported the absence of both real and virtual spaces for youth in their places of living.

In a place where you live, is there any kind of real or virtual space that is intended for youth.

	Yes	
	n	%
Yes, real spaces	185	72.0%
Yes, virtual spaces	67	26.1%
No, there is no neither real neither virtual spaces for youth.	56	21.8%

The survey results reveal diverse patterns in the frequency of visits to physical youth spaces in the participants' areas. A notable 30.7% reported never visiting such spaces, suggesting a potential gap in engagement or accessibility. Additionally, 27.2% indicated rare visits, indicating that a substantial portion of participants infrequently attends physical youth spaces. On the other hand, 13.6% visit several times a month, 8.2% once a week, 17.5% several times a week, and 2.7% daily. This variability in visitation patterns underscores the diverse levels of engagement with physical youth spaces among the surveyed participants.

	How frequently do you visit physical youth spaces in your area?	
	n	%
Never	79	30.7%
Rarely	70	27.2%
Several times a month	35	13.6%
Once a week	21	8.2%
Several times a week	45	17.5%
Daily	7	2.7%

The survey results shed light on the primary purposes motivating visits to physical youth spaces among participants. A significant 42.2% of respondents highlighted socializing and meeting friends as the primary reason for their visits, underscoring the social aspect of these spaces. Engaging in recreational activities, such as sports and games, emerged as another prominent purpose, with 24.3% indicating this as their primary motivation. Additionally, 21.1% mentioned participating in organized events or programs as the main purpose of their visits, emphasizing the role of structured activities in attracting youth. Accessing resources and information was cited by 8.6% of participants as their primary purpose, reflecting a smaller but still noteworthy segment. A minority, 3.8%, specified other reasons for their visits, suggesting a variety of motivations that may not fit into the predefined categories. These findings offer valuable insights into the multifaceted roles that physical youth spaces play in facilitating social connections, recreational pursuits, and participation in organized events among the surveyed participants.

	What is the primary purpose of your visits to physical youth spaces?	
	n	%
Socializing and meeting friends	78	42.2%
Engaging in recreational activities (e.g., sports, games)	45	24.3%
Participating in organized events or programs	39	21.1%
Accessing resources and information	16	8.6%
other	7	3.8%

A significant majority, comprising 69.6%, indicated that they are not involved beyond being visitors, emphasizing a role focused on consumption rather than contribution to management. On the other hand, 19.5% described themselves as somewhat involved, suggesting occasional input and assistance with activities. A smaller yet noteworthy segment, 10.9%, expressed a high level of involvement, actively participating in decision-making and the organization of activities

within these spaces. These responses illuminate a spectrum of engagement, from passive visitors to actively engaged contributors, highlighting the diversity in the extent to which youth are involved in the management of physical youth spaces.

	How would you rate your level of involvement in the management of physical youth spaces?	
	n	%
Not involved - I am simply a visitor and do not contribute to management.	179	69.6%
Somewhat involved - I occasionally provide input and help with activities.	50	19.5%
Very involved - I actively participate in decision-making and organizing activities.	28	10.9%

The survey results indicate varying degrees of accessibility for individuals with disabilities or mobility challenges in the physical youth spaces within the participants' areas. A notable 37.7% reported that these spaces are not accessible for individuals with disabilities. In contrast, 35.4% indicated partial accessibility, suggesting the presence of some but not all necessary features. A smaller but still significant proportion, 13.6%, reported that the physical youth spaces are fully accessible. However, 13.2% of respondents either did not know or could not answer the question, highlighting a potential lack of awareness regarding the accessibility features of these spaces.

	Are the physical youth spaces in your area designed to be accessible for individuals with disabilities or mobility challenges?	
	n	%
No, they are not accessible for individuals with disabilities.	97	37.7%
Partially, some accessibility features are available.	91	35.4%
Yes, they are fully accessible.	35	13.6%
I don't know or cannot answer on this question	34	13.2%

A majority of respondents, constituting 83.3%, reported not facing any barriers. Conversely, 16.7% indicated having encountered barriers, suggesting challenges in their access or utilization of these spaces.

	Have you ever faced any barriers or challenges in accessing or utilizing real or virtual youth spaces?	
	n	%
Yes	34	16.7%
No	169	83.3%

The survey results underscore the diverse challenges and barriers faced by participants in accessing or utilizing real and virtual youth spaces. A significant majority, ranging from 93.4% to 98.1%, reported encountering various obstacles. Common challenges include limited opening hours, lack of transportation options, insufficient resources or facilities, language barriers, discrimination or exclusion, and limited internet or technology access. These findings highlight the multifaceted nature of the hurdles that participants experience, encompassing both physical and digital spaces. Additionally, the high percentages across these challenges emphasize the

pervasive nature of these barriers, suggesting a need for comprehensive strategies to enhance the accessibility and inclusivity of youth spaces.

Barriers or challenges you have faced

	Not selected		Yes	
	n	%	n	%
Limited opening hours	240	93.4%	17	6.6%
Lack of transportation options	244	94.9%	13	5.1%
Insufficient resources or facilities	242	94.2%	15	5.8%
Language barriers	252	98.1%	5	1.9%
Discrimination or exclusion	246	95.7%	11	4.3%
Limited internet or technology access	251	97.7%	6	2.3%

The survey captured insights into the average time participants spend in virtual youth spaces per week, encompassing online communities, e-learning platforms, and social media groups. A notable portion, constituting 17.9%, reported spending less than 1 hour per week in these virtual spaces. A larger segment, representing 37.3%, dedicates 1-3 hours weekly, while 26.9% reported spending 4-6 hours. A smaller proportion, 4.5%, indicated 7-10 hours, and 13.4% reported spending more than 10 hours per week in virtual youth spaces.

	On average, how many hours do you spend in virtual youth spaces (e.g., online communities, e-learning platforms, social media groups) per week?	
	n	%
Less than 1 hour	12	17.9%
1-3 hours	25	37.3%
4-6 hours	18	26.9%
7-10 hours	3	4.5%
More than 10 hours	9	13.4%

The survey results illuminate the diverse online platforms and websites frequently used by participants for virtual youth spaces. Instagram emerged as a popular choice, with 78.6% of respondents indicating its frequent use, emphasizing its role as a key platform for virtual interactions. Facebook, a longstanding social media giant, was also widely utilized, with 89.5% reporting its frequent usage. Snapchat and TikTok, known for their dynamic and visually engaging content, were utilized by 94.6% and 88.7% of participants, respectively, indicating the prominence of these platforms among youth. Discord, a platform designed for community engagement, was chosen by 92.6% of respondents, highlighting its significance in facilitating virtual connections. Additionally, 94.2% of participants reported using some e-learning platforms for virtual youth spaces, underscoring the multifaceted nature of online engagement, which extends beyond social media to educational platforms. These findings provide valuable insights into the preferred virtual spaces of youth, emphasizing the need for a nuanced understanding of the diverse platforms that contribute to their online experiences..

Which online platforms or websites do you frequently use for virtual youth spaces?

	Not selected		Yes	
	n	%	n	%
Instagram	202	78.6%	55	21.4%
Facebook	230	89.5%	27	10.5%
Snapchat	243	94.6%	14	5.4%
TikTok	228	88.7%	29	11.3%
Discord	238	92.6%	19	7.4%
Some e-learning platforms	242	94.2%	15	5.8%

The survey revealed participants' attitudes toward participating in a community-driven initiative aimed at revitalizing or transforming underutilized public spaces for the benefit of young people. A notable 54.9% expressed a positive interest in such initiatives, indicating a willingness to actively contribute to community-driven efforts. On the other hand, 9.7% responded with a definitive "No," suggesting a lack of interest or availability for participation. A significant portion, comprising 35.4%, indicated a "Maybe" stance, suggesting a potential openness to participation pending further details or considerations.

	Would you be interested in participating in a community-driven initiative to revitalize or transform an underutilized public space for the benefit of young people?	
	n	%
Yes	141	54.9%
No	25	9.7%
Maybe	91	35.4%

Participants were asked to express their preferences for allocating additional resources or funding to enhance public spaces for youth in their community, and the responses reflect a diverse range of priorities. Nearly half of the participants, at 46.7%, expressed interest in developing new spaces, indicating a desire for the creation of entirely new facilities to meet the needs of the youth population. A slightly larger portion, constituting 52.5%, emphasized the importance of upgrading existing facilities, suggesting a recognition of the value in enhancing and modernizing current spaces for improved usability. Improving accessibility features garnered interest from 35.8% of respondents, underscoring the importance of inclusivity in public spaces. Additionally, a substantial 38.9% expressed a preference for allocating resources toward promoting sustainability and green initiatives, showcasing a commitment to environmentally friendly and sustainable development practices.

If you could allocate additional resources or funding to enhance public spaces for youth in your community, where would you prioritize the investment?

	Yes	
	n	%
Developing new spaces	120	46.7%
Upgrading existing facilities	135	52.5%
Improving accessibility features	92	35.8%
Promoting sustainability and green initiatives	100	38.9%

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Conclusions on survey for youth

Based on the survey results and analyses, here is a summary of main findings, conclusions, and recommendations:

Main Findings:

The survey captured a diverse demographic representation, including participants from various countries, education levels, and employment statuses.

The majority identified as either male or female, with a smaller percentage identifying as non-binary or preferring not to say.

Virtual spaces, particularly on platforms like Instagram, Facebook, Snapchat, TikTok, and Discord, play a significant role in youth engagement.

Real spaces for youth are less prevalent, with about 28% reporting their availability.

A range of challenges and barriers were identified, including limited opening hours, lack of transportation options, insufficient resources, language barriers, discrimination, and limited technology access.

Engagement with physical youth spaces varies, with a notable percentage never or rarely visiting.

The primary purposes for visiting physical youth spaces include socializing, engaging in recreational activities, participating in organized events, and accessing resources.

Accessibility features in physical youth spaces are varied, with some spaces not being accessible for individuals with disabilities.

Language barriers and discrimination were reported as challenges in virtual spaces.

A significant percentage of participants expressed interest in participating in community-driven initiatives to revitalize public spaces for youth.

Preferences for allocating resources include developing new spaces, upgrading existing facilities, improving accessibility features, and promoting sustainability.

The findings highlight the importance of both real and virtual spaces in youth engagement, emphasizing the need for a balanced approach to community planning.

Barriers and challenges in accessing and utilizing youth spaces, both physical and virtual, underscore the necessity of inclusive design and targeted interventions.

The interest in community-driven initiatives signifies a willingness among participants to actively contribute to the improvement of public spaces for youth.

Recommendations

Inclusive Design:

Prioritize inclusive design principles in the development and management of youth spaces to address accessibility challenges and ensure equal opportunities for engagement.

Community Engagement:

Foster community engagement initiatives, leveraging the interest expressed by participants, to collaboratively revitalize and transform public spaces for the benefit of young people.

Awareness Campaigns:

Implement awareness campaigns to address language barriers, discrimination, and other challenges faced in virtual spaces, promoting a more inclusive and supportive online environment.

Enhanced Technology Access:

Explore strategies to enhance technology access for youth, recognizing the role of virtual spaces and the importance of digital literacy.

Flexibility in Opening Hours:

Consider flexible opening hours for physical youth spaces to accommodate varying schedules and increase accessibility.

Sustainability Initiatives:

Integrate sustainability initiatives in the enhancement of public spaces, aligning with the preferences of participants and contributing to environmental consciousness.

Continuous Feedback Mechanism:

Establish a continuous feedback mechanism to understand evolving preferences, challenges, and needs of the youth community, ensuring that interventions remain relevant and effective.

These recommendations aim to guide community leaders, policymakers, and stakeholders in creating more inclusive, engaging, and sustainable environments for youth, both in physical and virtual spaces.

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Survey for youth workers

This section of the document presents the results of the research conducted with youth workers. A total of 95 of them responded to the questionnaire. This part of the document contains information about the demographic characteristics of youth workers, their experiences in using real and virtual spaces, as well as the difficulties they face in using them and the needs for additional support, both professionally and institutionally. Finally, a series of key findings from the research are listed, accompanied by recommendations derived from these key findings.

## *Demographic characteristics of youth workers*

The survey captured a diverse representation of gender among youth workers. The majority, comprising 61.1%, identified as female, indicating a substantial presence of women in the youth work profession. Male representation accounted for 33.7%, demonstrating a significant but somewhat smaller portion of male youth workers. Non-binary individuals constituted 3.2% of the respondents, emphasizing the diversity within the gender identity spectrum. A small percentage, 2.1%, preferred not to disclose their gender.

	What is your gender?	
	n	%
Male	32	33.7%
Female	58	61.1%
Non-binary	3	3.2%
Prefer not to say	2	2.1%
Total	95	100.0%

These statistics provide a snapshot of the age distribution among the surveyed youth workers. The age range spans from 19 to 66 years, with an average (mean) age of 38.44 years and a standard deviation of 12.060, indicating the degree of variability in ages within the sample.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
How old are you? (Age in years):	95	19	66	38.44	12.060
Valid N (listwise)	95				

Histogram

Mean = 38.44
Std. Dev. = 12.06
N = 95
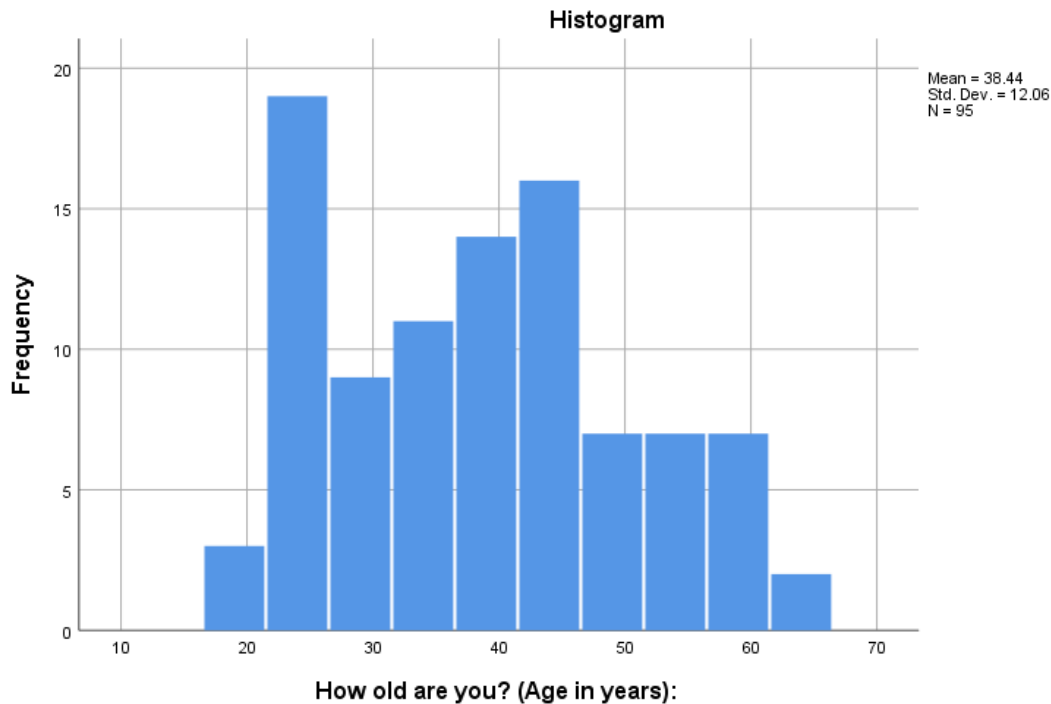
The surveyed youth workers exhibit a diverse geographic representation, reflecting their residence across multiple countries. Spain has the highest representation, accounting for 26.3% of respondents. Other notable representations include Greece, Turkey, and Italy, each comprising around 14.7% of the surveyed youth workers. Romania also has a significant presence, with 12.6%. Estonia, Bulgaria, and the Czech Republic contribute to the diversity, each representing smaller but noteworthy percentages. It's interesting to note the absence of respondents from Germany, France, and the Netherlands Antilles in this sample.

	Which country do you currently reside in?	
	n	%
Greece	14	14.7%
Turkey	14	14.7%
Italy	13	13.7%
Poland	2	2.1%
Portugal	1	1.1%
Czech Republic	3	3.2%
Romania	12	12.6%
Bulgaria	5	5.3%
Germany	0	0.0%
Spain	25	26.3%
France	0	0.0%
Estonia	4	4.2%
Netherlands Antilles	0	0.0%
other	2	2.1%
Total	95	100.0%

The survey indicates that the majority of the surveyed youth workers reside in urban areas, accounting for 72.6% of the respondents. In contrast, 27.4% reported living in rural areas. This distribution suggests that a significant proportion of youth workers operate within urban environments, aligning with the typical concentration of professional opportunities and services in more densely populated areas.

	Do you live in a rural or urban area?	
	n	%
Rural	26	27.4%
Urban	69	72.6%
Total	95	100.0%

The educational profile of the surveyed youth workers is diverse, reflecting varying levels of academic attainment.While a small percentage, 1.1%, completed primary education, a larger proportion, 14.7%, finalized their high school education or its equivalent. A significant number of respondents, constituting 44.2%, hold bachelor's degrees, highlighting the prevalence of

undergraduate education in the surveyed group. Further emphasizing a commitment to advanced education, 31.6% have completed master's degree programs, indicating a substantial portion of youth workers with specialized training. Additionally, 8.4% of respondents have achieved the highest level of academic attainment, holding Ph.D. degrees or higher qualifications.

	What is the highest level of education that you have completed?	
	n	%
Primary education	1	1.1%
High school or equivalent	14	14.7%
Bachelor's degree	42	44.2%
Master's degree	30	31.6%
Ph.D. or higher	8	8.4%
other	0	0.0%
Total	95	100.0%

The surveyed youth workers display a diverse range of employment statuses, offering a comprehensive picture of their professional engagements. The majority, constituting 60.0%, are employed in full-time positions, indicating a substantial portion of youth workers actively committed to full-time professional roles. Another noteworthy segment, 8.4%, works part-time, suggesting a subset with flexible work arrangements or potentially engaged in multiple professional commitments. A smaller but significant percentage, 4.2%, reported being unemployed, underscoring the presence of youth workers actively seeking employment opportunities. Additionally, 6.3% of respondents are students, indicating a cohort concurrently pursuing further education alongside their youth work responsibilities. The survey also identified 11.6% as self-employed, emphasizing a notable group of individuals who have chosen entrepreneurial paths in their youth work endeavors. Volunteerism is evident among 6.3% of respondents, reflecting a commitment to contributing time and skills to community or organizational causes. The "other" category, representing 3.2%, includes additional employment statuses not covered by the specified options.

	What is your employment status?	
	n	%
Employed full-time	57	60.0%
Employed part-time	8	8.4%
Unemployed	4	4.2%
Student	6	6.3%
Self-employed	11	11.6%
Volunteer	6	6.3%
other	3	3.2%
Total	95	100.0%

All surveyed youth workers indicated that they do not identify as persons with special needs, reflecting a sample where all participants self-reported as not having specific needs that would fall under the category of "persons with special needs."

	Person with special need	
	n	%
No	95	100.0%
Yes	0	0.0%
Total	95	100.0%

The survey results indicate the primary roles of the surveyed individuals within the youth work domain. The breakdown is as follows:

Youth Worker Working Directly with Youth: The majority, comprising 46.1%, identified themselves as youth workers actively engaged in direct interaction with young people. This category likely includes individuals involved in various aspects of youth development, guidance, and support.

Mentor Providing Specific Mentorship to Youth: A significant portion, 24.7%, identified as mentors providing targeted mentorship to youth. This group likely focuses on offering personalized guidance and support to young individuals in specific areas.

Teacher Working with Children and Youth: Another segment, representing 29.2%, identified as teachers working with both children and youth. This category suggests individuals engaged in formal educational roles, contributing to the academic and personal development of young individuals.

These findings underscore the diverse roles within the youth work profession, encompassing direct youth work, mentorship, and educational roles. The varied nature of these roles highlights the multifaceted approaches employed by professionals in supporting and guiding young people in different contexts.

	What of the following describes you the most:	
	n	%
I am a youth worker working directly with youth	41	46.1%
I am a mentor providing specific mentorship to youth	22	24.7%
I am a teacher and working with children and youth	26	29.2%
Total	89	100.0%

The survey reveals the diverse institutional affiliations of the respondents in their roles supporting or working with youth. A majority, accounting for 56.2%, are actively involved in non-profit organizations, indicating a strong presence of youth workers within the non-profit sector. This group is likely engaged in a wide range of initiatives aimed at fostering the development and well-being of young individuals. Approximately 29.2% of respondents are associated with schools or educational institutions, reflecting the involvement of educators and professionals contributing to the academic and personal growth of youth within formal educational settings. A smaller but still noteworthy percentage, 4.5%, indicated their primary affiliation with community centers, suggesting a subset of youth workers actively participating in community-based programs. Around 7.9% are associated with government agencies, indicating a segment engaged in governmental youth programs, policies, or initiatives. Additionally, a small fraction, 2.2%, falls into the "other" category, representing diverse institutional contexts not covered by the specified options. These findings underscore the varied landscapes within which youth workers operate, from non-profits and educational institutions to community centers and

government agencies, reflecting the multifaceted nature of their professional engagements.

	What is your primary institution where you support or work with youth:	
	n	%
Non-profit organization	50	56.2%
School or educational institution	26	29.2%
Community center	4	4.5%
Government agency	7	7.9%
other	2	2.2%
Total	89	100.0%

Online (virtual) spaces

The survey reveals that a significant majority of the surveyed youth workers, accounting for 80.2%, actively utilize online platforms and tools as integral components of their strategies to support and engage with young people. This high percentage underscores the prevalent use of digital tools within the youth work profession, indicating a widespread recognition of the value and effectiveness of online platforms in reaching and connecting with the youth demographic. Conversely, a smaller but notable proportion, constituting 19.8%, indicated that they do not currently employ online platforms or tools for these purposes. This diversity in responses suggests that while a considerable number of youth workers embrace digital approaches, there remains a segment that may rely on alternative or more traditional methods of engagement.

	Do you use online platforms or tools to support and engage with young people?	
	n	%
Yes	65	80.2%
No	16	19.8%
Total	81	100.0%

The survey results illuminate the array of digital tools and platforms actively employed by youth workers in their efforts to engage and support young people. A predominant 55.8% of

respondents utilize social media platforms such as Facebook, Instagram, and Twitter as integral components of their strategies. This underscores the widespread recognition of social media's effectiveness in reaching and connecting with the youth demographic, leveraging these platforms for communication, outreach, and community-building.

Approximately 34.7% of surveyed youth workers reported the use of online learning platforms, showcasing a notable yet somewhat smaller proportion incorporating digital education tools. This suggests a segment of youth workers integrating online learning resources to provide skill-building opportunities and educational support for the young individuals they serve.

In the realm of youth-focused websites or forums, 15.8% of respondents indicated active participation. This signifies the engagement of a subset of youth workers in specific online spaces dedicated to addressing the unique needs and interests of young people, potentially fostering discussions, providing resources, and building virtual communities.

Collaboration and communication tools, such as Slack or Microsoft Teams, are employed by 30.5% of respondents. This finding indicates a significant portion of youth workers leveraging digital platforms to facilitate teamwork, streamline communication, and enhance coordination in their youth work activities.

Specify the platforms or tools you use.

	Yes	
	n	%
Social media platforms (e.g., Facebook, Instagram, Twitter)	53	55.8%
Online learning platforms	33	34.7%
Youth-focused websites or forums	15	15.8%
Collaboration and communication tools (e.g., Slack, Microsoft Teams)	29	30.5%

The survey provides valuable insights into how youth workers primarily utilize virtual spaces to support and engage with young people. A significant portion, comprising 62.1% of respondents,

leverages virtual spaces as a platform for sharing crucial information and resources. This underscores a commitment to disseminating valuable content and materials that cater to the varied needs and interests of the youth audience.

Approximately 35.8% of surveyed youth workers reported utilizing virtual spaces to facilitate discussions and Q&A sessions. This suggests a proactive approach to fostering interactive and participatory environments, allowing young individuals to engage in meaningful conversations and seek guidance within the digital realm.

Furthermore, a notable 50.5% of respondents use virtual spaces to promote youth events and activities. This highlights the recognition of digital platforms as effective tools for advertising and generating interest in various events and initiatives tailored specifically to the youth demographic.

Mentorship and guidance are also significant aspects of virtual engagement, with 37.9% of respondents indicating their use of virtual spaces for providing one-on-one or group mentorship. This underscores the role of digital platforms in facilitating personalized support and advice for young individuals.

Educational content creation is another prevalent use of virtual spaces, with 43.2% of respondents utilizing these platforms for developing and sharing educational materials. This signifies a focus on leveraging digital spaces for educational purposes, delivering informative and skill-building content to enhance the learning experiences of young people.

These nuanced findings collectively portray a multifaceted approach to digital engagement within the youth work profession. Virtual spaces serve as dynamic platforms for information dissemination, interactive discussions, event promotion, mentorship, and educational initiatives, reflecting the diverse strategies employed by youth workers to effectively connect with and support the young individuals they serve.

How do you primarily use virtual spaces to support and engage with young people?

	Yes	
	n	%
Sharing information and resources	59	62.1%
Facilitating discussions and Q&A sessions	34	35.8%
Promoting youth events and activities	48	50.5%
Providing mentorship and guidance	36	37.9%
Creating and sharing educational content	41	43.2%

The survey uncovered various challenges and limitations faced by youth workers in their utilization of virtual spaces for youth support. A notable 35.8% of respondents identified limited access to technology or the internet as a significant hurdle, emphasizing that barriers to technological resources may impede some youth workers in effectively reaching and engaging with young people online.

Privacy and safety concerns emerged as a prevalent challenge, with 30.5% of respondents expressing reservations about these issues in the context of virtual interactions. This underscores the importance of addressing and mitigating potential risks associated with online engagement to create a secure environment for the youth demographic.

Maintaining meaningful connections in virtual spaces proved to be a significant difficulty for 37.9% of respondents. This challenge suggests that the nature of online interactions may present obstacles to cultivating the depth and richness of relationships typically achieved through in-person engagement.

The overwhelming amount of information in virtual spaces was identified as a challenge by 32.6% of respondents. This points to the complexities of navigating and curating online content to deliver information in a manner that is accessible and meaningful for young people, without overwhelming them.

Have you encountered any challenges or limitations in using virtual spaces for youth support?

	Yes	
	n	%
Limited access to technology or internet	34	35.8%
Privacy and safety concerns	29	30.5%
Difficulty in maintaining meaningful connections	36	37.9%
Overwhelming amount of information	31	32.6%

The survey responses reflect diverse perspectives on the effectiveness of online platforms and social media in reaching and engaging with young people. A marginal 1.2% of respondents expressed that they perceive these digital channels as not effective at all in their efforts to connect with the youth demographic.

Approximately 27.2% of respondents described online platforms and social media as moderately effective, indicating a segment that perceives a moderate level of success in utilizing digital channels for youth engagement. This suggests a nuanced evaluation, acknowledging some impact while recognizing room for improvement.

A significant portion, comprising 38.3% of respondents, considers online platforms and social media somewhat effective. This indicates a substantial group that recognizes a reasonable level of success in reaching and engaging with young individuals through digital means. Their perspective suggests a positive impact but perhaps with varying degrees of effectiveness.

Furthermore, 33.3% of respondents expressed that they find online platforms and social media very effective in reaching and engaging with young people. This sizable proportion suggests a strong belief in the impactful nature of these digital tools within the realm of youth work, highlighting their potential for fostering meaningful connections with the youth demographic.

	How effective do you find online platforms and social media in reaching and engaging with young people?	
	n	%
Not effective at all	1	1.2%
Moderately effective	22	27.2%
Somewhat effective	31	38.3%
Very effective	27	33.3%
Total	81	100.0%

The survey explored the respondents' familiarity with various aspects of creating and managing learning activities in online learning environments, employing a scale ranging from "Not familiar at all" (1) to "Very familiar" (5). The findings reveal nuanced perspectives across different dimensions:

- The ADDIE Model of Instructional Design garnered a mean score of 1.7, reflecting a moderate level of familiarity among respondents. This suggests a consistent but not highly familiar understanding of this instructional design framework, as indicated by the relatively low standard deviation of 1.2.

- Creating Learning Objectives received a mean score of 3.1, suggesting a moderately high level of familiarity on average. However, the relatively high standard deviation of 1.6 indicates a wider range of familiarity levels among respondents, with some expressing lower familiarity.

- Scaling Learning Objectives on Bloom's Taxonomy showed a lower mean score of 2.0, indicating a lower level of familiarity among respondents. The low standard deviation of 1.2 suggests a more consistent perception of lower familiarity in this aspect.

- Connecting Learning Objectives with Learning Activities received a mean score of 3.2, indicating a moderately high level of familiarity. The standard deviation of 1.5 suggests some variability in familiarity levels, but overall, respondents tend to be reasonably familiar with this aspect.

- MeasuringLearning Process and Performance garnered a mean score of 3.2, reflecting a moderately high level of familiarity. The standard deviation of 1.4 suggests a moderate degree of variability in respondents' familiarity levels.

- Adapting Learning Content to the Online Learning Environment received a mean score of 3.0, indicating a moderate level of familiarity. The standard deviation of 1.5 indicates some variability in respondents' familiarity with this aspect.

- Managing E-Learning Platforms received a mean score of 2.9, reflecting a moderate level of familiarity. The standard deviation of 1.4 suggests a moderate degree of variability in respondents' familiarity levels.

- Using Various Digital Tools for Delivering Learning Content showed a higher mean score of 3.3, indicating a moderately high level of familiarity. The standard deviation of 1.4 suggests some variability, but overall, respondents consistently perceive higher familiarity in this aspect.

- Using Various Digital Tools for Learning Interactions received a mean score of 3.2, reflecting a moderately high level of familiarity. The standard deviation of 1.3 suggests some variability in familiarity levels, but an overall consistent perception of higher familiarity.

- Evaluating the E-Learning Process received a mean score of 2.9, indicating a moderate level of familiarity. The standard deviation of 1.4 suggests a moderate degree of variability in respondents' familiarity levels.

In summary, these findings provide nuanced insights into the average perceived familiarity and the variability in respondents' perceptions across different dimensions of creating and managing learning activities in online learning environments. Addressing specific areas where familiarity is lower may contribute to enhancing overall competence in navigating online learning environments effectively.

How much do you feel familiar with the following aspects of creating a managing learning activity in online learning environments

	Not familiar at all -1		2		3		4		5 - Very familiar	
	n	%	n	%	n	%	n	%	n	%
ADDIE model of instructional design	56	69.1%	7	8.6%	9	11.1%	6	7.4%	3	3.7%
Creating learning objectives	22	27.2%	9	11.1%	11	13.6%	13	16.0%	26	32.1%
Scaling learning objectives on Blooms' taxonomy	40	49.4%	16	19.8%	12	14.8%	9	11.1%	4	4.9%
Connecting learning objectives with learning activities	20	24.7%	7	8.6%	15	18.5%	17	21.0%	22	27.2%
Measuring learning process and performance	15	18.5%	11	13.6%	16	19.8%	19	23.5%	20	24.7%
Adapting learning content to online learning environment	18	22.2%	14	17.3%	12	14.8%	21	25.9%	16	19.8%
Managing e-learning platforms	19	23.5%	13	16.0%	20	24.7%	15	18.5%	14	17.3%
Using various digital tools for delivering learning content	14	17.3%	8	9.9%	19	23.5%	21	25.9%	19	23.5%
Using various digital tools for learning interactions	13	16.0%	9	11.1%	23	28.4%	20	24.7%	16	19.8%
Evaluating e- learning process	19	23.5%	9	11.1%	24	29.6%	17	21.0%	12	14.8%

How much do you feel familiar with the following aspects of creating a managing learning activity in online learning environments

	M	SD
ADDIE model of instructional design	1.7	1.2
Creating learning objectives	3.1	1.6
Scaling learning objectives on Blooms' taxonomy	2.0	1.2
Connecting learning objectives with learning activities	3.2	1.5
Measuring learning process and performance	3.2	1.4
Adapting learning content to online learning environment	3.0	1.5
Managing e-learning platforms	2.9	1.4
Using various digital tools for delivering learning content	3.3	1.4
Using various digital tools for learning interactions	3.2	1.3
Evaluating e- learning process	2.9	1.4

The data indicates that respondents recognize the importance of specific skills and training to enhance their ability to utilize online platforms and social media for youth support.

A majority of respondents (49.5%) expressed a need for training in digital communication and engagement. This underscores the recognition that effective digital communication is crucial for engaging with youth online, suggesting a desire to improve and refine communication strategies in the virtual space.

Furthermore, 42.1% of respondents identified online safety and privacy as an area where they believe additional skills or training would be beneficial. This highlights a conscientious approach to ensuring a secure and private online environment for youth, emphasizing the importance of safeguarding the well-being of young individuals in digital spaces.

Content creation and curation emerged as another significant area, with 46.3% of respondents expressing a need for skills or training in this domain. This suggests a recognition of the role of compelling and relevant content in engaging youth online, indicating a desire to improve the quality and impact of the content they create and curate.

Data analysis and measurement were identified by 43.2% of respondents as skills or training areas that would enhance their ability to utilize online platforms for youth support. This

indicates a recognition of the importance of data-driven insights in assessing the effectiveness of online initiatives, reflecting a desire to leverage analytics for more informed decision-making.

In summary, the survey reveals that respondents acknowledge the importance of specific skills and training in digital communication, online safety, content creation, and data analysis to enhance their effectiveness in utilizing online platforms and social media for youth support. Addressing these identified areas with targeted training initiatives may empower respondents to navigate the digital landscape more adeptly and support youth effectively in virtual spaces.

Are there any specific skills or training that you believe would enhance your ability to utilize online platforms and social media for youth support?

	Yes	
	n	%
Digital communication and engagement	47	49.5%
Online safety and privacy	40	42.1%
Content creation and curation	44	46.3%
Data analysis and measurement	41	43.2%

Physical (real) spaces

The data indicates that a significant majority of respondents, comprising 79.7%, regularly use physical spaces to engage and support young people. This suggests that a substantial portion of youth workers and mentors actively incorporate physical spaces into their strategies for interacting with and providing support to young individuals.

The finding aligns with the understanding that physical spaces continue to play a crucial role in youth engagement, allowing for face-to-face interactions, group activities, and the provision of direct support. This reliance on physical spaces underscores the multifaceted nature of youth work, acknowledging the importance of both online and offline environments in fostering positive and meaningful connections with young people.

Conversely, 20.3% of respondents indicated that they do not regularly use physical spaces for engaging and supporting young people. While this may reflect a preference for or emphasis on virtual platforms, it could also be influenced by external factors such as restrictions, resource availability, or the specific nature of their roles.

	As a youth worker or mentor, do you regularly use physical spaces to engage and support young people?	
	n	%
Yes	63	79.7%
No	16	20.3%
Total	79	100.0%

The data provides valuable insights into the types of physical spaces commonly employed by respondents in their roles as youth workers or mentors. A significant proportion, 33.7%, reported utilizing youth centers as dedicated spaces designed to cater to the needs and interests of young individuals. This highlights a recognition of the value of controlled and supportive environments for effective engagement and support.

Additionally, community centers were identified by 23.2% of respondents as spaces frequently utilized. These centers serve as central hubs for diverse community activities, offering a versatile setting for engaging with youth in various contexts.

Educational settings, including schools or educational institutions, were reported by 40.0% of respondents as common spaces for engagement and support. This aligns with the understanding that these environments provide structured opportunities for mentorship and engagement, given their integral role in the lives of young individuals.

A smaller percentage, 9.5%, reported using libraries as physical spaces. Libraries are seen as quiet and resourceful environments, fostering educational support and providing a conducive setting for mentoring activities.

Outdoor spaces, such as parks, were identified by 34.7% of respondents. This reflects an acknowledgment of the benefits of outdoor engagement for recreational activities, promoting physical well-being and offering a more relaxed setting for mentorship.

Please specify the types of physical spaces you commonly use.

	Yes	
	n	%
Youth centers	32	33.7%
Community centers	22	23.2%
Schools or educational institutions	38	40.0%
Libraries	9	9.5%
Parks or outdoor areas	33	34.7%

The data provides insights into the diverse ways respondents typically utilize physical spaces to support and engage with young people in their roles as youth workers or mentors. A significant majority, constituting 51.6%, reported actively hosting workshops or training sessions in physical spaces. This signifies a proactive approach to knowledge dissemination and skill-building, recognizing the value of structured learning experiences within these environments.

In parallel, an equal percentage of respondents, also at 51.6%, indicated their use of physical spaces for organizing recreational activities and sports events. This finding underscores the importance of fostering a sense of community and well-being through engaging and enjoyable activities, acknowledging the positive impact of recreational pursuits on the holistic development of young individuals.

Furthermore, 40.0% of respondents reported utilizing physical spaces for facilitating group discussions and support groups. This reflects a commitment to creating spaces that encourage open dialogue, peer support, and community-building, recognizing the social aspects of youth engagement.

Approximately one-third of respondents, at 29.5%, highlighted the use of physical spaces for providing one-on-one mentorship or counseling. This suggests a personalized and intimate approach to support, acknowledging the significance of individualized guidance and mentorship in a face-to-face setting.

Lastly, a substantial portion, 33.7%, indicated using physical spaces to offer access to resources and information. This demonstrates a commitment to providing tangible support and educational resources, making physical spaces central hubs for information dissemination and access.

In summary, the data underscores the multifaceted and comprehensive use of physical spaces by respondents. The variety of activities, including workshops, recreational events, group discussions, one-on-one mentorship, and resource provision, collectively reflects a holistic approach to supporting and engaging with young people across various dimensions of their lives within physical spaces.

How do you typically utilize physical spaces to support and engage with young people?

	Yes	
	n	%
Hosting workshops or training sessions	49	51.6%
Organizing recreational activities and sports events	49	51.6%
Facilitating group discussions and support groups	38	40.0%
Providing one-on-one mentorship or counseling	28	29.5%
Offering access to resources and information	32	33.7%

The data reveals that respondents encounter several challenges and limitations when utilizing physical spaces for youth support. A notable 38.9% reported facing difficulties related to the limited availability or access to suitable spaces. This suggests that a significant number of respondents grapple with securing appropriate venues for their youth support activities, indicating potential challenges arising from high demand or restricted access to suitable locations.

The majority of respondents, constituting 51.6%, identified insufficient resources or facilities within the physical spaces as a prevalent challenge. This underscores the critical importance of well-equipped and resourced spaces to effectively meet the diverse needs of young people and deliver comprehensive support services. The data emphasizes the necessity of addressing resource deficiencies to optimize the impact of youth support initiatives.

A smaller but noteworthy percentage, 16.8%, reported encountering safety concerns or a lack of security in the physical spaces. While not as prevalent as other challenges, issues related to safety and security can significantly impact the ability to create a conducive and secure environment for effective youth engagement and support.

Furthermore, 40.0% of respondents cited administrative or bureaucratic obstacles as challenges when utilizing physical spaces. This category encompasses hurdles related to obtaining permissions, navigating regulatory requirements, or managing administrative complexities that may impede the smooth operation of youth support initiatives.

Are there any challenges or limitations you encounter when utilizing physical spaces for youth support?

	Yes	
	n	%
Limited availability or access to suitable spaces	37	38.9%
Insufficient resources or facilities in the spaces	49	51.6%
Safety concerns or lack of security	16	16.8%
Administrative or bureaucratic obstacles	38	40.0%

The data illustrates the strategies employed by respondents to ensure inclusivity and accessibility within the physical spaces used for youth support. Approximately 31.6% of respondents reported actively implementing accessibility features, such as ramps and accessible restrooms, indicating a commitment to addressing physical barriers and creating spaces that cater to individuals with varying mobility needs.

A significant majority, comprising 42.1%, emphasized the provision of materials and resources in multiple languages or formats. This signifies a dedication to linguistic inclusivity, recognizing the diverse linguistic backgrounds of the youth served and ensuring that information is accessible to a broader audience.

Furthermore, 57.9% of respondents highlighted the creation of a welcoming and non-judgmental environment within the physical spaces. This underscores the importance of fostering an inclusive atmosphere, free from judgment, where young individuals from various backgrounds can feel comfortable and supported in seeking assistance.

Moreover, a majority of 55.8% actively promoted diversity and cultural sensitivity within the physical spaces. This commitment indicates an awareness of the significance of acknowledging and respecting diverse cultural backgrounds, thereby fostering an environment that is sensitive to the unique experiences and identities of the youth being served.

How do you ensure inclusivity and accessibility within the physical spaces you utilize for youth support?

	Yes	
	n	%
Implementing accessibility features (e.g., ramps, accessible restrooms)	30	31.6%
Providing materials and resources in multiple languages or formats	40	42.1%
Creating a welcoming and non-judgmental environment	55	57.9%
Promoting diversity and cultural sensitivity	53	55.8%

The data sheds light on the diverse methods employed by respondents to ensure inclusivity and accessibility within the physical spaces utilized for youth support. A significant majority, comprising 66.3%, actively seeks feedback directly from the young people themselves. This participatory approach underscores a commitment to inclusivity, recognizing the importance of incorporating the perspectives and preferences of the youth being served to enhance the effectiveness of the physical spaces.

Moreover, 53.7% of respondents consider attendance and participation rates as crucial indicators of inclusivity and accessibility. Monitoring these metrics provides valuable insights into the effectiveness of the physical spaces in attracting and retaining a diverse range of young individuals, serving as tangible evidence of the spaces' impact on the community.

Additionally, 31.6% reported utilizing surveys or assessments to gauge youth outcomes. This data-driven approach indicates a commitment to understanding the impact of the physical spaces on the well-being and development of the youth, ensuring that the spaces align with the intended goals and outcomes as perceived by those they serve.

Furthermore, 23.2% of respondents consider case studies and success stories as measures of inclusivity and accessibility. This qualitative approach provides a deeper understanding of individual experiences, showcasing instances where the physical spaces have positively contributed to the lives of young people and served as a valuable resource in their personal development.

How do you ensure inclusivity and accessibility within the physical spaces you utilize for youth support?

	Yes	
	n	%
Feedback from the young people themselves	63	66.3%
Attendance and participation rates	51	53.7%
Surveys or assessments of youth outcomes	30	31.6%
Case studies and success stories	22	23.2%

Conclusions on survey for youth workers

Main Findings:

Demographics:

Majority of respondents identified as female (61.1%).

The age of youth workers ranged from 19 to 66, with an average age of 38.44.

The highest level of education among youth workers varied, with 44.2% holding a bachelor's degree and 31.6% having a master's degree.

60.0% of youth workers were employed full-time.

46.1% identified as youth workers directly engaged with youth, 24.7% as mentors, and 29.2% as teachers working with children and youth.

56.2% worked in non-profit organizations, and 29.2% worked in schools or educational institutions.

Use of Online or virtual space:

80.2% of youth workers used online platforms to support and engage with young people.

Commonly used platforms included social media (55.8%), online learning platforms (34.7%), and collaboration tools (30.5%).

Challenges in Online Engagement:

Challenges included limited access to technology or the internet (35.8%), privacy and safety concerns (30.5%), and difficulty in maintaining meaningful connections (37.9%).

Effectiveness of Online Platforms:

Respondents found online platforms moderately to very effective in reaching and engaging with young people (67.7%).

Skills and Training Needs:

Desired skills for enhanced online support included digital communication and engagement (49.5%), online safety and privacy (42.1%), and content creation and curation (46.3%).

Physical Spaces

79.7% of youth workers regularly used physical spaces to engage and support young people.

Commonly used spaces included youth centers (33.7%), community centers (23.2%), and schools or educational institutions (40.0%).

Challenges in Physical Spaces:

Challenges included limited availability or access to suitable spaces (38.9%), insufficient resources or facilities (51.6%), and administrative or bureaucratic obstacles (40.0%).

The survey findings suggest that youth workers are actively engaged in both online and physical spaces to support and engage with young people. While online platforms offer opportunities, challenges related to technology access and privacy concerns need to be addressed. Physical spaces remain crucial, but resource limitations and administrative hurdles pose challenges.

Recommendations

Enhance Online Skills:

Provide training programs to enhance digital communication, online safety, and content creation skills among youth workers.

Address Online Challenges:

Develop strategies to address challenges in online engagement, focusing on improving technology access and ensuring privacy.

Invest in Physical Spaces:

Allocate resources to improve physical spaces, addressing issues of availability, resources, and administrative obstacles.

Promote Inclusivity:

Foster inclusivity within both online and physical spaces by seeking direct feedback from young people and monitoring participation rates

Supportive Policies:

Advocate for supportive policies to address resource deficiencies and bureaucratic obstacles hindering effective youth work in physical spaces.

Continuous Training:

Provide continuous training for youth workers to stay updated on evolving online platforms, technologies, and best practices in youth engagement.

These recommendations aim to optimize the effectiveness of youth work in both virtual and real spaces, ensuring that the diverse needs of young people are met effectively.

Annexes

Survey about youth spaces use and management

Dear participant,

We are excited to invite you to participate in our survey on youth spaces use and management. This survey aims to gather valuable insights into how young people, including those with fewer opportunities, utilize both real and virtual spaces intended for them, and assess their involvement in the use and management of these spaces. Additionally, we seek to optimize and streamline the operations, use, and management of these spaces for the benefit of young people in our partner countries.

Your input is crucial in helping us understand the current landscape of youth spaces and identifying areas where improvements can be made. By participating in this survey, you will play a vital role in shaping the future of these spaces, ensuring they cater to the needs and aspirations of young individuals like yourself.

Your responses will be treated with the utmost confidentiality, and the information provided will be used strictly for research purposes. It is important to provide honest and accurate responses to ensure the effectiveness of our analysis and subsequent actions.

The survey will be conducted in an online format, ensuring convenience and accessibility for all participants. Your participation is voluntary, and you have the right to withdraw at any point during the survey without any repercussions.

Thank you in advance for your valuable contribution to this study. By sharing your experiences and opinions, you will help shape the future of youth spaces and create environments that empower and support young individuals like yourself. Your voice matters, and we are grateful for your participation.

If you have any questions or require further information, please do not hesitate to reach out to us. Your feedback and engagement are highly appreciated.

Demographic data

Before we dive into exploring your experiences and opinions regarding youth spaces use and management, we kindly request your participation in a few demographic questions. These questions will help us better understand the characteristics and backgrounds of our participants, enabling us to analyze the data more accurately and gain valuable insights. So, let's proceed to the demographic questions.

1. Which of the following groups do you primarily belong to:
   • I am a young person under 35 years old
   • I am a person who actively works with young people (youth worker, teacher, mentor, etc.)

2. What is your gender?
- Male
- Female
- Non-binary
- Prefer not to say

3. How old are you? (Age in years): _____

4. Which country do you currently reside in?

   - Greece
   - Turkey
   - Italy
   - Poland
   - Portugal
   - Czech Republic
   - Romania
   - Bulgaria
   - Germany
   - Spain
   - France
   - Estonia
   - Netherlands Antilles
   - Other _____

5. Do you live in a rural or urban area?

- Rural
- Urban

6. Can you locate the place (city, town, village…) in which you live?
_____ <mark>(GEO location picker)</mark>

7. What is the highest level of education that you have completed?
- Primary education
- High school or equivalent
- Bachelor's degree
- Master's degree
- Ph.D. or higher
- Other (please specify)_____

8. What is your employment status?
- Employed full-time
- Employed part-time
- Unemployed
- Student
- Self-employed
- Volunteer
- Other (please specify)_____

9. Do you have a specific type of difficulty or multiple difficulties for which it is important to provide specific types of support in learning, work, movement, play, and so on?

- No, I do not have any difficulties
- Physical disability
- Hearing impairment
- Speech impairment
- Partial vision impairment
- 100% vision impairment
- Intellectual difficulties
- Other (Please specify: _____)

Availability of real and virtual spaces for youth in your place of living

Now, we will ask you few questions regarding the availability of real and virtual spaces for youth in a place where you live.

But, before that, we should tell you what do we mean when we say real or virtual space for youth:

Real space for youth refers to physical locations specifically designed or designated for young people. These spaces can include youth centers, community centers, recreational facilities, libraries, parks, and other similar venues where young people can gather, interact, and engage in various activities.

Virtual space for youth refers to online platforms, websites, and digital communities created for young people to connect, communicate, and participate in virtual interactions. These spaces can include social media platforms, online forums, virtual youth groups, gaming communities, and other online platforms that facilitate virtual engagement and interaction among young individuals. Virtual spaces often provide opportunities for young people to share ideas, seek support, access resources, and engage in collaborative projects in the digital realm.

Now, when we understand the real and virtual space in a same way, please answer to us on a several questions.

10. In a place where you live, is there any kind of real or virtual space that is intended for youth.
- Yes, real spaces
- Yes, virtual spaces
- No, there is no neither real neither virtual spaces for youth.

11. How frequently do you visit physical youth spaces in your area?

- Daily
- Several times a week
- Once a week
- Several times a month
- Rarely
- Never

12. What is the primary purpose of your visits to physical youth spaces?

- Socializing and meeting friends
- Engaging in recreational activities (e.g., sports, games)
- Participating in organized events or programs
- Accessing resources and information
- Other (please specify):_____

13. How would you rate your level of involvement in the management of physical youth spaces?

- Very involved - I actively participate in decision-making and organizing activities.
- Somewhat involved - I occasionally provide input and help with activities.
- Not involved - I am simply a visitor and do not contribute to management.

14. Are the physical youth spaces in your area designed to be accessible for individuals with disabilities or mobility challenges?

- Yes, they are fully accessible.
- Partially, some accessibility features are available.
- No, they are not accessible for individuals with disabilities.
- I don't know or cannot answer on this question

15. Have you ever faced any barriers or challenges in accessing or utilizing real or virtual youth spaces?

- Yes
- No

16. If yes, please select the barriers or challenges you have faced. (Multiple choices allowed)

- Limited opening hours
- Lack of transportation options
- Insufficient resources or facilities
- Language barriers
- Discrimination or exclusion
- Limited internet or technology access
- Other (please specify)

17. On average, how many hours do you spend in virtual youth spaces (e.g., online communities, e learning platforms, social media groups) per week?

- Less than 1 hour
- 1-3 hours
- 4-6 hours
- 7-10 hours
- More than 10 hours

18. Which online platforms or websites do you frequently use for virtual youth spaces?

- Instagram
- Facebook
- Snapchat
- TikTok
- Discord
- Some e-learning platforms

- Other (please specify)

19. Would you be interested in participating in a community-driven initiative to revitalize or transform an underutilized public space for the benefit of young people?

    - Yes
    - No
    - Maybe

20. If you could allocate additional resources or funding to enhance public spaces for youth in your community, where would you prioritize the investment?

    - Developing new spaces
    - Upgrading existing facilities
    - Improving accessibility features
    - Promoting sustainability and green initiatives
    - Other (Please specify)

Youth workers survey

1. What of the following describes you the most:
   - I am a youth worker working directly with youth
   - I am a mentor providing specific mentorship to youth
   - I am a teacher and working with children and youth

2. What is your primary institution where you support or work with youth:
   - Non-profit organization
   - School or educational institution
   - Community center
   - Government agency
   - Other (Please specify)

Online spaces

3. Do you use online platforms or tools to support and engage with young people?
   - Yes
   - No

3.1. If yes, please specify the platforms or tools you use.

   - Social media platforms (e.g., Facebook, Instagram, Twitter)
   - Online learning platforms
   - Youth-focused websites or forums
   - Collaboration and communication tools (e.g., Slack, Microsoft Teams)
   - Other (Please specify)

4. How do you primarily use virtual spaces to support and engage with young people? (Select all that apply)

   - Sharing information and resources
   - Facilitating discussions and Q&A sessions
   - Promoting youth events and activities
   - Providing mentorship and guidance
   - Creating and sharing educational content
   - Other (Please specify)

5. Have you encountered any challenges or limitations in using virtual spaces for youth support?

- Limited access to technology or internet
- Privacy and safety concerns
- Difficulty in maintaining meaningful connections
- Overwhelming amount of information
- Other (Please specify)

6. How effective do you find online platforms and social media in reaching and engaging with young people?
- Very effective
- Somewhat effective
- Moderately effective
- Not effective at all

7. Are there any specific skills or training that you believe would enhance your ability to utilize online platforms and social media for youth support?
- Digital communication and engagement
- Online safety and privacy
- Content creation and curation
- Data analysis and measurement
- Other (Please specify)

Real physical spaces

8. As a youth worker or mentor, do you regularly use physical spaces to engage and support young people?

- Yes
- No

8.1. If yes, please specify the types of physical spaces you commonly use.

- Youth centers
- Community centers

- Schools or educational institutions
- Libraries
- Parks or outdoor areas
- Other (Please specify)

9. How do you typically utilize physical spaces to support and engage with young people? (Select all that apply)

Hosting workshops or training sessions

- Organizing recreational activities and sports events
- Facilitating group discussions and support groups
- Providing one-on-one mentorship or counseling
- Offering access to resources and information
- Other (Please specify)

10. Are there any challenges or limitations you encounter when utilizing physical spaces for youth support?

- Limited availability or access to suitable spaces
- Insufficient resources or facilities in the spaces
- Safety concerns or lack of security
- Administrative or bureaucratic obstacles
- Other (Please specify)

11. How do you ensure inclusivity and accessibility within the physical spaces you utilize for youth support?

- Implementing accessibility features (e.g., ramps, accessible restrooms)
- Providing materials and resources in multiple languages or formats
- Creating a welcoming and non-judgmental environment
- Promoting diversity and cultural sensitivity
- Other (Please specify)

12. How do you measure or evaluate the effectiveness of utilizing physical spaces for youth support?

- Feedback from the young people themselves
- Attendance and participation rates
- Surveys or assessments of youth outcomes
- Case studies and success stories
- Other (Please specify)

13. Thank you. You have reached the end of this survey. If there is something that you'd like to share with us, please feel free to add it here:

_____

Thank you for your valuable contribution!

We sincerely appreciate your time and effort in completing this survey.

Your participation has provided us with important data and perspectives that will contribute to optimizing and streamlining the operations, use, and management of real and virtual youth spaces in our partner countries. By sharing your experiences, challenges, and suggestions, you have played an integral role in shaping the future of these spaces.

Interactive version of the research report:

https://lookerstudio.google.com/reporting/98dafd07-fc1b-468a-b4a6-ca0951a0f199/page/YBZjD

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