



youth
SKILLS

2nd round of
ySKILLS survey
(2022)
Poland

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Summary

In 2021, 2022, and 2023, as part of the ySKILLS project, we explored how the digital skills of young people from six European countries change over time. In three waves of research, the same group of teenagers answered questions about their use of digital media every year. This report briefly summarizes the results of the second wave of research, conducted in a sample of 1,340 Polish students aged 13-17 from 12 schools (primary and secondary) in the Wielkopolskie and Mazowieckie voivodships. In the report, we first contextualize the research by describing the children's background, focusing on their individual and social characteristics. We then provide data on children's daily internet access, such as time spent online and digital devices used. Below is a list of the most common and most minor everyday activities of children online; data on the digital skills of Polish teenagers in four dimensions (technological and operational, information and navigation, communication and interaction, content creation and production). Finally, we present data on the main digital risks experienced by Polish children.

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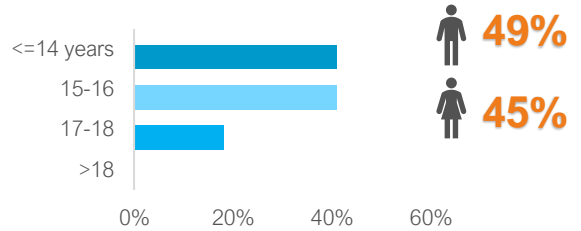
Research essentials

The European project [ySKILLS](#) investigates the level of digital skills of European teenagers and how they change as they age.

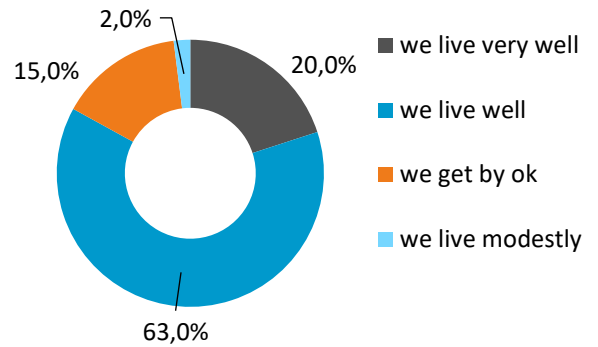
In 2021, 2022, and 2023, we followed the same group of young people from six European countries (Estonia, Finland, Germany, Poland, Portugal, and Italy). Our respondents answered questions about digital access, internet uses, and digital skills.

This report presents selected results of the second wave of research carried out in **Poland in 2022.**

Age and gender



How they live: financial comfort

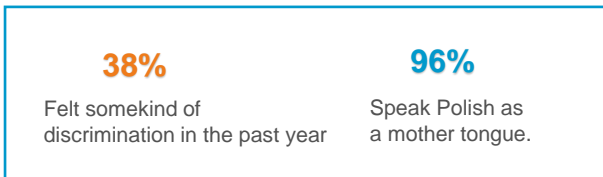


Know how to deal with problems and new situations



Respondents

1340 students from **12** schools



5 out of 10 like to explore strange places.

1 out of 3 prefers friends who are exciting and unpredictable.

2 out of 3 assess their health "good", "very good" or "excellent."

2 out of 5 have been physically active daily.
Boys were more active than girls.

9 out of 10 feel safe and supported at home.

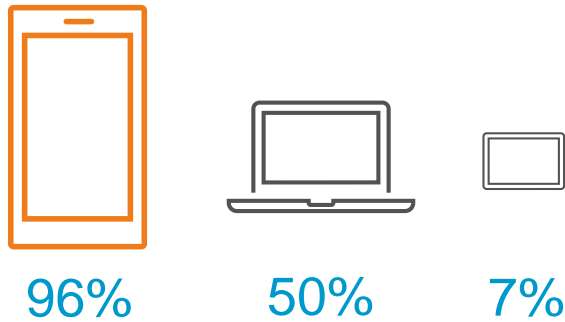
Gender and well-being
Satisfaction with family life is experienced more often by boys. There are no statistically significant differences between boys and girls in terms of a perceived social support from friends.

8 out of 10 say they like their classmates.



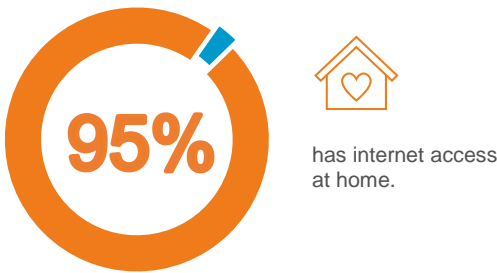
Daily access to the internet

The respondents most often use the internet using a smartphone. Tablets are the least used.

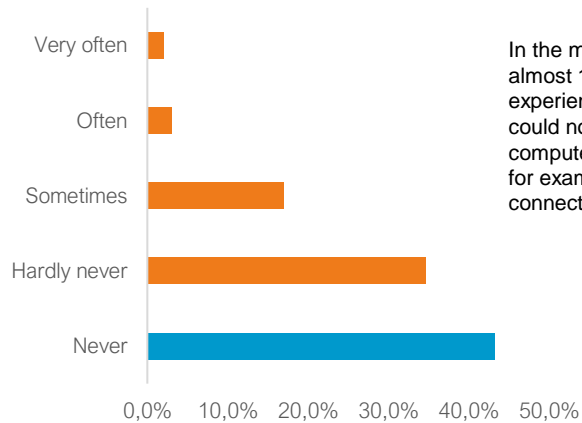


The domination of handheld mobile devices (non-stop within reach) translates into the time and manner of using the internet.

Almost everyone has internet access at home, but the quality of admission varies.



How can the quality of access affect learning opportunities?
How is it related to the level of digital skills?



In the month preceding the survey, almost 1/5 of respondents experienced situations where they could not use the internet or a computer at home when needed, for example, due to poor connection or lack of devices.

Average time of using the internet on a schoolday



Girls more than 4 hours



Boys 4 hours

Do young people control their time online?
What is the quality of that time?



Digital activities in the month preceding the survey



Top 4 online activities (taken at least once a week)

Most often, young people use digital media to maintain peer relationships.



91%

communicate with friends.



90%

listen to music or watch videos or music clips online.



78,9%

communicate with parents or guardians



72,6%

play mobile or computer games



Representatives of all age groups play just as often



Boys play more than girls.

Learning new things at least once a week



51%

used the internet to learn something new

50%

used the internet or phone to practice something they were learning

Least indicated daily activities



32%

search or follow news about local, social, environmental or political issues.



24%

create or edit digital content.



23%

search for information about physical health, injury, or physical treatment.



24%

search for information about mental health, mental difficulties, or psychological well-being.

The activity of girls and boys does not differ statistically.

Presence on social media



67% set their profile to private



Less than 5 out of 10 accept friend requests from people they have never met at least once face to face.

There are no significant statistical differences between boys and girls.



To what extent do young people care about their online privacy?

Sharing practices



20% shared information or content from others at least once without their consent



23% shared personal content with strangers at least once.



5 na 10 shared photos or videos of themselves at least once in a way that strangers could see.



How to deal with the need to share content on the internet and maintain privacy?

Civic participation



34% joined or followed a political group on social networks.



25% participated in an internet-based protest or campaign at least once



47% participated in a discussion or commented on social and political issues on the internet at least once.



What is the relationship between online and offline civic and social participation?



Digital skills

A digitally competent user can use information and communication technologies to:

- further their own development;
- obtain accurate and reliable information;
- limit the harm associated with the negative aspects of digital engagement (for themselves and others).

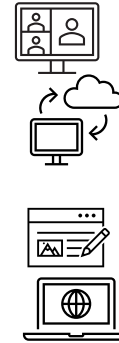
4 digital skills groups

Communication and interaction

Technical and operational

Content creation and production

Information and navigation



For each skill group, the questionnaire contained 6 questions: three on the functional aspects and three on the reflective (critical) elements.

For example, in terms of communication and interaction:

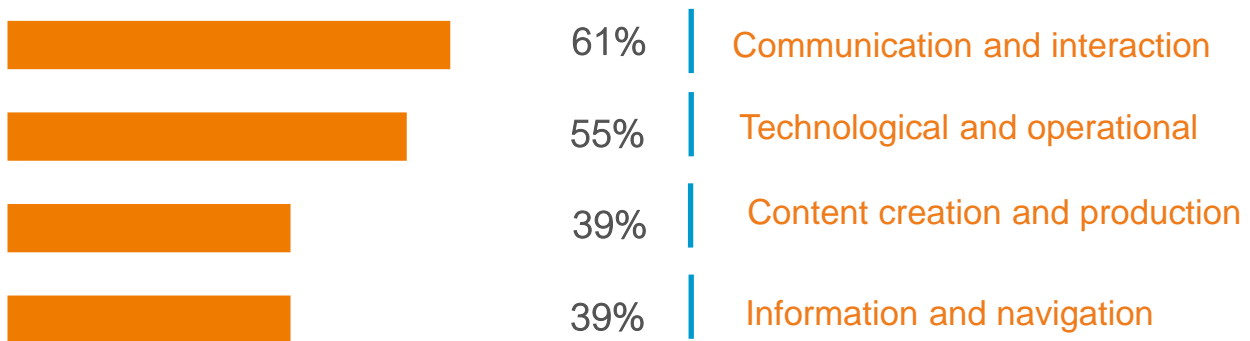
I know when to turn off audio or video during online interactions (e.g., during online classes or video conferencing).

Functional dimension

I can tell when someone is being harassed online.

Critical dimension

Communication and interaction skills are much higher than content creation and information and navigation skills.



With age, the level of technical and operational skills increases (there are no statistically significant differences in the case of other skills).



Boys are more confident in their technical and operational skills than girls.

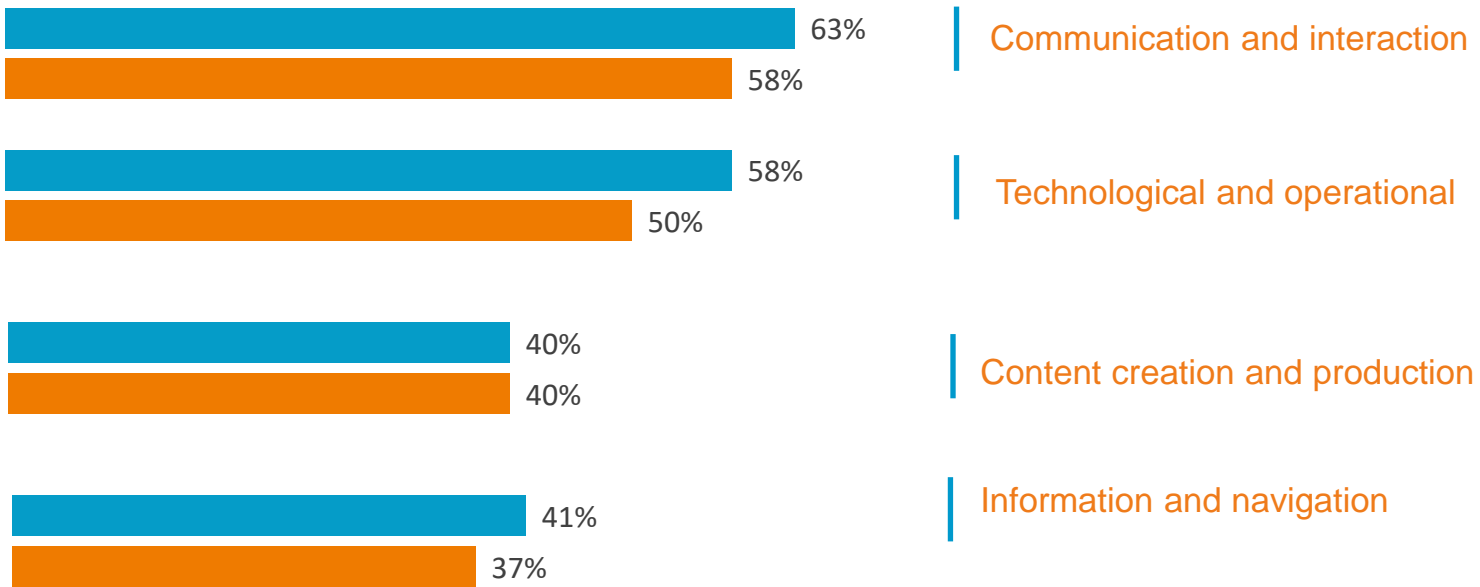
How does self-assessment affect our online activities?



Digital skills

Differences in skills by age

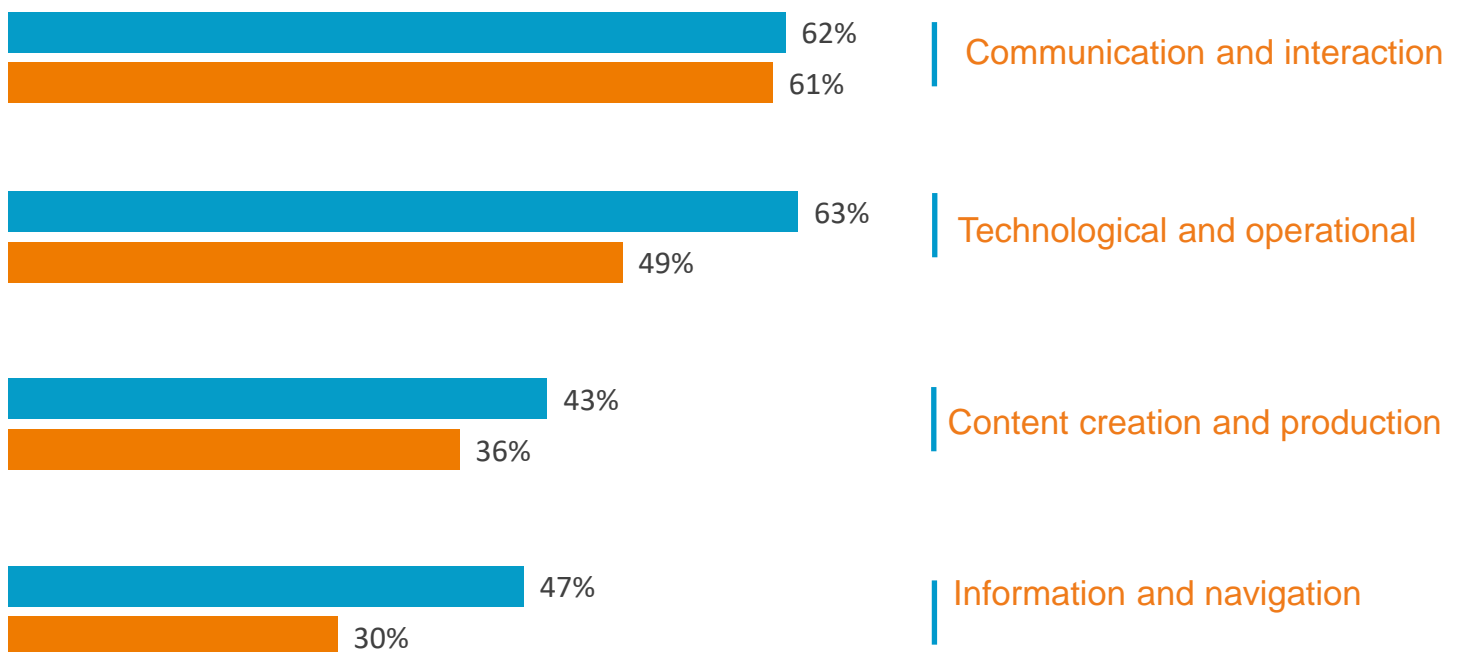
(orange: under 15 years; blue: 15 years and over)



Older students rate their digital skills higher than younger ones.

Differences in skills by gender

boys: blue; girls: orange



Boys generally rate their digital skills higher than girls. Statistically, significant differences concern technical and operational skills and information retrieval skills. However, it should be noted that boys tend to overestimate their abilities in self-report studies, while gender differences are less pronounced when looking at competency test scores (Haddon et al., 2020).

Boys
Girls



What percentage of young people participating in both waves of surveys (N=609) rated their digital skills highly (differences between the first and second survey)?

Communication and interaction skills

2021 57%

2022 61%

Technical and operational skills

51%

56%

Content creation and production skills

2021 34%

2022 37%

Information and navigation skills

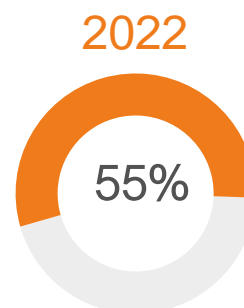
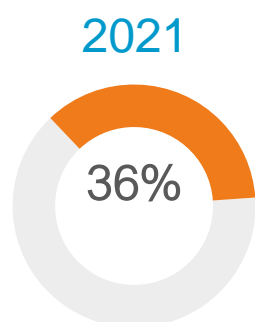
34%

37%

There was a slight increase in **all skill types**.

Digital indicators of internet literacy among students who participated in both the first and second waves of the survey (differences between the first and the second wave)

Respondents answered a series of questions to measure their knowledge of how the internet and digital technologies work.



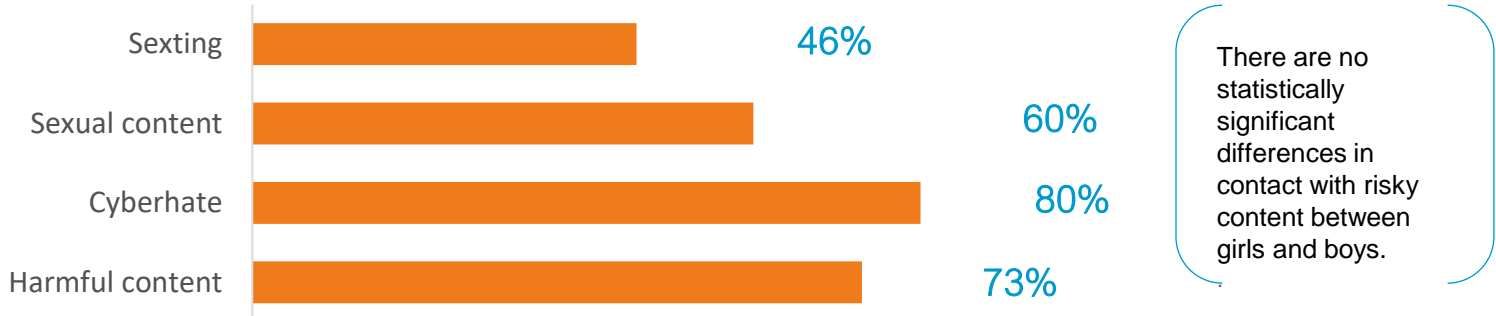
The percentage of correct answers regarding the functioning of the internet and digital technologies increased by 19 points - from 36% to 55%.

The percentage of correct answers regarding the functioning of the internet and digital technologies is higher in boys and increases with age (up to 18).



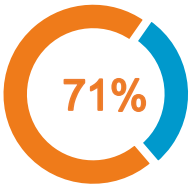
Risks

Percentage of adolescents who have seen sexual images, sexting, harmful content and cyberhate.



Cyberhate*

There are no statistically significant differences in anxiety/irritation due to contact with cyberhate content between girls and boys.

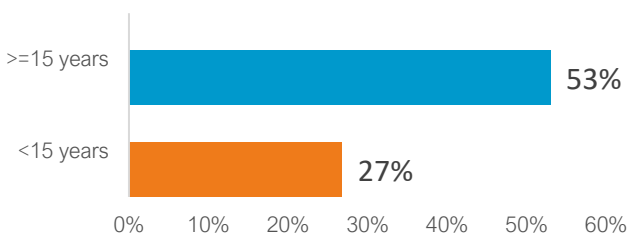


71% feel upset when seeing cyberhate content.



39% of boys were unintentionally exposed to online cyberhate, compared to 37% of girls.

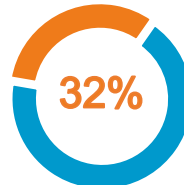
Differences by age in exposure to cyberhate



*With cyberhate we refer to content that attacks certain groups or individuals (e.g., because of their skin colour, religion, nationality, gender, or sexuality).

Harmful content*

There are no statistically significant differences in anxiety/irritation due to contact with harmful content between girls and boys.

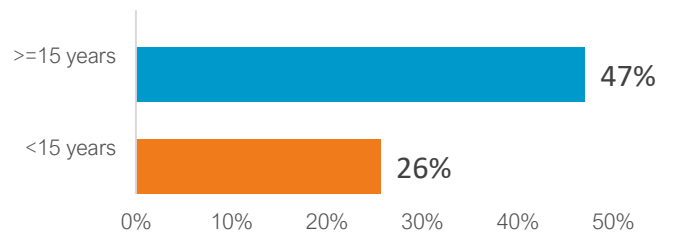


32% feel upset when seeing harmful content.



35% of girls have been exposed to harmful content online, compared to 34% of boys.

Differences by age in exposure to harmful content



*With harmful content, we refer to content (texts, images, videos) that is unhealthy or harmful. This includes content about taking drugs, alcohol, dangerous and unhealthy dieting or eating, or other behavior which can be detrimental to your health.





For more information on the project, visit: www.yskills.eu