DIGITAL COMPETENCE OF YOUNG PEOPLE UNDERTAKING LEISURE AND FREE TIME TRAINING PROGRAMS

LA COMPETENCIA DIGITAL EN LOS PROGRAMAS DE FORMACIÓN DE OCIO Y TIEMPO LIBRE PARA JÓVENES

COMPETÊNCIA DIGITAL NOS PROGRAMAS DE CAPACITAÇÃO DO LAZER E TEMPO LIVRE PARA A JUVENTUD

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ABSTRACT: Within an increasingly technological framework, digital competence has become consolidated in all educational settings as a key competence for guaranteeing the formation of active citizens. The objective of the present study was to understand the important role played by schools, teaching staff and students involved in leisure and free-time courses with regards to digital competence. The research centred on the impact of the dimensions of this competence and their relevance for the construction of a competence profile in the socio-cultural setting. A sample of 25 schools, 95 training providers and 350 students of supervised leisure and free-time courses distributed throughout Spain participated. A quantitative study was carried out which was descriptive and inferential in nature. Three ad hoc questionnaires were used to identify the extent of incorporation of digital competences, and to determine the knowledge and predisposition of professionals towards incorporating technologies into socio-cultural animation content and methodology. Amongst the main findings it is evidenced that, whilst the acquisition of digital competence is considered necessary at a general level, resistance can be seen to competency and methodological changes in the socio-cultural setting. Objection exists to the incorporation of technology through specific content and concrete methods, with the greatest resistance being seen on behalf of schools, followed by training providers and, finally, students on these courses.

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PALABRAS CLAVE:
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RESUMEN: En un marco cada vez más tecnológico, la competencia digital se ha consolidado en todos los ámbitos educativos como una competencia clave para la garantía de una ciudadanía activa. El objetivo de este estudio fue conocer la importancia que otorgan escuelas, profesorado y alumnado de los cursos de monitor de ocio y tiempo libre a la competencia digital. La investigación se centró en la incidencia de las dimensiones de esta competencia y su relevancia para la construcción de un perfil competencial en el ámbito de la animación sociocultural. A partir de una muestra de 25 escuelas, 95 formadores y 350 estudiantes de los cursos de monitor de ocio y tiempo libre distribuidos por todo el territorio español, se llevó a cabo un estudio cuantitativo de tipo descriptivo e inferencial a través de tres cuestionarios ad hoc destinados a identificar el grado de incorporación de competencias digitales y determinar los conocimientos y la predisposición de los profesionales para incorporar las tecnologías en los contenidos y metodología sociocultural. Entre los principales hallazgos se evidencia que, aunque se considera necesaria la adquisición de competencias digitales a nivel general, aparecen resistencias hacia un cambio competencial y metodológico en la animación sociocultural que incorpore las tecnologías mediante contenidos específicos y metodologías concretas siendo mayor la oposición por parte de las escuelas, seguido de los formadores y por último del alumnado de los cursos.

PALAVRAS-CHAVE:
escolas de animação
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RESUMO: Em um contexto social cada vez mais tecnológico, a competência digital se consolidou em todos os campos da educação como uma competência essencial para a garantia da cidadania ativa. O objetivo deste estudo foi conhecer a importância da competência digital conferida pelas escolas, monitores e alunos dos cursos de monitores do lazer e tempo libre para jovens. A pesquisa enfocou na incidência das dimensões dessa competência tecnológica e sua relevância para a construção de um perfil profissional no campo da animação sociocultural. De uma amostra de 25 escolas, 95 monitores e 350 alunos dos cursos de monitores do lazer e tempo libre distribuídos por todo o território espanhol, foi realizado um estudo quantitativo do tipo descritivo e inferencial por meio de três questionários ad hoc para identificar o grau de incorporação das competências digitais e determinar tanto o conhecimento como a predisposição dos profissionais para incorporar as tecnologias digitais aos conteúdos e metodologias da animação sociocultural. Entre os principais resultados, se identificou que, embora a aquisição de competências digitais de forma geral seja considerada necessária, há uma resistência a uma mudança metodológica e de competência na animação sociocultural para que as tecnologias sejam incorporadas aos seus conteúdos específicos e metodologias concretas, sendo maior a oposição por parte das escolas, seguidas pelos monitores e, finalmente, pelos alunos desses cursos

1. Introduction

There are a number of approaches that enable youth and technology to be unequivocally connected (Ferreiro, 2006; Gisbert & Esteve, 2016; Romero & Minelli, 2011), and drive the need to recognise digital competence as a key aspect within the active citizenship framework (Bolívar, 2016; van Dijk & Hacker, 2018). Digital literacy is found to be one of the factors of youth socialisation that is most linked to digital capital (Gordo, Rivera, Díaz-Catalán, & García-Arnau, 2019). It provides a methodological strategy to activate the mechanism of youth empowerment (Fuente-Cobo, 2017; Soler, 2017) together with the development of social skills in digital contexts (Alvermann & Sanders, 2019).

Nonetheless, despite the tight relationship between digital technologies and young people in social environments with leisure and free time (Muriel & San Salvador del Valle, 2017; Rodríguez & Ballesteros, 2019; Viché, 2015), research in recent years on the implications of this youth-technology relationship has focused more on the effects of the integration of digital technologies in the formal educational system and technological training of teachers (Area, Cepeda, & Feliciano, 2018; Area, Hernández, & Sosa, 2016; Colás-Bravo, Pablos-Pons, & Ballesta-Pagán, 2018; Gisbert, González, & Esteve, 2016; Gros, 2015; Sánchez-Antolín, Ramos, & Santamaría, 2014). Research has taken this focus rather than examining the application of digital technologies within the context of social education and the specific training of relevant professionals (Alonso Sáez & Artetxe, 2019; Cabezas & Casillas, 2017; Castañeda, Gutiérrez, & Román, 2014; Sampedro, 2015; Santiago & Santoveña, 2012). In addition, there is evidence of learning in diverse circumstances, situations, contexts, and/or school, family, social and informal ambits (Almeida-Aguilar, Jerónimo-Y, Arceo-M, & Morcillo-P, 2017; Torres, 2013).

Through the advance of digital technologies, alongside the opportunities and risks presented through this transformation (UNESCO, 2017), socio-cultural animation adapts to a new socio-technological paradigm from a grounded theory approach. This paradigm fits the ideological framework of globalisation, network communication and citizen participation (Castells, 2009; Reig, 2016; Rivas, Cisneros, & Gértrudix, 2015; Soler, Trilla, Jiménez-Morales, & Úcar, 2017). It is characterised

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by ubiquity and cyberculture in socio-educational action (Viché et al., 2018), alongside the evolution of daily involvement of young people with digital environments and devices during their free time (Muriel & San Salvador del Valle, 2017; Rodríguez & Ballesteros, 2019).

Digital competence is still being questioned from a more traditional methodological standpoint on educational leisure. Generally speaking, the formative training processes employed in this setting typically make use of technological resources in a merely instrumental way, rather than promoting the incorporation of more socialising technological content in educational action (Vasco & Pérez-Serrano, 2017; Viñals & Cuenca, 2016).

The cause of this problem seems to be the position occupied by leisure time education within the context of social education (Alonso Sáez & Artetxe, 2019) and the fear of losing essential values given that technology can magnify many traditional social deficits (Alva, 2015). Thus, it is necessary to remember that leisure pedagogy is framed by educational practices. These in turn must be capable of innovating in response to the demands of each moment, whilst never losing sight of the socio-educational action perspective (Sarea, 2019).

On the other hand, the 2018 foresight report on the detection of training needs (SEPE, 2018) indicates that during 2017, one of the most sought after occupations and one with positive inter-annual variation, is that of monitor of recreational and entertainment activities. This job produced 407,076 contracts, placing it amongst one of the occupations with greatest perspective of educational activity (CNAE: 85), whilst also having a strong perspective or sporting, recreational and entertainment activities (CNAE: 90-91-92-93). This indicates the importance of the activity of these monitors in the area of leisure and free time. Specific training is required for this occupation, with this being dictated by schools' dedication to education in leisure time.

These schools impart official qualifications for the training of monitors. These qualifications cover as one of their main contents all traditional pedagogy of educational leisure, national and regional norms, and more general socio-cultural animation content, alongside specific training content which is promoted in each specific school. Currently, regional norms co-exist with dates of instigation that are two decades apart. Only two of them (Aragon and Canarias) explicitly reflect the importance of technologies or digital competence in the training of monitors.

From an international and supra-national perspective, educational standards of digital competencies have been elaborated for the formation of students and educators (Ferrari, 2012; ISTE, 2016, 2017, 2019a, 2019b; Parlamento Europeo, 2006; UNESCO, 2008). The European Union has conducted an important theoretical project to develop a common framework for the dimensions of digital competence (Carretero, Vuorikari, & Punie, 2017; Ferrari, 2013; Vuorikari, Punie, Carretero, & Van Den Brande, 2016). This responds to the need to guide development of this key competence in citizens who may be able to benefit from internet use in the social, economic, political, health or cultural sphere (Van Deursen, Helsper, & Eynom, 2014). In Spain, these supra-national standards have been used as a reference for the development of the country's own common framework, for the diagnosis and improvement of digital competencies in all professionals within the educational and training ambit (INTEF, 2017).

From these standards, the six dimensions of digital competence that are most relevant for interventions in leisure time educational training can be extracted: Creativity and innovation; communication and collaboration; research and information handling; critical thinking; digital citizenship; and, informational literacy.

2. Justification and objectives

Faced with an absence of research studies on digital competence applied to the training of professionals in the educational leisure setting, it is necessary to deepen knowledge around the need to incorporate this competence into the official training programs of free and leisure time monitors. It should be a key aspect within these programs to guarantee active and participatory citizenship of young people in current digital culture.

To this end, the main objective of the present research is to investigate whether socio-cultural animation through monitored courses is adapted to technological demands for achieving active citizenship. More specifically, it proposes to uncover the importance placed on digital contents and competencies by schools, teaching staff and students of courses within this specific type of training. Through this, the present study will be able to identify the most necessary aspects in relation to this competence when developing the professional tasks of monitors.

3. Methodology

The study employs a quantitative design that is descriptive and inferential in nature. The sample will now be described, alongside the instruments and procedure carried out.

3.1. Sample

The participating population is comprised of schools, training providers of monitored courses and the students enrolled on these qualifications. Participants came from 471 Spanish schools who were invited to participate in the study. Of these, preliminary contact was finally made with 54 schools, of which 25 agreed to participate. Intentional non-probability sampling was employed and, as a result, the final sample was constituted of 25 schools, 95 training providers and 350 students.

With regards to administration of the centre, 68% are private institutions, 16% are public and this information could not be identified for the remaining 16%. With respect to geographical setting, the largest proportion of the sample came from the autonomous community of Aragon (16%), followed by Andalusia, Catalonia, Castilla and Leon, Madrid, the Basque Country (12%), and Asturias (8%). A smaller representation was obtained from Castilla la Mancha, the Valencian Community, the Balearic Islands and Murcia (4%).

Participating schools were mostly autonomous (32%), 20% were local, 12% were provincial and 36% did not disclose this information. In relation to responsible entities, almost half of the schools came from associations (48%), 16% were religious schools, 4% came from the business world and 32% did not indicate their identity.

Analysing the sample of training providers, the majority were aged between 26 and 36 years old (57%), and were males of Spanish nationality (84%). Teaching staff possessed university titles, within which the most represented area corresponded to Social and Legal Sciences (84%).

Of these professionals, the majority had completed training as a monitor (81%), with a smaller percentage owning the title of coordinator in the area (57%), and only 18% holding the qualification of Social Educator (18%) or Technician in socio-cultural animation (5%). The majority of participating teachers had between 2 and 5 years of experience in the field (75%).

Finally, in relation to students, the majority reported ages between 17 and 21 years old (49%), within which 29% were females and were predominantly of Spanish nationality (95%). The highest level of study completed by participating students was CSE (18%) and Baccalaureate (17%). In relation to those with university training, degree studies are represented in the area of Social and Legal Sciences (12%), followed to a lesser extent by Health Sciences (3%).

A total of 29% of the sample had recently achieved the qualification of monitor, whilst the remaining participants were still undertaking training to obtain this title. On the other hand, 53% of students were found to have professional experience as a monitor. Of these, 33% had enrolled on the course voluntarily, whilst 26% were being financially compensated. A total of 35% of participating students had work experience, although only 12% were employed in an activity connected to socio-cultural animation.

3.2. Instrument

The instrument was conceived to gather information on the opinion of schools, training providers and students about the relationship between the design of training programs for monitors, and the relationship of these with digital competence. With this objective, three ad hoc questionnaires were constructed which were inter-related: Questionnaire A: Animation schools; Questionnaire B: Training providers; and Questionnaire C: Students.

This tool is structured in accordance with the following variables: Contents of monitored course programs, incorporation of information and communication technology (ICT) into socio-cultural animation, digital competence for the development of the tasks of a monitor, and knowledge in relation to ICT and the importance of its use. The instrument includes a series of closed questions in order to record opinions. It uses a Likert type scale which runs from 1 to 5 in order to systematise responses (1 being not at all important/totally disagree and 5 being highly important/totally agree) in relation to each one of the variables listed.

Questions related to the variable describing digital competence are grouped taking as a reference the dimensions associated with the educational standards of digital competencies for the training of students and educators. Specifically, the following dimensions of digital competence were used as a reference: Creativity and innovation, communication and collaboration, research and information management, critical thinking, digital citizenship, and informational literacy.

With the purpose of guaranteeing content validity of this tool, the opinion of five schools, eight training providers and sixteen students was considered. Following the process of content validity, we proceeded to perform factor analysis with the aim of examining construct validity of incorporated variables. This model attended to the conditions in which it was applied, determined commonalities, and used the extraction method and the rotation method.

Internal consistency of the instrument was rated through quantification of the Cronbach alpha coefficient. Table 1 shows data relating to each

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questionnaire. It must be highlighted that the value of the reliability coefficient achieved in relation to each questionnaire is adequate. This validates the inferences and conclusions reached in the present study.

Table 1: Cronbach alpha results	
Questionnaires	**Alpha value**
Questionnaire A: Schools	0.9542
Questionnaire B: Training providers	0.9346
Questionnaire C: Students	0.9346

3.3. *Procedure*

Informed consent was requested after informing participants about the purpose of the study in order to guarantee voluntary participation in the study. Firstly, 471 Spanish schools were contacted and invited to participate. Of these, preliminary contact was successfully made with 54 schools, of which 25 agreed to participate. The participation process was initiated after receiving commitment from schools to complete questionnaire A, and to distribute questionnaires B and C amongst training providers and students participating on relevant courses. For this, these instruments were administered through electronic mail and a link was provided for participants to respond online.

Once data was collected for all questionnaires, responses were coded and we proceeded to data handling of the information through statistical analysis via the program SPSS.

4. Results

With regards to items which asked participants to evaluate ICT use as a content in training programs for monitors, it was verified that this appears as one of the least highly rated contents by all three groups. ICT use was least highly scored by schools (32%), followed by training providers (57%) and finally students (60%). Further, in relation to the other contents, statistically significant differences were found, being $\chi2 = 14.2409044$ and $p=0.0025$.

In order to know the rating given by schools and training providers in relation to the incorporation of ICT as a methodological strategy in socio-cultural animation, student's t-test analysis for independent samples was performed (table 2).

Table 2. Comparison of means. Student's t-test for independent samples			
Incorporation of ICT in SAC involves:	Subject	Mean	Standard deviation
More work	Schools	3.00	1.190
	Training providers	3.23	1.056
Having adequate installations/resources	Schools	3.60	.913
	Training providers	3.78	.947
Flexibility regarding spaces and times	Schools	4.16	1.068
	Training providers	4.36	.862
Professional ICT competencies	Schools	3.64	1.186
	Training providers	3.86	1.154
ICT experience amongst monitors	Schools	3.84	.943
	Training providers	3.74	1.002
Tener formación especializada	Schools	4.04	.935
	Training providers	4.04	.862
Competencias profesionales en TIC	Schools	4.04	.978
	Training providers	3.96	.910
Instalaciones/recursos suficientes	Schools	4.08	.997
	Training providers	4.06	1.009
Experiencia TIC de los monitores/as	Schools	3.88	.927
	Training providers	3.93	.789
Enriquecer los programas de OyTL	Schools	3.88	.971
	Training providers	4.16	.891

Both schools and training providers consider that the incorporation of ICT does not imply more work, with both agreeing that such incorporation could also be achieved without a greater budget.

Respondents do not give too much importance to the relationship between ICT use and achievement of higher student motivation towards learning, with schools rating this aspect lower than the other two groups. More specifically didactic aspects such as making spaces and times more flexible, appear to be less important than installations and the availability of sufficient resources. Specialised training and professional competencies in ICT are highly required by both groups.

A significant outcome can be appreciated in the case of incorporation of ICT in socio-cultural animation, in that it is considered by training providers to enrichen leisure and free time programs. In contrast, schools do not consider this to be a priority aspect.

With respect to knowledge in relation to the role of ICT in leisure and free time, training providers' responses were found to be positioned relatively closely to those of schools, with a mean of 3.43, relative to 3.32 reported by schools.

When participants were asked about their knowledge regarding the incorporation of ICT resources into socio-cultural animation, differences

between two groups are observed to be minimal (schools: 3.24 and training providers: 3.28).
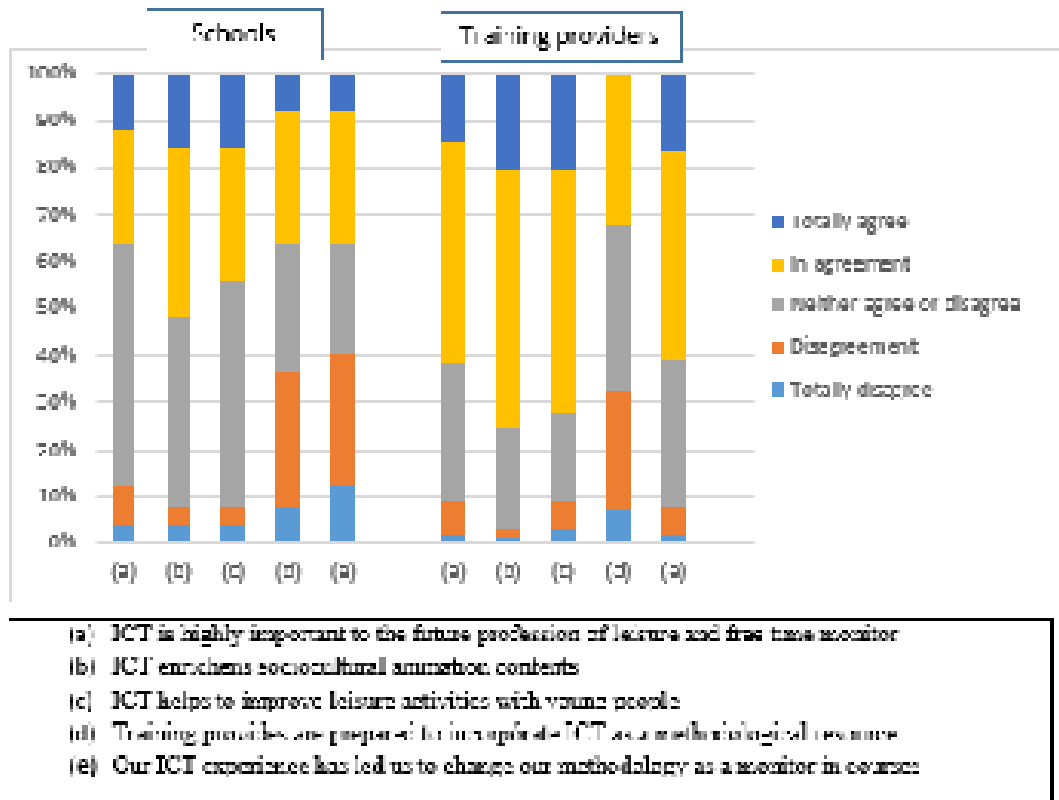
Further, in relation to knowledge of European policies regarding ICT use amongst young people, responses from training providers also stand out above those given by schools.

With relation to predisposition towards the incorporation of ICT, schools expressed responses which are concentrated around the mean in relation to items regarding the importance of ICT for the future monitoring profession. This is also true for items describing the support provided for the improvement of leisure activities with young people.

There is a trend towards considering that training providers are not prepared to incorporate ICT within courses as a methodological resource. Experience of ICT is also considered to oblige monitors to enact methodological changes in leisure

and free time activities. In contrast, there is a positive disposition towards the belief that ICT enrichens animation sociocultural contents (graph 1. Schools).

Training providers reported agreeing or totally agreeing with the statement that ICT enrichens SAC content, and helps to improve leisure activities with young people. They also consider, although to a lesser extent, that ICT will be highly important in the future profession of a monitor. Similar responses were found in relation to the statement that ICT experience urges methodological changes to be made in leisure and free time activities. Responses took an intermediate stance in relation to the statement about whether training providers are prepared to incorporate ICT into courses as a methodological resource (graph 1. Training providers).
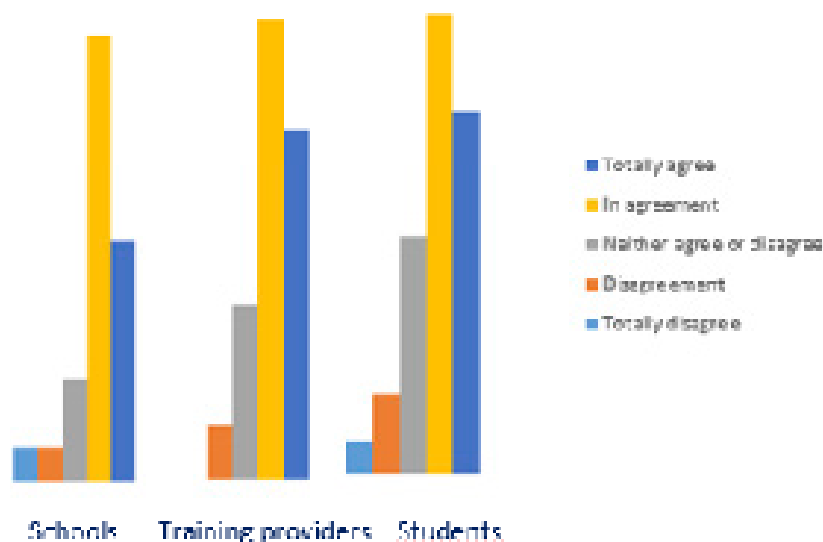

(a) ICT is highly important to the future profession of leisure and free time monitor
(b) ICT enrichens sociocultural animation contents
(c) ICT helps to improve leisure activities with young people
(d) Training providers are prepared to incorporate ICT as a methodological resource
(e) Our ICT experience has led us to change our methodology as a monitor in courses

Graph 1. Schools and training providers. Predisposition towards the incorporation of ICT

4.1. Digital competence according to the dimensions of educational standards

Creativity and innovation dimension

In this dimension, the different participating groups were asked the extent to which they agreed with the statement that ICT use as a creativity and

innovation tool, broadened competencies of the monitor for delivering tasks with young people. The percentages assigned for each of the three groups can be observed in the following graph. Students and training providers largely coincide in that their responses were in total agreement with this question, whilst schools demonstrated less agreement with this statement.

Graph 2. Using ICT as a creativity and innovation tool

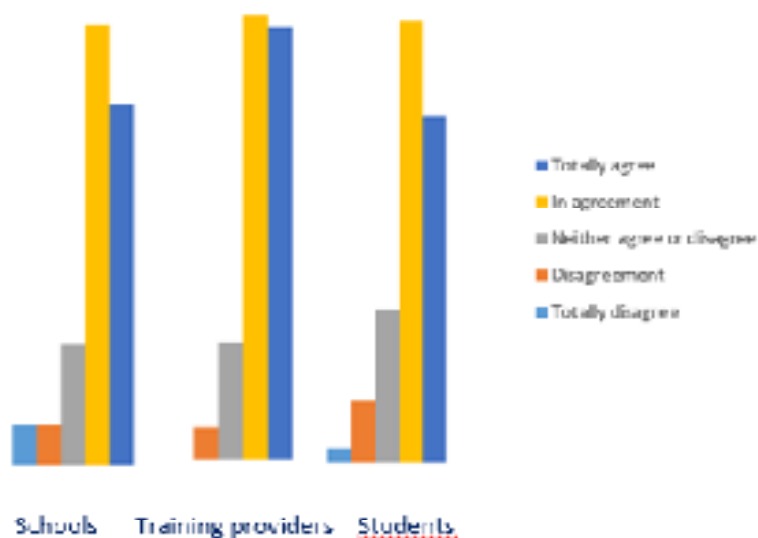## Communication and collaboration dimension

Communication and collaboration are understood as knowing how to communicate through electronic devices (76% schools; 74% training providers; 62% students), taking care of the quality of communication online (88% schools; 84% training providers; 58% students) and taking part in the informal learning of young people through digital tools (72% schools; 76% training providers; 64% students). All aspects were more highly rated by schools and training providers, and rated to a lesser extent by students.

Statistically significant differences were found for the item taking care of the quality of communication online ($\chi2$ = 6.50322343 and p = 0.038), with similar responses being given by schools and training providers (88% and 83.1578947%), and lower scores being reported by students.

Research and information management dimension

Another aspect concerned perceptions relating to internet use in order to access information and resources during leisure/free time. It can be observed that training providers generally fully agreed, or mostly agreed with this dimension. Values were highly similar between schools and students (graph 3).

Graph 3. Using the internet to access leisure and free time information and resources

Critical thinking dimension

This dimension reflects the items that comprise it and the percentages obtained for each one of the participating groups. These are: Management of the security of personal data and online information (80% schools; 89% training providers; 71% students); being able to evaluate the usefulness of online information (76% schools; 79% training providers; 64% students); using ICT in a reflexive and critical way (84% schools; 85% training providers; 65% students); working effectively with digital leisure and free-time content in virtual settings (50% schools; 61% training providers; 60% students); using ICT for leisure and free time projects (50% schools; 61% training providers; 62% students); evaluating the usefulness of ICT resources for leisure and free time activities (68% schools; 82% training providers; 63% students); carrying out projects and problem solving in digital and leisure time settings (72% schools; 72% training providers; 64% students).

Amongst these items, statistically significant differences were found for the item describing working effectively with didactic content in digital settings ($\chi2$ = 15.6240547 and p = 0.0004). Specifically, interest was lower amongst schools (12%), whilst scores given by training providers (29.4736842%) and students (41.1428571%) were higher.

Statistically significant differences were found for the item describing ICT use for training projects ($\chi2$ = 17.2785776 and p = 0.0001). Schools reported only minimal interest (12%), whilst training providers and students considered this aspect to be of greater interest, with scores of 29.4736842% and 43.1428571%, respectively.
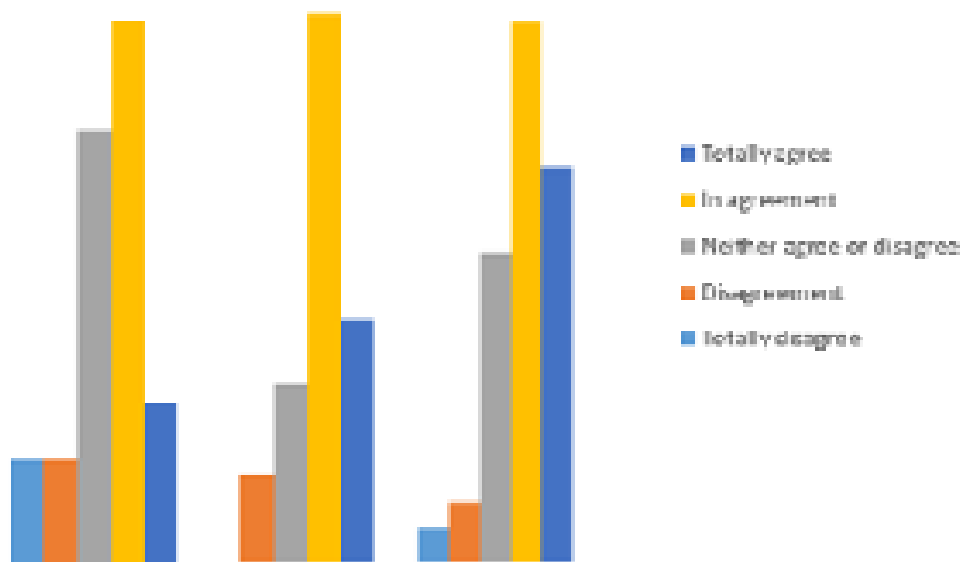
Digital citizenship dimension

This dimension is composed of the following items: Participating in virtual settings, social networks and collaborative spaces (84% schools; 59% training providers; 56% students); reflecting on the social and cultural dimension of the knowledge society (83% schools; 74% training providers; 67% students), and beginning the responsible exercise of digital citizenship (84% schools; 74% training providers; 61% students).

Statistically significant differences were found in relation to the item that describes reflecting on the social and cultural dimension of knowledge society ($\chi2$ = 10.1146247 and p = 0.063); and the item that describes beginning the responsible exercise of digital citizenship ($\chi2$ = 7.89326384 and p = 0.0193), with the score obtained being similar to that given in response to the previously discussed item.

Data literacy dimension

In relation to the competence of knowing about and knowing how to use ICT tools and resources, students are more likely to agree that this is important, followed by training providers, with least agreement coming from schools (graph 4).

Graph 4. Knowing about and how to use ICT tools and resources

5. Discussion and conclusions

Despite the opportunities and challenges posed by new forms of digital leisure as an educational tool with which digital inclusion, active participation (Ala-Mutka, 2011; Dussel & Quevedo, 2010) and empowerment of young people (Fuente-Cobo, 2017; Soler et al., 2017) can be worked on, the training programs available for monitors are currently found lacking. Such programs face difficulties in transferring concrete proposals for educational leisure, which are linked to digitalisation and oriented towards the citizenship of new generations (Alonso Sáez & Artetxe, 2019). This is mainly seen in the lack of incorporation of digital content into monitored courses due to this aspect being lowly rated by schools, training providers and students.

In order to address this challenging situation, schools for leisure and free time education must make the effort to identify the positive contributions offered by digital technology to individuals and communities (Sarea, 2019). They must facilitate improvement of citizen interventions in the public space (Muriel, 2018), being adapting to new lines of action and methodological renovation (Alonso Sáez & Artetxe, 2019). Improved installations and sufficient resources, in addition to encouraging training providers to undertake specialised training in these competencies, will also favour this process.

In broadening their general knowledge about the role of ICT in leisure and free time, and about national and supranational policies, schools can stimulate a type of training that strengthens active citizenship (Bolívar, 2016; van Dijk and Hacker, 2018). This, therefore, requires a rethinking of the training of monitors in order to respond to new competence needs which favour innovative experiences in digital settings.

With regards to the various agents at play, it is important to mention that although schools and training providers are predisposed towards the incorporation of ICT into social-cultural animation, this move is still not enough (Sampedro, 2015). Limiting beliefs must be debunked (Rodrigo-Moriche & Vallejo, 2019) as they pose a challenge to the introduction of a new methodological approach.

Thus, it is necessary to have pedagogical resources and strategies available which meet the learning demands present in the reality in which we live (Gros, 2015). On the one hand, these include new methods which fit within the framework of digital literacy (Pablos-Pons & Ballesta-Pagán, 2018), are adjusted to network learning, and take advantage of the potential of digital technology (Area et al., 2016). On the other hand, these also refer to knowledgeable professionals about the risks of technology and cyberspace (Rivas et al., 2015).

With regards to the dimensions of the ICT competence, it is positive that schools, training providers and students agree when it comes to stating that ICT helps individuals to develop creativity and innovation in young people. This has also been noted by Valdemoros, Alonso-Ruiz, and Codina (2018) and Vasco and Pérez-Serrano (2017). There is also evidence of a predisposition towards taking care of the quality of online communication and collaboration of young people, through the educational capacities of digital leisure for the creation and development of inter-personal relationships and network collaboration (De-Juanas, García-Castilla & Rodríguez-Bravo, 2018; Rodríguez & Ballesteros, 2019; Valdemoros et al., 2018). Nevertheless, very diverse opinions were given by participants regarding development of the capacity for research and information management in leisure and free time activities. This aspect directly connects with the critical thinking dimension, which identifies difficulties when it comes to working effectively with didactic content in digital settings.

Moreover, recognition of the opportunity offered by digital settings to promote the participation of young people in exercising active digital citizenship (Van Deursen et al., 2014; Winocur, 2006) constitutes a large social contribution. This makes the usefulness of information literacy evident for the three participating groups, especially when it comes to developing the tasks to be performed by monitors.

Fluctuating opinions of schools, training providers and students on the different dimensions, calls for information to be broadened and further debate to take place about the stance taken within each school. This should seek to build on current learning standards for digital competence in the socio-cultural setting of leisure and free time.

It should be borne in mind that the leisure and free time setting is characterised by the generation of learning which can be transferred to other spaces (Soler, Trull Oliva, Rodrigo-Moriche, & Corbella Molina, 2019). This context also promotes integral education of digital competencies and adoption of improved socialisation practices, whilst also contributing to the empowerment of young people (Soler et al., 2017). For this, the digital transformation (Passarelli, Straubhaar, & Cuevas-Cerveró, 2016) demands training that is well beyond mere technological skills oriented

towards simply taking a better attitude to technology use (Ferrés & Piscitelli, 2012; Van den Bosch, Dekelver, & Engelen, 2010).

In conclusion, within an ever increasingly technological framework for the development of active citizenship, it is necessary to continue administering systematic and descriptive studies about the incorporation and development of digital competencies. These should be applied to the contents, methods and competencies that are relevant to socio-cultural animation and, specifically, training courses for monitors. This will ensure that they are not only well adjusted to the working profile of these profiles, but also to the socio-educational influence exerted in the leisure spaces of children and young people.

Nota:

1. From now on and in order to simplify the writing of the article, each time the words monitor, schools, training programs, courses appear this will always be in reference to the leisure and free time setting, and to courses which are monitored during leisure and free time.

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