YOUTH SURVEY REPORT

Youth Knowledge & Interest in Peace Education

A report & survey by the Global Campaign for Peace Education

GLOBAL CAMPAIGN
for PEACEducation

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Acknowledgements

The Youth Survey on Peace and Social Justice Education was conducted by the Global Campaign for Peace Education Youth Team, composed primarily of students in the Justice and Peace Studies Program at Georgetown University. Team members include: Keaton Nara, Caelan Johnston, Maude Peters, Heather Huang, and Gabby Smiley. The report and analysis was supervised by Micaela Segal de la Garza, Program Manager, and Tony Jenkins, Coordinator of the Global Campaign for Peace Education.

The Global Campaign for Peace Education would like to thank all respondents for participating in this survey. We would also like to thank the youth-focused organizations that helped to distribute the survey to youth involved in their networks and communities.

List of Acronyms Used in this Report

- The following abbreviations are used throughout this report:
- GCPE - Global Campaign for Peace Education
- NA - North American (Canada and United States) respondents
- CA - College-Age respondents
- HS - High School-Age respondents
- PS - Respondents enrolled in Peace Studies programs (College-Age)
- World - Non-North American respondents

Executive Summary

In April 2021, the <u>Global Campaign for Peace Education (GCPE)</u> conducted a youth-focused survey to better understand awareness of and interest in peace and social justice education among high-school and college-age youth.

Findings:

- In terms of existing peace education projects and programs, respondents demonstrated the highest levels of interest in violence prevention, human rights, global development, global citizenship, and gender violence.
- Respondents demonstrated the least amount of awareness in meditation and restorative practices.
- There was a strong interest in social justice, specifically in regard to issues of gender violence, terrorism, and racial violence, all of which were identified as significant subjects across demographic groups.
- For world college age demographics - both enrolled and not enrolled in peace studies programs - political polarization was the top-rated subject for interest in social justice projects and programs
- In gauging interest in youth focused training, the survey found that respondents demonstrated, on average, the highest level of interest in creative outlets (i.e. opportunities to bring in new ideas through creative expression)

Recommendations:

- The majority of respondents, regardless of age, location, or enrollment in a peace studies programs, learned about peace education programs and projects outside of school. There is a distinct lack of formal peace education in schools despite marked interest.
  - Recommendation: Support the development of peace education opportunities in schools that address students' interests; capacitate students with skills so they may advocate for peace education programming (something respondents showed strong interest in).

- Peace education is inherently community-driven, and it is precisely that communal aspect that youth seem to be most interested in.
  - Recommendation: Create clubs in schools that educate students about peace education and simultaneously create a space to forge community ties; bring peace education to community centers; provide peace education afterschool programs.

- Providing opportunities for youth to be active participants in their education is of the utmost importance.
  - Recommendation: Peace education programming and content should be derived from and designed to meet students' social justice interests and not just the interests of teachers/faculty.

- Social media platforms are incredibly important for youth programming and community engagement. Instagram, Facebook, Twitter, and newsletters emerged as the most used tools among respondents.
  - Recommendation: Create social media platforms that engage youth; create posts that appeal to the specific topics within peace education that they express interest in; respondents demonstrated, on average, the highest level of interest in creative outlets for youth focused training, and social media is an excellent medium for this.

Recommendations:

- Many respondents demonstrated interest in a new youth focused network, though enrollment in a peace studies program generally indicates a higher level of interest.
    - Recommendation: Develop a new youth focused network for those who are interested to become involved and make connections with one another.

Introduction

The Global Campaign for Peace Education (GCPE) is a global social movement advocating for the inclusion of peace education into all formal and nonformal education. For the purpose of this report, peace education is defined broadly as "education both about and for peace." Education "about" peace examines the question of what peace (and justice) is, and explores the possibilities for how to achieve peace. It also involves understanding and critically examining violence in all of its multiple forms and manifestations.

Education "for" peace prepares students with knowledge, skills, and capacities to pursue peace and social justice and to nonviolently respond to conflict. It is also concerned with nurturing inner moral and ethical resources that are essential to external peace action.

Peace education takes place in many contexts and settings, both inside and outside of schools. Not all peace education is labeled as "peace education." Most peace education efforts emerge out of local experiences of violence and/or injustice. Peace education might address racial justice, post-conflict peacebuilding, and reconciliation, violence prevention in schools, anti-war education, and so forth.

GCPE recognizes that youth[1] do not often get a seat at the table. However, today's youth generation is larger than it has ever been, with their presence being felt in more ways than one. According to UN Security Council Resolution 2250 on Youth, Peace and Security, youth should be recognized as valuable stakeholders and contributors to the preservation and advancement of peace and security. The resolution encourages Member States to include young people in discussion at all levels of government. It motivates them to actively construct systems and frameworks that enable young people to participate in peace and security.

In striving to better meet the needs and interests of youth, the Global Campaign developed a survey in order to gauge youth awareness, motivations, and interest in peace education and social justice education. The survey, conducted from

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(1) There is no universal definition of youth age. The United Nations defines youth as those from the ages of 15 to 24 years. https://www.un.org/en/global-issues/youth

Introduction (cont'd)

April 19 to May 14, 2021, targeted youth from secondary (high school age) through undergraduate (college age). However, others near this age range, including recent college graduates, were also encouraged to participate. In total, 2,345 responses we received. Some responses were deemed invalid due to respondents falling outside the age range and/or responses deemed spam, reducing the total to 2,287 responses. Furthermore, GCPE asked respondents to identify their general geographical location and whether or not they were enrolled in a peace studies program. 1,862 respondents were college-age and 433 were high school-age. 2,008 respondents were North American (from either the United States or Canada), and 336 respondents were international (from countries other than the United States or Canada). Finally, 1,613 respondents were enrolled in a peace studies program, while 527 were not. These responses were used to group respondents based on their age, location, and enrollment in a peace studies program in order to better understand how these variables impact awareness, interest, and motivations in peace education.

GCPE intends to use the results of this survey to help shape future youth oriented programming, resource development, and the possible creation of a youth network. GCPE hopes that this report, which outlines and analyzes the results of its survey, may support educators and organizers in their own youth programming efforts.

The GCPE sent the survey to many youth-focused organizations and also invited peace studies college faculty to distribute the survey to their students. Therefore, the respondents might have more awareness of and involvement in social justice and peace education than the majority of youth. For example, approximately 55.6% of respondents were North American college-age youth enrolled in a peace studies program, which might indicate higher levels of previous peace education knowledge than average youth populations.

It also must be noted that the GCPE incentivized survey responses by randomly selecting three respondents to receive a $25 (USD) gift card.

# Analysis of Responses for Each Question

"Given the definition and examples above, how much knowledge/previous experience do you have with peace education?"

This question sought to gauge respondents' general knowledge, awareness and experience(s) of peace education. Given the definition and examples of peace education provided, respondents were asked to rank their knowledge on a scale from one to five (one being the least, and five being the most). The following trends were identified:

1. Within the same age group and educational level, knowledge of peace education does not vary demographically. North American high school students scored on average 3.376 on the 1-5 scale, and international high school students scored 3.402. Similarly, North American college students in peace studies programs scored 3.552, and international college students in peace studies programs scored 3.572. North American college students not in peace studies programs scored 3.013, and international college students not in peace studies programs scored 3.2.

2. Knowledge of peace education varies among age groups. As mentioned previously, North American high school students scored 3.376, while North American college students not in peace studies programs scored 3.013. Additionally, international high school students scored 3.402, while international college students not in peace studies programs scored 3.2. It is interesting to note that current high school students surveyed, across the world, have a greater knowledge of peace education than college students not in peace studies programs. High school respondents may potentially be biased, as most would have received this survey from their teachers who already embrace peace education.

The following graphs display each demographic group's knowledge of peace education:
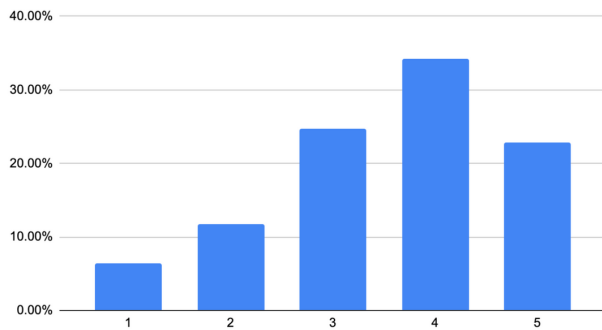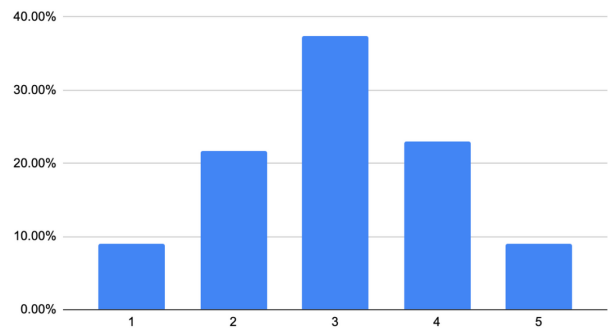
Knowledge of Peace Ed: NA HS
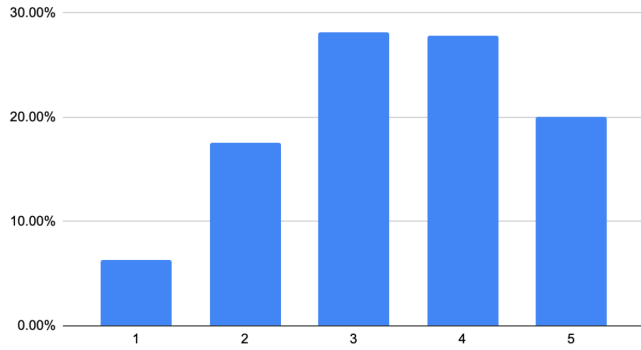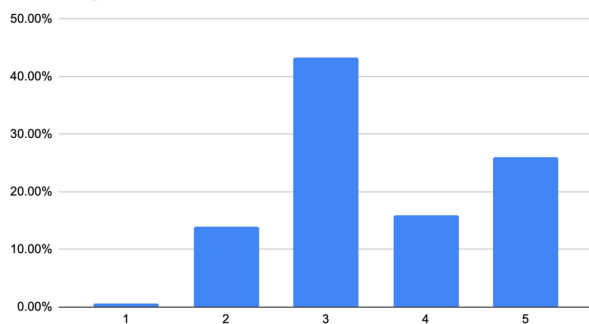

Knowledge of Peace Ed: World HS
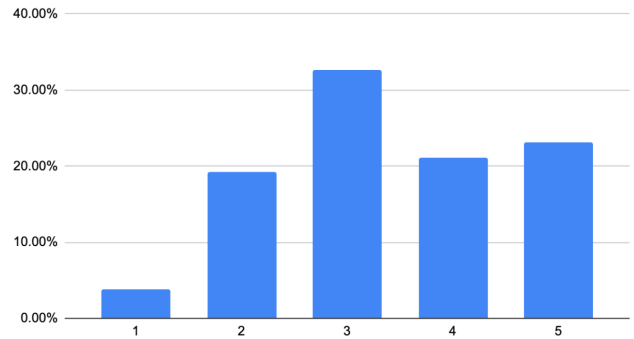
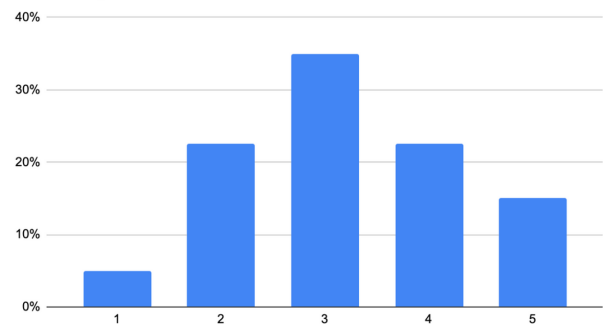
Knowledge of Peace Ed: NA CA in PS

Knowledge of Peace Ed: NA CA NOT in PS

Knowledge of Peace Ed: World CA in PS

Knowledge of Peace Ed: World CA NOT in PS

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Awareness, Experience, and Interest in Peace Education Programs/Projects

"Please indicate your awareness, experience (in school or outside of school), and interest in learning more about the following examples of common peace education programs/projects."

This question sought to gauge respondents' awareness, experience, and interest in peace education programs and projects. Three overarching trends were observed:

1. Interest in peace education programs and projects varied along demographic lines with respondents of different ages, locations, and enrollment status in peace studies programs showing the strongest interest in different programs and projects. North American high school students demonstrated consistent interest across all programs and projects with the highest level of interest being violence prevention (30.9%). Both international high school students and North American college age respondents not enrolled in a peace studies program demonstrated the highest level of interest in human rights (29.8% and 25.5%, respectively). North American college age respondents enrolled in a peace studies program were most interested in global development (31.6%). International college age respondents enrolled in a peace studies program demonstrated the highest interest in global citizenship (29.7%), while international college age respondents not enrolled in a peace studies program were most interested in gender violence (30.4%).

2. The two programs and practices with the highest levels of unawareness among groups were meditation and restorative practices. Namely, 14.8% of North American high school students, 8.8% of North American college age respondents enrolled in a peace studies program, and 18.4% of North American college age respondents not enrolled in a peace studies program reported never having heard of meditation as a form or approach of peace

Awareness, Experience, and Interest in Peace Education Programs/Projects (cont'd)

2. (cont'd) education. Restorative practices emerged as the other practice with high levels of unawareness. 16.3% of international high school students, 8.7% of international college age respondents enrolled in a peace studies program, and 14.4% of international college age respondents not enrolled in a peace studies program report a lack of awareness of restorative practices. There seems to be some geographical discrepancies in terms of knowledge of restorative practices, with international respondents reporting higher levels of a lack of awareness than North American respondents. This could be due to any number of reasons, but it is clear that restorative practices are not emphasized or taught to the same degree around the world as they are in North America. It is interesting to note that neither meditation nor restorative practices emerged as programs with high levels of interest for any of the demographic variables.

3. There is a consistent discrepancy across groups pertaining to where respondents learned about peace education programs and projects (in school vs. outside of school). In general, respondents reported learning about and/or experiencing more peace education programs and projects outside of school than in school. Of the seventeen mentioned programs and projects, a higher percentage of North American high school students learned about six of these programs in school and eleven of them outside of school. Among North American high school students, the two practices and programs with the greatest difference in percentage between in school and outside of school were social-emotional learning (20%) and anti-war/disarmament (15%). Similarly, international high school students reported higher percentages of in school-learning for only five of the seventeen mentioned programs. Additionally, there were higher discrepancies between in-school and outside of school learning among international high school students. For example, 67.3% of international high school students reported learning about nonviolence outside of school, while only 27.8% reported learning about it in

Awareness, Experience, and Interest in Peace Education Programs/Projects (cont'd)

3. school. Interestingly, this trend is consistent regardless of enrollment in peace education studies. Higher percentages of North American college age respondents enrolled in peace studies programs reported learning about thirteen of the seventeen mentioned programs and projects outside of school. Higher percentages of North American college age respondents not enrolled in peace studies programs, however, reported learning about ten of the seventeen programs and projects outside of school. These trends are consistent with how international college age students, regardless of enrollment in peace studies programs, reported learning about the mentioned programs and projects.

The following graphs display the difference in responses between demographic groups regarding their awareness of and interest in conflict resolution. A sample selection of data is included below. For additional analysis, please refer to the original data set.
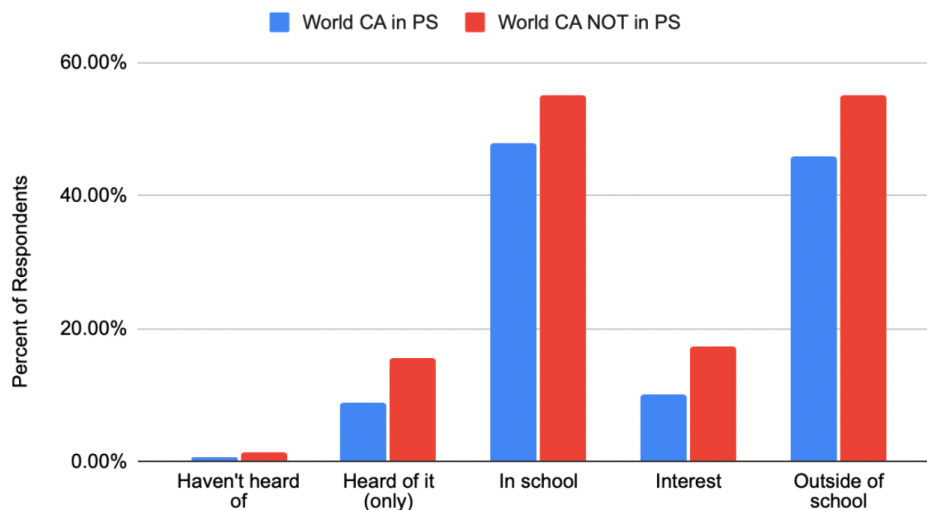
NA CA in PS vs NA CA NOT in PS [Conflict Resolution]
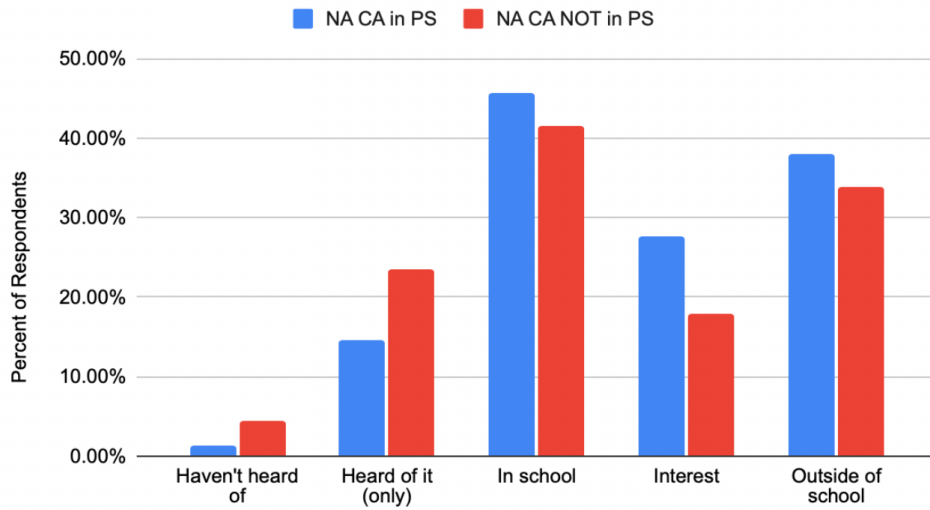
NA HS vs World HS Age [Conflict Resolution]:
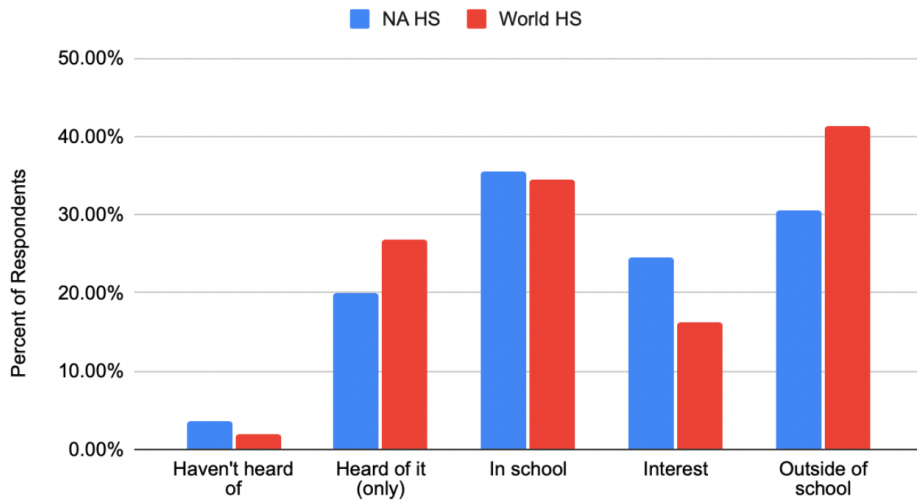
World CA in PS vs World CA NOT in PS [Conflict Resolution]

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"Are there other peace education programs/projects you have awareness of or have participated in that are not listed above?"

Respondents were provided an opportunity to mention any peace education programs and projects that were not included in the previous question. Based on their responses, the most mentioned programs and projects were cyber bullying, climate change, economic inequality, anti-human trafficking, LGBTQIA+ rights, and domestic/sexual violence. There was a broad interest in anti-violence programs and projects, specifically in regards to school violence, police brutality, and non-proliferation of nuclear weapons. Additionally, mental and emotional health emerged as a priority with a focus on trauma healing, inter-faith dialogue, and empathy and sympathy. Respondents were particularly interested in programs and projects related to education, including democratic education, human rights education, peer-to-peer education, and sex education.

"What issues of peace and social justice matter the most to you? Which would you like to learn the most about?"

This question aimed to allow respondents to consider what issues they are most interested in. In order to develop engaging youth programming, it is crucial to understand what youth are passionate about. Analysis of this data section is focused on three main observations:

Three Main Observations

1. Across all demographics studied, Indigenous Rights, Prison Reform, Criminal Justice Reform, and Police Reform were all below the 20% interest marker. As a forewarning, we recognize that the separation of Prison Reform, Criminal Justice Reform, and Police Reform could have confused respondents, and consequently influenced response data. For instance, some respondents may have associated Police Reform as a subsection of Criminal Justice Reform in general, whereas others might have simply had different opinions on what these terms meant. However, while respondent data may be slightly varied according to these circumstances, it is still noteworthy that all three of those related groups--Prison Reform, Criminal Justice Reform, and Police Reform-- fall below the 20% interest marker across all demographics. As for what this means, this may indicate that these issues, including Indigenous Rights, are often neglected in both academic and non-academic settings, or portrayed as issues of lesser importance compared to other social justice issues.
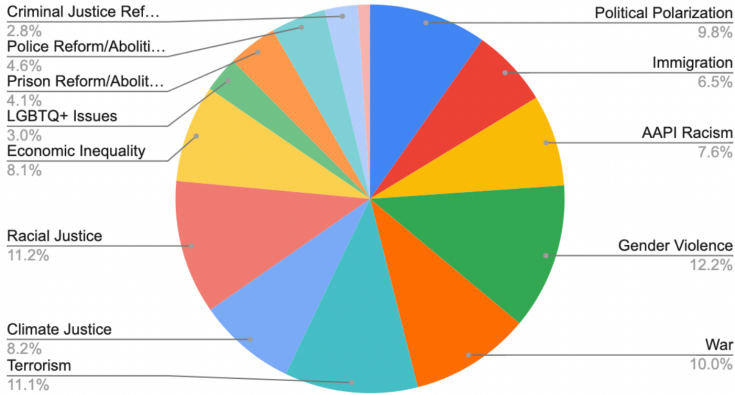
2. In all high school groups and North American groups, Gender Violence, Terrorism, and Racial Violence were all within the top three social justice issues. This is interesting for a number of reasons. First, this data indicates that issues of Gender Violence, Terrorism, and Racial Violence are all recognized as significant subjects across the world and across age groups. However, this trend begins to differ slightly in both world college age groups. We suspect that this may indicate the types of social justice issues different age groups are exposed to across the world. High school age groups are usually involved in a generally pre-set curriculum of what issues to be aware of, indicating that this age group seems to be largely educated on recognizing the significance of Gender Violence, Terrorism, and Racial Violence. College-aged individuals are usually at a period of academic-independence, meaning that they are not always tied to an exact curriculum shared across their peers. However, even though freedom of academic pursuits is available in North America, we see North American college-aged individuals still ranking Gender Violence, Terrorism, and Racial Violence as their top three social justice issues of interest. This may indicate that these issues are generally accessible to research and engage in, effectively promoting interest and passion across these demographics.
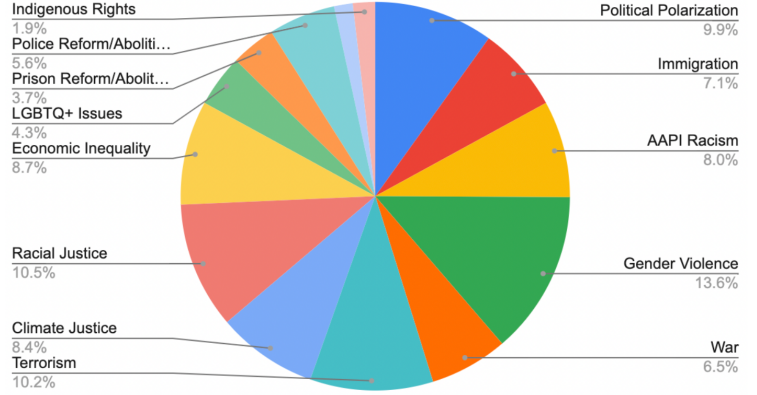
Cont'd

3. For world college age demographics - both enrolled and not enrolled in peace studies programs - Political Polarization was the top-rated subject. Based on the information relayed in the previous point about academic-freedom, this observation indicates one of two scenarios. First, it could simply mean that issues of Political Polarization are more accessible as a field of study, and college-aged individuals gained an interest in exploring an issue that was not as often discussed in their earlier-education. However, in a more direct and likely analysis, it could also mean that Political Polarization is a subject that is incredibly impactful and significant social justice issue in their region that goes under-discussed in early education, and that once youth have more of an opportunity to self-explore the world and its conflicts, they find that Political Polarization has had a strong impact on their community, or communities they learn about.

The following graphs display the difference in interest regarding social justice issues across demographic groups:
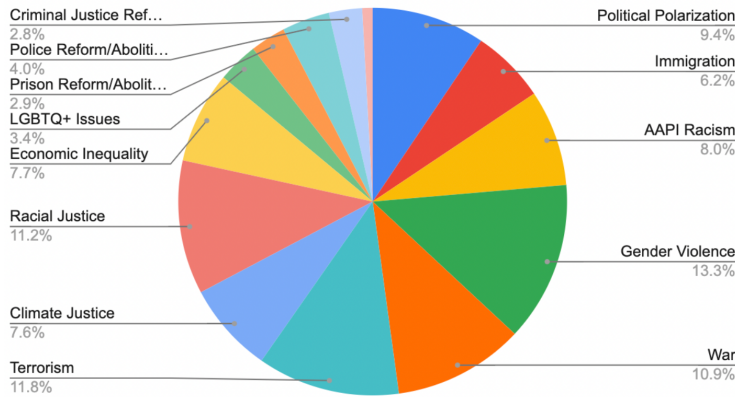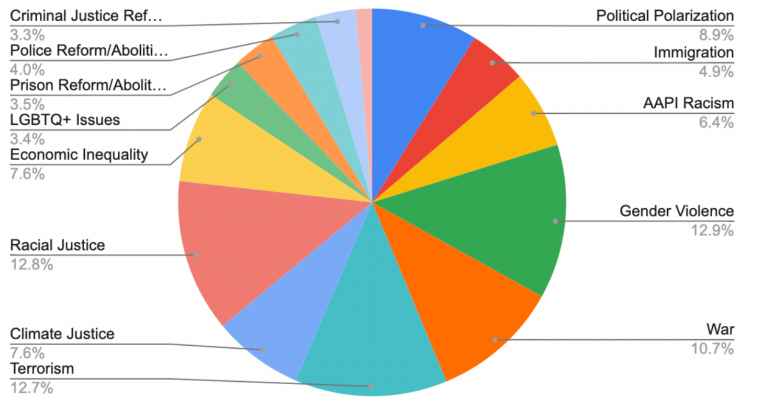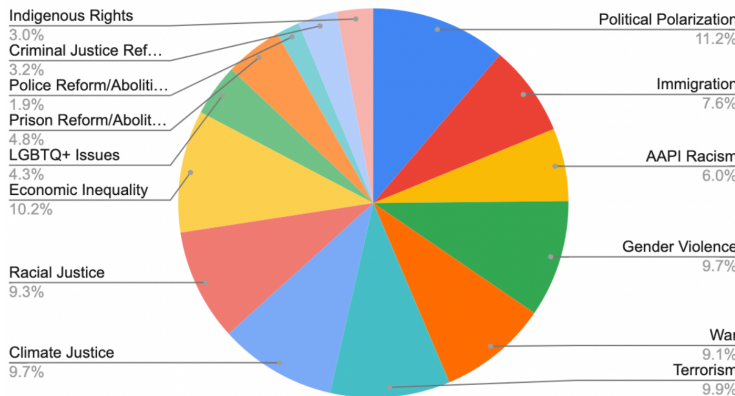
Social Justice Issues: NA HS Age

Criminal Justice Ref… 2.8%
Police Reform/Aboliti… 4.6%
Prison Reform/Abolit… 4.1%
LGBTQ+ Issues 3.0%
Economic Inequality 8.1%
Racial Justice 11.2%
Climate Justice 8.2%
Terrorism 11.1%

Political Polarization 9.8%
Immigration 6.5%
AAPI Racism 7.6%
Gender Violence 12.2%
War 10.0%

Social Justice Issues: World HS Age

Indigenous Rights 1.9%
Police Reform/Aboliti… 5.6%
Prison Reform/Abolit… 3.7%
LGBTQ+ Issues 4.3%
Economic Inequality 8.7%
Racial Justice 10.5%
Climate Justice 8.4%
Terrorism 10.2%

Political Polarization 9.9%
Immigration 7.1%
AAPI Racism 8.0%
Gender Violence 13.6%
War 6.5%

Social Justice Issues: NA CA in PS

Criminal Justice Ref… 2.8%
Police Reform/Aboliti… 4.0%
Prison Reform/Abolit… 2.9%
LGBTQ+ Issues 3.4%
Economic Inequality 7.7%
Racial Justice 11.2%
Climate Justice 7.6%
Terrorism 11.8%

Political Polarization 9.4%
Immigration 6.2%
AAPI Racism 8.0%
Gender Violence 13.3%
War 10.9%

Social Justice Issues: NA CA NOT in PS

Criminal Justice Ref… 3.3%
Police Reform/Aboliti… 4.0%
Prison Reform/Abolit… 3.5%
LGBTQ+ Issues 3.4%
Economic Inequality 7.6%
Racial Justice 12.8%
Climate Justice 7.6%
Terrorism 12.7%

Political Polarization 8.9%
Immigration 4.9%
AAPI Racism 6.4%
Gender Violence 12.9%
War 10.7%

Social Justice Issues: World College Age in PS

Indigenous Rights 3.0%
Criminal Justice Ref… 3.2%
Police Reform/Aboliti… 1.9%
Prison Reform/Abolit… 4.8%
LGBTQ+ Issues 4.3%
Economic Inequality 10.2%
Racial Justice 9.3%
Climate Justice 9.7%

Political Polarization 11.2%
Immigration 7.6%
AAPI Racism 6.0%
Gender Violence 9.7%
War 9.1%
Terrorism 9.9%

Social Justice Issues: World CA NOT in PS

Indigenous Rights 4.1%
Criminal Justice Ref… 3.2%
Police Reform/Aboliti… 4.1%
Prison Reform/Abolit… 3.6%
LGBTQ+ Issues 8.6%
Economic Inequality 7.7%
Racial Justice 9.5%
Climate Justice 7.3%

Political Polarization 13.6%
Immigration 7.7%
AAPI Racism 3.6%
Gender Violence 13.2%
War 7.7%
Terrorism 5.9%
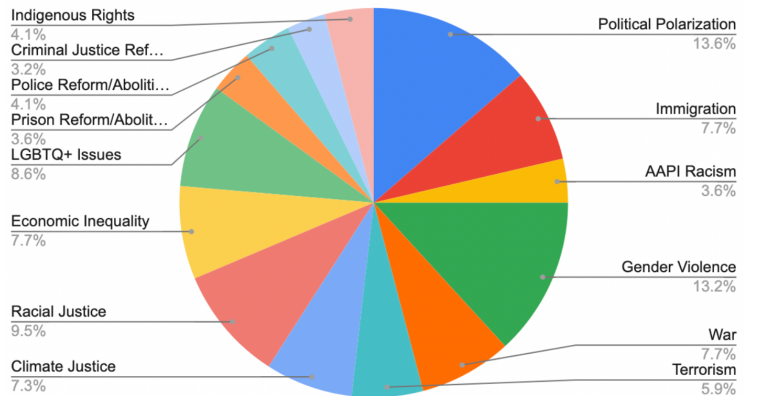
"If the GCPE were to offer educational programs to explore the issues above, which experience(s) / format(s) would you find beneficial, exciting or likely to participate in?"

This question sought to gauge the formats of educational programs respondents would be most interested in. Given a specific format, respondents were asked to rank their interest on a scale of one to five, one being the least and five being the most. The following trends were observed:

1. The respondents were least interested in webinars and think tanks. Across each group, webinars and think tanks hold two of the three lowest ranks.
2. The respondents were most interested in resources on where to study peace education and actively working on peace education projects. Across each group, resources on where to study peace education and/or actively working on peace education projects hold one of the top three ranks.
3. Across each group, with the exception of North American high school students, the formats the respondents are most interested in involve physically engaging with other people. For example, international high school and college students, and North American college students are all most interested in actively working on peace education projects.

"Are there any other experiences or project formats you would be interested in that are not listed above?"

While there are no observable trends in the responses to this question, there are some interesting ideas. First, a respondent suggested making an animated series, making peace education more digestible for the ten and under age group. Other respondents suggested more peace education propaganda, particularly in the form of influencer content.

"If the GCPE were to offer youth focused training, what skills or experiences would you like to gain?"

This question aims to better understand what transferable and tangible skills youth would be most interested in. Respondents were asked to indicate their interest on a scale of 1-5 (1 being little to no interest and 5 being very interested) in seven proposed skills and experiences: organizational skills from an NGO perspective; tools for advocacy; community-building; internship or volunteer experiences; project-based efforts; outreach strategy; and creative outlets. Respondents demonstrated, on average, the highest level of interest in creative outlets as opportunities to bring in new ideas and the lowest level of interest in advocacy tools. Without follow-up questions, it is difficult to determine respondents' motivations. It may be possible, for example, that "advocacy skills" were misunderstood, particularly given the positive response to the next survey question focused specifically on interest in learning skills to be able to advocate for peace education.

Cont'd

Among North American high school respondents, organizational skills and creative outlets were of the highest interest with 25.75% and 29.69% of respondents rating an interest level of 5 for each category, respectively. World high school respondents similarly rated creative outlets with the highest level of interest. It is noteworthy that they were split very evenly regarding internship and volunteer opportunities with 23.07% giving an interest rating of 2 and 3 and 22.11% giving an interest rating of 4 and 5. North American college-age respondents enrolled in peace studies programs demonstrated consistent and high interest levels across all seven proposed skills and experiences. Both North American college-age respondents not enrolled in peace studies programs and world college-age respondents enrolled in peace studies programs also showed consistent interest across all skills and experiences, albeit slightly lower than North American college-age respondents enrolled in peace studies programs. Interestingly, world college-age respondents not enrolled in peace studies programs demonstrated the lowest levels of interest of any demographic group for the proposed skills and experiences. Their average rating was 2, although they showed slightly higher interest in outreach strategy and creative outlets.

The following graphs display the difference in responses among demographic groups for different skills or experiences. A sample selection of data is included below. For additional analysis, please refer to the original data set.
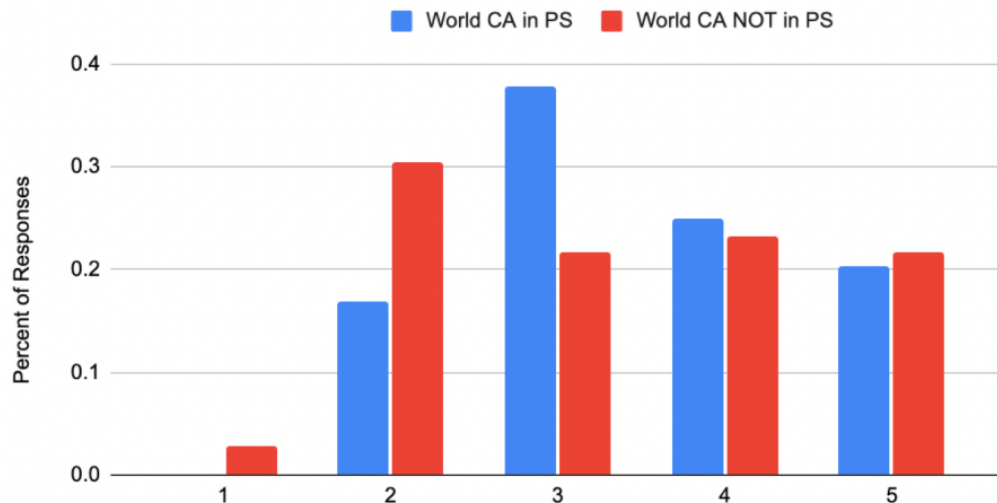
Interest in Organizational Skills: NA HS vs World HS
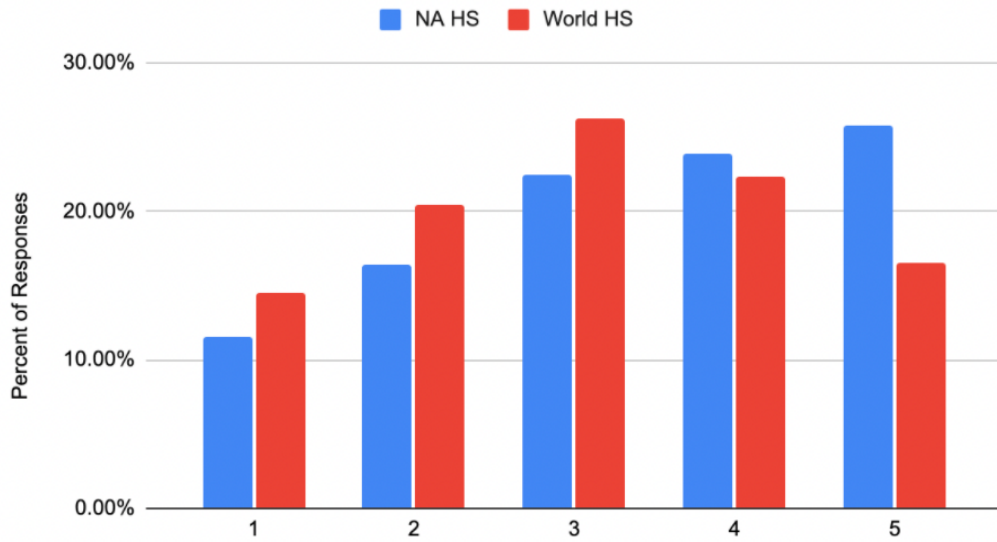
Interest in Advocacy Skills: NA CA in PS vs. NA CA NOT in PS
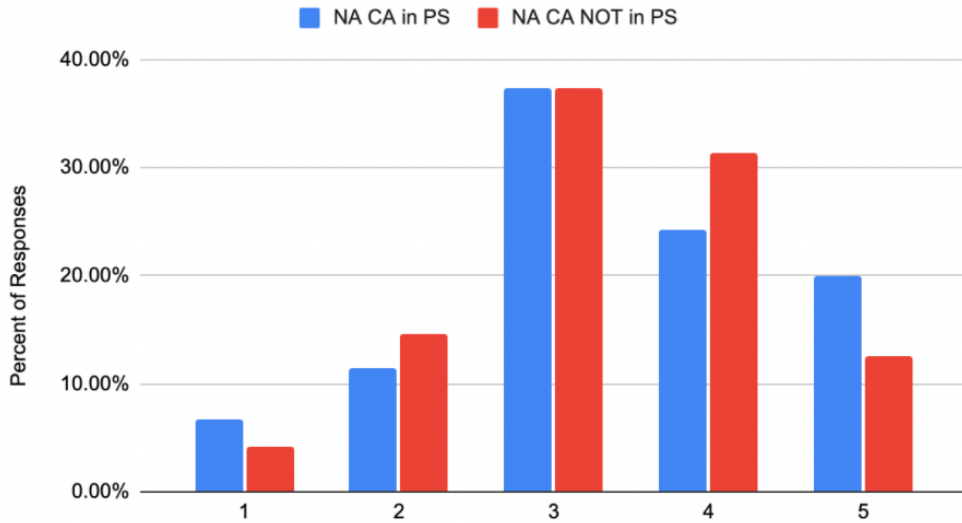
Interest in Community-Building: World CA in PS vs World CA NOT in PS

## "Are there other skills or experiences you would be interested in that are not listed above?"

With this question, the Global Campaign wanted to create space for respondents to offer their own ideas for programming, specifically skills and experiences that they would be interested in. Responses demonstrated interest in creative and community-focused programs and projects. International high school-age respondents mentioned a feminist club that discusses issues of female empowerment, which aligns with the high levels of interest in gender violence mentioned earlier in the report. North American college-age respondents enrolled in peace studies programs brought up many community-oriented programs, such as campus collaboration, advocacy strategy, and community education. Both international and North American college-age respondents were interested in professional development, including externships and career options, as well as opportunities to remain continuously engaged with youth, such as the development of a youth network.

Peace Education Advocacy

The GCPE has a particular interest in students being able to advocate for their own curriculum and education. Youth inclusion in decision-making is of the utmost importance, which is why, in this question, respondents were asked about their interest in learning skills to advocate for peace education in their schools and communities. In general, respondents demonstrated high levels of interest in learning peace education advocacy skills with the average response across groups being 3.6 with 5 being the highest level of interest.

These trends are demonstrated in the below graphs:

Interest in Peace Ed Advocacy Across All Groups
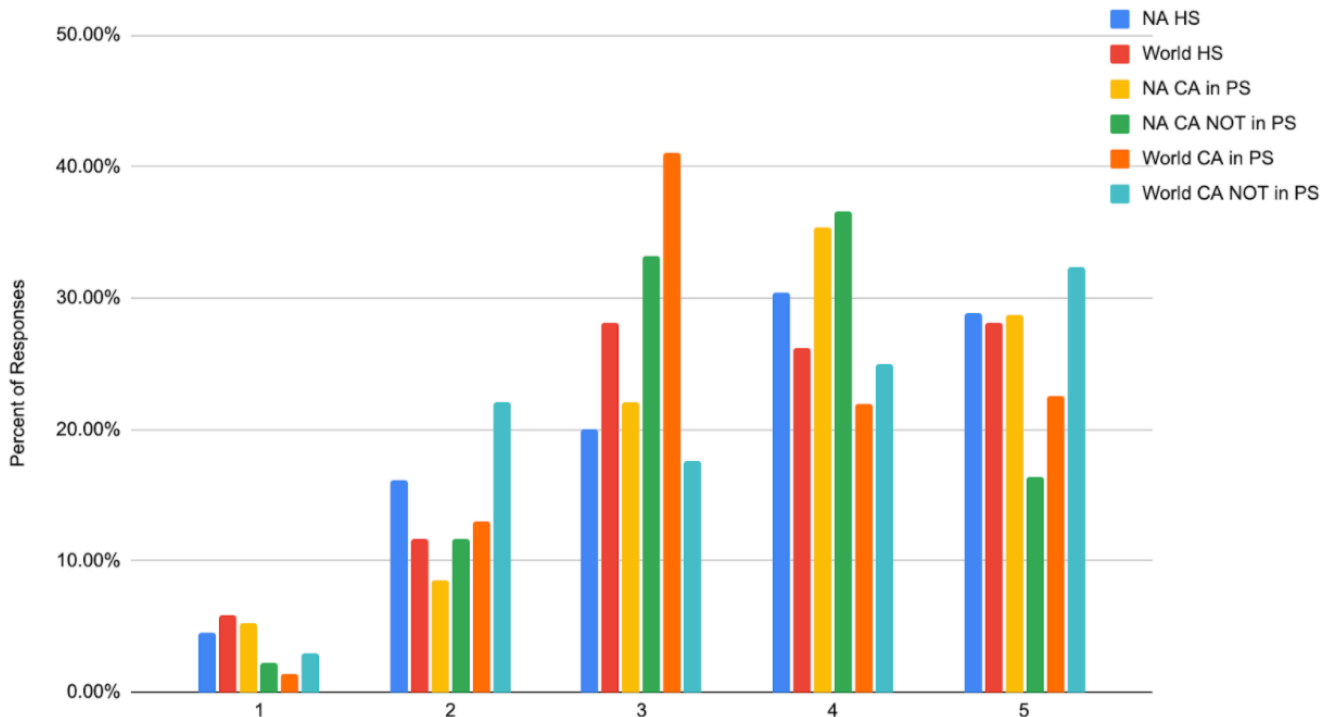
"Would you be interested in getting involved in a new youth focused network of the GCPE?"

The Global Campaign sought to assess whether respondents would be interested in participating in a youth focused network of the GCPE. Approximately 77% of North American high school-age respondents said "Yes," they would be interested in a new youth focused GCPE network. 84% of world high school-age respondents said "Yes" with approximately 10% saying "Maybe." 82.43% of world college-age respondents enrolled in a peace studies program said "Yes," while 63.31% of world college-age respondents not enrolled in a peace studies program said "Yes." Among world college-age respondents not enrolled in a peace studies program, there was more fluctuation in responses with nearly 20% of respondents saying "No," they would not be interested in a youth network, and nearly 18% saying "Maybe." Approximately 86% of North American college-age respondents enrolled in a peace studies program said "Yes," and 61.53% of North American college-age respondents not enrolled in a peace studies program said "Yes." Again, it seems that enrollment in a peace studies program, regardless of geographical location, plays a role in interest levels. Both world and North American college-age respondents not enrolled in a peace studies program demonstrated the lowest interest in a new youth focused network.

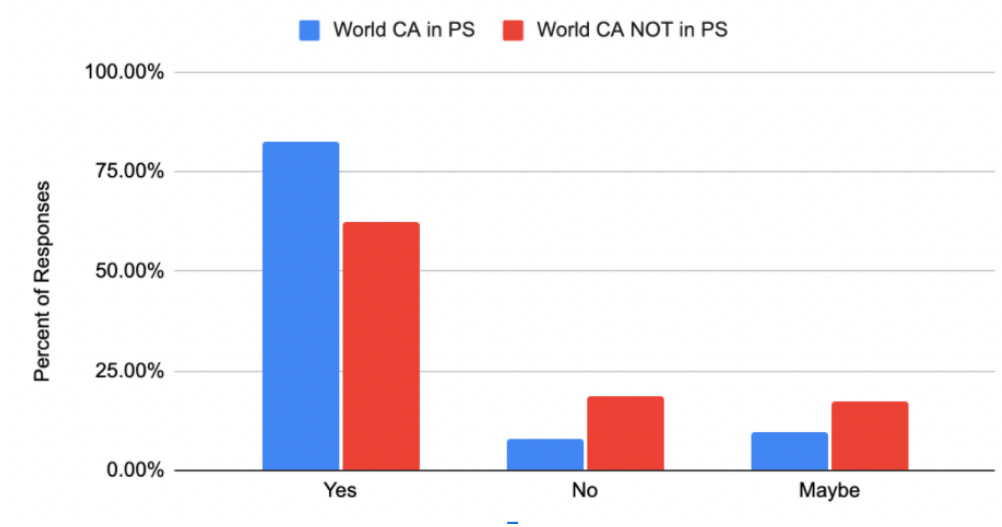The following graphs display the demographic groups' interest in joining a youth focused network.

Interest in Youth Network: NA HS vs World HS
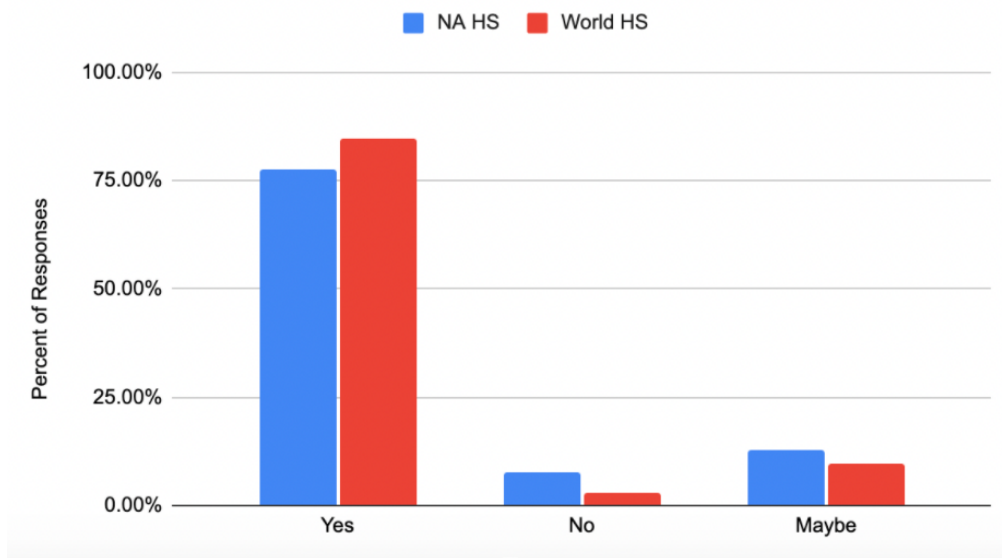
Interest in Youth Network: NA CA in PS vs NA CA NOT in PS
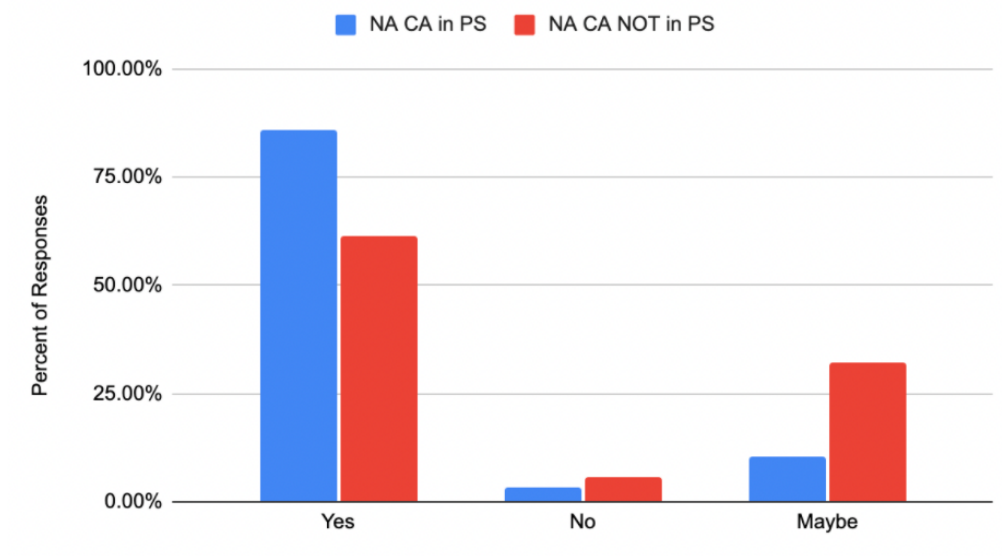
## Interest in Youth Network: World CA in PS vs World CA NOT in PS

If you would like to stay connected to the GCPE, what tools/social media platforms are you most likely to use?

For youth outreach and community engagement, social media is a critical tool. With this question, the GCPE sought to understand which social media platforms garner the most engagement among youth. Among international respondents, regardless of age, Instagram and a newsletter arose as the platforms they would be most likely to use. Among North American respondents, regardless of age, Facebook, Twitter, a newsletter, and website emerged as the tools they are most likely to use.

The following graph displays each demographic's interest in social media platforms and tools.

Social Media Platforms to Stay Connected: World vs NA
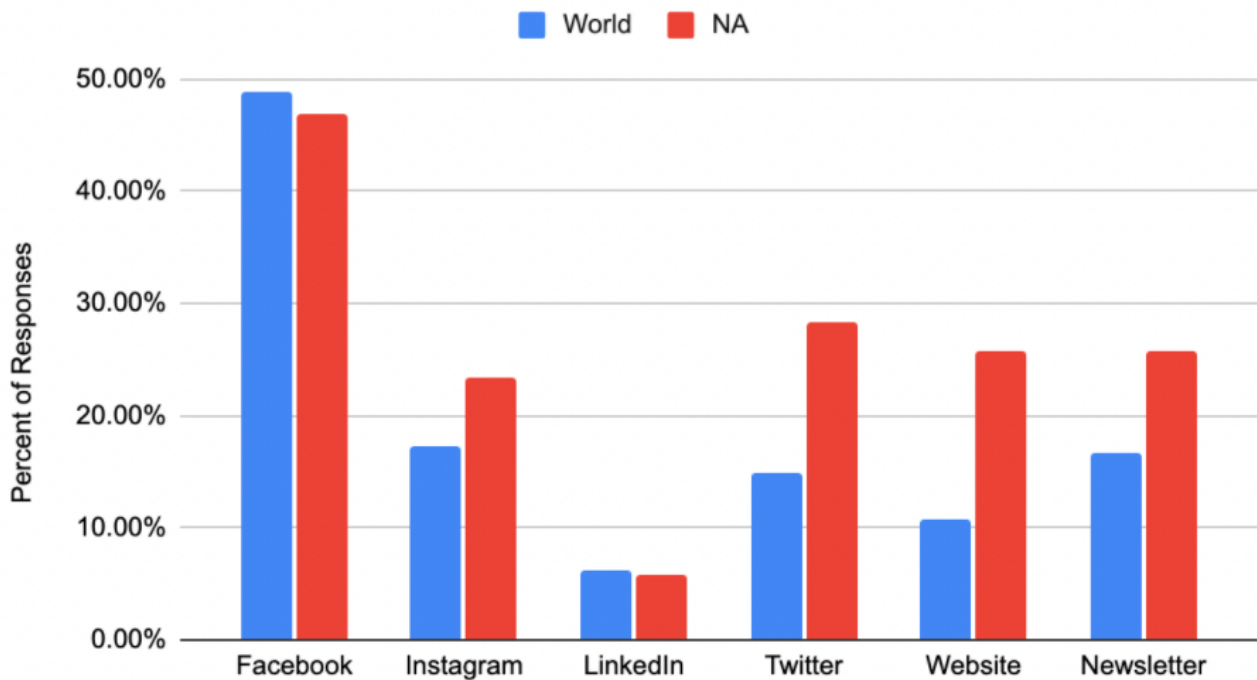
Recommendations & Conclusion

Based on the responses to the survey, it is evident that youth are aware of and interested in peace and social justice education. This varies across demographic groups with North American college-age respondents enrolled in peace studies programs, which made up the bulk of responses, demonstrating the highest levels of awareness and knowledge.

There is a clear epistemic gap in peace education. The majority of respondents, regardless of age, location, or enrollment in a peace studies program, learned about peace education programs and projects outside of school. There is a distinct lack of formal peace education in schools despite marked interest. These results suggest that educators ought to consider formally incorporating and/or integrating peace education into their curriculum. Students' strong interest in learning skills to advocate for their own learning should also be supported. Providing resources and training opportunities for youth to advocate for peace education in their schools may be something the Global Campaign for Peace Education is uniquely suited to support.

In terms of youth focused training, respondents demonstrated, on average, the highest level of interest in creative outlets (i.e. opportunities to bring in new ideas through creative expression). It is evident that youth seek creative methods that center their own voices and needs through which they can actively participate in youth-focused training.

Survey results suggest that youth are interested in further engaging in peace education and social justice projects, specifically those regarding violence prevention, human rights, global development, global citizenship, and gender violence. Perhaps there is a way to synthesize these interests so that youth can delve into a broad range of topics.

Recommendations & Conclusion (cont'd)

In order to better reach youth, social media is one of the most effective methods. Respondents reported that they were most likely to use platforms such as Instagram, Facebook, and Twitter, as well as a newsletter, to stay informed about and involved in peace education-related programming. Educators and organizers ought to use these tools to reach a wider audience when attempting to develop youth-focused projects.

It must be noted that this survey was conducted during the COVID-19 pandemic, at a time when many people work and study from home. Perhaps due to this prolonged period of isolation and screen time, many respondents were interested in in-person opportunities to work on a peace education project. Peace and social justice education is inherently community-driven, and it is precisely that communal aspect that youth seem to be most interested in. It is recommended that educators and community leaders, in an abundance of care, emphasize the importance of connectivity among youth through projects, service learning, peace clubs, advocacy, and creative outlets.

Ultimately, it is clear that the best way to meet the needs of youth is to follow their lead. Youths have a clear idea of what they are interested in and motivated by, which is crucial when considering how to mobilize youth to become more invested in their education and beyond. Providing opportunities for youth to be active participants in their education is of the utmost importance.

Furthermore, youth demonstrated strong interest in a new GCPE youth network. The Global Campaign hopes to make this a reality in the near future for interested youth. The Campaign also intends to follow up with the results of this survey by sharing this report with youth-focused organizations and educators, as well as inviting feedback from respondents regarding where they would like GCPE to begin.

References & Resources

- <u>UN definition of youth</u>

- <u>UN Security Council Resolution 2250 on Youth, Peace and Security</u>

- *Securitizing Youth: Young People's Role in the Global Peace and Security Agenda*, by Marisa Ensor

- <u>*The Missing Peace: Independent Progress Study on Youth, Peace and Security*</u>, by Graeme Simpson

- <u>Youth and Peacebuilding: Key Insights and Lessons from A Global Online Consultation,</u> by Peace Direct

- <u>UNOY</u>

Appendix

- Narrowed down collective data
- Original survey instrument