

# **PEDITORY PROJECT**

**Peace Education Through Digital Storytelling  
2022-2-PT02-KA220-YOU-000097612**

**QUESTIONNAIRE FOR YOUNGSTERS REPORT**



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## Project and background

Peditory Project aims to provide educational solutions by building a partnership in the field of youth. The consortium wants to develop a new and innovative methodology and toolkit for peace education based on digital storytelling. These aims address the additional priority which is "Increasing quality, innovation and recognition of youth work". On the other hand, this project provides solutions to encourage young people to take more responsibility for their own actions whilst learning to question authority and develop empathy towards others by examining the social, economic and political environment to understand where conflict comes from and how to transform it. Peace education is oriented towards empowering people to become active and engage on a personal and political level to achieve peace. These aims address the additional priority which is "Reinforce the links between policy, research and practice".

Peditory results will be used in potential conflict areas/communities in order to foster mutual understanding, respect and acceptance amongst diverse people in that area/community, to enable them to work towards resilient, respectful, sustainable and cooperative communities. In this regard, PEDITORY will focus on the Horizontal priority "Common Values, civic engagement and participation in alignment with the additional priorities".

In order to achieve these objectives, and within WorkPackage2, a preliminary study has been carried out on the current situation of young people and youth workers, in order to find out what knowledge they have about peace education.

For this purpose, two surveys were carried out: one with young people and one with youth workers, and an interview with a focus group of youth workers.

This report presents the results of the youth questionnaire, for which the following questions have been used:

1. Age.
2. Do you think that training in peace education is important for young people?
3. Did you receive any training about peace education in the school?
4. If yes, what content did you work on?

5. Do you consider you have enough knowledge about peace education?
6. If not, what kind of knowledge and information do you consider it is necessary to know about peace?
7. Do you know about the concept of soft skills?
8. How important do you think soft skills are in peace education?
9. Please, select the soft skills that you consider most important in the peace education field.
10. What are the challenges that young people have to overcome related to the peace field?
11. Do you believe that sharing stories of young people about peace and conflict will increase awareness in society about peacebuilding?
12. If you have a story to tell, are you interested to share your story on our peace education platform as a blog article or video?
13. If yes, please fill in your e-mail address and we will contact you
14. Would you like to have access to visual and digital resources to improve and obtain more information and knowledge about peace education?
15. In case you assist with a training about peace education, what kind of activities or knowledge would you like to receive?
16. If you are interested in receiving information about the project, the future results and resources to be developed, please fill in your email address.

The answers are measured in a qualitative and quantitative way in order to obtain the best and most complained information from the youngsters.

## Profile of participants

The target group of this questionnaire are young people in general (migrants, national minorities, vulnerable groups...).

In total, 150 young people participated in the questionnaire. These participants are from different parts of Europe, specifically from the countries of Portugal, Italy, Spain, Turkey, Ukraine and Lithuania. In this way, and due to the individualities and general differences in each of the countries, the generalisability of the responses is allowed.

## Analysis of results

### **Question 1: Age**

From the 150 participants, 21 people are younger than 18 years old, 67 people are between 19-25 years old, 43 people are between 26-35 years old, and 19 people are older than 36 years old.

### **Question 2: Do you think that training in peace education is important for the young people?**

129 participants agree on the importance of peace education for the young people, while the rest are not sure (8 participants) or consider it is not important (13 participants).

### **Question 3: Did you receive any training about peace education in the school?**

Youngsters, when they are asked about if they received any kind of training on peace education, do not agree in general. 28 people are not sure if they receive this kind of training, while 94 people that affirm they didn't receive this education. Only 28 participants consider they receive training about peace education.

### **Question 4: If yes, what content did you work on?**

The responses about the content that participants worked on peace education are the next:

- Peace (concept, events, thematic days, workshops...)
- Workshops
- Tolerance, respect, coexistence
- Cross-cultural and peace communication
- Racism, bullying and discrimination
- Law and citizenship/human rights
- Conflict resolution and advocacy
- Ecology and peace
- Fundamentals of health

**Question 5: Do you consider you have enough knowledge about peace education?**

When participants are asked about their knowledge in peace education, 42 of them answer not be sure, 61 affirm they don't have enough knowledge, and the 45 rest think they have enough knowledge.

**Question 6: If not, what kind of knowledge and information do you consider it is necessary to know about peace?**

The responses that participants gave about what knowledge or information consider necessary to know about peace are the next:

- Concept and theories of peace, culture of peace, peace dialogue, why is peace necessary, movements, peacebuilding, interconnection between conflict and peace, social, economical and political components of peace.
- Conflict management in schools, intracultural and intercultural mediation, conflict resolution, respect for different ideologies, causes and dynamics of conflicts, principles and strategies for conflict resolution, dialogues or communication with people who participated in post-conflict.
- Skills to keep the peace in conflict situations, tolerance and communication, social skills, stereotypes, prejudices, diversity, racism, discrimination control of emotions, motivation, negotiation, integrity, rights, psychological factors, interventions and therapies, refugees.
- History, international context, environments, hidden issues to avoid the rules, roles of actors, political factors, diplomacy and negotiation, role of international factors, role of religious institutions, role and potential of media.

**Question 7: Do you know about the concept of soft skills?**

108 participants know about the soft skills concept, but the rest are not sure (21 participants) or affirm they don't know about the concept (21 participants).

**Question 8: How important do you think soft skills are in peace education?**

When youngers are asked about the importance of soft skills in peace education, they don't agree: being measured the responses from 1 (not important) to 5 (very important), 88 people gave an importance of 5/5, 30 people gave an importance of 4/5, 21 gave an importance of 3/5, 9 people gave an importance of 2/5, and 1 people gave an importance of 1/5.

**Question 9: Please, select the soft skills that you consider most important in the peace education field.**

All the soft skills were selected for more or less participants, but the most selected are:

- Communication
- Conflict resolution
- Problem-solving
- Empathy
- Emotional intelligence
- Tolerance
- Flexibility
- Teamwork
- Nonverbal communication
- Interpersonal skills

**Question 10: What are the challenges that young people have to overcome related to the peace field?**

The challenges youngers consider they have to overcome are the next:

- Tolerance and respect, acceptance of other realities, promote just societies, mediation, hate between youngers, communication vs miscommunication, conflicts of interests, re-humanise people, learn to live and coexist

(homophobia, racism, xenophobia, sexism, discrimination...), wars, exposure to violence, marginalization and exclusion, violence, conflicts, traumas, displacements, burnout, high stress, indifference, fear of speaking out or sharing stories with people will ignore or be indifferent.

- Biased information through social media, fake news, lack of information, ignorance, internet and media addiction, limited access to education and skills development, societal division and polarization, propaganda at different levels.
- Lack of access to equal opportunities, mental illnesses, self-knowledge and self-belief, lack of knowledge and skills to manage peace, lack of motivation, lack of access to resources and opportunities, cultural bases, lack of education, outdated value system, lack of representation and participation, lack of funding and resources, lack of schools in peace education.
- Societal divisions and polarization, difficult political and social contexts, historical narratives that perpetuate conflicts, radicalization (victory is used more often than peace).
- No one trusts us in the beginning and we forget our goals in the end.

***Question 11: Do you believe that sharing stories of young people about peace and conflict will increase awareness in society about peacebuilding?***

82% of participants consider that sharing stories of young people about peace and conflict will increase awareness in society about peacebuilding, while 9% don't or 9% are not sure.

***Question 12: If you have a story to tell, are you interested to share your story on our peace education platform as a blog article or video?***

65% of participants are not interested in sharing any story, while the remaining 24% are not sure about it, or the other 11% would be interested in sharing their stories.



**Question 13: If yes, please fill in your email address and we will contact you.**

Only one participant provided its email.

**Question 14: Would you like to have access to visual and digital resources to improve and obtain more information and knowledge about peace education?**

Most participants (95 participants) would like to have access to resources to improve their knowledge about peace education, while 29 participants are not sure and 26 participants don't want to improve their knowledge.

**Question 15: In case you assist with a training about peace education, what kind of activities or knowledge would you like to receive?**

- Bullying, interpersonal skills, teamwork, coliving, respect and tolerance, racism, homophobia, machism, xenophobia, discrimination, emotional intelligence, mental illnesses, peacebuilding, communication and language learning, personal development and individual skills, empathy, social media (roles and perceptions), interculturality, human rights and social justice, active citizenship, critical thinking, connection between human rights and peacebuilding, self-care, prevent burnout and high stress, role of history in perpetuating or solving conflicts, cross-cultural and interfaith dialogue, relationship-building between conflicting parties.
- Examples, good practices, realities and challenges, awareness through previous experiences, conflict chain (causes and roots, conflicts, resolutions, analysis...), negotiation, possibility to tell a story with confidence, role-playing.

**Question 16: If you are interested in receiving information about the project, the future results and resources to be developed, please fill in your email address.**

9 participants indicated their email address.

## Conclusions

Most of the 150 participants, who are young people, consider peace education is important for the youngsters. However, they didn't receive peace education, or what they received was not enough (peace in general, some workshops, "peaceful" texts, thematic days or events, some information about law and human rights, ecology, conflict resolution...). For this reason, most of the youngsters consider they don't have enough knowledge about peace education, or they are not sure about having it.

When young people are asked about soft skills, one third of them are familiar with the concept, while the rest are not sure or don't know about it. However, they recognise that soft skills are important in peace education, and remark that the most important for them are communication, conflict resolution, problem-solving, empathy, emotional intelligence, tolerance, flexibility, teamwork, nonverbal communication and interpersonal skills. These soft skills are directly related to the main challenges that younger people indicate they have: tolerance and respect, mediation, hate, communication vs miscommunication, homophobia, racism, xenophobia, sexism, discrimination, exposure to violence, marginalization, traumas, high stress, lack of information, limited access to education, lack of opportunities, mental illnesses, among others.

Most of the participants affirm that sharing stories of youngsters about peace and conflict will increase awareness in society about peacebuilding, and most of them again are interested in having access to visual and digital resources to improve and obtain more information and knowledge about peace education. The main topics or knowledge they would like to receive are bullying, interpersonal skills, coliving, respect, tolerance, homophobia, xenophobia, discrimination, personal development, self-care, realities and challenges, conflict chain, role-playings, among a long list of possibilities.