

PEDITORY PROJECT

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

QUESTIONNAIRE FOR YOUTH WORKERS 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 workers questionnaire, for which the following questions have been used:

1. Role in your organization.
2. Do you know about the concept of soft skills?
3. How important do you think soft skills are in peace education?

4. Please, select the soft skills that you consider most important in the peace education field.
5. Do you think that training in these areas would improve the peace education?
6. Do you consider you have enough knowledge about peace education?
7. Do you consider the curriculums about peace education contain enough information to be developed with the students?
8. Do you think are necessary visual and digital resources like digital storytellings to share and disseminate information about peace education and reach the majority of the population, especially young people?
9. 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 professionals.

Profile of participants

The target group of this questionnaire are youth workers, trainers and/or educators.

In total, 150 professionals participated in the questionnaire.

Analysis of results

Question 1: Role in your organization

Between the 150 participants, we can find: lawyers, education assistants, directors of different centers, teachers, social educators, social integrators, pedagogues, social workers, psychologists, educational responsables...

Question 2: Do you know about the concept of soft skills?

When the participants are asked about if they know the concept of soft skills, 126 people respond they know (84%), 10 people don't know about the concept (7%), and 14 people are not sure (9%).

Question 3: How important do you think soft skills are in the peace education?

About the importance of the soft skills in peace education, the participants answer the following:

- 100 participants rate the importance of the soft skills in 5/5 (67%).
- 40 participants rate the importance of the soft skills in 4/5 (27%).
- 9 participants rate the importance of the soft skills in 3/5 (<6%).
- 1 participant rate the importance of the soft skills in 1/5 (<1%).

In general, most of the participants agreed on the importance of soft skills in peace education.

Question 4: 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, active listening and interpersonal skills. All these skills were voted for at least 70% of the participants.

Question 5: Do you think that training in these areas would improve the peace education?

A sum of 141 participants think that training in these areas would improve peace education, and only 9 participants are not sure about it. 94% of the participants consider this training beneficial for peace education.

Question 6: Do you consider you have enough knowledge about peace education?

When participants were asked about their knowledge in peace education, the responses were very scattered: 41% consider they don't have enough knowledge, 32% are not sure about it, and 27% affirm they have enough knowledge about peace education. This dispersion can be due to different conceptions about the topic or a lack of concretion about peace education.

Question 7: Do you consider the curriculums about peace education contain enough information to be developed with the students?

In this case, again the responses were very scattered: 37% of the participants consider the curriculums about peace education don't contain enough information to be developed with the students, 47% are not sure about it, and only 16% affirm the curriculums contain enough information.

Question 8: Do you think are necessary visual and digital resources like digital storytellings to share and disseminate information about peace education and reach the majority of the population, especially young people?

Most of the participants agree that visual and digital resources are necessary to train and inform the most people about peace education (124 people = 83%). The rest 13% are not sure about its affirmation, and 4% affirm these resources are not necessary.

Question 9: If you are interested in receiving information about the project, the future results and resources to be developed, please fill in your email address.

59 participants were interested in receiving information, and they facilitated their email addresses.

Conclusions

A total of 150 participants answered the questionnaire. Between them we can find education assistants, directors of different centers, lawyers, teachers, social educators, social integrators, pedagogues, social workers, psychologists, educational responsables, among others.

Most of them affirmed to know about the concept of soft skills, and consider them important in peace education. Between the different soft skills, participants considered the more important are communication, conflict resolution, problem-solving, empathy, emotional intelligence, tolerance, active listening and interpersonal skills.

About the importance of soft skills, most participants considered training in these areas would improve peace education, but they are not sure if they have enough knowledge about peace education. In this last question, participants were dubitative and the responses were not unanimous.

Talking about the curriculums about peace education, and the enough or not information we can find inside them to be developed with the students, participants are not sure, the responses were dispersed.

Finally, visual and digital resources were suggested to the participants, and they were asked about if these kinds of resources are necessary to share and disseminate information about peace education and reach the majority of the population, and the great majority coincided about affirming the usability of these resources in the training of the topic.