




MediaTenor
strategic media intelligence

GLOBAL YOUTH POLL

EMPOWERING THE VOICES OF THE NEXT GENERATION

Publisher: Roland Schatz

White-Paper




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The Global Youth Poll 2018

White-Paper

edited by:
Roland Schatz



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data driven solutions

The Global Youth Poll 2018

1. Intro
2. Methodology: Introducing the United Nations Global Sustainability Index Initiative Youth Survey
3. Expert's Voices
    i. Presenting The YMCA UN Youth Poll
    ii. Introducing the Everywon Global Youth Run
4. First Results
5. Empowering the Individual through Digital Education
6. Authors
7. Appendix

Taking the next generation seriously – implementing the first Global Youth Poll

Roland Schatz

The September 2015 agreement on Sustainable Development Goals requires all states to implement the 17 SDGs by 2030. By then, the next generation will be starting to take over from today's leaders – but no one yet knows how the next generation is thinking about these "global goals." Therefore, the General Director of the UN in Geneva, Michael Moller, has invited leaders from the largest youth organizations to meet at the Palais des Nations with the head of the International Parliamentary Union, the representatives of the United Indigenous Nations, experts from the World Association of Public Opinion Scholars and the Global Sustainability Index Institute Foundation to develop a feasible concept reaching out to the next generation on a regular basis to ensure that their opinion and experience become transparent and are heard by the current leaders of the world.

The Global Youth Poll, providing reliable data updated quarterly. In the time of the largest migration since World War II, it makes sense to understand what the next generation thinks about the quality of their lives in their countries, how satisfied they are with their education, their job prospects and the ability of their region to deal with environmental challenges. 70 years after the YMCA was awarded the Nobel Peace Prize for their global footprint among the next generation, they are partnering with their 60 million members with the Foundation for Global Community Health and their school program "Brain-Breaks" reaching 3 million Children in 72 countries daily. In support of the UN, the IPU and the United Indigenous Nations the Big 6 Youth organizations and the UNGSII are building on the experience of existing polls among young people in order to create a scientific database to understand what youth across the world have in common, and what differentiates them, across boundaries of religion, race and region. The survey will gauge how satisfied they are already with the implementation of the SDGs and where they see room for improvement. In order to make sure that the opinion of the next generation is taken serious, UN, IPU and UIN offer that representatives of the youth will have the opportunity to present the results together with the national experts from academia on both national and international platforms. Media Partnerships will make sure, that the world is permanently informed about the results.

Taking the next generation seriously – implementing the first Global Youth Poll

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The deliverables:

- A publicly available questionnaire, 15 minutes long, with a sample size of 1,000 split into 4 representative age groups: 10-14, 15-19, 20-24 and 25-29. The sample and each sub-sample of 250 young people will be selected according to academic standards ensuring a solid mix of urban-rural, diverse educational, gender, religious, and wealth backgrounds. The samples will be partially refreshed each quarter, ensuring the continued representativeness of the sample and allowing for over-time comparisons of the same respondents.
- The pollsters will be trained to run the interviews amongst their age-groups and equipped with tablet computers to ensure fast analysis and aid in the collection of high quality data. While the interviews will only take 15 minutes, each pollster will take another 15 minutes in order to explain the purpose of the Global Youth Poll, show previous results and educate in a 1:1 situation the value & risks of polling.
- An academic advisory board under the leadership of Professor Dan Cassino (FDU and AAPOR Board Member) will supervise all stages of the polls, including the interpretations and presentations of the results to the national parliaments and others.
- UNGSII will ensure that teaching material to empower all involved to understand the advantages and shortcomings of polling will become part of the education program
- First results will be presented Q2 2018
- WAPOR is accompanying the publishing and debate amongst the global experts on opinion polling.

The Global Youth Poll 2018

1. Intro
2. Methodology: Introducing the United Nations Global Sustainability Index Initiative Youth Survey
3. Expert's Voices
    i. Presenting The YMCA UN Youth Poll
    ii. Introducing the Everywon Global Youth Run
4. First Results
5. Empowering the Individual through Digital Education
6. Authors
7. Appendix

Introducing the United Nations Global Sustainability Index Initiative Youth Survey

Dan Cassino

With the release of the first wave of data from the United Nations Global Sustainability Index Initiative Youth Survey, we have an important new way to assess the progress of states on a number of important fronts. A combination of a unique sampling strategy and direct comparability between states around the globe makes the UNGSII Youth Survey different than other polls that measure conditions within states. Talking directly to children and youth means that the survey is getting unvarnished, honest answers, and recruiting the sample from children and youth involved in sports programs around the world means getting a widely representative group of respondents in each state.

The fact that the survey has been carefully translated into seven languages, for use in 26 countries, means that we're collecting comparable data from children and youth on every continent. We don't have to worry that one state's definition of educational outcomes or gender equity is different from another's; we now have the same measures for states around the globe. With follow-up surveys planned on a quarterly basis, the UNGSII Youth Survey will also allow states and the international community to track changes in these important outcomes, and quickly identify areas of strength and weakness. More regular data collection means that states can act quickly to correct emerging problems, or emulate successful approaches.

In addition, the UNGSII Youth Survey serves a number of important functions that are of use to multiple constituencies, from donors to international organizations to investors, as outlined below.

Measuring Progress towards the Sustainable Development Goals

The primary goal of the United Nations Global Sustainability Index Initiative Youth Survey is measurement of progress towards the UN's Sustainable Development Goals. The Sustainable Development Goals, also known as Agenda 2030, replaced the UN's Millennium Development Goals in 2016, and ask all states, regardless of their level of development, to make progress towards 17 global goals, including hunger, health, education, gender equality and

Introducing the United Nations Global Sustainability Index Initiative Youth Survey

Dan Cassino

social justice. However, for these goals to mean anything, there has to be concrete measures of the progress states are making in these areas, and the UNGSII youth poll is an important part of that measurement. With the UNGSII youth poll, states can measure their progress in meeting the SDGs, and can be held accountable for failures. The level of detail, and the range of questions on the youth survey, also means that states, and the international community, see exactly where states are succeeding, and where they have room to improve.

Measurement of Human Capital Investment

While official economic indicators often provide good measures of government investment in physical infrastructure like roads and power plants, it's much harder to get accurate measures of the investment in human capital. Are children getting adequate amounts of food, water and education? Because of waste, fraud and inefficiencies, the actual results of investment in these activities is often very different from the money spent on them. As we know the importance of human capital investment on a state's long term social and economic prospects, accurate measurement of the efficacy of human capital investment is vital, and that's exactly what we get from the UNGSII youth survey. Rather than rely on official figures, the results of the youth survey allow us to measure the effectiveness of government efforts to increase social capital, rather than just the inputs. Are children going to school? Participating in social enrichment activities? Getting sufficient food and water? The UNGSII youth survey will measure the extent to which youth in various states are benefitting from human capital investments, and show how these outcomes are changing, with multiple data points per year, providing a needed measure, as well as an important leading indicator of long term growth in a state.

More Reliable Measures of Outcomes

We're all aware of states in which official government measures of outcomes just aren't reliable. Local officials may have incentives to falsify data, individuals may be worried about reporting bad outcomes or conditions, or the resources to collect accurate data may just not exist.

Introducing the United Nations Global Sustainability Index Initiative Youth Survey

Dan Cassino

The UNGSII gets around these problems by talking to children: in this sort of anonymous survey, they have no reason to lie, and they're not likely to avoid revealing uncomfortable facts about their lives. In this case, the truth really is coming "from the mouth of babes."

Measurement of Gender Equity

Outside of the general importance of ensuring that boys and girls in a society are treated equally, gender equity is another major leading indicator of future economic growth. States that ignore human capital investment in girls cut their future potential for growth, in economic and other terms. However, gender equity can be difficult to measure, and there may be resistance to such measurement within some states, making good data hard to come by. By looking at perceptions of gender equity among children and youth, and measuring differences in how they're treated, and how they spend their time, we can get a clear indication of levels of gender equity as they're experienced in each state. Such data is important to international organizations, of course, but also to policy makers and donors around the world.

More Effective Donations

The data collected by the UNGSII Youth Survey will also be of enormous help to donors looking to maximize the effectiveness of their contributions. The detailed nature of the UNGSII Youth Survey data, and the frequency with which it will be updated, will enable donors to target their contributions exactly to the areas where a state needs the most help – and allow them to see the results of large scale interventions in real time. The continuity of data also means that donors will be able to measure the effect of their interventions not just in terms of the before and after, but also in terms of changes in the rate of change in an indicator.

A Flexible Measure

The frequency of the Youth Survey also makes it flexible: as new challenges and opportunities arise, or more data is needed on a particular area of concern, questions or whole modules can be dropped into the survey, or taken out, as needed. So long as the basic measures that allow global comparability are retained, items pertaining to individual states can be added in, to reflect the needs of that state, at that time.

Introducing the United Nations Global Sustainability Index Initiative Youth Survey

Dan Cassino

A Truly Global Measure

The UN Sustainable Development Goals aren't targets to be met by one state, or a group of states: they're goals for the plant as a whole. The UNGSII Youth Survey will let us meet this global challenge with truly global data, gathered from children and youth on every continent, giving us a running measure of the progress that we, as a planet, are making towards the high goals that we've set for ourselves.

The Global Youth Poll 2018

1. Intro

2. Methodology: Introducing the United Nations Global Sustainability Index Initiative Youth Survey

3. Expert's Voices

    i. Presenting The YMCA UN Youth Poll
    ii. Introducing the Everywon Global Youth Run

4. First Results

5. Empowering the Individual through Digital Education

6. Authors

7. Appendix

Presenting The YMCA UN Youth Poll

Johan Vilhelm Eltvik

About the YMCA

The YMCA is a worldwide organization committed to empowering young people.

YMCA invented basketball, volleyball and futsal. 16 years before Henry Dunant established the Red Cross, he was a world leader of the YMCA. In 1946 John R. Mott, the President of World Alliance of YMCAs, received the Nobel Peace Prize.

As a response to young people's needs, our movement is currently serving 60 million people in 120 countries on all continents of the world. Young people of all faiths, social backgrounds, genders, and abilities are welcome in the YMCA. There is no limitation.

Driven by our Christian and ecumenical identity, we aim to substantially increase the number of people and communities we serve and give a contribution to the largest youth generation the world has ever seen. Our focus and perspectives are the world's 1.8 billion young people, the majority of whom live in challenging and unequal social conditions and are facing injustices of all kinds. The YMCA is fighting to empower young people to enable them to push back on all injustice.

Youth Empowerment is the solution.

For more than 174 years, the YMCA has been partnering with and for young people and operating a change model based on SPACE, TRANSFORMATION, and IMPACT. This model is behind programs and activities in 11,200 locations and is addressing young people's needs such as unemployment, health, civic participation and environment through education & training, sports, camps, peace building, conflict resolution, advocacy and much more.

About the YMCA UN Youth Poll

Nothing about us without us!

Young people lack platforms to be heard and to influence decision-making on topics impacting their lives and future, our collective future! In close alignment with the Sustainable Development Goals and motivated by our long standing partnership with the United Nations, we are developing a world-wide on going youth poll to hear their voices on timely topics. The methodology is being developed in conjunction with academic institutions, a media organisation and other partners and will bring to

Presenting The YMCA UN Youth Poll

Johan Vilhelm Eltvik

the surface young people's needs, passions and perspectives, including their perceptions about progress and impact of the SDGs in their lives.

On a quarterly basis the YMCA will interview at least 1,000 young people per country, with a diversity of backgrounds, split across four age groups (between the ages of 10 and 30).

This poll will take place in at least 50 countries in all regions of the world and use the unique presence and network of YMCAs in diverse communities.

The YMCA has realized that to be a relevant partner to young people in our times, we need to do thorough research to know what realities young people face. Therefore the YMCA UN YOUTH POLL also draws from our 2015 ***"YMCA One Million Voices"*** research, which we believe is the largest ever research of young people, conducted across 55 countries and 18,000 young people.

The results of One Million Voices were achieved though a sample of young people randomly selected and securing a balance between gender, urban and rural areas, as well as different age ranges. The data demonstrated a great level of similarity amongst young people and revealed that neither schools, churches, nor organisations like the YMCA are being able to provide youth with the information they need on critical issues such as employment, health, human rights, and environment. Young people are, basically, left alone to find answers on Internet. Mental health issues are featured as one of young people's main concerns alongside employment-related needs.

At the moment, the World YMCA is implementing "One Million Voices 2," a qualitative survey of young people using moderated focus groups in over 40 countries with results to be published in mid 2018.

The World YMCA welcomes this collaboration with the United Nations and UNGSII in delivering the Sustainable Development Goals.

Introducing the Everywon Global Youth Run

Tom Huston

everywon™
improvement through movement

Introducing the Everywon Global Youth Run

Tom Huston

Everywon – Improvement Through Movement was founded in March 2015 to breathe new life into an old (and some would say forgotten) concept of community well-being that "when everyone contributes, everyone wins," using organized sports as the vehicle for our message.

Why Everywon

We think back to the days when a neighbor in need was an issue for the entire neighborhood and when it was time to celebrate achievement everyone in the area would come together to give support and congratulations. Community meant being there for one another, even with strangers, because the quality of life where anyone lives is deeply rooted in the community's ability to care for and look out for one another in good times and in bad. As a group of aging former athletes, we also remember the days when the entire neighborhood would come out and watch us play little league, soccer or football. Spectators were not only our parents, but also people who just wanted to see kids having fun in an organized way or who remember with fondness when their kids and grandkids were doing the same thing in years gone by.

As passionate, lifelong sport enthusiasts, we believe at our core that sport is not only good for individual health and wellness but also for the health of the entire community, both physically and emotionally, because of the lessons that sport teaches us. Sport gives us reasons to come together and to support one another publicly, it gives us reason to be proud in victory and to show our support when things don't go our way. It appeals to our most basic, tribal instincts as humans surviving together in a dangerous world. Sport teaches us how to be accountable for our own physical, technical and mental preparation but also how to take individual responsibility for the performance of a group. Sport teaches us how to benefit from losing, a valuable lesson that has been lost in recent years. Healthy competition teaches us that no one will ever win all the time and that when faced with setbacks or disappointment, it is necessary to train harder, be more dedicated and more focused so that when the next opportunity comes the results can be different. By being on both sides of the end result we also learn about respect and fair play.

Introducing the Everywon Global Youth Run

Tom Huston

By experiencing both victory and loss, we learn the reward of hard work as well as how to respect the opponent for their effort. We learn that the success of the team is more important than individual success or glory. After all, what good is it to be the best performing athlete in the league if your team loses every game? Sport teaches us about teamwork, communication and about role playing. Each contest will normally feature a different hero and as humans none of us are at our very best each and every time we take to the field. There are times when we step forward into the spotlight and there are times when we accept our role of supporting that day's hero. And most importantly, any successful team knows that when a teammate fails at a critical moment, it is the team's responsibility to ensure that this person is not alone and does not give up going forward, that we win as a team and we lose as a team.

Aren't these all essential tools for success in life, in business, in school, in family, in relationships and in communities? There are many studies that show what factors success have in common across sectors. The traits that translate into a consistent pattern of success in any industry, endeavor, or population of people are the same; unity of vision and mission, healthy communication, personal responsibility, respect, dedication, pride and total focus on the goal. Aren't these the values and lessons we want our kids to learn, to practice and to pass onto their children?

We are so passionate about the value and role of sport as an agent to positively impact people's lives that we decided to pool our collective decades of professional experience into a new type of sport company capable of promoting these principles to the world through all of our activities.

The essence of our brand, our philosophy and our approach are beautifully summarized by our mantra, which guides our everyday decision-making process (see box).

Introducing the Everywon Global Youth Run

Tom Huston

UNITED WE ACHIEVE

In this great race, we all start as equals,
yet when faced with life's challenges,
Some will rise, others may falter.

In the race of life, our goal is not to finish first,
but to leave a legacy, being measured both by our achievement
And by how we have positively influenced the lives of those around us.

If someone should stumble, or cannot go on,
it is the strongest among us who must stop to lend a hand,
support the community, so that we can continue moving forward together.

Only as a team can we truly succeed,
because it will take everyone winning,
to make a difference in this human race.

But there was another important motivating factor behind the creation of Everywon. We felt that the sports industry needed a fresh new champion of hope and positivity capable of representing the true values of sport. It is no secret that sport, like many other industries, has been abused for greed, profit, ego and selfish interests at the highest levels. These abuses receive a disproportionate share of headlines and news coverage, as does the global obsession with wealth and fame. The most endearing sports personalities are people who have remained humble and thankful in spite of great success, fame and fortune. For every Roger Federer, Serena Williams and Ronaldo, there are millions of people who share their passion for their sport and who look up to their hero's as role models.

Everywon is building a network of events that allow the average person to be a hero in their local community and celebrated for their efforts in a very similar way as the world's most famous athletes are celebrated, but on a local scale.

Our ultimate vision is to create a healthy lifestyle platform that empowers participation by celebrating human achievement, within a goal oriented, socially responsible format, that inspires all persons to live lives of health, wellness and civic-minded responsibility.

Introducing the Everywon Global Youth Run

Tom Huston



Team STAR-PAL, organized by the San Diego Police Department, helps kids from challenged neighborhoods by providing organized sports opportunities played together with active police officers. By building trust and relationships between youth and law enforcement through sport, neighborhoods become less violent and quality of life improves. Team STAR-PAL had 100 youth participants on their 2017 team.

Introducing the Everywon Global Youth Run

Tom Huston

How

After extensive review, we decided to apply our team-centric approach to the mass participation events industry. We felt that our community message and vision required an activity capable of mobilizing entire communities as participants united by a shared goal and purpose. Although typically considered to be an "individual" sport, our approach to run/walk events adds an additional layer of purpose and teamwork, which transforms participants into community champions, where participation is the key to victory as much as is finishing with the fastest time.

It is no secret that the mass participation events industry has had tremendous success raising significant sums of money for non-profits, while providing fun and engaging opportunities for people to participate in healthy activity and to come together. But, when looking deeper at the status quo within the running, cycling, triathlon industry we see that only a small handful of brands have been able to achieve multi-city scale and most of those that do enjoy significant awareness tend to be city-based marathons with decades of history. Furthermore, unless the event is organized by a non-profit entity, the typical event's philanthropic activities are a necessary afterthought to obtain permits and avoid negative social criticism.

For host cities who support these events in the hopes of generating economic impact, such as filling hotels and restaurants, the benefits of hosting are fleeting and provide little or no lasting social legacy benefit. One of two philanthropic models tend represent the status quo. 1) Either the event's non-profit beneficiaries are not locally based in the host community or 2) that the fundraising model is "open" to any non-profit that the runner designates, thus diluting the possibility of achieving meaningful progress on important issues locally. Host cities rarely see lasting impact over the long term that improves the overall quality of life for its citizens in a meaning-ful way.

To make matters worse, local non-profits are increasingly desperate for new ways to generate revenue in the face of declining access to

Introducing the Everywon Global Youth Run
Tom Huston



Everywon Founder, Tom Huston, presents the award for largest team and highest fundraising team to Feeding San Diego CEO, Vince Hall. Feeding San Diego had 204 runners and raised over $8,000 to provide meals for people in need at the December 2017 Everywon San Diego event.

Introducing the Everywon Global Youth Run

Tom Huston

corporate funds at local levels and the consolidation and reduction of government funded programs. Many non-profits find themselves entering the events business taking on financial risk and enormous staff burdens, seduced by the apparent "ease" of event-based fundraising, but without any true understanding of the challenges, risks, difficulties and time commitment needed to create a successful event platform. Many lose money and lose focus from their core mission in the desperate attempt to keep their operations viable.

Every-won partners with local non-profits in each host city market and provides them with a run/walk event that they can white-label and use for their own individual fundraising and supporter engagement needs, but without any of the risk normally associated with charity 5k events. In turn, the non-profits recruit their "teams" to compete against other non-profit teams on a friendly and fun basis. What makes Everywon unique is that 100% of participants are supporting a local cause and all funds raised remain in the local host community, directly improving the quality of life in these locations. This is why our motto is "Improvement through movement".

To make things fun and motivational on a sporting level, our competition format is unique, as we recognize both individuals and teams for outstanding performance for sporting performance as well as fundraising as its own category. We feel that celebrating those who work the hardest to support the local causes that are most dear to their hearts deserve to be on the winner's podium and celebrated equally as much (if not more) as those who have posted the fastest race times. In this way, we provide non-profits with a risk-free way to have their "own" event, featuring their own brand on t-shirts, signage and photo back-drops, but without the financial and staff time risks, yet still all of the upside profit potential. Everywon is a way for any person, company or organization to create their own local legacies and positive impact where they live, while encouraging healthy active lifestyles for people of all ages and physical abilities.

Introducing the Everywon Global Youth Run

Tom Huston

In this way, Everywon is filling a void in this market by challenging the status quo in two main ways. Firstly, our brand and philanthropic mission sits at the heart of our business and is the reason why we exist. Secondly, we are grassroots oriented, focused on helping communities improve themselves through shared physical activity and shared civic responsibility. We believe that the best way to achieve lasting change is via a strong and flourishing non-profit community and that in this way, our model is repeatable and scalable, capable of helping any city that hosts our event regardless of how big or small the community may be.

What

It is with tremendous humility and humble pride that together with UNGSII we are launching the first ever Global Goals Youth Run in October 2018 in selected cities worldwide. This exciting new annual event will be the largest mobilization of youth in a single-day sporting event in the name of sustainability that the world has ever seen. Thanks to UNGSII's schools-based SDG educational program, that currently operates in over 70 countries, the Global Youth Poll is possible. The promise and potential of being able to understand what the next generation is thinking and what their specific local issues are, without being filtered or influenced in any way by adult bias, is a tremendously important initiative.

The key to successful polling lies in the ability to obtain honest answers from the people being polled. Trust and understanding is not something that can be created via impersonal, anonymous polling methods, especially when the questions being answered are deeply personal and even more so when those being polled are children. UNGSII's approach is unique precisely because it is human based.

Thanks to its global network of youth-based, non-profit partners, UNGSII has the ability to conduct is polling in person and explain to kids why these questions are being asked and why their answers matter. In 2018, UNGSII is expanding is SDG based education programming to all 193 counties and

Introducing the Everywon Global Youth Run

Tom Huston



Huntington Disease Society of America's "Run for the Cure" team unites people of all ages around their important health-based cause.

Introducing the Everywon Global Youth Run

Tom Huston

providing even more context and familiarity for kids to understand what the SDGs are and why they are important.

With the addition of the Everywon event model to their strategy, UNGSII is able to take the lessons that kids learn in school and combine them with a fun, healthy sporting activity that also allows kids to apply what they have learned in their local communities. The new concept we are developing will work essentially as follows:

School aged children between 5 and 18 years old will participate free of charge thanks to funding provided by UNGSII and its partners. The kids will form teams through their schools or local non-profit community organizations and each participating team will select one of the 17 SDGs as its focus topic. In addition to preparing for the physical aspects of the race and coming together as a sporting team, they will also research and select a local non-profit that is dealing with the SDG issue they have selected to support. The kids will volunteer, do classroom based assignments, promote via social media and/or fundraise for their selected cause up until the event date. Teams that perform the best in each age group will be treated as heroes and recognized for their physical performance as well as for the quality of their community work. Teams that develop the most compelling ides for how to achieve lasting sustainability in their local communities will be eligible to win a trip to Geneva in early December and be recognized at the annual Global Goals Conference and Awards Ceremony for outstanding SDG achievement.

By developing trust at the youth level and providing them with information, hope and opportunity for a healthy and prosperous future, we also directly impact the awareness and behavior of adults. The Global Goals Youth Run will be open to adults to participate alongside their kids as well, with adult participation fees funding SDG specific programs worldwide. Children have tremendous influence over their parents and when kids become fully aware that many of the challenges that the world faces they will one day inherit, they will not hesitate to point out wrong doings and misbehavior when they perceive it and will make their feelings known.

Introducing the Everywon Global Youth Run

Tom Huston

The virtual elimination of public smoking in Europe and North America is a proven example of youth-driven change in adult behavior on a massive scale. By empowering children with SDG knowledge, we will make significant progress toward permanently changing adult behavior for the better.

Sport has always been an essential part of the human experience and a vital component in any healthy civilization. By intelligently combining all of the wonderfully positive values and benefits of sport together with SDG specific education, localized community activism and a mechanism for active listening, UNGSII is redefining the rules for how to create true change on a global scale. Everywon is proud to play its supporting role in providing hope to the next generation that there are no insurmountable challenges that we cannot solve and that we will be able to achieve total SDG implementation worldwide by 2030.

The Global Youth Poll 2018

1. Intro
2. Methodology: Introducing the United Nations Global Sustainability Index Initiative Youth Survey
3. Expert's Voices
    i. Presenting The YMCA UN Youth Poll
    ii. Introducing the Everywon Global Youth Run
4. First Results
5. Empowering the Individual through Digital Education
6. Authors
7. Appendix

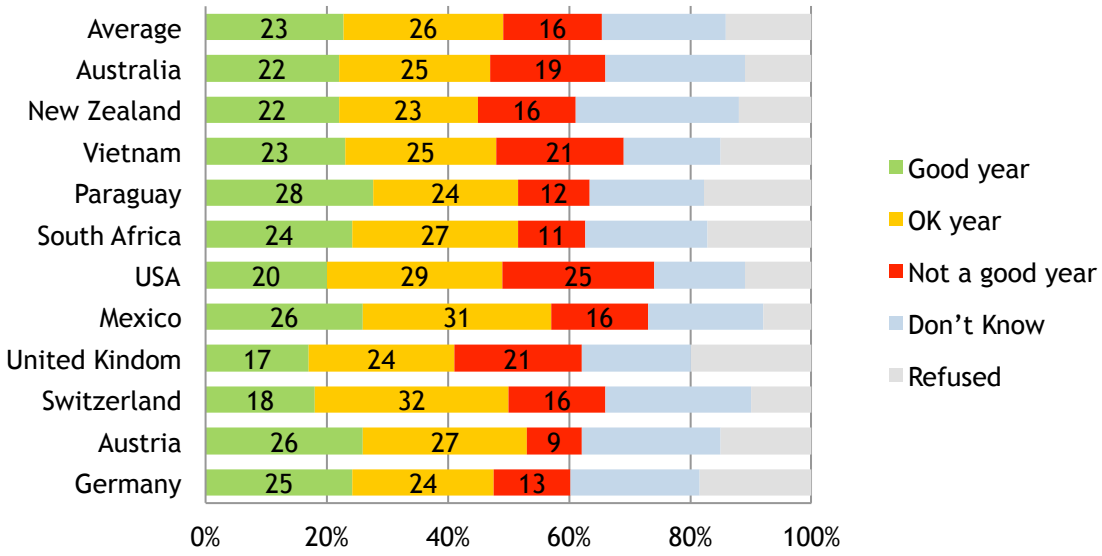
Youth look at 2017 with general satisfaction – the next generation in the U.S. seems most unhappy

Roland Schatz

On average 49% of young people between 10 and 29 looked back into 2017 with more or less positive feelings. Only 16% had the impression, that the past 12 months had not provided progress to them. The main take away from this test poll with around 1000 participants per country is that the differences in how the next generation judges their personal life in the last year are rather moderate when compared by countries: the boys and girls in Mexico are on average as satisfied or dissatisfied as their colleagues in Germany or Australia or the U.S.

The future Global Youth Poll will elaborate in more indepth on how stable this trend will be and if the results of this first test poll will provide similar results once youth from the MENA region and the diverse African States participate. The ongoing question regarding general satisfaction of the next generation will become a strong indicator regarding motivation to remain in their own country to build a career at home or whether the overall sentiment remains driven by the observation that a future within their own borders provides more risk than hope.

Figure 1: Overall, was 2017 for you, an OK year, or not a good year?



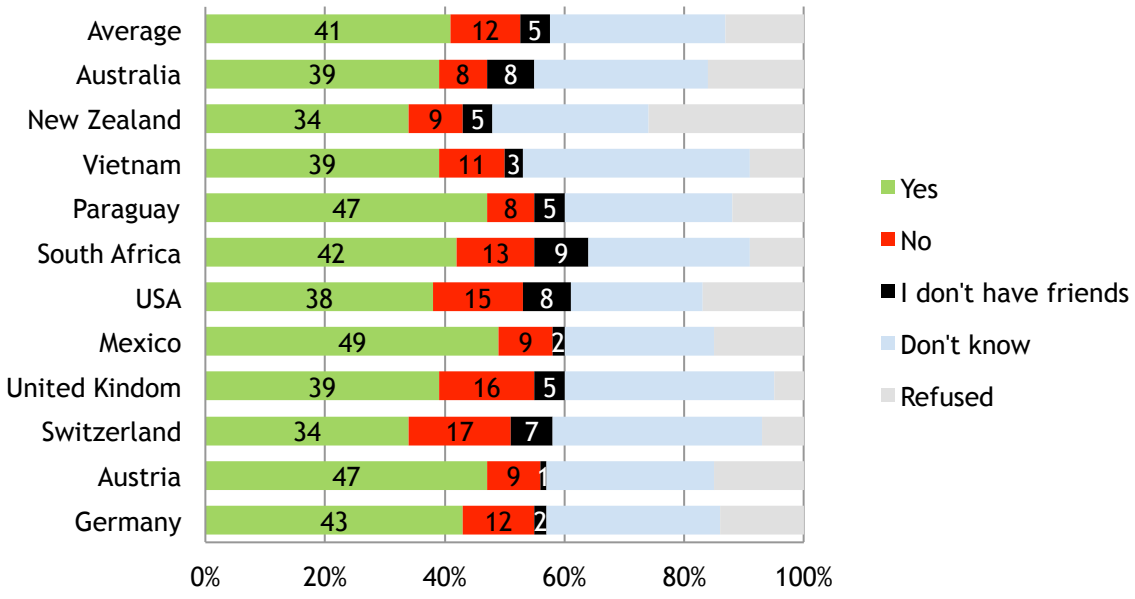
Source: Global Youth Poll; Basis: 10,537 children from 11 countries

Swiss kids seem more isolated than the youth in Austria, Paraguay, or Mexico

The main purpose of the Global Youth Poll is to build a trusted relationship among those participating in this long term project. For this reason two factors play an important role. In general the next generation will be invited to personal meetings during which the poll takes place. During the conversation the 10-14-year-olds, the 15-19-year-olds, the 20-24-year-olds and the 25-29-year-olds are not left alone in front of a computer but will answer the questions in a conversation with a trusted person within their same age group. Based on this comfortable situation plus the fact that 50% of the selected group per country will be the same once per quarter, the likelihood is that the answers will become more and more honest as these groups see the results in total and are able to work with the outcomes in school or other occasions. General trends within the next generations will become clearer.

One result of this first test poll was already alarming – even though it was not a total surprise. Not even one third of the youth in Switzerland responded in a positive way that being will friends fills them with joy. This is a first indicator of potential future problems, especially when comparing these responses to their neighbours in Austria.

Figure 2: Did you enjoy playing with your friends?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

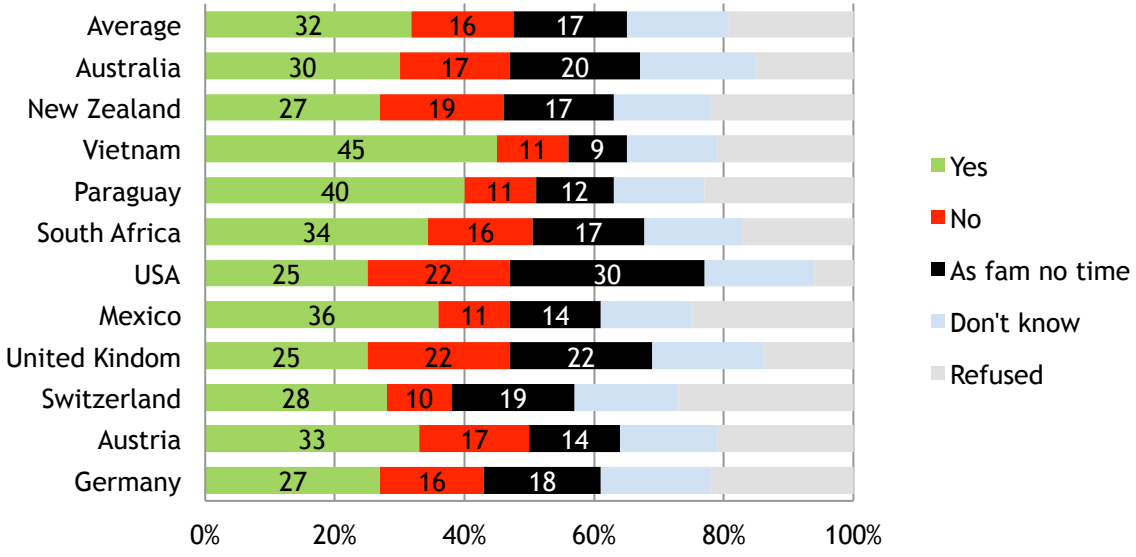
The value of family no longer experienced across all continents for the next generation

While the overall development of the world indicates positive trends in regards to the progress made in ending poverty, this seems to have come with a high price. More often both parents have to work and less time is available for young children to have family experiences.

Only 27% of the young people in New Zealand responded that in 2017 they really enjoyed having time together as family. In the U.S. it was only 25% and more shockingly, 22% of the next generation in America explicitly responded that they didn't enjoy time when they were together with siblings and parents. A similar result came out of the U.K.. Also alarming was the 30% of respondents in the U.S. who pointed out that in 2017 there was no common time as family. In Switzerland 19% gave the same response. In the U.K., an alarming 22%.

In stark contrast was the experiance of the young people in Vietnam and Paraguay. In both countries 40% - 45% responded that what they really enjoyed in the last year was the time they were able to spend together as family.

Figure 3: Spending time with your family? Did you enjoy doing that, or not?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

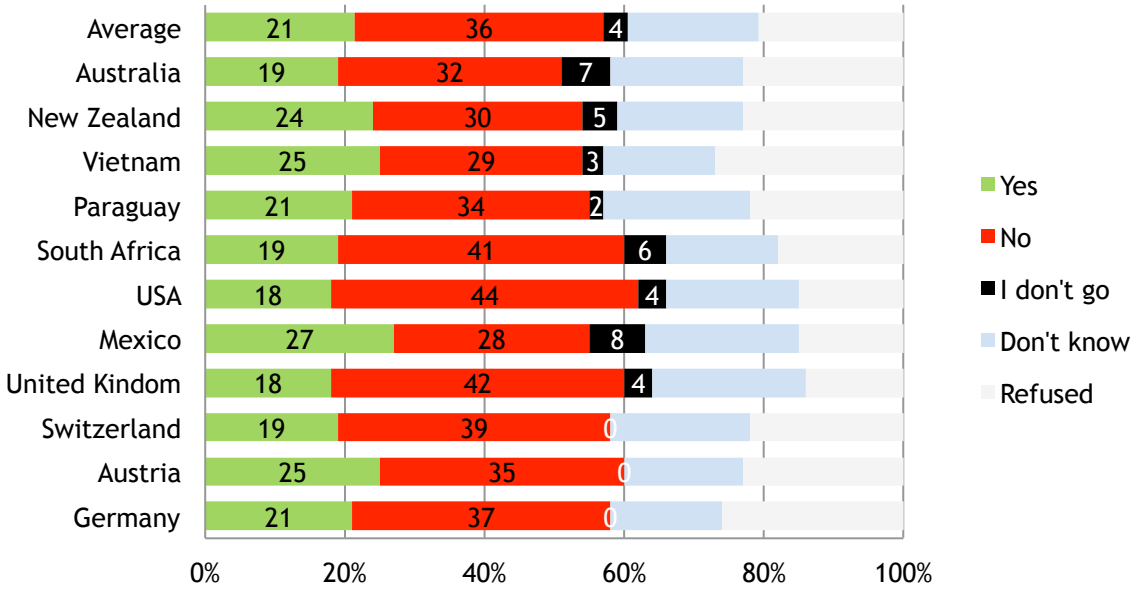
Schools have to change, regardless of country

More than a third of youth are not enjoying their time learning

The most alarming result from the test run of the Global Youth Poll is the common agreement by all participants that school is not a place they enjoy spending their time. Vietnam and Mexico show the best results among the 11 different regions, where only 29% and 28% of those interviewed answered with a clear NO when asked if they had enjoyed their time at school in 2017. Other countries such as the U.S. are clear with 44% of young people turning their back to the version of education they experience from secondary school up to university. In the U.K. the frustration is at 42% of the respondents.

Together with the other questions asked around education in the Global Youth Poll this sends a stark alert to all in charge of education, not only teachers themselves. We all agree that life-long learning is no longer just a slogan, but the only way to live an independent and successful life. This common, negative experiance with the place where the next generation should learn the fundaments of life and diverse ways of learning is a clear appeal to start taking SDG 4 - Education seriously in 2018 as, on average, only 21% of all young people responded in a positive way.

Figure 4: Going to school? Did you enjoy doing that, or not?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

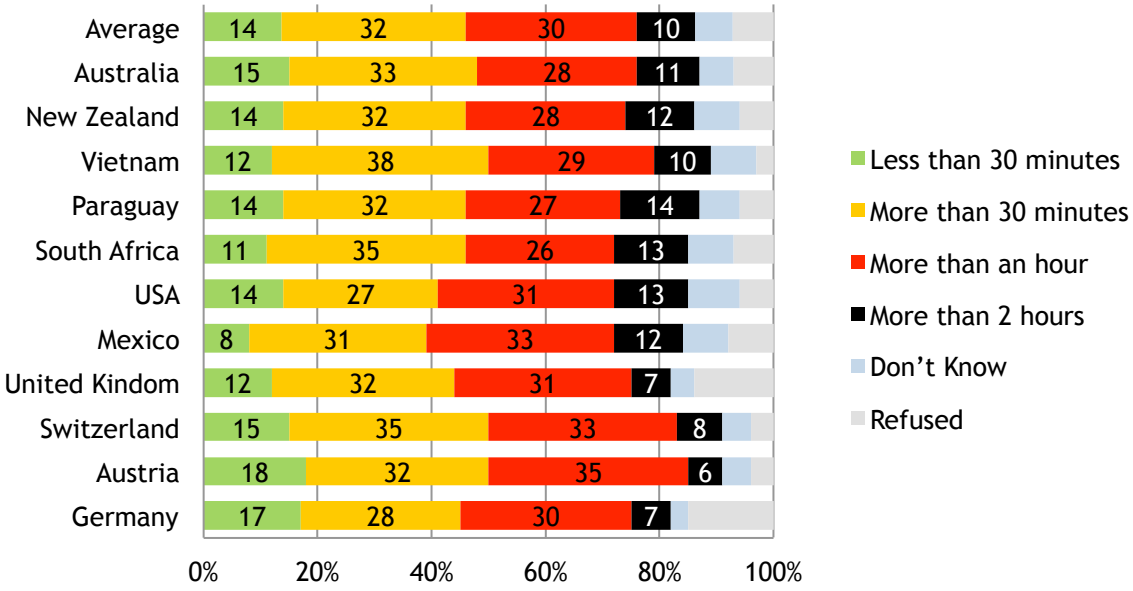
Too much time is wasted getting to school

As the response was so negative across all countries, we asked few follow up questions trying to understand what some of the problems could be. One was that children simply spend too much time getting to school which most of them no longer like going to. Only 14% of all respondents spend less than 30 minutes a day getting to school and back. Twice as many needed more than an hour, and a shocking 10% wasted two hours a day sitting in a bus or train or even walking.

Saving a child 30 minutes or even an hour every day to not think about how to move from a to b could instead allow them to relax, do sports, read a book, or learn a musical instrument. This would not only make a massive difference in regards to the individual pleasure of each young person, it would contribute massively to a country's improvement of health and knowledge.

Therefore, questions regarding infrastructure like roads or public transport are no longer to be seen as development factors for cities, but as the best investments in reducing health costs later. Children with time to participate in sports are are generally healthier.

Figure 5: How long does it take you to get to school?



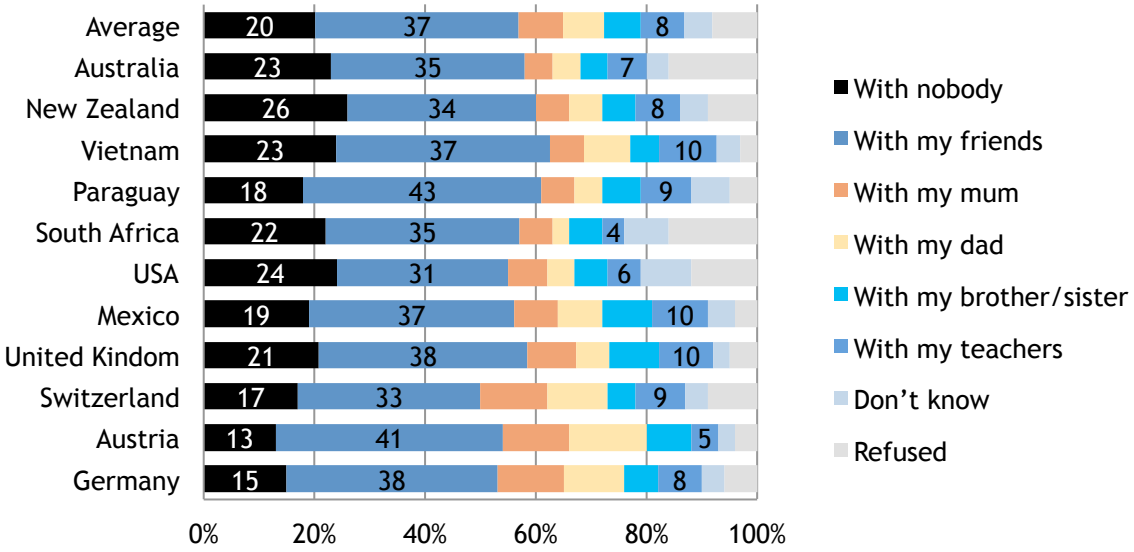
Source: Global Youth Poll; Basis: 10,537 children from 11 countries

Hardly any discussion regarding Internet

The other time consuming element in the life of the next generation is the hours they spend on the Internet. Aside of asking for what purpose they go online and how many hours they spend in the virtual world, the Global Youth Poll will raise on a regular base the question: "With who do you discuss what you read in the Internet?" 20% said they would not talk with any other person so those who think they could give quidance in regards to cybercrime, stalking or bullying are not part of the conversation. Neither parents nor teachers reach a relevant percentage when it comes to the question who could give advice.

The highest percentage of those who consume internet content alone and do not experiance any exchange is among the youth generation in New Zealand, where 26% of the respondants said that they keep everything for themselves. This was followed by the U.S. with 24%, Australia with 23%, and the U.K. with 21%. These answrs corresponded with earlier questions on whether they have time to spend as family and if they enjoy being together with their siblings and/or parents.

Figure 6: With whom do you exchange about what you read in the Internet?



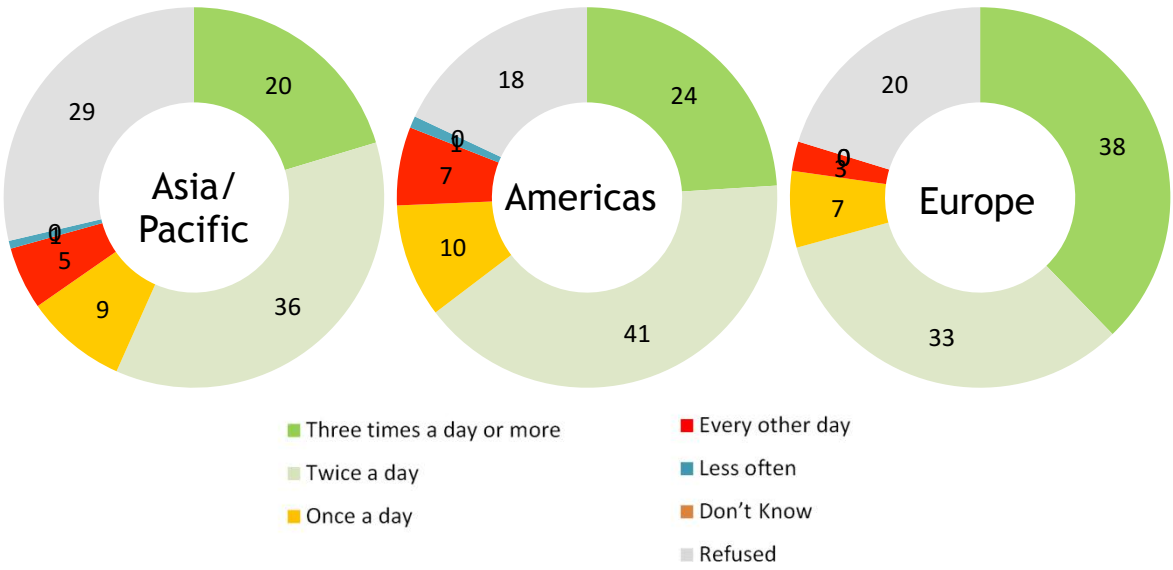
Source: Global Youth Poll; Basis: 10,537 children from 11 countries

Getting access to food seems not to be the problem

Aside from interest in how the next generation perceives the diverse offerings in education, the Global Youth Poll shows strong interest in the basic elements of life such as access to food and, more importantly, food quality and understanding amongst youth regarding these questions.

The percentage of those who responded in the test countries that they would not be able to eat on a regarlar basis at least once per day was less than 10% everywhere. This corresponds with the results UNDP publishes in its Human Development Report (HDR) every summer. These questions are important as they serve two purposes. One is simple interest in the result, but more importantly, the person with whom the youngster does the poll has a chance to verify rather easily how realistic the response is. Only in some regions it is not easy to answer these questions, but it is important that the participants in the Global Youth Poll feel confident enough to aswer "I don't want to answer this question" rather than ticking the wrong box.

Figure 7: A lot of families have trouble getting enough food to eat every day. How often do you eat?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

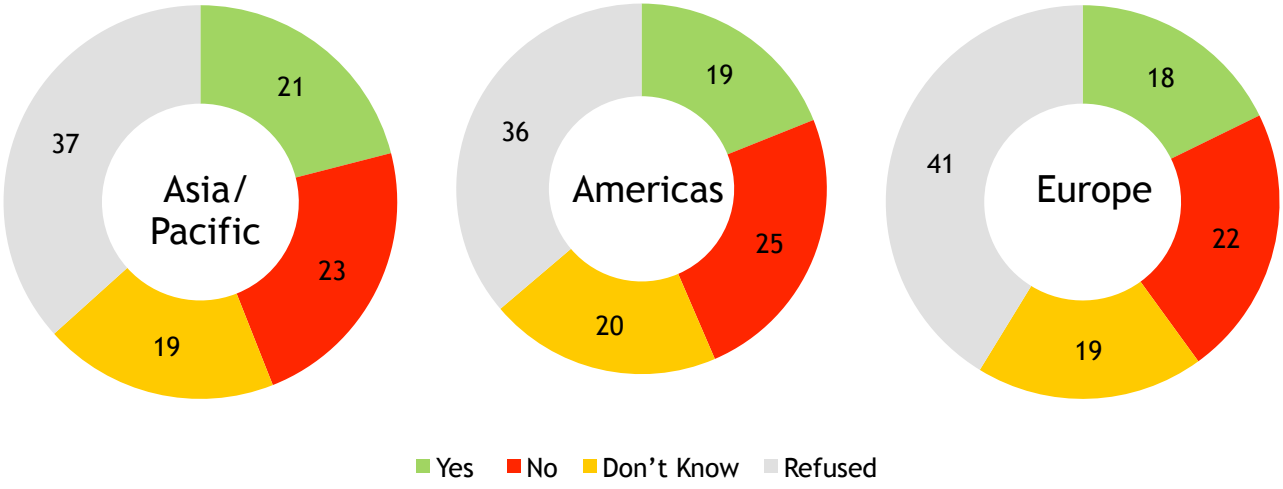
Food is not perceived as pleasure anywhere

But instead of feeling comfortable that less than 10% of participants in the Global Youth Poll said they have access to food less than daily, we wanted to know whether the next generation is enjoying what they eat – either presented in cantines at school, at home, or in any other place. The shocking answer across all continents was that only one out of five like what they eat.

This is alarming and corresponds with the question asked earlier regarding the time the young people spend with their families. Percentages differ by country, but overall the amont of young people stating that they either had no time with their family or even disliked being together with their parents indicates that there is not that much time spent together around a kitchen table – much less being able to prepare a dish together.

The most recently published OECD rankings of countries where large parts of the society suffer from obesity were alarming but correspond with the results of the Global Youth Poll – and show actions need to be taken.

Figure 8: Do you like the food you normally get to eat?



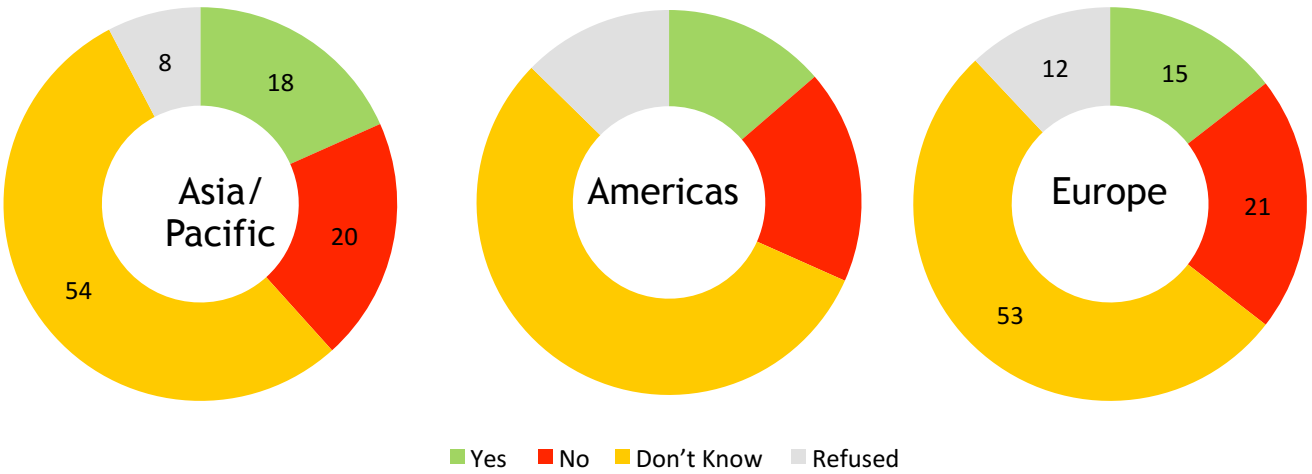
Source: Global Youth Poll; Basis: 10,537 children from 11 countries

If they don't enjoy their food, the next generation doesn't know whether their food is healthy

Aside from the fact that the next generation is growing up with an experience of not liking what they eat, only 15% of those answering and living in Europe have the impression that what they eat is healthy and doing them good. In the Americas, the results are comparable. In Asia/Pacific at least 18% of young people believe that their food is good for them.

Really alarming is the fact that the majority in all regions have no idea how to answer a simple question like "Do you think the food you eat is good for you?" Some of those ticking this box are simply too shy to respond with a clear yes or no, but 53% of Austrian, British, German, and Swiss youth no longer know whether what they have on their plate is healthy. This sends a strong alarm signal, not only to their parents and those running the kitchens in school, but more importantly to those responsible for health in each country. Not knowing about the essence of life is a shortcut to all the cost intensive diseases and alergies modern societies are facing. Better results in the Global Youth Poll will be indicators for lower health budgets needs in the future.

Figure 9: Do you think the food you eat is good for you?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

The Global Youth Poll 2018

1. Intro
2. Methodology: Introducing the United Nations Global Sustainability Index Initiative Youth Survey
3. Expert's Voices
    i. Presenting The YMCA UN Youth Poll
    ii. Introducing the Everywon Global Youth Run
4. First Results
5. Empowering the Individual through Digital Education
6. Authors
7. Appendix

Empowering the Individual through Digital Education

Benjamin Grosch

Creating the Best Opportunities for Everyone: Empowering the Individual through Digital Education

The United Nations Global Sustainability Index Initiative (UNGSII) Youth Survey shows clear differences in access to education and digital media that exist among the world's children and adolescents. For decades, there has been no real progress towards genuinely equal opportunities on a global scale. In order to truly unlock the future for each and every person in the next generation, the education sector needs a new vision and new digital learning methods. The dream could come true where all children and adolescents receive a qualified education that gives them ample opportunities and enables them to capture their potential. Equal opportunities in education, regardless of parental income, are feasible – and the digital possibilities are the way to achieve this dream: Especially by improving access to education for everybody, including the less privileged children, and through personalization supporting each child's individual strengths, needs and interests. But a lot has to change to get there. The concrete implementation of new structures and technologies requires a much bigger willingness to change, higher investments and systemic changes – and all stakeholders to take an active role in the renewal of our education system.

Global digitalization is advancing at a rapid pace, a well-known fact gladly pointed out in many publications. The shift becomes more tangible when one notes that there are now more mobile phone connections than people worldwide and that more people now have access to a mobile phone or smartphone than to a toilet. Increased computing power, big data, and innovative applications have led to tremendous changes in many aspects of our lives and work.

Yet the education sector has been very slow to react to the digital transformation. There remains a distinct unavailability of qualified instruction in many parts of the world. Digitalization in particular can help provide all students with professionally sound, qualified instruction. It can ensure that genuinely equal opportunities are created for all children and adolescents by delivering education tailored to the talents of each child in almost any place and at any time, regardless of their parents' income.

Empowering the Individual through Digital Education

Benjamin Grosch

At the same time, the content of education has to change significantly, so that students not only acquire the foundational literacies, but also the necessary competencies, i.e., the analytical, creative, and methodological skills that play an increasingly important role as well as character qualities like curiosity, initiative, and perseverance. In addition, content must be better communicated and become more flexible. Curricula must adapt to increasingly volatile conditions faster than ever before and be better personalized to the needs and learning progress of each individual.

The aim of all these endeavors must be to open up the greatest possible opportunities for each individual to live up to their potential. For this reason, governments around the world need to begin to systematically transform their education systems now. Providing children with the best start to life and giving those already working the opportunity to adapt to change through continuing education will create a common basis for the well-being of all income classes across society.

Education 2017: Why We Cannot Be Satisfied with the Status Quo

Lack of universal access

The world is becoming increasingly digital, with some 3.2 billion people going online in 2015, a figure that is only increasing. However, the availability and quality of education are not growing at the same pace. The UN's International Commission on Financing Global Education Opportunity painted a bleak picture in its final report for 2016: There are currently 263 million children in the world who receive absolutely no education. If the conditions for access to education do not change, this number could rise significantly. By the year 2030, 436 million of a total of 1.4 billion school-aged children could have no access to educational institutions, and another 446 million would receive only a rudimentary primary education. The hardest hit will be poor countries with minimal educational and transport infrastructures. There are many problems here, including the simple lack of available educational institutions, long or dangerous journeys to and from school, and not enough or poorly qualified teachers.

Empowering the Individual through Digital Education

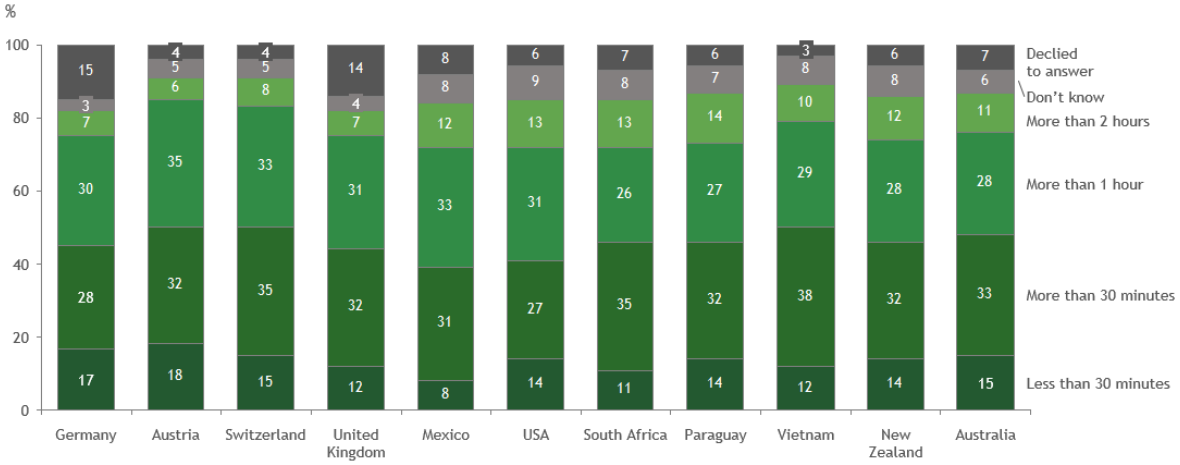
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The UNGSII Youth Survey polled children, adolescents, and young adults between 10 and 29 years of age from 26 countries around the globe on a vast number of issues. These range from their family situation to, for instance, the respondents' personal views on gender equality and their access to clean water. One part concerned topics around education. While the survey is still ongoing in 15 countries data sets for the first 11 countries already offer significant trends and insights.

Among other things, the respondents were asked to estimate the time it takes them to get to school every day: Travel times up to and exceeding one hour are common in all countries. This applies both to more affluent countries like Germany or New Zealand and to less affluent ones like Paraguay and Mexico. The data collected to date show only a slight tendency towards longer travel times in less affluent countries. The basic issue of long travel times exists in all surveyed countries. These figures call for change, because long travel times are a hindrance for good education. A suitable relief lies in the implementation of modern, digital learning methods – both in poorer and in more affluent countries.

A long road to education

Figure 1: How long does it take you to get to school?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

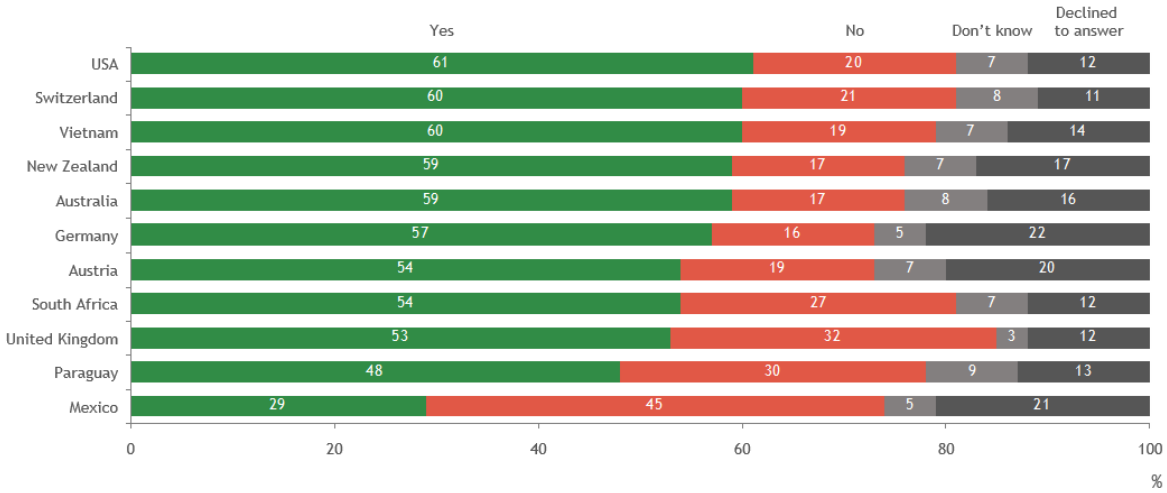
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Most young people today have access to the internet: More than half of them have internet access at home, effectively placing a plethora of knowledge at their fingertips. The only exceptions to this are Paraguay (48 percent) and Mexico (29 percent). Even those without internet connections in their homes have a decent chance to go online: between 68 and 83 percent are able to access the internet in schools, libraries, and the like – again with the exception of Mexico, where only 45 percent can make use of this option.

Almost a given: Internet at home – only Mexico trailing behind

Figure 2: Do you have internet access at home?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

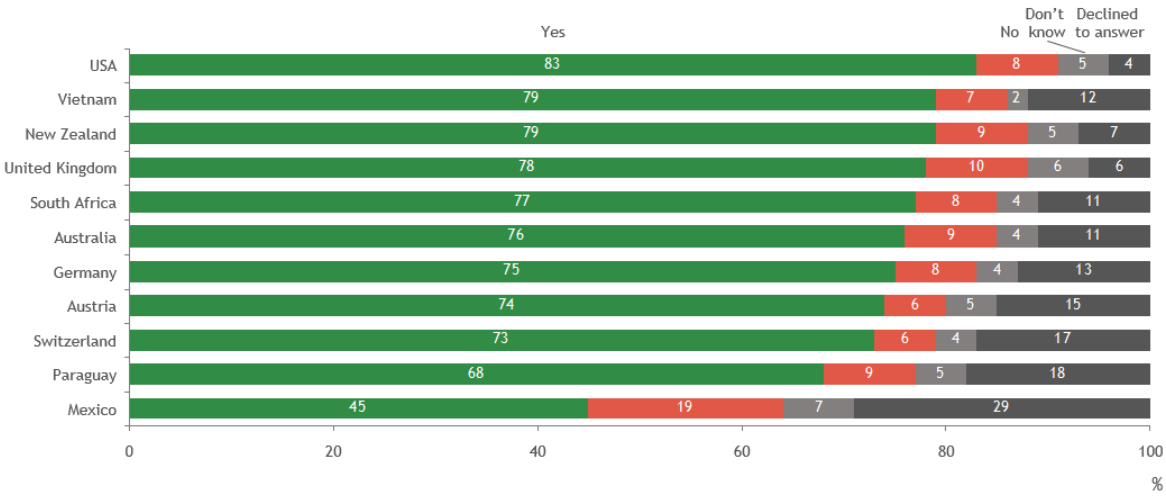
To the many young people who do have internet access, the internet is second nature: three quarters (73 percent) of them use it daily. This behavior is universal across all polled countries, peaking at 81 percent in Vietnam and bottoming out at 64 percent in Mexico. Yet, even the numbers for Mexico increase by 18 percentage points when one includes the data for online activity "several times per week".

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The world is connected – even if not at home

Figure 3: If you do not have internet access at home: do you have access to the internet at somewhere other than home, like school, or a library?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

However, students across all eleven countries do not use their online access primarily for education: Other activities take precedence. Asked about the main reason for using the internet, the overwhelming majority in all countries put entertainment first (between 54 and 74 percent). As the second most important reason most participants indicated "interacting with friends" across all 11 countries. Schoolwork as a reason to go online, in contrast, took an unequivocal last place in all countries surveyed except Vietnam.

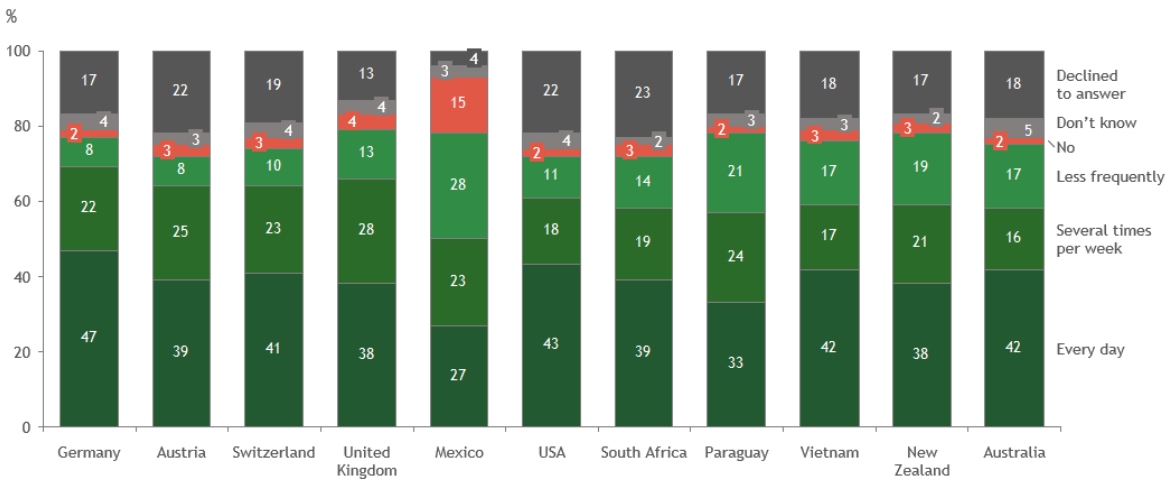
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The internet is still not ingrained as a tool in day to day life at school – be it private or to support the education. In none of the 11 countries polled did the majority of students use the internet every single day at school or university. This low utilization applies even to high-income countries and is all the more prominent in less affluent countries like Mexico and Paraguay. Indeed, between 31 percent (United States) and 66 percent (Mexico) indicate that they make use of the internet at school or university less than every day – and much of this use will certainly be social or for entertainment, rather than to support learning. So, there can be no question of a meaningful integration of the internet into the normal course of lessons.

The neglected resource – internet use in schools & universities

Figure 4: In school, or at university: are you able to use the internet and if yes, how often?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

Empowering the Individual through Digital Education

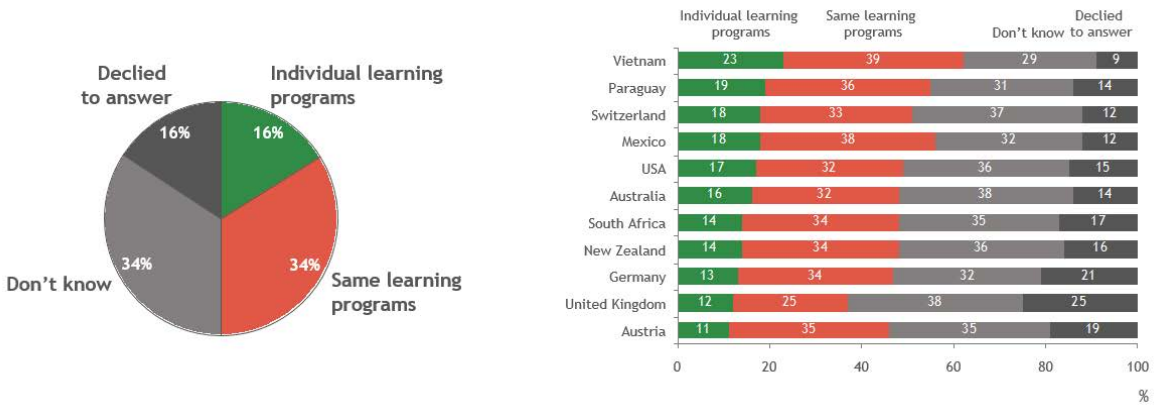
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No individual promotion

Digitalization has led to tremendous changes in many aspects of our lives and work. It has enabled significant increases in productivity, consumers can receive tailored offers to an unprecedented degree, patients can receive highly personalized therapies, and digital technology has allowed the creation of efficient, individualized transport-sharing models. It is only in the field of education that we expect everyone to learn the same material in the same way. Despite being technically feasible, learning materials are rarely adapted to the strengths, weaknesses, inclinations, and abilities of the individual student. For the most part, the dynamics of the lessons are still based on the learning level of the majority in class or on rigid systemic specifications rather than on the individual progress of each student. The use of digital applications to deliver individualized instruction remains scarce.

Individual learning – not today!

Figure 5: Do all kids receive the same learning programs to learn online or are the teachers providing you with individual learning programs?



Source: Global Youth Poll; Basis: 10,537 children from 11 countries

Empowering the Individual through Digital Education

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Only in Vietnam do more than a fifth (23 percent) of all polled students indicate that they receive their own personalized learning program. In all other countries, the fielding of corresponding applications struggles within a range between 11 and 19 percent. Roughly a third of all students indicate that they get the same learning application regardless of their individual skills and needs. Additionally, an average of around 34 percent of students indicate that they do not even know whether their programs are individual or not.

Unequal starting points

The dependence of educational quality on external factors like income and social class remains one of the major challenges in the fight for equal opportunities. This is not merely a difference between high- and low-income countries. In many affluent countries, too, there are clear correlations between the social status of parents and the educational level of their children, as seen recently in the indicators included in the "Education at a Glance" report released by the OECD. In the existing education system, many children's opportunities are already determined by their background.

Lack of future-oriented content

But what do children and adolescents have to learn to be fit for the challenges of the 21st century? Foundational literacies such as reading, writing, and arithmetic will still remain essential in the future. But students will also need a deep foundation in digital skills. This includes not only the use of digital media, applications, and content, but also a fundamental understanding of programming and IT architecture and solutions. Clear educational deficits with regard to these fundamental requirements can already be observed – not just in low-income countries, but also in middle- and high-income economies, as shown in the results of the 2015 joint study by The Boston Consulting Group (BCG) and the World Economic Forum (WEF) "New Vision for Education: Unlocking the Potential of Technology."

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Competencies such as creativity, teamwork, and problem-solving skills as well as character qualities such as curiosity, initiative, and leadership skills are playing an increasingly important role. These are not innate per se, but can be trained. Too often – and this applies to many countries – they are not being taught at all or only insufficiently. In an international report by UNICEF, 40 percent of companies identified deficits in communication, teamwork, and critical thinking among job applicants. Data from the World Bank shows considerable variation in these skills even in highly developed nations: While young people in Finland, South Korea, and Japan achieve record levels in nearly every aspect considered, Americans do well in terms of problem-solving and curiosity, but less so when it comes to being creative. Germans score average to good scores on the basic skills of arithmetic and scientific understanding, as well as in terms of creativity. But in terms of critical thinking and problem solving, German students as a whole are mediocre at best, and they are really weak in the important area of information and communication technology (ICT).

Why are competencies and character qualities more important today than ever? They are necessary if the next generation is to be able to survive the rapid process of change currently underway that continues to gain momentum. For workers, this means having to adapt to the changing demands of the labor market, retraining, and gaining further qualifications. And this pressure to change will only increase. This is also seen in the results of the 2017 BCG study "Schöne neue Arbeitswelt 4.0?" which suggests that the jobs of 7.7 million people in Germany will have radically changed by 2025 through the use of robotics and automation. This upheaval will affect not just workers with minimal qualifications – 60 percent of the concerned workforce are skilled specialists.

Systems unable to adapt

It is not just the content of education that needs to adapt to the requirements of the digital future. The way education is provided remains largely anachronistic, too. While digitalization makes it possible to communicate and choose how to be informed wherever one is located, educational systems continue to use rigid structures with methods and content that are decades behind current requirements.

Empowering the Individual through Digital Education

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Learning is institutionalized, tied to fixed places and times, educational paths are firmly defined, and what is taught only evolves slowly, over decades even. Meanwhile, almost half of the world's population can be reached online. Education systems are letting great potential for contemporary, flexible, and individual learning lie fallow. In addition, such a sluggish dynamic in our schools does not exactly make the idea of entering teaching as a profession very attractive – not a good starting point in the increasingly tough competition for the best talent.

Digital technologies need to be a crucial component in the qualification and further education of teachers in the educational landscape of the future. Because even the teachers themselves are learning in a system that is too rigid. In Germany, for example, new online tools could mean the end of rather static continuing education formats, such as time-consuming seminars organized by the school district at a fixed location.

The content of teacher education also needs to adapt. In addition to the digital skills teachers of the future will require, the long-term positive effects of targeted training in communication and team skills, cooperation and conflict resolution, curiosity, perseverance, creativity, and leadership are underestimated. The so-called social and emotional learning (SEL) continues to receive short shrift in the training of teachers and educators. And yet it is tremendously important to provide teachers with the tools they need to use SEL to promote the competencies and character qualities of their students.

Future challenges in the teaching profession include being able to not only use digital learning tools, but also to implement the new opportunities for truly modern instruction. Ideally, personalized learning content will be flexibly adapted to changing external needs of society and the individual abilities and talents of each student. In the future, teachers will need to recognize new trends and content and integrate them flexibly into curricula. In other words, they need to understand their duty not so much as just implementing rigid curricula that barely change from one year to the next, but instead to see themselves as active designers of what they teach.

Empowering the Individual through Digital Education

Benjamin Grosch

How Good Education Can Become Possible for Everyone

… with a new vision

The dream could come true where all children and adolescents receive a qualified education that gives them ample opportunities and enables them to capture their potential – the education being personalized to their individual inclinations and abilities. Equal opportunities in education, regardless of parental income, are feasible – and the digital possibilities are the way to achieve this dream. But a lot has to change to get there.

The concrete implementation of new structures and technologies requires all stakeholders, politicians, administrators, educators, parents, researchers, and industry to take an active role in the renewal process. Unfortunately, many stakeholders are still more worried about the potential risks of profound change – rather than being open to new ways and look at the expected benefit, especially for the weaker and less privileged members of our society. The will to preserve the status quo in the education sector is widespread. In order to provide each individual with more opportunities through education a significantly higher will to innovate is needed. It is instrumental to orient the educational landscape primarily on the needs of the students. Teachers who are already taking innovative approaches should be encouraged.

For political decision-makers in the vast majority of the world's countries, this change in mentality will also mean making education a budget priority. There are considerable differences among the OECD countries: New Zealand, Colombia, and the United States invest more than 6 percent of their gross domestic product in the education sector. Russia, Italy, and Luxembourg, meanwhile, invest less than 4 percent. Germany, at 4.3 percent, is also below the OECD average.

When providing support to lower-income countries, education must be given a much higher priority than it currently receives. From 2002 to 2014, the OECD's annual development aid for education grew from $5 to $12 billion, while infrastructure support increased from $10 to $37 billion over the same period.

Empowering the Individual through Digital Education

Benjamin Grosch

… with digital learning methods

The growing spread of the internet and new technologies is opening up new opportunities for creative solutions to solve the lack of educational availability. Even in remote areas without dense school infrastructure, children and adolescents can now gain access not only to general education, but even to higher professional qualifications.

In the Brazilian state of Amazonas, for example, the Centro de Mídias de Educação do Amazonas (Cemeam) provides remote village schools with the necessary equipment for efficient network access, generally via satellite. Specialist teachers provide instruction centrally from a studio in Manaus, while on-site teachers clarify possible ambiguities and ensure order during online lessons. In an area more than four and a half times the size of Germany, 60 specialist teachers and 2,200 on-site teachers are teaching more than 30,000 students.

The Khan Academy is also making use of digitalization: The California-based institute offers free educational videos in the fields of mathematics, science, history, and economics to students around the world, coupled with a system to check student learning. Currently, more than six million students use about 4,000 videos each month. As a result, they perform better on standardized tests than their peers.

The digital technology of the 21st century also offers a great opportunity to provide individual support to each student by delivering educational content tailored to their needs. Personalized curricula and materials designed to evaluate individual learning success give students exactly the content they need to maximize their learning progress, whatever their situation.

For example, Arizona State University (ASU) has partnered with adaptive learning provider Knewton and textbook publisher Pearson Education. Knewton uses algorithms to individualize teaching and learning plans for ASU students, while Pearson delivers the content. The result: ASU's dropout rate has fallen from 13 percent to 6 percent, while its graduation rate has risen from 66 percent to 75 percent. This approach could easily be adapted to the school sector as well.

Empowering the Individual through Digital Education

Benjamin Grosch

Traditional forms of teaching and computer-based learning do not have to be mutually exclusive; indeed, they can complement each other quite well. In Peru's Innova Schools, students work on their own on computers for about 30 percent of their school day. In the remaining 70 percent, they discuss questions that come up with their teachers and discuss the insights gained in the classroom.

In order to realize the vision of education as a true creator of opportunities, curricula and teacher education must also become more adaptable. To this end, teachers also need the opportunity to gain further qualifications individually online. There are already tools for this: The Teachscape platform offers more than 160 different digital courses with more than 2,000 instructional videos for teachers. Edthena allows instructors to upload videos of their courses in order to get feedback from colleagues and mentors on the quality of their teaching. Edconnective, another online platform, allows for live critiques, where experienced educators give their colleagues one-on-one tips on teaching.

… with new and adaptable content

Digitalization is changing our lives, but it is also helping us make positive use of these changes. The key to this is the ability to use digital tools properly, but it is equally important to have at least a basic understanding of how they work. In addition, skills are essential to respond to changes in their life and work and to use them constructively. This can be practiced and trained specifically. Social and Emotional Learning (SEL) is one way to strengthen those skills. Many parents and educators still see it only as a way to bring peace and order to a classroom. In secondary schools, SEL is often integrated into the curriculum of the lower levels as "learning to learn" or "orientation."

But SEL means much more. Within the framework of SEL, young people acquire behaviors and attitudes that help them deal with change and act to find solutions, such as critical thinking, problem-solving skills, teamwork, and self-initiative. In the long term, these skills will not only help them achieve greater success in their studies and work life, they can also have a direct impact on their level of personal satisfaction.

Empowering the Individual through Digital Education

Benjamin Grosch

The 2016 joint study by BCG and the WEF "New Vision for Education: Fostering Social and Emotional Learning" showed that China and South Korea have a particularly strong understanding of the importance of SEL compared to the United States or the United Kingdom. In China, 80 percent of parents believe that SEL increases the likelihood of their child having a happy adult life. In the United States, only 66 percent hold this view.

For social and emotional learning, the use of digital components means a decisive step forward. Headsets enable communication in a multilingual environment. Virtual reality applications are also conceivable as ways to promote creativity and create a completely new learning experience.

To train teamwork, many digital education applications specifically require group work, student-to-student learning, or student feedback. This makes it possible, for example, to create documents, worksheets, and presentations as a team. Programs based on games such as STMath use representational visualizations to help students understand mathematical concepts. Interaction tools can also promote the development of creativity, curiosity, and perseverance. A special version of SimCity, SimCityEDU Pollution Challenge, helps students develop critical thinking skills and understand the relationship between cause and effect.

One of the key building blocks of an education system is a continuous assessment that documents the success of education in all institutions and across all age groups based on clear criteria. Online learning tools allow teachers to have a detailed overview of how much time each student spends on lessons and with what level of success. Accordingly, the educational content can be adapted to the learning success of each student.

The widespread use of online tools would make performance measurements such as the PISA study much easier, so that the best teaching and learning models can be disseminated faster.

A new vision for education, digital learning methods, and adaptive content can make it possible to achieve genuinely equal opportunities. Because education is the key to personal development and individual happiness. Our job is to significantly improve this key.

The Global Youth Poll 2018

1. Intro
2. Methodology: Introducing the United Nations Global Sustainability Index Initiative Youth Survey
3. Expert's Voices
    i. Presenting The YMCA UN Youth Poll
    ii. Introducing the Everywon Global Youth Run
4. First Results
5. Empowering the Individual through Digital Education
6. Authors
7. Appendix

The Authors



Dan Cassino

Dan Cassino is Associate Professor of Political Science, Department of Social Sciences and History Fairleigh Dickinson University, Madison, U.S. Professor Cassino conducts research in American politics, institutions (Congress and Presidency), youth politics, and political psychology. He completed postdoctoral research at Princeton University, and is now Director of Experimental Research for Fairleigh Dickinson's survey research group, Public Mind.



Johan Vilhelm Eltvik

Rev. Johan Vilhelm Eltvik (Norway) – Reverend Eltvik is the current Secretary General of the World Alliance of YMCAs, the world's largest and oldest youth movement in the world. Reverend Eltvik has held career positions within the YMCA world movement for over 30 years, including Secretary General of YMCA Europe. On behalf of YMCA Europe he led the reestablishment of 20 National YMCA Movements in Central- and Eastern Europe after the fall of the Berlin wall. He was also initiator of the YMCA Europe Youth Festivals in Prague, with more than 7500 young people from 50 countries. Reverend Eltvik has been widely published and has been decorated in 2004 with the Cavalier Cross of the Polish Order of Merit from the State President of Poland. In May 2011 he received an honorary doctorate from the Queens University of Charlotte, USA.

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Tom Huston



Tom Huston is the founder of Everywon – Improvement Through Movement and an Award-Winning Event, Sponsorship & Business Development Expert with more than a decade managing the infrastructure and delivery of results at the international level.

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Roland Schatz is the Founder and CEO of InnoVatio Publishing and Media Tenor International in Zurich/Switzerland. He is Founder of the UNGSII foundation in support of the United Nation's Sustainable Development Goals.

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English Version of Global Youth Poll

Introduction: please watch the short video SDG Lab and read together the background text, why we do this Global Youth Poll in all the different countries. Explain purpose and sample of poll. Stress that nobody can ever get an idea, who individually participated in the poll which means, that the results will remain anonymous. Please highlight that the general results will be presented to the national parliaments by young people as well that world leaders will be aware, what the young people on different continents think and wish. These leaders will use the results to help shape policy for children and young citizens around the world. Make sure participant knows that they can always decide not to answer one or more questions. They can say as well, that they don't know an answer. If they want to, they can stop doing the survey at any time, and they won't get in trouble.

[General instructions: Don't Know and Refusal to answer questions should always be accepted as an answer, but these options are not read to the respondent

The survey is divided into 5 sections: Demographics (D), Retrospective questions (R), Prospective questions (P), Satisfaction (S) and Access (A). If time is an issue, you can choose to skip one of the sections other than Demographics, so long as some respondents get each of the sections. Try not to skip questions within a section]

Demographics

1 D1. How old are you?

2 D2 Are you a girl or a boy – in case the poll is not online [Do not ask: Record gender from observation]

3 D3. Do you generally live with your mother, your father, both of them, or neither of your parents?

4 D4. [Ask only if D3 is 1 or 3] Does your father go to work outside of the house?

5 D4a. [Ask only if D4 is "yes"] How often does he go to work?

6 D5. [Ask only if D3 is 2 or 3] Does your mother go to work outside of the house?

7 D5a. [Ask only if D5 is "yes"] How often does she go to work?

8 D6. How about you? Do you ever do some kind of work to earn money for the family? I'm not talking about chores you might do for you parents.

9 D6a. [Ask only if D6 is "yes"] How often do you go to work?

10 D7. What country do you live in?

11 D8. Do you happen to know your nationality? That is, where your family comes from?

12 D9. Do you have any pets at home? I don't mean animals raised for food.

13 D9a. [Ask only if D9 is "yes"] What kind of animal is it?

14 D9b. [Ask only if D9 is "yes"] Who is responsible for taking care of it?

English Version of Global Youth Poll

15 D10. Do you and your family ever go to religious services, at a church, mosque, temple, or something like that?

16 D10a. [Ask only if D10 is "yes"] Where would that be? A church, a mosque, a synagogue, a temple, or what?

17 D10b. [Ask only if D10 is "yes"] About how often do you go?

Retrospective Questions

18 R1. Overall, was this a good year for you, an OK year, or not a good year?

19 R2a. What did you enjoy this past year? I'll read you a few things, and you tell me which ones you enjoyed. How about playing with friends? Did you enjoy doing that, or not?

20 R2b. Spending time with your family? Did you enjoy doing that, or not?

21 R2c. Playing sports? Did you enjoy doing that, or not?

22 R2d. Playing or enjoying music? Did you enjoy doing that, or not?

23 R2e. Going to school? Did you enjoy doing that, or not?

24 R3. How long does it take you to get to school? Less than 30 minutes, more than 30 minutes but less than an hour, more than an hour but less than 2 hours, or more than 2 hours?

25 R4. What is your favorite thing to do at school? [Read options]

26 R5. What is your least favorite thing to do at school? [Read options]

27 R6. In School, or at University: are you able to use the Internet and if yes, how often?

28 R7 Only if R6 is a yes – Do all kids receive the same leaning programs to learn online or are the teacher providing you with individual learning programs?

29 R8. What is your favorite sport to play?

Prospective Questions

30 P1. Do you think the upcoming year will bring a better life for you and your family?

31 P2. In the upcoming year, do you think your family will have more money, less money, or will things be about the same?

32 P3. In the upcoming year, do you think your family will spend more time together, less time together, or will things be about the same?

English Version of Global Youth Poll

33 P4. In the upcoming year, do you think your family will move to a better place, a worse place, or do you think you will stay where you are?

34 P5. If you could have one thing for your family in the upcoming year, would it be more time together, more money, or something else?

Satisfaction

35 S1. Today, did you wake up really happy, happy, so-so, a little sad, or very sad?

36 S2. Most days, do you wake up really happy, happy, so-so, a little sad, or very sad?

37 S3. [Ask only if D6 is 1 or 3] How about your father: do you think that he's generally happy, generally sad, or so-so?

38 S4. [Ask only if D6 is 2 or 3] How about your mother: do you think that she's generally happy, generally sad, or so-so?

S5. [Flip options based on respondent's gender, i.e. boys are asked if they like being a boy] Do you like being a [girl/boy], or would you rather be a [boy/girl] instead?

S6. Who do you think is treated better: boys or girls? Or do you think they're treated the same?

41 S7. Do you think this will change soon, change some time in the future, or never change?

42 S8. When you finish school/ university, do you think you'll definitely be able to get a job, probably will be able to get a job, probably won't be able to get a job, or definitely won't be able to get a job?

43 S9. In general, do you think the government helps people like your family all of the time, most of the time, or not very often?

Access

44 A1. A lot of families have trouble getting enough food to eat every day. How often do you eat? Three times a day or more, twice a day, once a day, once every other day, or less often than that?

45 A2. Do you like the food you normally get to eat?

46 A3. Do you think the food you eat is good for you?

47 A4. Do you normally drink water from the tap, drink bottled water, or get it from another source, like a well or river?

48 A5. Is getting access to clean water ever a problem for you, sometimes a problem, or never a problem?

49 A6. Do you have access to the internet at home, or not?

English Version of Global Youth Poll

50 A6a. [Ask only if A6 is 2] Do you have access to the internet at somewhere other than home, like school, or a library?

51 A7. Regardless of how you access it, how often do you use the internet? Every day, most days, a few times a week, a few times a month or a few times a year?

52 A8. What's the main reason you go online? Entertainment, like watching movies or reading articles, gaming, school work, looking at the news, interacting with friends, or something else?

53 A9. [Ask only if respondent provided a response to A8] And what's the second biggest reason you go online? Entertainment, like watching movies or reading articles, gaming, school work, looking at the news, interacting with friends, or something else?

54 A10 (only if A8 is responded with yes) With whom do you exchange about what you read in the Internet?

Finishing text: Thanks so much for your help. Remember, no one will know what you said on the survey, and it will really help us improve things for children around the world. You will get access to the overall results, not only from your country but as well how the other children responded in the other countries, once we completed this poll in a few weeks. And then again every 3 months, as we will get back to you and your friends soon. You can use the results for your homework or at university. We hope, you enjoyed this questionnaire a bit and you learned about how polls are done. The coming poll will take place in March.

Please follow our work on www.ungsii.org and in case you have suggestions or ideas, please don't hesitate to send us an email at info@ungsii.org

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