This Manifesto is the result of a student-led process involving young people from around the world talking to their peers and collecting data about their views on global issues. These ORT students present their findings throughout this document and we have largely maintained their own wording and grammar to accurately reflect how they expressed their thoughts.
Global Citizenship

The world is changing rapidly. Life seems to be becoming increasingly complex. New technologies solve problems but create new ones at the same time.

How can we make things better?

Global Citizenship is not a new concept, but it has taken on greater awareness in society thanks to the UN’s Sustainable Development Goals (SDGs).

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

UN SDG 4.7

Throughout history people from all cultures have expressed similar ideas about humanity’s responsibilities to each other and to the environment. In Africa the Zulu concept of Ubuntu (“I am because of who we all are”) and in South America, with the Quechuan concept of Sumak Kawsay (“good life” is a harmonious co-existence between humans and nature). In Korea, the concept of Sangsaeng (“mutual life-giving”) and in Judaism where there is, of course, the concept of Tikkun Olam which is our responsibility to repair the world.

Despite the clarity and wisdom of these traditions and many others, we find ourselves facing a future of uncertainty, with warnings of environmental, social and economic risks ahead. Opinions on political issues are highly polarized, a mental health crisis is unfolding worldwide and despite technological advances, we rarely experience true compassionate connection, belonging or purpose.

World ORT believes that the best solutions for a more just and peaceful world lie in the creativity, curiosity, and enthusiasm of young people. By providing a transformative education we can enable them to live meaningful lives with a core sense of conscientious responsibility to their fellow humans, whether in their hometown or on the other side of the planet, and to the natural world.

ORT is a global education network driven by Jewish values. We are passionate about unleashing the potential of young people so they can lead fulfilling lives and have a positive impact on the world around them.

Since our foundation in 1880, ORT has been transforming lives through training and education. From focussing on teaching 19th century Russian Jews essential trades and professions, we have evolved to provide 21st century skills to empower people and strengthen communities.

Our network now reaches more than 200,000 people a year in more than 40 countries. We provide a combination of high-level science and technology education with strengthened Jewish identity.

ORT has made a commitment to a better future through the Global Citizenship Education (GCE) program. We are dedicating ourselves to inspiring the minds and hearts of young people to support them in their efforts to repair the world, to put the Jewish value of Tikkun Olam into action.
Our Vision

At the core of GCE is a transformation towards being more aware and identifying ourselves as global citizens. This does not replace any other levels of identity, whether that's nationality, religious, ethnic or otherwise. Instead, it means recognizing ourselves as part of an international collective with a shared commitment to creating a more peaceful, fair and sustainable world.

ORT’s vision for Global Citizenship means supporting the ORT network, its students and teachers, to build their skills and capacities towards the goal of a global mindset embedded within knowledge, skills and emotional intelligence geared towards the future.

- **Providing** new experiences, training courses, project-based learning and events we will support students to learn about current global issues, hear perspectives of interesting people and be exposed to other cultures to understand and appreciate the complexities of the world.
- **Facilitating** programs that give students opportunities to learn governance and leadership skills, and implement them using compassionate communication so they can build peaceful relationships and organizations where collaboration can thrive, even when conflicts arise.
- **Nurturing** critical thinking together with a commitment to fairness and justice to encourage dialogue and ethical decision-making that addresses inequalities and power imbalance.
- **Encouraging** attitudes of responsibility and proactivity to ensure choices and actions are sustainable, minimizing harm to other people and the environment.

International Youth Forums

The highlight of the inaugural year of ORT’s GCE program has been the Youth Forums.

These online events brought together representatives from the international network of ORT schools through a series of meetings where students discussed global issues. Three students were nominated for each participating school, to act as Ambassadors for their school community, with the task of representing their school peers on an international stage.

They conducted a research project in their individual schools, investigating the concerns of their peers on issues such as environment, mental health, and inequality through a survey. They were also introduced to Sociocracy, a governance technique for establishing consensus, which was at the heart of the International Youth Forums. By discussing their findings with other students from around the globe they found common ground through listening, reflecting, and negotiating to build a manifesto.

This process of international collaboration at the Youth Forums led to the production of this document, World ORT’s first Global Citizenship Manifesto.

The Manifesto will be a symbol of the network’s commitment to Global Citizenship through open and inclusive discussion. The process is a great achievement; learning from each other, practicing new skills, in leadership and dialogue, and gaining valuable experience. The Manifesto will guide us on the way ahead, led by the most important people in the ORT network, and what is most important to them.
The aim of the International Program was for the participants to develop and practice skills in leadership and dialogue and to be exposed to a diversity of opinion, from within their own schools as well as from further field in the ORT network. Through use of consensus building tools they were tasked to represent their fellow students on an international stage and communicate the ideas and perspectives of their student body regarding Global Citizenship current issues and discuss the way forward in the ever evolving world.

The Global Citizenship International Program brought together 26 students from eight schools in eight countries. The following schools had student Ambassadors representing them at the International Forums:

- Escola ORT, Rio de Janeiro, Brazil
- Dimcho Debelenov ORT Jewish School, Sofia, Bulgaria
- Colegio Colombo Hebreo, Bogota, Colombia
- Instituto Dr. Jaim Weizman, San Jose, Costa Rica
- Kfar Silver, Ashkelon, Israel
- Scuola Della Comunita Ebraica, Milan, Italy
- ORT Olami, Mexico City, Mexico
- Mbongeni Mgugudu, Johannesburg, South Africa

Sociocracy is a governance system suited to self-governing bodies based on the values of equality. It essentially means working in small, dedicated groups called circles with defined aims. Roles are allocated in these circles to enable efficiency and prioritization. Groups can then discuss proposals or concerns in a fair way as everyone will be given the opportunity to speak and decisions will rely on consensus. Three sessions of Sociocracy training took place between March and April 2023, totalling six hours.

Simultaneously, a survey was conducted by the Ambassadors in their schools to gather the insights of their fellow students. The surveys required respondents to reflect on their feelings and opinions across a wide variety of topics including identity, mental health, inequality, free speech, environmental concerns and solutions (See Appendices). The responses were both quantitative and qualitative meaning the Ambassadors were armed with an insightful understanding of the students they were representing at the Forums. The Ambassadors were divided into three groups: Interpersonal/Myself & Others, Social and Environmental. These three groups formed the three Sociocracy circles where the Ambassadors would discuss either the Interpersonal, Social or Environmental questions using their survey findings. Through May the Ambassadors met for six hours across three sessions where they answered questions for the Manifesto. This was therefore a living process where the Ambassadors were gathering the results of their surveys and simultaneously participating in the Forums, to drive the ORT program forward into the future.

The Manifesto will outline the questions which the Ambassadors discussed in their circles and present a lead proposal from them in bold. Following that will be some of their reasoning, quotes and statistics from their surveys.

First, we wanted to understand how students in the network perceived and defined Global Citizenship, which is the first section in the Manifesto. Following this, you will find the Interpersonal/Myself & Others, Social and Environmental discussions.

The transformation towards a global mindset starts with the individual and their perception of themselves, their own identity, attitudes, and skills. From that foundation we build relationships with others, which are the formation of a society. A society together then has the potential to grow, work towards goals and address its issues, which includes taking responsibility for the environment and the resources the society uses as well. This is the reasoning behind these categories for discussion.
The World ORT Global Citizenship Manifesto

Defining Global Citizenship

Question 1: What does Global Citizenship mean to you and to the students you asked those you asked in the surveys?

Global Citizenship is about seeing yourself as part of society, where your actions have consequences other people, when you contribute and care about other people’s causes.

“Global citizenship means being a responsible citizen but not only in your country but in the whole entire world.”

The Ambassadors had the opportunity to reflect on what Global Citizenship actually represents and, in their discussions, they attempted to define it collectively based on their own ideas and those they had gathered from the surveys. There were many common responses and ideas that were given across different countries and cultures including:

- Commitment to looking for & working for the common good.
- Taking responsibility
- Being interested in other communities and issues globally
- “Young people don’t need positions of authority to want to become involved. For now it’s important to learn about issues.”
- Wanting to contribute to a better planet.
- Making improvement for future generations
- Living in community
- Respecting the environment

There was a strong emphasis on responsibility, that Global Citizenship is about playing your part and getting involved, but some students explained that the taking of responsibility will come when young people are older and that for now their duty is to remain informed and interested. There was a recognition that as young people grow they become more aware of how the world works and take on the responsibility for the global issues they see as they identified that it is adults who should take the lead.

How do young people relate to taking responsibility?

“Teenagers do feel responsible but at the same time, don't feel full responsibility because the adults are the ones who have to take care of the main issues of the world. As they grow, they begin to understand how life works, they start to get involved and they start to notice the need for change.”

“To us it is a responsibility to be part of something. Members of a society or a culture of a community, and to also be involved in the global community. From an outer perspective it is a way to connect to the world. It means having empathy towards events happening around the world and be willing to engage and learn about new perspectives. It is important to know about the world and be interested in what is going on, to be able to sustain a better future and be more connected to the world.”

“As young people grow, they start to get involved and they start to notice the need for change. But some of them don’t feel responsible for the important issues and just pass it to the adults.”
Question 2: What/who is a Global Citizen?

A Global Citizen is an individual who identifies as a member of a global community and who tries to take action to contribute to building the values and conduct of this community. Different people bring different ideas to the table, so we contribute by sharing our differences. A Global Citizen is a person who does what is in their power, to stop what is jeopardising our planet so we can live in a fairer world. All of us are Global Citizens, and each one of us can make the world better.

As with the previous question, the Ambassadors identified several common themes in their responses to this question. They highlighted that anyone can be a Global Citizen and it was emphasised that diversity amongst the global discussion is itself important. Knowledge and understanding of global issues, together with respect for the world and other people was important, as was being active and responsible. A potent remark presented was that a Global Citizen should “stick to their values and have intention in the way they do things.”

When it came to what feeds this drive to make change there were different ideas, some said the development of strong values and attitudes was important, others said it was down to desire to make change alone. A common view however was that a Global Citizen was identified by a strong motivation. They identified that a Global Citizen's goals are similar to both Jewish values and those which the United Nations also focus on. Some identified characteristics of a Global Citizen were:

- Empathy
- Acceptance
- Tolerance of opinions
- Sense of altruism
- A positive attitude and willingness

ORT students in eight countries were represented at the Forums and it was mentioned that background (home country, ethnicity, family or religion for example) reflect in the ideas a person has about being a Global Citizen. We can live in a bubble and not know what is happening outside in the world. From the research the Ambassadors conducted, 63% of survey participants identified as being a Global Citizen, in accordance with a definition the participant gave themselves.

I am committed to contributing to improving the world?

![Chart showing percentage of students committed to contributing to improving the world in different countries.]

- Costa Rica: 83%
- Brazil: 80%
- Bulgaria: 77%
- Mexico: 75%
- Colombia: 62%
- Israel: 60%
- South Africa: 57%
- Italy: 50%
Question 3: What rights and responsibilities do we have as young, aspiring Global Citizens? What are our common goals?

“As young individuals, we have crucial rights that should be protected, such as the ability to express ourselves and participate in decision-making. We will be responsible for taking care of our globe in the future, so it is critical to keep us informed about global issues. Also, because we are the new generation with new ideas to alter the globe, young global citizens must be heard.”

Daniel, Costa Rica

Citizens of any country are entitled to certain rights, but citizenship comes with responsibilities too. The Ambassadors identified some of the key rights and responsibilities for young, aspiring Global Citizens, that overlap with Human Rights and Universal values. Interestingly it was pointed out by one Ambassador that everyone has the same responsibilities in caring for the world, which highlights that Global Citizenship should be widespread and commonplace, not only for small groups of students. A desire for taking on responsibility was reflected by the fact that 63% of survey participants globally were committed to contributing to improve the world whilst 44% felt able to make change.

“As a young global citizen, I think being accountable in improving the natural world is a good idea, and objectives like being passionate in encouraging our peers or individuals to repeal deforestation or any harmful human activities towards our natural world is a fabulous step to take as global citizen.”

Ephraim, South Africa

<table>
<thead>
<tr>
<th>Key rights</th>
<th>Key responsibilities</th>
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<tbody>
<tr>
<td>“We are living in a democratic world so everyone needs to be heard.”</td>
<td>To be interested and informed about what is happening in the world.</td>
</tr>
<tr>
<td>“I believe some of our rights include that young people should be heard. We should be heard!”</td>
<td>Be willing to be part of groups to solve problems.</td>
</tr>
<tr>
<td>“We are the future to the planet’s evolution, our voices must be heard and our actions as well.”</td>
<td>To defend our own rights and the rights of others, including those of the Earth.</td>
</tr>
<tr>
<td>Opportunities to participate in decision making.</td>
<td>“To represent our communities and take this as our responsibility.”</td>
</tr>
<tr>
<td>“A GC deserves respect from others. If you are giving respect to others, then you deserve respect from others.” (Sharon, Italy)</td>
<td>Sticking to our values and taking good care of the world.</td>
</tr>
<tr>
<td></td>
<td>Being accountable – “Us being young people means we need to care about the world; our actions affect the future life.”</td>
</tr>
</tbody>
</table>

Common goals:

- Common goal is looking to improve our planet for us and the future generations.
- To change perspectives of others, in terms of growing as a world in unity and peace.
- Making steps towards change, so more people know and understand what to do.
- To inform everyone, so that they can change the world for the better.

“Want to have change in the world, to have the mindset that we only have one life and one world – if we don’t take care of it, we may lose it all.”

Jane, Mexico
Question 4: As Global Citizens how do we interact with others?

As Global Citizens we should interact with others with respect and kindness. We are bound to travel, and globally we can learn about cultures and the ways of other people. As global members we are obliged to make people aware of what’s wrong or right. We can involve the government and authorities to support everything we do, for example, on decisions that involve the environment. Lastly, we should create awareness campaigns in our communities.

Effective communication combined with empathy are essential facets of Global Citizenship. Peaceful relationships and collaboration with others, even when we don’t agree or have different lived experiences and perspectives, allows for new solutions and outcomes which can bring us closer together. 68% of survey participants said they felt able to get on with people who have different opinions and values to them. The Ambassadors highlighted that becoming aware of others’ culture and identity is important and then avoiding making judgements and listen to their points of view to connect with them. They also spoke about travel and getting to know other cultures through their ideas, stories, and backgrounds. Listening respectfully was emphasised as being central to forming connections.

“As Global Citizens, we connect with people through contacts from various nations and cultures, which allows us to learn about a small portion of the world.”

The Ambassadors reflected on how a Global Citizen should interact with different demographics including those with conflicting ideas but also those who hold power including government and big corporations. They recognised that governments have a duty to communicate with their citizens and to consider the opinions of those they represent and should place finding beneficial solutions at the core of their motivations. It is therefore a Global Citizen’s duty to communicate what they need and want from their government.

“Those who hold power and make big decisions have to be empathic with citizens, but I think there are fundamentals in this situation. A person is not able to make a big real change if they don’t have help from the government and corporations. I think that should be cooperation between those who hold power and the citizens to make a real change.”

Sharon, Italy
There are core elements of Global Citizenship which are related to the individual’s ability to know themselves and be able to relate to others. In the Ambassadors’ established definitions of Global Citizenship and the Global Citizen there is a strong emphasis on empathy, respect, awareness of different perspectives and an appreciation of diversity. To make steps towards this global worldview we first need to place ourselves amongst the world landscape, from here we can begin to relate to, and understand, others.

Everybody has different facets of their identity that are important to them, and which shape their experiences. These, along with our environment, form our personality and so we have different levels of pride or connection to those parts of us. For example, from their surveys students found that 100% of Costa Ricans asked had a strong connection to both their nationality (Costa Rican) and their religion (Jewish, as the survey was conducted in the Instituto Weizman, the ORT affiliated Jewish school in San Jose), whilst 69% of the surveyed students in Bulgaria had a strong connection with their nationality as Bulgarians but few felt their religious background influenced them strongly and in South Africa at the Mbongeni Mgugudu school in Johannesburg, 98% of students felt strongly about their national identity and 57% felt their religion strongly influenced them.
Do you practice a religion? Do your beliefs have a strong influence on how you are and your decisions?

“A lot of people feel strongly connected to their identity because it’s what makes them who they are.”

Samantha, South Africa

To varying extents, all countries saw complexity in the identities of the survey participants. In South Africa for example, although a large proportion identified as black or South African, there were many different ethnic groups represented including Zulu, Tswana and Swati among others. In Brazil 50% of the responding students strongly identified as Brazilian but recognised that they had mixed heritage with different European, Indigenous and Asian backgrounds mentioned which they also had a connection to.

If we are to create a world where Global Citizens can thrive then we need to find ways to connect and relate to each other beyond these layers of our identities and find the common humanity underneath so we can collaborate and live side by side in peace and harmony. With this in mind, the Interpersonal group students investigated identity, mental health and inclusion. Here are their findings.
Question 1: How can we make sure that all people feel safe, empowered, and included regardless of who they are?

There shouldn’t be discrimination, we should welcome people regardless of their identity. People should feel safe and not fear being judged.

The atmosphere we create matters and is important for creating better ideas and flow of information. When people feel comfortable and not judged for their mistakes or their identity, then their creativity expands and the more freely they can express ideas.

“For someone to feel empowered, communication is crucial.”

Maayan, Mexico

On average, 55% of survey participants reported that they felt safe being themselves in their society, with a low of 38% in Mexico and a high of 80% in Israel. During the Ambassadors’ discussions they recognised that the atmosphere that is created, whether in a small group or on a national scale, will play a big part in how welcome or safe people feel. If people don’t feel judged for parts of their identity, they will feel more strongly connected to others and more welcome and therefore freer to express their ideas through outlets like art which form our national cultures. On the other hand, when people are isolated and unwelcome, they will feel lonely and disempowered which can lead to struggles with mental health among other things.

I feel safe being myself in my society?

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Costa Rica</td>
<td>83%</td>
</tr>
<tr>
<td>Brazil</td>
<td>50%</td>
</tr>
<tr>
<td>Israel</td>
<td>80%</td>
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<tr>
<td>Italy</td>
<td>42%</td>
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<tr>
<td>Bulgaria</td>
<td>54%</td>
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<tr>
<td>South Africa</td>
<td>41%</td>
</tr>
<tr>
<td>Colombia</td>
<td>50%</td>
</tr>
<tr>
<td>Mexico</td>
<td>38%</td>
</tr>
</tbody>
</table>

Question 2: In the modern world, how can we encourage and make space for more connection, wellbeing and community to achieve better quality of life and mental health?

We need to address the mental health crisis by talking openly about issues like anxiety and loneliness, and not be ashamed to seek help through therapy. Technology can be helpful too, allowing us to connect with others around the world and access virtual therapy. As Global Citizens, we should communicate respectfully and work together to make things better.

Anxiety and depression were among the main issues that were highlighted by the 54% of survey participants that said they did notice some level of mental health issues in their community. The Ambassadors described how students struggle to share their problems with others (including friends, family, therapists), so not everyone has the comfort to express their feelings. A topic that came up is that loneliness among students is common, while other said friends are a big resource for deeper understanding. When people don’t have friends in school, they don’t feel empowered and sadly try to deal with things internally by themselves. Their family context might additionally contribute to struggles with mental health.
One way forward that was suggested is the destigmatising of therapy - it is not something people should be ashamed of. Talking about mental health has increased, but it’s not enough. It was suggested that technology can help this crisis, but they recognised that the perception people have of technology could be a stumbling block. For example, seeing a psychologist virtually or using different messaging and texting services which are anonymous can help as sharing on a platform supports feeling connected and heard. Technology has become essential to connect with others as everyone uses it, but a pitfall is that it can make us more distant, as you can’t see people’s body language. Technology has become integrated into people’s social life and people go to the internet first when looking for answers. 62% of survey respondents thought technology was a force for good in society but again there are potential downsides as negative body image and eating disorders are becoming increasingly common possibly connected to social media use.

“Teenagers tend to feel lonely due to trying to achieve an unrealistic ‘perfect’ life.”

Maayan, Mexico

One of the Ambassadors described a school visit from a psychologist to talk about eating disorders and other conditions observed in younger children. The school was told it’s natural to need help with mental health.

“Sometimes you might feel something important that you are carrying on your shoulders and you just want to share with someone, it doesn’t matter if it’s your friends, your mother or even a psychologist so I think that it should be normalised.”

Alex, Bulgaria

Furthermore, 69% of survey respondents said they felt confident making new connections and friendships whilst 73% said they felt part of a community (for example, religious, social or school community). The Ambassadors highlighted that everyone needs their own safe place, which could be with friends, parents or even dealing with issues by themselves or seeking professional help.

I feel connected to a community?

I feel confident building new connections or friendships in a new environment?
Question 3: How do we empower all people to feel that their voice is important and will be heard?

Respecting and appreciating others is crucial for accepting different opinions and creating unity. Understanding diverse perspectives helps us address societal issues. Global citizens must collaborate as a team to contribute to a better world. During discussions, we think people should respect each other, remain calm, and present valid arguments. Creating a safe space that promotes mutual respect empowers everyone's voice. Respecting others' opinions fosters a better world with a variety of ideas. When faced with disagreements, we can consider pros and cons or find compromises. Loving and understanding the importance of diversity is also vital.

The importance of creating safe spaces was emphasised for empowering others. With respect and appreciation people will feel heard, judgement is what makes people feel weak and shy. Following on from the Sociocracy training, Ambassadors noted that using rounds (in which everyone is encouraged to share and reflect on other opinions) was a good way to make sure everyone is heard and especially giving a platform for shy people to contribute.

For a person to speak out takes courage, a person will usually have to be deeply connected to an issue to do so. Although only 41% of survey respondents said they felt worried about the state of the world, the Ambassadors brought up that it is hard for younger generations to be excited about the future because a sense of hopelessness is being transmitted to them, through the media. Young people are worried about pollution of the environment, about mental health and “they are worried about not seeing what they can do” in the world. There are those who are concerned about the future but still are not active. 44% felt able to make change and contribute to society at this stage of their life with 23% in Bulgaria the lowest and 61% in Costa Rica the highest. Uninformed people don’t know how to contribute to have a better future since they think there’s nothing they can do. Global citizens need to work together as a team to contribute to the planet’s future.

I feel I am able to make change and contribute to my society at this stage of my life?

I think that we have to encourage people that don’t normally speak, so they feel comfortable, and tell others to listen so they can speak without judgement.

Shirel, Italy

People should be united. We should make some sort of diplomacy, not on the state level but on a smaller level so people can communicate more between themselves and share ideas and inspiration with each other.

Maria, Israel
Question 4: How do we build and maintain peace with people whose values and opinions conflict with our own?

Communication skills should be taught in school; to make polite and respectful speaking and listening skills more widespread. Being patient is crucial to comprehend others’ ideas and if we promote empathy and open-mindedness, we would create more unity in society.

It’s important to communicate to get along with those who are different to us. If someone has a different thought process, we often don’t engage with them; we avoid possible conflicts. The Ambassadors accepted that people from across the globe are bound to have ideas, beliefs and opinions that are different from their own. On average, 68% of survey respondents said that they felt able to get on with those that have different opinions to them.

In discussion of how communications skills should be developed in school, Ambassadors felt that firstly, being able to communicate your points of views with reason and patience will assist others to see your ideas. By educating people to collaborate and learning to remain calm, the more peaceful our communication will be. However, speaking with passion and emotion is also one way that we can effectively share our ideas, so it is about finding balance.

Analysing the surveys, the Ambassadors discovered that empathy, acceptance and tolerance were values and skills that people should prioritize in the modern world. To create more unity respect is vital, if people feel singled out, they don’t want to share opinions and are less likely to give respect back.

How can we build and maintain peace with people whose values and opinions conflict with our own?

“Communication is an important skill in everything, in building relationships and being a good person, in work too. In every part of our life, it’s one of the most important skills in the modern world.”

Safira, Brazil

“When you are different from someone, that doesn’t mean that they are wrong, and you are right. In some situations, we can be both right, or both wrong. Sometimes we just have to listen to that person and try to understand their situation and views.”

Alex, Bulgaria

“I believe that empathy and open-mindedness would bring more unity in the world.”

Daniela, Costa Rica
As we have learned, being a Global Citizen means taking on responsibility, having an awareness of what is going on and being committed to justice and equality. We know all societies are different but in what ways are they different? The culture, geography, history and so many other factors will shape the population of a country and the issues which they face. To understand how these differences affect the citizens of those countries, we need to hear about what they see in their day to day lives, how do things work, how do different groups of people interact with each other and are they satisfied?

Only 31% of all survey respondents felt they lived in a fair and equal society. The range was large with 0% of Brazilian students identifying their society as being fair and 50% of both Italians and Costa Ricans saying their societies were fair and equal. The types of inequalities and social issues which were presented varied across the countries but poverty, discrimination and access to education, healthcare and work were present across all countries. Security issues including conflict and terrorism were present in some countries.
The Ambassadors reflected on how they could address imbalances of power and lack of rights by bringing opportunities to those who are underrepresented and how their governments could improve the lives of their citizens to bring more equality and opportunity, and internationally to bring about more unity and collaboration on global concerns.

Question 1: How do we tackle inequality and empower those who do not have access to opportunities and rights or are treated badly?

“Education will allow individuals to focus on global issues and support the Sustainable Development Goals and organisations that need help from humanity.” We can tackle this by being transparent and helping those who do not have access, opportunities and rights by raising and donating money and being part of organisations that make sure people have rights and are being treated equally, or even create organisations to do this. We can tackle inequality by making sure people in higher powers are doing something to solve these problems.

The Ambassadors presented different inequalities from their societies that had been identified from the surveys. There were strong indications that inequality between rich and poor, and discrimination based on gender and ethnicity were large concerns across all countries. As mentioned previously, only 31% of survey respondents felt they lived in a fair and equal society.

Students were able to draw attention to the issues that affected citizens in their countries locally, for example gender violence in Mexico where ‘femicide’ is a big issue and in Italy the ongoing controversy preventing homosexual parental rights and adoption. In addition, they recognised issues which were prevalent across different countries, including the rights of transgender people with government restrictions on public bathroom use and inclusion in sports. Ambassadors mentioned that governments are struggling because of the complexity of trying to meet the needs of different groups and seeking to make everyone happy.

Not having equal rights can affect people emotionally and psychologically, and an example was given that young girls “can feel afraid of growing up because we hear about how it’s easier for men to get a job and they get paid more. Young girls growing up could be afraid of difficulties in their career because of this.”

Universally it was also reported that poverty was a huge inequality, with access to education, food and work impacting on how people live their lives.

“Food is one of the main needs for life, and jobs offer stability in our lives. A lot of people have this concern and in some countries it’s a huge problem.”

Sviatoslav, Israel

“Maybe teaching important qualities to avoid these problems. For example, starting from a young age in school, and making sure people are taught to stand up for those being treated badly or do everything in their power in a situation like this.”

Tamar, Colombia
The conversation came back to gender inequality several times with most countries’ Ambassadors recognising that women’s rights were lacking in their countries.

How do you think gender inequality can be confronted?

“Younger generations should be taught how to deal with gender inequality and rights should be equal for everyone.”

Sharon, Italy

“In South Africa we have a situation where mostly women’s rights are being violated. The only way that we can confront this is to invest in women’s organizations, and also, empower women. We can support women in more senior roles and gender-neutral recruitment process, and also provide training on unconscious bias. We could also ensure equal access to education because we see gender inequality in schools as well. Protect reproductive rights, better medical care, better political representation, talk about it, share the care work, embrace diverse models. Stop body shaming, listen and learn from them. You can find discrimination at home, child marriage, underage pregnancy, domestic violence etc.”

Siyamukela, South Africa

“In Mexico, women are not respected. Every day 11 girls are killed, women are being taken from their homes, it’s a big topic. We need new laws and more rights for women. Having more security for women. Right now, women are speaking up and not letting people tell them what to do and how to live. We can empower women and help organizations that work for women’s rights.”

Jane, Mexico

Question 2: How can we promote human rights and free speech in society?

Human rights and free speech are essential for all people. The first stage to promoting human rights is to educate and make people aware of them. The next step is to fight for them and make changes to bring about equality in the world. This includes the right to free speech, but within reason. If we create an atmosphere where people feel free to share their opinions and speak out, then we can work to make sure everyone has equal access to resources and opportunities to develop.

On the whole, 54% of survey respondents felt that free speech is encouraged in their societies. The swing was significant with 72% of Costa Ricans, compared to only 23% of Bulgarians, feeling they lived in a free speech friendly society.

I live in a society where free speech is encouraged?

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel</td>
<td>80%</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>72%</td>
</tr>
<tr>
<td>Mexico</td>
<td>50%</td>
</tr>
<tr>
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<td>46%</td>
</tr>
<tr>
<td>Italy</td>
<td>65%</td>
</tr>
<tr>
<td>Brazil</td>
<td>50%</td>
</tr>
<tr>
<td>South Africa</td>
<td>36%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>23%</td>
</tr>
</tbody>
</table>
On average, 53% of survey respondents felt that human rights are seen as important, are respected, and protected in their society. Costa Rica topped the table with 94% whilst South Africa came in with 23% and Mexico with 38%.

In my society Human Rights are seen as important, are respected and protected?

The discussion on free speech ranged from journalism to social media and whilst it was recognised that everyone has the right to say what they want, we heard that journalists are often limited in what they are allowed to say. Social media was highlighted as a platform for free speech, but also that offensive comments can be made public and for this reason there should be limits to what people can share there. Where hate speech emerges, efforts should be made to explain to that person what is wrong with what has been said and to bring evidence which demonstrates, respectfully, why their comment is hateful and offensive. Free speech was generally seen as encouraged in the school environment, but the Ambassadors found through their surveys that opinion was split regarding the extent of free speech and its use. In any case, the atmosphere which is created enables free speech because if people fear judgement, they won’t feel comfortable to express their opinions.

Everyone should have rights, but not unlimited. Rights should give opportunities, so people can feel free to develop.

Raya, Bulgaria

To promote free speech, make sure everyone feels comfortable enough to share their opinions, and that they won’t be stopped or judged while trying to share what they have to say.

Tamar, Colombia

There was a much smaller range when responding on whether minorities and marginalised groups are fairly represented and treated well. Across the board, 42% of survey respondents thought minorities were well represented and treated with Costa Rica again leading the way with 61% compared to only 25% of Mexicans. One Mexican Ambassador suggested projects for young people would help to promote human rights, and the example given was for women’s rights in Mexico to be addressed through promoting information that empowers young girls at a young age. By promoting and educating about human rights, awareness will increase which will then allow movements to connect globally. The need for freedom and equality of access to resources, including education, food and clean water was emphasised as well as the need to address the imbalance which currently exists between those who have, and those who do not. The Ambassador group were able to identify groups which were underrepresented in their countries, including the LGBTQ community and immigrants.
Question 3: How can we work towards better and fairer governance and more balanced power structures or continue good governance?

By taking responsibility and having good decision-making skills. Making sure leaders are willing to listen to what is going on and really caring about it. Promoting awareness is important as well, to make sure everyone knows if there is a balance of power, or if there is fair governance, so in case there isn't, more people know and start to help find solutions.

Astonishingly, only 17% of all survey respondents felt that their governments were running the country well. In Costa Rica, 44% of people were undecided whilst 28% were satisfied with their government. Elsewhere 0% of the students surveyed from two countries were happy with their government. Most countries reported a dissatisfaction with the way that the government handled social issues and there was a low level of trust. Corruption was brought forward as a reason for this, with the concerning range of social issues and inequalities causing people to think the government does not respond to people’s basic needs. The qualities demanded of their governments were transparency, responsibility, accountability, equality, and inclusiveness.

I think that the government runs the country well, in a reasonable, responsible and just way?

Many of the survey participants were approaching voting age and expressed an enthusiasm for getting involved in the democratic process, which they saw as important for creating fair governance. It is worth noting that some thought “the government has always been an issue and a problematic issue” and they prefer to work with independent organisations that listen to the people not only during the election time. Furthermore, there are others who are not interested at all, and prefer to just live their life and some feel like politicians don’t represent them, they don’t represent young people because those who are voting are from a very different generation and don’t listen to the young generation’s needs. In contrast the Ambassadors felt that large companies are playing an important role in addressing global issues, some companies take on this responsibility and some do not. They have an obligation because of their size and some companies do invest in solving the big issues whilst others try and fail, and some don’t even try to take on responsibility at all.
Question 4: How can we contribute to overcoming conflicts of interest between nations and instead encourage collaboration?

Encourage more collaboration and diplomacy to bring people from different countries together. Accept conflict, remembering that conflict is natural and happens. We can listen actively, analyse the conflict, model neutral language, separate the person from the problem, work together, agree to disagree, plan ahead and allow ourselves enough time for a thorough discussion then compromise and collaborate.

Across the world, 70% of the survey participants described feeling strongly about their national identity, demonstrating that people take pride in their countries. The Ambassadors reported that this was more of a cultural and communal pride than a nationalistic attitude. In most countries people are open to learning about different cultures and travelling whilst in Brazil, we heard that many people actively want to leave the country, even if they feel strongly connected to being Brazilian and their community.

The Ambassador’s path to international collaboration was rooted in making efforts towards compromise and peaceful communication. Diplomacy was raised by one of the Israeli Ambassadors as a means to stop conflict. Having seen the beginning of the conflict in Ukraine before migrating to Israel, he expressed that all conflicts need diplomatic support and experienced people of the involved nations to work together. As the world becomes more mixed both socially and economically it becomes less likely that conflicts will arise and with an intention to understand the root causes of why a conflict has started, solutions can be found. Although conflict is inevitable in some form, with education we can learn to collaborate and compromise. One of the Bulgarian Ambassadors described programs in her school which gave opportunities for young people from different backgrounds and countries to talk and learn from each other. Overall, 44% of survey participants felt able to make change in their society and the Ambassadors unanimously felt that the citizens of their countries were able to influence their governments either through elections or protest suggesting that bringing peaceful solutions to international issues can be successful.

“\nIn Costa Rica, people do have an impact on government decisions because there is democracy, so they have a vote. I think their opinions are significant, but I do think we could have a stronger voice to improve faster and in a more efficient way.\n”

Gael, Costa Rica
The Ambassadors were tuning in from very different geographical locations and although they were all representing large cities within their countries, there was a broad mixture of environmental landscapes within their reach. From the beaches of Costa Rica to the mountain summits of Vitosha in Bulgaria, the tropical plains of Llanos Orientales in Colombia to the natural parks and game reserves near Johannesburg.

Despite the differences in the natural world around them, the surveys reflected that young people have the same environmental concerns all over the world with climate change, air, water and plastic pollution and food waste being the biggest environmental concerns among respondents.
Question 1: How can we encourage people to value the natural world?

For people to truly appreciate and connect with the natural world they need to understand and see it. Parks and forests are not valued, even though they are accessible, people don’t go voluntarily to try and clean them up. If we look at the state of local parks, they are often polluted with garbage. Many people don’t value the natural world because they don’t know the importance of doing so, or the importance of caring. They would if they knew without the natural world, we have no future.

Roughly half of all participants in the surveys said they had opportunities to spend time in nature, ranging from 34% and 38% in South Africa and Colombia respectively to 78% and 80% in Costa Rica and Brazil respectively. Regardless of whether respondents had access to nature, the Ambassadors reported that in their countries there was an underappreciation of the natural environment reflected in the way that parks are treated, with trash and litter often a problem. They recognised that people do enjoy spending time in nature, but many choose not to partly because of technology use and how this has affected the time spent outside.

The suggested methods to increase the value people have of nature and reverse the neglect by encouraging people to visit natural sites and see just important they are and simultaneously highlight the impact that human’s negative actions have.

“My view in encouraging people to care for nature is to travel in places to observe the beauty and peace of nature; I think that might lead them to a point of considering the important of taking care of nature.”

Ephraim, South Africa

“We can encourage people to do more activities outside maybe spend more time in gardens, parks, lakes things like that and maybe have some school lessons outside not always in the classroom.”

Ben, Italy
Question 2: How can we encourage both individuals, governments, and corporations to take responsibility for the environment, the natural world and resources?

The biggest targets we should prioritize in the subject of changing the environment should be governments and the youth. Governments have the biggest influence in the countries and have the power to make a change. But we need to prove to the governments that we want to make a change so they will be encouraged to make the change and take responsibility for the country. Then the youth have the responsibility for the future. We can implement social media initiatives and school programs to make the youth take an interest in helping the environment.

Firstly, the Ambassadors found that 85% of all survey respondents agreed that protecting the natural world is everyone's responsibility, this was uniform across all countries. So, we have a good foundation for encouraging people to be proactive. However, their surveys also found that respondents didn't think people in their countries are making choices which are environmentally aware with 0% of respondents in Brazil and Mexico and up to 28% in Costa Rica saying people were acting with eco-awareness. The Ambassadors discussion brought up conflicting ideas with some saying that people believe nature will restore itself and so show no concern whilst they also said there are others who make special efforts to maintain the natural world.

What simple practical things can you encourage people to change in their daily lives?

“ We should start by making everyday life changes to our current lifestyle like turning off the lights, not wasting food or water and recycling. ”

Alejandro, Mexico

“ We can make campaigns or videos promoting the betterment of our countries by showing all the damage we have done to the environment. ”

Aphiwe, South Africa

“ I think that, for example, you shouldn't leave the lights on, if you are not in a room, you shouldn't leave chargers on, we should try to use as little water as possible, also even if we just start doing these things which are small changes, we can show the other people around us, just how important it is to be aware of what's going and that it really makes a change in the world and that the environment is really important. ”

Viktoria, Bulgaria
53% of respondents recognised that individual efforts are still worthwhile, regardless of what large companies do. The Ambassadors settled on ideas such as campaigns on social media, to governments and corporations imploring more investment in nature conservation. The idea behind the campaigns should be centred around demonstrating the problem and the risks of not acting now by truly grabbing the attention of the population and governments to get their attention. Some also said it is the responsibility of the government to create these campaigns as well as the need for education to show young people what’s happening, so they grow up to be conscious of the issues.

The government should take responsibility by gathering people and persuade them to make them understand the important of taking care of nature and introduce ways that can help people to make sure the world is in good hands.

Ephraim, South Africa

What is nature like in your country? (From survey participants)

"Sea and very beautiful beaches. When you hear the sound of the sea it’s an incredible feeling." (Israel)

"In Colombia there many forest and natural places like for example the Amazonas."  

"Costa Rica’s natural environment is huge. The country counts with several green areas, many beaches, mountains, and a lot of animal biodiversity."  

"We have many mountains, lakes, rivers, beaches, and national parks. They are accessible to anybody and are great places with beautiful views." (Bulgaria)

"Here in Italy, there are many mountains (Alpi, Appennini, Dolomiti), lakes (Lago di Como, Lago di Garda) and beaches."
Question 3: What state should we aim to keep the natural world and environment in for the future?

In the future our natural world should be kept in preservations; to keep the environment alive. We should educate the generations about what’s happening; making small changes and then together we will find a solution to the natural world problems. As a society we need to take responsibility in taking care of nature as we are sure that the future generations want to see a beautiful world.

The Ambassadors identified from their surveys that whilst across their countries they still had various habitats and environments intact (including all 7 biomes), they were at risk because of CO2 emissions and other forms of pollution. They said that ecosystems are dying, although it’s not seen on a day-to-day basis and needs more awareness of it, for example through celebrating International Day’s such as World Earth Day, and through the development of cleaner technologies.

Getting organised around the vision of keeping nature intact was central and the Ambassadors rallied for engaging young people with special programs in schools to talk about the problems and to think about the solutions. They also called for programs that directly aim to preserve and improve the natural world; by supporting people to learn more, people can grow to care more, especially in countries that do not do enough to defend the natural environment.

“In general we have had a lot of environmental problems and lost all kinds of animals, trees and plants but as of now, a lot of countries are making a lot of effort to stop this.”

Michael, Israel

“The current state of the natural world is at risk, although CO2 emissions have decreased significantly, all of our ecosystems are dying, we don’t quite see it, but we need to create programs to fight this and always defend our position.”

David, Colombia

Question 4: How can we contribute towards international cooperation between nations on environmental issues?

There are many ways in which people can contribute towards international cooperation between nations on environmental issues. These include talking about the problem, minimizing pollution, recycling, and giving financial help to others, and the countries need to cooperate with each other to have a better future. Education on environmental issues is important because it informs people in how to sustain the world in a good condition.

Across all the countries the biggest environmental issues that survey participants were concerned about were climate change, air, water & plastic pollution, food waste & deforestation. From pollution of the sea in Italy to poor air quality in Bulgaria the Ambassadors were aware of the environmental issues which impacted their societies and felt that to contribute to building momentum on international cooperation for the environment, discussions and education were integral. Misunderstanding the essence of the problem means people don’t care as much. If there was more education on environmental issues, both in and out school, people would become more aware of how the earth should be sustained and address issues around them such as plastic pollution on the coastline. Whilst the people of the world hold responsibility for being active, if there was a greater global awareness then there could be more collaboration between the international community to stop or reduce deforestation among other big environmental concerns. The countries need to cooperate with each other in order to have a better future; giving finance help to others.

“The biggest environmental issues are the use of carbon and deforestation, this should be stopped or reduced in a high rate with help of the international community because it’s also their responsibility.”

Ben, Italy
Appendices

Appendix A

Total Respondents

<table>
<thead>
<tr>
<th>Country</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulgaria</td>
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<td>Costa Rica</td>
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<td>Israel</td>
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<tr>
<td>Mexico</td>
<td>8</td>
</tr>
<tr>
<td>South Africa</td>
<td>44</td>
</tr>
</tbody>
</table>

This means the Forums was a culmination of 175 surveys carried out by the 26 Ambassadors.

Appendix B

Forum Questions

Forum 1: 2nd May

Defining Global Citizenship

• What does Global Citizenship mean to you and to those you asked in the surveys?
• What/who is a Global Citizen?
• What rights and responsibilities do we have as young, aspiring GCs? What are our common goals?
• As Global Citizens how do we interact with others?

Forum 2 & 3: 10th & 18th May

Interpersonal / Myself & Others

As Global Citizens...

• How can we make sure all people feel safe, empowered, and included regardless of who they are?
• In the modern world, how can we encourage and make space for more connection, wellbeing & community to achieve better quality of life and mental health?
• How do we empower all people to feel that their voice is important and will be heard?
• How do we build and maintain peace with people whose values and opinions conflict with our own?

Social

As Global Citizens...

• How do we tackle inequality and empower those who do not have access to opportunities and rights or are treated badly?
• How can we promote human rights & free speech in society?
• How can we work towards better and fairer governance and more balanced power structures or continue good governance?
• How can we contribute to overcoming conflicts of interest between nations and instead encourage collaboration?

Environmental

As Global Citizens...

• How can we encourage people to value the natural world?
• How can we encourage both individuals and governments & corporations to take responsibility for the environment, the natural world and resources?
• What state should we aim to keep the natural world and environment in for the future?
• How can we contribute towards international cooperation between nations on environmental issues?
## Survey Results

### Appendix C

### Defining Global Citizenship

<table>
<thead>
<tr>
<th>Country</th>
<th>Completed surveys</th>
<th>Age (% respondents between 13 and 18)</th>
<th>According to my definition, I identify as a Global Citizen</th>
<th>I feel I am able to make a difference to the world in which I live</th>
<th>I am committed to contributing to improving the world</th>
<th>I am able to get on with those who have opinions and values that are very different to mine</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombia</td>
<td>26</td>
<td>100%</td>
<td>19 73%</td>
<td>14 54%</td>
<td>16 62%</td>
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</tr>
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<td>Mexico</td>
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<td>100%</td>
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<td>4 50%</td>
<td>6 75%</td>
<td>5 63%</td>
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<tr>
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</tr>
<tr>
<td>Israel</td>
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<td>63%</td>
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</tr>
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<td>100%</td>
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<td>11 61%</td>
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<td>15 83%</td>
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</tr>
<tr>
<td>Bulgaria</td>
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<td>10 77%</td>
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<tr>
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<td>13 50%</td>
<td>12 46%</td>
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<tr>
<td>Total Average</td>
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<td>111 69%</td>
<td>77 44%</td>
<td>111 63%</td>
<td>119 68%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Response Rate: 63% 44% 63% 68%
## Survey Results

### Appendix D

#### Interpersonal / Myself & Others Results

<table>
<thead>
<tr>
<th>Country</th>
<th>Completed Surveys</th>
<th>It has been said that there is a mental health crisis. Based on what you see around you with those of your age, do you agree?</th>
<th>Do you feel strongly about your national identity?</th>
<th>I feel safe being myself in my society?</th>
<th>Do you practice a religion?</th>
<th>Do your beliefs have a strong influence on how you are and your decisions?</th>
<th>I feel connected to a community. (This might be your neighborhood community, your religious community, a social group or other.)</th>
<th>I feel confident building new connections or friendships in a new environment.</th>
<th>I am worried about the state of the world and feel negative about the future?</th>
<th>My country makes migrants from other countries feel welcome.</th>
<th>I feel happy and satisfied with the way I live my life (for example, I feel supported, I have access to opportunities and part of my society).</th>
<th>Highest rated for question:</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombia</td>
<td>26</td>
<td>16 62%</td>
<td>13 50%</td>
<td>13 50%</td>
<td>13 50%</td>
<td>23 88%</td>
<td>18 69%</td>
<td>8 31%</td>
<td>20 77%</td>
<td>Acceptance &amp; tolerance of opinions, empathy</td>
<td>Critical thinking, communication, courage to stand up</td>
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</tr>
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<td>Empathy, caring for nature</td>
<td>Critical thinking, communication</td>
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<td>54%</td>
</tr>
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<td>South Africa</td>
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<td>28 64%</td>
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<td>18 60%</td>
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<td>24 80%</td>
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<td>7 70%</td>
<td>4 40%</td>
<td>7 70%</td>
<td>Empathy, acceptance &amp; tolerance</td>
<td>Critical thinking, teamwork/collab</td>
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<td>1 8%</td>
<td>8 62%</td>
<td>7 54%</td>
<td>5 38%</td>
<td>8 62%</td>
<td>Being responsible, commitment to equality &amp; justice, acceptance &amp; tolerance</td>
<td>Communication, creative teamwork, EQ, problem solving</td>
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<td>54%</td>
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<td>26</td>
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<td>19 73%</td>
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<td>17 65%</td>
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<td>Communication, listening, being decisive</td>
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<tr>
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<td>121 72%</td>
<td>120 69%</td>
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<td>Response Rate</td>
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</table>
## Survey Results

### Social Results

<table>
<thead>
<tr>
<th>Country</th>
<th>Completed surveys</th>
<th>I think technology is a force for good in society?</th>
<th>I live in a fair and equal society?</th>
<th>I live in a society where free speech is encouraged?</th>
<th>In my society access to education &amp; opportunity is equal regardless of background?</th>
<th>In my society Human Rights are seen as important, are respected and protected?</th>
<th>I think the country is a democratic society or are elections fair?</th>
<th>My country makes migrants from other countries feel welcome</th>
<th>What inequalities do you see?</th>
<th>Highest rated for question: Which social issues are you most concerned about in your society? (maximum 3 as 'Very Concerned')</th>
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<td>18</td>
<td>69%</td>
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<td>52%</td>
<td>10</td>
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<td>36%</td>
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<td>68%</td>
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<td>83%</td>
<td>9</td>
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<td>13</td>
<td>72%</td>
<td>13</td>
<td>72%</td>
<td>17</td>
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<tr>
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<td>31%</td>
<td>1</td>
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<td>3</td>
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<td>54%</td>
<td>13</td>
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<td>17</td>
<td>65%</td>
<td>17</td>
<td>65%</td>
<td>15</td>
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<tr>
<td>Total Average</td>
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<td>108</td>
<td>61%</td>
<td>54</td>
<td>27%</td>
<td>94</td>
<td>53%</td>
<td>100</td>
<td>51%</td>
<td>92</td>
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**Response Rate**

|                | 62% | 31% | 54% | 57% | 53% | 42% | 17% | 68% |
Survey Results

Appendix F

Environmental Results

<table>
<thead>
<tr>
<th>Country</th>
<th>Completed Surveys</th>
<th>There are opportunities for me to spend time in the natural (rather than urban) environment.</th>
<th>Protecting the natural environment is everyone's responsibility.</th>
<th>People in my society are environmentally aware and make choices of what they buy, use and do based on this awareness.</th>
<th>Individual efforts to prevent environmental harm are worthwhile regardless of the behaviour of large companies and industries.</th>
<th>Most adults I've met don't take environmental issues seriously enough.</th>
<th>If our governments and organizations are to have a positive impact on the environment, which environmental opportunities or education would you like to see in your school?</th>
<th>Which environmental issues are you most concerned about in your society? (maximum 3 as 'Very Concerned')</th>
<th>World Environmental Opinion Survey 2013</th>
<th>Where would you most like to live in the future?</th>
<th>What would you do to make a positive impact on the environment?</th>
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</thead>
<tbody>
<tr>
<td>Colombia</td>
<td>26</td>
<td>10 38% 23 88% 7 27% 12 46% 13 50% 18 69%</td>
<td>7 27% 12 46% 13 50% 18 69%</td>
<td>7 27% 12 46% 13 50% 18 69%</td>
<td>7 27% 12 46% 13 50% 18 69%</td>
<td>7 27% 12 46% 13 50% 18 69%</td>
<td>Recycling</td>
<td>Climate change, water pollution, deforestation</td>
<td></td>
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<td></td>
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<tr>
<td>Mexico</td>
<td>8</td>
<td>4 50% 6 75% 0 0% 4 50% 3 38% 5 63%</td>
<td>2 5% 21 48% 8 18% 35 80%</td>
<td>2 5% 21 48% 8 18% 35 80%</td>
<td>2 5% 21 48% 8 18% 35 80%</td>
<td>2 5% 21 48% 8 18% 35 80%</td>
<td>Recycling, litter picking &amp; eco campaigns, planting trees, Biodegradable materials, agriculture, create eco-business</td>
<td>Climate change, air pollution, animal rights, food waste, biodiversity loss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Africa</td>
<td>44</td>
<td>15 34% 36 82% 2 5% 21 48% 8 18% 35 80%</td>
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<td>2 5% 21 48% 8 18% 35 80%</td>
<td>2 5% 21 48% 8 18% 35 80%</td>
<td>2 5% 21 48% 8 18% 35 80%</td>
<td>Recycling, litter picking &amp; eco campaigns, planting trees, Biodegradable materials, agriculture, create eco-business</td>
<td>Climate change, air pollution, animal rights, food waste, biodiversity loss</td>
<td>Air pollution, climate change, water pollution, food waste</td>
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<td>Israel</td>
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<td>17 57% 26 87% 7 23% 16 53% 19 63% 28 93%</td>
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<td>7 23% 16 53% 19 63% 28 93%</td>
<td>7 23% 16 53% 19 63% 28 93%</td>
<td>7 23% 16 53% 19 63% 28 93%</td>
<td>Consumption, recycling &amp; waste</td>
<td>Climate change, air pollution, plastic waste</td>
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<td>9 90% 0 0% 6 60% 5 50% 9 90%</td>
<td>9 90% 0 0% 6 60% 5 50% 9 90%</td>
<td>Sanitisation programs for children &amp; adults, litter picking &amp; gardening</td>
<td>Water pollution, deforestation, global warming</td>
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<tr>
<td>Costa Rica</td>
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<td>14 78% 16 89% 5 28% 13 72% 11 61% 16 89%</td>
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<td>16 89% 5 28% 13 72% 11 61%</td>
<td>16 89% 5 28% 13 72% 11 61%</td>
<td>16 89% 5 28% 13 72% 11 61%</td>
<td>Recycling, collaborations with large companies</td>
<td>Food waste, climate change, water pollution</td>
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<tr>
<td>Bulgaria</td>
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<td>10 77% 12 92% 2 15% 7 54% 7 54% 11 85%</td>
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<td>12 92% 2 15% 7 54% 7 54% 11 85%</td>
<td>12 92% 2 15% 7 54% 7 54% 11 85%</td>
<td>12 92% 2 15% 7 54% 7 54% 11 85%</td>
<td>Talks, group work for sustainable lifestyles</td>
<td>Climate change, deforestation, plastic pollution</td>
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<tr>
<td>Italy</td>
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<td>12 46% 21 81% 5 19% 13 50% 9 35% 17 65%</td>
<td>21 81% 5 19% 13 50% 9 35% 17 65%</td>
<td>21 81% 5 19% 13 50% 9 35% 17 65%</td>
<td>21 81% 5 19% 13 50% 9 35% 17 65%</td>
<td>21 81% 5 19% 13 50% 9 35% 17 65%</td>
<td>Solar panels, recycling</td>
<td>Air pollution, water pollution, plastic pollution</td>
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<tr>
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<td>Average</td>
<td>175</td>
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