# Y20
SAUDI ARABIA 2020
YOUTH

# Finding Voice

**Spotlight on G20 youth and global citizenship education and action**

# Contents

# Executive Summary

**The emergence of the Fridays for the Future (2018), and Black Lives Matter (in 2013) movements are two reminders that young people are increasingly leading change in society. These political movements lack centralized leadership yet have matured into global phenomena, thanks to grassroots civic action by their young supporters. Young people are becoming more active citizens in many other ways: sharing media online, voting and filing petitions. Understanding under what conditions young people can change the world is increasingly a priority for policymakers.**

The Y20 Youth Summit held in Riyadh from the 15th to the 17th of October 2020 is a youth-led event bringing together young leaders from across G20 countries to discuss and debate the G20 Leaders' agenda. This white paper has been drafted as background to the Y20 Summit to ground young leaders' discussions on global citizenship, one of three topics selected for debate. It features insights from recent literature on global citizenship among youth and was produced in consultation with leading experts. It reports on a survey, conducted in September 2020, of young people aged 18 to 35 across the G20.

Young people in G20 countries are proving themselves to be global citizens – proactive, culturally sensitive problem solvers – in a myriad of ways. This report finds that most young people aged 18 to 35 across the G20 value tolerance, are concerned about global issues, and have carried out at least one act of civic engagement in the past year. Policymakers should note that global citizenship behavior is a cultural trait. Our survey finds global citizenship traits to vary by country far more than by individual socioeconomic circumstances. Thus, the key to mobilizing youth in support of transformative change is likely at the national level.

Young people in middle-income economies, such as India, China, Indonesia and Mexico, are generally more likely to exhibit global citizenship behaviors such as
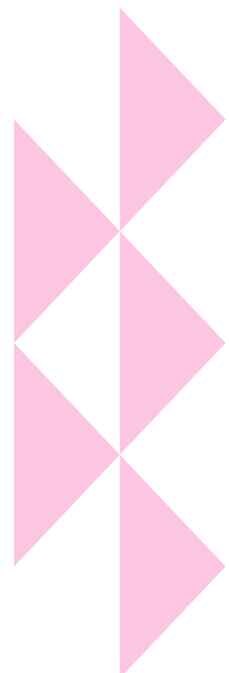
identifying or being willing to work with people from other cultures, intervening to prevent harassment and discrimination, verifying the sources of media consulted, and reaching out to government and corporations.

Most global citizenship behaviors and attitudes in G20 countries are shaped through education. Specifically, 24% of G20 youth report having travelled abroad before, 44% have attempted to learn a foreign language and 37% describe having made friends with peers from different cultures and perspectives. Many of these experiences are more prevalent among youth from rising Asian and Latin American countries. Survey evidence also suggests that young people in these countries are also more aware of international institutions than their peers in the EU, U.S., Japan, Australia and Canada.

## 44% have attempted to learn a foreign language

Not all of this is attributable to education and youth policy. Proximity of global issues to youth in many countries may explain a greater knowledge of international institutions. Multicultural countries, such as Brazil and the United States, appear more tolerant. Individual circumstances matter for tolerance too. Respondents who are wealthier, younger, female and with a higher education level tend to exhibit stronger global citizenship attitudes. It is important to note that survey samples in some middle-income countries, such as India, were more educated than these countries' populations. Overall, however, nationality and culture seem to be decisive factors.

What young people do with this sense of responsibility varies significantly. Youth in EU economies are most concerned about climate change and are more likely to use petitions and encourage others to reduce their carbon footprint. Youth in South Africa, South Korea, China and India are more concerned with unemployment and public health. They are also likelier to reach out to governments and corporations or even donate money to achieve change.

## 30% trust large corporations to do the job

Much has been made of this generation's ability to spark change. Research shows that 34% of G20 youth see their own generation as the actor best placed to solve global issues, while 38% and 46% respectively believe multilateral institutions and national governments to be more effective, and 30% trust large corporations to do the job. Policymakers should take note and find more impactful ways for young people to be involved in these institutions, beyond merely inviting youth to representative bodies.

Young people across the world share the same optimism. Irrespective of country, most see emerging technologies such as social media, AI and self-driving cars as opportunities rather than threats. Further, 69% expect employment to recover to its pre-COVID-19 levels within two years.

## 69% expect employment to recover to pre-Covid levels
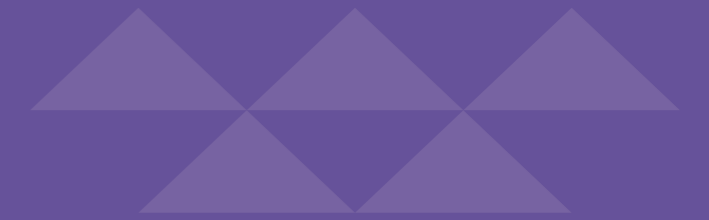
# Introduction

Global issues are ever more diffused and interconnected, making it harder for top-down solutions to work. Social and political change is now increasingly driven by grassroots action, which is more often led by young people. Exploring how, when and why young people act as engaged global citizens is therefore crucial for policymakers across the G20.

## What is global citizenship?

The foundational definition of global citizenship for the modern era dates backs to the establishment of the United Nations in 1945, particularly in the language found in the U.N. Charter and the U.N.'s Universal Declaration of Human Rights. Building on the work of the Millennium Development Goals (2000), the Sustainable Development Goals (established in 2015 to meet specific goals by 2030) provide a new plan for engagement and action that rely on global cooperation and global citizenship.

Because global citizenship has evolved in practice and expanded in scope and scale, Oxfam's definition adds the element of encouraging youth to make their voices heard and take a seat at the table:

*"A global citizen is someone who is aware of and understands the wider world - and their place in it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable".*

Global citizens are proactive, culturally-sensitive problem solvers tackling issues at the global and community level.

## Global citizenship action requires the right educational foundation

Most recently, UNESCO has a global citizenship education agenda, aimed at empowering learners of all ages to understand that many of their concerns are global, not local issues, and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.

Global Citizenship education aims to instill in learners the values, attitudes and behaviors that support responsible global citizenship: creativity, innovation, commitment to peace, human rights and sustainable development.

## An unprecedented call to action for the world's youth

Transformational change will be required to address the most pressing problems for people and the planet over the next decade and beyond, and youth will be called upon to drive this change. What are countries doing to provide the foundational knowledge, skills and wisdom needed to support their action? This white paper explores the role of young people as global citizens in G20 countries and asks what policymakers can do to foster their engagement with global issues through education and other means. This research is based on a unique internationally comparable data set that gauges the view of almost
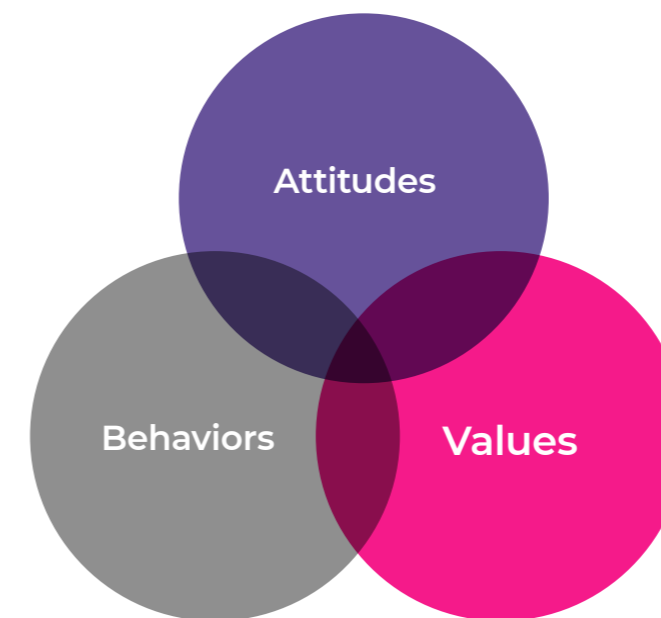
10,000 young people from different walks of life in G20 countries. Data is analyzed against existing literature and opinions shared by leading experts and practitioners in the fields of labor and youth policy. This research is structured in three main sections, which examine the attitudes, behaviors and values that characterize global citizens.

## The Y20 Global Youth Survey

The Y20 Global Youth Survey interviewed young people aged 18 to 35 across 19 nations of the G20. Data was gathered via an online survey conducted between the 8th and the 18th of September, reaching 9,551 young respondents sampled representatively across each G20 country. Samples were drawn from an online database using quota sampling methodology to ensure that we reach the fixed quota of a minimum of 500 respondents per country, while ensuring samples are statistically significant and representative by age and gender. Survey samples in some countries were more educated or high-income than population averages reported by national statistics. The samples for each country were allocated into random batches and released gradually during fieldwork; subsequent batches were released in the field when the live sample was exhausted. The survey was administered online to the target population using a web program designed on the Confirmit platform. Average time required to complete the questionnaire was 10 minutes.

The recent rise in global youth movements, most notably Fridays for the Future, has reinforced the belief that young people are the strongest drivers of social change. This white paper explores [1] the extent to which G20 youth exhibit global citizenship behaviors, attitudes, and values, [2] the context that shapes them, and [3] priorities for policymakers seeking to support these habits among young people.

# Attitudes: Is global citizenship working?

## Key takeaways

- 44% of youth have a strong understanding of the U.N.

- Only 29% of G20 youth could explain (without assistance) the SDGs to a friend.

- Young people's top-3 global issues are climate change, unemployment and public health.

- 81% of youth access news through social media; 61% check media for accuracy at least once a week.

- Educated youth from China and India have the strongest understanding of international institutions.

Global Citizenship education has emerged as a discipline over the past 20 years, initially as an extension of global and development studies. It has been a feature of national education policies, focusing on educating citizens to better participate in decision making. Today, it is being mainstreamed in school curricula as the study of globalization trends, in order to help youth tackle social, economic, political and environmental issues.

However, COVID-19-related budget cuts mean that global citizenship education is at risk of being deprioritized. This is an apt time to ask whether it is effectively shaping young people's attitudes.

*"There is more interest in global citizenship education now than there has ever been. Yet the winds are against it as a direct result of COVID-19. Education systems will likely lose funding overall and topics seen as supplemental will likely be deprioritized. The name of the game is going to have to be innovating the pedagogy."*

*Rebecca Winthrop, Co-Director, Centre for Universal Education, Brookings Institute*

## Youth understanding of global institutions varies significantly by country and educational background

For global citizenship attitudes to take hold, a basic understanding of international governance is needed, but many students admit not have a good working knowledge of international organizations and agreements that address global issues in a practical, constructive way.
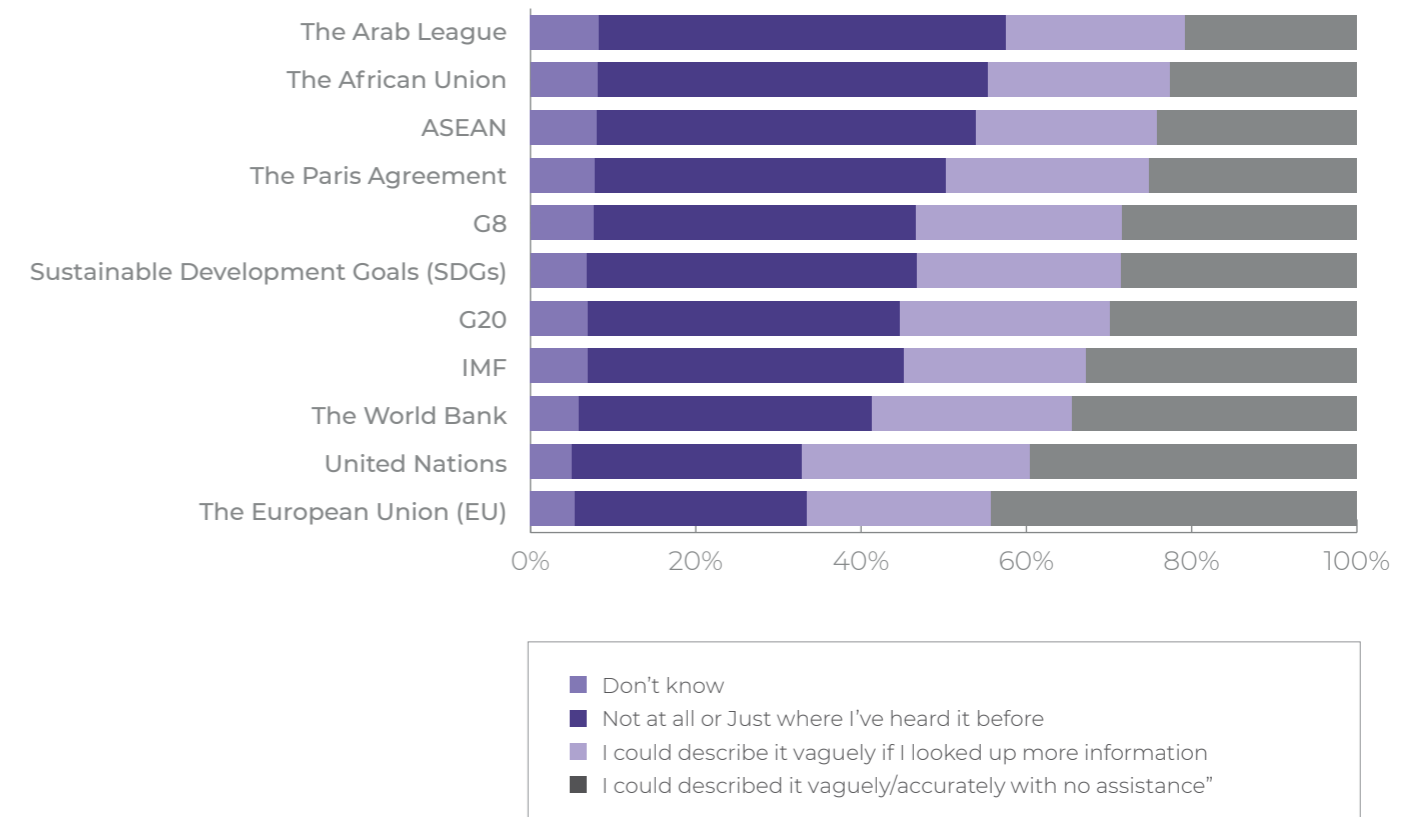
A majority of young people surveyed struggled to define basic international institutions, with the exception of the EU and U.N., while only a minority, 44% and 40% of respondents, respectively, have a strong understanding. However, only 25% and 21% of those with less than a secondary school diploma are aware of these institutions. Only 25% of young people would be able to explain the Paris Agreement to a peer, despite youth caring about climate change (see below the table that ranks the top 3 global issues for youth). Even fewer can define the World Bank and other institutions.

# 44%

of youth have a strong understanding of the U.N.

## To what extent would you be able to explain the following institutions to a friend?



**Legend:**
- Don't know
- Not at all or Just where I've heard it before
- I could describe it vaguely if I looked up more information
- I could described it vaguely/accurately with no assistance"

Institutions (top to bottom): The Arab League, The African Union, ASEAN, The Paris Agreement, G8, Sustainable Development Goals (SDGs), G20, IMF, The World Bank, United Nations, The European Union (EU)

1   Karns M. P., (2012), Teaching International Organization, Oxford Research Encyclopedias. See: https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-310

## To what extent would you be able to explain the following institutions to a friend? (% replying "I could describe it with no assistance", select institutions, country breakdown)

| Country | United Nations | G20 | SDGs | The Paris Agreement |
|---|---|---|---|---|
| China | 66% | 41% | 59% | 42% |
| Turkey | 53% | 41% | 38% | 37% |
| Mexico | 53% | 28% | 39% | 28% |
| Argentina | 49% | 43% | 27% | 25% |
| South Africa | 46% | 27% | 32% | 15% |
| Russia | 44% | 35% | 29% | 26% |
| Canada | 42% | 27% | 22% | 23% |
| Germany | 41% | 37% | 20% | 20% |
| India | 39% | 33% | 39% | 29% |
| Italy | 38% | 34% | 30% | 29% |
| Australia | 38% | 23% | 27% | 24% |
| U.S.A. | 37% | 25% | 23% | 27% |
| Brazil | 36% | 32% | 29% | 28% |
| Saudi Arabia | 33% | 27% | 29% | 25% |
| South Korea | 33% | 26% | 18% | 24% |
| U.K. | 32% | 26% | 21% | 23% |
| Indonesia | 29% | 19% | 18% | 14% |
| France | 25% | 28% | 21% | 21% |
| Japan | 19% | 17% | 21% | 19% |

The U.N. is consistently the most-well known international institution. Based on the survey results, young people in China, Turkey, Mexico, Argentina, South Africa and Russia seem to be most knowledgeable of international institutions, though only 15% of young South Africans could describe (without assistance) the Paris Agreement to a friend. These countries are more likely to be the targets or beneficiaries of programs by the U.N., World Bank, or IMF, thus driving greater awareness of these institutions (e.g., greater name recognition).

## Policy recommendations:

- Consider revamping the study of these international institutions in national curricula to teach a better understanding of how these institutions address key global issues and how they provide the foundation to support modern manifestations of global citizenship, especially concerning multiculturalism and sustainable development.

- Consider alternative citizenship education pathways for youth with secondary education or less to facilitate experience with the benefits of global citizenship – cooperation, problem solving, empathy, etc.

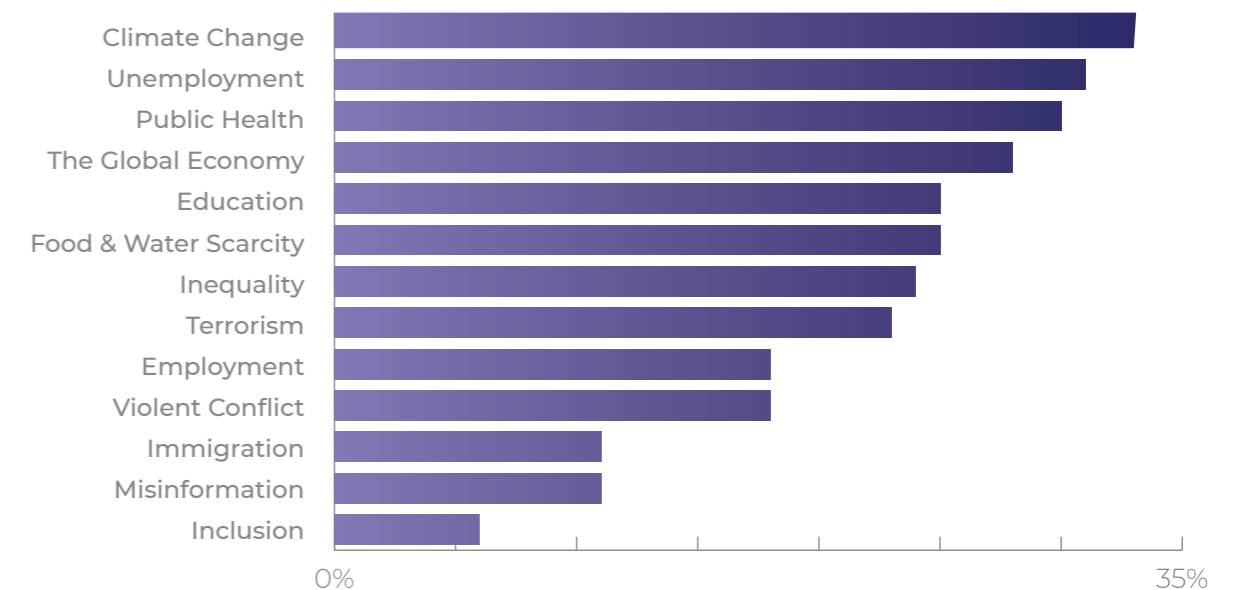## Youth priorities around urgent global issues vary greatly by country

To shape attitudes, global citizenship education seeks to inform young people about the issues that need solving. This typically does not mean aligning youth around the same issues but rather encouraging them to identify issues that are important to them individually. Consequently, this approach results in the identification of diverse issues and priorities. Indeed, when asked to select three global issues that require solutions most urgently, respondents were divided among a wide range of answers.

Only
# 29%

of G20 youth could explain (without assistance) the SDGs to a friend
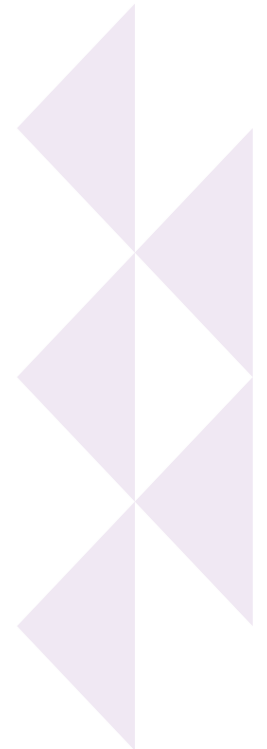
## Out of the following global issues, select the three that need to be solved most urgently?



| | |
|---|---|
| Climate Change | |
| Unemployment | |
| Public Health | |
| The Global Economy | |
| Education | |
| Food & Water Scarcity | |
| Inequality | |
| Terrorism | |
| Employment | |
| Violent Conflict | |
| Immigration | |
| Misinformation | |
| Inclusion | |

0%                                                                35%

Issue preference varies by age: Millennials aged 30-35 were 7 percentage points more likely to prioritize "public health" and 5 percentage points more likely to indicate "climate change" compared to younger cohorts. Yet, wealth and country of origin appear to be stronger drivers of issue preference.  For example, 40% of youth earning between $75,000 (USD) and $200,000 (USD) prioritized climate change, versus only 28% of youth earning less than $30,000 (USD) or more than $200,000 (USD). Even more than by age or income, issue preference varies geographically. Countries where young people prioritize climate change as an issue tend to also be those where more immediate concerns, such as unemployment and public health, are considered less pressing:

## Out of the following global issues, select the three that need to be solved most urgently?

Young people's

# top-3

global issues are climate change, unemployment and public health

## Policy recommendations:

- Explore how youth alignment around shared goals informs policy objectives and potentially how it might be incorporated into policy formation.

- Support or establish platforms for young people to align around shared goals and share the results.

| Country | Climate change | Unemployment | Public health | Global economy | Education | Food and water scarcity |
|---|---|---|---|---|---|---|
| Germany | 49% | 21% | 16% | 12% | 21% | 31% |
| Canada | 47% | 21% | 33% | 22% | 23% | 28% |
| Australia | 44% | 33% | 34% | 32% | 16% | 26% |
| France | 41% | 20% | 24% | 18% | 22% | 27% |
| Italy | 40% | 41% | 25% | 24% | 16% | 20% |
| U.K. | 40% | 26% | 34% | 24% | 19% | 19% |
| South Korea | 40% | 28% | 15% | 25% | 16% | 24% |
| China | 38% | 21% | 34% | 43% | 18% | 24% |
| Mexico | 37% | 34% | 31% | 39% | 33% | 27% |
| Argentina | 35% | 28% | 37% | 37% | 34% | 28% |
| U.S.A. | 32% | 27% | 32% | 19% | 22% | 26% |
| Turkey | 30% | 38% | 10% | 26% | 36% | 31% |
| India | 26% | 37% | 36% | 29% | 29% | 26% |
| Russia | 24% | 42% | 36% | 28% | 22% | 11% |
| Japan | 22% | 18% | 14% | 31% | 22% | 26% |
| South Africa | 22% | 55% | 29% | 28% | 28% | 36% |
| Brazil | 21% | 32% | 50% | 17% | 42% | 29% |
| Saudi Arabia | 17% | 36% | 30% | 23% | 29% | 18% |
| Indonesia | 15% | 34% | 41% | 53% | 29% | 12% |

| Inequality | Terrorism | Violent conflict | Employment | Immigration | Misinformation | Inclusion |
|---|---|---|---|---|---|---|
| 21% | 34% | 21% | 7% | 15% | 10% | 13% |
| 28% | 13% | 17% | 14% | 8% | 16% | 4% |
| 21% | 21% | 16% | 15% | 12% | 8% | 4% |
| 23% | 30% | 21% | 20% | 17% | 8% | 3% |
| 23% | 20% | 16% | 17% | 24% | 12% | 5% |
| 23% | 24% | 17% | 17% | 16% | 10% | 6% |
| 31% | 19% | 23% | 15% | 8% | 20% | 5% |
| 22% | 24% | 20% | 29% | 6% | 4% | 12% |
| 28% | 14% | 17% | 13% | 9% | 4% | 6% |
| 28% | 14% | 17% | 12% | 7% | 7% | 6% |
| 27% | 19% | 18% | 20% | 15% | 12% | 7% |
| 31% | 37% | 12% | 13% | 14% | 7% | 3% |
| 15% | 29% | 10% | 23% | 8% | 6% | 3% |
| 22% | 30% | 21% | 22% | 11% | 18% | 9% |
| 20% | 32% | 37% | 16% | 9% | 23% | 4% |
| 29% | 11% | 19% | 15% | 8% | 7% | 2% |
| 38% | 12% | 12% | 15% | 4% | 9% | 6% |
| 20% | 25% | 17% | 21% | 15% | 13% | 6% |
| 11% | 22% | 14% | 41% | 4% | 5% | 1% |

4 UNESCO, (2015), Global Citizenship Education: Topics and Learning Objectives. See: https://unesdoc.unesco.org/ark:/48223/pf0000232993. 5 UNESCO, (2015), Global Citizenship Education: Topics and Learning Objectives. See: https://unesdoc.unesco.org/ark:/48223/pf0000232993

# Online communication, social media and information are key elements of the global citizenship experience. Youth are active and critical online media consumers

Young people must be informed if they are to act as global citizens. The internet and social media especially allow young people to explore a wide range of global perspectives, access information related to global citizenship and connect to initiatives. Of the G20 youth surveyed, 81% frequently access news through social media, and 47% access news from other countries.

Yet accessing information is not enough. Critical media consumption is among UNESCO's core tenets of global citizenship education, and the survey question looks beyond basic media consumption habits to understand how often youth employ the critical assessment practices they have learned. These practices include engaging in critical inquiry (where to find information, how to analyze and use evidence); understanding of how information is mediated and communicated; planning investigations, analyzing data and communicating findings; using a variety of sources and media, comparative and diverse perspectives.
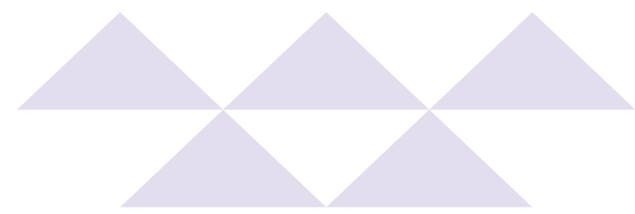
### How are youth acting online?

Youth in Turkey, India, Italy, Brazil, Mexico, China, South Africa and Indonesia appear to have stronger critical media consumption habits, while young Japanese, Australians, Canadians and Britons are generally less likely to contact media creators, report inaccuracies or access multiple perspectives on the same topic. A key factor may be that youth in the first group of countries are more likely to be exposed to international media, and as a result, they may be more accustomed to comparing diverse sources tackling the same topic.

## In the past year, how often have you...?

| Country | Compare different media on the same topic from opposing perspective | Check the accuracy of the media you are consuming | Consume media from other countries | Share media with others | Contact the author or creator of media | Report inaccurate or misleading information you have spotted in the media |
|---|---|---|---|---|---|---|
| Turkey | 74% | 74% | 55% | 66% | 17% | 16% |
| India | 73% | 74% | 65% | 78% | 22% | 16% |
| Italy | 69% | 69% | 38% | 58% | 15% | 12% |
| Brazil | 68% | 69% | 66% | 59% | 11% | 10% |
| Mexico | 67% | 67% | 56% | 61% | 15% | 12% |
| China | 65% | 61% | 49% | 65% | 18% | 14% |
| South Africa | 65% | 66% | 64% | 67% | 14% | 8% |
| Indonesia | 63% | 71% | 51% | 60% | 11% | 12% |
| South Korea | 62% | 59% | 45% | 49% | 14% | 11% |
| Russia | 62% | 56% | 33% | 49% | 8% | 6% |
| Argentina | 58% | 58% | 45% | 49% | 10% | 9% |
| Saudi Arabia | 57% | 58% | 49% | 55% | 18% | 12% |
| France | 55% | 54% | 32% | 54% | 11% | 6% |
| U.S.A. | 55% | 57% | 41% | 54% | 12% | 12% |
| Germany | 55% | 48% | 40% | 44% | 11% | 8% |
| U.K. | 51% | 53% | 43% | 46% | 11% | 9% |
| Canada | 51% | 59% | 44% | 54% | 9% | 7% |
| Australia | 46% | 50% | 43% | 45% | 9% | 10% |
| Japan | 46% | 46% | 32% | 34% | 14% | 6% |

# 81%

of youth access news through social media; 61% check media for accuracy at least once a week

## Policy recommendations:

- Emphasize critical media consumption outside of global citizenship curricula, integrating it more broadly in education.

- Explore critical media consumption education best practices in rising Asian countries.

## As global citizenship becomes integrated in curricula in countries around the world, particularly in relation to the SDGs, "global competence" remains hard to monitor

Since the SDGs' establishment, a concerted effort has been made by international institutions to ensure that young people buy in and contribute to progress towards the SDGs. Young people engaged more than any other group in the process of defining the priorities within the 17 Goals and 169 different targets: 75% of the 10 million people who participated in the UN's 'My World' survey, which told leaders what citizens wanted to prioritize, were under 30.

This emphasis has trickled down into global citizenship curricula. Yet our survey findings show that only 29% of G20 youth could explain, without assistance, the SDGs to a friend. Despite significant work to promote the understanding of SDGs to youth, the concept of SDGs is not so well known. Rather than a failure in global citizenship education, this may simply be a natural consequence of how young people think about global issues.

*"Young people do not just pick an SDG and decide to work on it. They choose issues that are personal to them and then tie it to the SDGs only if they are otherwise made aware of them"*

*Eric Dawson, CEO, Peace First*

Another key component of global citizenship education is multiculturalism – an openness to other perspectives and ways of life. Much global citizenship education is framed around the broader notion of global competence, defined by the OECD as the capacity to:

- Examine local, global, and intercultural issues;

- Understand and appreciate the perspectives and world views of others;

- Engage in open, appropriate and effective interactions with people from different cultures; and

- Act for collective well-being and sustainable development.

## The dimensions of Global Competence (OECD, 2018)



This global competence model has influenced curricula globally but is still in the process of being fully understood. At the classroom level, many teachers and instructors describe understanding the model but not always able to describe through which learning pathways it can be put into practice through specific measures or lesson plans. The fact that this framework overlaps with models such as the 21st century skills framework is sometimes confusing to many practitioners. Adoption of these frameworks tends to be pushed by supranational entities, such as the EU, rather than by national governments.

Greater policy guidance and implementable monitoring frameworks on this are needed. The OECD's inclusion of global competence assessment in its last round of PISA assessments (2018) is a step in the right direction.



### Policy recommendations:

- Re-evaluate the importance of the SDGs as an educational framework.

- Clarify link between global competence and global citizenship frameworks.

- Strengthen global competence in PISA tests.

- Adopt global competence in national assessments.

6 MiSK Grand Challenges, (2020), Activating Global Citizenship. See: https://miskgrandchallenges.org/global-citizenship-challenge.html.  7 OECD, (2018), Preparing our youth for an inclusive and sustainable World, PISA. See: https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf

## Behaviors:
# Can youth engagement drive global action?

### Key takeaways

- 33% of G20 youth have reached out to a corporation or volunteered to support an individual in need.

- 46% believe think national governments are best placed to solve global issues, twice as many as those who trust non-profits and charities.

- 64% of youth sees AI more as an opportunity rather than a threat; nuclear power is seen as a threat more than an opportunity from 52% of respondents.

- Only 9% of G20 youth have had no multicultural experience in the past year.

- 56% of young respondents planning to start their own business is motivated by wanting to have a positive impact.

**We have described some of the successes and limitations of global citizenship education across the G20, but how effective has global citizenship education been in encouraging young people to engage with global issues?**

### Youth express civic engagement in a variety of ways, but rarely align around shared goals

G20 youth engage in a wide variety forms of civic engagement. Much like the youth revolution seen in the 1960s, global youth-led movements are returning to political relevance. Local activism such as the Hong Kong Umbrella Movement is also increasingly prevalent. At the same time, civic engagement occurs in smaller, more individual expressions, such as social entrepreneurship or even petitions and contacting political representatives.

These behaviors are prevalent among youth in G20 countries and best predicted by education level, with university-educated youth 8% more likely to reach out to a government representative or donate time to a cause and 11% more likely to reach out to a corporation or donate money to a cause.

# 33%

of G20 youth have reached out to a corporation or volunteered to support an individual in need

Once more, civic engagement varies greatly by country. EU, Australian and North American youth express civic engagement primarily through petitioning and donating money. Youth in rising powers, such as Turkey, China, Brazil and India, are significantly more likely to reach out to governments and corporations. These countries are also where young people report a greater understanding of political institutions, suggesting that perhaps global citizenship education is more effective than expected.
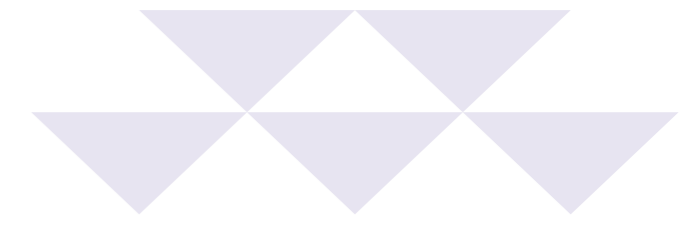
## Which of the following activities have you carried out in the past year? (Select up to three options)



Legend:
■ Upper secondary completed or less
■ Third-level completed or more
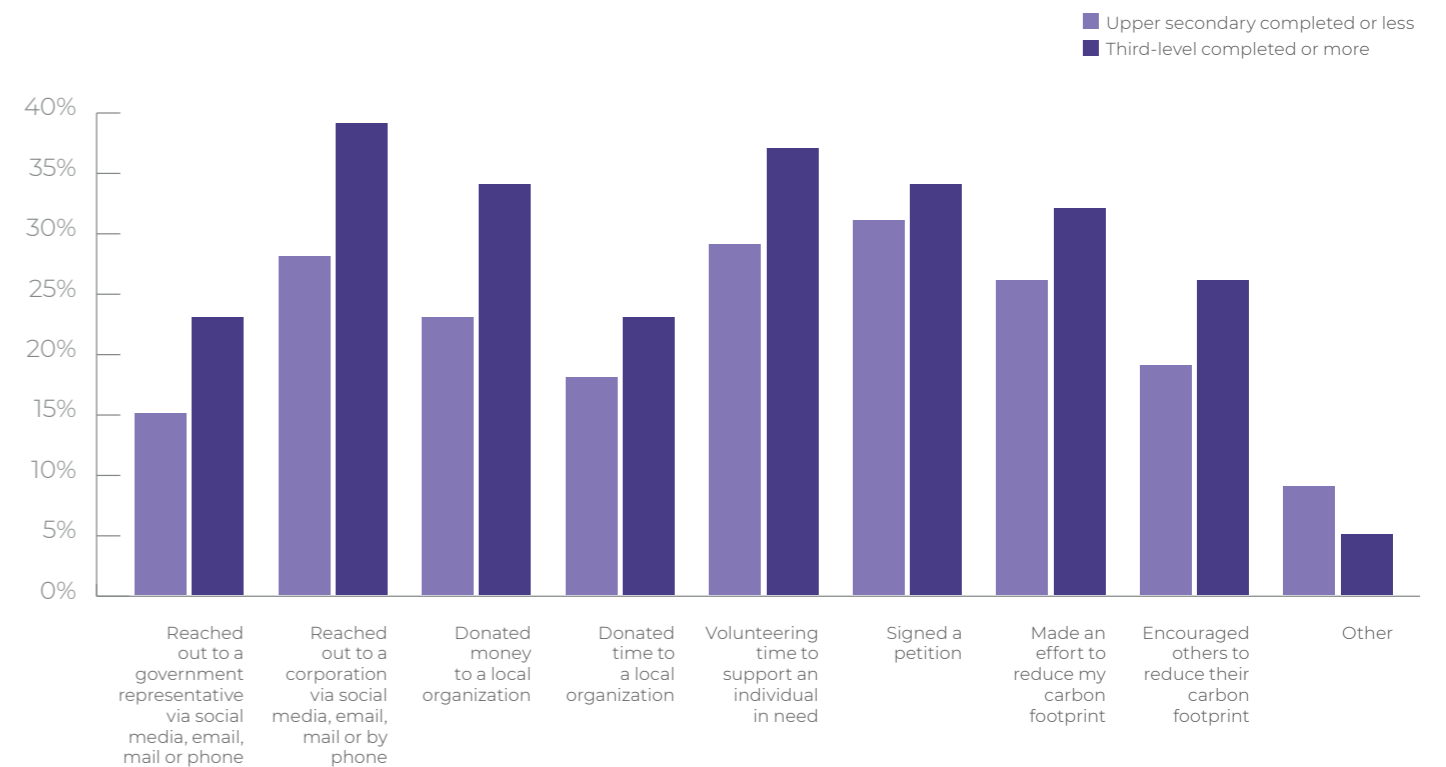
## Which of the following activities have you carried out in the past year? (select up to three options, country breakdown)
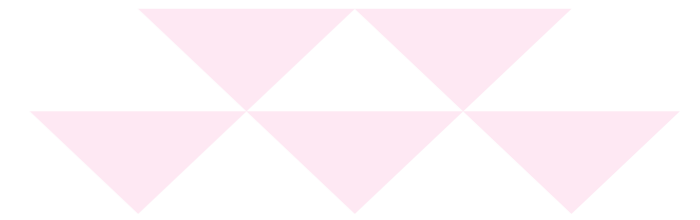
| Country | Reached out to a government representative via social media, email, mail or phone | Reached out to a corporation via social media, email, mail or by phone | Donated money to a local organization | Donated time to a local organization | Volunteering time to support an individual in need | Signed a petition | Made an effort to reduce my carbon footprint | Encouraged others to reduce their carbon footprint | Other |
|---|---|---|---|---|---|---|---|---|---|
| South Africa | 24% | 37% | 33% | 31% | 31% | 46% | 36% | 28% | 7% |
| Turkey | 23% | 47% | 26% | 19% | 19% | 32% | 22% | 16% | 9% |
| China | 27% | 46% | 39% | 24% | 24% | 14% | 51% | 41% | 4% |
| Indonesia | 17% | 40% | 36% | 29% | 29% | 21% | 20% | 17% | 12% |
| Russia | 23% | 25% | 19% | 12% | 12% | 29% | 9% | 7% | 11% |
| France | 9% | 32% | 22% | 17% | 17% | 35% | 42% | 27% | 5% |
| Brazil | 14% | 48% | 28% | 23% | 23% | 36% | 22% | 18% | 8% |
| India | 37% | 38% | 43% | 36% | 36% | 27% | 35% | 31% | 5% |
| Saudi Arabia | 25% | 40% | 35% | 23% | 23% | 15% | 17% | 24% | 11% |
| Argentina | 13% | 27% | 25% | 18% | 18% | 38% | 26% | 19% | 10% |
| Mexico | 16% | 32% | 27% | 18% | 18% | 35% | 32% | 28% | 6% |
| U.S.A. | 19% | 24% | 31% | 20% | 20% | 37% | 29% | 25% | 7% |
| South Korea | 16% | 26% | 19% | 20% | 20% | 38% | 27% | 17% | 5% |
| Australia | 19% | 20% | 36% | 20% | 20% | 36% | 37% | 25% | 5% |
| Canada | 21% | 23% | 37% | 23% | 23% | 45% | 40% | 26% | 4% |
| U.K. | 18% | 24% | 29% | 16% | 16% | 45% | 34% | 24% | 3% |
| Italy | 12% | 42% | 18% | 16% | 16% | 37% | 27% | 18% | 7% |
| Japan | 11% | 22% | 12% | 7% | 7% | 9% | 8% | 8% | 11% |
| Germany | 10% | 35% | 22% | 14% | 14% | 36% | 36% | 23% | 11% |

**46%**

believe think national governments are best placed to solve global issues, twice as many as those who trust non-profits and charities

Overall, experts who were consulted shared a belief that youth activism is surging, particularly following the COVID-19 pandemic, but they also expressed concern that youth are rarely consistent and united around shared themes. A key policy challenge would be encouraging young people to collaborate.

Platforms such as Peace First and World Future Council have an increasing role to play here. Peace First is an online platform connecting young social entrepreneurs and matching them with mini-grants to solve a community issue. Through its youth ambassadors, the World Future Council (WFC) develops and spreads effective, future-just policies for humanity's challenges. Its Future Policy Award celebrates policies that create better living conditions for current and future generations.

### Policy recommendations:

- Establish platforms for youth to unite across shared causes.

- In low-engagement countries, explore strengthening global citizenship education around modes of participation.

- Have a parliamentary commissioner or other dedicated institutional profiles to directly represent youth issues in the government.

8 European Commission, (2013), Supporting teacher competence development for better learning outcomes. See: https://ec.europa.eu/assets/eac/education/policy/school/doc/teachercomp_en.pdf

## Most countries have institutional youth policies and entities, yet young people lack voice in decision making

Three-quarters of G20 countries have a national youth policy or strategy, and all have a government entity (department, ministry or agency) specifically responsible for youth development and well-being.  Nevertheless, systematic channels for youth involvement in decision making remain limited or unclear.  In their review of global youth networks and youth representation in decision making and voice, youthpolicy.org (a Berlin-based information hub for global youth policy) found that there are limited systematic channels for youth participation in decision making, despite the existence of national networks. While 75% of G20 countries have a national youth organization (or association of local and regional youth networks), in only 9 of the G20 countries (47%) do youth have some form of voice in national youth policymaking; in 53% of the countries, this linkage is either unclear or there are no permanent structures for youth involvement in decision making.

# 56%

of young respondents planning to start their own business is motivated by wanting to have a positive impact.

## Despite national and international youth organizations and platforms, young people appear to still trust traditional institutions to deliver change

National youth networks have linkages to international platforms as well, also with mixed results.  According to research for the Global Youth Index 2018, 47% of the G20 countries have national youth networks/associations that are members of an international youth network/platform, meaning that 53% do not .  Several UN agencies encourage youth to engage around issues related to global citizenship, multiculturalism and sustainable development.  UNESCO's national networks provide opportunity for youth communication to have an international platform. These institutions also serve a clear deliberative purpose, but rarely have any budgetary and agenda-setting powers, leading some experts to question their effectiveness.

Regardless of the effectiveness of these fora, it is clear that young people still believe in traditional institutions when it comes to solving global issues, with 46% of survey respondents trusting national governments and 38% trusting multilateral institutions to get the job done. Only 34% of young people believe that they themselves are well-placed.  Small corporations and non-profits were consistently ranked as more ineffective.

*"Youth councils and youth cultural circles are an important part of dialogue and deliberation at the political level, impacting developments of deliberative democracy. Ultimately, it is policymakers' responsibility to listen to them more."*

*Prof. Carlos Alberto Torres,*
*Chair in Global Education and Learning,*
*UNESCO and UCLA*

# 38%

of G20 youth trust multilateral institutions to solve global challenges

## Which of the following is best placed to solve global issues like inequality, violence, and climate change?
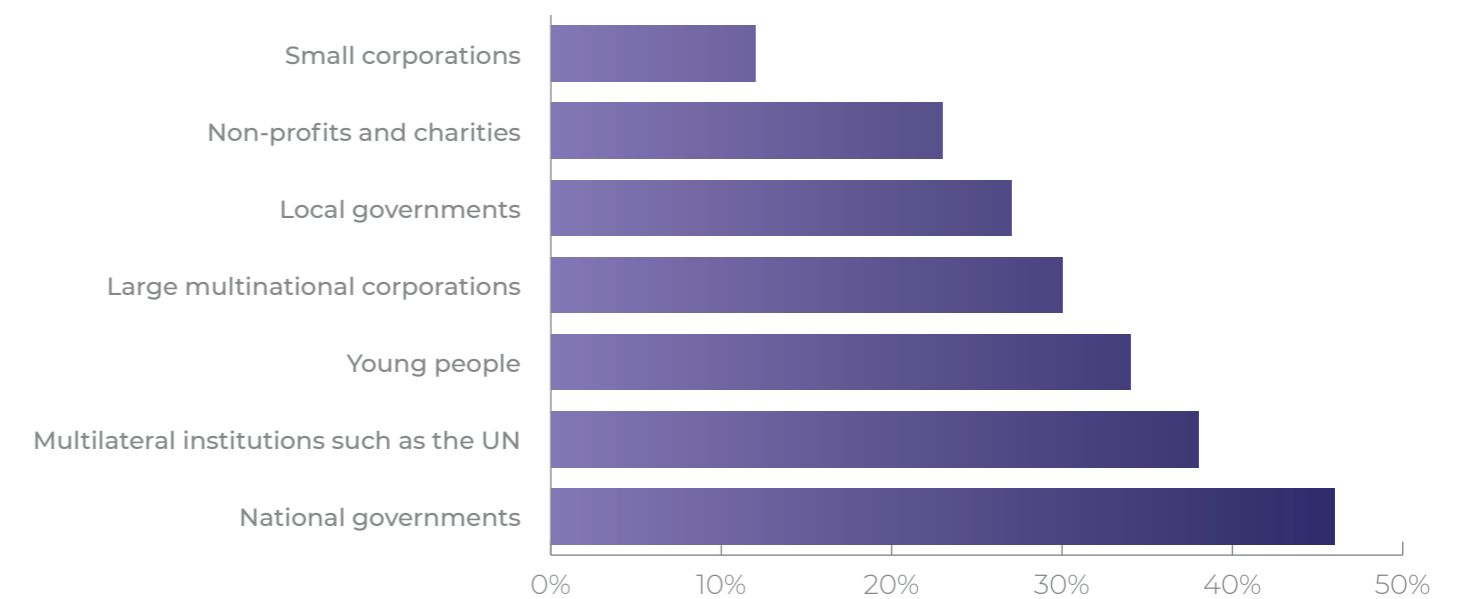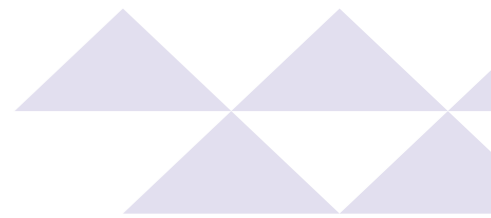


Faith in these traditional bodies increases with age. Indeed, 51% of young people aged 30-35 indicated national governments as those most likely to deliver change. Multilateral institutions such as the G20 are also more trusted to produce change in China, Indonesia, South Africa and India. Here national governments are trusted by 70%, 55%, 51% and 49% of youth, respectively. South Africa is notable in that 51% of young people trust themselves to solve global issues.

*"When deciding whether to join these bodies, young people should ask whether they have control on budgets and/or agenda. If that is not the case, they should avoid involvement."*
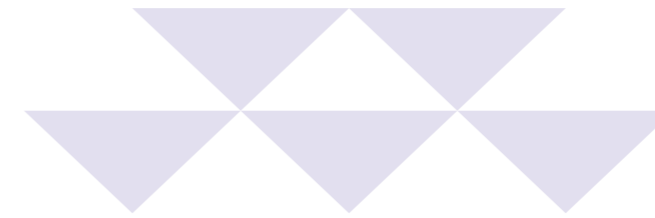
*Eric Dawson, Peace First, CEO*

15 Between 2005 and 2019, the number of Internet users grew on average by 10% every year. Source: ITU Telecommunication Development Bureau, (2019), Measuring digital development. Facts and figures 2019. See: https://www.itu.int/en/ITU-D/Statistics/Documents/facts/FactsFigures2019.pdf.

16 ITU Telecommunication Development Bureau, (2017), ICT Facts and Figures 2017. See: https://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2017.pdf.   17 World Economic Forum, (2020), How youth and technology can drive Africa's COVID-19 response. See: https://www.weforum.org/agenda/2020/05/COVID-19-and-young-people-in-sub-saharan-africa/.  18 The Guardian, (2018), 'The discourse is unhinged': how the media gets AI alarmingly wrong. See: https://www.theguardian.com/technology/2018/jul/25/ai-artificial-intelligence-social-media-bots-wrong

## Which of the following is best placed to solve global issues like inequality, violence and climate change?

| Country | Young people | Multilateral institutions such as the UN | National governments | Local governments | Large multinational corporations | Small corporations | Non-profits and charities | Don't know |
|---|---|---|---|---|---|---|---|---|
| South Africa | 51% | 34% | 51% | 31% | 30% | 15% | 26% | 3% |
| India | 48% | 30% | 49% | 36% | 29% | 21% | 17% | 2% |
| Argentina | 44% | 46% | 42% | 16% | 29% | 8% | 29% | 7% |
| U.S.A. | 42% | 24% | 39% | 36% | 23% | 18% | 26% | 8% |
| Mexico | 41% | 50% | 38% | 22% | 30% | 11% | 29% | 3% |
| Germany | 40% | 29% | 36% | 13% | 30% | 13% | 30% | 10% |
| Italy | 38% | 38% | 41% | 22% | 33% | 13% | 17% | 7% |
| Canada | 36% | 29% | 46% | 32% | 26% | 11% | 21% | 9% |
| Turkey | 35% | 37% | 39% | 21% | 33% | 9% | 40% | 7% |
| Russia | 34% | 46% | 46% | 34% | 34% | 7% | 19% | 9% |
| Australia | 33% | 27% | 45% | 30% | 31% | 11% | 17% | 13% |
| France | 32% | 38% | 37% | 19% | 31% | 11% | 22% | 11% |
| Saudi Arabia | 30% | 29% | 48% | 36% | 29% | 13% | 24% | 6% |
| U.K. | 29% | 25% | 48% | 31% | 26% | 11% | 20% | 11% |
| Brazil | 29% | 41% | 46% | 32% | 36% | 12% | 27% | 4% |
| Indonesia | 27% | 52% | 55% | 33% | 19% | 8% | 13% | 5% |
| Japan | 19% | 37% | 46% | 17% | 25% | 12% | 12% | 17% |
| South Korea | 18% | 42% | 43% | 14% | 29% | 11% | 18% | 11% |
| China | 17% | 64% | 70% | 36% | 42% | 5% | 24% | 1% |

# 9%

Only 9% of G20 youth have had no multicultural experience in the past year.

## Policy recommendations:

- Establish youth boards that have voting, budgetary or agenda-setting powers.

- Encourage young people to explore how corporations and third sector players can affect change (or how public/private partnerships or other collaborations can drive change).

- Improve youth's access to decision making processes and youth institutions.

# 64%

of youth sees AI more as an opportunity than a threat; nuclear power is seen as a threat more than an opportunity by 52% of respondents

## Youths' positive attitudes towards technology increases their odds of solving the great challenge of our future.

Technological adoption is growing among young people globally. In 2017, more than 80% of the youth population in 104 countries were online. In high-income countries, 94% of young people aged 15 to 24 were using the internet, compared with 67% in middle-income countries. Nearly 90% of young people not using the internet were living in Africa, Asia and the Pacific. High rates of technological adoption are correlated with young people's faith in technology.

Indeed, many of them are leveraging new technologies to solve problems related to the ongoing COVID-19 pandemic. The World Economic Forum has gathered a wealth of technological solutions, developed by young people, such as developing an application that would send automated messages to the public reminding them about hand hygiene,

wearing masks and maintaining social distancing; providing counselling services to those affected by COVID-19; and offering home-based care along with immediate links to treatment and follow-up.

*"When deciding whether to join these bodies, young people should ask whether they have control on budgets and/or agenda. If that is not the case, they should avoid involvement."*

*Eric Dawson, Peace First, CEO*

Consistent with these anecdotes, our survey found social media, AI, self-driving cars and robots are considered more likely to be opportunities than threats by a majority of young people, despite the skepticism expressed in the mainstream media.

## For each of the following technologies, assess whether it is more of an opportunity or a threat?



- More of a threat
- More of an opportunity
- Have not heard of this technology before
- Don't know
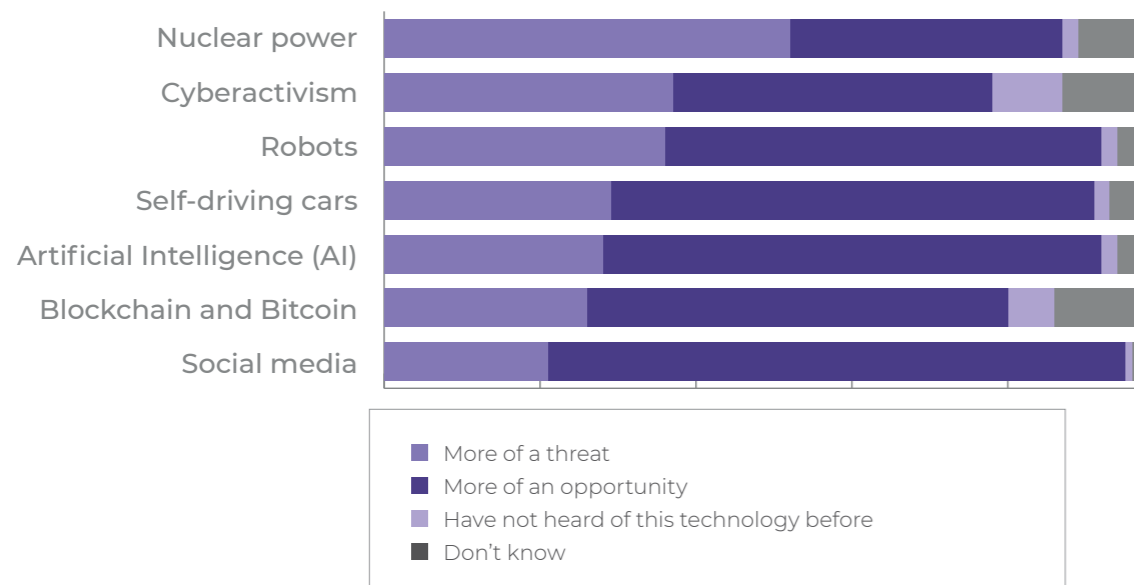
This is surprisingly consistent across G20 countries. An interesting exception is France, where 40% of youth consider social media more of a threat than an opportunity, 67% fear nuclear power (this may be linked to France's strong nuclear policy), and 51% fear robots, all significantly more than the G20 average. Asian youth embrace technology more than any other region, although 68% of Chinese youth see cyber-activism as a threat, twice the percentage of most other G20 countries. Perceived threats of these technologies are otherwise consistent across genders, income brackets and other demographic traits.

Overall, young people seem poised to use technology to change the world. However, OECD reporting consistently finds evidence of school systems across the G20 struggling to integrate technology in the classroom. These difficulties may be due to lack of funds and political will or inadequate teacher training policies. Technological adoption alone also does not seem to predict improvements in educational outcomes. Effects are likely to vary depending on the context and the specific uses. Until education systems catch up, global citizenship education risks being less effective than what young people can learn through self-motivated exploration of technology.

## Policy recommendations:

- Strengthen educational programs and civic society initiatives by encouraging technology usage to develop solutions to social problems.

- Identify systemic solutions to school systems' failures to keep pace with technology (from funding educational innovation to teacher training).

15 Between 2005 and 2019, the number of Internet users grew on average by 10% every year. Source: ITU Telecommunication Development Bureau, (2019), Measuring digital development. Facts and figures 2019. See: https://www.itu.int/en/ITU-D/Statistics/Documents/facts/FactsFigures2019.pdf.
16 ITU Telecommunication Development Bureau, (2017), ICT Facts and Figures 2017. See: https://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2017.pdf.
17 World Economic Forum, (2020), How youth and technology can drive Africa's COVID-19 response. See: https://www.weforum.org/agenda/2020/05/COVID-19-and-young-people-in-sub-saharan-africa/.
18 The Guardian, (2018), 'The discourse is unhinged': how the media gets AI alarmingly wrong. See: https://www.theguardian.com/technology/2018/jul/25/ai-artificial-intelligence-social-media-bots-wrong

*"This idea of crossing borders is central to the behavioral component of global citizenship."*

*Prof. Carlos Alberto Torres, Chair in Global Education and Learning UNESCO and UCLA*
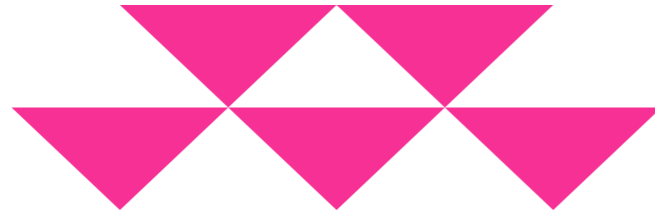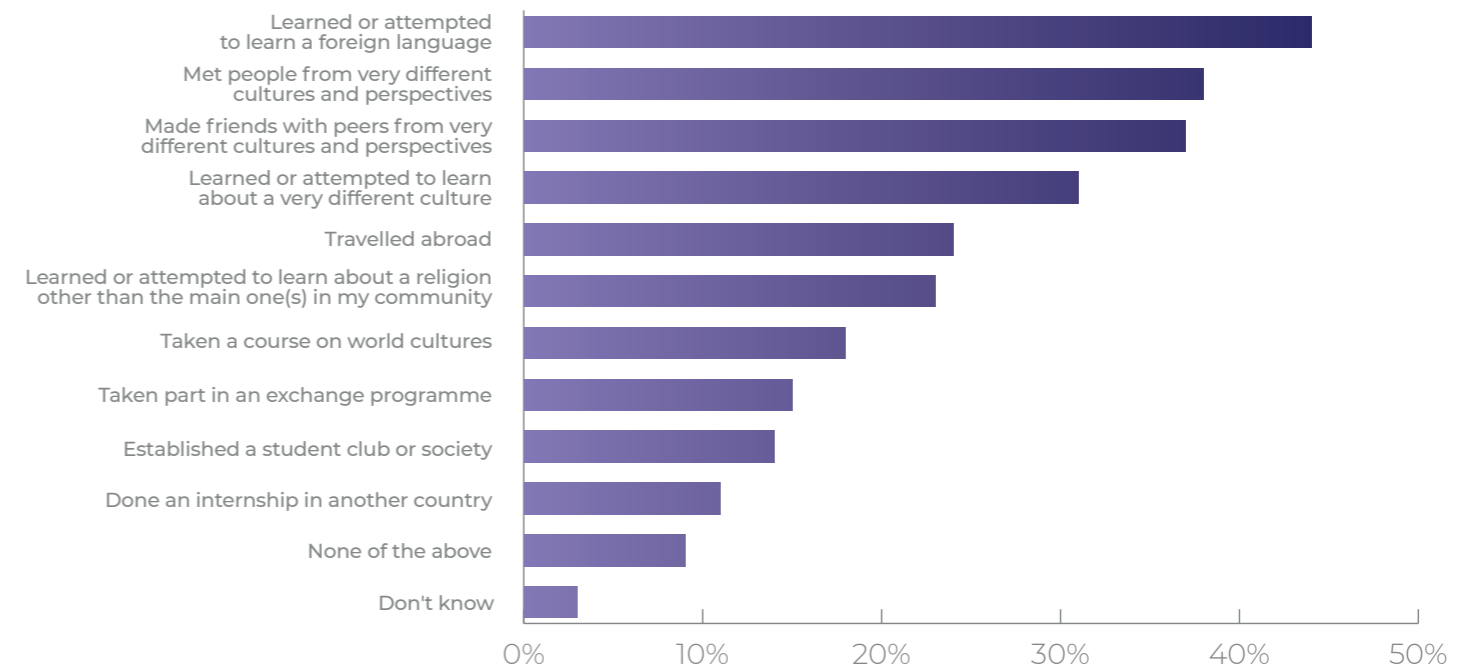


## Young people need more exposure to multicultural experiences, but the COVID-19 pandemic means this will likely occur more through remote learning

Young people have access to a wider array of multicultural experiences than ever before. This has been a key factor in the dramatic expansion of global citizenship as well as its usefulness as a rallying point for global cooperation and problem solving. Learning foreign languages and making friends with people from other countries are still the most common experiences. The lower relevance attributed to traveling, exchange programs, and internships abroad is possibly explained by travel bans imposed in many countries as a result of the COVID-19 pandemic. However, youth meet people and make friends with peers from different cultures, religions and perspectives even without travelling. Only 9% of G20 youth have not had access to any of the multicultural learning experiences listed, possibly explaining the strong evidence of civic engagement described above.

Access to these experiences varies significantly by country, with youth in English-speaking and advanced economies significantly less likely to access these experiences. Crucially, many of the countries where young people are likely to understand international institutions and engage in civic engagement are also those where young people have had the most multicultural education experiences. Many of these more engaged and multiculturally experienced youth live in some of the G20's most diverse countries, such as South Africa, which leads several rankings listed below.

## Which of the following experinces have you had as part of your education?

# Which of the following experiences have you had as part of your education? (country breakdown)

| Country | Learned or attempted to learn a foreign language | Learned or attempted to learn about a very different culture | Met people from very different cultures and perspectives | Made friends with peers from very different cultures and perspectives | Learned or attempted to learn about a religion other than the main one(s) in my community | Travelled abroad | Taken part in an exchange programme | Taken a course on world cultures | Established a student club or society | Done an internship in another country | None of the above | Don't know |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Argentina | 56% | 41% | 43% | 41% | 22% | 27% | 8% | 17% | 8% | 7% | 5% | 2% |
| Russia | 54% | 22% | 21% | 21% | 15% | 12% | 8% | 13% | 7% | 7% | 17% | 3% |
| Turkey | 52% | 32% | 42% | 31% | 25% | 28% | 15% | 13% | 31% | 10% | 6% | 4% |
| China | 51% | 38% | 46% | 45% | 26% | 27% | 34% | 35% | 25% | 16% | 7% | 0% |
| Italy | 50% | 20% | 39% | 43% | 16% | 37% | 14% | 12% | 7% | 9% | 10% | 3% |
| Mexico | 49% | 38% | 38% | 41% | 25% | 17% | 14% | 21% | 12% | 9% | 4% | 1% |
| South Korea | 48% | 25% | 18% | 16% | 13% | 31% | 14% | 19% | 22% | 13% | 10% | 3% |
| France | 47% | 24% | 34% | 26% | 18% | 32% | 17% | 16% | 10% | 11% | 9% | 4% |
| Indonesia | 47% | 39% | 40% | 46% | 25% | 10% | 13% | 16% | 14% | 8% | 6% | 2% |
| Brazil | 47% | 30% | 38% | 42% | 27% | 14% | 10% | 14% | 10% | 9% | 10% | 1% |
| Germany | 44% | 24% | 34% | 36% | 23% | 28% | 13% | 12% | 8% | 12% | 10% | 3% |
| Saudi Arabia | 44% | 29% | 36% | 33% | 19% | 29% | 18% | 23% | 15% | 19% | 3% | 3% |
| South Africa | 43% | 47% | 56% | 63% | 35% | 20% | 16% | 14% | 15% | 10% | 4% | 1% |
| U.S.A. | 37% | 30% | 43% | 43% | 26% | 18% | 13% | 28% | 15% | 11% | 9% | 4% |
| Canada | 36% | 36% | 49% | 49% | 30% | 25% | 10% | 27% | 15% | 8% | 9% | 4% |
| U.K. | 36% | 25% | 36% | 37% | 27% | 29% | 15% | 10% | 11% | 10% | 14% | 3% |
| India | 33% | 37% | 43% | 42% | 37% | 20% | 29% | 26% | 24% | 21% | 3% | 1% |
| Japan | 32% | 19% | 19% | 14% | 12% | 23% | 8% | 11% | 7% | 7% | 24% | 6% |
| Australia | 31% | 28% | 42% | 40% | 23% | 23% | 14% | 14% | 14% | 10% | 13% | 4% |

Overall, the positive correlation between multicultural experiences and active global citizenship is encouraging. In the context of the COVID-19 pandemic, however, it also raises some concerns. Limited travel means fewer opportunities to access multicultural experiences, possibly to the detriment of youth engagement.

## Policy recommendations:

- Strengthen foreign language education in English-speaking countries.

- Explore different learning pathways for multicultural versus more homogenous countries.

- Explore and strengthen remote learning for multicultural experiences.

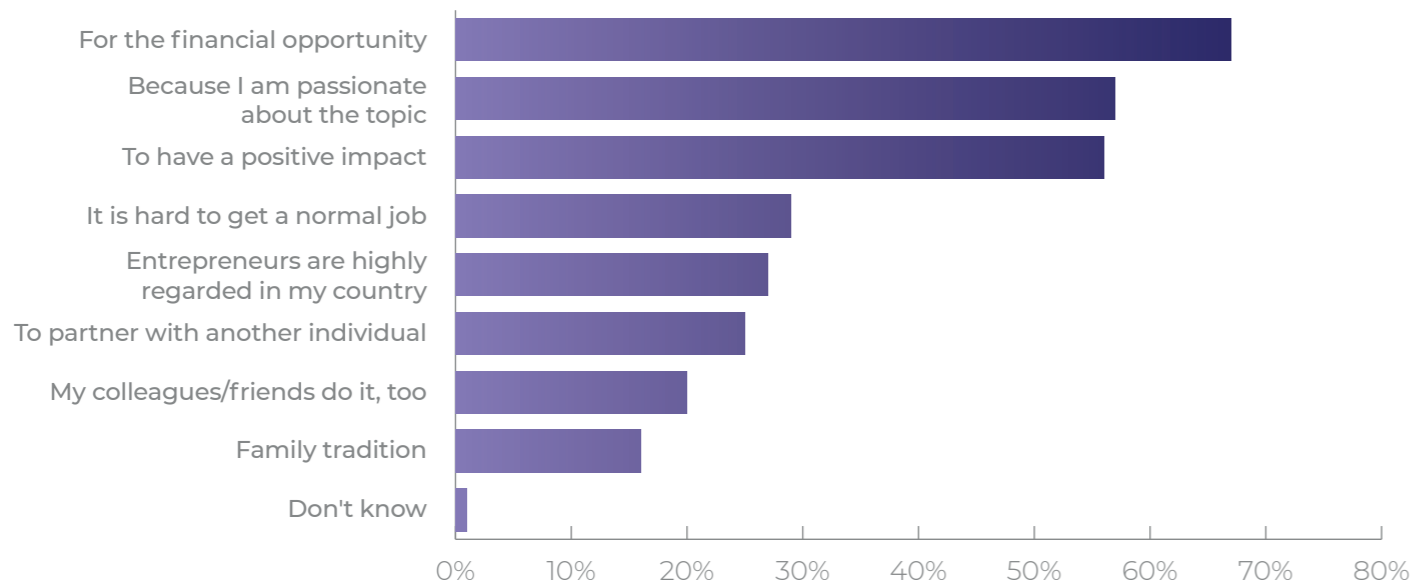- Promote multicultural experiences within countries and local communities.
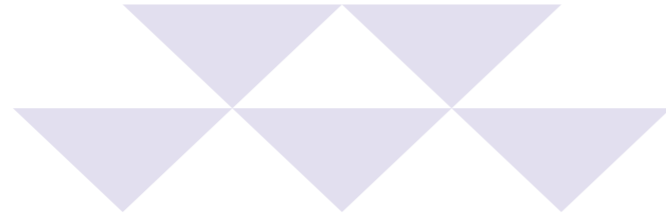
## Many young aspiring entrepreneurs see themselves as solving social problems

Increasingly, global citizenship networks encourage young people to think of themselves as social entrepreneurs. Educators are encouraged to instill the belief in young people that through their own entrepreneurial pursuits – be they for- or not-for-profit – they can develop solutions that can solve social problems.

Indeed, among survey respondents who reported being likely to set up a venture in the next five years, over 56% mentioned "to have a positive impact" as a top-three reason. Only financial opportunity and passion for the topic were given more often as motivations.

Thanks to the support of businesses (examples include support programs by Deloitte, Santander and Ben and Jerry's), the textbook notion of "social entrepreneurship" has become widespread in the EU, U.S., Canada and Australia. Yet, survey respondents in Asia, Latin America and South Africa were just likely to be motivated by impact. This could mean that young people are just as likely to want to be social entrepreneurs, regardless of their education on the topic or the degree of support offered by traditional corporations. Social entrepreneurship might simply be more useful as a legal framework than as an educational paradigm.

## Youths' positive attitudes towards technology increases their odds of solving the great challenge of our

| Reason | Percentage |
|---|---|
| For the financial opportunity | ~67% |
| Because I am passionate about the topic | ~57% |
| To have a positive impact | ~56% |
| It is hard to get a normal job | ~29% |
| Entrepreneurs are highly regarded in my country | ~27% |
| To partner with another individual | ~25% |
| My colleagues/friends do it, too | ~20% |
| Family tradition | ~16% |
| Don't know | ~2% |

*"Social entrepreneurship is a dominant paradigm in rich countries because it is supported by business. This does not mean it cannot be equally prevalent elsewhere too, just under different names and guises"*

*Rebecca Winthrop, Co-director, Centre for Universal Education, Brookings Institute*

## Policy recommendations:

- Re-assess how social entrepreneurship is taught and encouraged in formal education.

- Support entrepreneurship via policy and/or financial support for youth (especially those making the transition from school to work).

21 British Council, (2017), Social Entrepreneurship in education: empowering the next generation to address society's needs. See: https://www.britishcouncil.org/sites/default/files/british_council_social_entrepreneurship_in_education_web_final.pdf
22. Global Citizen, Finance & Innovation, (2013), What is Social Entrepreneurship?, See: https://www.globalcitizen.org/en/content/what-is-social-entrepreneurship/

## Values:

# How do young people's beliefs affect their ability to demand change?

## Key takeaways

- 84% of G20 youth easily identify with people from different cultures and viewpoints.

- Over 80% of survey respondents in all but one G20 country believe successful societies integrate people from any background and culture.

- Over 55% of young people report intervening to prevent online harassment.

- In Turkey, Indonesia, India and China, over 80% of respondents value shared culture more than individual identity.

**Global citizenship appears to be driving the right behaviors. But do the behaviors match young people's values?**

### Young people's tolerance levels are higher in more diverse countries.

Young people demonstrate a willingness to create social change, but are they tolerant and open-minded in their everyday lives? Our survey finds majorities in all G20 countries agreeing that they identify with people from very different viewpoints and cultures. A smaller majority is equally comfortable working with them.

More homogenous countries such as Japan, Germany and South Korea exhibit less tolerance. Saudi Arabian and Russian youth report being able to identify with different cultures but are less comfortable working with others from different viewpoints and cultures. This data is a constant across age, gender, employment condition and formal education level. Compared with peers with higher education levels, respondents across the G20 who have not completed primary or secondary education are less likely to identify with outsiders and to be comfortable working with them only by 8 and 10 percentage points, respectively. This may suggest that youth across the G20 shares a relatively tolerant and open mindset regardless of socioeconomic divides.
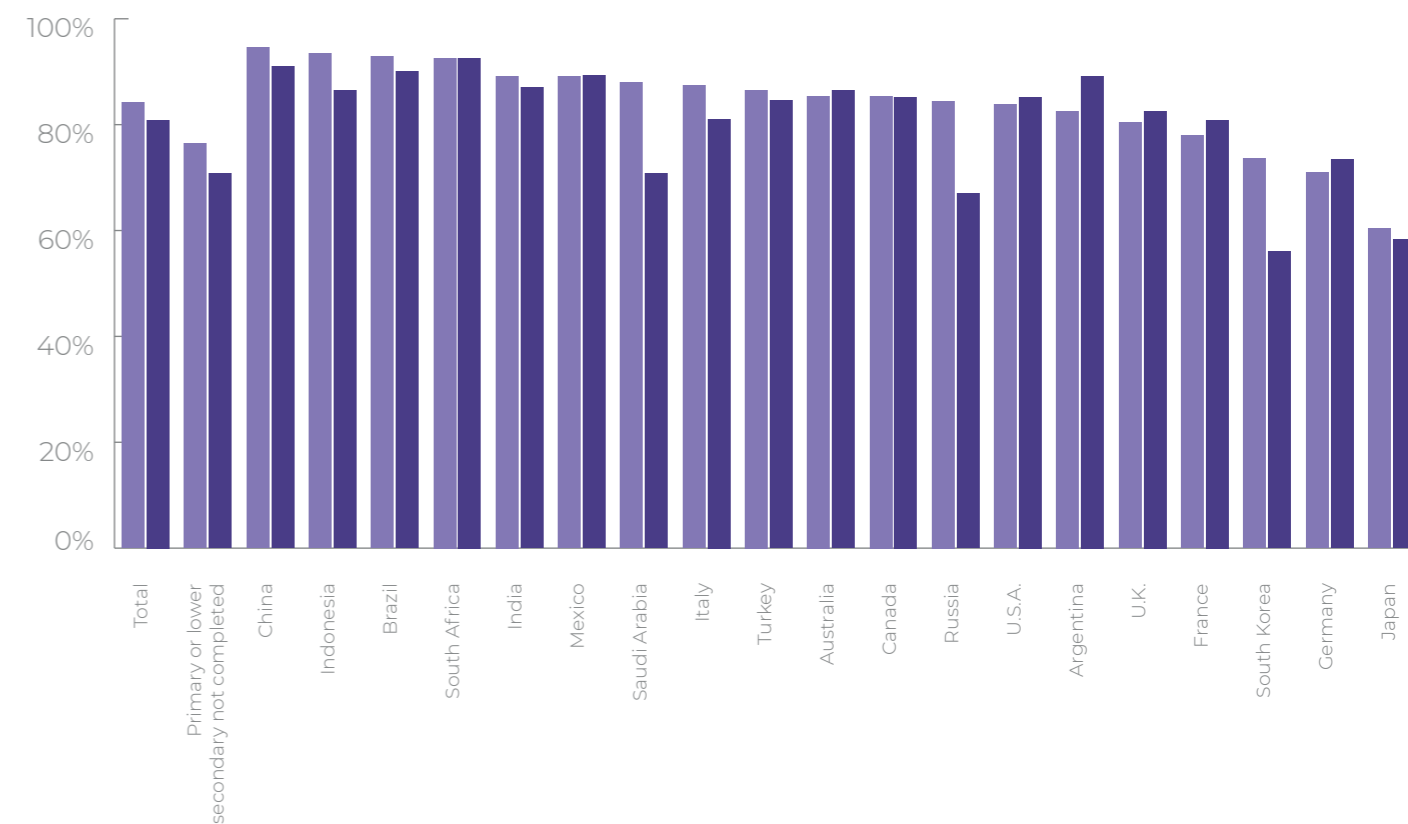
# 84%

of G20 youth easily identify with people from different cultures and viewpoints

## To what extent do you agree with the following statements?



Legend:
- ■ I can identify with people from cultures and viewpoints that are very different to mine
- ■ I am comfortable working with people from cultures and viewpoints that are very different to mine

### Policy recommendations:

- In homogenous countries, explore ways to expose young people to multicultural experiences.

- Promote youth values of tolerance and integration as best practices of global citizenship and explore ways to expose oldest, more conservative social groups to multicultural experiences.

23 Osberg S. R., Martin R. L., (2015), Two keys to sustainable social enterprise, Harvard Business Review. See: https://hbr.org/2015/05/two-keys-to-sustainable-social-enterprise
24 Social Innovation | Deloitte | Corporate Responsibility. See: https://www2.deloitte.com/lk/en/pages/about-deloitte/articles/solutions-for-progress.html
25 Santander UK | Social Investment Business. See: https://www.sibgroup.org.uk/santander-uk
26 Social Entrepreneurship | Ben & Jerry's. See: https://www.benjerry.co.uk/values/issues-we-care-about/social-social-entrepreneurship
27 OECD, (2018), Settling in 2018 – Indicators of Immigrant Integration. See: http://www.oecd.org/publications/indicators-of-immigrant-integration-2018-9789264307216-en.htm

## Young people value integration, but this can mean quite different things depending on country

This research has found evidence that G20 youth value tolerance, but does tolerance always lead to successful integration? Complicating matters, different countries hold vastly different integration policies and notions of what the word even means. This lack of clarity is reflect by the fact that the word "integration" rarely if ever appears in global citizenship frameworks promoted by international organizations.

Over 80% of survey respondents in all but one G20 country believe successful societies integrate people from any background and culture. (Employed youth are 9% more likely to support integration. Other demographic variables were not strong factors.) This support for integration seems remarkably consistent until we factor in that in some countries, integration means asking new members of society to adopt its customs wholesale. Other countries strive to develop a shared culture, even at the expense of individual identity.

Indeed, in Russia, Germany, Japan and France, fewer than 50% of respondents valued shared culture over individual identity. Young people in these countries also value integration but likely define it in terms that are more compatible with the notion of tolerance. In Turkey, Indonesia, India and China, however, over 80% of respondents value shared culture more than individual identity. Interestingly, respondents in these countries were among the likeliest to exhibit the global citizenship behaviors and attitudes explored earlier in this white paper. While this link needs to be further explored, it gives credence to arguments in academic circles that an overly individualistic culture can inhibit civic engagement.
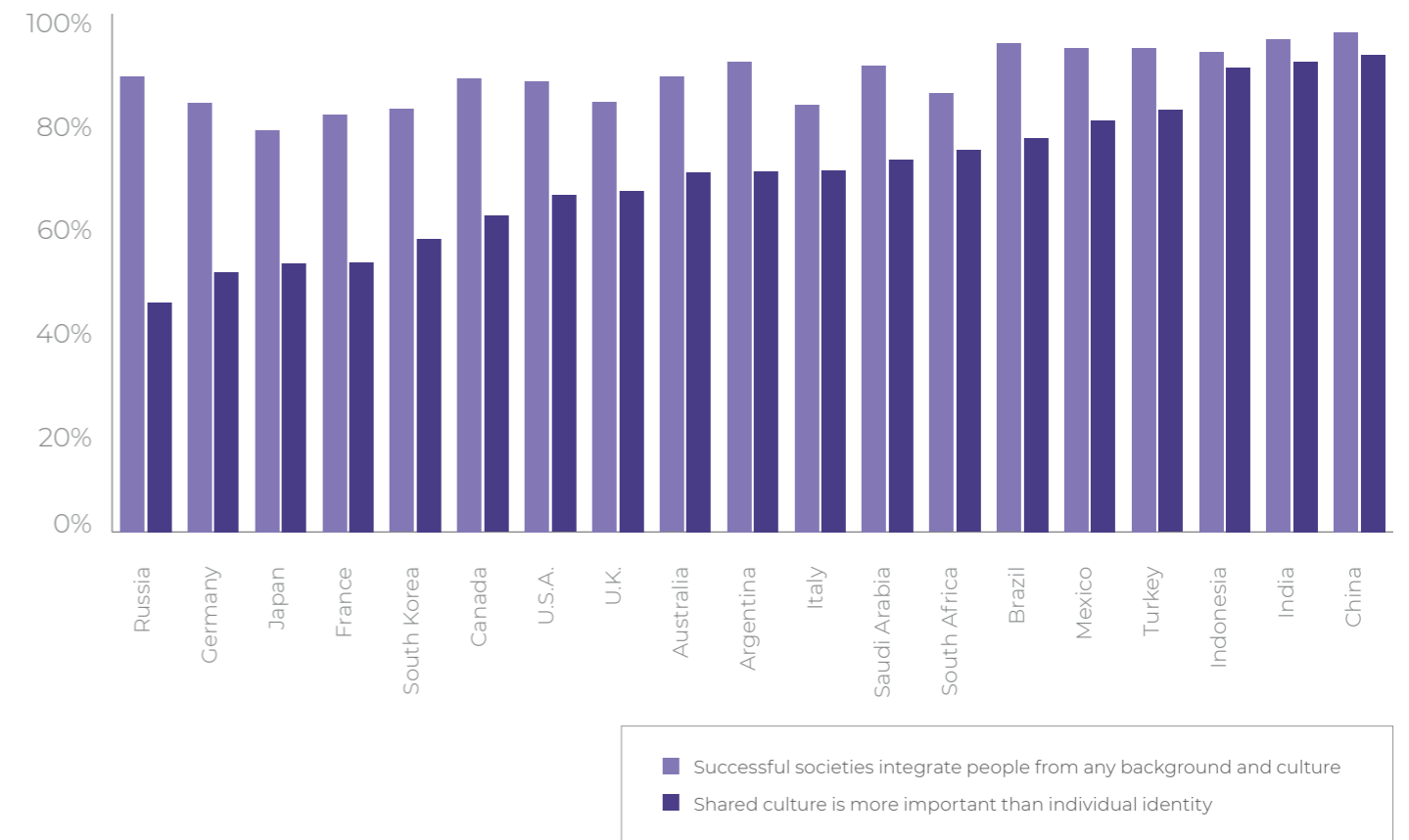
Over
# 80%

of survey respondents in all but one G20 country believe successful societies integrate people from any background and culture

### Policy recommendations:

- At the national level, consider whether or not to define integration explicitly in youth and education policy.

- Explore links between global citizenship traits and the importance attributed to shared culture.

### To what extent do you agree with the following statements?



Legend:
- Successful societies integrate people from any background and culture
- Shared culture is more important than individual identity

28 Cavieres-Fernandez E., (2014), Teachers' experiences and teaching civic engagement beyond self-regarding individualism. See: https://www.sciencedirect.com/science/article/abs/pii/S074205IX14000444
29 GlobalWebIndex, (2018), GlobalWebIndex's flagship report on the latest trends in social media. See: https://www.globalwebindex.com/hubfs/Downloads/Social-H2-2018-report.pdf

Over
# 55%
of young people report intervening
to prevent online harassment

## Youth frequently feel they are the target of harassment and discrimination

A 2018 report found young people under the age of 30 spend, on average, over two hours a day on social media, while those aged 16 to 24 spend three hours and one minute a day on social media.  We have seen how young people value tolerance and integration, but do they always practice these values online?
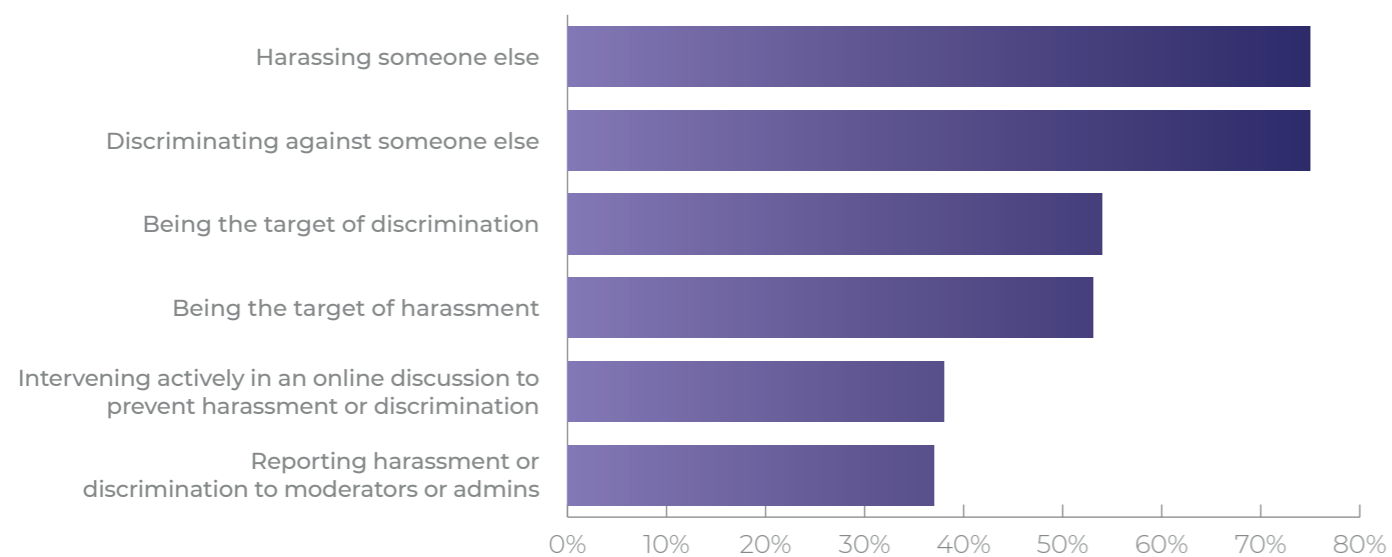
42% and 41% of G20 youth are somewhat or highly likely to experience online discrimination or harassment, respectively. Strikingly, these numbers are higher for the very young (46% and 43% for those aged 18-23), those who have not completed primary or secondary education (55% and 51%) and those with master's degrees or higher (56% and 54%). Additionally, 21% of respondents were candid in reporting being the agents of discrimination and harassment. Most youth surveyed in all countries described a willingness to intervene to report or protect others.

## When interacting with others online, how likely are you to experience each of the following?

| | |
|---|---|
| Harassing someone else | |
| Discriminating against someone else | |
| Being the target of discrimination | |
| Being the target of harassment | |
| Intervening actively in an online discussion to prevent harassment or discrimination | |
| Reporting harassment or discrimination to moderators or admins | |

0%   10%   20%   30%   40%   50%   60%   70%   80%

Young people are generally more likely to report or intervene to prevent harassment and discrimination in those countries where they are likeliest to be a target themselves. These countries are predominantly Asian and Latin American. In all countries, significant numbers of youth admitted to harassing or discriminating against others, typically more so in countries where they also experienced being targets. Only in one country were respondents more likely to report harassing or discriminating against others than being a target themselves.

28 Cavieres-Fernandez E., (2014), Teachers' experiences and teaching civic engagement beyond self-regarding individualism. See: https://www.sciencedirect.com/science/article/abs/pii/S0742051X14000444
29 GlobalWebIndex, (2018), GlobalWebIndex's flagship report on the latest trends in social media. See: https://www.globalwebindex.com/hubfs/Downloads/Social-H2-2018-report.pdf

## When interacting with others online, how likely are you to experience each of the following?

| Country | Being the target of harassment | Being the target of discrimination | Harassing someone else | Discriminating against someone else | Reporting harassment or discrimination to moderators or admins | Intervening actively in an online discussion to prevent harassment or discrimination |
|---|---|---|---|---|---|---|
| Saudi Arabia | 64% | 68% | 34% | 34% | 60% | 69% |
| Turkey | 58% | 57% | 16% | 18% | 76% | 73% |
| India | 55% | 53% | 39% | 46% | 64% | 66% |
| Mexico | 52% | 43% | 15% | 13% | 67% | 66% |
| Brazil | 49% | 47% | 11% | 12% | 69% | 65% |
| Indonesia | 48% | 52% | 24% | 25% | 70% | 68% |
| Argentina | 44% | 47% | 13% | 12% | 61% | 64% |
| U.S.A. | 43% | 42% | 22% | 20% | 57% | 51% |
| Germany | 40% | 40% | 22% | 21% | 47% | 45% |
| U.K. | 40% | 34% | 23% | 19% | 54% | 47% |
| Japan | 40% | 38% | 25% | 24% | 35% | 29% |
| China | 39% | 32% | 11% | 9% | 48% | 71% |
| South Korea | 38% | 44% | 30% | 32% | 50% | 47% |
| Canada | 37% | 34% | 15% | 14% | 52% | 45% |
| Australia | 34% | 33% | 17% | 15% | 44% | 39% |
| South Africa | 33% | 46% | 15% | 17% | 57% | 56% |
| Italy | 31% | 26% | 14% | 13% | 57% | 51% |
| France | 27% | 27% | 14% | 14% | 62% | 50% |
| Russia | 24% | 20% | 37% | 36% | 52% | 47% |

*"Online harassment and bullying are nothing new. It is using new tools for an old habit and it is caused by people feeling disrespected and unhappy. Research shows that if young people are engaged from a young age in conflict-resolution skills and empathy, harassment and bullying decrease."*

*Saji Prelis, Director,
Search for Common Ground Coalition*

### Over
# 80%

In Turkey, Indonesia, India and China, over 80% of respondents value shared culture more than individual identity.

This data reveals both great awareness and prevalence of cyberbullying. A 2018 review found that in most G20 countries, policymakers are tackling this issue bottom up, introducing anti-bullying strategies in schools and encouraging technological solutions. An emphasis on tolerance in global citizenship curricula also contributes towards tackling online harassment and discrimination.

"Online harassment and bullying are nothing new. It is using new tools for an old habit and it is caused by people feeling disrespected and unhappy. Research shows that if young people are engaged from a young age in conflict-resolution skills and empathy, harassment and bullying decrease." - Saji Prelis, Director, Search for Common Ground Coalition

However, the case is increasingly being made that regulators need to take a more active approach to mitigate the spread of hate speech on social media. EU countries currently apply the 2000 E-commerce directive that absolves social media platforms from moderating content if they are merely platforms. Following calls for reform, individual countries have started applying more stringent regulations. This is occurring in the U.S. and in middle-income countries, such as Brazil, often amid significant political controversy.

Some observers have noted that it would be enough for corporations and governments to apply existing policies and guidelines. Social media firms, however, have often opposed active intervention on free speech grounds.

The debate on the regulation of speech online is about much more than global citizenship. However, with young people so active online, they should be an active part of the decision-making process that decides on regulations.

### Policy recommendations:

- Involve young people in regulatory decisions and policymaking regarding social media.

- Raise awareness among youth on active citizenship and advocacy targeting governments and social media firms.

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31 Morar D., Martins dos Santos B., (2020), Online content moderation lessons from outside the US, Brookings. See: https://www.brookings.edu/blog/techtank/2020/06/17/online-content-moderation-lessons-from-outside-the-u-s/

# Conclusions

**Most G20 youth hold the values, attitudes and behaviors needed to tackle urgent global issues. Young global citizens' next step towards affecting social change is advocating for more substantial participation in policymaking and governance.**

G20 youth are aware of the most pressing global issues that need to be solved, and they personally engage in both individual and shared solutions, ranging from reducing one's carbon footprint to reaching out to corporations to demand change. Additionally, 57% of those surveyed see entrepreneurship as a way to solve social problems. However, despite this forward-thinking mindset, 46% of them see traditional institutions as best placed to deliver change.

Yet, as school systems globally struggle to integrate technology, SDGs and global skills into national curricula, G20 youth are already fully immersed in the global citizenship experience. Indeed, a majority of young people surveyed see social media, AI, self-driving cars and robots more as opportunities than threats. Further, 81% of G20 youth surveyed frequently access news through social media, and 47% access news from other countries, leveraging online communication, social media and information. G20 youth demonstrate a keen interest in different cultures and high levels of tolerance and inclusions of peers from different backgrounds.

G20 youth are remarkably positive about civic engagement. At the same time, national and international youth organizations and platforms for young people rarely foster youth involvement in actual decision-making processes beyond symbolic participation.

A deeper knowledge of international institutions, as well as their working mechanisms of participation, engagement and advocacy, could empower G20 youth to align around common goals, hold corporations and governments accountable, share the results of their activism and continue to lead social change worldwide.

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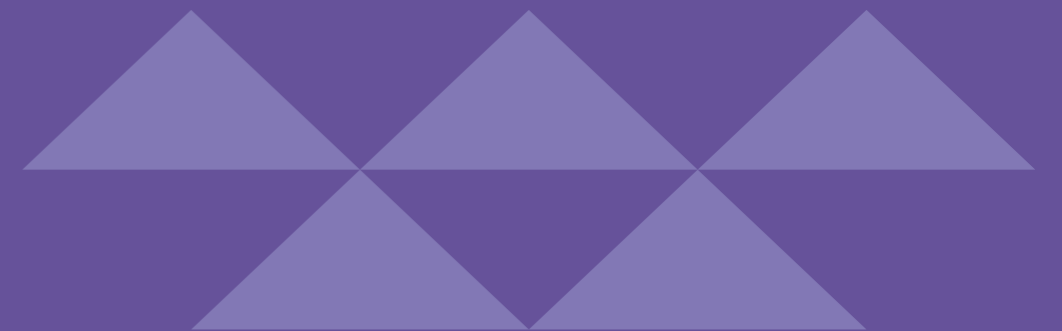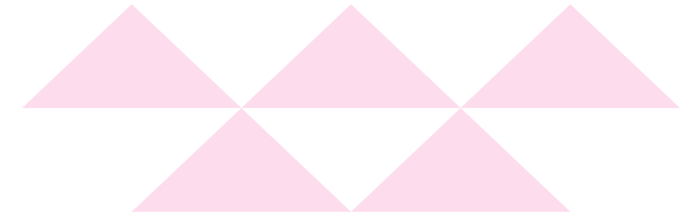
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# Acknowledgements

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# Global citizenship in G20 countries at a glance

## ARGENTINA

**Sustainability:** Most important challenges for youth:
1. Global Economy (36.8%);
2. Public health (36.8%);
3 Climate change (35.4%)

27% of youth are familiar with the SDGs
10% of youth encouraged others to reduce their carbon footprint in the past year
79% use social media for news more than once a week, but only 9% reported inaccurate or misleading information

**Multiculturalism:**
96% agree that successful societies integrate people from different cultures
27% of youth travelled abroad and 46% met people from different cultures

## AUSTRALIA

**Sustainability:** Most important challenges for youth:
1. Climate Change (44.1%);
2. Public Health (33.7%);
3. Unemployment (32.7%)

27% of youth are familiar with the SDGs
25% of youth encouraged others to reduce their carbon footprint in the past year
70% use social media for news more than once a week, but only 10% reported inaccurate or misleading information

**Multiculturalism:**
88% agree that successful societies integrate people from different cultures
23% of youth travelled abroad and 42% met people from different cultures

## CHINA

**Sustainability:** Most important challenges for youth:
1. Global Economy (43.2%);
2. Climate Change (37.6%);
3. Public Health (34.2%)

59% of youth are familiar with the SDGs
41% of youth encouraged others to reduce their carbon footprint in the past year
88% use social media for news more than once a week, but only 14% reported inaccurate or misleading information

**Multiculturalism:**
96% agree that successful societies integrate people from different cultures
27% of youth travelled abroad and 46% met people from different cultures

## FRANCE

**Sustainability:** Most important challenges for youth:
1. Climate Change (41.2%);
2. Terrorism (30.5%);
3. Food and water scarcity (27.3%)

21% of youth are familiar with the SDGs
27% of youth encouraged others to reduce their carbon footprint in the past year
84% use social media for news more than once a week, but only 6% reported inaccurate or misleading information

**Multiculturalism:**
80% agree that successful societies integrate people from different cultures
32% of youth travelled abroad and 34% met people from different cultures

## BRAZIL

**Sustainability:** Most important challenges for youth:
1. Public health (49.7%);
2. Education (42.0%);
3. Inequality (37.6%)

29% of youth are familiar with the SDGs
18% of youth encouraged others to reduce their carbon footprint in the past year
87% use social media for news more than once a week, but only 10% reported inaccurate or misleading information

**Multiculturalism:**
94% agree that successful societies integrate people from different cultures
14% of youth travelled abroad and 38% met people from different cultures

## CANADA

**Sustainability:** Most important challenges for youth:
1. Climate Change (47.2%);
2. Food and water scarcity (33.0%);
3. Inequality (28.0%)

22% of youth are familiar with the SDGs
26% of youth encouraged others to reduce their carbon footprint in the past year
74% use social media for news more than once a week, but only 7% reported inaccurate or misleading information

**Multiculturalism:**
88% agree that successful societies integrate people from different cultures
25% of youth travelled abroad and 49% met people from different cultures

## GERMANY

**Sustainability:** Most important challenges for youth:
1. Climate Change (49.2%);
2. Terrorism (34.4%);
3. Food and water scarcity (31.4%)

20% of youth are familiar with the SDGs
23% of youth encouraged others to reduce their carbon footprint in the past year
72% use social media for news more than once a week, but only 8% reported inaccurate or misleading information

**Multiculturalism:**
83% agree that successful societies integrate people from different cultures
28% of youth travelled abroad and 34% met people from different cultures

## INDIA

**Sustainability:** Most important challenges for youth:
1. Unemployment (37.1%);
2. Public Health (36.1%);
3. Global Economy (29.5%)

39% of youth are familiar with the SDGs
31% of youth encouraged others to reduce their carbon footprint in the past year
91% use social media for news more than once a week, but only 16% reported inaccurate or misleading information

**Multiculturalism:**
95% agree that successful societies integrate people from different cultures
20% of youth travelled abroad and 43% met people from different cultures

## INDONESIA

**Sustainability:** Most important challenges for youth:
1. Global Economy (52.6%);
2. Public health (41.5%);
3. Employment (40.7%)

18% of youth are familiar with the SDGs
17% of youth encouraged others to reduce their carbon footprint in the past year
88% use social media for news more than once a week, but only 12% reported inaccurate or misleading information

**Multiculturalism:**
93% agree that successful societies integrate people from different cultures
10% of youth travelled abroad and 40% met people from different cultures

## ITALY

**Sustainability:** Most important challenges for youth:
1. Unemployment (41.0%);
2. Climate Change (40.4%);
3. Public Health (25.5%)

30% of youth are familiar with the SDGs
18% of youth encouraged others to reduce their carbon footprint in the past year
83% use social media for news more than once a week, but only 12% reported inaccurate or misleading information

**Multiculturalism:**
82% agree that successful societies integrate people from different cultures
37% of youth travelled abroad and 39% met people from different cultures

## SOUTH AFRICA

**Sustainability:** Most important challenges for youth:
1. Unemployment (55.1%);
2. Food and water scarcity (35.7%);
3. Public Health (29.3%)

32% of youth are familiar with the SDGs
28% of youth encouraged others to reduce their carbon footprint in the past year
85% use social media for news more than once a week, but only 8% reported inaccurate or misleading information

**Multiculturalism:**
85% agree that successful societies integrate people from different cultures
20% of youth travelled abroad and 56% met people from different cultures

## SOUTH KOREA

**Sustainability:** Most important challenges for youth:
1. Climate Change (39.8%);
2. Inequality (30.9%);
3. Unemployment (27.7%)

18% of youth are familiar with the SDGs
17% of youth encouraged others to reduce their carbon footprint in the past year
75% use social media for news more than once a week, but only 11% reported inaccurate or misleading information

**Multiculturalism:**
82% agree that successful societies integrate people from different cultures
31% of youth travelled abroad and 18% met people from different cultures

## JAPAN

**Sustainability:** Most important challenges for youth:
1. Violent Conflict (37.4%);
2. Terrorism (31.8%);
3. Global Economy (30.8%)

21% of youth are familiar with the SDGs
8% of youth encouraged others to reduce their carbon footprint in the past year
64% use social media for news more than once a week, but only 6% reported inaccurate or misleading information

**Multiculturalism:**
78% agree that successful societies integrate people from different cultures
23% of youth travelled abroad and 19% met people from different cultures

## MEXICO

**Sustainability:** Most important challenges for youth:
1. Global Economy (39.5%);
2. Climate Change (36.9%);
3. Unemployment (34.3%)

39% of youth are familiar with the SDGs
28% of youth encouraged others to reduce their carbon footprint in the past year
87% use social media for news more than once a week, but only 12% reported inaccurate or misleading information

**Multiculturalism:**
93% agree that successful societies integrate people from different cultures
17% of youth travelled abroad and 38% met people from different cultures

## TURKEY

**Sustainability:** Most important challenges for youth:
1. Unemployment (37.6%);
2. Terrorism (36.8%);
3. Education (36.0%)

38% of youth are familiar with the SDGs
16% of youth encouraged others to reduce their carbon footprint in the past year
88% use social media for news more than once a week, but only 16% reported inaccurate or misleading information

**Multiculturalism:**
93% agree that successful societies integrate people from different cultures
28% of youth travelled abroad and 42% met people from different cultures

## U.K.

**Sustainability:** Most important challenges for youth:
1. Climate Change (40.2%);
2. Public Health (34.4%);
3. Unemployment (26.0%)

21% of youth are familiar with the SDGs
24% of youth encouraged others to reduce their carbon footprint in the past year
74% use social media for news more than once a week, but only 9% reported inaccurate or misleading information

**Multiculturalism:**
83% agree that successful societies integrate people from different cultures
29% of youth travelled abroad and 36% met people from different cultures

## RUSSIAN FEDERATION

**Sustainability:** Most important challenges for youth:
1. Unemployment (41.6%);
2. Public Health (36.3%);
3. Terrorism (29.7%)

29% of youth are familiar with the SDGs
7% of youth encouraged others to reduce their carbon footprint in the past year
87% use social media for news more than once a week, but only 6% reported inaccurate or misleading information

**Multiculturalism:**
88% agree that successful societies integrate people from different cultures
12% of youth travelled abroad and 21% met people from different cultures

## SAUDI ARABIA

**Sustainability:** Most important challenges for youth:
1. Unemployment (36.2%);
2. Public Health (30.2%);
3. Education (29.2%)

29% of youth are familiar with the SDGs
24% of youth encouraged others to reduce their carbon footprint in the past year
80% use social media for news more than once a week, but only 12% reported inaccurate or misleading information

**Multiculturalism:**
90% agree that successful societies integrate people from different cultures
29% of youth travelled abroad and 36% met people from different cultures

## U.S.A.

**Sustainability:** Most important challenges for youth:
1. Climate Change (32.3%);
2. Public Health (31.7%);
3. Unemployment (27.4%)

23% of youth are familiar with the SDGs
25% of youth encouraged others to reduce their carbon footprint in the past year
74% use social media for news more than once a week, but only 12% reported inaccurate or misleading information

**Multiculturalism:**
87% agree that successful societies integrate people from different cultures
18% of youth travelled abroad and 43% met people from different cultures