
"YOUTH TALKS"
Ready to learn from you
An initiative of
HIGHER EDUCATION FOR GOOD
TOWARD SUSTAINABLE FUTURES

HIGHER EDUCATION FOR GOOD
TOWARD SUSTAINABLE FUTURES

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YOUTH TALKS

READY TO LEARN FROM YOU

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EXECUTIVE SUMMARY

Youth Talks

Introducing the world's largest youth consultation

Youth Talks is the largest-ever global consultation inviting people aged 15-29 to share their opinions, concerns and aspirations for the future. Launched in 2022, the project was initiated by the Switzerland-based Higher Education for Good Foundation, whose goal is to support higher education institutions in transforming their programmes for a more sustainable future. The project uses state-of-the-art A.I. technology to analyse responses, enabling participants to answer open-ended questions in thoughtful, nuanced ways and distilling vast amounts of shared content into rich, comprehensible and actionable insights.

Depending on the continents, regions, countries, communities or socio-economic categories they belong to, young people have different expectations, ambitions and needs. The Youth Talks Online platform allows young people to express themselves through written contributions, voice recordings and image uploads. This multi-faceted, multi-media approach encourages diversity and inclusion by broadening the initiative's reach and proximity.

Youth Talks is the first consultation of its kind in terms of methodology and results. This first edition has already received approximately 1,000,000 contributions from more than 45,000 young people in 212 countries and territories. Today, the initiative engages with more than 55 partners, including the UN-supported Principles for Responsible Management Education (PRME), as well as top universities, world youth organisations, and political institutions. The new Youth Talks Ambassadors Network includes 2 300 young people from every region of the world who actively support and promote the project in their communities.

Youth Talks in numbers

Outreach

57 M unique reach

212 countries & territories

Engagement

45 000 participants

2 300 ambassadors

55 partners

Insights

929 000 contributions

404 000 unique quotes

1 374 audios

764 pictures

Key findings

1. Diverse voices, shared concerns

Youth Talks used open-ended questions to draw out what is really on the minds of young people. This showed that there is no single "voice of youth", but rather a richly diverse spectrum of beliefs and ideas. Each query posed by Youth Talks yielded over 100 to 140 distinct perspectives. Even so, there was significant common ground and shared beliefs, especially within the same geographical region.

2. Values & virtues

One dominant theme surfaced by Youth Talks is the emphasis young people are placing on understanding, debating, and prioritizing values and virtues. They want this to be core to the education they receive, which is quite different from what they are currently getting. The young people speaking through Youth Talks are challenging today's educators to transform what they teach, to focus on the need to relearn how to live together, and interact harmoniously with each other. Not that traditional core disciplines no longer matter; but the urgency in learning now seems to be elsewhere for young people. This desire was expressed all over the world, with the notable exception of China.

3. The west vs. the rest of the world

Youth Talks found a clear and significant divide on some key issues between young people in the West and their counterparts in the rest of the world. Western youth appear more anchored in material concerns, those elsewhere seem driven by fears of unfulfilled dreams and unmet aspirations. Their financial situation is the primary worry of young people in the West: around one-third of Western participants mentioned it as their priority, compared with only one-tenth of the participants elsewhere in the world. Western young people also seem less prepared to give up material comforts to enable broader social progress: 25% of them mentioned it as something they were not willing to abandon, compared with under 5% of participants elsewhere. Young people outside the West worry more about having to give up on their ambitions, their identity, or their family and loved ones.

4. Give peace a chance

When Youth Talks asked how they would like the world to be in the future, the top priority of young people everywhere was peace. The environment comes later, especially in certain regions of the world such as Africa and South America. They desire fewer wars, less violence, and more harmony. When asked, in mirror image, what worries them most about how the world might be in the future, war and armed conflict also rank high, second only to a deteriorating environment.

5. A generation ready to make sacrifices?

Although Young people seem prepared to sacrifice a lot to ensure that society progresses in the direction they want, Youth Talks revealed significant disparities in how much, and what they are willing to relinquish. In Europe, though 40% of participants expressed a willingness to curtail their material consumption, 28% firmly resisted the idea of such a sacrifice. These tensions within our society are important and cannot be ignored by decision-makers.

Youth Talks can change the world

This consultation provides a rich snapshot of the aspirations, hopes, and beliefs of young people around the world. Our hope is that leaders in every part of the world will take note, and draw on these insights as they make decisions.

In addition to the Youth Talks survey, the Higher Education for Good Foundation has also launched an initial outreach phase to engage survey participants more deeply. The new Youth Talks Ambassadors Network already includes 2,300 young people from every region of the world.

EDITORIAL

Marine Hadengue,
Director of Youth Talks

Seventy-six percent of the leaders of tomorrow—today's youth—think that the older generations either don't know or are deliberately ignoring their vital interests[1]. A prime example is how the COVID-19 pandemic was managed in developed economies: most of the measures taken were in favor of older people, often sacrificing the needs of the young.

Looking beyond this, there is no doubt that **our societies have become increasingly polarized in the last ten years**, accentuated by profound disagreements over a large number of issues: environmental protection, globalization, new technologies and their impact, social welfare, well-being in the workplace or the fact that even though poverty is globally falling, inequalities are largely increasing.

Yet if we are to find solutions to today's big challenges, such as climate change, loss of biodiversity, and health and migration crises, **we have to learn to listen to each other again, to reestablish dialogue, and find a way to live together**.

We, the human race, must therefore find ways of working together without delay, or, at the very least, find ways of moving collectively in the same direction, in order to reduce or eradicate this suffering. The polarizations currently splitting societies in general, and the different generations in particular, are harming us. We have to find a way to bridge the generation gap.

1. n=683 Leaders of tomorrow; n=300 Senior Leaders
Nuremberg Institute for Market Decisions & St. Gallen Symposium:
Voices of the Leaders of Tomorrow, 2022.

And it is precisely this kind of collaboration between creative, optimistic young people and not-so-young people with expertise and experience that will prove to be a vital tool in dealing with the size and complexity of the crises already upon us, which will only grow still further in the years to come.

So how can we restore a permanent dialogue? **The younger generations are the future of humanity. They are the people who will initiate the greatest changes in a world turned upside down by our past actions.** But who exactly is this younger generation, whose interests are still being ignored, whether deliberately or not? What are their needs? How can we best support them?

What are the false ideas that still hold a predominant place in the discourse of our leaders? On which mutual responsibilities should we be refocusing in order to improve our collective action? And, above all, **how can we ensure that this generation can express itself freely, without imposing on them the thoughts or paradigms of another era, and yet still pick up the messages it wants to send?**

Youth Talks was created precisely to address this challenge. It was initiated by the Higher Education for Good Foundation, whose ultimate goal is to help higher education institutions transform their programs in order to foster a more sustainable future. **Youth Talks is the largest worldwide youth consultation ever conducted, in terms of participants, contributions, and countries involved.**



We invited everyone between the ages of 15 and 29 to share their opinions, concerns, and aspirations for the future by answering a series of open-ended questions. By using this format, Youth Talks did not impose a selection of predetermined answers, and participants were not forced to fit into boxes but were instead **free to express their ideas**.

For "the youth" is a diverse patchwork of young people, and all must be heard, in all their entirety and complexity. Depending on their continent, region, country, community or socioeconomic category, these communities of youth are all characterized by their different aspirations, worries and needs.

To encourage diversity and inclusion, the Youth Talks platform allows young people to take part by means of **written contributions, voice recordings and image uploads**. And to broaden its reach and proximity, Youth Talks also filmed around a hundred **interviews** all over the world. The young people who generously and spontaneously agreed to answer our questions during these unprepared, filmed interviews, gave us the great gift of sharing their thoughts and ideas with us with complete sincerity.

Just a few years ago, we would not have been able to make these methodological choices, as the technology for analyzing such comprehensive and complex data formats was not available. But we have been able to open up the field of possibilities for the first time and let these youth express themselves freely thanks to the development of **advanced artificial intelligence tools like semantic and lexical analysis and, in some cases, generative AI**.

Youth Talks was conducted **on a global scale in several languages**, including French, English, Spanish, Arabic, Portuguese and Chinese. It is the first initiative of its kind in terms of both the methodology used and the results obtained. This first edition collected around **1 million contributions** from over **45,000 young people** from **212 different countries and territories**.

We were not sure that we would be able to achieve such a result when the project was first launched, early in 2022. The path was strewn with pitfalls and doubts, but despite it all, today Youth Talks has more than **50 partners** and **2,300 young ambassadors**, all actively supporting and promoting the initiative in their own communities. We therefore wish to thank them most warmly, as without them none of this would have been possible.

Thus it is with a sense of great pride and, above all, of gratitude and responsibility to the commitment of all these youth, that we invite you to read this first Youth Talks report. However, the wealth of data collected in the context of this initiative means we must also be extremely humble: we know that an exhaustive analysis will require the expertise of specialists from all over the world in a range of different disciplines. For this reason, we have not tried to interpret or extrapolate our data without their help. As a prelude to the long-term work to be done over the coming months, this report is intended to serve as **an initial descriptive preview of the data collected**. We are therefore reaching out to any researchers or experts who may be interested in helping us to conduct a deeper analysis of this data.



HIGHER EDUCATION FOR GOOD
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ABOUT THE HIGHER EDUCATION FOR GOOD FOUNDATION

The Higher Education for Good (HE4G) Foundation is a nonprofit organization created to help institutions of higher education transform their curricula to meet the needs of the 21st century, more specifically by giving young people the means to address the pressing global challenges of our times.

HE4G's role is to help our partners better understand what young people want, through the results of our first initiative, Youth Talks, and to think about how this demand could be incorporated into their internal educational expertise so they can design programs offering both a high academic level and powerful and innovative new approaches to education.

By working in close collaboration with our partners, HE4G hopes to learn valuable lessons about how educational programs might be modernized. This knowledge will be compiled in a curriculum redesign hub housed at the foundation that will be a core part of a broader initiative to drive change in higher education well beyond the initial network of partners.

« While the youth are a central concern for numerous businesses, institutions, organizations and other actors, few of them attach much importance to what they have to say when making major decisions or are prepared to listen to them in all their diversity and complexity. With Youth Talks, the HE4G Foundation chose to go against conventional surveys and consultations by offering young people the opportunity to share their dreams and expectations, and the limitations they face regarding their future, without censorship. We thus commit to promoting young people's voices, not just to institutions of higher education, but also to all actors in society, both in France and abroad, so that their voice may become a true lever for change. For, if we are to change our world and create fairer, more inclusive and sustainable societies, absolutely everyone must be involved—including the younger generation. »

Alice Guilhon, chairperson of the Higher Education for Good Foundation.



The trends emerging from this first snapshot **are astonishing in terms of both the diversity and the very nature of the contributions these communities of youth have made**. Far from all the preconceived ideas held about this generation, the first results appearing in this report show how limiting closed question surveys are in terms of the depth and breadth of information obtained. They also demonstrate **the breadth and salience of the dissensus characterizing our societies, revealing a polarization and a need to find a common set of values and virtues, without which collective action will continue to be difficult**.

Nevertheless, in a surge of hope for the future, these initial results bring **a few possible answers to the question of what the youth need and what tools we might be able to provide, through education, to help them find meaning in their lives, live more harmoniously** and thus together try and meet the challenges of our time.

Youth Talks provides a special place for the youth to express themselves, and will continue to give the younger generations of the world somewhere to exercise their right to free speech. But we want to take things one step further, and **Youth Talks, therefore, also has another mission, which is to turn what these communities of youth have shared with us into a resource available to the various stakeholders in our societies who are working for a more sustainable future** (educational institutions, youth organizations, governments, businesses, media, and the general public), so that they can hear what the youth have to say.

Call for researchers

This report offers a preview of what Youth Talks tells us. We hope that researchers will be keen to make the most of the unique opportunity provided by the wealth of data we have collected, and through their work help to build a future that meets the expectations of the today's youth.

The valuable information we have collected must be fully incorporated into the major decision-making processes and actions of our time. This will be complex work and we would like to invite anyone interested in taking part to come and join the adventure. Our thanks to you all!

I hope you enjoy reading this report!

Marine Hadengue, Ph.D.
Executive Director
Higher Education For Good Foundation

bluenove
opening organizations:

METHODOLOGY AND TECHNOLOGY PARTNER

From the very beginning of our project, we sought out partners who could help us to **amplify the voice of young people**. In this respect, we were particularly excited to collaborate with bluenove, a pioneering consultancy in **massive collective intelligence** operating in the field of **civic tech**. bluenove offers innovative **technological and methodological solutions** to co-create solutions to the most pressing problems of our time with the largest, most diverse group of people possible.

Youth Talks opted to use bluenove's methods and technologies, guided by our belief that **collective intelligence can guarantee freedom of expression and give everyone a voice, irrespective of status**. Our common aim of facilitating the design of new educational models based on collective intelligence, with the specific involvement of the youth, further strengthened our collaboration.

Together, we have been able to use the Assembl platform to **deploy bluenove's multimodal consultation technology**, which enables the **collection of contributions in a variety of formats: written, audio and photos**. Thanks to its **expertise in large volume semantic analysis**, bluenove was able to analyze the thousands of contributions we received.

In addition to this analysis, bluenove played a key role in **creating and mobilizing our community of ambassadors**, and transformed the words of all these communities of youth into a useful, comprehensible collective intelligence that could, moreover, be easily shared. They also helped to create retrieval tools that will be used by young people, the general public, partners and researchers.

We hope that **the data, analyses, repositories, data base, topic-based reports and online consultation** will go on to make Youth Talks a benchmark platform for expression used by the youth everywhere.

We would like to express our most profound thanks to all the teams at bluenove. Their passion, commitment, and conviction played a large role in making the first year of Youth Talks successful.

From the early days of the project, we were very keen to **make sure that all the young people who joined us in our project and took part in the consultation were visible, tangible**. To realize this desire, **we got together with 20 Questions to the World, an organization that travels the globe, capturing** the life stories of people they happen to meet along the way, and then using these video interviews as a way of sharing all these different voices with the rest of the world.

This collaboration resulted in **80 videos, all interviews with young people aged 15 to 29 from a wide range of geographic locations and social backgrounds**, answering the questions of our consultation without any preparation whatsoever.

These candid moments capture the rich, raw, lively voice of the youth, who are both clear-eyed and full of hope for the future that awaits us. Thus, 20 Questions to the World gives us a window on the world, showing us that there are still young people out there who are ready to fight for a better future, despite a general climate of anxiety and all the problems we encounter in our daily lives.

We would like to extend our grateful thanks to 20 Questions to the World for their incredible work and their enthusiasm for our project!

Youth Talks

AN UNPRECEDENTED INITIATIVE

Youth Talks is today the largest youth consultation ever conducted, with more than 45,000 participants from 212 different countries and territories, and nearly a million ideas shared. The endeavor required courage and a great deal of work on the part of all the stakeholders who contributed, in one way or another, to the project's success.



The Youth Talks mission: to transcend traditional borders and give the youth worldwide a special place to express themselves and make their voices heard

Youth Talks gives the younger generations the right to speak freely. Youth Talks provides a service of public interest that benefits the whole of every society, and its mission is to make the voices of the youth echo out around the world, thereby ensuring that they are both heard and taken into account by the organizations and decision-makers that shape our societies.

Youth Talks, therefore, gives the youth a place where they can express themselves, and tell the rest of the world what they really care about, without being confined inside existing models or a single way of thinking. **The questions they are asked on the platform are open-ended questions, with no predetermined answers to choose from and no preexisting paradigms—which might already be outmoded—to confine them.** Moreover, there are many different ways to take part (written contributions, voice recordings or image uploads), and this too fosters diversity and inclusion.

But Youth Talks has another mission too: to process what these communities of youth say in such a way as to enable this valuable information to be fully incorporated into actions undertaken by the various stakeholders in our societies who are working to bring about a more sustainable future. **Youth Talks, therefore, uses cutting-edge artificial intelligence tools to digest this information and make it comprehensible to those stakeholders who are in a position to meet the needs and demands of the youth.** This is why Youth Talks produces a range of different deliverables that are adapted to suit the language and realities of these various stakeholders, be they educational institutions, youth organizations, governments, businesses, media or the general public.
This report is one of those deliverables!

Youth Talks, 2022-2023 edition

A questionnaire with a special focus on multi-modal communication and multilingualism

Over a number of months, from autumn 2022 to spring 2023, **youth from all over the world, between 15 and 29 years of age**, were given the opportunity to take part in the Youth Talks consultation on the https://youth-talks.org platform, which was available in English, French, Spanish, Portuguese, Arabic, and Chinese[2].

They were offered two ways of sharing their contributions:

- **Individually**, by responding to the consultation online (with written responses, voice recordings or images)
- **Collectively**, by taking part in one of the activities organized by the Youth Talks ambassadors (see inset, "The Youth Talks ambassadors")

2. The data in this report comes from contributions received between October 14, 2022 and May 22, 2023, although the platform has remained open ever since and contributions can still be made.

The Youth Talks ambassadors

From October 2022 to May 2023, nearly 2,300 young people volunteered to be ambassadors for Youth Talks. Their role was to talk about the initiative with their families and friends as well as to their community (academic, organizational, professional, etc.), encourage young people to take part, and organize activities that would offer more participatory ways of contributing. Throughout the consultation, the ambassadors were able to access tools that would help them promote the initiative, lead activities, and then report back on them. They also had a special discussion channel where they could get together and talk to each other and to members of the project team. Online training and feedback sessions were also organized. In just a few months, a solid community of actively engaged young people from different countries was built, going on to play a significant part in reaching thousands of people all over the world.









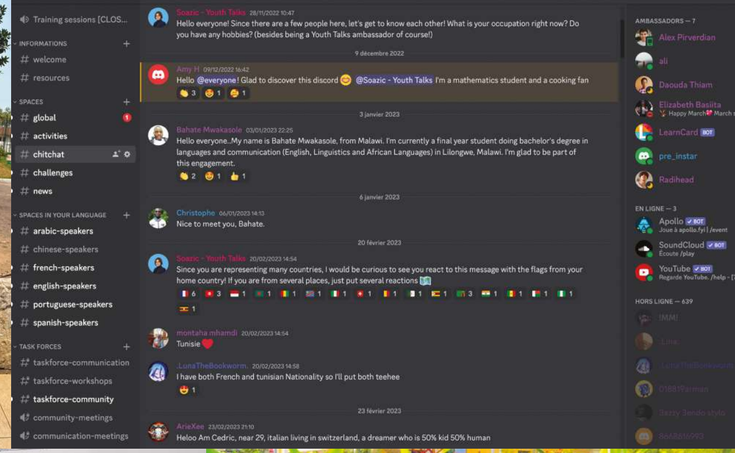














Irrespective of the angle from which you approach the project, of one thing there is no doubt: Youth Talks is an innovative, inclusive, and totally unique concept, and has been ever since its very earliest inception.

Whereas conventional consultation projects tend to use primarily single or multiple choice questions, Youth Talks was designed to do just the opposite and exclusively used open-ended questions. Why did it opt for open-ended questions? To make the consultation a space where the youth could express themselves freely and independently, understanding and responding to the various questions each in their own way.

Participants were asked a number of open-ended questions, thereby giving them an opportunity to talk about their aspirations and expectations for the future, the challenges we are preparing to face, and the role they hope to play. More specifically, the questions related to their hopes and fears, the things they would be prepared to give up (or not), and what they should be taught both at school and in life if this hoped-for future were to be achieved. The questions were set by the foundation's Scientific Committee and the consultation project team.

In the summer of 2022, the questions were tested by 49 young people, who answered them in the various languages used for the consultation (English, French, Spanish, Portuguese, Arabic, and Chinese), to ensure that they were comprehensible and that the resulting contributions met the Scientific Committee's expectations.

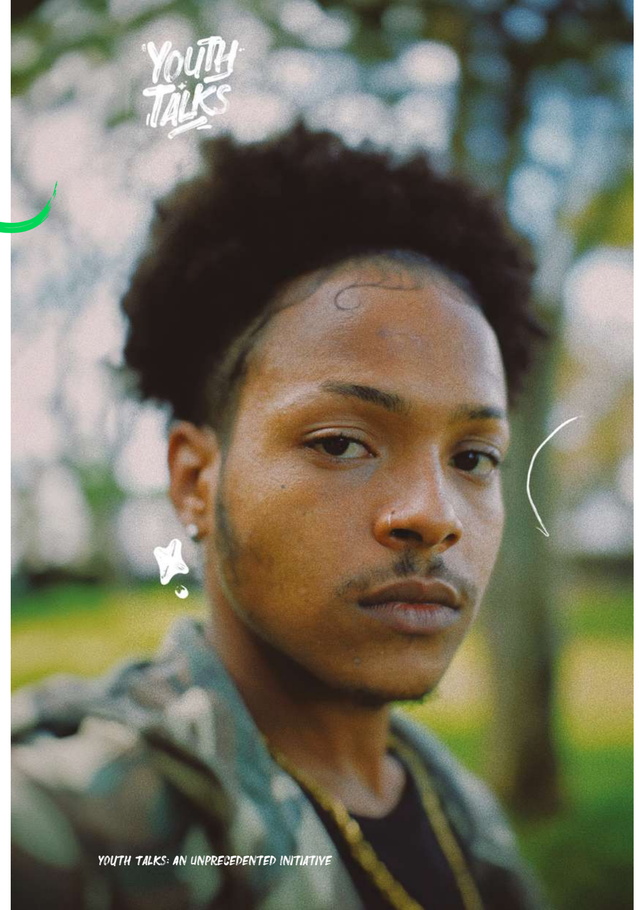
The feedback provided by these tests helped with reformulating the questions when necessary and drafting clear instructions to accompany the questions.

For further details about the methodology used to collect and analyze the data, please see the methodology note.

The final version of the questions used for the consultation are as follows:

1. **When I think about the future, what I wish… for myself**
2. **When I think about the future, what I wish… for the world (others, society, planet…)**
3. **When I think about the future, what worries me… for myself**
4. **When I think about the future, what worries me… for the world (others, society, planet…)**
5. **What collective issues do we need to address to build the future I want?**
6. **To build this desired future, I would be ready to give up:**
7. **On the contrary, I would not be willing to give up (habits, lifestyles, values…):**
8. **Why?**
9. **To build this desired future, what we must all learn (knowledge, skills, behaviors)… at school is:**
10. **To build this desired future, what we must all learn (knowledge, skills, behaviors)… in life is:**
11. **What question would you like to ask young people around the world?**

Regarding participation, we should note that photo contributions were mainly portraits, particularly selfies, plus a few symbolic images. Participants used the photo uploads to make their participation visible in a way that went beyond just written contributions.



Bonus: validated research questionnaire on empathy

As addition to the Youth Talks exploration based on open-ended questions, we also wanted to provide an additional opportunity to enrich our understanding of the younger generation. We have made available a closed question questionnaire about empathy for quantitative researchers and other interested stakeholders. This tool was offered to young people who wanted to take their participation further, giving them a chance to express their points of view and experiences in a more detailed, nuanced manner.

The topic of empathy was not chosen for this questionnaire purely by chance. Empathy is a key skill when it comes to navigating our increasingly interconnected and diversified world. It fosters mutual understanding, facilitates cooperation, and supports conflict resolution. Furthermore, at a time when we are having to face challenges like climate change, social inequalities, and political polarization, empathy—the ability to feel and understand the experiences of others—is more pertinent than ever before. It can help to awaken a sense of shared responsibility and encourage actions that are in everyone's interest.

To guarantee the rigor of our empathy survey, we chose to use a validated research questionnaire, the Interpersonal Reactivity Index. Using this standardized tool offered a number of advantages. Firstly, it means that our results can be compared with other studies that use the same instrument. Secondly, it makes interpreting the results easier, as the aspects of empathy measured are well defined and widely recognized in the research literature. Lastly, the fact that it is a validated research questionnaire means that our data can be used more easily by other researchers who want to include it in their own qualitative publications.

For further details about the questionnaire and its analysis, see the methodology note and the special section in the body of the report.

Accepting the challenge of worldwide inclusivity: quite a technical feat

From a technical point of view, there is no doubt that the Youth Talks initiative is quite unique. **The software used to collect the responses was specially designed for the project: it took three months to develop and required input from committed specialist product and technical teams.** The project needed to meet three specific requirements, something that was not without its difficulties: first of all, **the various different functions used to collect the contributions needed to be accessible and simple, otherwise it would not be fully inclusive**.

The second challenge concerned software performance, particularly its ability to manage large numbers of simultaneous contributions. **When the project launched, for example, the software needed to be able to handle 15,000 users at the same time, all over the world, via a single point of access: a direct link to the consultation.**

Thirdly, **the project's multilingual nature necessitated the creation of a questionnaire interface that could handle languages with different characters, such as English, Arabic, and Chinese**. Throughout this preparatory stage, the development teams remained committed and motivated, despite the fact that the work took place in the height of summer.

Another aspect in which Youth Talks is unique lies in the way the young people reacted to our consultation, including from a linguistic point of view. **As we collected the contributions, we noticed that some young respondents answered in their native language, even when it wasn't one of the project's six official languages.** For example, we received contributions in Lao, Khmer, and Filipino as well as other languages spoken in Asia.

To include these contributions in our final analysis, we used various machine translation algorithms from Google Translate and DeepL. This resulted in **three key learnings**:

1. The young volunteers simply **tore down the language barrier**
2. The maturity of online translation technologies means that we can **analyze and include all the contributions we receive**
3. **Anyone and everyone can now take part in international initiatives irrespective of their ability to read and write in English or any other official languages.** This information further supports the importance of inclusion when it comes to plans and provisions targeting the youth.



Assembling a mosaic of specialist skills and expertise: the driving force behind Youth Talks

To meet all the complex challenges of the Youth Talks initiative, which extends beyond borders and addresses an extremely diverse audience of today's youth from a wide range of backgrounds, it was of paramount importance that we call upon a wide range of experts to secure its early success.

Every aspect of the project required specific expertise, from project management to technology, consultancy, partnerships, communications, and fundraising. Such a multi-skilled team was crucial to navigating the project's many different dimensions and ensuring that it was carried out efficiently and successfully.

We therefore called upon people skilled in designing and developing digital platforms, and more specifically, in web code and semantic analysis technologies. All the project managers involved were made aware of the importance of inclusion and accessibility. The consultancy department consisted of experienced and senior staff familiar with massive international consultation projects (i.e., over 10,000 participants) targeting citizens and young people.

Another competency required on the team was communications. We called upon experts specializing in social media advertising, community management, content writing, and global communication to ensure that the consultation would continue to engage the youth, our ambassadors, and our partners, for more than six months.

Because Youth Talks is much more than just an online consultation—it is:

- **a multimedia, multilingual online listening space**
- **a communication ecosystem focusing on the concerns of today's youth**
- **a civic example of international inclusion**

Latest generation semantic analysis protocols

The contributions of all those taking part, whether individually or collectively, were collected and analyzed using the Assembl technology developed by bluenove, a French technology and consulting company specializing in massive collective intelligence. This solution, which uses Natural Language Processing (NLP) and semantic analysis technologies, can classify written contributions into semantic units, thus providing a partial analysis of the data, which is then completed by professional analysts.

To process the huge diversity of the young people's ideas, bluenove's technical team established an iterative process to optimize the performance of the semantic analysis. Supported by the expertise of Eric de la Clergerie, Director of Research and Development in Automatic Language Processing at bluenove and member of the Almanach Laboratory at the French Institute for Research in Computer Science and Automation, the protocol was regularly updated to improve classification markers, modify processing stages, adapt the number of clusters, incorporate keyword automation, and more besides.

The bluenove teams incorporated various analysis protocols, using for example Microsoft Azure's Vision algorithm for image recognition and the AWS Transcribe algorithm to convert recorded material into written text and taking advantage of the latest advances in generative artificial intelligence to test new methods of analysis, such as OpenAI's embedding model and ChatGPT 4 for automating repository titles. Two of the questions, which together generated over 45,000 contributions, could thus be analyzed in more detail by using Generative Artificial Intelligence (GAI).

A task force with bluenove analysts and members of the Youth Talks Scientific Committee was set up to stabilize the analysis repository for each question. The repository stabilization process was defined by borrowing cross-validation best practices from qualitative research and principles of first- and second-order coding adapted to the context of clustering. Considering the innovative nature of the analysis conducted, such a task had never been performed before. The members of the Scientific Committee and the bluenove analysts had to establish a suitable methodology, involving the creation of a naming convention that would ensure consistency in formulating semantic themes across the various questions.

For further details about the methodology used to collect and analyze the data, please see the methodology note.



The initiative's

STAKEHOLDERS

The founding members of Youth Talks

We are deeply grateful to our founding members. Their vision, commitment, and dedication were crucial to making the Youth Talks consultation a reality. This project would not have been possible without their financial support, global network, and determination to promote the importance of giving the youth a voice.

Their trust in our initiative has enabled us to build a bridge between decision-makers and young people all over the world, creating a space for meaningful, constructive conversation. Thanks to them, we were able to reach a diverse audience, transcending frontiers, cultures, and academic disciplines.

Their contribution went far beyond the financial aspect. They also devoted time, energy, and resources to promoting the project, actively encouraging young people to take part and helping us to reach a wider audience. Not only did they believe in our cause, they also took practical steps to ensure its success.

We are therefore deeply grateful for their investment and their belief in the power of talking to the youth. Their support enabled us to amplify the voices of younger generations, to make their hopes and fears heard, and to further advance the dialogue on issues that are crucial to the future of our world. Thanks to them, we can honestly say that Youth Talks has achieved its objective, and, for that, we would like to extend our most heartfelt thanks!



With 10,000 students of 130+ nationalities and 57,000 graduates across 145 countries, SKEMA Business School is a global research and higher education institution that trains talents committed to effecting sustainable transformation around the world, through seamlessly interlinking human-centric, management and data disciplines within global contexts, settings, and frameworks.

Multi-accredited, the school is recognized worldwide for its research, its 70+ programs of excellence, and its international multi-site structure in six countries: Brazil, Canada, China, France, South Africa, and the USA.

Born of SKEMA's vision and ambition to contribute to the global societal transition, Youth Talks was created by SKEMA with the support of several academic partners.

Embracing a global youth consultation aligns with our mission to cultivate forward-thinking leaders who understand the complexities of a diverse world.

Our world is rapidly evolving, and the voice of youth is the driving force behind shaping a better future for all.

By reaching out to youth on a global scale, we unlock invaluable insights into their diverse perspectives, dreams, and challenges across cultures and societies.

This observatory will serve as a crucial platform to amplify the youth's concerns and ideas, enabling policymakers, educators, and communities to make informed decisions and tailor initiatives that address their unique needs.

With Youth Talks, we strive to empower a generation that is not only well-informed but also actively engaged in shaping the future.

To be a better school for the world», that's Audencia's purpose underlying our strategic plan. It was thus obvious for us to participate in this collective momentum around the Youth Talks project by giving an echo to the voice of young people. Co-construction has always been part of our DNA, listening to all stakeholders is key to build a desirable and sustainable future.

The results of this very first edition of Youth Talks are invaluable in nurturing our thinking. Aware that they are at a turning point in history, young adults are questioning our collective values and virtues, and calling for new, more sustainable models in a world where peace is more and more under threat. As schools, we have a crucial role to play in shaping the way young people relate to the world, and in helping them to understand the key role they have to play in it.

Mue par une vision et des valeurs communes l'Agence Universitaire de la Francophonie s'engage aux côtés de la fondation Higher Education for Good.

Parce que l'éducation est le plus puissant espoir de changer le monde, ensemble concevons des modèles d'enseignement supérieur fondés sur une consultation mondiale offrant à la jeunesse les moyens d'impulser une transition vers une société plus durable.

The AUF – "Agence Universitaire de la Francophonie" is the largest worldwide organization of development by higher educational and research establishments, with more than 1,000 member universities on every continent in some 120 countries. AUF promotes more specifically science in French.

As a next-generation university, Concordia University is committed to emerging fields, prizes innovation and cross-pollination among disciplines while remaining open, accessible and engaged. In the service of young people on their academic journeys, Concordia establishes synergistic partnerships that align with our values while adding to a robust student experience. That's why Concordia is a proud founding member of Youth Talks.

Ranked the top university in Canada under fifty years old and one of the most international, Concordia has envisioned the future of higher education to benefit its nearly 52,000 students. Whether it's our commitment to offering each student at least one internship or research commercialization through start-up incubators, Concordia is dedicated to helping young people achieve their full potential.

In 2022 EADA was asked to join as a founding member of the Higher Education for Good Foundation, an independent organization focused on developing and promoting new models of higher education for a sustainable society. We did not doubt for a single moment to join the initiative. Today, more than 32 educational and corporate partners support this initiative to give young people this voice. Because the education of our young people today means the generations of leaders who will guide the world tomorrow. A world that we want to be based on principles based on ethics, responsibility, innovation, sustainability and profitability.

Youth Talks, the first worldwide initiative of the foundation, is the largest global consultation that provides answers to all who are involved in offering a quality and up-to-date education model. More than 33,000 young people from all over the world have participated in this consultation, over 550,000 contributions, more than 2,300 ambassadors and no less than 209 countries. In Spain, more than 1,000 young people have also participated as well. This report is a gift to all of us who want to make education the best tool to achieve a better and more sustainable world.

As a European business school that brings together more than 100 nationalities from around the world, ESCP is committed to delivering world-class programmes that educate purpose-driven leaders who will have a positive impact not only on business, but more importantly, on society and the planet.

In addition to the needs of business, it is therefore crucial to take into account the aspirations of the world's future leaders and citizens. This is the only responsible way to meet the challenges of the VUCA world in which they will live.

At TBS Education, we recognize the pressing challenges faced by today's youth. We joined Youth Talks as a founding member to amplify the voices of the young generation, understanding their aspirations and challenges. Our commitment to 6,000 students in France, Spain and Morocco drives us to co-create a sustainable future, ensuring they are equipped to shape tomorrow's world.

"Youth Talks embodies our belief in the transformative power of higher education. By listening, exchanging, and raising awareness for the awakening of consciences and collective well-being, we envision a world where education transcends boundaries, fostering global harmony and sustainable living. Together, we shape the future."
Stéphanie Lavigne

Our partners

We also wish to express our profound gratitude to all our partners for their help in making the Youth Talks project such a success. Your valuable support was an essential part of our success.

Each partner had their own unique, important role to play, helping us to reach young people from many backgrounds. Sharing our messages on social media, organizing events or discussion forums, mobilizing ambassadors or simply using your influence to raise awareness: whatever you chose to do, you helped to give young people a voice. Your efforts made it possible for their hopes, concerns, and ideas to be heard. By working with us, you showed your commitment to empowering the youth and the importance of ensuring their voices are included in the global conversation.

And for that, we are deeply grateful to you. Your contribution had a significant impact on the success of Youth Talks, and we look forward to continuing our collaboration to further amplify the voice of the youth.

Academic institutions

CEPI
FDC Centro Social Cardeal Dom Serafim
Georgia Tech
HEC Montréal
INDIRA
iscte Business School
查理・洛克菲德学院 VINDU - CHARLIE LAKEFIELD COLLEGE
Université Laval
LearningPlanet
Rennes School of Business Unframed Thinking
UR Rabat Business School
Universidad de Piura
Université Côte d'Azur
Universidad de Sevilla 1505
Universidad Panamericana
Loyola University Chicago — Preparing people to lead extraordinary lives
UWC

Technology partner

bluenove — opening organizations:

Global institutions

The Club of Rome
FEE
Organisation Internationale de la Francophonie
Europe
University Global Coalition
PRME Principles for Responsible Management Education — an initiative of the

International youth organizations

CCFU — For Young People
GOODWALL
INAGLOBE
International Youth Foundation
Junior Achievement
live for good
SCOUTS — Creating a Better World
Way — World Assembly of Youth
WorldYouthSummit.org

Education partners

AUF
cdefm — Conférence des Directeurs des Écoles Françaises de Management
Le Cercle des économistes
Conférence des Grandes Écoles
moodle

Non-for-profit partners

20Q
One Tree Planted

Media partner

l'Etudiant

Regional student associations

ASEAN Youth Forum
AASU
Association of Indian Students — AIS
YM Africa — Youth Employment Initiative
ESU — European Students' Union
SKEMA Conseil — Le Réflexe Junior-Entreprise
SKEMA Consultoria Jr — Brasil

A special mention for our partners who went the extra mile

All our partners played a key role in making this project possible and making it effective. Nevertheless, there are some who stand out for their exceptional commitment and dedicated efforts to promote the initiative. These partners exceeded all expectations, not just by supporting the project but by taking significant steps to raise young people's awareness and encourage them to participate.

These partners worked relentlessly to increase the number of participants, something that contributed significantly to the scope and impact of our consultation. Their innovative actions, determination, and enthusiasm played a decisive role in the success of Youth Talks.

It is therefore with profound gratitude that we wish to honor these particular partners, in order to acknowledge and appreciate their substantial contribution. Their remarkable efforts are truly deserving of our gratitude, as, without them, Youth Talks would not have had the same impact.

We celebrate their commitment and achievements, and hope that their efforts will inspire others to get just as powerfully involved in future editions of the consultation.

All-Africa Students Union has played a key role in recruiting ambassadors in Africa. The majority of our ambassadors are young people from the AASU community. They also gave us the opportunity to speak during their session at the Learning Planet Festival. Their communication strategy was based on social media posts, as well as workshops and interventions organized in schools and on the radio.

The school was a key partner in spreading the word about the consultation in Morocco. They communicated on their social media, organized an Instagram contest, recruited ambassadors, involved professors, organized micro sidewalk sessions, and interviewed students and members of the school.

Indira Group of Institutes was a valuable partner in disseminating the consultation in India. Thanks to the involvement of teachers, over 2,000 students took part in the consultation, many of whom decided to get more involved by becoming ambassadors.

JA Worldwide was a key partner in spreading the word about the consultation on the international stage. They set up numerous actions, such as:

- A pop-up displayed in the alumni section of their website
- Youth Talks teams participated in their "Youth Voices" Instagram live to talk about the youth consultation and encourage young people to take part
- Newsletter sent to staff
- Youth Talks highlighted at their physical and online events
- Ambassadors recruited from the Academy of Former Executives

Université Côte d'Azur implemented numerous actions to encourage young people to take part in the Youth Talks consultation. They created a communications plan that guided their actions for several months:

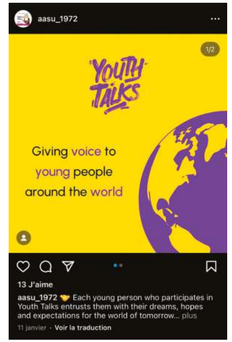
- "Partenariat Université Côte d'Azur x Youth Talks" posts shared on social media
- "A la Une" newsflash thumbnail featured on Instagram + competition held
- News item featured on the university's web portal
- Display shown on dynamic campus screens
- Communication kit sent to the communication network + distributed through their channels and events for the duration of the campaign
- Consultation promoted at "The night before Christmas" student party
- Email with incentive sent for Youth Talks ambassador program
- Information shared with the Executive Committee and Student Experience Departments (DVU, UCArts, ICE)
- Press release created and distributed
- Banner display included in the Orientation newsletter

Vindu-Charlie Lakefield College played a major role in spreading the word about Youth Talks in China by involving teachers and recruiting ambassadors.

They organized a large gathering that brought together the six Chinese partner schools. During this event, our 35 Chinese Youth Talks ambassadors gave a presentation on topics close to their hearts such as education, the environment, and Chinese culture. These 35 motivated young people were also rewarded for their commitment to promoting Youth Talks in their communities.

We were honored to attend a ceremony with traditional Chinese dance and a tea-making demonstration.

We would like to thank the other Chinese partner schools behind this event: Yangzi High School affiliated with Nanjing Normal University, Haimen Middle School, Changzhou No. 2 High School, Zhongnan High School, Shuren School of Yangzhou High School Education group.





The scientific committee

The Youth Talks consultation would have been very different without the inestimable contribution of the Scientific Committee. This committee played a key role, advising the Youth Talks Steering Committee, and ensuring that the process of collecting and analyzing the data was as robust and reliable as possible.

The Scientific Committee familiarized itself with the methodological approaches used by bluenove, our technology partner, to collect and analyze the data, assessing the scientific robustness of their methods and, when necessary, talking to the technical teams to clarify and/or modify these methodologies. Their expertise and critical thinking skills enabled them to formulate astute recommendations to the Youth Talks Steering Committee, and their collaboration with the bluenove teams led to 13 work sessions and **a detailed methodology note, which can be found at the end of this report.**

Thanks to their dedication and expertise, we can guarantee that the most rigorous methodology possible was used, ensuring the integrity and reliability of the results obtained. Each of the committee members contributed their own unique experience and skills, thus providing a balanced, diversified perspective on both the methodological challenges and the best research practices.

We are keen to stress that all members of the Scientific Committee worked pro bono, thereby demonstrating their commitment to promoting the voice of young people and to contributing to constructive discussions about questions crucial to their future. Their commitment and willingness to donate their time and expertise were instrumental in the success of Youth Talks.

For all these reasons, we are sincerely grateful to each member of the Scientific Committee. Your work has guaranteed the scientific rigor of the whole Youth Talks process, thereby strengthening the credibility and legitimacy of our initiative. Thank you for your most vital contribution!



Note on the REPRESENTATIVENESS of the Youth Talks samples

A sample is said to be representative if it proportionally reflects the attributes of a population (e.g., gender, age, location, education, income). Individual responses are likely to be a function of these attributes and therefore, when studying opinions, out-of-sample generalisations can only be made from a representative sample. Youth Talks (YT) is a convenience sample: participants have been included based on their accessibility and their willingness to participate. It may therefore not be fully representative of the 15- to 29-year-old population.

To assess this possibility, we compare the share of (possible to identify) 15- to 24-year-old people who identify the most with **"being a part of the world"** in YT with the counterpart share in the probability-based and nationally representative samples provided by the Changing Childhood Project (CCP) for 21 countries.

For most countries, the results are very similar, keeping in mind that the margin of error is **+/- 4%** (at the 95 percent confidence level) for CCP answers. **Overall, these results suggest that YT is a valuable tool not only to estimate treatment effects but also to get a rough idea of the prevalence of an opinion in a given population.**

These findings add substantial credibility to the Youth Talks initiative. The comparative representativeness of our sample demonstrates that even though it is a convenience sample, it still holds considerable weight when aligned against probability-based and nationally-representative samples like those of the Changing Childhood Project.

This representativeness significantly bolsters the validity of our results. It imparts a degree of confidence that the insights and trends we uncover in this report are not mere artefacts of a self-selected group of participants, but could potentially reflect a broader sentiment among youth. This robustness of our data provides a solid basis for researchers to delve deeper into the issues and themes surfaced in this report, helping them to gain a more accurate understanding of the perspectives and priorities of youth today.

For further details about the methodology used to collect and analyze the data, please see the methodology note.



Youth Talks'

GLOBAL RESULTS

To read these results more effectively,
we strongly recommend you take a brief look
at the interpretive guidelines provided!

Interpretive guidelines

Glossary of words used throughout the report

Visits: total number of connections to the youth-talks.org consultation website (landing may be via the survey itself or the initiative's institutional website).

Participant: anyone answering at least one question (open or closed) in the consultation. The term **"respondent"** is also used in this report to refer to someone who has answered a particular question. Thus, a figure calculated according to the total number of respondents gives a percentage based on the number of people amongst the participants who actually replied to this particular question, whereas a figure calculated according to the number of participants gives the percentage based on the total number of participants, including those who did not specifically reply to this particular question. To make things clearer, the percentages used in this report have always been calculated according to the number of respondents to the question analyzed.

Segmentation factor: characteristic of a participant, collected by means of a closed question. These variables allow us to establish the profile of our participants and note if responses differ according to segments. The segmentation factors collected in the context of Youth Talks relate to the country where the participant grew up, their activity (student, working, etc.), their age, their gender, their educational level, their parents' educational level, and the income group in which they would place their family compared with other households in their country.

Contribution: any response to a question (open or closed). Answers to "segmentation questions" used to profile participants are also included in the contribution's total. If a participant gives more than one answer to the same question, each answer is counted as a separate contribution.

Verbatim: any response to an open-ended question. Again, if a participant gives more than one response to the same open-ended question, each response is counted as a separate verbatim. Verbatims thus record the freely expressed ideas of the participants.

Cluster: a semantic group containing a certain number of verbatims. Each cluster relates to an idea expressed by participants and the range of themes provides an overview of all answers to a given question. There are two types of clusters: macro-clusters, which relate to more general categories (a few dozen per question) and sub-clusters, which break down the ideas into finer detail and are attached to macro-clusters (120–200 sub-clusters per question).
Synonym: theme.

How should the results be read?

For each question, **participants can give more than one answer**. Participants are asked to put their ideas on separate lines if they have several of them to share, to make it easier to separate semantic analysis of the verbatims and thus achieve a certain level of consistency in the analysis.

NB: Some verbatims sometimes contain several ideas. In such cases, the first idea is the default selection, or the main idea if this is specified in the text.

Since each participant can give several answers, **the cluster percentages relate to the weight given to each idea across all the people who answered the question analyzed**.

Furthermore, the questions are open-ended and have been deliberately formulated very broadly. This therefore produces **a very significant diversity of possible responses and themes addressed**. Thus, if a macro-cluster is shared by 10% of respondents, its weight is considered to be particularly significant and important. Sub-clusters are even more finely detailed and therefore considered to be significant if attached to over three percent of participants, depending on the question.

The scale of the consultation means that very few ideas do not surface at all: rather than noting whether or not they are present in the corpus of responses, it is much more valuable to observe the relative weight of each idea in comparison with others, and note any variations appearing according to participant segment.

This summary therefore is well-suited to such an exercise, offering four double-page spreads for each question. **The first two pages provide an overview of the results.** Next, on the second double-page spread, comes **a view by major region** (based on the World Bank's classification). The third double-page spread focuses on two comparative views, highlighting **two countries and two elements of comparison**, selected according to two criteria: their value in terms of our analysis, and the total number of participants in each category, which must be sufficient for the data to be useable. Finally, the last two pages feature interesting nuggets—unusual, particularly detailed contributions from all over the world. In addition, on various pages you will find elements allowing you to go further or sections highlighting workshops organized all over the world by our Youth Talks ambassadors.

Why base our classification on the one used by the World Bank?

This choice, recommended by the Scientific Committee, is very much open to criticism, like any other classification we may have chosen. Nevertheless, the World Bank classification offers a number of advantages that explain why it was our preferred choice:

- Firstly, it is widely recognized and used on an international scale in both research and public policy environments. By conforming to this established norm, therefore, our results will be more easily understood and interpreted by a diverse audience, including researchers, decision-makers and our international partners.
- Secondly, this classification into seven clearly defined regions provides a good balance between accuracy and simplicity. It is more detailed than certain other widely used classifications, such as the United Nations one, which is limited to five regions (Africa, America, Asia, Europe, and Oceania) and may therefore conceal important regional differences. At the same time, it is less complicated than various other classification systems that divide the world into dozens of regions and sub-regions, which could make our results less intelligible and more difficult to interpret, when presented in a report such as this, for example.
- Finally, the World Bank classification is based on criteria related to geography and income, which makes it particularly relevant to the socioeconomic questions explored in the context of Youth Talks. This approach means we can present our results in a more contextualized way, thus revealing potential regional nuances in young people's perspectives and priorities.

GUIDELINES

Information about overall participation

Key figures pertaining to visits and participation

Overall participation figures

Remember to refer to the interpretive guidelines to check definitions of terms used.

230,108
visits

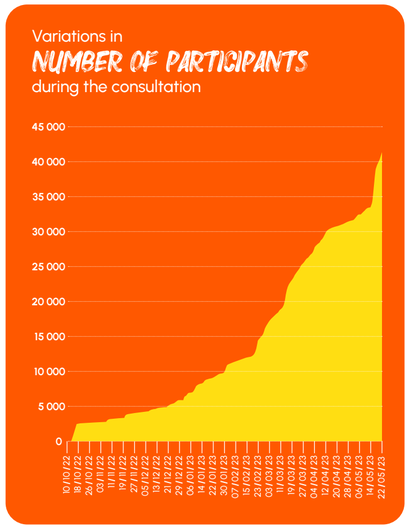
42,342
participants

365,705
verbatims

823,215
contributions

Participation rates over the course of the consultation

The consultation was open from October 2022 through May 2023 with peaks of participation resulting from social media advertising campaigns and the involvement of partners who relayed the initiative across their own networks (see next page).



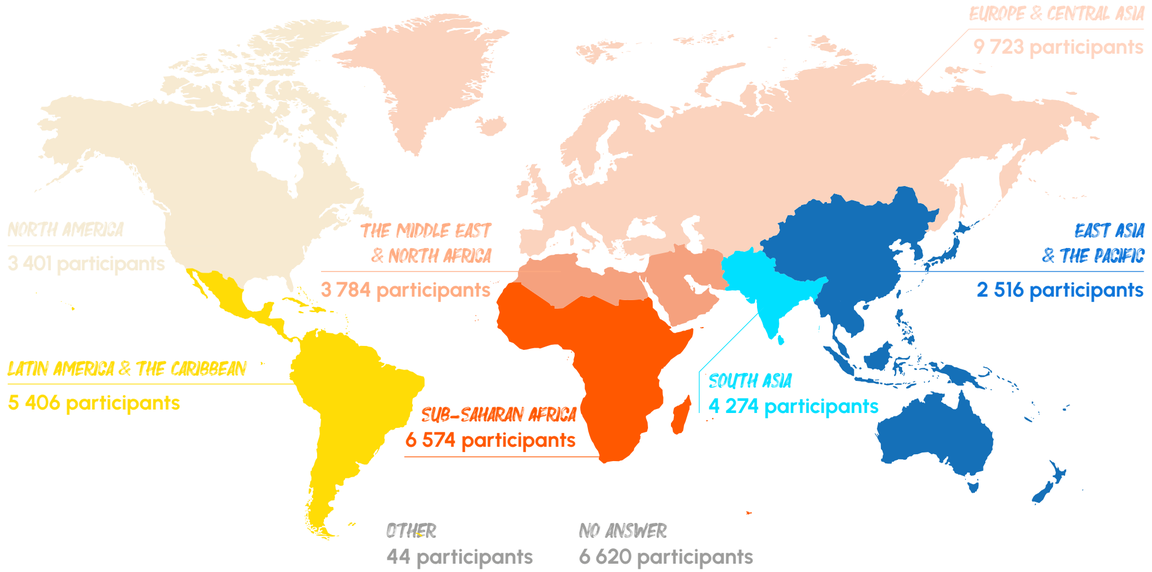
Key figures pertaining to ambassadors and workshops

Throughout the consultation, ambassadors got to work in the field, promoting the initiative to many young people who would otherwise have been beyond our reach, either because they had no connections with any of our partners or because they did not have the kind of digital access that would ensure they saw our communications, thus enabling them to take part. There was considerable enthusiasm for the program:

- **2,452 ambassador**s registered from **103 countries**
- A community on a Discord server with **637 members**
- Local communities already organized in Zambia, Uganda, Ivory Coast, Democratic Republic of Congo, and Nigeria
- **62 activities** organized in **15 different countries** (Democratic Republic of Congo, France, Nepal, Liberia, Guinea, Tunisia, Egypt, Morocco, Nigeria, Zambia, Samoa, Ghana, India, Philippines, Algeria)

As part of Youth Talks, participants could organize a range of activities: street interviews (to find new participants and ask them the questions directly), stands (to publicize the operation), conversation workshops (to discuss the big issues addressed in the questionnaire), and creative workshops (to create works of art connected with the consultation). In addition to the questionnaire, the ambassadors were given access to a dedicated kit to provide them with the tools needed to organize the various activities.

Moreover, around a hundred ambassadors also got involved in building this community by taking part in weekly tasks and monthly challenges, organizing task forces to coordinate the network and promote the operation, and organizing and managing local communities.



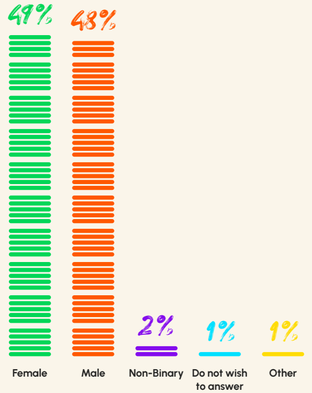
NB: To make analysis and comparison easier, we have grouped countries together according to the nomenclature of the different regions used by the World Bank. However, not all regions have the same weight in the overall data as others and, within some regions, certain countries and sub-regions have varying levels of representation. This is particularly the case for Europe and Central Asia, in which Western Europe, Northern Europe, and Southern Europe are over-represented (9,313 participants) in comparison with Eastern Europe and Central Asia (348 participants). We find the same situation in East Asia and Pacific, with the countries of East Asia (particularly China) featuring much more strongly than Oceania.

Distribution of participants by segment

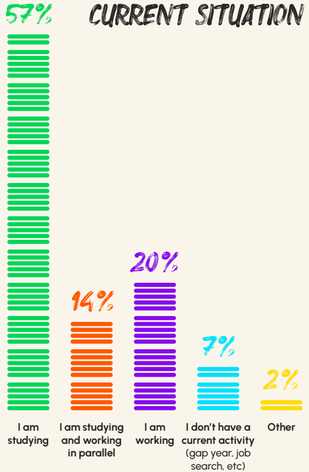
Here we show the segmentation data that enabled us to sketch a more accurate picture of the participants responding to Youth Talks.

Also, note that when we talk about the West in this report, we are referring to a cultural zone usually defined as covering most of Europe, North America, and Australasia (in the narrowest sense of the term).

GENDER



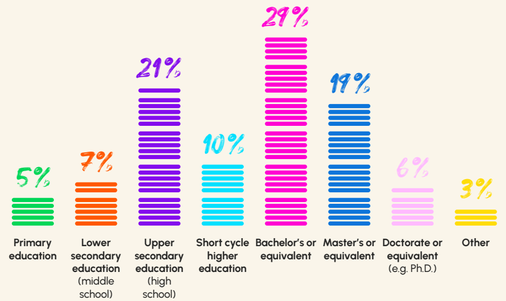
CURRENT SITUATION



YEAR OF BIRTH

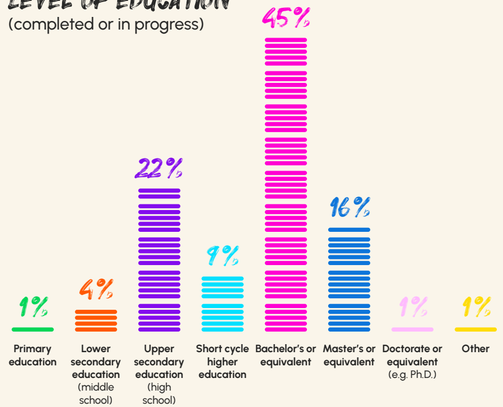


PARENTS' HIGHEST LEVEL OF EDUCATION



LEVEL OF EDUCATION

(completed or in progress)



PERCEIVED INCOME SCALE

Question:

"Here is an income scale in which 1 indicates the lowest income group and 10 indicates the highest income group in your country. In which group do you consider your family to be?"



Key Insights

An openhearted consultation: introspection, selfies, and confidences

Taking part in the Youth Talks initiative is not just an opportunity for the youth worldwide to share their opinions and experiences: for a fair number of participants it also turned out to be an **introspective journey**. Answering questions about issues they had never really thought about before led these young people to delve deep into their identity and convictions.

Some of these sessions of introspection lasted up to an hour, but, on average, participants spent about ten minutes answering our questions, during which time they formulated about a dozen responses to open-ended questions, some of which they found difficult to articulate as these thoughts had surfaced for the first time.

As we analyzed their contributions, we observed an **incredible surge of authenticity and humility**. Our algorithm detected over **10,000 "nuggets"**—contributions deemed exceptional for their quality of form and content—which were then validated by our team of analysts. These nuggets are the perfect example of how the participants were not afraid to reveal their inner thoughts and share their experiences, their ideas about the future or their uncertainty. **Their contributions reflect a touching vulnerability, proof of their genuine engagement with the process.**

The participants also expressed their engagement by taking pictures and recording voice notes. Their photographic responses, originally intended to illustrate their written contributions, became **a selfie gallery**: genuine, authentic faces, often left out of traditional image libraries, are here revealed in all their diversity. These selfies, taken at arm's length with a smartphone, become **declarations of existence and affirmations of identity, despite the initial anonymity of the initiative**.

What's more, the audio contributions add another **sensory dimension to the consultation**. The voices of these young people tell of their context, feelings, and hopes with an intensity that cannot be captured with written words alone. The quiet murmuring of a young girl hoping to become independent despite opposition from her family, the fears of a young man in the face of increasingly frequent natural disasters, or the words of another, simply sharing their good mood: all these stories bring the consultation to life and bring participants and analysts together in quite an unprecedented way.

The participants' interest in Youth Talks is undeniable, but the most striking aspect of it all is their authenticity. By entering into the spirit of such introspection, not only did they contribute to a worldwide consultation, they also explored their own identity, their own beliefs, and their own hopes for the future.



Beyond the norm: the unique diversity captured in Youth Talks

The results of the **Youth Talks consultation reveal the extraordinary diversity of the themes addressed—a very significant cross-cutting result. For every question asked, over 150 different themes were addressed by the young participants**, testimony to the rich, complex nature of their thoughts, ideas, and perspectives. This whirlwind of ideas beautifully illustrates the dynamism and diversity of today's youth.

Conventional, multiple-choice surveys often tend to produce the following type of results: "Eighty percent of young people think that… or would like to see…" However, this seeming uniformity is completely illusory and can give a very simplistic impression of reality. This is because having to choose from amongst a predetermined set of options can force participants to put themselves into boxes that do not necessarily reflect their true feelings or opinion. Such formats tend to neglect diversity of experience and perspective, and consequently can be lacking in nuance and depth.

This is precisely what makes the Youth Talks consultation so spectacularly different: our results reveal a multiplicity of nuances, ideas, and points of view. Every response is the reflection of a single, unique voice and a single individual experience, and contributes to a much richer, more detailed understanding of what reality is for today's youth. This diversity is by no means a disadvantage; on the contrary, it is an asset, showing that young people are not a monolithic group, but rather a multitude of individuals with diverse and varied ideas and convictions.

In this respect, Youth Talks is a truly innovative operation in terms of consulting young people. It provides a **space where every voice can be heard and every idea shared, without having to conform to predetermined paradigms established** by the designers of the questionnaire. It is a valuable tool **for understanding the complex, nuanced reality of youth today**.

Between dissensus and division: complexity of the younger generation's aspirations and concerns

But this diversity in the trends emerging from the consultation also bears witness to deep divisions and conflicts in our societies, as each person puts a different value on the issues they find most important. This diversity is indicative of complex realities.

For example, when we examine the answers to questions about making sacrifices (Q6 and Q7), a sharp contrast between the positions taken by the young people can be seen. While Q6 asks young people what they would be ready to give up to obtain the future they desire, Q7 mirrors it by asking them what they would not be ready to give up. In reply, some young respondents said they were ready to give up the lifestyle they currently enjoyed and cut their material consumption, while others clearly state their reluctance to make such sacrifices.

These contradictory responses illustrate the underlying tensions when it comes to choosing between the comforts of today and the future they seek for tomorrow. More generally, **they underline the complex nature of the choices this young generation has to make** and spotlight the challenges of reconciling these differences if consensus is to be achieved. This means that we all need to look more deeply at how we can foster constructive dialogue and effective collective action, and work towards a common goal that respects a variety of different aspirations.

Throughout the consultation, in answer to almost every question, young people from all over the world talked about the importance of personal values and virtues. This is probably the most surprising result of the whole consultation. For example, in Q5 they talk about how acquiring such values and virtues is both a collective challenge and an urgent need, and they also bring the matter up when asked what they need to learn at school (Q9), quite simply discarding the abilities and skills traditionally learned at school and in higher education. The youth are sending us an unequivocal message: the current education system needs a radical overhaul in order to prioritize learning how to live together in greater harmony once again.

Living together in harmony, the overarching imperative: young people call for an in-depth transformation of education

Implicit throughout the whole consultation, and **repeatedly alluded to by the youth, is the idea of personal values and virtues**, whose importance they refer to either directly or more indirectly, by pointing out individual behaviors seen as harmful and worrying, either for themselves or for the world as a whole. **Thus, when asked what we should all learn at school to create the future they seek (Q9), their greatest demand was to learn or relearn the values and virtues that help people to live together in harmony.** They mention areas such as respect, kindness, solidarity, moral values in general, tolerance, open-mindedness, empathy, acceptance, responsibility, friendship, love, and more.

These concepts, which might seem to be learned more naturally in real life than at school, are repeated in the mirror question, which asks what we should all learn in life (Q10). Thus we can dismiss the hypothesis that the young respondents might have misunderstood this question about school, and instead generalized it to learning from life. When talking about "what to learn in life," this result is hardly surprising, reflecting as it does the beliefs and moral foundations usually passed on within families or communities.

Which only makes it all the more surprising to see that, in the question specifically referring to school (Q9), **traditional skills and abilities such as STEM, the social sciences, and even technology are hardly mentioned, if at all**, and that this is the case for every region of the world except East Asia and the Pacific, particularly East Asian countries (especially China), where traditional skills and abilities still take priority.

The urgent need to "learn to live together once again," based on a shared value system and common foundations, is seen to be a matter of such urgency that the young respondents make it an absolute priority, relegating all the abilities and skills traditionally learned at school to the bottom of the pile. How should we interpret this surprising result? Although we need to wait for experts to help us with our interpretation, there are a few ideas in the "To go further" sections for questions 9 and 10.

Marine Hadengue, Ph.D.
Executive Director
Higher Education For Good Foundation

Kristy Anamoutou
Associate Director @ bluenove

Chapter 1

THE FUTURE

In this first chapter, we set out to meet the youth and discover their hopes, concerns, and visions of the future. Addressing personal aspirations and collective concerns, this collection of questions invites participants to confide in us about their personal ambitions and global concerns. What emerges from this is **a nuanced panorama of utopias and dystopias, describing a future with many different faces**.

The first question raises a significant divergence of opinion: **the West appears to put personal happiness first whereas the rest of the world is more focused on personal success**. This is joined by a second surprising revelation: **despite the climate emergency, their first concern is the quest for peace**.

The next question brings to light another contrast between the West and the rest of the world, in which **the fear of failure takes precedence over financial concerns**. The fourth question, meanwhile, reveals **common priorities**—environmental crises and armed conflicts—but **diverging perceptions of responsibility:** the West blames institutions whereas the rest of the world points the finger at the individual.

Lastly, the fifth question illustrates a troubling paradox: **individualism is seen as both the problem and the solution**, highlighting the difficulty of fighting collectively against the harmful behaviors of certain individuals.

The following pages contain an exhaustive analysis of the answers, their frequency, and their distance from and proximity to each other, thus enabling an exploration of the maze of thoughts, hopes, and fears shaping the vision of the future that is in the minds of today's youth.





Question 1

When I think about the future, what I wish... for myself

When asked to think about the future, **the majority of the youth focus more on intangible aspirations: personal happiness, success,** and **a rich social life** are the principle themes to emerge.
These aspirations are expressed in the form of an instructive and surprising variety of themes, with nearly **170 different topics addressed**. However, basic needs, such as **health** (4%) or **financial stability** (5%), are mentioned relatively rarely.

40,765
contributions

Overall lessons learned from the question

Multiple, intangible aspirations: the youth confront their future

When they think about their future, young people place particular emphasis on personal fulfillment. Indeed, 85% of them prioritize **happiness, success,** and **rewarding social relationships.** Almost a quarter of them express wishes that are directly linked to a state of personal satisfaction, **personal achievement, a zest for life,** and **hope.**

Success, whose definition is a profoundly personal matter, comes second, and is mentioned by 20% of the participants. Both **professional** and **academic success** are often mentioned, with particular regard to **a fulfilling, meaningful career.** Young people dream of many different professions, some involving service to others such as **doctor, teacher, lawyer, soldier,** others turned more towards the sciences as **engineer, researcher** and still others inspired by public figures they admire like **artists, top athletes, politicians.**

Material aspects, including financial stability, are mentioned by 12% of participants, who aspire to **financial security** in order to be stress-free and independent, and, in some cases, **rich. Acquiring things** like **property** or **a vehicle** does get mentioned, but it is a fairly weak signal as fewer than 450 contributions were connected with the idea of ownership.

The importance of human relationships, however, is emphasized in many of the answers. Young people want to build themselves **a rich and rewarding social life** (10%), surrounded by **their family** and **friends.** While some see themselves living as part of a community, others just hope **not to have to live alone.**

In their answers to this question, the young people also brought to the fore the expectations they put on themselves. In addition to **success** (mentioned by 20% of them), they want to **become better,** more **independent people:** more **confident,** more **courageous** and more **genuine** (8% in total). Ambition, through the idea of "achievement," is strongly represented, in the form of hoping **to reach their goals,** to **realize their dreams,** and **to improve their lives** (8% in total). In addition, 6% of participants direct their intentions towards a search for **purpose,** expressing their desire **to have a positive impact on the world.**

> "In addition to success, they want to become better, more independent people: more confident, more courageous and more genuine."

What is more, **they outline the better world to which they aspire, featuring efforts towards environmental protection, peace, equality, and an absence of racism and other kinds of discrimination.**

Two aspects of health are raised: **physical health** (7% of participants) and **mental well-being** (6% of participants). Some seek **a balanced life** so that they can **live without stress,** while others more specifically target **managing their feelings better,** including **fear, stress, and anxiety.**

Finally, despite the question being focused on the self, some respondents talked about the global environment. They want to help make the world a better place and they also want to explore it, by **travelling or living abroad** (4% altogether).



Presentation of lessons learned by region

Reflecting regional aspirations: from western happiness to global success

Already, in this very first question, we can pick out lexical fields that differ significantly between what might be called the West (which, in our sample, includes North America and Western Europe, from north to south) and the rest of the world.

This tendency is maintained more or less throughout the consultation.

It is worth noting that the theme of personal happiness, which includes **joy**, **being satisfied with life** and **having fun**, very much prevails in North America and Europe. By contrast, in all other regions of the globe, it is **personal success** that takes the forefront, particularly in professional or academic terms, or quite simply **to make one's parents proud**.

The triptych of **success - happiness - financial situation** is nevertheless found worldwide, with one notable exception: Sub-Saharan Africa, where the youth are more interested in concepts that are not brought out as much in the rest of the world, such as a **search for purpose, achievement**, and **personal development**.

Personal development, which covers the ambition **to become a better person, to acquire independence** or **to learn more**, only reaches the top five in Asia and Sub-Saharan Africa. Moreover, **professional aspirations** are ranked in the top five in the Middle East and North Africa, as well as in South Asia.

Physical health, meanwhile, only seems to be a major concern in the West.

When I think about the future, what I wish... for myself

NORTH AMERICA

Nearly a third of North American participants aspire to **be happy** in the future. Their **financial hopes**, which are very significant, come second. Although they also hope **to be successful** and have a rich social life, their concerns **about their physical health** also stand out as one of the five most mentioned subjects (11% of participants).

LATIN AMERICA & THE CARIBBEAN

For participants in Latin America and the Caribbean, **personal success** and **happiness** are in first place (25% respectively). **Financial security** is not mentioned as much, instead of which they talk about hopes related to their **social life** and **stability**. It is also noteworthy that **well-being** and **mental health** are things that are of particular concern to participants in this region, the two themes taking sixth place.

THE MIDDLE EAST & NORTH AFRICA

Personal success is the primary aspiration of young people from the Middle East and North Africa (29%), preceding **personal happiness** (16%) and **financial situation** (10%). Ten percent of them also mentioned their desire for **achievement**, making this theme their fourth priority. **Well-being** and **mental health** seem to be paramount for these young people (8%), more than **physical health** (5%).

EUROPE & CENTRAL ASIA

When thinking about their future, the idea of **happiness** is central to the hopes of over a third of the participants who grew up in Europe and Central Asia. The importance of **interpersonal relationships** in their lives is very noticeable, with this theme coming second (15%), in equal place with personal success. Physical health is another topic to which they attach great importance: it was mentioned by more than one in ten participants.

SUB-SAHARAN AFRICA

The contributions from participants from Sub-Saharan Africa differ significantly from those of the rest of the world. When they think about their future, they prioritize their own **personal success** (17%), **reaching their goals** (15%), **achievement**, and **self-improvement** (11% respectively). **Personal happiness** is only ranked seventh, behind financial and professional matters.

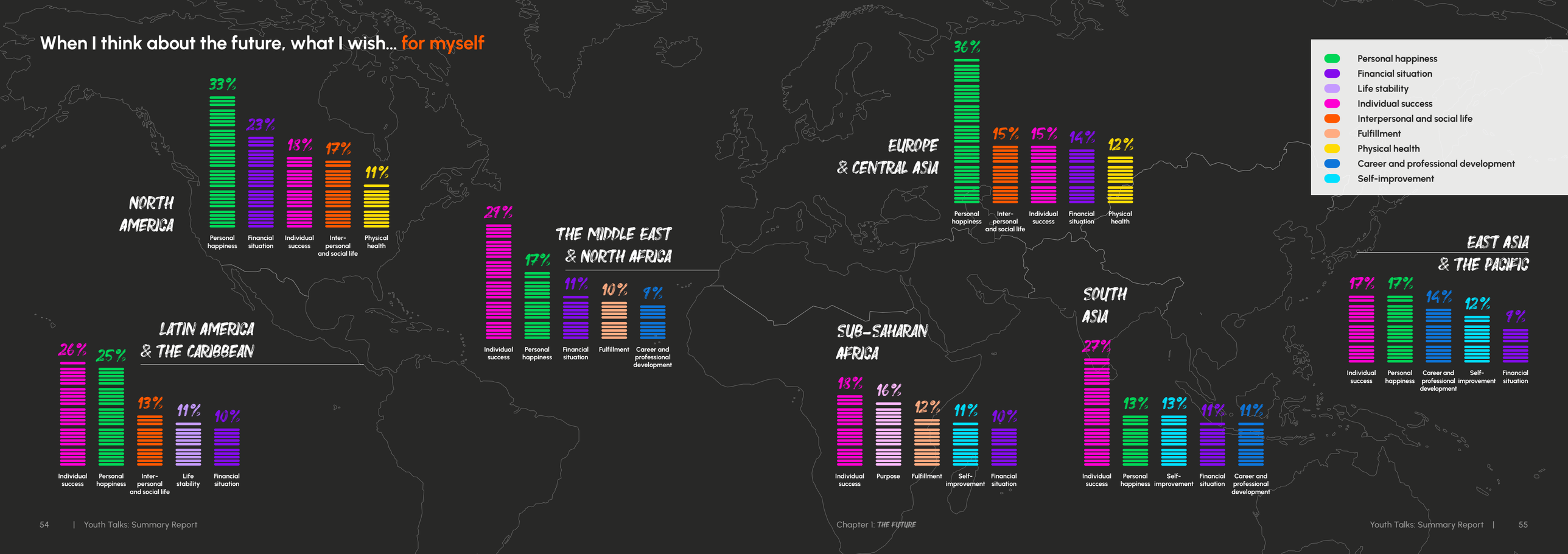
SOUTH ASIA

Over a quarter of participants from South Asia shared a contribution about their desire for **personal success**, making it their primary aspiration for their future (27%). They also mentioned their desire for **self-improvement** much more often compared to all participants (12%). Conversely, their desire for an **interpersonal and social life** appears less emphasized, as it was mentioned by only 3% of these participants.

EAST ASIA & THE PACIFIC

While **personal success** and **happiness** are the main aspirations for participants in South-East Asia and the Pacific, their **professional career** also seems to be a priority (14%), more than their **financial situation** (9%), unlike the majority of participants. The idea of **self-improvement** is also a major concern for these participants, who put it in fourth place, talking chiefly about their desire to **become a better person**.

When I think about the future, what I wish... for myself

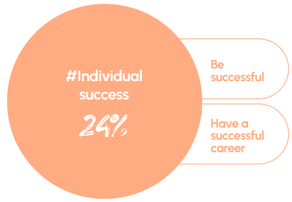


Country comparison

Brazil / Ivory Coast

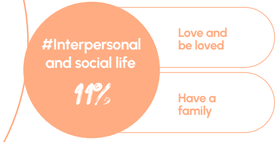
BRAZIL

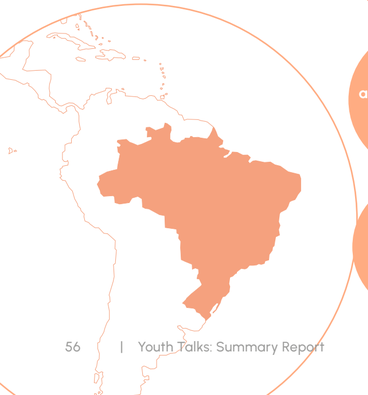
When asked about their hopes for their future, participants from Brazil mainly talked about **personal success, happiness, and well-being** (30%). They talked of wanting to reach **inner peace** or quite simply of being **happy**. Lastly, they expressed great hopes for their social life, saying, amongst other things, that they wanted to be loved and close to their families.

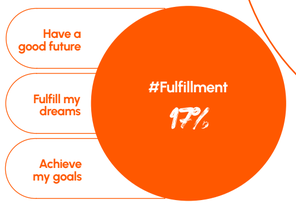




















IVORY COAST

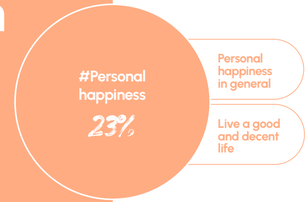
Participants growing up in Ivory Coast put more of an emphasis on **achievement** and **a search for purpose** (26%), hoping to achieve fulfillment by **realizing their dreams** and also by **helping others** and having a **positive impact on society**. Their **professional ambitions** are also important to them, as they are ranked fourth (9%). **Personal happiness** is less of an issue for all these participants, as it is only mentioned by one out of ten respondents.

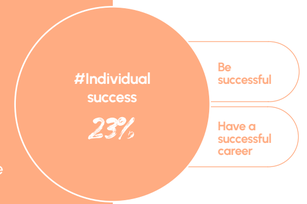
Segment comparison

I am studying / I am working

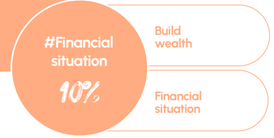
SEGMENT 1 "I AM STUDYING"

For students taking part in the consultation, two main desires are equally important: **personal happiness** and **personal success**, each taking 23% of the votes. Being a student is all about looking toward the future, which means that the hopes expressed tend to involve their future careers. For example, 12% express hopes about their **careers and professional development**, hoping to find "satisfying" or "stimulating" employment. Underlying all these projections a pattern can be seen: a desire to be comfortably off. Getting rich seems to be a horizon that fascinates these young students.



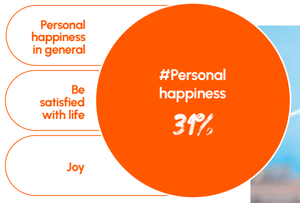




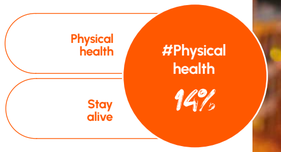


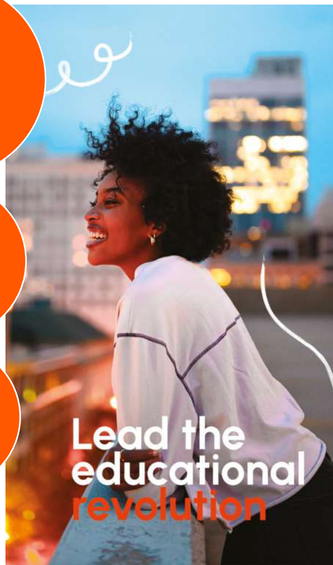
SEGMENT 2 "I AM WORKING"

Aspirations amongst the working population are dominated by a desire for **personal happiness**, something to which nearly a third of them aspire (31%). Their second major concern is their **financial situation** (20%): they want to achieve enough financial stability to feel secure and independent. Despite coming fifth, **physical health** is nevertheless a significant issue for 14% of the participants in this category.









Voices of the youth

« I wish to fall in love deeply..with someone deserving of my love. someone who loves me fully, I want a love that takes midnight coffee by the fireplace...late night drives to our favorite dinner karaoke bar,a love that has cooking competitions, game nights and slow music dances, a love that holds hands, cuddles and throws in sweet kisses even public, a love that doesn't criticize but corrects ..a love that always learns each other's interests and support each other financial and spiritual..a love that motivates and grows into a beautiful existence. I wish I find that love.i will be the most blessed girl of my generation with a love like that. »

Woman, 25 years old, Zambia

« When I think of the future, what I wish is that I would be the first person that the «Green Peace» project will bring to Madagascar. Because Madagascar is a unique and beautiful island that is home to a great diversity of endemic flora and fauna. Unfortunately, this biodiversity is threatened by environmental degradation due to unsustainable use of natural resources, deforestation, pollution and climate change. Yet there is hope for Madagascar's future, thanks to initiatives to promote sustainable development and preserve the environment. »

Man, 27 years old, Madagascar

« I wish to be an influential individual in society, to have a real and clear influence on a person, group, village or city, which is a wonderful thing, to have the ability to help everyone, and to have what helps me to do so, and to provide a safe environment for my family and friends, and to I am one of the influential people in my field. I hope that I will not be imitating in my thinking and work, and that I will be in a position that helps me spread my ideas, which people who deal with me usually say are innovative and influential. »

Man, 23 years old, Egypt

« Climate change is one of the biggest problems in the world today. Although this climate change is not a relative problem today, it may be the sole cause of all our geopolitical problems in the future. Therefore, my "future dream" is to inform about the harmful effects of climate change in my own area, my country and if possible to all countries and to find ways to reduce its impact and to try my best to solve it. »

Man, 18 years old, Bangladesh

« I wish for myself to be one of the greatest psychologists the world has ever seen. I wish to found an institute where I help orient youth about drugs, drug abuse and mental health related issues for free. Where I and a huge team of other serious minded psychologists come around to conduct researches to solve mental health challenges. It's a pity I live in a country where I may not live to fulfill this dream. The future is bleak. I am still struggling to fix my own mental health and I am receiving close to no help. I wish everything good will come. »

Man, 29 years old, Nigeria

« I wish to be successful in my own criteria. In other words that would be having my family and a job that provides me freedom and many different experiences, like traveling, and diversity of tasks. I would also like to aggregate something in the world, it could be a innovation, fighting for someone's rights or influencing people. »

Woman, 18 years old, Brazil

« It is to help improve my country to create a better quality of life, develop a better country, raise the quality of people, improve infrastructure, raise the quality of life of people in poverty through infrastructure and the health sector through clinics and hospitals, improving schools. »

Man, 19 years old, Mexico

« I want to live in a society where we don't place emphasis on the color of our skin. I don't want to be worried about being discriminated against or having others think that I'm discriminating against them based on how they look. »

Woman, 28 years old, USA

« Most importantly, I plan to set up an education funding scheme when my company's profitability stabilized. This funding is set up for encouraging Asian young people who have already stuck in a university at least 2 years, dare to dream big to start over again abroad but lack of money, which has the same situation as me 3 months ago. It may be a little bit difficult for people grown up in western culture to understand; In Asia, the timeline of the whole society is clear and fixed, for example, 18-year-old for college, 22-year-old for a job, 24-year-old for a married life and so on. Asian society has quite low tolerance for people to live an uncommon life; therefore, if I could offer people who decide to discard the sociocultural cage to live their own life, it would definitely encourage plenty of young Asian people. »

Woman, 21 years old, China

« I wish to continue growing personally and professionally, challenging myself to learn and explore new opportunities. I hope to maintain a balance between my work, personal growth, and time with my loved ones, fostering a life rich in experiences and meaningful connections.»

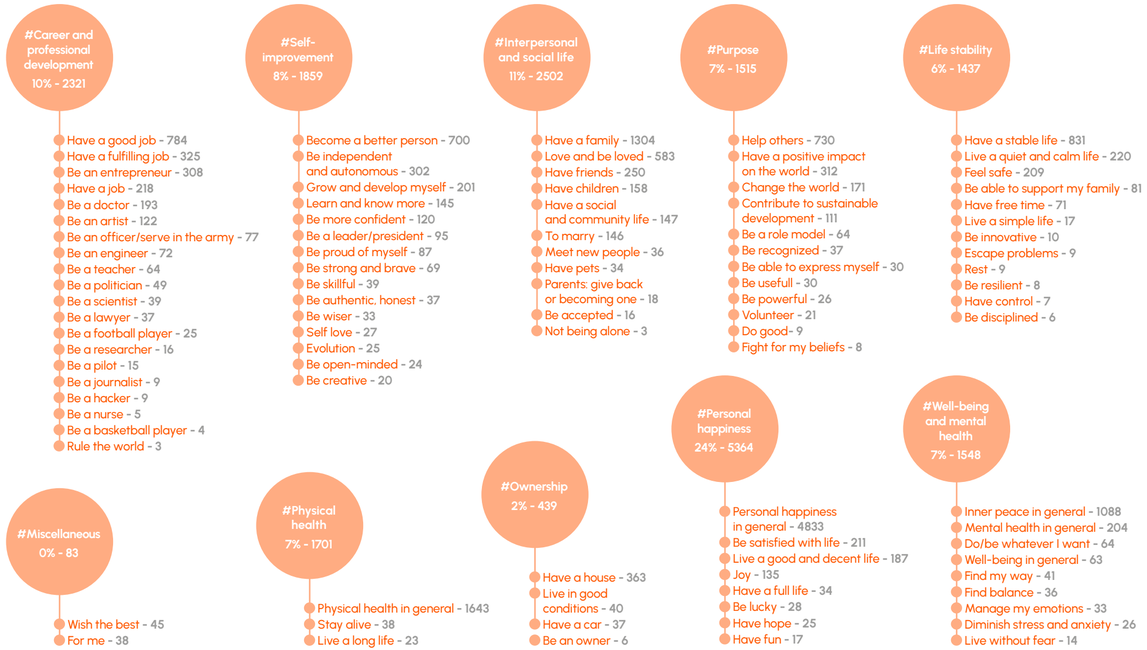
Man, 28 years old, South Korea

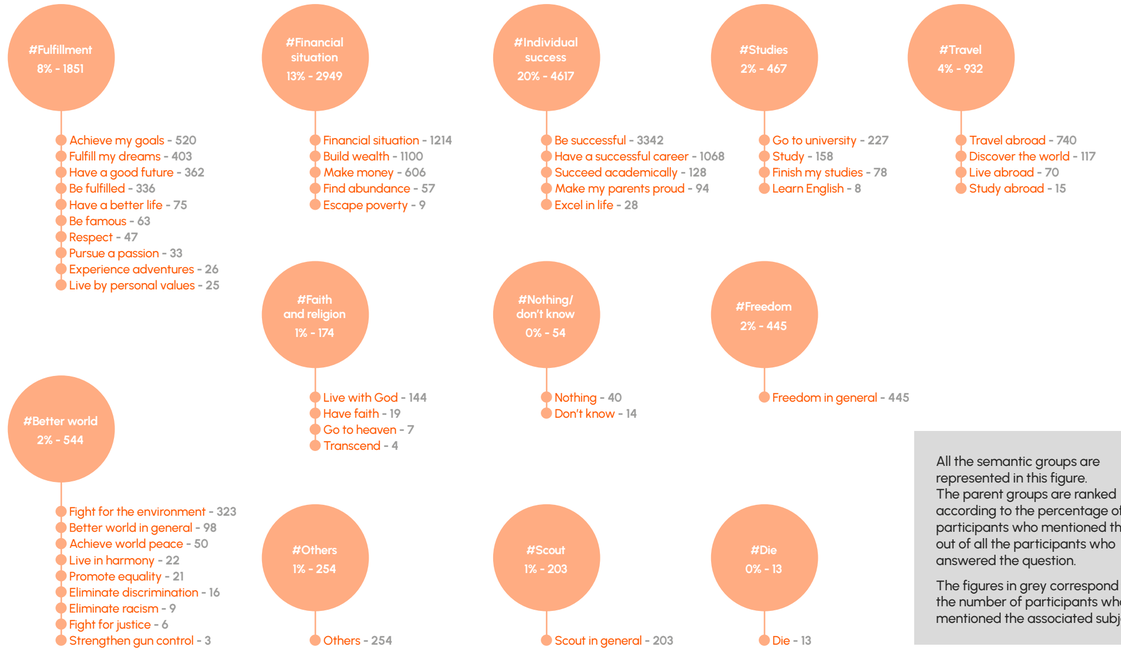
« I wish to make a difference and impact as much as possible. I wish to have a job where I can be proud at myself at the end of the day, a job that will help accelerate the ecological and social transitions. I hope to find solutions in my daily life to reduce my footprint on the environment, to educate as many people as possible to do the same, to show them that making these choices does not only make sense ecologically, but also economically and socially. »

Woman, 23 years old, France

Repository of themes discussed in question 1

When I think about the future, what I wish... for myself





All the semantic groups are represented in this figure.
The parent groups are ranked according to the percentage of participants who mentioned them out of all the participants who answered the question.

The figures in grey correspond to the number of participants who mentioned the associated subject.



Caveat

In the "To go further" sections of this report, we humbly suggest some ideas for initiating the transition from simple description to a more thorough analysis of the results. These sections aim to trigger thought and sketch out some possible ideas of exploration, rather than to present definitive interpretations.

Our editorial team, though it is dedicated and competent, does not have the expertise in all the fields that underlie the results of the consultation. Moreover, the fact that our team principally includes members from the West, France and Europe in particular, necessarily introduces limitations and bias to our approach. Further stages of analysis are planned, involving a wide range of experts from a variety of cultures and fields of expertise, so that we can conduct a more in-depth interpretation.

We therefore invite our readers to approach the "To go further" sections from an open-minded yet critical perspective. They should be seen as preliminary avenues of exploration, potentially subject to bias or omissions resulting from our own cultural or professional perspectives.

By sharing these preliminary ideas, we hope to trigger an enriching dialogue and a more in-depth analysis that will help us to collectively take the best approach when looking at the rich complexity of the ideas expressed by the young people who took part in this consultation.

To go further

When they talk about their aspirations for the future, the young people of the West seem to care more about things that some might perceive as somewhat lightweight or frivolous: the quest for happiness, joy, entertainment, and satisfaction. Meanwhile, in other regions of the world, the emphasis is more on success, career development, and professional fulfillment. **How should we interpret this dichotomy?**

One avenue for analysis might be found by applying **Maslow's**[3] ***"hierarchy of needs,"*** a tool designed to categorize human needs and put them in order of priority. The categories he describes are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. One interesting observation is that the physiological needs forming the base of Maslow's hierarchy are not those most overtly expressed by young people when thinking about their future, particularly in the West.

Other interpretive frameworks might also be of use for a more in-depth analysis. For example, **Murray's**[4] ***"needs grid"*** might clarify the differences in aspirations according to culture and socioeconomic context. This theory suggests that each individual has their own unique set of needs, which can be influenced by factors like culture, environment, and personal experiences.

Moreover, **Bourdieu's**[5] ***"cultural capital"*** perspective might offer increased understanding of how individual aspirations are fashioned by someone's social and cultural environment. This might help us to understand why some groups focus on aspirations connected with career or professional development, while others value more subjective concepts such as happiness and joy.

Lastly, **Amartya Sen's**[6] **"capability approach,"** which focuses on what people are really capable of doing and being, might also shed an interesting light on the subject. This perspective might help us understand how socioeconomic, political, and environmental conditions influence young people's aspirations for their future.

- ***How do cultural and socioeconomic differences influence the formation of young people's personal aspirations? Are existing theories, such as those of Maslow, Murray, Bourdieu, and Sen, enough to account for these differences?***
- ***What role do socio-political and environmental contexts play in creating a hierarchy in young people's aspirations? Can specific trends be identified in certain regions of the world or under certain political regimes?***
- ***How have the aspirations of young people changed over time and in response to major societal changes such as digitization, economic crises and the COVID-19 pandemic? What drives these changes?***
- ***To what extent do young people's personal aspirations match the opportunities actually available to them in their respective societies? How does this imbalance affect their well-being and ability to realize their aspirations?***

3. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370. This is the original article, in which Maslow first formulated his famous needs hierarchy.
4. Murray, H. A. (1938). Explorations in Personality. New York, NY: Oxford University Press. In this work, Murray develops his theory of human needs, sometimes referred to as "Murray's system of needs."
5. Bourdieu, P. (1986). "L'illusion biographique" (The Biographical Illusion). Actes de la Recherche en Sciences Sociales (Acts of Social Science Research), Vol. 62–63, June 1986, pp. 69–72. This is one of the fundamental texts in which Bourdieu explores cultural capital.
6. Sen, A. (1985). "Well-being, Agency and Freedom: The Dewey Lectures 1984." The Journal of Philosophy, 82(4), 169–221. This is a key reference for Sen's capability theory, even though he continued developing and honing his theory in several later works.



Question 2

When I think about the future, what I wish... for the world

A truly surprising finding is that the greatest wish of young people all over the world is not connected with the environment, but with world peace. A large proportion of their contributions—32%—aspire to a world devoid of armed conflict, discrimination, insecurity, and inequality.

The environment, although it is still paramount, comes second, more particularly in the West, East Asia and the Pacific. However, it is less of a priority in other regions of the world, where **human values and virtues** come out on top.

The better world to which these young people aspire seems to be characterized by a **strengthening of human values, greater equality,** and **shared happiness**—intangible factors that shape their vision of an ideal future.

38,638
contributions

Overall lessons learned from the question

The voice of the world's youth: an overriding desire for peace.

The idea of peace very much holds center stage, with nearly a third of participants speaking of their ardent desire for **world peace**. Some emphasize the need to **rid the world of war, achieve world harmony**, and **reduce the amount of violence**.

Environmental protection is another predominant topic, mentioned by 21% of participants. They echo a general, collective increase in awareness of the climate emergency, speaking of their wish to live on a **healthy planet**, released from the twin scourges of **climate change** and **pollution**. One way they think this might be achieved is for everyone to be made more aware of the situation so that they can act together to preserve biodiversity.

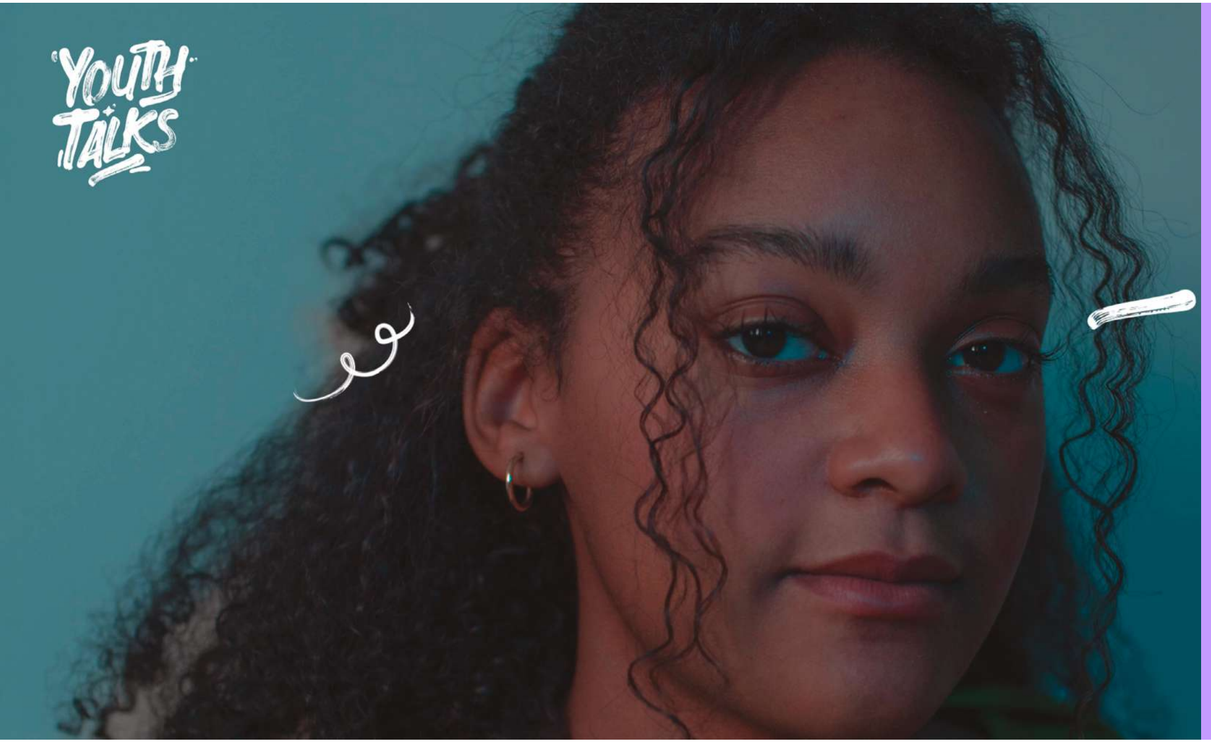
Lastly, they aspire to a world where **respect, solidarity, love, and kindness** prevail, values they see as being fundamental to the **harmonious coexistence of all inhabitants of the planet**.

While the theme of **happiness** is top of the list in the previous question ("When I think of the future, what I wish for myself"), here it only comes sixth, being mentioned by just 6% of participants but referring to comparable concepts: **happiness, joy, hope**.

Financial and economic issues are also less pronounced: 5% of participants said they would like a **fairer economic system** and 2% wanted to see **economic growth**.

However, despite these noble, positive aspirations, one can nevertheless sense an underlying feeling of anxiety. They talk about their world being threatened by war, global warming, the lack of tolerance towards other people and other races, insecurity, and economic crises. Many are the contributions that begin with **"less..."** (discrimination, pollution, etc.), suggesting a reaction against an existing or imminent negative situation.

"They aspire to a world where respect, solidarity, love, and kindness prevail."



Presentation of lessons learned by region

Regional prisms: a universal longing for peace and a variety of environmental concerns

A hunger for a peaceful world unites the participants from just about every region of the globe, with the notable exception of South Asia, whose participants prioritize the environment—probably influenced by the most recent environmental crises there, including flooding in Bangladesh, landslides in Nepal, extreme heat and cyclones in India, and drought in Pakistan. **The desire for peace transcends borders and seems to be establishing itself as a universal aspiration amongst the younger generations.** Although such a result might have been expected in Europe in the context of the war between Russia and Ukraine, it is interesting to note that there is a general desire for the cessation of war.

Environmental protection, although it remains a constant concern, varies in importance depending on the region. Europe stands out for paying particular attention to **the environment** (33%), but it seems to be somewhat less of a concern in Sub-Saharan Africa, the Middle East and North Africa, where it is only mentioned in 15% of contributions.

It is also interesting that some concerns seem to be specific to certain regions. In North America, for example, the importance of **basic needs for all** comes to the surface, whereas in the Middle East and North Africa, young people emphasize the importance of **security**.

When I think about the future, what I wish... for the world

NORTH AMERICA

For participants growing up in North America, their main wishes for the world relate to **peace** (35%), **environmental protection**, (24%) and **personal values and virtues** (18%). In addition to a peaceful world, they also express their hope of putting an end to all violence, so that they can feel safe. Regarding the environment, their priority is to **solve the problem of climate change**. They have a lot to say about the concept of **happiness** (10%) and their desire to see **everyone's basic needs met** (9%), by **working to eradicate world hunger and poverty**.

LATIN AMERICA & THE CARIBBEAN

Nearly a third of participants (30%) from Latin America and the Caribbean expressed their desire to live in a **peaceful world**. Their second aspiration related to **personal values and virtues** (15%), and more particularly respect, love, and solidarity. The environmental situation is also one of their priorities (15%) since they expressed a wish to live in a **better environment** and increase **environmental awareness**.

THE MIDDLE EAST & NORTH AFRICA

Participants growing up in the Middle East and North Africa appear to be particularly worried about the balance of power in the world, as 42% of them expressed a wish for **a peaceful world**, the **end of all wars**, and increased **safety and security**. To a lesser extent, they would like to see an increased prevalence of certain **human values and virtues** (12%), such as solidarity and love. **Environmental protection** meanwhile was mentioned by one out of 10 participants.

EUROPE & CENTRAL ASIA

For participants from Europe and Central Asia, their main wishes for the future of the world are to do with **environmental protection** and **peace** (33% respectively). They would also like to see a world where certain **human values and virtues**, such as **respect**, are stronger, a world that would be more **egalitarian** (11%) and where the **economic system would be fairer** (8%), thanks to sustainable development.

SUB-SAHARAN AFRICA

Just like most of the other participants, respondents from Sub-Saharan Africa hope first and foremost for **world peace** when thinking about the future (28%). **Environmental protection** is only in fourth place (13%), behind the desire to see a strengthening of **human values and virtues** (17%) and **a better world** (14%).

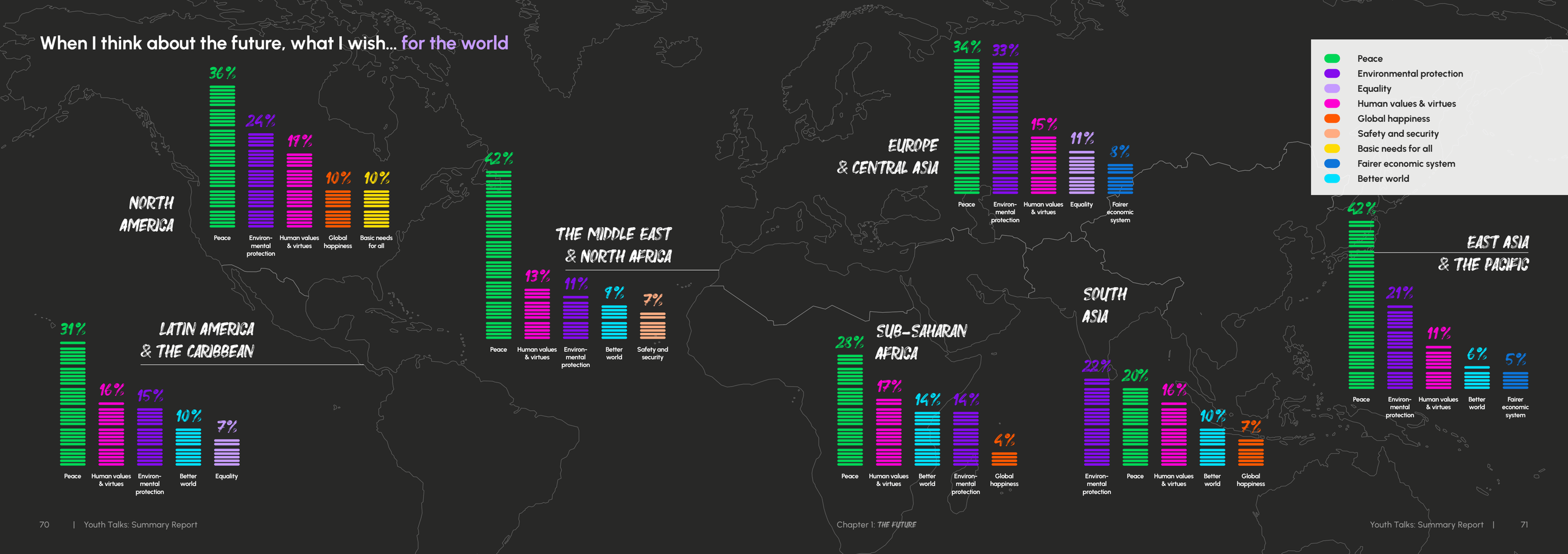
SOUTH ASIA

Environmental protection (21%) is the primary wish for the world expressed by participants from South Asia. Talk of **reducing pollution** takes second place in this topic. **Peace** and **human values and virtues** also feature significantly in their contributions (19% and 15% respectively). Seven percent of them said they would like the world to be a **happier** place.

EAST ASIA & THE PACIFIC

The majority of participants in East Asia and the Pacific talked about **peace** (42%), **environmental protection** (21%), and strengthening **human values and virtues** (11%) such as solidarity, kindness and care. They want a better world, one that is more sustainable and fairer in economic terms, and one where everyone is happy.

When I think about the future, what I wish... for the world

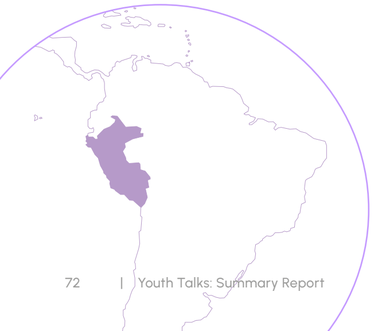


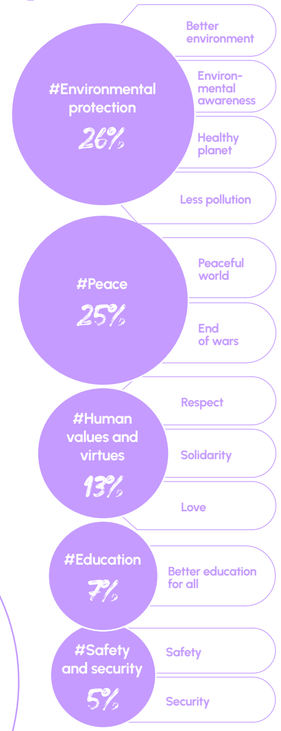
Country comparison

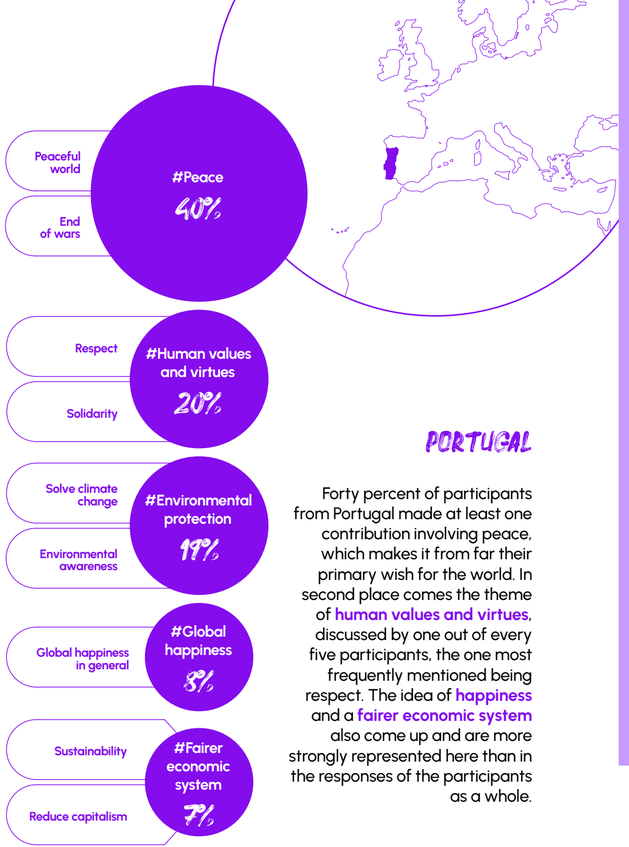
Peru – Portugal

PERU

Participants from Peru talk primarily about **environmental protection** when asked about their wishes for the world (26%). They want to see a cleaner environment and an increased awareness regarding the need to make the planet a healthier, less polluted place. A quarter of these participants also talked of a peaceful world and 13% of **human values and virtues**, starting with respect, solidarity, and love. We should note that the idea of **safety and security** is also mentioned by these participants (7%, in fifth place), as is **education** (5%).







PORTUGAL

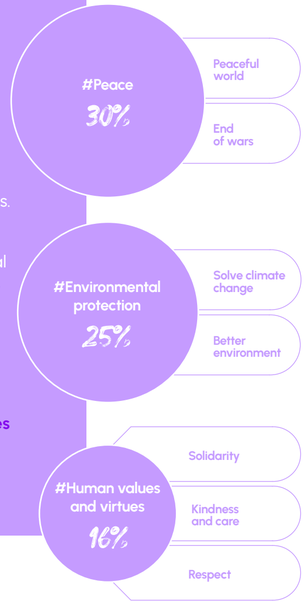
Forty percent of participants from Portugal made at least one contribution involving peace, which makes it from far their primary wish for the world. In second place comes the theme of **human values and virtues**, discussed by one out of every five participants, the one most frequently mentioned being respect. The idea of **happiness** and a **fairer economic system** also come up and are more strongly represented here than in the responses of the participants as a whole.

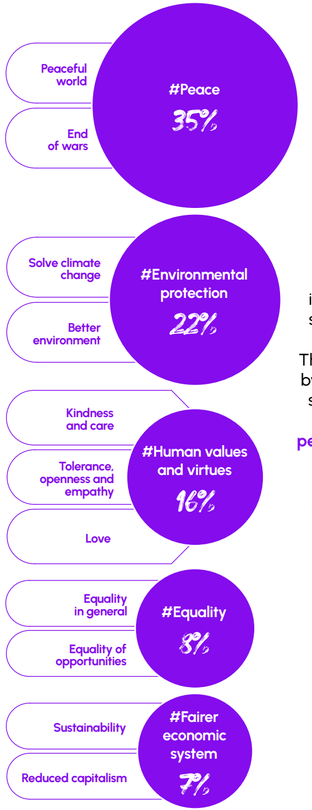
Segment comparison

15–18 years old / 25–29 years old

SEGMENT 1 "15–18 YEARS OLD"

The data under consideration does not appear to be greatly affected by segmentation factors. For example, contributions from participants aged between 15 and 18 are fairly similar to general trends amongst the participants. When they think of the future, what they want to see most is a **peaceful world** (30%), with no wars, where **the environment** is protected (25%), the problem of climate change having been solved. **Human values and virtues** also came third, specifically in the form of **solidarity**, **kindness and care**, and **respect**.





SEGMENT 2 "25–29 YEARS OLD"

This lack of significant variation in the main clusters according to segments is equally visible in the 25–29 years old segment. The three main themes discussed by participants aged 25 to 29 are similar to those mentioned by all the participants taken together: **peace, environmental protection**, and **human values and virtues**. On this last topic, they are particularly emphatic about the importance of strengthening **kindness and care**, and also **tolerance, open-mindedness, and empathy**. In addition, they talk about the need for equality (8%) and a fairer economic system (7%), which would be brought about by strengthening sustainable development.

Voices of the youth

«I wish for the world one day to be one as family, maybe one president or one king for the whole world if politics may still exist at that time. Instead of just having the United States of America or The United States of Africa, I wish we would just all agree to have the United States of the World (USW), one leader(of course with prime ministers to help govern each state of the World), one currency, doesn't matter how many languages we may speak at that time but the objective is to make everyone to understand what it means to keep humanity going is to understand what it means to be human. No human is inferior or superior to any other kind, we are just different from each other and being different from each other is does not signify competition but maybe rather complimentary. America needs China and China needs Africa and Africa needs India. We are all here for one another to keep humanity going. »

Man, 28 years old, Zambia

« I wish for a world of peace, understanding, and acceptance, where everyone can live life to the fullest without fear of prejudice or injustice. I hope for a world where resources are shared fairly and sustainably, and everyone has access to the necessities of life. I hope for a world where people can explore and celebrate the diversity of cultures with open arms and an open heart. I hope for a world where people are empowered to create meaningful change and make a positive impact in the world. »

Man, 24 years old, Malawi

« It is hoped that this world will be a safer, more equal and inclusive society. Nations and nations, religions and religions, races that are tolerant and respectful of each other. World peace, no more wars and hunger and displacement and a life lived in constant flight. Inclusion of animals and the environment. A greater diversity of life, respect for and protection of the environment for animals and plants; an early solution to the problem of climate warming and a reduction in extreme weather. Mutual tolerance and respect between people. Respect for diversity of thought and opinion. Women are given due respect and equal social and family status with men, sexual diversity is respected, sexual minorities are protected, the sick and disabled are given more inclusion and assistance. »

Woman, 22 years old, China

« To get to the point as a society where people stop judging each other on the basis of race, sex, gender identity, sexuality, or other such factors... To come to a point where those things aren't ignored, they're appreciated, but not seen as important.»

Woman, 18 years old, Australia

« I want to live in a more responsible and equitable world without giving up my way of life. The reality of today's world is not going to improve overnight. It is therefore obvious that efforts are to be made to hope to live in a better world. »

Woman, N/A, Hong Kong

« For peace to prevail in the world, for man to change and return to his origin of goodness and tolerance, for the concept of occupation, colonialism and wars to end, for the human world to live with an innate, non-aggressive nature, and for harmony to prevail in the world. »

Man, 22 years old, Jordan

«I wish more love would abound in the world. Love is a very important aspect in human living personally and stretch out to our communities and countries at last. People would learn to help each other without a blink. The more love continues to abound the better it is for our generation and the next coming generation because that virtue would be passed on to other generations. With love countries won't fight each other, the rate of sadness would reduce, crime rates would reduce, corruption and deceit would reduce, people would learn to love their bodies the more and finally depression and suicide would drastically reduce. »

Woman, 19 years old, Nigeria

« I want it to be a place where we can go out and do whatever we want (within limits of course) without being judged by country, color, shape, rumors (unconfirmed or fake news or without any proof), financial condition, marital status, family status and others... »

Woman, 16 years old, Lebanon

« To stop. Breathe. Feel. Then continue with their lifes, but as a society we need to stop rushing and trying to participate at everything. Breathe, because we can, we do it but it keeps us alive and feels wonderful when you put an intention into breathing. Feel, because it's became a fad the «silence treatment» not just for others, but for ourselves. »

Non-binary, 17 years old, Colombia

« That people realize that what they take for the norm is not necessarily as banal and necessary as they think, not a century ago, going to America was still the trip of a life, and we usually only took a one-way trip, not a vacation... It's the same with many other things, cheap food, the size of the houses,... We live in an unspeakable opulence and we are not even able to notice it anymore. I would like a carbon tax and against any other form of pollution so monstrous that it would reduce the standard of living of ordinary mortals to the level before the First World War. People need to take the time to think about what is really needed in their eyes. »

N/A, 23 years old, Belgium

« That we all stop being such shit to society, because we are totally intoxicated with a lot of garbage, but hypocrisy constantly denies. I would like everyone to wake up and put aside everything that causes them anxiety. I would like everyone to take off their masks and listen and speak for real, without fear of what they will say. I would like us to give importance to REAL things, such as the environment, love, care, happiness, instead of worrying about what the body of the OTHER is like, or how he dresses or who he has relationships with. (I'm a little hated because I feel like we have no escape from this cruel world but I'm generally cool lol). »

N/A, 25 years old, Argentina

« I wish that society would understand how much caring for others' wellbeing can be fulfilling, as well as caring for the environment. We take the world we live in for granted and never express gratitude for what we have. I wish everyone were a bit kinder and more grateful. »

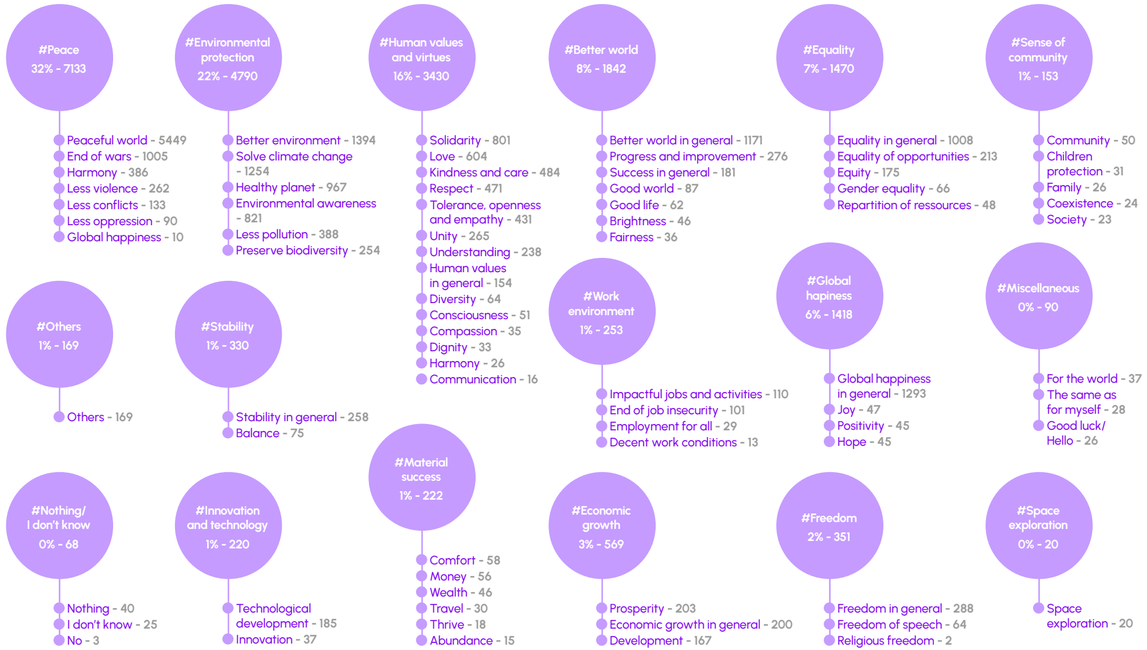
Woman, 26 years old, Italy

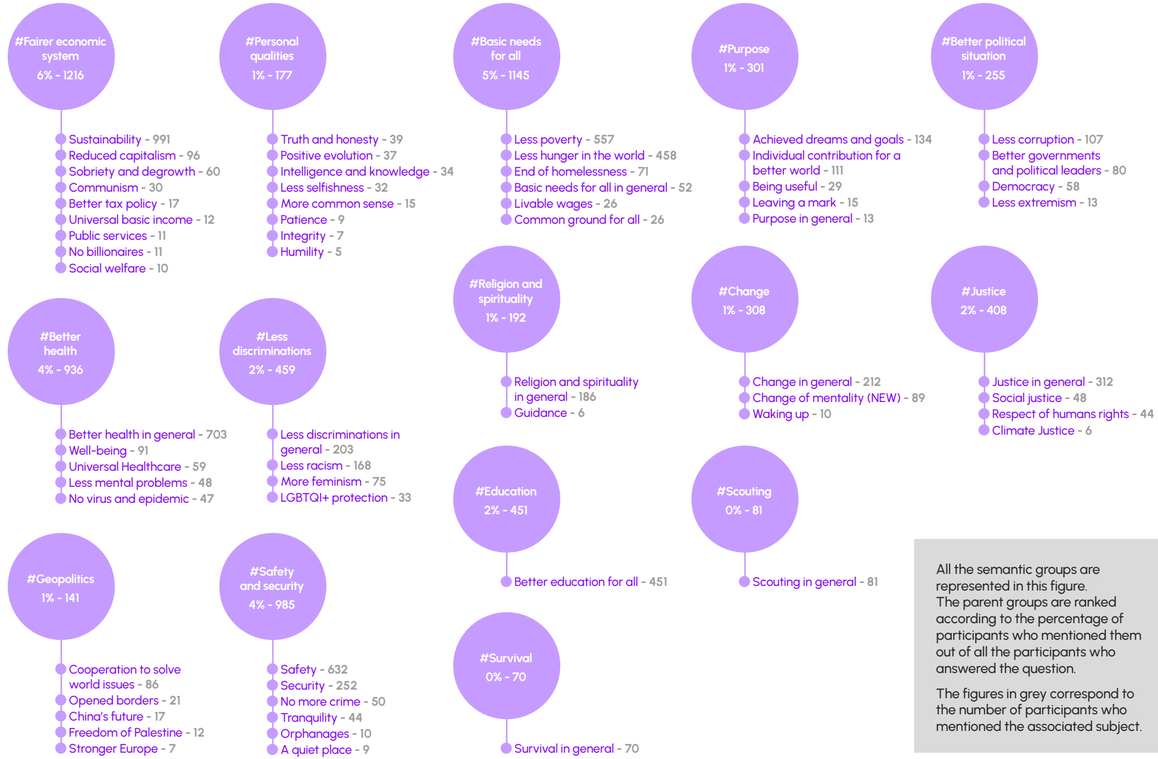
« I would like a world where my children live without worrying about their safety. A world where migrants would no longer be seen as a danger but as an asset for our country. A world where African countries would not be completely impoverished by Europe and Asia. I would also like a world where women can choose with whom and how to live. A world where going to school and traveling would not be a luxury but an obligation. A world where we humans rediscover the joy of talking to each other in transport, shops, the street... A world where we would be disconnected from the internet and its social networks in order to realize how the people we are really doing are doing. »

Woman, 20 years old, France

Repository of themes discussed in question 2

When I think about the future, what I wish... for the world





All the semantic groups are represented in this figure.
The parent groups are ranked according to the percentage of participants who mentioned them out of all the participants who answered the question.

The figures in grey correspond to the number of participants who mentioned the associated subject.



Caveat

In the "To go further" sections of this report, we humbly suggest some ideas for initiating the transition from simple description to a more thorough analysis of the results. These sections aim to trigger thought and sketch out some possible ideas of exploration, rather than to present definitive interpretations.

Our editorial team, though it is dedicated and competent, does not have the expertise in all the fields that underlie the results of the consultation. Moreover, the fact that our team principally includes members from the West, France and Europe in particular, necessarily introduces limitations and bias to our approach. Further stages of analysis are planned, involving a wide range of experts from a variety of cultures and fields of expertise, so that we can conduct a more in-depth interpretation.

We therefore invite our readers to approach the "To go further" sections from an open-minded yet critical perspective. They should be seen as preliminary avenues of exploration, potentially subject to bias or omissions resulting from our own cultural or professional perspectives.

By sharing these preliminary ideas, we hope to trigger an enriching dialogue and a more in-depth analysis that will help us to collectively take the best approach when looking at the rich complexity of the ideas expressed by the young people who took part in this consultation.

To go further

The desire for world peace is deeply rooted amongst the youth of practically every region in the world. This might seem to be a surprising result, particularly if one considers the general trend observed in numerous recent studies that stress the idea that environmental protection is the first priority of younger generations. So how can we explain this paradox, particularly in the West, where it might seem that peace is something that has already been achieved, rather than a constant concern? Is it that contemporary conflicts, such as the Ukrainian crisis, have made young people more keenly aware of international tensions and the imperative need for peace?

What's more, the idea of "basic needs for all" is a very strong theme in North America, but not in other regions. Might this be a reflection of more meaningful public debate about socioeconomic inequalities and poverty, topics that have been in the forefront of the collective consciousness in North America in recent years? "Luck egalitarianism," a school of thought advocated by **Ronald Dworkin**[7], or perhaps "democratic equality," a concept proposed by **Elizabeth Anderson**[8], might offer some interesting avenues of analysis. The first of these supports the compensation of natural inequalities and circumstances of birth, while the second is in favor of equality in every aspect of social life that influences a citizen's status and esteem. They might help us to clarify why young people in North America aspire so strongly to satisfying "basic needs for all."

Much might also be learned by comparing these contemporary aspirations with those of previous generations[9]. **Mannheim**'s sociology of generations[10], which analyzes how historic experiences and social contexts shape the perspectives and priorities of different age cohorts, might be particularly useful for this comparison.

These initial observations lead us to formulate a number of research questions which appear promising to reach a deeper understanding of young people's aspirations:

- ***How have recent world events, like the COVID-19 pandemic, the Black Lives Matter movement, and climate protests, shaped young people's views of the future of the world?***
- ***To what extent do current international conflicts, like the crisis in Ukraine, influence the aspirations of young people across the world?***
- ***What part do cultural and societal contexts play in forming young people's aspirations for the world of tomorrow?***
- ***How do the aspirations of today's young people compare with those of previous generations? What factors might explain the differences observed?***
- ***How might existing theories, such as those proposed by Dworkin, Anderson, and Mannheim, help us understand these aspirations? Which other theories might we bring into play to deepen our understanding?***

7. Dworkin, R. (2000). Sovereign Virtue: The Theory and Practice of Equality. Harvard University Press. In this work, Dworkin gives us an exhaustive presentation of his theory of luck egalitarianism.
8. Anderson, E. (1999). What is the Point of Equality? Ethics, 109(2), 287-337. This is a key article that sets out Anderson's vision of democratic equality.
9. https://unesdoc.unesco.org/ark:/48223/pf0000067473
10. Mannheim, K. (1928). Das Problem der Generationen [The Problem of Generations]. Kölner Vierteljahreshefte für Soziologie, 7, 157-185 and 309-330. This is Mannheim's fundamental work, which lays the foundations of the sociology of generations.



Question 3

When I think about the future, what worries me... for myself

The subject of this question invited young people to talk openly about very personal matters. Their remarkably detailed answers covered a vast spectrum of subjects and were proof of their capacity for critical thinking and their wish to make a genuine contribution to this consultation. **Some particularly difficult and delicate subjects were addressed with touching sincerity.**

30,776
contributions

Overall lessons learned from the question

Anxieties about the future: failure, financial instability, and the vicissitudes of employment dominate the concerns of the youth

When young people are asked about their worries for the future, fear of failure is the predominant fear to emerge (23%). Participants seem to be haunted by the specter of not realizing their dreams or achieving their goals, or, more generally, by the thought of failure as such. At the same time, a more nuanced concern also comes to the surface: that of not reaching their full potential, of making the wrong choices or having regrets, or even of not having a positive impact on the world.

Also, 17% of participants are worried about their future financial situation. This includes a fear of not being able to make ends meet, as well as other fears regarding inflation, the economic situation, access to housing, poverty, and debt.

Thirdly, their career and work in general worry 11% of respondents. Their concerns tend to revolve around three different themes: fear of losing or not finding a job, fear of not finding fulfillment in their work, and more general worries about their professional situation.

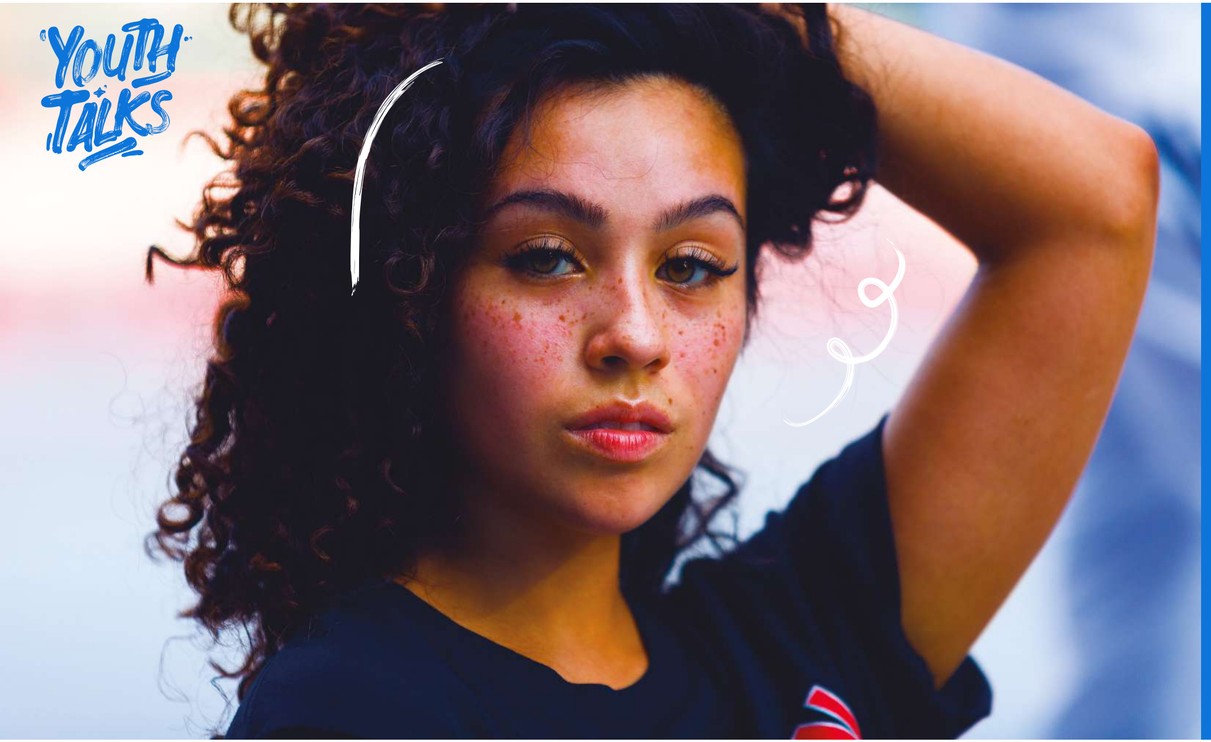
Fewer than 10% of participants expressed worries about their health or well-being, be it physical, mental or emotional, or for their family and friends (9%). Fears about their family circle or close friends, the loss of a loved one, their inability to meet family expectations, as well as child-related matters, are also matters of concern.

Fears about the future in general, and more particularly the uncertainty that goes with it, as well as about their future identity and potential difficulties finding their place in society, are also mentioned.

> "THE FIGHT AGAINST CLIMATE CHANGE IS OFTEN SEEN AS SOMETHING FAR OFF, THAT DOES NOT DIRECTLY THREATEN OUR OWN INTERESTS."

On the other hand, problems that might be seen as global issues (the environment, societal problems, insecurity, instability, and conflicts) came further down the list, in the middle (ranking 8-10-11). It would seem that, for this question, **participants did not always see the connection between an external, more systemic threat (global warming, war, etc.) and its potential impact on their everyday lives, focusing more on things that are a direct source of concern for them personally (success, financial or work situation, for example).**

This echoes a remark made by François Gemenne, a political commentator, researcher, member of the IPCC, and expert on environmental geopolitics, who noted that, despite a growing concern about the climate, **people tend to prioritize their own personal interest**. According to him, the fight against climate change is often seen as something far off, that does not directly threaten our own interests. It is therefore a question of immediate interest versus future interest: human nature makes us put direct benefits first, whereas action to fight climate change will have indirect advantages, being primarily of benefit to coming generations and the most vulnerable populations.



Presentation of lessons learned by region

From financial issues in the west to fear of failure across the continents

Many of the young people questioned are obsessed by the idea of personal failure, which hangs like a shadow over them and is the most frequently mentioned source of worry in practically all the regions studied, with the notable exception of Europe and North America, where financial concerns prevail.

Thus, the lexical fields relating to **personal finances**, the **economic situation, inflation, the cost of living, or access to housing and debt** are used much more in the West than in the rest of the world. In these other regions, a vocabulary more associated with a **fear of not being able to realize one's dreams**, of **failure in general** or of **not managing to reach one's full potential** to have a positive impact on the world, appears to take precedence.

When we compare the number of contributions related to each of these two main concerns—failure versus financial situation—in each region, we find significant differences. For example, in North America, their **financial situation** is mentioned in 33% of contributions, whereas only 14% talk about fear of **failure**. Contrastingly, in the Middle East and North Africa, failure appears in 37% of contributions, as against fewer than 10% for their financial situation.

Subjects related to careers and professional development are topical across all regions except the African continent. Some regions, however, stress specific concerns: in East Asia and the Pacific, **education** is a source of worry, whereas Europe is more preoccupied by the **environmental crisis** and North America by **health**.

When I think about the future, what worries me... for myself

NORTH AMERICA

The primary source of concern for participants growing up in North America is their **financial situation**, which is mentioned by a third of them (33% vs 17% overall). They also show considerable concern about **health and well-being** (in second place, referred to by 16% of participants).

LATIN AMERICA & THE CARIBBEAN

While the first three sources of worry are similar to those expressed overall (***fear of failure, financial instability, the vicissitudes of employment***), participants growing up in Latin America and the Caribbean generally attach greater importance to more general concerns, be it the **future in general**, or more specifically their **uncertainty about the future** and **societal problems**.

THE MIDDLE EAST & NORTH AFRICA

In this region, fear of **failure** is by far the primary preoccupation of participants (35% having brought it up). However, unlike the other regions, participants in this geographical area also talk about things connected with their **personal future** (9%), a topic ranked third. **Family-related worries** are in fourth place (9%), fostered primarily by a **deep-seated fear of losing their loved ones** (4%). Lastly, we should note that 4% of participants say that they are **not in the least worried** about their future.

EUROPE & CENTRAL ASIA

Above all, participants growing up in Europe are worried about their **financial situation** (23%), with **failure** taking second place (15%). Worries related to their **career** are in third place (15%), but, unlike the overall results, it is fear of **having a job they do not find fulfilling** that comes next, being ranked fourth (5%). As for the **environmental crisis**, this comes last in the top five, being a source of concern for 11% of participants.

SUB-SAHARAN AFRICA

In Sub-Saharan Africa, **fear of failure** also takes first place (30%). Amongst **their worries about their friends and family** (8%, fourth place) are, firstly, a fear of **not living up to their family's expectations** (2%), followed by fears related to the **future of children in a difficult world** (2%). The **future in general** comes fifth (8%), with references made to both **uncertainty** (2%) and their **personal future** (2%).

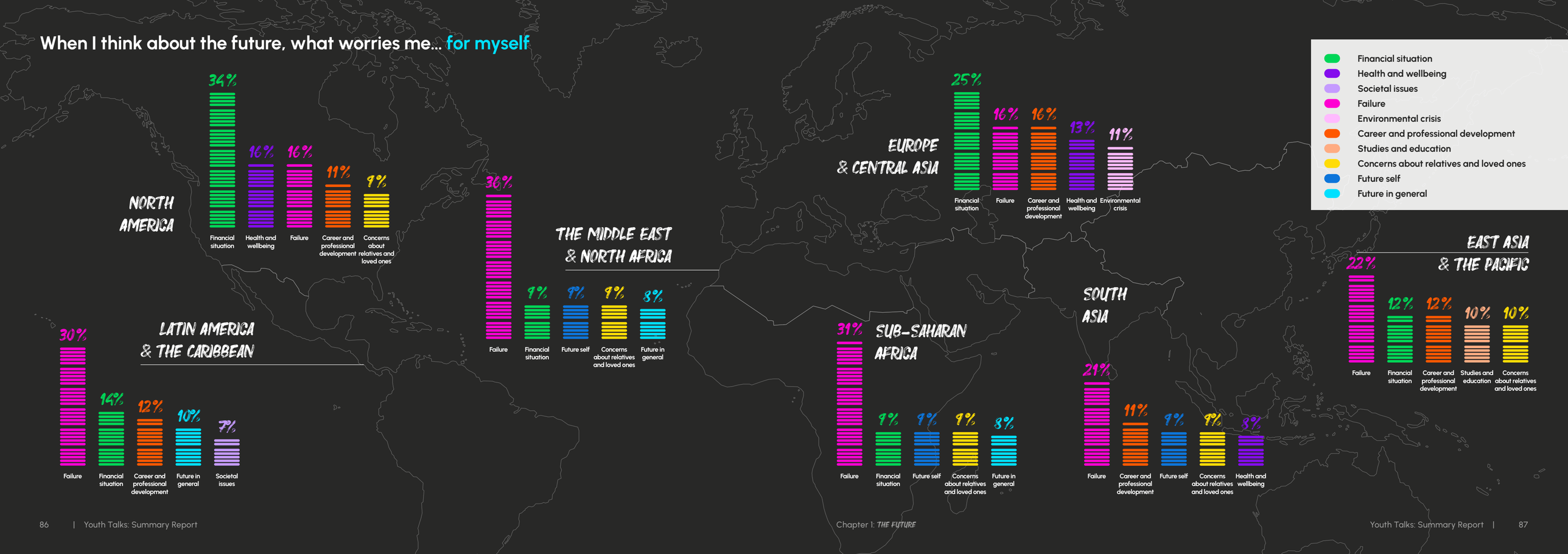
SOUTH ASIA

In the South Asia region, 9% of respondents worry about their **personal future**, making it their third biggest cause for concern. These worries are fueled by the intense competition they face if they are to succeed. Meanwhile, **stress and anxiety** are not forgotten, accounting for a significant share of their concerns about **health and well-being** (2%), something that is mentioned by 8% of participants, therefore putting it in fifth place.

EAST ASIA & THE PACIFIC

In East Asia and the Pacific, personal **failure** (21%) is at the forefront of concerns. However, a concern specific to this particular area emerges here: participants in this region are more focused on **education** (9%) than the overall average (3%). Their fears are mainly centered around **access to higher education** and **academic success** (7%), but they also extend to questioning their **own skills and abilities** (2%). Moreover, the influence of **family expectations** is seen to be of primary importance (3%), coming top of the list of worries connected with close family and friends.

When I think about the future, what worries me... for myself



Country comparison

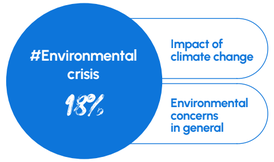
France / Mexico

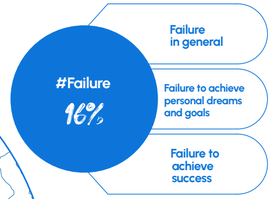
FRANCE

In France, the youth appear to have a marked preoccupation with their **career and professional future**, something that 19% of respondents brought up. While not fretting so much about the possibility of being unemployed, what worries them is the thought of having a job where they are unable to thrive. This situation is in sharp contrast with Mexico, where the fear of unemployment takes precedence over the issue of professional fulfillment. Meanwhile, the French are particularly alarmed by the **environmental situation**, a worry shared by 17% of participants, with the impact of climate change being their chief concern. Conversely, only 4% of young Mexicans mentioned the environment.

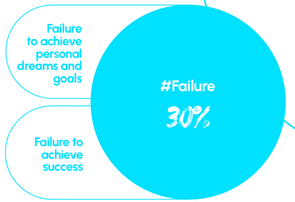






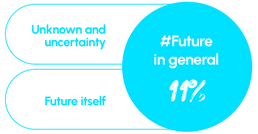












MEXICO

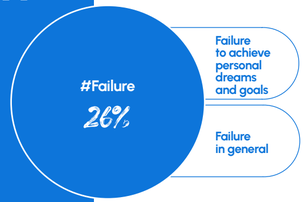
In Mexico, participants are preoccupied by their **financial situation**, with 13% of respondents sharing this concern, putting it therefore in second place. This same worry is ranked fourth in France, but affects a larger share of the population (14%). Taking a closer look at the sub-categories in this group shows that worries about the **overall economic situation** are more pronounced in Mexico (3% as against only 1% in France).

Segment comparison

I am studying / I am working

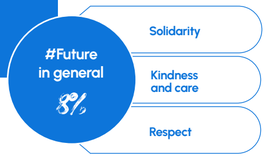
SEGMENT 1 "I AM STUDYING"

Participants who said they were students fear that they might **fail** (25%), and worry about their **future career** (12%). They are worried that they might not find a job or **might lose it if they do**, are generally concerned about their **career path**, and fear that they might end up in a **profession they don't really like**. The **future in general** also seems to worry students more (8% vs. 4% of the participants who are working), specifically because of **uncertainty**, which was mentioned by 3% of them.



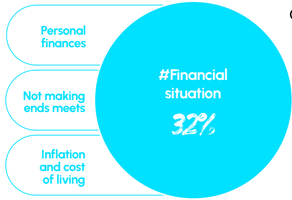






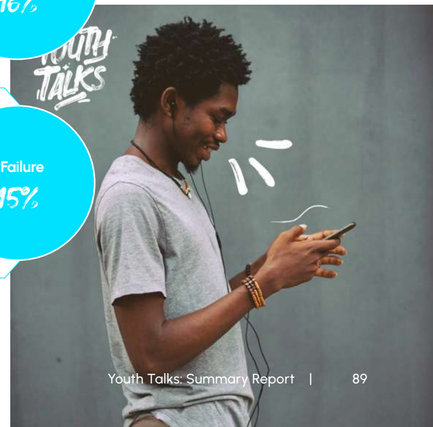
SEGMENT 2 "I AM WORKING"

On the other hand, for participants who are working, the main source of concern for the future is their **financial situation** (mentioned by 32% of the participants in this category). **Health** comes second (15% vs 7% for students), and increasing importance is given to **mental health** (3% vs 1% of students). The **environmental crisis** is also a source of concern shared by respondents who are in the labor market (7% and sixth place for people working, vs 5% and ninth place for students).









Voices of the youth

« When I think about the future what worries me personally is the analysis of not being able to solve future problems due to certain lack of knowledge through studies limited in our dispositions for lack of means. In addition, I am worried about the behavior displayed by the youth who are qualified as irresponsible for being able to take responsibility in their own hands. »

Man, 24 years old, Democratic Republic of the Congo

« Have you ever wondered how your life will end? I often obsessively worry about it. Am I doing the right things now to be where I need to be when I'm old? Where do I want to be when I'm old? Am I working at the right job? Am I working hard enough? Am I being social enough? What if I get sick? What if the car breaks down and I can't pay my bills? What if I can't live here anymore? What if I lose my job? What's my plan? Okay, so my fears got progressively darker, but what can I say? I worry a lot! I try to pretend I'm optimistic, but deep down, I assume everything is going to go wrong at every turn. »

Guinea-Bissau

« And I'm afraid of becoming mediocre and mechanized like most people today, who live in constant turmoil, absorbed in a sea of information and social networks and hate. I'm afraid I won't be able to silence the world and become another clone of the system and modern society. »

Woman, 18 years old, Portugal

« I fear that people will start to hate each other more, that they will segregate themselves, that the quality of life and access to education and culture will be elitist. I fear that we humans are responsible for our own extinction. »

Woman, 22 years old, Brazil

«I worry that I won't have the motivation and drive to achieve my goals and live up to my potential. I worry that I won't be able to stay focused on the things that matter to me, and that I won't be able to make the best possible decisions for my future. I worry that I won't be able to stay positive and motivated and that I will become complacent and feel like I'm not making any progress »

Man, 24 years old, Malawi

« When I think about the future, I worry about my own health and happiness. I worry that I won't be able to stay healthy as I get older, and that I'll be unhappy in my later years. I worry that I won't be able to enjoy my retirement, and that I'll end up alone and isolated. »

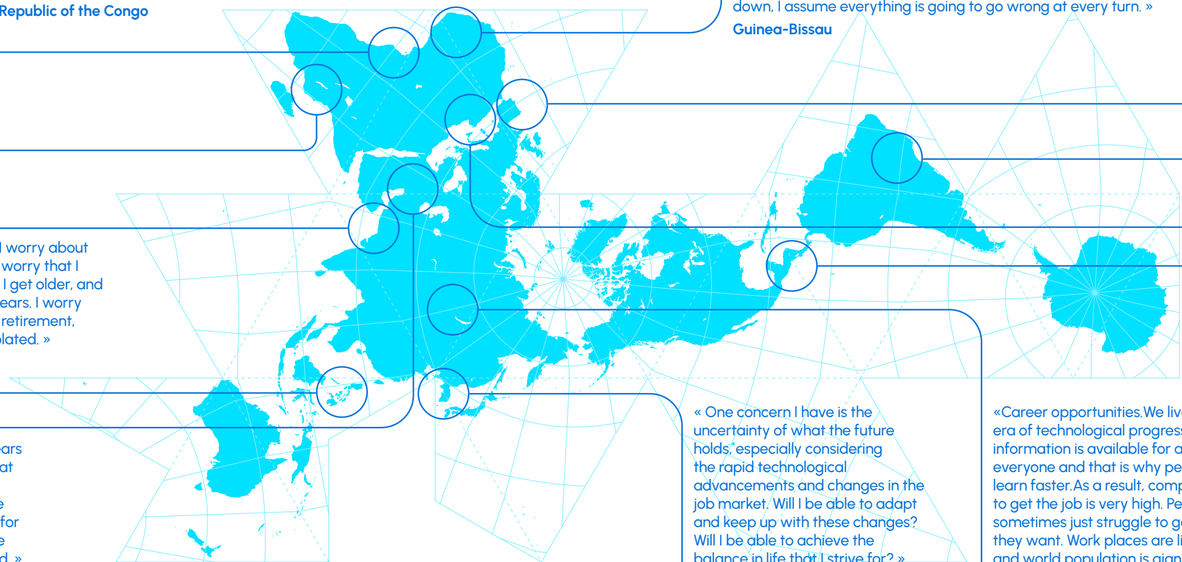
Man, 18 years old, Pakistan

« When I think about the future, I worry about failing. In the present, I feel so pressured since I am the eldest of my siblings. I feel the pressure of providing for my family. And I worry about making mistakes and failing to fulfil my responsibilities. »

Woman, 23 years old, Philippines

« What worries me is that my years of study will go to waste, and that I will not find a job opportunity with my degree, not for the sake of money, but rather out of love for the mission of education and the specialty that I loved and studied. »

Iraq



« One concern I have is the uncertainty of what the future holds, especially considering the rapid technological advancements and changes in the job market. Will I be able to adapt and keep up with these changes? Will I be able to achieve the balance in life that I strive for? »

Man, 28 years old, South Korea

«Career opportunities.We live in new era of technological progress where information is available for almost everyone and that is why people learn faster.As a result, competition to get the job is very high. People sometimes just struggle to get the job they want. Work places are limited and world population is giant. »

Woman, 19 years old, Russia

« It worries me living in a world where I feel not seen or heard, and as a woman I know sometimes I'm going to face that situation more than 1 time. »

El Salvador

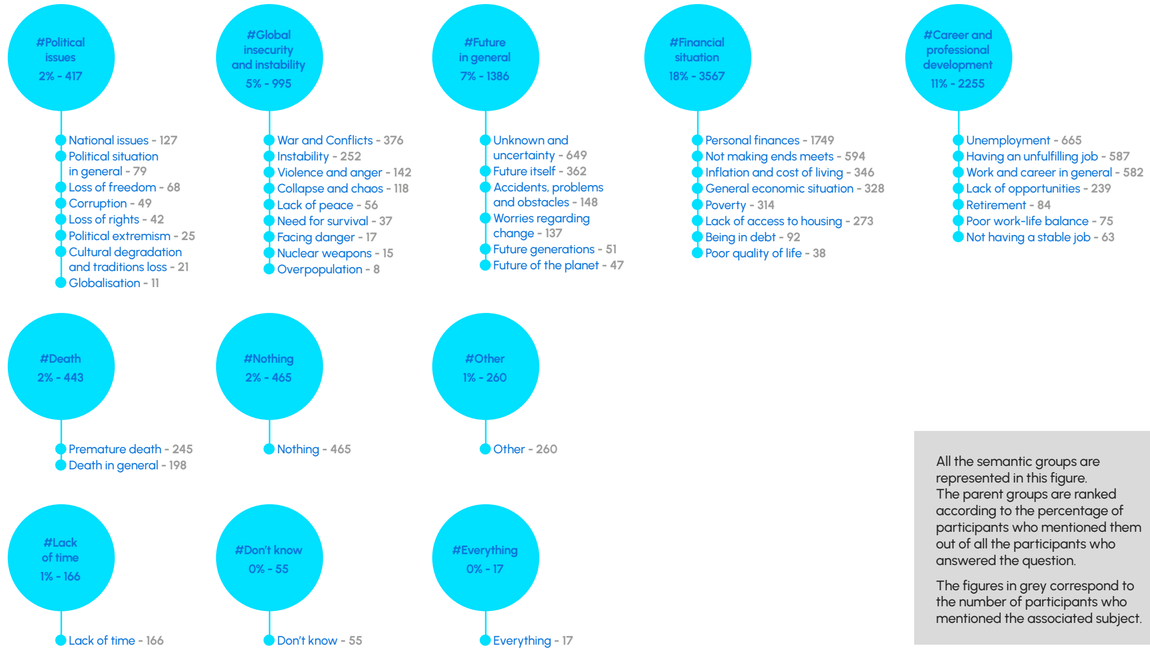
« How I can live and reproduce in a world that is in a constant danger, from the spoiled nature. There is an alarming threat that is blatant still people don't see it from nature. I am also concerned about the minority, and how they can survive through all this bullying they face everyday and is almost atomized. »

Woman, 24 years old, Tunisia

Repository of themes discussed in question 3

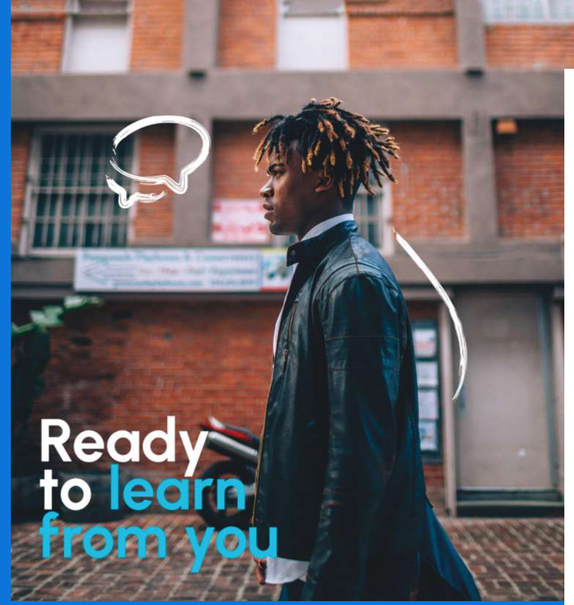
When I think about the future, what worries me... for myself





All the semantic groups are represented in this figure.
The parent groups are ranked according to the percentage of participants who mentioned them out of all the participants who answered the question.

The figures in grey correspond to the number of participants who mentioned the associated subject.



Caveat

In the "To go further" sections of this report, we humbly suggest some ideas for initiating the transition from simple description to a more thorough analysis of the results. These sections aim to trigger thought and sketch out some possible ideas of exploration, rather than to present definitive interpretations.

Our editorial team, though it is dedicated and competent, does not have the expertise in all the fields that underlie the results of the consultation. Moreover, the fact that our team principally includes members from the West, France and Europe in particular, necessarily introduces limitations and bias to our approach. Further stages of analysis are planned, involving a wide range of experts from a variety of cultures and fields of expertise, so that we can conduct a more in-depth interpretation.

We therefore invite our readers to approach the "To go further" sections from an open-minded yet critical perspective. They should be seen as preliminary avenues of exploration, potentially subject to bias or omissions resulting from our own cultural or professional perspectives.

By sharing these preliminary ideas, we hope to trigger an enriching dialogue and a more in-depth analysis that will help us to collectively take the best approach when looking at the rich complexity of the ideas expressed by the young people who took part in this consultation.

To go further

It is surprising to see that the concerns of young people all over the world reflect Maslow's famous hierarchy (often portrayed as a pyramid)[11], ranging from basic human needs to the ultimate aspiration of personal fulfillment. Might we therefore design a hierarchy of concerns, to reflect the hopes and fears of these new generations?

The base: confronting failure, and resilience

At the bottom of our pyramid, young people are primarily concerned about personal failure, underlining the importance of the culture of failure and also of resilience. Are these worries the sign of a growing pressure on individual performance, combined with an increasing intolerance for failure? The need to build resilience in our educational programs is clearly of paramount importance. This can be accomplished through teaching methods that focus on learning through failure and giving value to mistakes as learning opportunities.

Level two: managing one's financial and professional situation

Next come the worries about their financial and professional situation. Do these worries reflect the growing lack of job security amongst young people, combined with the galloping inflation that endangers their economic security? It would be interesting to examine the extent to which education and employment policies might alleviate such concerns.

Level three: health and well-being

At this intermediate level, young people express worries about their physical and mental health, which underlines the importance of well-being in their scale of values. These concerns might be the reflection of a world that is increasingly leading to anxiety and stress. Initiatives designed to promote mental well-being, such as mental health awareness programs and initiatives intended to improve work-life balance, can play a vital role here.

Penultimate level: family and interpersonal relationships

Concerns about family and interpersonal relationships are another important part of this pyramid. These worries might reflect social pressures and family expectations, as well as the challenges of building a family in a rapidly evolving society. The introduction of policies that support families, such as balanced parental leave mechanisms for example, might help to alleviate these concerns.

At the top: the future, the world…and the system

Lastly, at the top of this pyramid of worries, young people express concerns that relate to the future in general, ranging from personal uncertainty to environmental and societal crises. Are these systemic concerns the sign of an increased awareness of major global issues, combined with a feeling of helplessness? It would be relevant to think about ways of involving young people even more when decisions are made about major global issues, so they could feel that they have control and agency regarding their future.

Tipping point: the weak signal of worry for future generations

It is noteworthy that in addition to their personal worries, young people are expressing their deep-seated anxiety about the future of the generations to follow. This concern transcends their personal reality and even their era, revealing their sensitivity to environmental and societal issues.

11. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370.

Some of the numerous contributions talk of the fear participants feel regarding the degradation of the environment, its impact on the generations to come, and a sense of responsibility in terms of passing on a viable planet. Other contributions point to a fear that the youth are simply drifting, with younger generations more easily influenced and less inclined to take matters seriously. These young people also care about their role and their legacy: how can they leave a positive mark, something that is of use to society and benefits future generations?

These worries for future generations might indicate a new level in the hierarchy of concerns, a higher dimension that reflects collective commitment and a new planetary consciousness. This increased awareness might encourage decision-makers to try and think of more inclusive, more effective mechanisms for civic participation, which would enable the youth to do something practical for the future of their planet and the generations that will come after them. Although still weak as yet, this trend could become more significant as the issues now challenging the world become more complex.

- ***How can failure, traditionally seen as something negative, be reinterpreted and taken on board as a key factor for learning and personal development? How can we transform our perception of failure so that it has a positive influence on young people's well-being and resilience?***
- ***To what extent are young people's financial and professional concerns related to current socioeconomic structures and policies? Could these structures be remodeled in such a way as to reduce these worries?***
- ***How does the emphasis given to mental and physical well-being in discussions about health influence young people's perception of their responsibilities to themselves and to society in general? How might this be used to promote better overall health?***
- ***What are the factors leading young people to care more about the future of generations to come than about their own future? How can these concerns about future generations be channeled into triggering positive social and environmental change?***





Question 4

When I think about the future, what worries me... for the world

When they imagine what the future of the world will be, nearly a third of the youth express deep-seated concerns about environmental problems, geopolitical tensions, and economic problems. Their thoughts convey an acute awareness of current issues, and reveal their anxiety concerning their own ability to do anything to avert these crises. Their concern even goes as far as to resemble genuine fear, engendered by a chaotic vision of the future of our planet.

The environmental issue (40%) emerges as the dominant cause of concern for most regions of the world. However, for the Middle East and North Africa, this issue takes second place, overtaken by the specter of wars and conflicts. Thirty-six percent of participants referred to this topic, echoing the desire for peace expressed in answers to the second question, ***"When I think about the future, what I wish...for the world (others, society, the planet, etc.)."***

31,691
contributions

A crucial point to note is that a specific theme appears here, entitled poor human behaviors, and referring to corrupt human behaviors, inhumanity and cruelty, individualism and lack of empathy, materialism and human greed. This is a topic that preoccupies the youth of almost every region of the world, except in the West (North America, Europe and Central Asia).

On the contrary, the young people of the West put more emphasis on political problems such as political extremism, lack of trust in decision-makers, corruption, oppression, and lack of freedom. This results in two very different visions of the causes of their problems and worries for the future. On the one hand, the youth of the West question established systems and blame political institutions and the repercussions their decisions will have on the future. On the other, the other regions of the world emphasize individual responsibility, with the theme of poor human behavior, and its potentially catastrophic consequences for the future.

It is interesting to note that for East Asia and the Pacific, another cluster appears in the top five, which is that of a collapsing world, a theme that groups together any contributions alluding to the end of the world and the extinction of the human race. This shows that these regions are significantly more worried about the existential threat that the future represents.

Overall lessons learned from the question

An uncertain future: deep-rooted fears about the environment, conflicts, and the economic situation

When they look at what the future holds, the youth of the world reveal a maturity that shows in the gravity of their concerns. Nearly 40% of these young citizens of the world see environmental issues as their main cause for concern. Climate change, far from being a simple meteorological inconvenience, is seen as the detonator of a chain of major crises: destruction of biodiversity, rising sea levels, increased frequency of natural disasters, economic collapse owing to the depletion of natural resources, massive climate-driven migration, and, the sum of all these woes, an escalation in inequality, violence, and insecurity.

> "CLIMATE CHANGE IS SEEN AS THE DETONATOR OF A CHAIN OF MAJOR CRISES."

For 20% of young people, in second place comes their apprehension when confronted with the constant shadow of wars and conflicts that hangs over the future. This is no irrational fear: they are afraid of the devastating repercussions that the latest weapons might have, particularly the world's nuclear arsenal. This fear echoes the hunger for peace and stability discussed in question 2 of the consultation.

The economic situation, meanwhile, is a worry for 17% of participants. The critics of capitalism, of whom there appear to be many, criticize an economic model that they consider to be both unsustainable and the cause of overconsumption and materialism, thereby engendering environmental and social degradation. Moreover, they bring to the fore such immediate concerns as the increasing cost of living, the lack of job opportunities, and the threat posed by technological progress in the job market.

A fifth of participants highlighted key societal and political challenges. They are worried about the upsurge in crime and brutality, the increase in discrimination, particularly towards women and minorities such as LGBTQI+, and the growing sense of insecurity. Regarding politics, extremism is gaining ground and both politicians and decision-makers are regarded with growing distrust, their reputation besmirched by accusations of corruption, greed, and self-interest.

Lastly, it is worth noting that 3% of participants foresee a dark, even apocalyptic, future and fear a total collapse of our world, illustrated by destruction, chaos, and catastrophe. This pessimistic view, despite being held by a minority, should make us think: **it reflects a deep-seated disenchantment and a feeling of helplessness in the face of major challenges.**



Presentation of lessons learned by region

The environment, of universal concern

Environmental concerns transcend borders and echo in the minds of young people worldwide. In every region, the environment is a core concern for our future leaders, with the exception of the Middle East and North Africa, where geopolitical tensions are felt more keenly.

Each region, however, has its particularities. The young people of North America, Europe and Central Asia are particularly concerned about **political challenges**, especially issues like governance, transparency, and representativeness in democracies. On the other hand, **poor human behavior** is a theme that often comes up in contributions from young people in Latin America and the Caribbean, Sub-Saharan Africa, and South Asia, where they talk of a crying need for **humanity and solidarity** to help build a better future.

When I think about the future, what worries me... for the world

NORTH AMERICA

The main concerns expressed by North Americans are relatively similar to those of the participants overall, with the first three places going to **environmental issues**, **wars and conflicts**, and **economic matters**. On this last topic, the **depletion of resources** comes top of their worries list. Sixteen percent of North American participants placed special emphasis on **societal issues**, particularly the rise in **crime, violence**, **racism**, and **discrimination**. Lastly, it is noteworthy that over half of the contributions about **access to healthcare** were made by participants from North America.

LATIN AMERICA & THE CARIBBEAN

Nearly a third of the participants from Latin America are primarily worried about current **environmental issues**. And while the second most significant concern for participants overall is to do with **wars and conflicts**, here second place goes to **economic problems** (17%). **Depletion of natural resources**, **inequalities**, and **poverty** are the main concerns discussed. **Societal issues** and **matters related to individual behaviors** (particularly violence and insecurity) are in fourth and fifth place.

THE MIDDLE EAST & NORTH AFRICA

Young people living in the Middle East and North Africa are particularly worried about the perspective of **wars and conflicts**, a subject that was mentioned by over a third of them. On the other hand, **the environment**, which was brought up by only one out of five respondents, seems to concern them less than participants from the rest of the planet. Economic **tensions**, in the form of a fear about **the depletion of natural resources** and its potential consequences, such as **famine** and food shortages, comes third. It should be stressed that the topic of **education** is considerably more of an issue in this part of the world, where it is in seventh place on their list of concerns.

EUROPE & CENTRAL ASIA

More than half of the young people of Europe and Central Asia are worried about **the environment**, making it a particularly significant concern. Twenty-six percent of participants are worried about the possibility of future **wars** and the absence of peace. **Economic issues** are in third place, referred to by over 20% of participants. The **increase in inequalities and poverty** was brought up by many participants, as was the **depletion of natural resources**. Young people in this part of the world are also preoccupied by politics. One in 10 participants mentioned **political issues**, particularly the rise in extremism.

SUB-SAHARAN AFRICA

The young people of Sub-Saharan Africa are particularly concerned with the **environment**, **wars and conflicts**, and **the economy**. Their thoughts about the future are haunted by the specters of **poverty**, **social inequalities**, and a **dearth of job opportunities**. Around 10% of them express their concerns about **human behavior** in general, and they talk quite earnestly about how they doubt whether young people will be able to handle the complexities of tomorrow's world. Furthermore, they also worry about an **increase in human cruelty** and a **lack of humanity**.

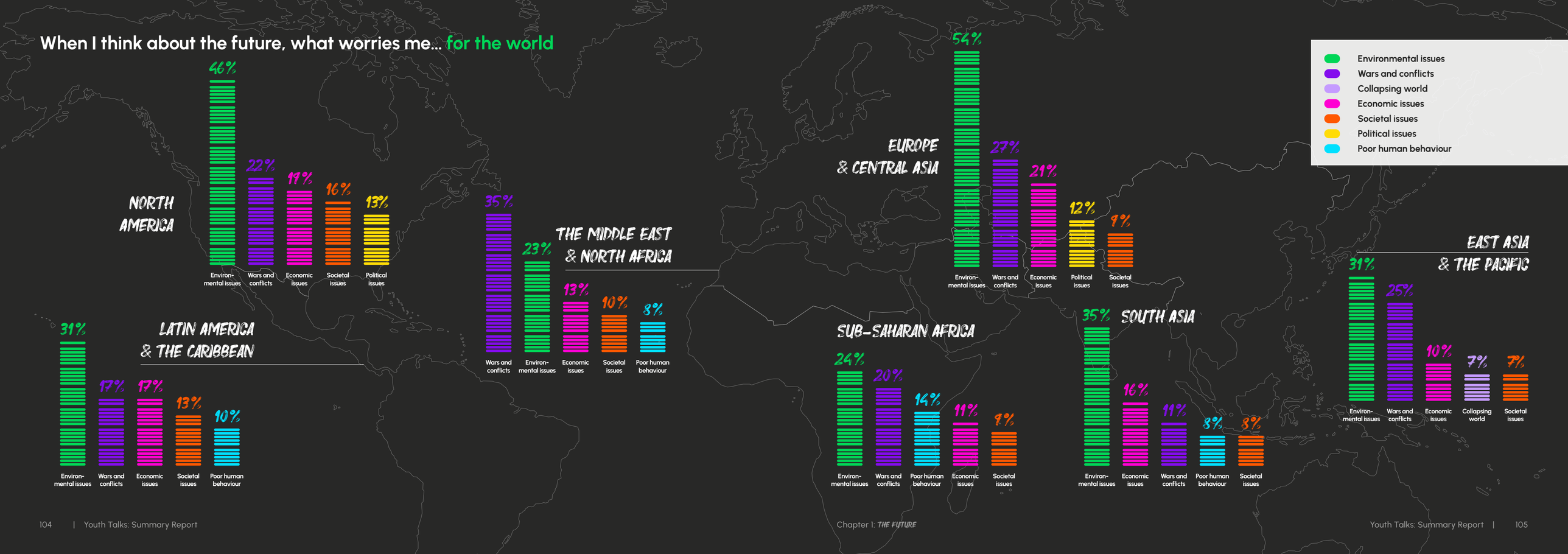
SOUTH ASIA

More than a third of young respondents in South Asia are worried about the future of the **environment**, particularly **pollution**. **Economic issues**, the participants' second greatest concern, involve fears about **natural resources**, the **economic crisis**, and **failure in general**. Ten percent of participants fear that there will be an upsurge in the number of wars. **Societal issues** and **human behavior** are also mentioned. Lastly, corruption is central to the political issues raised by our participants.

EAST ASIA & THE PACIFIC

As with the majority of our participants, the main fears of respondents from East Asia and the Pacific focus on the future of **the environment**, world stability under threat from **wars and conflicts**, and **economic problems**. Concerns about **world collapse** are very much present, with this theme in fourth place, higher than **societal**, **political**, and **health-related issues**.

When I think about the future, what worries me... for the world

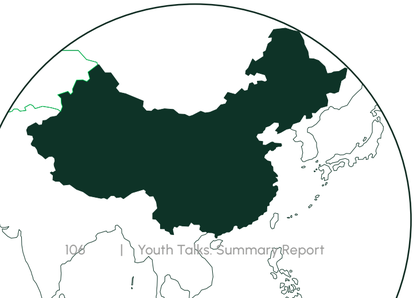


Country comparison

China / Spain

CHINA

The atmosphere in China is pervaded by one overriding concern: **wars and conflicts**, something that worries nearly 40% of the Chinese youth. This puts the country far ahead of the world average in terms of worrying about world peace. **Environmental challenges** also occupy a significant place in the minds of these young people, focusing particularly on the **overall state of the environment, pollution,** and **global warming**. On the economic front, the young people of China are worried about **growing inequalities**, **the economic crisis**, and **recession**. The shadow of American hegemony also hangs over their **political fears**, whereas nearly a third of them say they are worried about the **state of society**, particularly with reference to a feeling of **insecurity** and the **erosion of interpersonal relationships**.



- #Wars and conflicts 40% — Wars and conflicts in general; Lack of peace
- #Environmental issues 25% — Environmental issues in general; Pollution
- #Economic issues 10% — Inequalities
- #Political issues 7% — Autocratization
- #Societal issues 6% — Discriminations and injustice
- #Health issues 3% — Epidemics and pandemics



- #Environmental issues 41% — Climate change; Concerns for the planet
- #Economic issues 25% — Inequalities; Poverty
- #Wars and conflicts 22% — Wars and conflicts in general

SPAIN

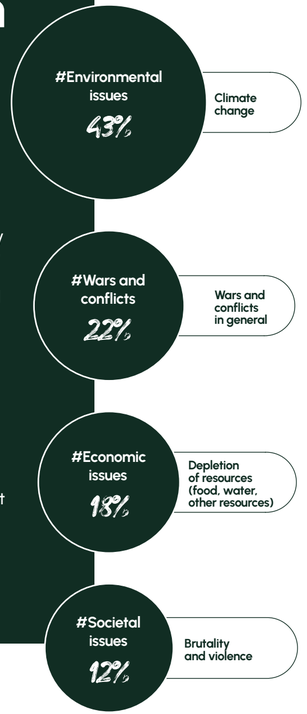
As they nervously peer into the future, the young people of Spain worry about the fate of the planet, placing **climate change** at the forefront of their concerns. In addition, a quarter of them are particularly focused on **economic issues**, especially **inequalities** and **poverty**. **Conflict and war** come third on their list of concerns. With respect to politics, they display a perceptible fear of **extremism**, the **increase in fascism**, and the **rise of the far right**. What is more, changes to human rights also feature amongst their main concerns, revealing an acute awareness of contemporary social problems.

Segment comparison

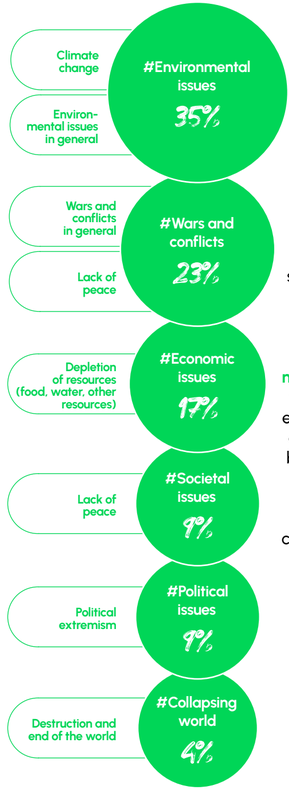
Women / Men

SEGMENT 1 "WOMEN"

Women, while broadly sharing everyone's overall concerns, put **environmental issues** at the top of their list of worries, closely followed by **wars and conflicts**. In third place they focus on **economic issues**, a sign of their commitment to achieving global financial stability. However, they take a slightly different view, in that they put the accent on **societal issues**, to which they afford fourth place. They raise poignant concerns about **brutality**, **violence**, **discrimination**, and **injustice**. **Racism**, **discrimination**, and **injustice**, specifically when directed at women and sexual and religious minorities, stand out amongst their various concerns. In addition, 9% of women brought up **political issues**, with **Human Rights violations** as their primary political concern.



- #Environmental issues 43% — Climate change
- #Wars and conflicts 22% — Wars and conflicts in general
- #Economic issues 18% — Depletion of resources (food, water, other resources)
- #Societal issues 12% — Brutality and violence



- #Environmental issues 35% — Climate change; Environmental issues in general
- #Wars and conflicts 23% — Wars and conflicts in general; Lack of peace
- #Economic issues 17% — Depletion of resources (food, water, other resources)
- #Societal issues 9% — Lack of peace
- #Political issues 9% — Political extremism
- #Collapsing world 4% — Destruction and end of the world

SEGMENT 2 "MEN"

Young men see the future in a similar way, bringing up matters like **climate concerns**, **wars and conflicts**, and **economic issues**. However, they also show a particular interest in **political matters**, which account for 9% of their concerns, with a particular emphasis on **political extremism** and **corruption**. In addition, they betray noticeable anxiety about **world collapse**, which reflects a deep-seated apprehension about the future and the global challenges they will have to face.

Voices of the youth

« What worries me for the world is to see that there are people capable of reaching out to others but they prefer to close their eyes and let people die of starvation or because they could not buy medications. And also the fact that young people are ignored, things that lead to harmful consequences not only for these young people but also for the country. »

Woman, 25 years old, Comoros

« I worry about the continued destruction of the environment and the effects of climate change. I worry about food security and the ability of vulnerable communities to access basic resources. I worry about the continued rise of inequality and a lack of access to quality healthcare and education. I worry about the future of democracy and the erosion of human rights, particularly in authoritarian regimes. I worry about the proliferation of nuclear weapons and the potential for catastrophic conflict. »

Man, 24 years old, Malawi

« The problem of climate change is major. I believe that the highest carbon emitting countries must take action to combat the considerable effects caused by climate change. If this is not the case, these countries must assume their responsibilities towards previous generations who have suffered the consequences of their past emissions. Greenhouse gas emissions impact the environment for decades and even centuries, which means that current generations must take into account the environmental legacy left by previous generations. The countries that emit the most carbon must therefore assume their responsibility towards previous generations by taking measures to reduce their greenhouse gas emissions and by contributing to the transition towards a greener economy. »

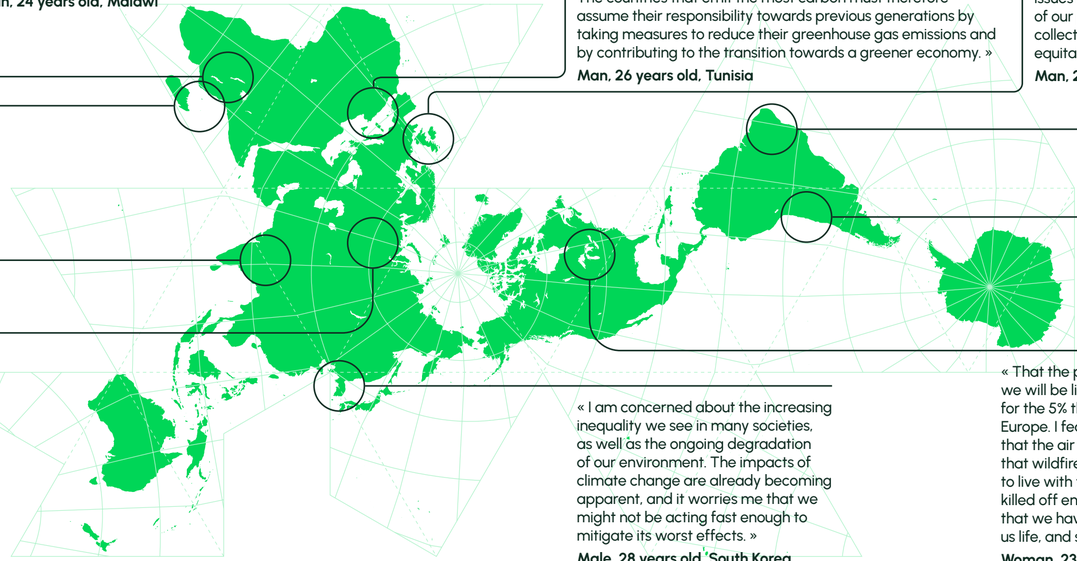
Man, 26 years old, Tunisia

« When I think about the future, what worries me for the world is the increasing inequality and social injustices that persist. I am concerned about the divisions that exist within society, whether it be based on race, gender, socioeconomic status, or other factors. The pressing issues of poverty, discrimination, and lack of access to basic necessities trouble me deeply. Additionally, the ongoing environmental challenges, such as climate change and biodiversity loss, are sources of great concern. I worry about the long-term consequences these issues may have on future generations and the sustainability of our planet. It is crucial that we address these concerns collectively and take proactive steps to create a more equitable, inclusive, and environmentally conscious world. »

Man, 21 years old, UK

« Fear that the world will continue the way it is or that it will get worse, people without discernment deciding important things, cancel culture, languages dying, ego protruding the echo and voluntary blindness to certain things in life, such as injustice and other causes. I am afraid that it will not change and that they will continue not to care about essential things, that the population rate will grow and our resources will decrease, either due to lack of preparation or awareness of what is happening. »

Woman, 21 years old, Brazil



« I worry about the natural resources to be honest. Nature are so good on their own but when trying to invent new things people slightly harm the natural resources but that didn't mean like to stop using it, at least keep their value and use it wisely... so that the whole world gets fresh air and environment. »

Woman, 18 years old, Nepal

« Global warming. It's the craziest thing that is going right now on Earth. When I read a lot of scientific articles about the greenhouse effect and about the consequences of it-I was shocked. I don't want to leave the planet where my children and their children will be impacted by our human activity. So,in my mind, we should learn how to step by step stop global ecological problems. Maybe, it should be learned from the early age in schools and universities. »

Woman, 19 years old, Russia

« I am concerned about the increasing inequality we see in many societies, as well as the ongoing degradation of our environment. The impacts of climate change are already becoming apparent, and it worries me that we might not be acting fast enough to mitigate its worst effects. »

Male, 28 years old, South Korea

« That the planet will continue to decay and we will be living in a barren world, only livable for the 5% that happen to live in the west/ Europe. I fear that crops won't be able to grow, that the air will always be smoky and polluted, that wildfires will become a norm. We will have to live with the guilt that we humans have killed off entire species because of our actions, that we have destroyed the planet which gave us life, and so, we destroyed ourselves. »

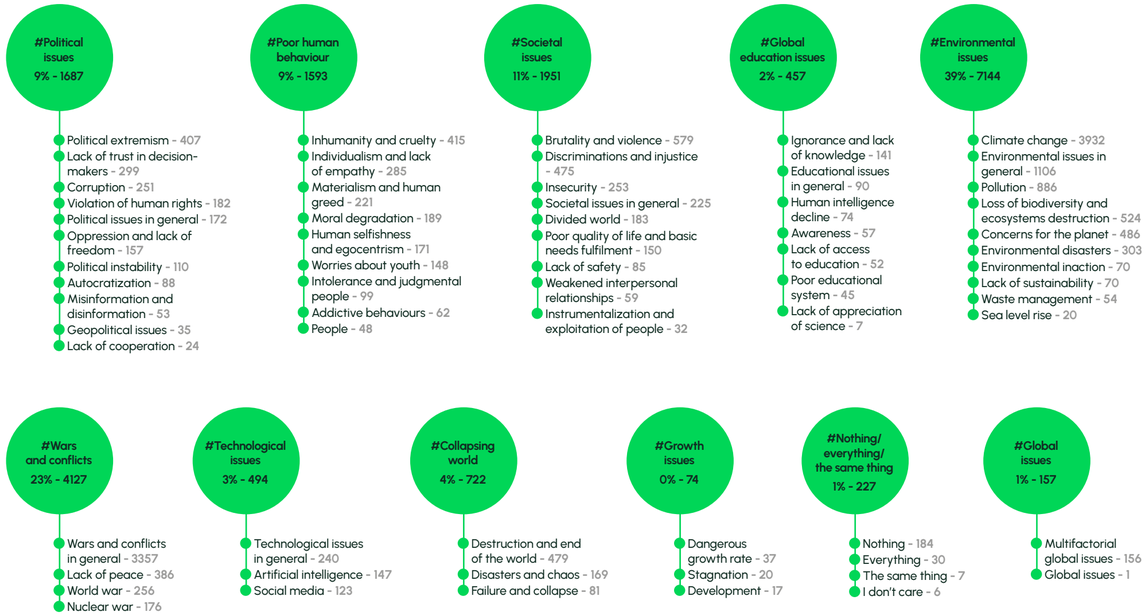
Woman, 23 years old, Canada

« It worries me a lot that people are very disconnected from what is happening around them, they do not get involved, they do not connect with other people, they seem distant from other people's pain, they do not empathize, there is no common good, just a lot of people living in the same same planet but with vague purposes »

Woman, 24 years old, Chile

Repository of themes discussed in question 4

When I think about the future, what worries me... for the world





All the semantic groups are represented in this figure.
The parent groups are ranked according to the percentage of participants who mentioned them out of all the participants who answered the question.

The figures in grey correspond to the number of participants who mentioned the associated subject.



Caveat

In the "To go further" sections of this report, we humbly suggest some ideas for initiating the transition from simple description to a more thorough analysis of the results. These sections aim to trigger thought and sketch out some possible ideas of exploration, rather than to present definitive interpretations.

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We therefore invite our readers to approach the "To go further" sections from an open-minded yet critical perspective. They should be seen as preliminary avenues of exploration, potentially subject to bias or omissions resulting from our own cultural or professional perspectives.

By sharing these preliminary ideas, we hope to trigger an enriching dialogue and a more in-depth analysis that will help us to collectively take the best approach when looking at the rich complexity of the ideas expressed by the young people who took part in this consultation.

To go further

The rich mosaic of concerns raised in response to question 4 offers a remarkable window on the challenges the youth face today. Their views lead us to a framework of complex, interconnected questions that require in-depth consideration.

At the forefront of these concerns we find the environment, covering everything from climate change to pollution and rising sea levels. This focus highlights the central dilemma of the 21st century: **how to balance economic growth and environmental sustainability**. It is a fundamental contradiction in terms, yet one that must be solved if we are to achieve truly sustainable development.

Concerns about wars and conflicts, alongside economic inequalities and depletion of resources, reveal the **paradox between aspirations of peace and social justice and the realities of a world troubled by tensions and disparities.** ***How can we find our way in a world that aspires to stability when we are constantly jostled by conflicting forces?***

Societal issues like violence and discrimination reflect anxieties about increasing social division. They spotlight **the tension between rampant individualism and an intrinsic desire for social cohesion.** ***How can bridges be built in an increasingly fragmented society?***

These political and geopolitical misgivings reveal a certain cynicism towards those in power and an unease regarding the lack of international cooperation. Such concerns highlight the paradox between the desire for freedom and democracy and the fear of political instability.

The youth express their scathing criticism of self-interest and human cruelty, revealing a dark view of human nature that recalls the philosophical debate between **Hobbes**[12] and **Rousseau**[13] on the essence of humanity.

In such a context, numerous research questions emerge with respect to how these concerns are reflected in everyday behaviors and how they influence career choices, shape people's views of the current economic system and modulate trust in political institutions. Similarly, it is crucially important to detect the factors that cause an accentuation of certain societal concerns.

Understanding and taking on board the concerns of our young people—the heirs to the world of tomorrow and the drivers of change—is more imperative now than ever before. Not only do their voices provide a compass for navigating the complex challenges of our era, but they also offer a catalyst for positive change and progress towards a better world.

- ***How do young people's environmental concerns impact their everyday actions and behaviors? Is there a disparity between their awareness of the issues and their actions, and, if so, how can it be bridged?***
- ***How can young people's attitudes toward war and conflict inform policies intended to prevent conflict and consolidate peace?***
- ***What influence do young people's economic worries have on their career choices and professional aspirations? How do their worries affect their view of the current economic system?***
- ***What are the underlying factors behind young people's emphasis on societal problems such as violence and discrimination? How can these concerns be taken into consideration when developing public policy?***
- ***What causes young people to mistrust political decision-makers and how can trust in our political institutions be strengthened?***

12. Hobbes, T. (1651). Leviathan. In this work, Hobbes sets out his vision of the natural state of man and of the social contract.
13. Rousseau, J-J. (1762). Du contrat social [The Social Contact]. Here Rousseau sets out his social contract theory, which is very different from that of Hobbes.



Question 5

What collective issues do we need to address to build the future I want?

With over 190 different themes mentioned, this question elicited a whirlwind of responses featuring an impressive range of topics. From the structure of our world—the environment, the economy, the educational system—to what we're like as human beings—individualism, discrimination, attitudes—the question elicited an abundance of different contributions. Moreover, participants did not just tell us their thoughts by listing the problems that need to be solved—they also put forward practical solutions.

38,644
contributions

Overall lessons learned from the question

The youth talk about an impressive diversity of collective challenges

Nature's verdict

The environmental imperative turned out to be the dominant leitmotiv, with 35% of participants echoing its call. At the heart of this environmental maelstrom, **climate change** and **global warming** stood out, attracting the attention of 17% of participants. Gravitating around this core are a series of closely related issues—**pollution, energy production, destruction of our ecosystems, resource management, and overconsumption**. Mentioned less frequently but nevertheless of vital importance were **access to water, violence toward animals**, and **issues related to agriculture and food**

Unease of the human soul

The question also revealed a deep-seated concern with regard to **individualism** and **lack of cooperation**, mentioned by 17% of participants. Their abhorrence came in many different forms, ranging from sadness about the **lack of care and empathy** to **criticism of intolerance** and **selfishness**.

Fifteen percent of respondents also raised the problem of **discrimination** and **inequality**, with particular reference to **racism, sexism**, and **hatred directed at the LGBTIQ+ community**.

The omnipresent specter of the economy

Economic issues, a constant shadow hanging over our lives, were raised by 13% of participants. Problems of **poverty, hunger/malnutrition**, and **global economic challenges** were said to be major obstacles to the desired future.

A better future through education

Education was mentioned by 10% of participants, showing itself to be a crucial problem to be solved. Respondents highlighted the lack of education in essential issues like the environment, finance, and fighting discrimination. They also deplored **the fact that not everyone was able to access a quality education**.

This question revealed a deep-seated aspiration to a more peaceful, harmonious, and altruistic world, which was reflected in calls for more care, empathy, kindness, and tolerance.

> "This question revealed a deep-seated aspiration to a more peaceful, harmonious, and altruistic world."

Looking beyond the major themes

Other themes, although less predominant, deserve a mention. Four percent of participants referred to topics related to **wars and conflicts**, while **mental health issues** were brought up almost twice as often as **physical health**.

Questions of governance, leadership, and civic empowerment—particularly in relation to young people—were implicit in many of the issues raised.

Here we are listening to the voices of a generation that is ready to take charge of its future, and aspires to a world where equity, cooperation, and respect for the environment are no longer just empty words but a norm to which we all conform.



Presentation of lessons learned by region

The environment: our primary collective challenge

Irrespective of the region of the world our participants are from, they all see the issue of the environment as the primary collective challenge that needs to be addressed. Human behaviors relating to **discrimination**, **inequalities**, and **selfishness** are also found in the top five in every region. **Obsolete educational systems** were a recurring theme in contributions from Latin America and the Caribbean, the Middle East and North Africa, Sub-Saharan Africa, and South Asia.

What collective issues do we need to address to build the future I want?

NORTH AMERICA

In North America, problems connected with **the environment** are mentioned by 43% of participants, 8 points higher than the overall figure.

The order in which topics come up is also different: **discrimination and inequalities** are mentioned by 22% of participants, which puts them in second place, just in front of **economic issues** (19%). **Health** is ranked fifth, accompanied by topics related to **social welfare** (3%).

LATIN AMERICA & THE CARIBBEAN

For Latin America and the Caribbean, variations from the global average occur more specifically with topics mentioned within the different themes. For the theme about the **environment**, **general issues related to the environment** are mentioned more often than **climate change** (14% versus 7%). Similarly, within the **paradox of individualism** cluster, it is **lack of respect** that takes first place (7% as against 3% overall).

THE MIDDLE EAST & NORTH AFRICA

In the Middle East and North Africa, issues connected with **the environment** are less prominent than in the overall results (19% as opposed to 35%). The **paradox of individualism** theme has a similar proportion; however, **intolerance** had a higher share, with 3% of participants mentioning it. It is in this region that subjects related to **education** are mentioned by the greatest number of participants (15%).

EUROPE & CENTRAL ASIA

Europe and Central Asia is the only geographical area where **environmental issues** are brought up by over half of the participants (54%), most frequently in the form of references to **climate change** (mentioned by 29% of respondents). The theme of **economic issues** also appears more frequently (+5 points at 17%). Lastly, the subject of **geopolitics** completes the top five (10%), particularly with reference to concerns about **war** (6%).

SUB-SAHARAN AFRICA

While **discrimination and inequalities** are somewhat less frequently mentioned in Sub-Saharan Africa than the average (13% as against 15%), the problem of **racism**, however, is afforded more importance (5%). In addition, the theme of **youth empowerment**, which covers contributions related to **the emancipation of young people** and **their position in society**, is referred to more in this region, being mentioned by 5% of participants (1% overall).

SOUTH ASIA

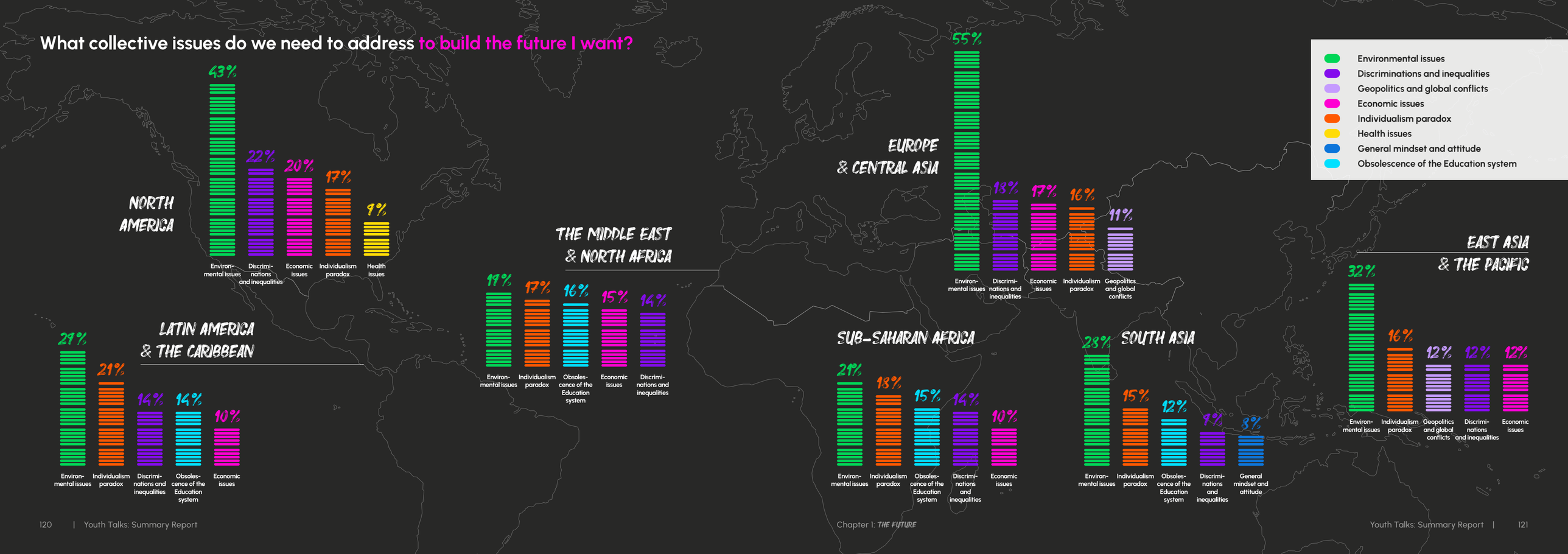
In South Asia, the **environmental issues** theme is in first place (25%). Within the cluster, **climate change** is less present than overall (8%, -8 points), but **pollution** related topics are mentioned by more participants (6%, +3 points). Here, the theme of **general mindset and attitudes**, which hardly comes up elsewhere, is afforded fifth place (8% of participants). The main topics to surface in this cluster are **a lack of hard work**, and **lack of self-esteem** and **personal growth**.

EAST ASIA & THE PACIFIC

In this area, the **paradox of individualism** has attracted a similar number of contributions as the overall average (16%). Here we find particular refence to a lack of **sense of community** (2%), which is much less frequently mentioned elsewhere.

Also, the theme of **geopolitics and global conflicts**, ranked third (12%), takes greater precedence here than overall. In this region, there seems to be a more positive take on this cluster than elsewhere, with verbatims that speak more of **world peace** than of **conflicts and war** (5% versus 4%).

What collective issues do we need to address to build the future I want?

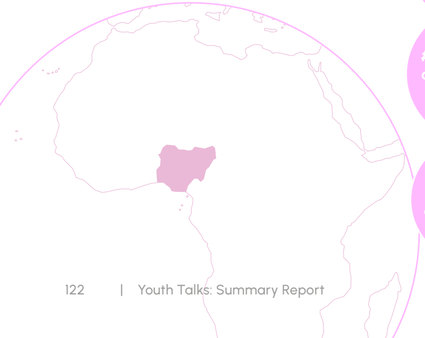


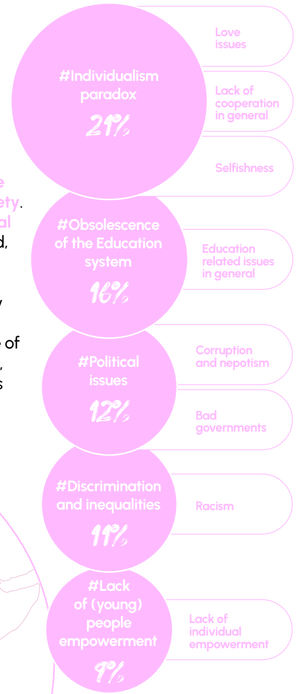
Country comparison

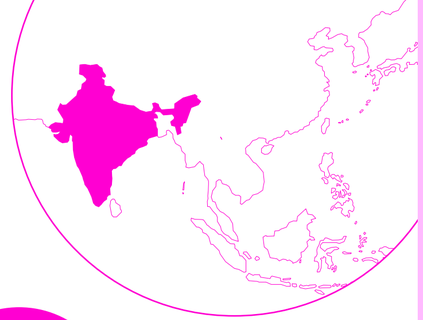
Nigeria / India

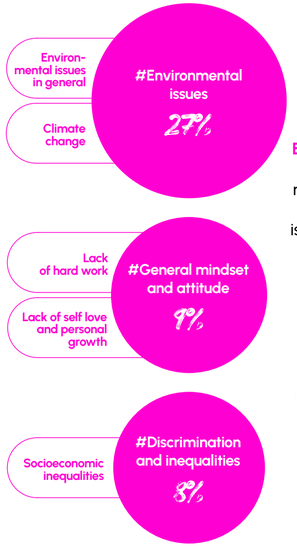
NIGERIA

In Nigeria, topics related to the **paradox of individualism**, mentioned by 21% of participants, come top of the list of contributions. Nigerian respondents particularly stressed **the need to love one another** and criticized **selfishness in society**. **Problems connected with the educational system** are also particularly highly placed, coming in second, and mentioned by 16% of participants. Lastly, **political issues** are ranked third (12%), represented mainly by the **corruption and nepotism** sub-cluster (7%). We should also note the importance of the **lack of young people empowerment**, mentioned by 9% of Nigerian participants (versus 2% for Indian respondents).









INDIA

Environmental concerns are of particular importance to respondents from India, 27% of whom referred to these issues. The theme of **general mindset and attitude** is a particularly significant issue for respondents in India, coming fourth with 9% of contributions and covering concepts like **lack of hard work** and, in equal proportion, **lack of self-love and personal growth**. The theme of **discrimination and inequalities** is also less prominent in India than in the rest of the world.

Segment comparison

I am studying / I am working

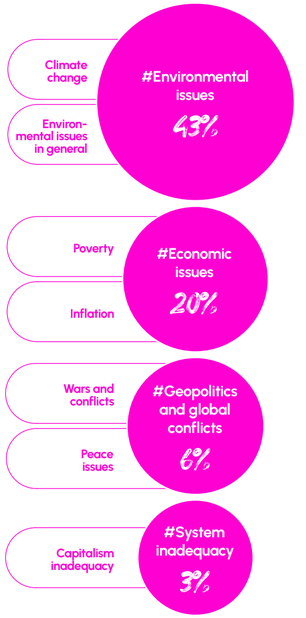
SEGMENT 1 "I AM STUDYING"

Participants who are still studying put subjects connected with the **environment** at the top of their list of problems to be addressed collectively, to a lesser extent however than participants who are working (36% vs 43%).

Seventeen percent of them put the **paradox of individualism** next, making this cluster the second most frequently mentioned problem (fourth for working participants). **Lack of cooperation**, **empathy**, **and care** are the most important topics in this cluster.

Lastly, **problems connected with education** are in fourth place, mentioned by 11% of students. This percentage is slightly lower for participants who work (7%, in sixth place).

SEGMENT 2 "I AM WORKING"



The most significant difference between participants who are studying and those working comes down to **economic issues**. This theme is ranked second and is referred to by 20% of respondents, as against 10% for participants who are studying. Two topics, mentioned very little by students, are much more significant for workers: **inflation and access to housing**.

Problems connected with **the geopolitical situation** are also mentioned more by working participants (10% of those working vs 8% of students). This difference arises from the more frequent references to wars and conflicts in their contributions.

Less obvious but nevertheless noteworthy, working respondents are more critical of the **capitalist system** than students, who refer to it far less.

Voices of the youth

« Developing education and its places so that students and teachers can transfer information smoothly. Establish training and educational courses for all and all students and develop and strengthen skills. Because in fact we need a well-studied and educated nation so that we can rise and solve all obstacles, for example, lack of Resources, the lack of health materials in hospitals and health centers, the lack of some vaccines, and even the lack of dental anesthesia in some health centers.. Basically, we need a strong government. We need rulers whose goal is to raise their country and not steal its resources and benefit from them for their own expense. In order to build a prosperous future, we need fair bathers. »

Woman, 19 years old, Iraq

« These are technological and environmental challenges that must be met for the rest of our existence. We will have to work to think and be inventive, to push people to the maximum of their abilities. However, we will have to carry out this task while striving to keep a balance between political correctness and what is not pleasant to hear, between inflexibility and change. In short, it is important to advance on the social level, perhaps faster than on the technological level, in order to instil discipline and principles in people, while preserving individual and collective freedoms so that these said people accept change while keeping the good of the past. »

Man, 15 years old, France

« I believe that one of the main concerns of young people today is the lack of support and support during the transition to adulthood. Society needs to be united in a way where we can feel safe with our dreams, desires and plans for the future. If a young person knew that there is a support point during this process, many anxiety problems, imposter syndrome would be reversed. Young people want to find paths to their dreams and not obstacles. »

Brazil

« We need to address the violence that is happening in the world, for example the war in Ukraine or the injustice and horrible mistreatment and killing in Iran and we need to unite against the people that made it possible. We need to address that climate change is a real thing and that it is a threat against the world. »

Woman, 16 years old, Czechia

« Let's stop ignoring young people, listen to young people, reflect on their ideas, and above all create jobs. Give us the chance to fight and succeed, wherever and wherever we can estimate our ability. Let's stop closing our eyes to people who ask for help and especially those who only ask to be fed. »

Woman, 16 years old, Czechia

« I guess publishing daily programs awaring and giving more exceptional knowledge about one's mental health This is the biggest problem of this generation going on. When a person go through their toughest mentally they will be left with only 2 choices in their life. Its either giving up on life or growing more stronger.. in this 2 choice obviously second one sounds better, so to help people and even me I think we all need mental health awareness to build the future we want simply. Having a bad mental health and bad situation together is a different thing than having only bad mental health and a person will go through bad situation in the process of building future. So mental health matters. »

Woman, 18 years old, Nepal

« Among the many collective issues which should definitely be addressed in order to build the future I want, I strongly think that the issues of poverty should be addressed and solved first on a global scale. This is because we are aware that poverty is the revolution to crime and injustice. Therefore, eliminating poverty would not only give a safer environment towards the community but further improve the lives of many in our society especially the younger generation for a bigger and brighter future together. »

Woman, 18 years old, Malaysia

« We need to address climate change urgently and make our societies more sustainable. This includes everything from reducing greenhouse gas emissions to moving towards renewable sources of energy and creating more sustainable consumption and production patterns. At the same time, we need to work on social issues like inequality and lack of access to quality education and healthcare. If we can make progress on these fronts, we will be taking a big step towards the kind of future I wish to see. »

Man, 28 years old, South Korea

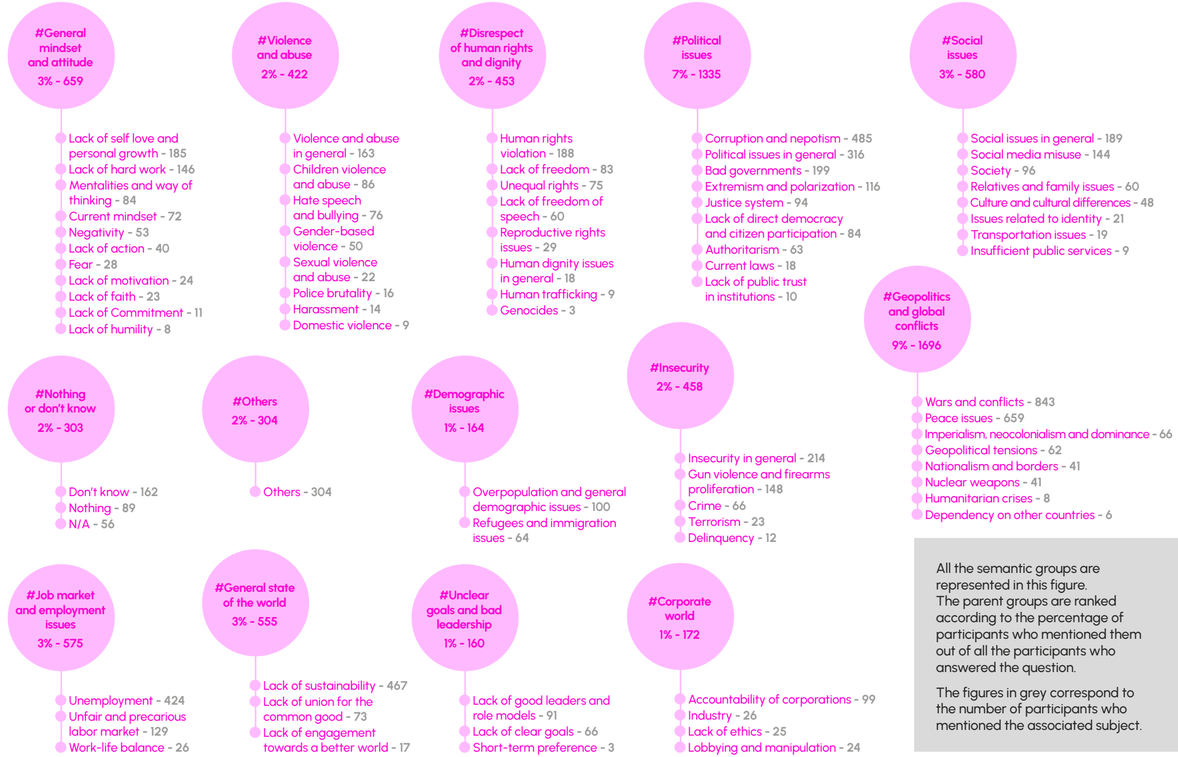
« We need to understand what climate justice means, that it involves more than just solving the climate crisis (as if it wasn't hard enough yet), but equal rights, human rights, dismantling of the patriarchy (which does not mean to suppress men now), empowering of women, LGBTQAI+, disabled people, and BIPoC in this world that was built for white cis men. We need a system change. Also, it is unforgivable that the people currently in power hardly listen to younger generations and act as if they are not understanding the global problems yet, while working towards money and big companies instead of a better world themselves. The ones with the greatest influence on climate change, which are big companies, should use this influence and stop using campaigns to propagate single human beings have to save the world by eating less meat and taking the bike sometimes instead of the car. We need almost radical decisions by governments that are, for once, not in favor of companies to make more money. »

Non-binary, 22 years old, Germany

Repository of themes discussed in question 5

What collective issues do we need to address to build the future I want?





All the semantic groups are represented in this figure.
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To go further

The plurality of problems raised by the younger generations only serves to emphasize the size of the challenge. But this multiplicity should not be seen as a series of isolated obstacles, but rather as a complex, interdependent system. Understanding this interconnectedness is key to building viable, sustainable solutions. If we adopt a holistic approach, we can see that the problems fall into four main categories: the individual, the environment, the economy, and collective dynamics.

- **The individual:** this category encompasses themes like general mindset and attitude, insecurity, lack of youth empowerment and emancipation, and lack of respect for dignity and human rights. These issues question the balance between personal autonomy and collective solidarity. How can personal fulfillment be promoted while simultaneously strengthening social cohesion?
- **The environment:** here, concerns are focused on the environmental issue, the inadequacy of our current system of resource management, and health issues. The challenge is to strike a balance between economic growth and preserving our ecosystem. How can we make our economy more respectful of the environment?
- **The economy:** this field includes economic problems, the labor market, job-related issues, and obsolescence of the education system. Our economic models need to be redesigned to meet current and future needs. How can we create a fairer, more inclusive economy?
- **Collective dynamics:** this category covers political issues, geopolitics, world conflict, social problems, discrimination and inequalities, and controversies about changing values. How can we improve our governance to address the challenges of today?

Identifying these categories is not an end in itself, on the contrary, it serves to open up new avenues for research and social innovation. Through their interconnections, these fields all represent fertile territories for innovative, integrated solutions. They suggest ways of rethinking conventional boundaries and imagining new approaches to problem-solving.

Decompartmentalizing all these issues and looking at them cross-functionally will enable us to discover innovative new solutions. For in this context, innovation is not just about technology and processes, it is also about our ability to rethink our social, economic, and political structures.

Going beyond the specific issues identified by our young people, it would seem that the true questions lie at a deeper level. **Their contributions underline the urgency of a paradigm shift in how we think, problematize, act, and build our society.** Their concerns, far from being isolated demands, are in fact the beginning of a call to rethink the fundamental principles that guide our actions and interactions.

This call requires an awakening of the collective consciousness, involving a change in perspective that will help us to deal with the systemic challenges we face. **The younger generations are not just pointing out the problems, they have already begun to identify potential solutions and possible paths towards a more desirable future.** Their contributions undoubtedly reveal an impressive maturity, in their ability not only to identify the issues, but also to contemplate innovative solutions.

Chapter 2

RENUNCIATIONS

The future unfolds through compromise, sacrifice, and determination. This chapter examines what young people are willing to give up, but also what they refuse to sacrifice for the future.

The complexity of their answers reveals profound differences of opinion, reflecting the difficult dilemmas between personal aspiration and collective necessity. The sacrifices young people talk about reflect an increased awareness of global challenges and the desire to take action for the common good. However, their refusal to sacrifice aspects such as personal relationships, individual ambitions, and well-being emphasizes the value they place on these core pillars of their vision of the future.

This chapter also highlights a particular tension: some areas, such as material consumption, certain activities, and personal ambitions are variously cited as aspects both to give up and to maintain. This dichotomy reflects the difficult dilemma in which these young people find themselves caught, torn between the needs of the present and aspirations for a sustainable future.

This chapter reveals the many aspects of the sacrifices young people are considering as well as their non-negotiable values. It reminds us that to build the future, there must be a balance—a balance between individual and collective aspirations, between immediate changes and long-term dreams—and moreover, it highlights our young people's deep-seated desire for a fairer, more sustainable, and more inclusive future.





Question 6

To build this desired future, I would be ready to give up the following things

If it means they can build the future they seek, young people have shown that they are ready to make wide-ranging sacrifices linked to their everyday lives, their lifestyles, their material possessions, their relationships, and even some key aspects of their identity.

These sacrifices are closely linked to the collective problems and concerns identified in their answers to previous questions. Participants seem willing not only to give up elements of their daily lives but also to go one step further by investing time and money—a clear sign of commitment.

29,679
contributions

Overall lessons learned from the question

Self-sacrifice for a better future: from abandoning a certain lifestyle to correcting moral flaws

When asked what they would be ready to give up to bring about their desired future, **almost half (46%) of participants mention aspects related to their lifestyle, whether material (22%) or immaterial (24%). Comfort and lifestyle** top the list of immaterial aspects that they are willing to give up. More specifically, **participants frequently mention giving up travel (particularly air travel) and the internet and social media.** Alongside this, they are willing to give up more **material** aspects of their daily lives, starting with specific components of their diet, such as **meat and junk food**.

Worldwide, **participants regularly highlight elements of their lifestyle that are often criticized and recognized as contributing to climate change—overconsumption, plastic use, fast fashion, etc.** This self-criticism regarding their way of living can also be found in the **moral flaws** category (9%), which includes comments related to the negative aspects of their personality, such as **laziness, a tendency to procrastinate, and selfishness**.

Furthermore, in similar proportions to the categories discussed above, **participants say that they are willing to give up personal resources (21%)—for example, their free time and money**. This financial sacrifice is reinforced by the topics raised in the **personal ambitions** category (9%), where young people mention work, careers (pay in particular), and material ownership.

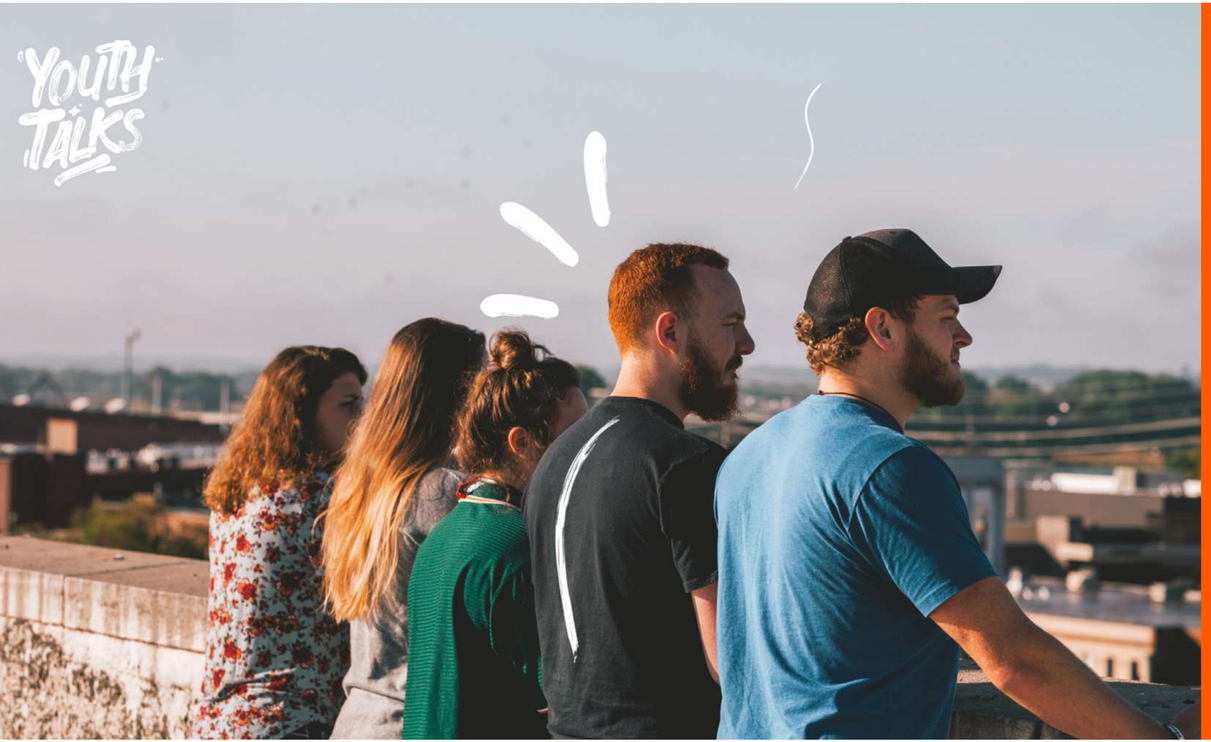
Some participants mention aspects relating to their **social relationships**, indicating what they could give up in terms of friends and family. They talk about toxic relationships, the search for love, and the desire to have children. **Some even go so far as to say that they are prepared to give up markers of identity and beliefs (privileges, ideas, their country, their values, etc.).**

> "They see beyond their own individual interests to consider the transformations that are necessary on a global level."

While some participants report that they are willing to give up **many things** or **everything that is necessary** (5%), others state that they are not willing to give up **anything**, or that they do not know what they would be willing to give up (3%).

It is noteworthy that a minority of participants mentioned the sacrifices that the world should make as a whole rather than the sacrifices that they would personally be willing to make. This is a strong signal of their collective awareness, hinting that they see beyond their own individual interests to consider the transformations that are necessary on a global level.

Ultimately, these answers highlight young people's willingness to make personal sacrifices for the collective good, an awareness of the interconnected nature of the challenges ahead, and a nuanced understanding of the efforts that are needed to build the future they seek. However, they also highlight **the importance of systemic commitment and change at all levels—individual, societal, and global—if we want to build a more sustainable, fairer future**.



Presentation of lessons learned by region

From the moral to the material: regional influence on young people's sacrifices

When compared to the previous questions, **the differences in trends between regions are more pronounced**. While participants from North America and East Asia and the Pacific primarily mention sacrifices related to personal resources, young people who grew up in Sub-Saharan Africa focus instead on moral flaws, which South Asian participants also speak about frequently.

To build this desired future, I would be ready to give up the following things

NORTH AMERICA

Compared to participants overall, North American participants are most likely to say they are willing to give up their **personal resources** (32%). Of these, 19% mention their **free time** and 15% their **money**. **Lifestyle: material consumption** comes second, mentioned by 28% of participants. This theme primarily covers **cars**, **food**, and **plastic**.

LATIN AMERICA & THE CARIBBEAN

Within this group, the main areas of sacrifice are similar to those for participants worldwide. A total of 25% mention **lifestyle: activities** and 15% mention **lifestyle: material consumption**. It is noteworthy that respondents from Latin America and the Caribbean place greater emphasis on their willingness to give up on their **identity and beliefs** and **moral flaws** than participants as a whole, at 6% and 12% respectively.

THE MIDDLE EAST & NORTH AFRICA

Respondents from this region mention giving up **material** aspects less frequently (7%). As such, they are much more willing to give up **personal resources** (22%).

EUROPE & CENTRAL ASIA

More than 70% of participants from Europe and Central Asia mention aspects related to **ways of living** (compared to 46% of participants worldwide). In this region, sacrifices primarily involve material aspects (40%), such as **food**, **mass consumption**, and **cars**. In terms of activities, 9% of participants mention giving up travel and air **travel**. **Moral flaws** are raised less frequently, however.

SUB-SAHARAN AFRICA

Moral flaws—most notably **laziness** and **selfishness**—are the theme most commonly raised by participants who grew up in Sub-Saharan Africa. **Personal resources** such as **money** and **time** are also frequently raised. **Lifestyle: material consumption** is mentioned by just 8% of participants, while **lifestyle: activities**, travel and air travel are raised by fewer than 1% of participants.

SOUTH ASIA

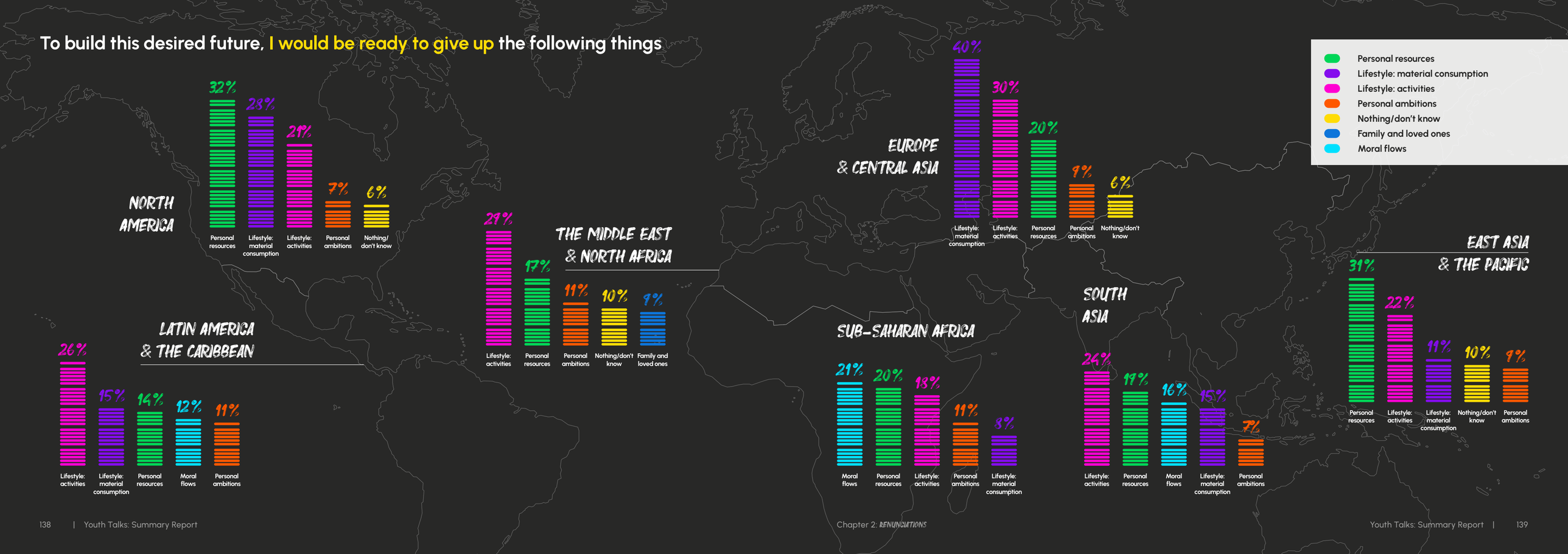
For participants from South Asia, the main areas in which they would be willing to make sacrifices are **personal resources and activities**.

Moral flaws are also frequently raised (16% of participants).

EAST ASIA & THE PACIFIC

Almost a third of participants from East Asia and the Pacific say that they are willing to give up **personal resources**, in particular their **time** (19%) and **money** (10%). Activities, including passions, hobbies, and video games, are mentioned particularly often (20%). However, respondents from these regions mention **material consumption** relatively infrequently compared to participants as a whole.

To build this desired future, I would be ready to give up the following things

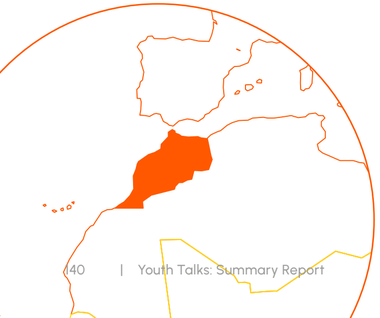


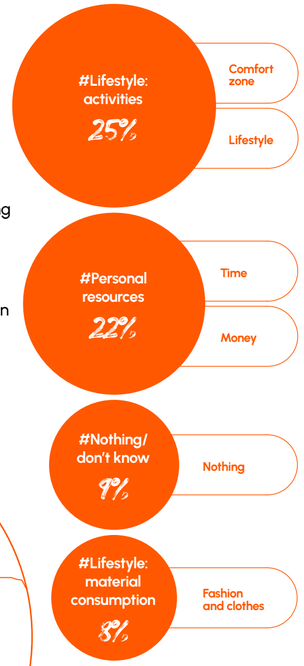
Country comparison

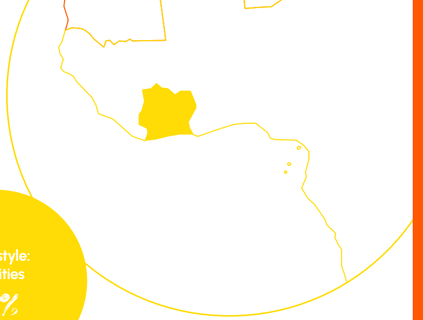
Morocco / Ivory Coast

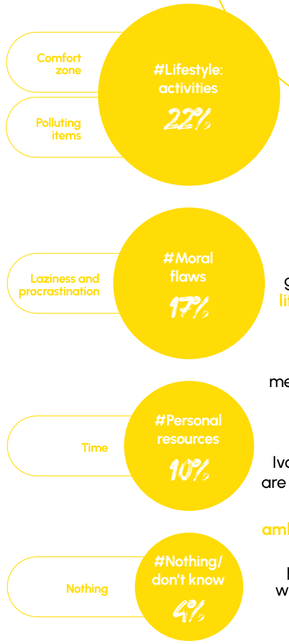
MOROCCO

While respondents from Morocco—like participants as a whole—state that they are primarily willing to give up activities related to their **lifestyle** (25%), they focus much less heavily on aspects relating to **material consumption**, which appears in just sixth place (8%). In second place, young respondents report that they are willing to give up **personal resources** such as **time**, **money**, and **energy**, followed by **moral flaws**. It is also interesting that a significant proportion of contributions focus on the fact that some participants do not know what they would be willing to give up, or do not want to give up **anything** (9%).









IVORY COAST

Participants who grew up in Ivory Coast are most willing to give up activities related to their **lifestyle** (22%). Within this theme, it is interesting that activities with a negative environmental impact are most frequently mentioned, alongside those linked to participants' **comfort zone**. Confirming this trend, the main material aspects that young Ivorians are willing to give up (9%) are **mass consumption** and **plastic**.

Moral flaws and **personal ambitions** also feature significantly (17 and 12%), while just 2% of participants report not knowing what to give up or not wanting to give up **anything**.

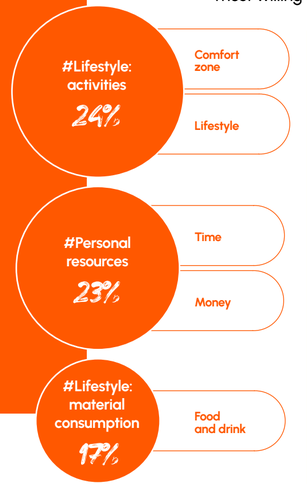
Segment comparison

15–18 years old / 25–29 years old

SEGMENT 1 "15–18 YEARS OLD"

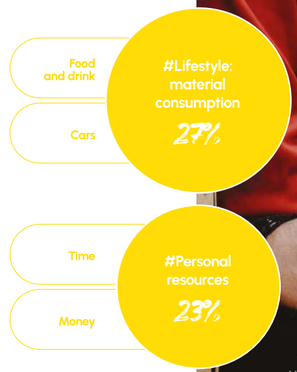
The youngest participants, aged between 15 and 18, talk about similar sacrifices as participants as a whole: the top five categories are identical, led by **lifestyle**-related activities. However, **personal resources** are mentioned more frequently (23%) than material considerations (17%).

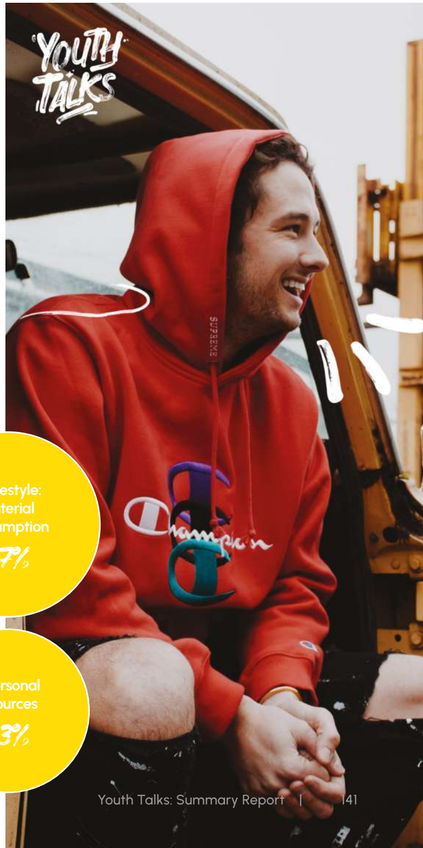




SEGMENT 2 "25–29 YEARS OLD"

Participants aged between 25 and 29 mainly focus on topics linked to **material consumption** (27%). Almost one in ten participants are willing to give up **food**-related aspects, such as eating **meat**. They also show a high level of willingness to make commitments, with almost a quarter mentioning the possibility of giving their **time** or **money** to help create the future they seek. **The moral flaw** they are most willing to give up is **selfishness**.





Voices of the youth

« I will be ready to give up my name, my fortune, everything, even my family. I will be ready to leave my comfort which does not change me much for the well-being of the future. I will be ready to give up the honey that is offered to me today for a radiant future. In short, I will be ready to give up natural juices in favor of bitter caïlcedrat juice, if that can promise a better future. »

Woman, 27 years old, Mali

« To build a sustainable future, I will be willing to give up some comforts and conveniences and these aspects to adopt more resource-efficient lifestyles. To build a more sustainable future, I will be willing to give up some of these consumer habits and embrace a more minimalist lifestyle. To build a sustainable future, I will be willing to give up some of these polluting modes of transport and adopt more sustainable modes of transport such as public transport, cycling or walking. To build an inclusive and equitable future, I will be ready to renounce these attitudes, in particular prejudice and discrimination, and to work to promote diversity and inclusion. To build a sustainable future, we must be willing to let go of some of these individualistic behaviors and work together to achieve common goals. »

Man, 23 years old, Niger

« Even though I understand the idea of a renunciation, I don't entirely agree with the idea in this case. I would, for example, be willing to give up free time that I could spend «having fun» or something like that to build this future, but at the same time my main objective is to build or help build this better future. If something is required to do it, I would be willing to give up most things because this is what I want to do, I wouldn't see it as a renunciation, but as a choice. »

Man, 26 years old, Uruguay

« What else should I give up after the outburst of basic things that I cannot afford or cover in my country, or the sacrifices of being able to follow a dream for an economy in indeterminate recession. Or my human rights as a woman, or the waiver of the right to guaranteed security, to safe health care, or to have my family close because they had to leave for a better life and the economy does not allow me to see them. Do I really have to give up anything else? »

Woman, 20 years old, Venezuela

« Constructing a better future necessitates a combined effort and sacrifices from everyone. This entails being ready to relinquish comfort and ease by making modifications in daily practices and lifestyle choices to reduce environmental impact. It also involves dedicating time and energy to volunteering, advocating, and actively working on finding solutions to global issues. Supporting organizations and initiatives that aim towards creating a better future through money and resources is also vital. Furthermore, individuals might need to be open-minded and ready to discard old beliefs and attitudes, embrace diversity, and have the willingness to learn and change. Lastly, putting the greater good before personal interests, and benefiting from collective progress rather than seeking personal benefit alone, is a critical component in constructing the future we desire. »

Woman, 22 years old, Turkey

« To build the future that I desire, I would be ready to give up certain habits and behaviors that contribute to social and environmental harm. For instance, I would be willing to reduce my carbon footprint by using public transportation, biking or walking instead of driving a car, and adopting a plant-based diet to reduce my consumption of animal products. Additionally, I would be willing to reduce my use of single-use plastics and other non-recyclable materials, and instead opt for more sustainable alternatives. I would also be willing to make financial contributions to organizations and causes that are working towards building a better future for all. Overall, I believe that making personal sacrifices and adopting more sustainable practices can have a positive impact on the world and help build the future that we desire. »

Man, 27 years old, India

« In order to save natural resources, I am willing to buy products with recycled concepts, such as recycled cotton pads for skin care steps, instead of fresh soft cotton pads that rub less on the face. In order to popularize education widely and promote economic development in poverty-stricken areas, I am willing to give up my vacation time and comfortable environment, and go to a primary school in Dashanli to volunteer as a teacher during the summer vacation. »

Woman, 21 years old, China

« To build the future I long for, I would lay down the shackles of political polarization and mass production. Polarization breeds conflict and division, ripping at the seams of our society. So I would surrender my allegiance to one political ideology, and instead embrace empathy, understanding, and a willingness to engage in constructive dialogue. Mass production churns out products with little regard for their environmental impact or the exploitation of those who make them. So I would relinquish my desire for cheap and easy consumption, and instead seek out sustainable, ethical alternatives that support a healthier, more equitable world. In this way, I would strive to build a future where unity and sustainability reign, where every person has the opportunity to thrive and the world is treated with the care it deserves. »

Man, 17 years old, Spain

« There's not much for me to give up. Already have given up religion. One of the leading causes of many of these issues. I am already on a vegetarian diet which contribute a tiny bit to environmental stability. Most of the issues require sacrifices and changes from major corporations and government officials and news media. These three are in complete control, at least in America. It also requires citizens to put aside their cultural differences aside and be willing to coincide with people from other ethnicities and have an open mind when deciding who to put in power. »

Man, 23 years old, USA

Repository of themes discussed in question 6

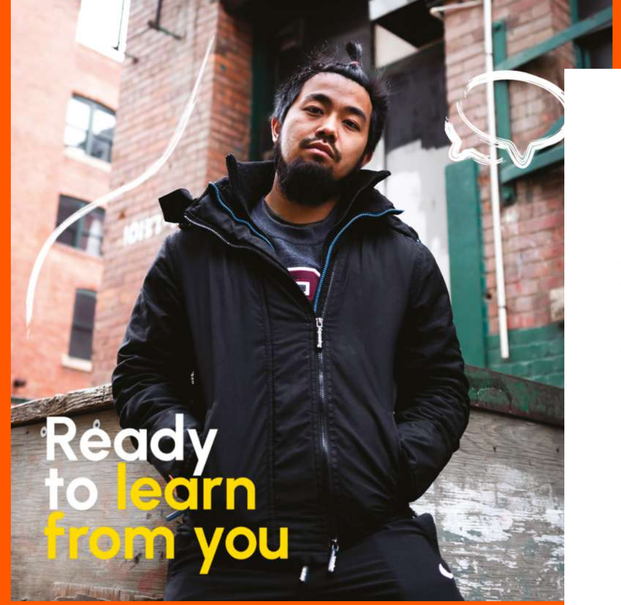
To build this desired future, I would be ready to give up the following things





All the semantic groups are represented in this figure.
The parent groups are ranked according to the percentage of participants who mentioned them out of all the participants who answered the question.

The figures in grey correspond to the number of participants who mentioned the associated subject.



Caveat

In the "To go further" sections of this report, we humbly suggest some ideas for initiating the transition from simple description to a more thorough analysis of the results. These sections aim to trigger thought and sketch out some possible ideas of exploration, rather than to present definitive interpretations.

Our editorial team, though it is dedicated and competent, does not have the expertise in all the fields that underlie the results of the consultation. Moreover, the fact that our team principally includes members from the West, France and Europe in particular, necessarily introduces limitations and bias to our approach. Further stages of analysis are planned, involving a wide range of experts from a variety of cultures and fields of expertise, so that we can conduct a more in-depth interpretation.

We therefore invite our readers to approach the "To go further" sections from an open-minded yet critical perspective. They should be seen as preliminary avenues of exploration, potentially subject to bias or omissions resulting from our own cultural or professional perspectives.

By sharing these preliminary ideas, we hope to trigger an enriching dialogue and a more in-depth analysis that will help us to collectively take the best approach when looking at the rich complexity of the ideas expressed by the young people who took part in this consultation.

To go further

The results from the list of answers given by young people paint a unique picture of the future they envisage. The youth are willing to give up large parts of their current lifestyle and are ready to make major sacrifices for a fairer, more sustainable future. By giving up material and immaterial aspects of their lives, they demonstrate particularly keen awareness of the elements of their everyday lives that are often criticized for their contributions to environmental degradation and climate change.

Individual sacrifice vs. collective well-being

The balance between individual sacrifice and collective well-being is central to many of the dilemmas that young people face. For example, giving up comforts and leisure activities, including using the internet and social media, raises **questions about the limits of individual action in response to world issues**. The importance that young people place on personal moral flaws suggests **introspective reflection on the role that each individual plays in perpetuating world issues**, whether this is through selfishness, greed, or intolerance. Furthermore, the recurring theme of giving up personal resources—time, money, or energy—highlights **the dilemma between preserving personal resources and investing them to ensure collective well-being**.

A consumption-based system vs. environmental sustainability

Young people's willingness to abandon material consumption and a way of life that is potentially harmful to the environment is a strong signal of their emphasis on environmental sustainability. From giving up overconsumption and plastic items to making dietary adjustments such as no longer consuming meat and unhealthy food, participants appear to be demonstrating **a desire to question the current system of consumption and its environmental impact**.

Personal ambition vs. collective values

Young people also highlight the dilemma between personal ambitions and collective values. Participants' willingness to sacrifice their work, careers, dreams, and personal freedoms illustrates their awareness that the future they seek may require a **rethink of the traditional definitions of success and fulfillment**.

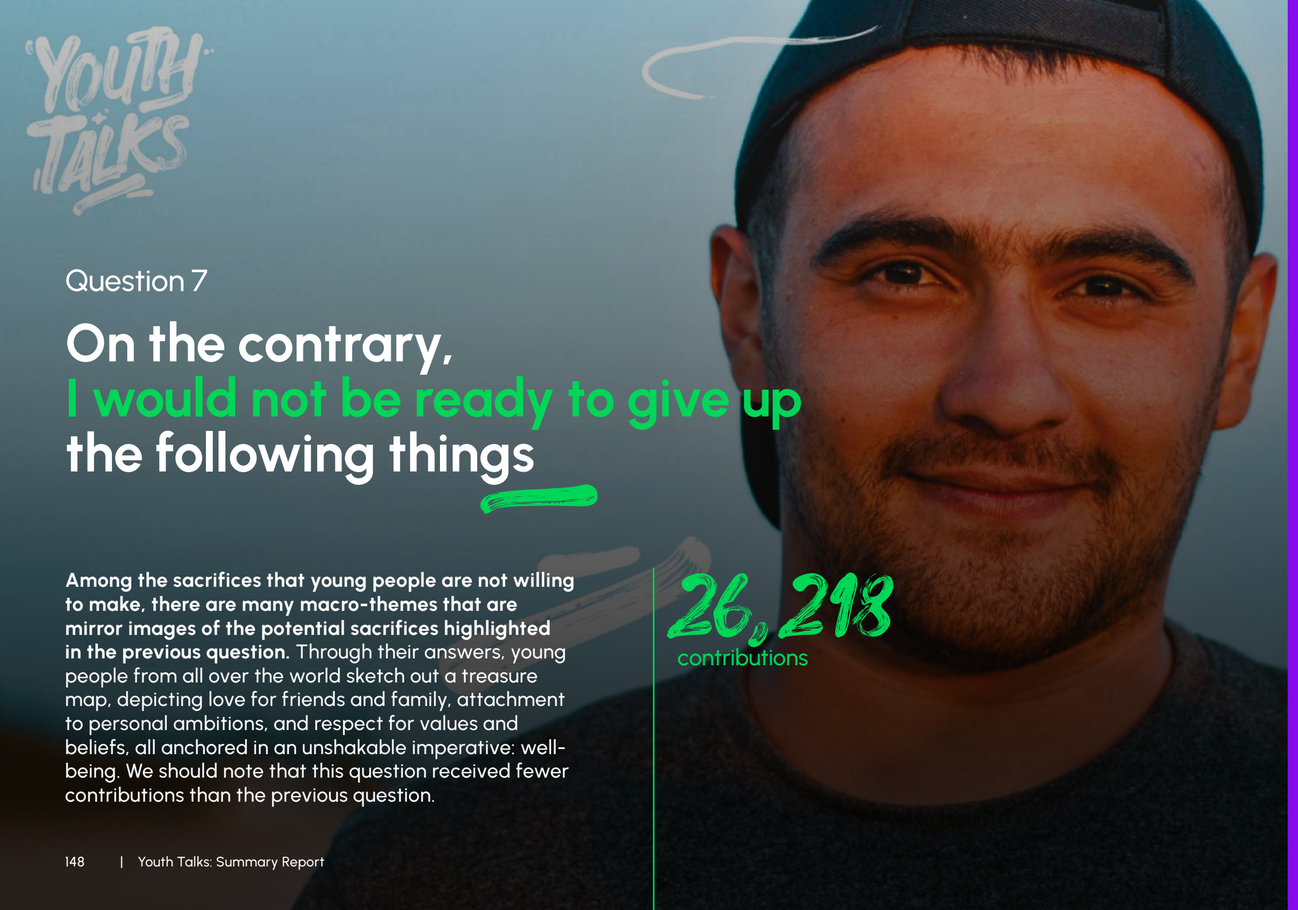
Social relationships vs. identity

Finally, by raising the possibility of sacrificing key elements of their social life and their identity, as well as toxic relationships and fundamental aspects of their identity, such as their beliefs and privileges, young people are sending a weak but potentially powerful signal of **the desire to rethink the way in which we form and maintain relationships in society**.

Our analysis also highlights several other weak signals. Giving up material comfort and luxuries, such as car ownership and excessive water use, is a particularly salient example. Similarly, the elimination of violence- and crime-related aspects, such as racism and discrimination, demonstrates **a wish to live in a fairer and more peaceful world**. Furthermore, the desire to give up certain addictions, such as smoking and drinking alcohol, reveals **concerns regarding personal and collective well-being**. Finally, abandoning certain values, traditions, and privileges suggests **a desire to rethink established social and cultural structures**.

To encourage further analysis, here are some questions inspired by the paradoxes and dilemmas observed in young people's answers to this question on the sacrifices they are willing to make:

- ***How do the younger generations conceptualize the idea of personal sacrifice for collective well-being? What motivates their desire to give up individual-focused behaviors for the community's well-being?***
- ***How do young people perceive the relationship between professional success and personal fulfillment?***
- ***How can educational institutions and employers respond to these changes in values and priorities?***
- ***What are the motivations behind some young people's desire to give up the internet and social media?***
- ***How is consumption linked to the idea of comfort and enjoyment among young people?***



Question 7

On the contrary, I would not be ready to give up the following things

Among the sacrifices that young people are not willing to make, there are many macro-themes that are mirror images of the potential sacrifices highlighted in the previous question. Through their answers, young people from all over the world sketch out a treasure map, depicting love for friends and family, attachment to personal ambitions, and respect for values and beliefs, all anchored in an unshakable imperative: well-being. We should note that this question received fewer contributions than the previous question.

26,218
contributions

Overall lessons learned from the question

What young people refuse to sacrifice: from emotional ties to personal ambitions

At the core of this whirlwind of responses, there is one constant: young people categorically refuse to sacrifice their personal relationships. Family and friends—an irreplaceable emotional linchpin—account for no fewer than 20% of these instances.

Personal ambitions are another area of permanence, accounting for 17%. These ambitions constitute the framework for their future life paths. They reflect hopes and dreams that young people do not want to see fade away.

Well-being is another aspect that a significant proportion of participants (16%) are unwilling to sacrifice. It manifests itself as **happiness, physical and mental health, balance, and security**—all fundamental aspects that form the bedrock of their personal fulfillment. This is coupled with the desire to maintain their **lifestyle**, whether this relates to their **personal consumption** (14%) or to their **activities** (13%).

"They reflect hopes and dreams that young people do not want to see fade away."

However, analysis reveals some interesting paradoxes. While family relationships, well-being, and physical health are the main areas in which young people are not willing to make sacrifices, material consumption (food, cars, technology, etc.), certain activities (travel, hobbies, and passions), and personal ambitions are variously cited both as aspects to sacrifice and aspects to maintain. **This dichotomy highlights the difficult dilemma in which these young people find themselves, torn between the needs of the present and their desires for sustainable futures.**



Presentation of lessons learned by region

To give up or not to give up: Intra-societal tensions in western youth and contrasts with the rest of the world

Comparing responses by region reveals multiple contradictions, reflecting the diverse viewpoints of young people, particularly the differences that exist between the West and the rest of the world.

In North America and in Europe and Central Asia, i.e. in the West, material consumption is the leading aspect that young people are unwilling to sacrifice. While in question 6, 28% to 40% of young Westerners say they are willing to give up consumer goods such as **mass consumption**, **plastic**, or **cars**, in this question, 24% to 26% of young Westerners say they are unwilling to give up **material consumption**, with the main aspects being **food and drink**, the **comfort of home**, and **cars**.

This simultaneous willingness and unwillingness to sacrifice material consumption reveals a strong lack of consensus and highlights the tensions at play within societies themselves. **While some young people from the West want to make profound lifestyle changes, most likely in the hope of seeing improvements in the environmental situation, others in that same group are unwilling to make such sacrifices on a personal level.**

Further south, young people from Latin America and the Caribbean, the Middle East and Africa, and Sub-Saharan Africa demonstrate a firmer attachment to their identities and beliefs or to their personal values and virtues. These aspects serve as crucial beacons in their lived experiences, in contrast with the concerns expressed in Western countries.

On the contrary, I would not be ready to give up the following things

NORTH AMERICA

Material consumption is the main theme raised by participants from North America, accounting for 24% of their answers to this question—a much higher proportion than the global average. In particular, North Americans are not willing to give up their diet, a comfortable home, or cars. In addition, **personal ambitions**, the fourth most common answer with 15% of respondents, relate primarily to freedom.

LATIN AMERICA & THE CARIBBEAN

Almost a third of participants from Latin America and the Caribbean report unwillingness to give up their loved ones. Lifestyle-related topics (**material consumption and activities**) placed sixth and seventh respectively, and are therefore underrepresented compared to participants as a whole. A significant proportion of participants also report an unwillingness to abandon their values and beliefs, particularly those relating to religion.

THE MIDDLE EAST & NORTH AFRICA

Almost a quarter of participants from the Middle East and North Africa report that they are not willing to give up their **personal values and virtues**, in particular their moral principles and virtues. While subsequent topics are similar to those raised by participants as a whole (**family and loved ones**, **personal ambitions**), it is noteworthy that the concept of identity and belief is very strongly represented in this region. Within this theme, almost one in ten participants mentions **religion**.

EUROPE & CENTRAL ASIA

Among participants who grew up in Europe and Central Asia, the main concepts raised are linked to their lifestyles: **material consumption** (25%) and **activities** (21%). **Travel** and **diet** are frequently mentioned. Their **personal relationships** (18%), **well-being**, and **personal ambitions** (17%) are also among the main aspects of their lives that they are unwilling to give up.

SUB-SAHARAN AFRICA

Participants who grew up in Sub-Saharan Africa are primarily unwilling to give up their **personal ambitions** (22%), particularly in terms of education, their **personal values and virtues**, and their **identity and beliefs** (17%). Conversely, concepts linked to lifestyles, **material consumption** (4%), and **activities** (7%) feature infrequently compared to participants as a whole.

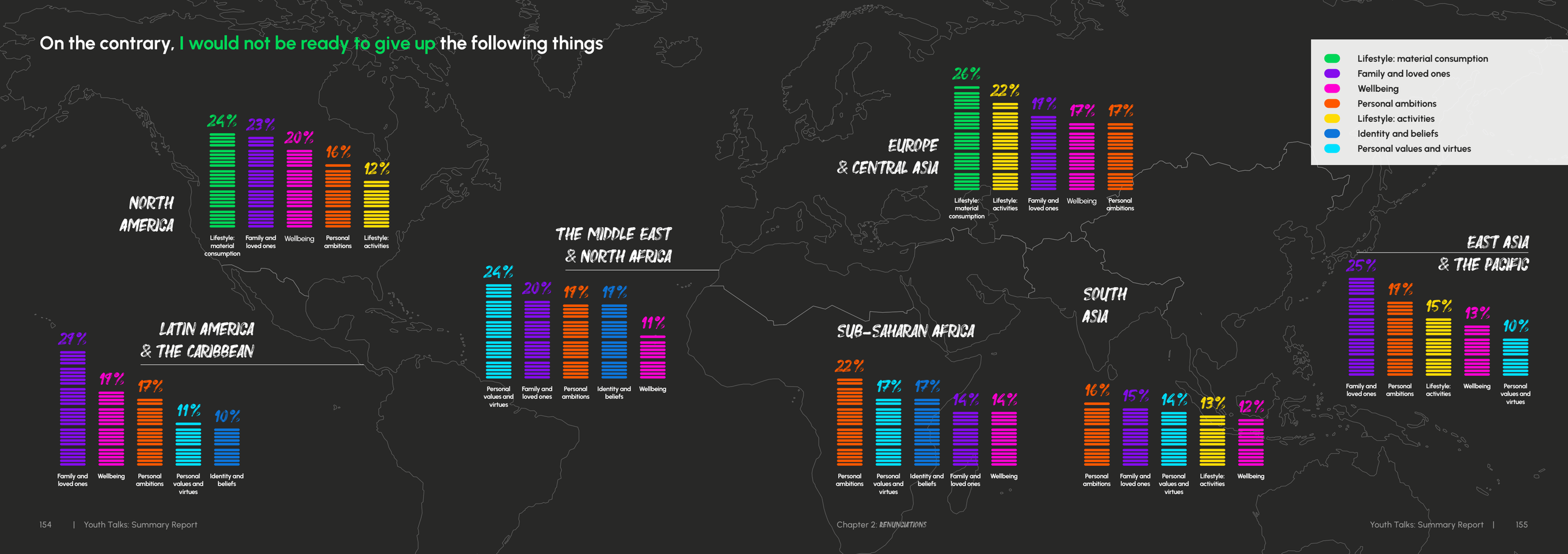
SOUTH ASIA

Participants who grew up in South Asia mention their **personal ambitions** (16%) and their **loved ones** (15%) as the main aspects of their lives that they are unwilling to give up. Personal values and virtues are particularly strongly represented compared to participants as a whole, and are the third most commonly raised theme.

EAST ASIA & THE PACIFIC

Among participants in East Asia and the Pacific, **interpersonal relationships** appear particularly essential, with almost a quarter stating their unwillingness to sacrifice these relationships for the future they seek. **Personal ambitions** (19%), particularly those linked to freedom, and lifestyle-related activities (14%) are other aspects that they are unwilling to give up.

On the contrary, I would not be ready to give up the following things

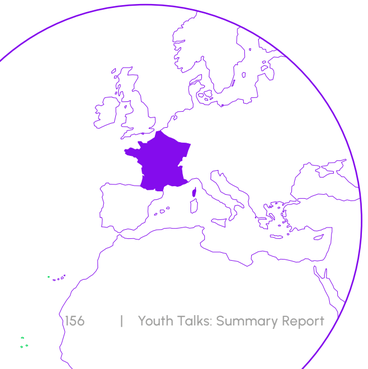


Country comparison

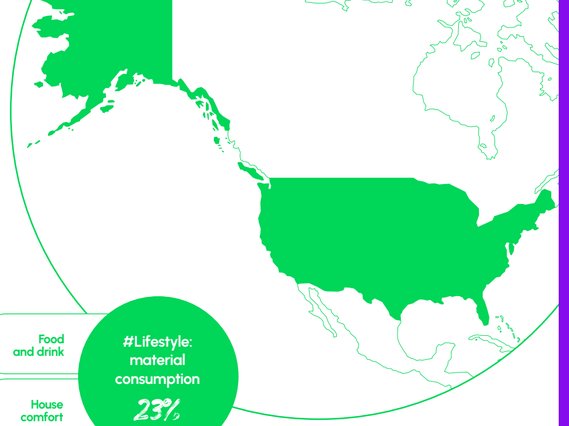
France / United States

FRANCE

More than half of participants who grew up in France report an unwillingness to give up lifestyle-related aspects: 27% mention activities, with travel and material consumption by far the most common. Proportionally, there are fewer contributions regarding family and loved ones than for participants as a whole, but this topic was nonetheless raised by 14% of French participants. Young French people also demonstrate little inclination to give up their personal ambitions, first and foremost their freedom, as well as their well-being and their happiness.



- #Lifestyle: activities 27% — Travel
- #Lifestyle: material consumption 26% — Food and drink
- #Wellbeing 15% — Happiness
- #Family and loved ones 14% — Family



- #Lifestyle: material consumption 23% — Food and drink; House comfort
- #Family and loved ones 23% — Family
- #Wellbeing 20% — Happiness

UNITED STATES

For participants from the United States, concepts linked to material consumption are particularly important, with almost a quarter of participants stating they would not be willing to give up these aspects. Similar numbers report an unwillingness to give up their loved ones to create the future they seek. Their well-being and their personal ambitions are also strongly represented in their contributions.

Segment comparison

I am studying / I am working

SEGMENT 1 "I AM STUDYING"

Contributions from participants who are currently studying mainly focus on family and loved ones (22%), their personal ambitions (17%), and their well-being (15%). Education is a recurring topic in their contributions. Unlike participants as a whole, they appear to be more willing to give up activities linked to their lifestyle (14%) than to their material consumption (12%).

- #Personal ambitions 23% — Freedom
- #Lifestyle: material consumption 22% — Food and drink
- #Lifestyle: activities 13% — Travel

SEGMENT 2 "I AM WORKING"

Participants who work are most likely to be unwilling to give up aspects relating to their material consumption (22%), a much higher figure than for participants as a whole. Eight percent of them mention food. They also demonstrate little inclination to giving up their personal relationships (18%), their well-being (17%), and their ambitions (16%). Regarding this last theme, contributions on work and professional careers are strongly represented.

- #Family and loved ones 22% — Family
- #Personal ambitions 17% — Freedom; Freedom
- #Wellbeing 15% — Happiness; Physical health



Voices of the youth

« In my country Tanzania I would like not give up of the following statement that the people should be aware about the malnutrition problem and how to solve it and also in agriculture sectors that I will not give up until I see my country has been arise in good agriculture. »

Woman, 20 years old, Tanzania

« Thing only thing I'm sure I won't be letting go is "learning". Learning is everything be it verbally, theoretically, artistically be it what you ever way learning is very important and I not be willing to give up on it no matter what. »

Woman, 21 years old, Nigeria

« Opportunities to express what I think and my voice as a young adult. I wouldn't like to be taken in consideration as someone mature, but as a young person who has a different overview of what the world can and can not do. »

Woman, 25 years old, Brazil

« I would not be willing to give up my moral and ethical integrity. This means that I would not commit myself to corruption, injustice or immorality at any time, even though this may be an obstacle on the way to the desired future. »

Man, 19 years old, Peru

« Travel and education. I think about how, if we cut down on international (and national) flights, we could significantly cut down on carbon emissions. I hope we can find a way to do that yet-–but I think it's really important that we have a world that is (at least) as interconnected and accessible as it is today. I want to keep learning about other people and other parts of the world. That's why I say «Travel and education.» It's not just about travel, but the learning that comes as a part of travel and as part of dialogue with people who are unlike myself. That's something we need more of, not less of. »

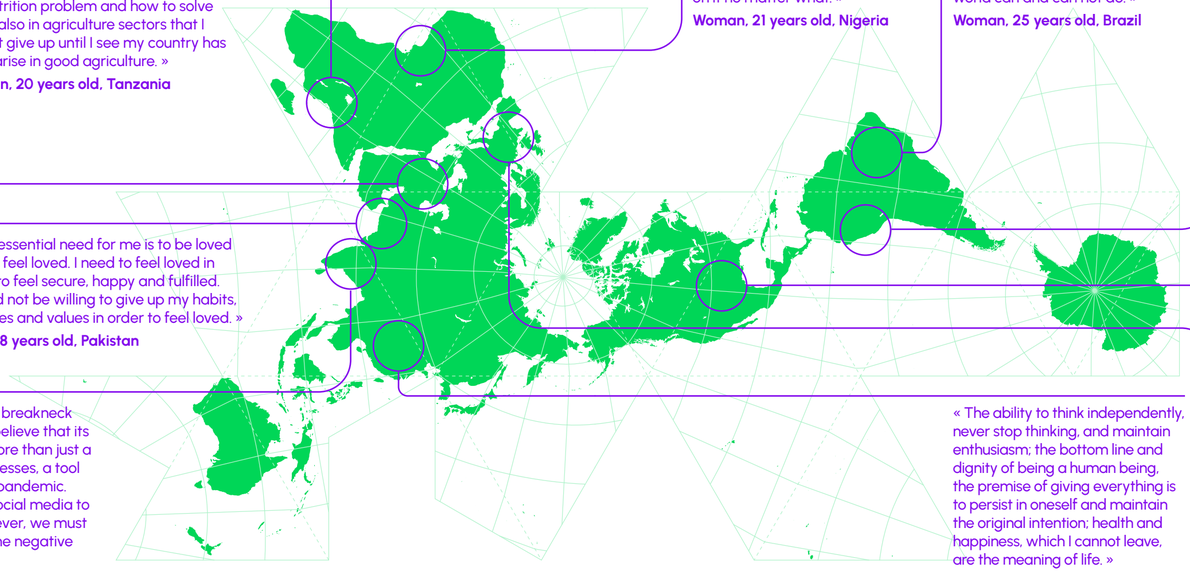
Man, 19 years old, USA

« The family, I think, is something that you should think about not giving up, even if it is the cause of your mother's distress. As for the companions on the path, they are the people who may not always be there, but they are here when you need it when you are happy or sad. Something that may be stronger than friendship. »

Woman, 22 years old, Iraq

« The essential need for me is to be loved and to feel loved. I need to feel loved in order to feel secure, happy and fulfilled. I would not be willing to give up my habits, lifestyles and values in order to feel loved. »

Man, 18 years old, Pakistan



« Despite its role in fueling polarization and spreading hate at a breakneck pace, I refuse to abandon social media. Why? Because I firmly believe that its potential to do good far outweighs its harms. Social media is more than just a means of connecting with others; it has become a hub for businesses, a tool for organizing communities, and a lifeline during the COVID-19 pandemic. When oxygen tanks were scarce, people banded together on social media to help one another, forming a powerful network of support. However, we must exercise caution in what we consume online, being mindful of the negative impact it can have on our mental health and well-being. »

Man, 26 years old, India

« The ability to think independently, never stop thinking, and maintain enthusiasm; the bottom line and dignity of being a human being, the premise of giving everything is to persist in oneself and maintain the original intention; health and happiness, which I cannot leave, are the meaning of life. »

Woman, 18 years old, China

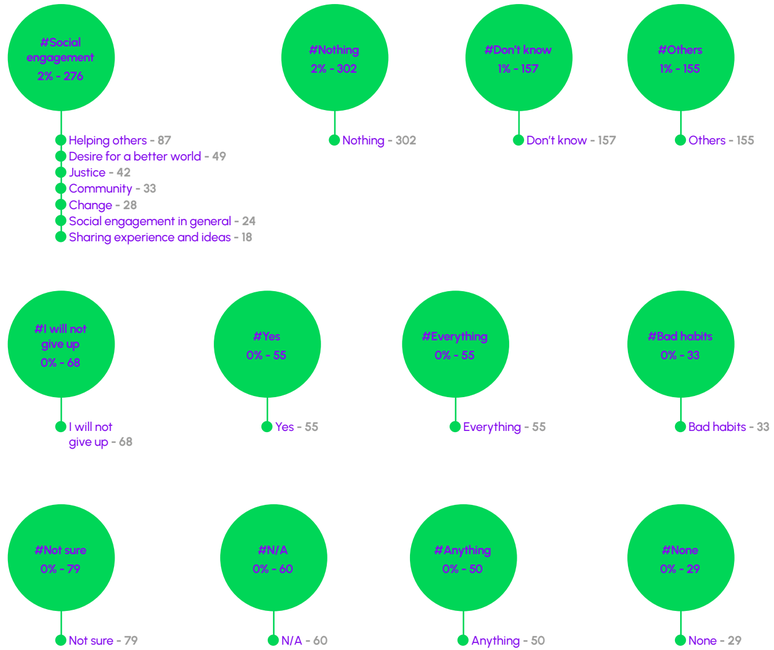
« My computer, that is to say, my unique place of happiness and the only thing that educated me today with concrete results and that made me grow mentally on the subject of dangers from hacks, unhealthy people. It is also from my computer that I manage to form an idea that makes me go far in a reflection, a philosophy and feel better. »

Man, 19 years old, France

Repository of themes discussed in question 7

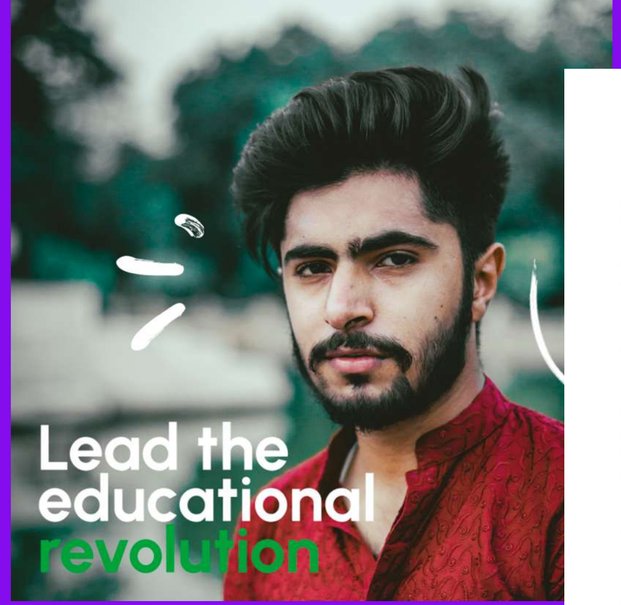
However, I would not be ready to give up the following things





All the semantic groups are represented in this figure.
The parent groups are ranked according to the percentage of participants who mentioned them out of all the participants who answered the question.

The figures in grey correspond to the number of participants who mentioned the associated subject.



Caveat

In the "To go further" sections of this report, we humbly suggest some ideas for initiating the transition from simple description to a more thorough analysis of the results. These sections aim to trigger thought and sketch out some possible ideas of exploration, rather than to present definitive interpretations.

Our editorial team, though it is dedicated and competent, does not have the expertise in all the fields that underlie the results of the consultation. Moreover, the fact that our team principally includes members from the West, France and Europe in particular, necessarily introduces limitations and bias to our approach. Further stages of analysis are planned, involving a wide range of experts from a variety of cultures and fields of expertise, so that we can conduct a more in-depth interpretation.

We therefore invite our readers to approach the "To go further" sections from an open-minded yet critical perspective. They should be seen as preliminary avenues of exploration, potentially subject to bias or omissions resulting from our own cultural or professional perspectives.

By sharing these preliminary ideas, we hope to trigger an enriching dialogue and a more in-depth analysis that will help us to collectively take the best approach when looking at the rich complexity of the ideas expressed by the young people who took part in this consultation.

To go further

Exploring the areas in which young people are unwilling to make sacrifices, it is impossible not to be struck by the inclination to create and maintain ties and attachments. It is a fundamental drive that links the youth together, to others, and to the world around them.

In their answers to question 7, young people paint an eloquent picture of these attachments that constitute the fabric of their existence and shape the path their lives take.

The first area to explore is personal attachments. These attachments relate not only to how individuals perceive themselves, their aspirations, their values, and their convictions, but also to their health and well-being. They reveal a deep understanding of the self, a personal sense of identity, and an affirmation of that identity.

The second dimension pertains to attachments to others, highlighting the crucial role of family, friends, and social engagement in the fabric of their existence. Interpersonal relationships and the social bonds that they create are fundamental aspects of our humanity. They are the foundation of solidarity, mutual support, love, and belonging.

Finally, **attachments to lifestyles depict the way in which we live our daily lives—the way in which we interact with the material world and the environment around us.**

These attachments reflect our choices, our habits, and our activities, which simultaneously bring us pleasure and allow us to express our identity.

Through this three-dimensional prism, the youth reveal the wealth and complexity of human attachments, providing fertile ground for our understanding of their values, priorities, and boundaries in response to the transitions and transformations that they are required to live through.

A fundamental attachment to personal attributes

By their nature deeply rooted, personal attachments outline the contours of individual lives, creating a solid framework on which the youth build their identities. Personal ambition as described by young people evokes an unquenchable thirst for freedom, education, and the fulfillment of personal dreams. These are not simply passing fancies, but firm aspirations—bold statements of their desire for self-development and self-actualization.

Personal values and virtues—love, dignity, respect, honesty, solidarity—are revealed to be unwavering beacons guiding young people's decisions. These are not just platonic ideals, but vital forces that inspire action, influence behavior, and shape relationships.

Young people see personal resources—money, time, energy—as precious assets and indispensable allies in their quest for autonomy and self-actualization. They are not mere commodities but pillars of an independent and fulfilling existence.

There is also a clear attachment to identity and beliefs, with an unshakable respect for religion, faith, self-expression, and deeply held convictions. These pillars of individuality are not simply short-lived preferences but sacred identities, forged both in the fire of personal experiences and in faith.

Finally, well-being—both physical and mental—is a non-negotiable priority. Happiness, health, comfort, quality of life, and work-life balance are essential for the youth. These aspirations are not simply wishes, but vital components of a healthy, balanced existence.

Deci and Ryan's theory of self-determination[14] and Maslow's hierarchy of needs resonate powerfully here, reaffirming the important role of these personal attachments in individual fulfillment. These theories could provide valuable tools for examining young people's attachments in greater depth and understanding how they could be maintained and respected in the context of a constantly changing society.

As such, these answers provide valuable insights into how young people perceive their place in the world. They highlight a firm resolve to protect their rights, their identities, and their aspirations in response to a fast-changing society.

Unbreakable bonds with others

On the topic of human relationships, the young participants describe a complex choreography of attachments to others. These attachments are expressed with the greatest passion within the embrace of family and friends and on the vast stage of social engagement.

For young people, family and friends are an undeniable source of comfort and a sense of belonging. They are highly valued—beating hearts in a symphony of love and mutual support. Friendship, brotherly love, parental devotion, filial respect, and attachment to a partner make up a complex and profound emotional mosaic. They become vital components of each personal story, an antidote to alienation and isolation.

Social engagement, meanwhile, goes beyond the inner circle and stretches out into the public sphere. The youth express their clear attachment to helping others, working for a better world, promoting justice, encouraging solidarity, and embracing diversity. It is not simply philanthropy but a heartfelt desire for a type of commitment that shapes the world, an invitation to become drivers of change and creators of a fairer, more inclusive society.

These attachments are echoed in the ethnologist **Bronistaw Malinowski**'s ideas on the role of kinship bonds and social engagement in social cohesion. They are also reminiscent of theories of social psychology, particularly **Maslow**'s theory of social belonging, which highlights the importance of human relationships for psychological well-being.

Bowlby and Ainsworth's attachment theory, which explores the innate need for attachment as a source of security and comfort, is also reflected in these contributions. These models offer interesting perspectives to help understand how these bonds with others could be cultivated and strengthened as part of social transformation.

For the youth, these bonds with others—far from being superficial accessories to their social lives—play a crucial role. They forge their character, influence their well-being, and shape their relationship with the world.

Attachment to lifestyles

Attachment to material consumption can be seen through the prisms of food, clothing, technology, and modern conveniences. This is an attachment to certain comforts, an appreciation for the tangible sensory pleasures that these goods offer. But these objects—from vehicles to electronic devices—can also represent attachment to autonomy and freedom.

Within the activities category, young people's love of travel, sport, the arts, leisure, and personal passions demonstrates the importance of experiences that enrich their existence and offer opportunities for personal expression. These activities act as pillars of their identity, channels through which they can learn, and sources of satisfaction.

The third aspect, the environment, is not simply perceived as a passive background, but as an active and dynamic partner in our existence. Attachment to nature and to environmentally friendly living expresses a sense of profound respect for the natural world and a desire to protect it. It is an appeal for sustainability, a call for reciprocity and responsibility toward the planet.

These three aspects are echoed in a range of theories. **Thorstein Veblen**'s consumption model[15], for example, sees consumption as a means of social affirmation. According to theories on leisure, such **Mihaly Csikszentmihalyi**'s[16] "flow" theory, the activities that people choose are an essential source of satisfaction and personal development. Finally, **Edward O. Wilson's**[17] theory of biophilia, which postulates that human beings are innately attracted to nature, sheds light on our attachment to the environment.

14. Deci, E. L. & Ryan, R. M. (1985). Intrinsic Motivation and Self-Determination in Human Behavior.
15. Veblen, T. (1970). The Theory of the Leisure Class (L. Evrard, Trans.). Gallimard. (Original work published 1899) Here, Veblen proposes his famous concept of "conspicuous consumption."
16. Csikszentmihalyi, M. (1990). Flow: The Psychology of Optimal Experience. In this work, Csikszentmihalyi describes his theory of "flow," a mental state of total concentration and absorption in an activity.
17. Wilson, E. O. (1984). Biophilia. In this publication, Wilson introduces the concept of "biophilia," suggesting that humans are innately attracted to nature.

These ways of living, activities, forms of material consumption, and relationships with the environment are all expressions of the individuality of the youth and their sense of self, which they see as vital.

From sacrifice to attachment: the labyrinth of paradoxes and weak signals

Contradictory patterns appear to emerge within these attachments. Young people appear intent on maintaining their freedom and their personal ambitions, and yet they list these same aspirations as areas in which they are willing to make sacrifices. This raises thorny questions on the (in)flexibility of these ambitions and on the role of society in defining what is "negotiable" and what is "non-negotiable."

The field of material consumption also reveals another paradox. While some young people say that they would not give up certain goods and technologies, these same items are cited as aspects of their life they would be willing to do without. This dichotomy highlights the complex challenge of reconciling immediate desires with long-term goals, in particular those relating to environmental sustainability.

By looking in more depth, we can also identify certain weak signals that could presage larger changes in the future. For example, the fact that mental health and access to healthcare are mentioned as areas in which young people are unwilling to make sacrifices indicates growing awareness of the importance of well-being in its broadest sense.

Similarly, the reference to fundamental human rights, such as the right to privacy, could signal a growing desire for greater autonomy and increased control over their data and personal information.

Furthermore, the importance that young people place on personal relationships, whether with family, friends, or partners, highlights the key role of social networks and emotional support. This trend could signal a desire to maintain authentic, meaningful relations despite an increase in digitalization and individualism.

These observations suggestion further areas for reflection. For example:

- ***To what extent are young people willing to modulate their personal ambitions in response to external constraints?***
- ***How can they resolve the dilemma between their immediate desires and their long-term environmental concerns?***
- ***How does awareness of the importance of mental well-being influence their life choices and future aspirations?***
- ***And finally, how do young people navigate between the desire for intimacy and the increasingly digital and connected world in which they are growing up?***





Question 8

Why?

Although participants mentioned certain aspects that they are willing to give up to achieve the future they seek, there are other areas in which they are not willing to make concessions. The question "Why?," which follows the question "However, I would not be ready to give up the following things," allows them to explain why they are unwilling to give up the aspects they mentioned.

20,126
contributions

Overall lessons learned from the question

Difficulties making sacrifices: from importance to enjoyment

Generally, some reasons are found more often than others in contributions to this question. Regardless of the topic discussed—whether personal (family and loved ones, personal ambitions, personal qualities) or societal (environment, commitment)—there are two main reasons given: **"because it's so important" (43%) and "because it's essential to me" (21%). These reasons account for almost two thirds of answers from participants worldwide.** Thirteen percent of participants explain that making certain sacrifices would be difficult because those aspects are a source of enjoyment for them.

Some reasons are found across all themes. However, there are differences depending on the topic being discussed. For example, 16% of participants who responded to "I would not be ready to give up": with "my family and friends" mention the support that their family and inner circle provide. However, support is not mentioned in other themes, such as consumption or the environment.

"MAKING CERTAIN SACRIFICES WOULD BE DIFFICULT BECAUSE THOSE ASPECTS ARE A SOURCE OF ENJOYMENT FOR THEM."



Presentation of lessons learned by region

An outline by theme of reasons for unwillingness to make sacrifices

Some reasons are found regardless of the region. In general, the majority of participants gave "**because it's so important**" and "**because it's essential to me**" as their reasons. However, there are certain differences between regions. Using the World Bank's regional classification system, we see that within the Latin America and the Caribbean region, the reason "**because I enjoy it**" is a very close second to "**because it's essential to me**." Almost 15% of the region's participants who answered this question gave this reason.

Another significant element, this time for the Middle East and North Africa region, is the reason "it defines who I am," given by one fifth of participants, ahead of "because it's essential to me" and "because I enjoy it."

As mentioned above, reasons vary according to the topics being discussed. Analyzing each theme will therefore enable us to study the reasons given for each question topic.

"Family and loved ones"

Of participants who answered the previous question, 20% say they are not willing to give up their family or loved ones. As with other themes, the majority of respondents answered "because it's so important" and "because it's essential to me" (45% and 16% of participants respectively). Sixteen percent also state that their loved ones are a source of support for them. Finally, 14% of respondents mention their attachment through themes such as "I love them" and "they make me happy."

"Personal ambitions"

Seventeen percent of participants who responded to the previous question do not want to give up their personal ambitions. Mirroring the other themes, "because it's so important" and "because it's essential to me" occupy the top spots and are represented in the same general orders of magnitude: 47% and 26%. "Because I enjoy it" is the third most common reason, with 9% of respondents giving this answer. "Because it defines who I am" was given by 6% of participants. "Because it helps to create a better world" is the fifth most common reason, given by 5% of participants.

"Well-being"

Sixteen percent of participants who answered question 7 are unwilling to sacrifice their well-being. It is worth noting that "because it's important" and "because it's essential to me" (48% and 23% respectively) are mentioned slightly more frequently in this theme than in others (by 7 out of 10 participants compared to an average of 65%). The third reason mentioned is the fact that this aspect is a source of enjoyment for them ("because I enjoy it"), a sentiment shared by 17% of respondents.

"Lifestyle: material consumption"

Fourteen percent of participants say they are unwilling to give up their consumption of material goods because they are important or even fundamental needs for them (56% of these participants). Seventeen percent gave more personal reasons as follows: for 13%, it is a source of enjoyment ("because I enjoy it") and for 2% of participants, it is a question of identity ("it defines who I am"), followed by other less common reasons such as "it's my dream, my passion" or "I want to discover the world."

Chapter 3

LEARNINGS

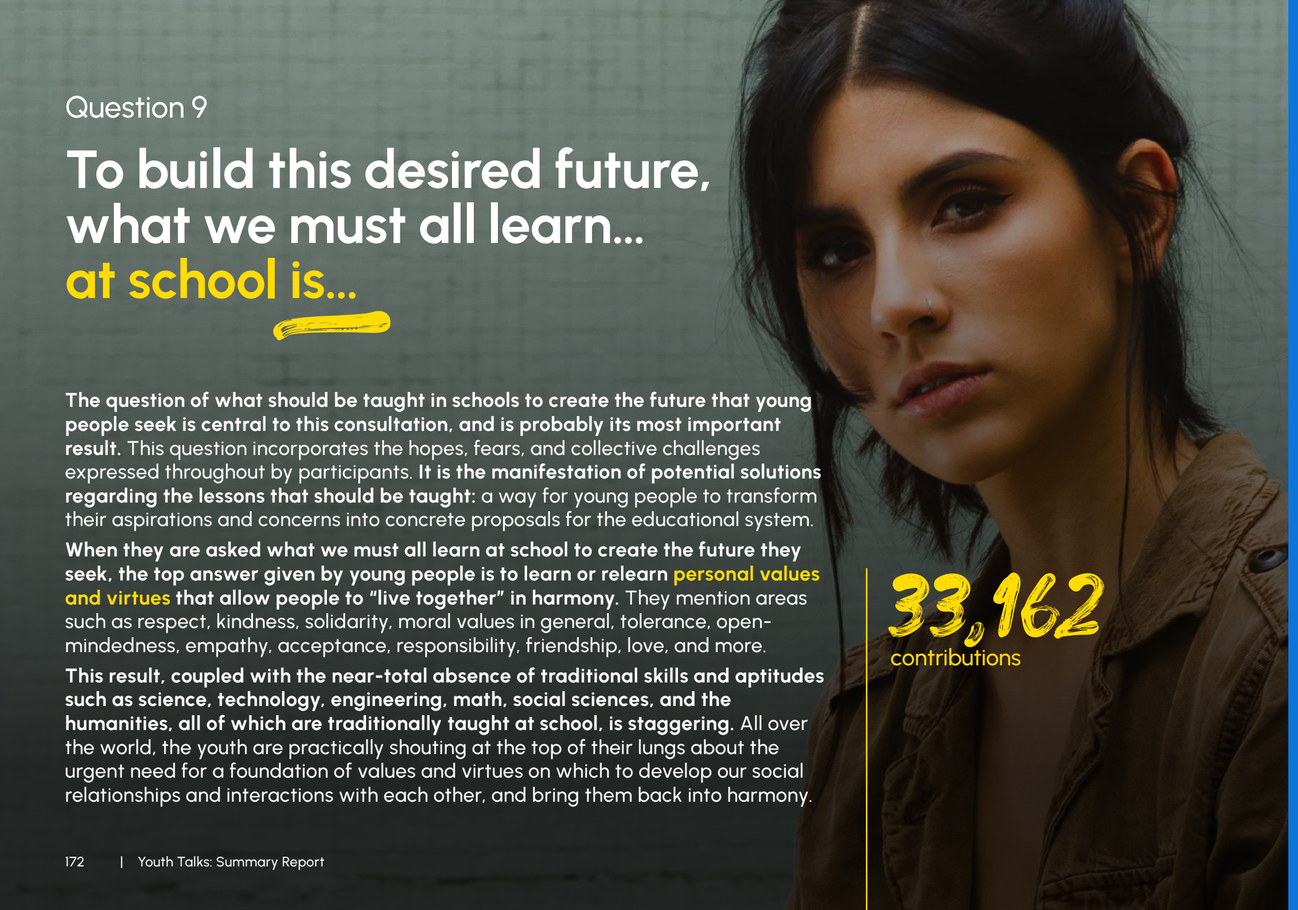
If education is the foundation of our future, then learning is what gives that future form. This chapter explores young people's perceptions and aspirations on the topic of learning—the skills that they want to acquire to navigate tomorrow's world.

The very nature of learning creates a clear dichotomy, but one that is often a source of confusion: the opposition between school, with its structured institutional framework, and life, with its informal, spontaneous learning. Seen through this lens, the question of what skills are required is particularly important.

Surprisingly, question 9 highlights young people's keen interest in learning about values and virtues, which far outstrips their interest in learning simple practical life skills. These values, from integrity to empathy, are seen as essential tools for building a fairer, more sustainable society.

Question 10, meanwhile, sets out a more nuanced vision of learning, where the importance of experience coexists with that of more traditional skills. This chapter will explore this tension, which reflects a desire among young people to combine formal education with lessons learned from life for a more holistic education in keeping with the challenges of the future.





Question 9

To build this desired future, what we must all learn... at school is...

The question of what should be taught in schools to create the future that young people seek is central to this consultation, and is probably its most important result. This question incorporates the hopes, fears, and collective challenges expressed throughout by participants. **It is the manifestation of potential solutions regarding the lessons that should be taught:** a way for young people to transform their aspirations and concerns into concrete proposals for the educational system.

When they are asked what we must all learn at school to create the future they seek, the top answer given by young people is to learn or relearn personal values and virtues that allow people to "live together" in harmony. They mention areas such as respect, kindness, solidarity, moral values in general, tolerance, open-mindedness, empathy, acceptance, responsibility, friendship, love, and more.

This result, coupled with the near-total absence of traditional skills and aptitudes such as science, technology, engineering, math, social sciences, and the humanities, all of which are traditionally taught at school, is staggering. All over the world, the youth are practically shouting at the top of their lungs about the urgent need for a foundation of values and virtues on which to develop our social relationships and interactions with each other, and bring them back into harmony.

33,162
contributions

Overall lessons learned from the question
Schools in the 21st century: when young people reshape the education landscape

Focus on the individual

Almost a quarter of respondents see schools as a place in which to pass on personal values and virtues. They focus their attention on **interpersonal values**, qualities that nourish our social interactions: **respect, solidarity, and empathy**. Alongside this, other values emerge that are more focused on **individual development. Responsibility, patience**, and **courage** are mentioned, painting a picture of an individual who is both aware of their duties to others and able to excel.

The environmental challenge

Environmental concerns, already perceived as a major challenge for the future, surface once again in suggestions for learning. Young people call for more education on environmental issues, highlighting topics such as **combating climate change, adopting sustainable lifestyles**, and **respecting and protecting the environment**.

Interpersonal skills

Furthermore, one in ten participants urges schools to place more emphasis on learning **interpersonal and teamwork skills**, of which **communication, collaboration**, and **mutual understanding** are the most frequently mentioned. This desire for an approach to learning that is more focused on interacting with others is reinforced by contributions highlighting the importance of social causes and **emotional and behavioral skills**.

Life skills

Schools are seen as places for learning **practical life skills** that offer benefits in everyday life and in the workplace. Respondents mention topics such as **financial management, sex education**, and **other practical skills that are essential** to a fulfilled adult life.

> "THE YOUNG PARTICIPANTS CALL FOR AN EDUCATION THAT ALLOWS THEM TO BETTER UNDERSTAND THE WORLD AND ITS MECHANISMS."

Cognitive acuity and problem-solving

Young people also value the ability to learn cognitive and problem-solving skills. **Critical thinking**, the cornerstone of this category, is viewed as an essential skill for young people to develop.

From traditional disciplines to new sciences
Beside these cross-disciplinary skills, traditional academic subjects are not forgotten. **Management science, social sciences, humanities**, and **hard sciences**: all have their place in the range of subjects that young people want to learn. However, the way they are taught must be updated and adapted to a constantly changing world to offer young people the tools they need to understand and have an impact on their environment.

Understanding the world

Finally, the young participants call for an education that allows them to better understand the world and its mechanisms. Schools must provide the means to help young people better understand how political bodies and systems work, collectively prepare for the future, become well-informed citizens, and understand how society operates.

These aspirations paint a picture of a more engaged school, one that is better connected to the realities of our world and in which academic, personal, and social learning feed into each other. In this regard, the participants' aspirations are an invitation to rethink schools in light of the challenges of the 21st century and the hopes of the younger generations.



Presentation of lessons learned by region

The global mirror of education: values, environmental protection, and emotional education

All over the world, a clear trend is emerging: the importance of personal values and virtues. This is the topic most commonly mentioned by participants, **with the notable exception of East Asia and the Pacific, where participants focused instead on knowledge and skills in general.**

Environmental protection also emerges as a crucial teaching focus, one that is particularly highly prized in North America, Europe, and Central Asia. This theme is in line with current ecological challenges, reflecting the strong desire of the youth to feel ready to tackle those challenges.

Finally, a unique observation comes from South and East Asia and the Pacific, where **emotional skills** are frequently mentioned. This underlying trend paves the way for broader thinking on **the importance of emotional education within educational systems.**

To build this desired future, what we must all learn... at school is...

NORTH AMERICA

In North America, almost a quarter of respondents mention the theme of **personal values and virtues**. **Environmental protection** comes in joint second position with **social sciences** (16%). **History and geography** are among the topics most sought after by young North Americans.

LATIN AMERICA & THE CARIBBEAN

Young people from Latin America give similar answers to those seen internationally: **personal values and virtues** (33%), **environmental protection** (11%), and **interpersonal and teamwork skills** (7%). However, there is a greater focus on **business and management science**, and more specifically **finance** and **economics**. Furthermore, 6% of respondents from this region want to acquire skills that are useful in everyday life—in other words, **practical life skills**.

THE MIDDLE EAST & NORTH AFRICA

In the Middle East and North Africa, the main themes raised are **personal values and virtues** (25%), **interpersonal and teamwork skills** (11%), and **practical life skills** (8%). Running counter to the global trend, **environmental protection** is mentioned by only 5% of participants. The region's young people focus on the **educational system**, in particular pedagogy and teaching methods.

EUROPE & CENTRAL ASIA

Almost 30% of participants from Europe and Central Asia are interested in learning **personal values and virtues**. This theme is followed by **environmental protection**, then **practical life skills**. **Social causes** are in fifth position, mentioned by 10% of participants, highlighting a desire for teaching that covers values such as **equality**, **human rights**, and **fairness**. Finally, the **humanities** are also well represented, mentioned by 8% of participants.

SUB-SAHARAN AFRICA

Young people from Sub-Saharan Africa identify the transmission of knowledge—**knowledge and skills in general**—as one of the main elements that should be taught in schools, placing it second (10%) behind **personal values and virtues**. The environment and **interpersonal and teamwork skills** are mentioned by 9% of respondents. Driven by ideas regarding **pedagogy and teaching methods**, the **educational system** also features significantly (8%).

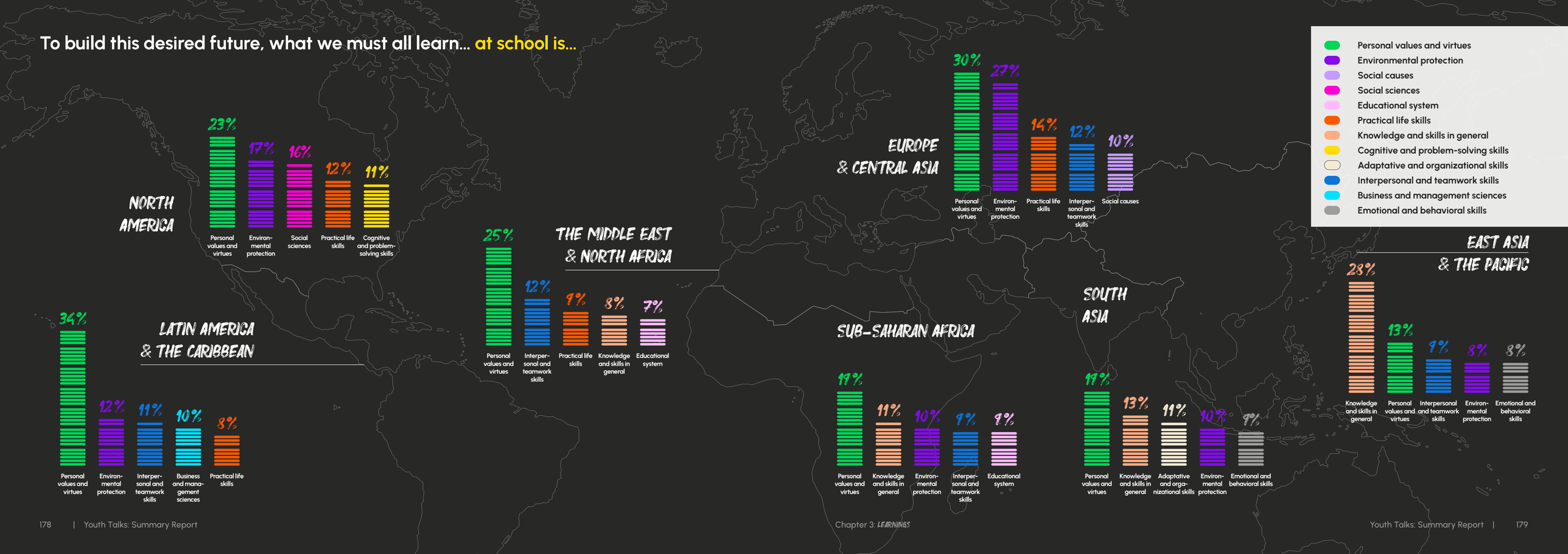
SOUTH ASIA

Young people from South Asia favor **personal values and virtues** (18%) and **knowledge and skills in general** (12%). They express a particular desire to master **adaptive and organizational skills** (10%), with the notion of **discipline** topping their priorities and accounting for 80% of responses in this category. In fourth position is **environmental protection** (9%), followed by **emotional and behavioral skills**, with a specific focus on **behavior** and **manners**.

EAST ASIA & THE PACIFIC

More than a quarter of participants from East Asia and the Pacific state that above all, schools should teach **knowledge and skills in general**. Next comes **personal values and virtues**, with **interpersonal and teamwork skills** in third place. Compared to the worldwide trend, the environment features less prominently (8%).

To build this desired future, what we must all learn... at school is...

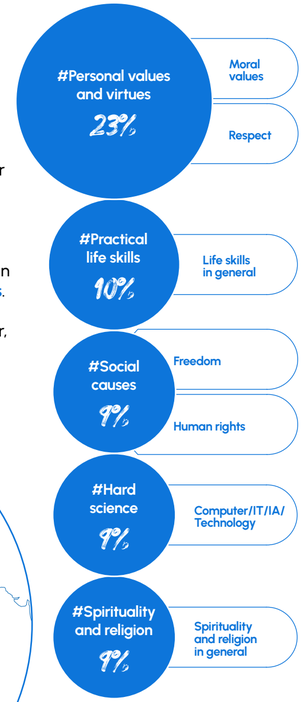


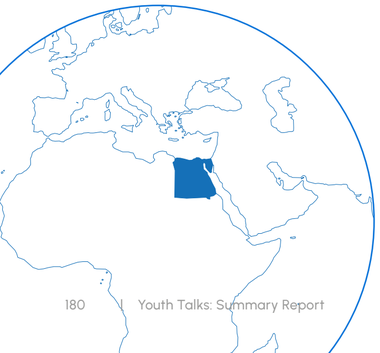
Country comparison

Egypt / Canada

EGYPT

In Egypt, **personal values and virtues** are ranked in first place, having been mentioned by 23% of all participants who grew up in the country. **Practical life skills** and **social causes** are tied for second place at 9%. Young Egyptians mention the importance of **real-life** learning on multiple occasions. **Freedoms** and **human rights** are among the largest micro-groups within the broader category of **social causes**. **Spirituality and religion**, as well as **science and technology**—in particular, **computing/IT/artificial intelligence/technology**—are placed fifth.





CANADA

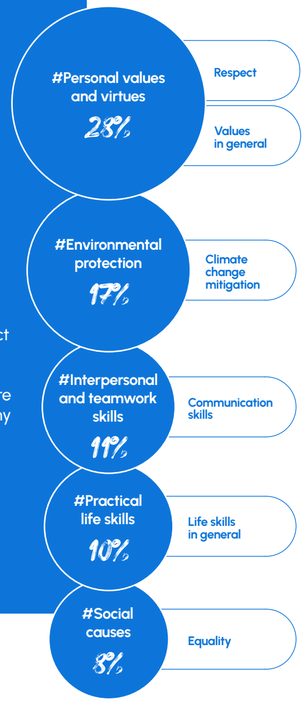
Participants from Canada primarily want to gain knowledge of **environmental protection** (29%). **Personal values and virtues** place second, mentioned by 23% of participants. Canadian respondents appear to be especially interested in **social sciences** (13%), in particular **history and geography**. **Social causes** are in fourth position, with **equality**, **inclusion**, and **peace** being three key themes. Canadian participants want an educational model that focuses on **cognitive and problem-solving skills**, and **critical thinking** in particular.

Segment comparison

Women / Men

SEGMENT 1 "WOMEN"

Female participants believe that above all, schools should teach **personal values and virtues** (27%), starting with respect, and environmental protection (17%). School is seen as a place where young people should learn to interact with others and work as a team (10%) but also as an opportunity for practical education to better prepare students for life (10%). It is noteworthy that for women, **social causes** are the fifth most commonly raised themes (8%), in particular **equality**.



SEGMENT 2 "MEN"

Male participants agree that the main lessons taught in schools should focus on **personal values and virtues** (25%), **environmental protection** (13%), and **interpersonal and teamwork skills** (9%). **Cognitive and problem-solving skills** are the fifth most frequently mentioned theme (8%). Male participants believe it is essential that schools teach knowledge that helps students develop their **critical thinking**.

Voices of the youth

« That there is more to life than merely cramming books. It is good to get an education but it is equally good to learn at school how to be a whole/rounded person - someone who excels academically, has emotional intelligence, social capital, and has a good character. Achievements minus character are vanity. This is important because when we are building our desired future, we can then build it from a balanced point of view because we can see life from all angles instead of a narrow/rigid academic mindset. We are then more open-minded. »

Woman, 22 years old, Zimbabwe

« With rising population and dwindling resources, our country has to face new problems. To meet the challenges of this future, we will need knowledge and skills that may contribute to problem-solving capacity not only in the fields of science and technology but also in the fields of human relations and management. Unfortunately, the education system today is decaying more and more instead of responding creatively to the challenges of contemporary predicament. We need to reset our priorities. »

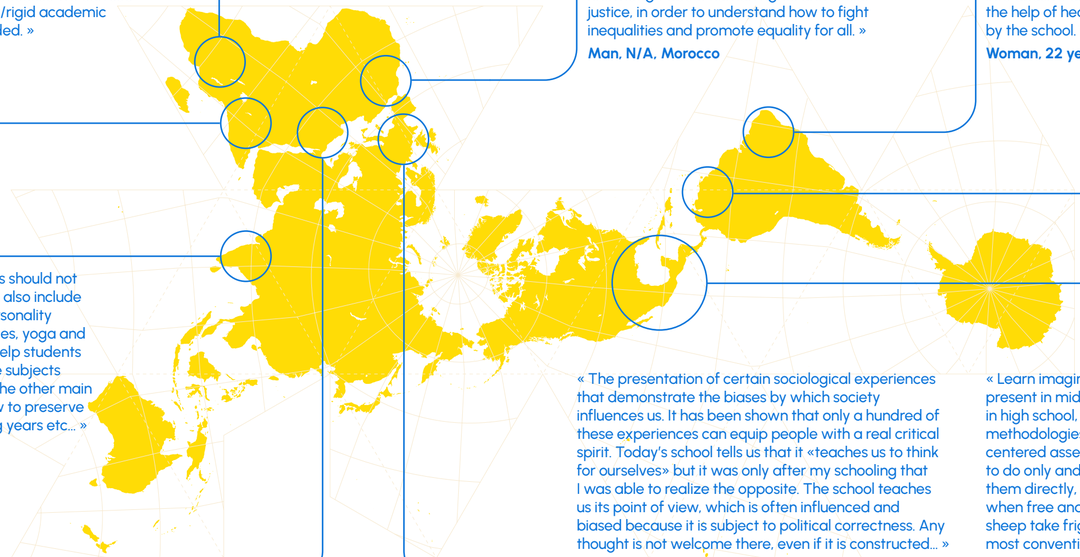
Man, 29 years old, Ethiopia

« We learn the sciences that help us to innovate and think.. I think that the question should be reformulated from what should we learn in school to what should we do... The school is a place for activity, especially in the requirements that children need, and through these activities we can teach them the principles of science technology and thinking. »

Man, 23 years old, Egypt

« Our curriculum at school and colleges should not only include subjects and chapters but also include moral lessons, general knowledge, personality development sessions, physical activities, yoga and meditation. These extra subjects will help students take life in a very healthy way so these subjects should also have equal weightage as the other main subjects. Students must be taught how to preserve our natural resources for the upcoming years etc... »

Woman, 23 years old, India



« We must learn many things among that: Knowledge about the environment and climate change, in order to understand how to protect the planet and reduce our environmental impact. Skills in environmental management, such as sustainable planning, water and energy management, and biodiversity management. Knowledge about human rights and social justice, in order to understand how to fight inequalities and promote equality for all. »

Man, N/A, Morocco

« The presentation of certain sociological experiences that demonstrate the biases by which society influences us. It has been shown that only a hundred of these experiences can equip people with a real critical spirit. Today's school tells us that it «teaches us to think for ourselves» but it was only after my schooling that I was able to realize the opposite. The school teaches us its point of view, which is often influenced and biased because it is subject to political correctness. Any thought is not welcome there, even if it is constructed... »

Man, 22 years old, France

« Human rights, respect for others and differences, cooking, self-knowledge, financial education, respecting the planet and its limitations, having safe sex, guidance on which path to follow after completing studies, learning to identify predators, abusers, sexual exploiters, guidance students not to enter into abusive and toxic relationships, with the help of health professionals provided by the school. Values and principles. »

Woman, 22 years old, Brazil

« Learn imagination and creativity, so little present in middle school and especially in high school, with very (too?) strict methodologies, ultra-framed and lesson-centered assessments, which train students to do only and only what is expected of them directly, without thinking further. Result: when free and creative work is offered, the sheep take fright and take refuge in the most conventional work possible. »

Man, 17 years old, France

« To trust in instinct, in ourselves, to finance our life as well as our accounts and prioritize mental stability before government ideas in each subject that is integrated into the student plan, as if a single subject could not encompass the importance over the personal ethics and the difference between good and evil, in addition to the laws already imposed by the state (which is actually what you see the most, more than the rest). »

Non-binary, N/A, Venezuela

« Our history, our social systems and how they work, how to communicate with people, how to problem solve and logically think things through from start to finish, and about different people and cultures outside our own. »

Non-binary, N/A, USA

« Not only limit ourselves to what we are taught at school, since they are simply the bases and as you grow and learn at the university you realize that it is nothing compared to real life, that a company is not interested in knowing if you have excellent grades, but rather that you have the skills, that you know and know how to solve the real problems that we are facing. »

Woman, 20 years old, Mexico

Repository of themes discussed in question 9

To build this desired future, what we must all learn... at school is...





All the semantic groups are represented in this figure.
The parent groups are ranked according to the percentage of participants who mentioned them out of all the participants who answered the question.

The figures in grey correspond to the number of participants who mentioned the associated subject.

In summary

Calling for innovation in education: young people advocate for systemic reform

Today's young people, as bearers of the future, advocate for drastic changes to our educational system, calling for bold and comprehensive reform to address the challenges of the 21st century. Below are the seven key focuses of their responses:

1. Holistic education: beyond academic programs

Young people aspire to experience an education that transcends simple transfer of knowledge. They argue for a holistic approach that incorporates personal development, encourages the instilling of values such as respect, empathy, and solidarity, and strengthens cognitive and problem-solving skills. They also advocate for greater recognition of emotional intelligence and well-being in school curricula, proposing a more rounded and balanced education.

2. Hybrid education: striking a balance between practical skills and academic foundations

However, the youth do not intend to devalue fundamental academic subjects. Instead, they seek a balance of practical skills and traditional academic learning as part of a hybrid education that fosters versatility and ensures they are properly prepared for their future careers.

3. Active citizenship: well-informed, engaged young people

Active citizenship education and social consciousness are top educational priorities for young people. They are calling for an education that prepares them to overcome global challenges, from climate change to social inequalities, and encourages them to be actively involved in democratic processes.

4. Practical skills: preparing young people for the modern world

Teaching practical skills such as interpersonal communication, cooperation, financial management, and sex education are key expectations. These skills are seen as a crucial foundation for successfully navigating the complexities of the modern world.

5. Autonomy and community: a dynamic balance

Young people express a need for skills that encourage both independence and cooperation. How can a dynamic balance be achieved between these two aspects?

6. Education and careers: preparing young people for a changing professional landscape

Young people have a strong desire to learn financial, economic, and business literacy from an early age. They seek an education that prepares them to navigate with agility through a constantly changing professional landscape, helping them to build resilient, fulfilling careers.

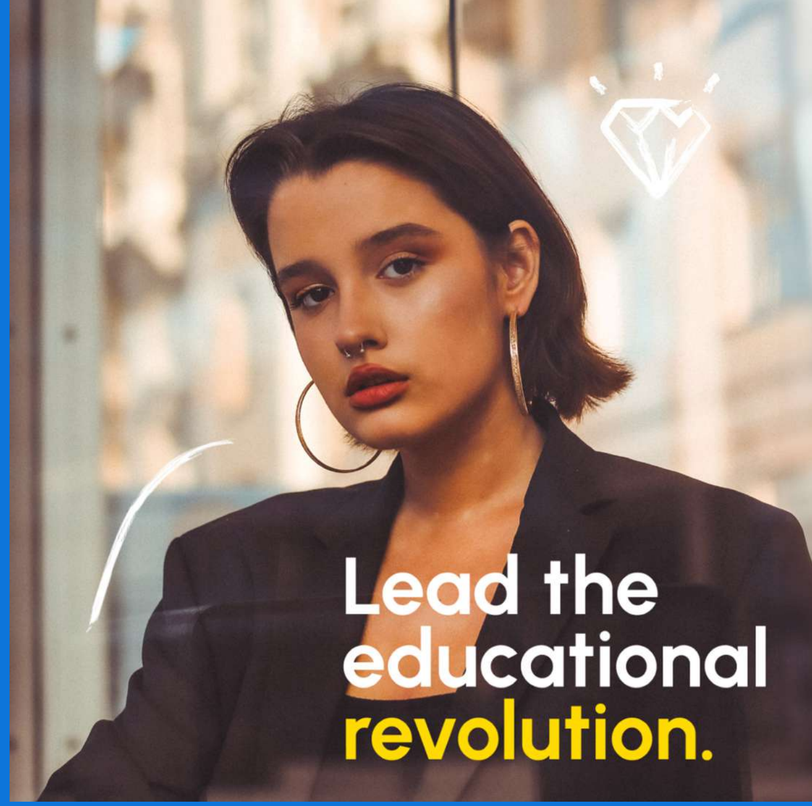
7. Well-being and performance: reconciling mental health and preparation for the competitive world of work

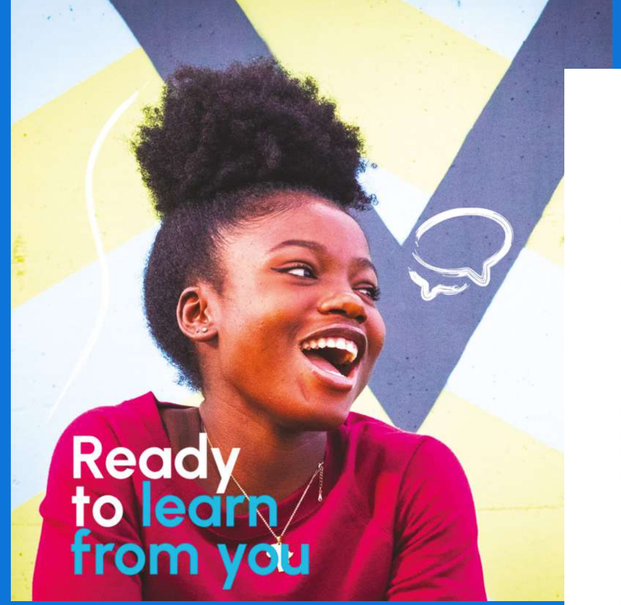
Young people emphasize the need to prioritize well-being, even in the face of a demanding world of work. How can schools prepare students to be competitive while also promoting their mental health?

Reinventing education: a gargantuan challenge

The youth are sending an unequivocal message: the current educational system requires radical change. They do not want minor changes, but a complete overhaul of the system. They want schools that prepare them not only for a career, but for life itself—schools that foster social commitment, responsibility, and respect.

The challenge is truly colossal: **creating an educational system that successfully brings together diverse—often contradictory—aspirations, incorporating them in a way that is both coherent and relevant.** The question remains: ***How can we prepare to tackle this challenge and reinvent educational approaches to build brighter, more sustainable futures for the youth?***





Caveat

In the "To go further" sections of this report, we humbly suggest some ideas for initiating the transition from simple description to a more thorough analysis of the results. These sections aim to trigger thought and sketch out some possible ideas of exploration, rather than to present definitive interpretations.

Our editorial team, though it is dedicated and competent, does not have the expertise in all the fields that underlie the results of the consultation. Moreover, the fact that our team principally includes members from the West, France and Europe in particular, necessarily introduces limitations and bias to our approach. Further stages of analysis are planned, involving a wide range of experts from a variety of cultures and fields of expertise, so that we can conduct a more in-depth interpretation.

We therefore invite our readers to approach the "To go further" sections from an open-minded yet critical perspective. They should be seen as preliminary avenues of exploration, potentially subject to bias or omissions resulting from our own cultural or professional perspectives.

By sharing these preliminary ideas, we hope to trigger an enriching dialogue and a more in-depth analysis that will help us to collectively take the best approach when looking at the rich complexity of the ideas expressed by the young people who took part in this consultation.

To go further

Education, the melting pot that shapes our future society, is at the core of our young people's concerns. Their heartfelt call for human-centered education resonates with the ideas that **Marta Nussbaum** sets out in her essay "Not for Profit: Why Democracy Needs the Humanities[18]." This vision of education, whose aim is to make learning not simply a process of knowledge transfer but a search for purpose, is shared by today's youth. They dream of an education that prioritizes the individual as a whole, preparing them for the challenges of today's world. How can this perspective influence future educational developments, and how can these ideas be integrated into current programs?

Echoes of the future: when Gardner's concept of multiple intelligences meets the youth's vision

This vision of education, which is reminiscent of **Howard Gardner**'s theory of multiple intelligences[19], goes far beyond knowledge acquisition, instead requiring deep understanding of societal, environmental, economic, and technological challenges. How can these diverse forms of intelligence be encouraged and developed in a school environment? What challenges and opportunities lie in such an approach?

Paradox upon paradox: walking the tightrope of education

However, there is undeniably tension between the demand for education centered on practical skills and the desire to maintain a robust academic foundation. The problem is echoed in self-determination theory as proposed by **Deci & Ryan**[20]: how can a balance be struck between satisfying the desire for autonomy and skills and the need for socialization? How can schools be a place of personal fulfillment while simultaneously preparing students for the competitiveness of the labor market? How can these tensions be resolved and how can we measure the success of these approaches?

The murmur of weak signals: Seligman and Vygotsky's concealed aspirations

Hidden within the murmur of these results, we can also identify more discreet signals—topics that are less dominant but nonetheless significant. The desire for citizenship education, civic engagement, and an in-depth understanding of societal and political structures are all topics raised by participants. These aspirations, although less common, reflect a desire to become well-informed citizens who are ready to take part in democratic life, echoing **Vygotsky**'s socio-constructivist theory of learning[21]. Participants' attention to spirituality is also reminiscent of **Seligman**'s positive education[22], and could be a sign of their efforts to find purpose and deeper connections with themselves and the world. ***What are the most effective ways of incorporating these aspects into formal education?***

Breaking the barriers of education: calling for systemic change

Ultimately, these results highlight the need for systemic change within education, in the spirit of **Donella Meadows**'s theory[23]. The need to resolve contradictions, emphasize the value of both tangible skills and ethical values, and balance autonomy and socialization suggests that a profound reshaping of our educational model is required. This is a major challenge, but one that also opens up exciting possibilities for future generations.

- ***How can we create and enact systemic change in education? What could hinder and drive this change?***

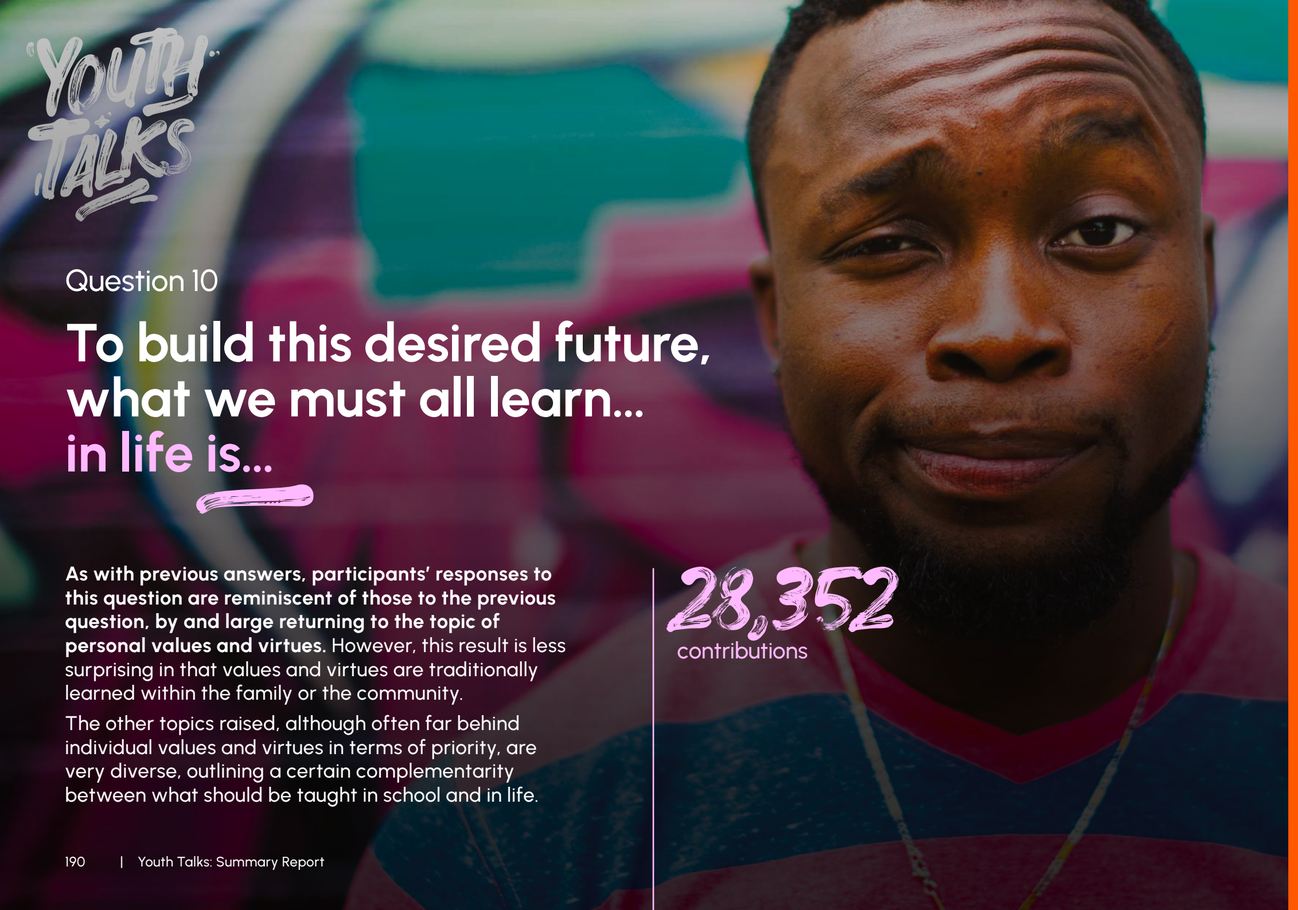
The enigma of educational transformation: a challenge for the schools of the future

The many factors involved highlight the major issues facing efforts to transform current educational systems.

- ***How can practical skills be incorporated into teaching without compromising the rigor of academic learning?***
- ***How can we create individuals who are capable of working together effectively while maintaining their autonomy and ability to think critically?***
- ***How can we ensure students' well-being while preparing them for increasingly intense competition in the world of work?***

These questions are far from settled, and encourage an in-depth reevaluation of the current approach to education. They emphasize the need for open, collaborative dialogue between all stakeholders, resulting in synergies that help shape the **school of the future**: a **school that embraces change, fosters innovation, and establishes an environment that allows every individual to flourish**.

18. NUSSBAUM, M. C. (2010). Not for Profit: Why Democracy Needs the Humanities. Princeton University Press.
19. Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. In this work, Gardner develops his theory of multiple intelligences, which breaks with the traditional vision of intelligence as a single capacity.
20. Deci, E. L. & Ryan, R. M. (1985). Intrinsic Motivation and Self-Determination in Human Behavior. In this work, the authors set out their theory of self-determination, which focuses on intrinsic motivation and fundamental psychological needs.
21. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. In this work, Vygotsky explains his socio-constructivist theory of learning, which emphasizes the importance of social interaction and culture in cognitive development.
22. Seligman, M. E. P. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being. Seligman expands on his vision of positive education, which is focused on reinforcing strengths and capabilities rather than correcting weaknesses.
23. Meadows, D. (2008). Thinking in Systems: A Primer. In her work, Meadows sets out her vision of systemic change, showing how systems interact and change over time.



Question 10

To build this desired future, what we must all learn... in life is...

As with previous answers, participants' responses to this question are reminiscent of those to the previous question, by and large returning to the topic of personal values and virtues. However, this result is less surprising in that values and virtues are traditionally learned within the family or the community.

The other topics raised, although often far behind individual values and virtues in terms of priority, are very diverse, outlining a certain complementarity between what should be taught in school and in life.

28,352
contributions

Overall lessons learned from the question

Learning from life as seen through the eyes of the youth: priorities and aspirations

Almost half of young people from a wide range of backgrounds (45%) believe that the priority for our learning in life should be on personal values and virtues, and in particular, respect, empathy, and love.

These are followed by interpersonal and teamwork skills, mentioned by over 10% of participants. The three most valued skills in this area are all linked to interpersonal relationships: **communication**, **the ability to live with others**, and **social skills**. In third position is **self-fulfillment**, which includes a range of personal ideals. Young people express an insatiable desire to learn to excel in life, identifying **personal development** goals, **determination** to achieve these goals and persevere, and the desire for independence as key aspects.

Environmental protection and **social causes** are the fourth most common topic, mentioned by 6% of participants. These young people believe that above all, they should learn to adopt a sustainable lifestyle and to protect the environment. Regarding **social causes**, they emphasize the need for **equality**, **humanity**, and **peace**.

Six percent of participants also raise the importance of **learning from life and having purpose**. They believe that everyone should partake in **life experiences**, which provide means of learning how to act and behave in life.

Finally, **practical life skills** are placed just sixth. Participants mention specific practical skills, such as **financial literacy**, **life skills**, and **cooking skills**.

Participants' contributions to this question mainly highlight relationships with others, with a particular emphasis on personal values and virtues and interpersonal and teamwork skills. Young people aspire to principles that encourage harmony with others, such as **solidarity**, **kindness**, and **tolerance**. They are also keen to improve the quality of their interactions with others by perfecting their psychosocial skills, such as **emotional intelligence**, **active listening**, and **social skills**.

"YOUNG PEOPLE ASPIRE TO PRINCIPLES THAT ENCOURAGE HARMONY WITH OTHERS."



Presentation of lessons learned by region

Similarities in priorities for learning from life across regions

The concept of personal values and virtues is the top priority for participants, regardless of the region they come from. Environmental protection and social causes are in high demand among participants from Europe, Central Asia, and North America. It is also noteworthy that Asian participants (from South Asia, East Asia, and the Pacific) set particular store by practical life skills.

To build this desired future, what we must all learn... in life is...

NORTH AMERICA

More than half of participants who grew up in North America highlight the importance of learning **personal values and virtues** from life. **Kindness** and **empathy** are frequently cited. They also want to improve their **interpersonal and teamwork skills** (11%) and their sensitivity to **social causes** (10%). **Environmental protection** is listed in just fourth position (5%). Young people from this region are concerned for their general **well-being** (5%), emphasizing elements such as **happiness**, **mental health**, **self-awareness**, and, finally, **self-love and taking care of themselves**.

LATIN AMERICA & THE CARIBBEAN

Latin America follows a similar trend to the rest of the world, with the same three topics heading the list. However, the **life and goals** group of responses comes fourth (8%). These participants see **life experiences** as particularly important, and they highlight the need to learn lessons from them. **Well-being** is ranked fifth (6%) and **environmental protection** sixth (5%).

THE MIDDLE EAST & NORTH AFRICA

Personal values and virtues are the main lessons that participants from the Middle East and North Africa want to learn. Furthermore, for young people from this region, the second most important topic is **self-actualization** (12%). These respondents are also characterized by an interest in experiences and their influence on life (**the meaning of life**: 9%). Concepts linked to emotions and behavior are significantly more present than in other regions. Respondents highlight qualities such as **patience** and **positivity**. However, the environment receives less attention and is in last place (2%).

EUROPE & CENTRAL ASIA

More than 50% of participants from Europe and Central Asia state that **personal values and virtues** are essential skills in life, particularly the value of **respect**. **Interpersonal and teamwork skills** are the second most common topic in this region. However, there is a focus on the environment: **environmental protection** places third (11%), followed by **social causes** and **self-actualization**.

SUB-SAHARAN AFRICA

Learning **personal values and virtues** is essential in life, according to 40% of participants who grew up in a Sub-Saharan African country. They also value **developing professional skills** (5%) particularly highly.

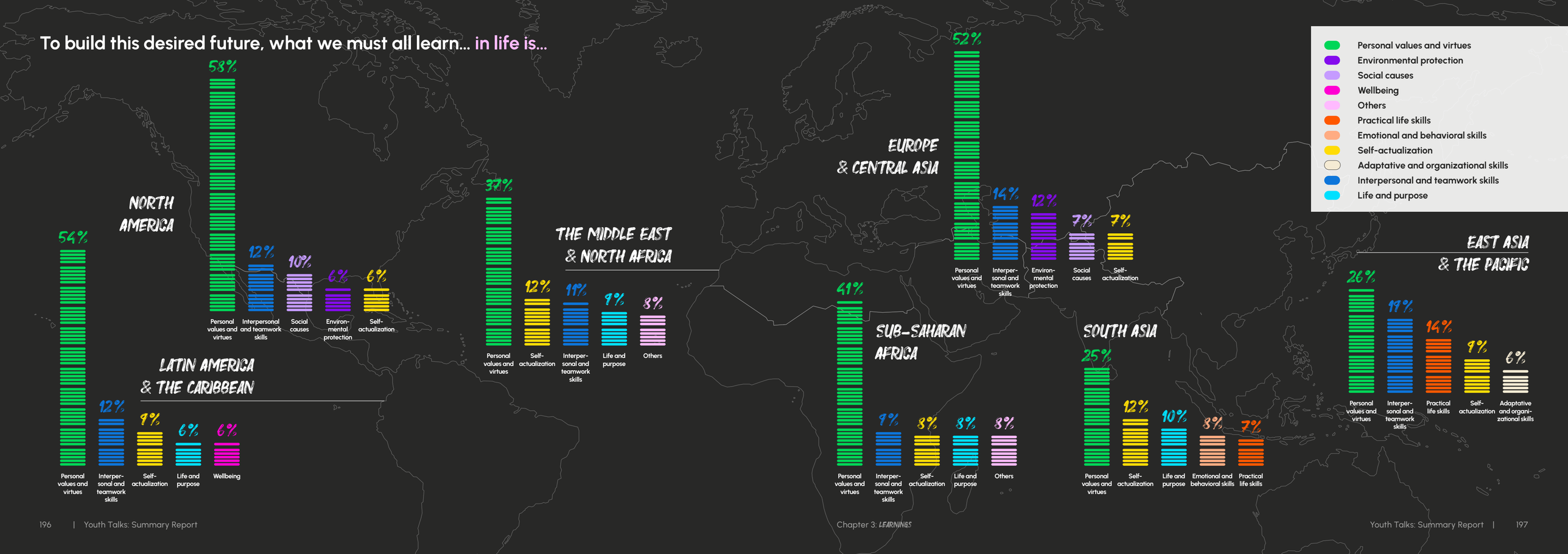
SOUTH ASIA

In South Asia, young people frequently mention the development of personal qualities such as **determination**, **integrity**, and **self-management**. As in the Middle East and North Africa, they are particularly interested in **emotional and behavioral skills**, which include **behavior in general**, **patience**, and **positivity**. The environment, however, is not as strongly represented among this population group, and is ranked last (5%).

EAST ASIA & THE PACIFIC

For young people from East Asia and the Pacific, the main topics that people should learn in life are **personal values and virtues** (25%), followed by **interpersonal and teamwork skills**, and finally, **practical skills** (14%). Remarkably, **adaptive and organizational skills** account for the top five response groups in this region.

To build this desired future, what we must all learn... in life is...

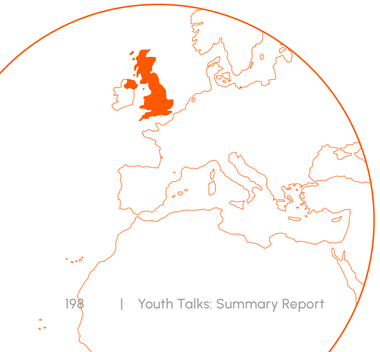


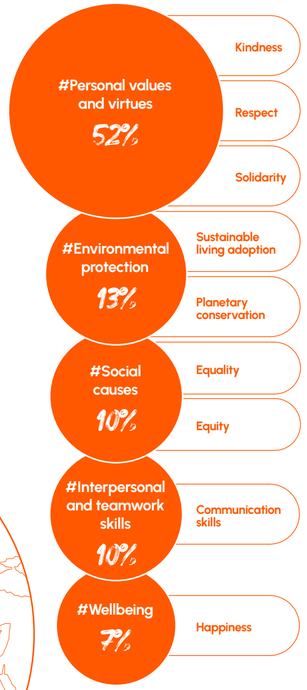
Country comparison

The United Kingdom / Mexico

THE UNITED KINGDOM

Personal values and virtues are mentioned by more than half of young Britons. The environment is in second place, cited by 12% of respondents. They emphasize **planetary conservation** and the measures that can be taken to lead a sustainable life. They also mention social aspects (9%), including **equality**, **fairness**, and **social peace**. Young Britons are concerned about their well-being and many talk about their desire for happiness, tranquility, and inner peace.







MEXICO

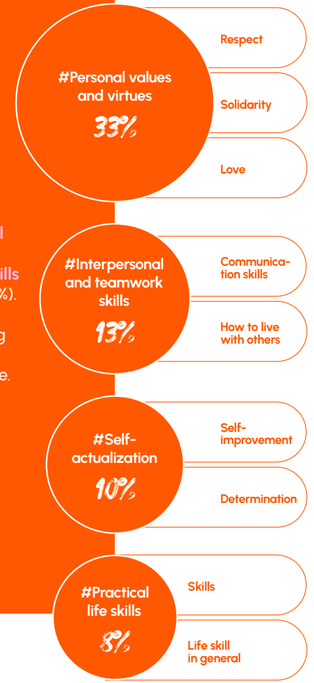
In Mexico, 51% of young people are also interested in human values. **Interpersonal and teamwork skills**, in particular **emotional intelligence**, are mentioned by many participants. **Well-being** is raised by 5% of participants. A large proportion of young Mexicans express a desire for **happiness**. They believe that one way to achieve this goal is **to do what they want to do and enjoy doing**.

Segment comparison

15–18 years old / 25–29 years old

SEGMENT 1 "15–18 YEARS OLD"

Younger participants, aged 15 to 18, primarily mention **personal values and virtues** (33%), **interpersonal and teamwork skills** (13%), and **self-actualization** (10%). They also stand out from the other participants by mentioning **practical life skills** (8%) and **life and its goals** (6%) in their top five.



SEGMENT 2 "25–29 YEARS OLD"

Half of participants aged between 25 and 29 mention the need to acquire knowledge of **personal values and virtues**, particularly **respect** and **empathy**. They also mention **interpersonal and teamwork skills** at similar rates to participants as a whole. However, they demonstrate more pronounced concerns in terms of environmental and social causes, ahead of **self-actualization**.

Voices of the youth

« To live in community, that is to say to interact with others in order to build something, or quite simply to live in harmony while taking into account external issues and knowing how to have our own respected... while knowing the difference between real needs and attempted abuse of trust/power. »

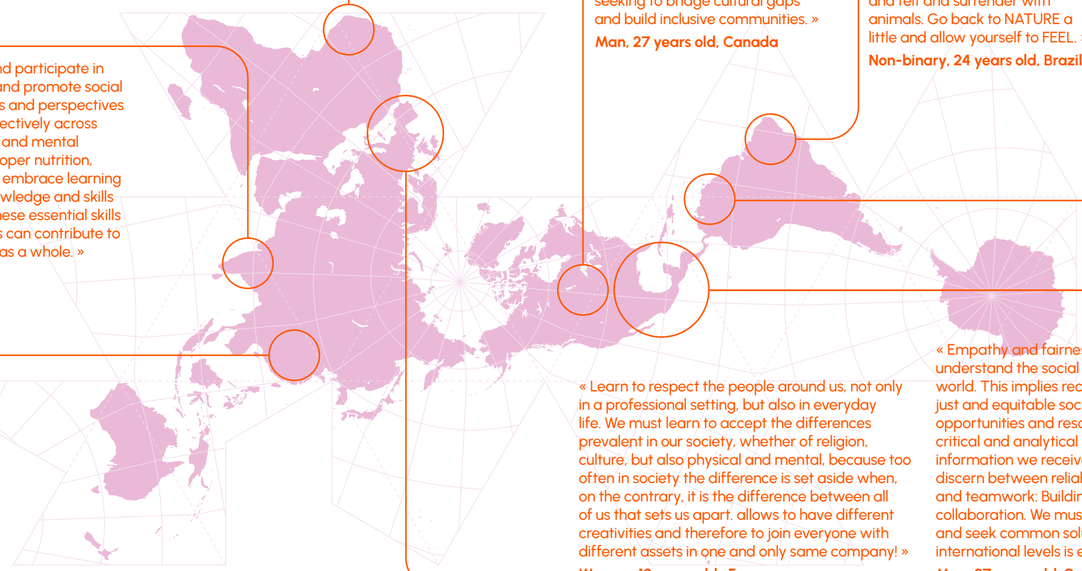
Man, 27 years old, Senegal

« Individuals need to understand their role in society and participate in political and social systems to create positive change and promote social justice and develop an appreciation for diverse cultures and perspectives and develop skills to communicate and collaborate effectively across differences. Individuals need to prioritize their physical and mental health and develop healthy habits, such as exercise, proper nutrition, stress management, and self-care. Individuals need to embrace learning as a lifelong pursuit and continuously seek out new knowledge and skills to adapt to a rapidly changing world. By developing these essential skills and knowledge areas throughout their lives, individuals can contribute to building a better future for themselves and for society as a whole. »

Woman, 21 years old, India

« People are social animals. You can't live in a world of one person and you can't just care about yourself and ignore the society you live in. Do your best to participate in various voluntary and public welfare activities to cultivate a heart for the public good and a sense of public welfare. Take part in environmental protection initiatives and respect and protect the underprivileged. Starting with small things and little things, the power of an individual may be insignificant, but with the support and power of the whole society, it is not far to make the world a better place. »

Woman, 22 years old, China



« In a globalized world, it is crucial to develop intercultural competence and appreciation for diversity. This involves respecting and valuing different cultures, perspectives, and backgrounds, and actively seeking to bridge cultural gaps and build inclusive communities. »

Man, 27 years old, Canada

« To be HUMAN people, with healthy psychologists tending to their wounded and spiritual sides. To have strength and ability to LOVE without the feeling of ownership or selfishness. And understand that LOVE is spiritual and felt and surrender with animals. Go back to NATURE a little and allow yourself to FEEL. »

Non-binary, 24 years old, Brazil

« That we are not alone in this world, there are billions of other people, flora and fauna exist, and when the rest of us die, life continues and new people will be born who will not deserve a world made chaos by their previous generations. We need to proclaim and live love, God's love teaches us to love others and ourselves. Be empathetic, aware and make a difference, selfishness is leading us to the destruction of the planet, society and the economy. »

Woman, 22 years old, Venezuela

« Rudimentary respect. Over the years, people have lost the principle of «treat others how you want to be treated» a simple saying that holds so much weight. Respect is earned, not given. But with only disrespectful attitudes and behaviors being flaunted around, nobody wants to respect anyone else. I speak for myself when I say, I find a very difficult time respecting some of my classmates, professors, family members, etc.. Not because I simply dislike these people or politically disagree with them. But rather because people seem to confuse discussing humanity for politics. We must learn to differentiate between politics and just basic human rights. »

Man, 22 years old, USA

« Learn to respect the people around us, not only in a professional setting, but also in everyday life. We must learn to accept the differences prevalent in our society, whether of religion, culture, but also physical and mental, because too often in society the difference is set aside when, on the contrary, it is the difference between all of us that sets us apart, allows to have different creativities and therefore to join everyone with different assets in one and only same company! »

Woman, 19 years old, France

« Empathy and fairness: We must learn to be more empathetic and understand the social and economic inequalities that exist in the world. This implies recognizing privileges and working towards a more just and equitable society, where everyone has access to adequate opportunities and resources. Critical thinking: It is essential to develop critical and analytical thinking skills to question and evaluate the information we receive. This helps us make informed decisions and discern between reliable information and misinformation. Collaboration and teamwork: Building a desired future requires everyone's collaboration. We must learn to work together, overcome differences and seek common solutions. Cooperation at the local, national and international levels is essential to address global challenges. »

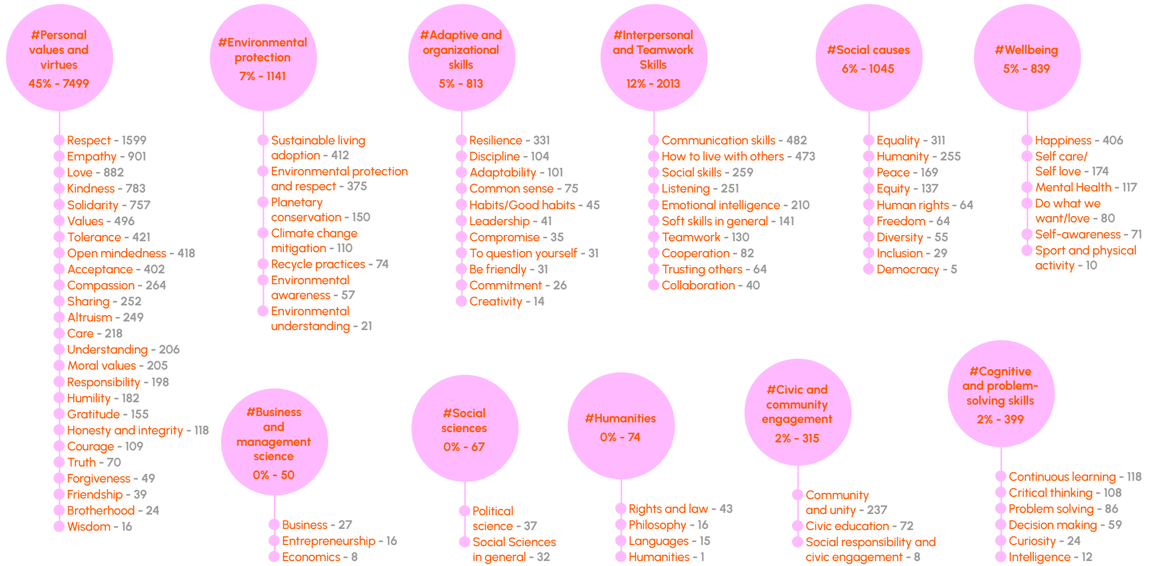
Man, 27 years old, Spain

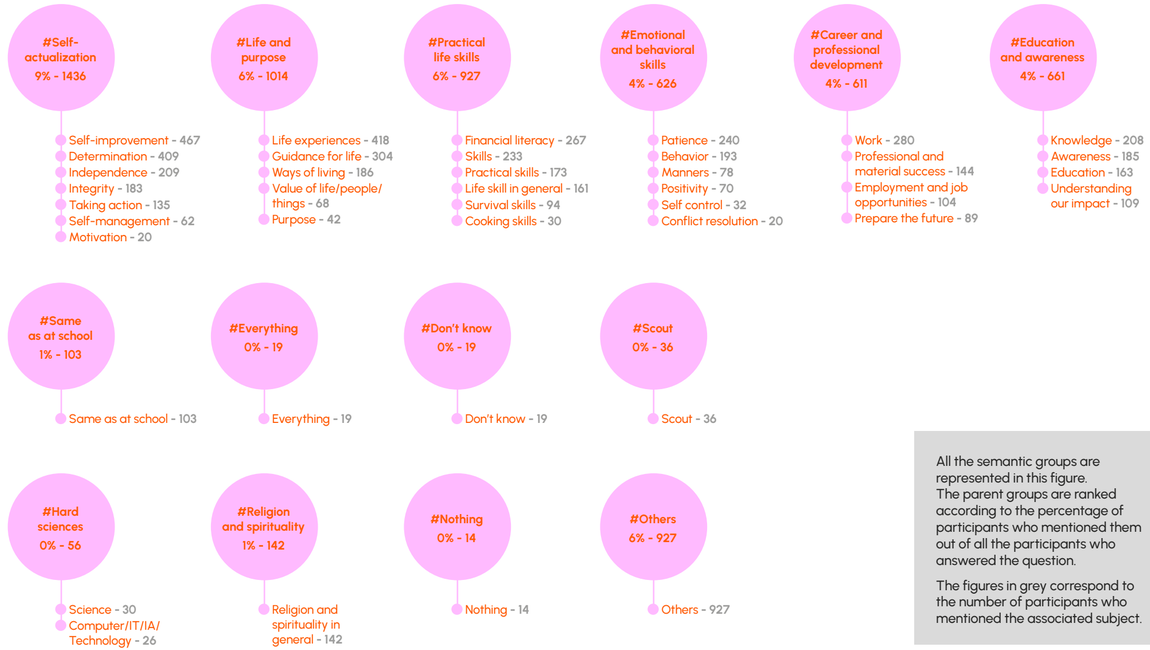
« We are mirrors of each other, we are peculiar beings who search for themselves constantly and everywhere. Many times the only thing we are looking for is love, whether it is loving someone or being loved, this shows us how fragile but infinitely deep we are. we are and it shows us that our essence is infinite, if we stick to thought and reason only, our soul remains chained to matter, to get out of this it is just a matter of feeling. »

Man, 22 years old, Mexico

Repository of themes discussed in question 10

To build this desired future, what we must all learn... in life is...





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To go further

This question on learning in life was designed to mirror the previous question (which focused on learning in school), with similar results. In this question, participants talk about topics related to personal values and virtues more often (44% compared to 25% in the previous question), but this group of responses occupies the top spot in both cases. The importance of personal development is more prominent in this question, as is the application of the skills and knowledge gained in school.

The big educational chessboard: escaping tradition to achieve experience-based learning

The current educational landscape, shaped by the growing influence of the youth, appears to be attempting to create a hybrid between traditional learning categories and essential new skills. According to these trends, a wealth of life experience, personal fulfillment, active citizenship, and the practical ability to navigate today's complex world are just as important as academic knowledge.
What is the impact of this paradigm shift on existing educational structures? How can traditional institutions adapt to remain relevant in this new context?

The dilemma of independence and cooperation: the delicate balance of the self-determination theory

Within this context, there are clear tensions that require detailed exploration. **Deci and Ryan**'s theory of self-determination[24] highlights one of these tensions: the delicate balance between personal independence and societal cooperation.
How can education simultaneously foster these two skills, which appear to be contradictory but are both nonetheless crucial? Are there teaching models that encourage both individual autonomy and social cooperation?

Similarly, the search for personal fulfillment and social and environmental engagement may appear to be two diametrically opposed elements. But are they truly contradictory, or could they mutually enrich each other in a way that has not yet been fully explored?
Which educational theories could help to reconcile these two goals?

Breaking the silence: the creeping influence of cultural capital and social consciousness in education

Hidden within the less prominent topics raised, there are weak signals that hint at the emergence of subtle yet essential considerations. Beyond academic and socio-emotional skills, cultural capital is beginning to play a leading role, as set out in **Bourdieu**'s theory of cultural capital[25]. Being able to **learn how to learn**, understand and **respect social norms**, **adapt to cultural differences**, and **play an active part in society** is now seen as essential.

These skills, which have traditionally been left up to the individual, are now recognized as essential tools for successfully navigating our increasingly diverse and interconnected world. **Bandura**'s social learning theory[26] and **Vygotsky**'s theory of the zone of proximal development[27] provide a framework for understanding how these skills are acquired and how they can be incorporated within formal and informal educational contexts.

Furthermore, the increasing desire to prepare the youth for real life reflects an acknowledgment of the importance of practical skills and the ability to apply knowledge to real situations. Here, **Kolb**'s experiential learning theory[28] offers a valuable perspective on the importance of direct experience and reflection within learning.

But how does this impact equality of access to education? And how can we ensure that all young people, regardless of their cultural or socioeconomic background, are able to develop these essential skills?
Tajfel's social identity theory[29] could provide insights into how these new educational priorities can affect different social groups.

The challenges and issues involved in seeking the new educational paradigm

The results from **questions 9 and 10** open up exciting research avenues.

- ***How can life skills be incorporated into academic programs in an effective manner?***
- ***How can these skills be measured objectively and fairly?***
- ***What role can parents, businesses, the media, and non-governmental organizations play in this broader education process through constructive contributions?***
- ***Above all, how can we strike a balance between individual and collective needs in this new educational landscape?***
- ***How can we guarantee that all young people, regardless of their cultural or socioeconomic background, have fair access to this broader form of education?***

These questions and others require more detailed explanation to help **shape an educational system that is not only suited to the challenges of the 21st century, but is also fair and inclusive for all.**

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Chapter 4

QUESTIONS FROM YOUNG PEOPLE, FOR YOUNG PEOPLE

Chapter 4 offers targeted insights into the answers given to question 11, which, through their interrogative nature, reflect the aspirations, concerns, and questions of young people. The respondents co-created a unique question bank based on four key meta-themes.

The first of these, "**personal development and aspirations**," reveals a universal search for purpose and self-actualization, and a commitment to a better future. This is the compass that guides young people toward the future they seek.

The second meta-theme, "**toward a better world**," takes us to the heart of young people's aspirations for a fairer, more sustainable future.

The third meta-theme, "**the future of the youth: between a search for identity, societal responsibility, and educational transformation**," highlights the main challenges and concerns that the youth experience in contemporary society.

Finally, "**well-being: a universal quest among the youth worldwide**" confirms that well-being is a major concern for the youth, illustrating their desire for a balanced and fulfilled life.

This chapter describes the mental landscape of the youth all over the world, offering valuable insights to help understand and anticipate future challenges.





Question 11

What question would you like to ask young people all over the world?

At the heart of this analysis lies a vibrant mosaic, pieced together through question 11 of the consultation, that provides a glimpse into young people's consciousness. We carried out painstaking semantic and semiotic analysis to produce a precise representative map of their worries and aspirations.

26,559
contributions

Overall lessons learned from the question

We identified **four dominant meta-themes**—clusters of thoughts that guide and structure young people's questions. These encompass **90 topics**, revealing a wealth of detail and unprecedented nuances in young people's understanding of their hopes and concerns.

By categorizing these questions even further, just over **300 nanotopics** were identified. Like shooting stars racing across the skies of these vast meta-themes, these nanotopics briefly yet profoundly illuminate specific, intimate, and sometimes surprising aspects of young people's consciousness.

This rich and detailed picture was created by analyzing and categorizing no fewer than **25,558 questions**, as a result of which we were able to create a dense and fascinating mosaic of the mindset of the youth worldwide. It offers an unimaginable wealth of information to facilitate understanding of future directions for our society and the challenges that await us.

The primary themes revealed following this analysis can be divided into multiple categories: life goals and personal ambitions, the desire for an ideal planet, deep reflection on the future, and careful introspection. Young people show that they are curious about their personal development and well-being, but also about their generation's future, social challenges, and environmental problems.

Their questions also reveal a particular interest in unity and empowerment, reflecting a desire for respect, positive communication, and personal growth. Education and generational differences are also present as identifiable topics.

From these wide-ranging topics, two shared avenues of reflection emerge: **an individual dimension**, centered on the individual, their values, their activities, their perception of happiness, and their life goals, as well as **a social dimension** focused on the perception of the state of the world, social challenges, and the future.

It therefore makes sense to group these themes into two major meta-themes: one covering **personal development and ambitions**, the other focused on **the future and changes within the world**.

Our complex and uncertain world requires young people to **cultivate the art of asking questions**. Consequently, through this exercise, we collected over 26,550 questions, **a vast wealth of collective intelligence**, each revealing in its own way the concerns and hopes of the youth worldwide.

"THIS RICH AND DETAILED PICTURE WAS CREATED BY ANALYZING AND CATEGORIZING NO FEWER THAN 25,558 QUESTIONS."



Cross tabulation analysis of the meta-themes

To refine the analysis of the questions we collected, indicators were developed to categorize each question in terms of social orientation, location in time, and mindset.

META-THEME TITLE	SUBTOTAL	PROPORTION
Total number of questions	25 425	
Social targets		
Oneself	11 502	45%
Others	4 983	20%
Society	3 941	16%
The environment	2 801	11%
The world	3 080	12%
Egocentrism	16 248	64%
Ecocentrism	9 177	36%
The level of consciousness		
Present life	12 634	50%
Projection into the future	12 791	50%
Fixed mindset	10 168	40%
Growth mindset	15 257	60%

Our **social orientation indicator** categorizes the scope of the questions asked, from the individual to society as a whole. Alongside this, the **time indicator** separates questions that focus on the present from those that look to the future, offering an insight into the relationship with the time period in question. Finally, the **mindset indicator** distinguishes introspective questions from those that encourage an outlook based on personal growth and development.

Table: cross tabulation analysis of meta-themes

META-THEME TITLE	PERSONAL DEVELOPMENT & ASPIRATIONS	A BETTER WORLD	WELL-BEING	THE FUTURE OF YOUTHS
Total number of questions	12 121	8 819	2 784	1 701
Social targets				
Oneself	60%	22%	70%	20%
Others	20%	22%	10%	20%
Society	10%	22%	10%	30%
The environment	5%	22%	0%	15%
The world	5%	22%	10%	15%
Egocentrism	80%	35%	80%	40%
Ecocentrism	20%	65%	20%	60%
The level of consciousness				
Present life	50%	33%	100%	50%
Projection into the future	50%	67%	0%	50%
Fixed mindset	30%	38%	70%	70%
Growth mindset	70%	62%	30%	30%
SUB-TOTAL IN PERCENTAGE	46%	33%	10%	6%

Using these indicators to perform crosstab analysis of these meta-themes reveals several significant lessons. We see, for example, that the meta-themes of "**personal development and aspirations**" predominate, followed by "**a better world**." The social orientation indicator also reveals that the majority of questions focus on the questioner, indicating a strong tendency toward introspection. The time indicator, meanwhile, reveals a balanced distribution between the present and the future. In addition, the mindset indicator shows that a growth mindset predominates.

To sum up, this crosstab analysis of the entire corpus of questions received highlights **a heavy focus on personal development, the future of society, the balance between the present and the future, and a general tendency toward a growth mindset**. These results offer a valuable insight into the attitudes and perceptions of young people when faced with a range of societal, environmental, and personal issues.

The main lessons learned from these meta-themes

Personal development and aspirations: a new compass guiding the youth as they build the future they seek

META-THEME TITLE	PERSONAL DEVELOPMENT & ASPIRATIONS
Total number of questions	12 121
Social targets	
Oneself	60%
Others	20%
Society	10%
The environment	5%
The world	5%
Egocentrism	80%
Ecocentrism	20%
The level of consciousness	
Present life	50%
Projection into the future	50%
Fixed mindset	30%
Growth mindset	70%
SUB-TOTAL IN PERCENTAGE	46%

In the midst of the vast ocean of young people's questions to their peers all over the world, one island stands apart—**personal development and aspirations**. This chapter explores the contours of this fertile land where questions abound, revealing a **universal search for purpose, self-actualization, and commitment to achieving a better future**.

The first main trend that emerges is **introspection and self-development**. Young people ask their peers questions about their approach to introspection, their process of self-discovery, and their resilience in the face of life's challenges. "Are you ready to take on challenges and embrace change in life?" asks one, perfectly illustrating this trend.

The second trend relates to **aspirations and future goals**. These questions demonstrate curiosity about the dreams, goals, and aspirations of other young people. "What is your greatest dream or desire in life?" asks one young person, to give just one example.

The third trend focuses on **social and environmental engagement**. Young people want to know how their peers plan to create positive change in the world. For example, one asks: "Are you ready to take action for a better world and for future generations?"

The fourth trend is related to **challenges and obstacles**. These questions reveal thoughts on the challenges and obstacles that young people face in their lives and their search for personal growth. One such example is: "What are the obstacles and limitations that hamper your personal growth and your efforts to realize your dreams and goals?"

The fifth trend deals with **motivation and inspiration**. Young people are interested in what motivates and inspires their peers, asking questions such as "What motivates you to get up in the morning?"

The sixth trend is linked to **relationships and supporting others**. Questions in this category focus on the importance of relationships with other people and the desire to help and support others. For example, one young person asks: "How do you help others and contribute to your community/to society?"

The seventh trend includes **questions about values and priorities**. Young people want to know how their peers assess their personal values and priorities in life. As one asks, "What things and values are most important in life?"

The eighth and final trend focuses on **questioning and exploration**. These questions reflect a desire to ask questions, explore, and better understand the world and themselves. "What makes you unique and different from other people?" asks one young person.

The social orientation indicator reveals a predominance of the ego score (80%) over the eco score (20%). This suggests that **the questions young people ask are primarily focused on their own development and their own experience, rather than their relationship with society or the environment**.

The time indicator shows **a perfect balance** between present and future (50% each). This implies that **young people are equally interested in current challenges and experiences as they are in aspirations and future goals**.

The growth mindset indicator shows a growth score of 70%, suggesting that **the majority of young people's questions are focused on personal growth, self-improvement, and personal development**.

In summary, the questions that young people want to ask their peers all over the world reveal **a deep-seated search for personal development, aspiration, and purpose**. They are proof of **a desire to understand and overcome life's challenges, explore sources of motivation and inspiration, and create a better future for themselves and for the world**. In both their diversity and their depth, these questions offer a valuable insight into the psyche of the youth worldwide and their aspirations for the future.

Toward a better world

META-THEME TITLE	A BETTER WORLD
Total number of questions	8 819
Social targets	
Oneself	22%
Others	22%
Society	22%
The environment	22%
The world	22%
Egocentrism	35%
Ecocentrism	65%
The level of consciousness	
Present life	33%
Projection into the future	67%
Fixed mindset	38%
Growth mindset	62%
SUB-TOTAL IN PERCENTAGE	33%

Among the chorus of questions that the youth would like to ask their peers, one meta-theme stands out in particular: "**a better world**." Representing a third of all questions asked, it reveals **real concern about the future of our planet and the role of individuals within society**.

At the heart of this meta-theme, young people are asking questions about creating a better world and shaping a more sustainable future. **They have questions about their role as drivers of change and about their ability to have a positive influence on their environment.** Nano-topics such as "creating a better world and a better future" and "contributing to a better world and a better community" illustrate this desire to commit to a brighter future.



This desire is accompanied by **environmental awareness**. Young people are concerned about the future of the planet and the impact their actions have on future generations. They demonstrate a keen sensitivity to environmental problems and a desire to act responsibly.

In addition, they highlight their **awareness of the importance of cultural diversity** and of understanding different perspectives on society. They seek to understand and respect differences, and to promote equality and peace worldwide.

Furthermore, young people are aware of the **importance of technology and social media in their daily lives**, but they are also conscious of their potential negative effects. They have questions about the impact of these tools on their lives and on society in general.

Finally, there is a clear trend centered on **personal development and optimism**. Young people aspire to better themselves, develop their skills, and take responsibility. They are willing to take action to realize their aspirations and help to make a better world.

Analyzing these questions reveals a predominantly ecocentric orientation. In total, 65% of questions cover topics linked to society, the environment, and the world as a whole. Young people are **concerned about the impact of their actions on future generations and demonstrate awareness of their environmental responsibility**.

The questions young people ask reflect a primarily future-centered approach. Sixty-seven percent of their questions are about the future, demonstrating **concern about the challenges ahead and a desire to create a better future**.

Analysis reveals a growth mindset score of 62%, indicating a **predominance of questions focused on self-improvement, personal development, and individual progress toward a better situation**.

In conclusion, the questions that the youth want to ask their peers reveal a central preoccupation with the future of our planet and a desire to take action for a better world. They demonstrate a keen awareness of the challenges ahead and a determination to act to build a brighter future. These questions from young people to their peers reveal **a generation that is aware of the challenges ahead and is ready to commit to a better future and to take responsibility for dealing with the issues the world faces**. They highlight a desire for growth, for progress, and for change, and **lay the foundations for constructive dialogue on the future of our planet**.

Well-being: a universal quest among the youth worldwide

META-THEME TITLE	WELL-BEING
Total number of questions	2 784
Social targets	
Oneself	70%
Others	10%
Society	10%
The environment	0%
The world	10%
Egocentrism	80%
Ecocentrism	20%
The level of consciousness	
Present life	100%
Projection into the future	0%
Fixed mindset	70%
Growth mindset	30%
SUB-TOTAL IN PERCENTAGE	10%

In the vast panorama of questions that young people want to put to their peers the world over, **well-being emerges as a major focus**. This summary outlines the nuances of this meta-theme, revealing the aspirations, concerns, and questions that young people have on this crucial topic.

The major trends are clearly outlined:

- **The perception of happiness** is a thread that runs through all of the questions. Young people seek to understand what happiness means for their peers, as reflected in the question "What makes you happy in life?"
- Their **emotional state** is another ever-present focus. Questions such as "How do you really feel?" or "What are your personal struggles?" reveal a desire to understand and share emotional experiences.
- **Social relationships** are illustrated by questions on the feeling of belonging and recognition.
- **The perception of the world and of society** is highlighted through questions about young people's satisfaction with the current state of the world.

The social orientation indicator for these questions is heavily weighted toward a focus on the ego, with a score of 80%. This reflects **a strong focus on personal well-being and a desire to understand how other young people perceive and pursue their happiness**.

The time indicator for these questions is entirely centered on the present, with a score of 100%. **Young people are focused on the present moment, seeking to understand their peers' current experiences of life.**

The growth mindset indicator is relatively weak, with a score of 30%. This suggests that **young people are less interested in self-improvement and personal development and more interested in understanding and accepting their current emotional state**.

In short, the questions that young people have for other young people all over the world reveal **a deep-seated preoccupation with well-being on a personal and social level**. They seek to **understand how their peers perceive happiness, manage their emotions, feel part of society, and view the state of the world**. These questions reflect a **desire for sharing and mutual understanding, speaking to the importance that young people place on the universal search for well-being**.

The future of the youth: between a search for identity, societal responsibility, and educational transformation

META-THEME TITLE	THE FUTURE OF YOUTHS
Total number of questions	1 701
Social targets	
Oneself	20%
Others	20%
Society	30%
The environment	15%
The world	15%
Egocentrism	40%
Ecocentrism	60%
The level of consciousness	
Present life	50%
Projection into the future	50%
Fixed mindset	70%
Growth mindset	30%
SUB-TOTAL IN PERCENTAGE	6%

The youth all over the world are asking crucial questions about **their future**. They ask their peers about the challenges and problems they face in contemporary society. What are the obstacles that prevent them from achieving fulfillment? How can they overcome these challenges and contribute to building a better future? The **concern in these questions is palpable**, and they **reveal a clear trend of awareness of societal challenges**.

Multiple interconnected general trends emerge from these questions. Young people are concerned by **societal challenges**, as suggested by the topic "**challenges and problems encountered by young people in contemporary society**."

They seek to understand and overcome these challenges, conscious of their role and their future in society. They are looking to define their place and make a positive contribution to society, as we see in the topic "**young people's perspectives on their future and their role in society**."

Youth empowerment is another strong trend. With a desire to be involved and to actively participate in creating a better future, they ask how they can positively influence the world around them. The topic "**giving young people the means to act and encouraging them to create a better future and contribute to society**" clearly illustrates this trend.

Young people are also conscious of **global issues and the need for global collaboration for a sustainable future**. They are willing to commit to taking action to bring about sustainability, as suggested by the topic "**empowering young people and fostering worldwide collaboration for a sustainable future**."

Education and school experiences are important topics for young people. Their concerns include the adequacy and effectiveness of the educational system, as revealed by the topic "**Education and school experiences**."

Finally, **intergenerational relationships** are another area of focus for young people. They are intrigued by intergenerational learning and seek to improve understanding and support between generations, as the topic "**intergenerational relationships and learning**" suggests.

These topics are primarily ecocentric (60%) in focus. Young people are not content to merely question their own condition, but also ask about their role in society and their ability to have a positive influence on the world around them. They seek **to understand how, individually and collectively, they can help to solve world issues**.

The questions are balanced in their time perspective, with a present and future score of 50% each. Young people are concerned both about their current situation and about the future they are building. They ask **how they can use their present experiences to shape a better future**.

In terms of mindset, growth mindset scores lower than fixed mindset, with 30% and 70% respectively. Young people are aware of the challenges they face, but equally they are convinced that they have the ability to overcome those challenges and grow as individuals and as a generation. They are **ready to learn, grow, and develop to create a better future**.

In short, the questions that the youth have for their peers all over the world reveal a profound awareness of the challenges of our current time and a desire to be actively involved in building the future. They have **questions for other young people on the challenges they face, their role in society, their ability to influence the world around them, and the resources they have at their disposal to create a better future**. These questions, which reflect both their concerns and their aspirations, are signs of **a young generation that is committed, aware, and determined to make a difference**.



Repository of themes discussed in question 11

What question would you like to ask young people all over the world?

#Personal development & aspirations
46% - 12 121

- Are you ready for change and personal growth?
- Taking action for a better and sustainable future
- Priorities and values in life
- What are you doing with your life and how are you spending your time?
- What is your biggest dream or wish in life?
- Challenges and difficulties faced in life
- Concerns about societal and environmental issues
- Coping with challenges and overcoming difficulties in life
- Daily motivation and reasons for waking up
- Desire for personal and global change or improvement
- Dreams and aspirations
- Fears and phobias
- Freedom and personal expression
- Future aspirations and goals
- Future generations and world improvement
- Future self and life goals
- Helping and supporting others
- Hypothetical life choices and dreams
- Identity and self-discovery
- Lack of motivation and action towards personal goals and responsibilities
- Life goals, motivations, and aspirations
- Life lessons, personal growth, and experiences
- Motivation and inspiration
- Motivation and purpose in life
- Overcoming obstacles and limitations to achieve personal goals and dreams
- Personal and collective ability to create change in the world
- Personal goals and aspirations in life
- Personal goals, dreams, and aspirations for the future and their impact on the world
- Personal reflection and self-improvement
- Personal reflection and self-reflection
- Personal growth and self-improvement
- Personal impact and legacy in the world
- Personal interests and passions
- Personal perspectives, aspirations, and contributions towards a better future
- Personal reflection and self-improvement
- Purpose and meaning of life
- Questioning
- Questioning life priorities and values
- Questions about direction, destination, and future plans
- Questions about life, lifestyle, and living conditions
- Questions about personal beliefs, interests, and relationships
- Questions about personal values, goals, and contributions to society and the world
- Self-awareness and self-love
- Self-reflection and personal growth
- Self-reflection and personal identity
- Taking actions and planning for a better future and personal improvement
- Taking personal initiative for change and improvement
- The overarching theme of this list is «questioning human behavior, values, and societal norms»
- Willingness to sacrifice for a better future and greater good

#A better world
33% - 8 819

- Creating and working towards a better world
- Desired future world and living conditions
- How would you change the world if given a chance?
- Taking action to make a positive change in the world
- Challenges in human behavior, communication, and societal values.
- Addressing global socio-economic issues and promoting equality
- Awareness of global issues and personal impact
- Concern for the future of our world and its impact on future generations
- Concerns and solutions for current and future global challenges
- Actions and strategies to address climate change
- Life and goals 10 years from now
- Why is there so much hate, violence, and suffering in the world?
- Life without technology, social media, and personal values
- Collaboration and working together for a better future
- Cultural diversity and perspectives on society
- Finding and maintaining hope
- Human behavior and choices
- Personal growth and positivity
- Promoting and achieving world peace
- Taking action and personal responsibility
- Respect and equality

#Well-being
10% - 2 784

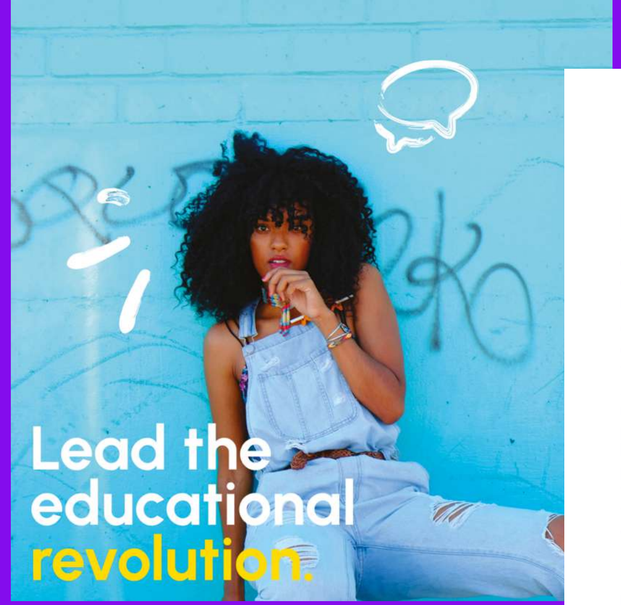
- Happiness and its perception
- Satisfaction and happiness in life
- Strategies and the pursuit of happiness
- Inquiry into well-being and emotional state
- Feeling safe, comfortable, and heard
- Emotional well-being and personal struggles
- Gratitude and positivity in life
- Satisfaction and happiness with the current state of the world and society

#Youths' future: empowerment & perspectives
6% - 1 701

- Challenges and issues faced by young people in contemporary society
- Concerns and challenges faced by the youth in the modern world
- Empowering and engaging young people to create a better future and contribute to society
- Youth empowerment and global collaboration for a sustainable future
- Youth perspectives on personal growth, social issues, and global challenges
- Youth perspectives on their future and role in society
- Education and school experiences
- Intergenerational relationships

This reference system is divided into 4 levels:
1. Meta-thematic
2. Thematic
3. Nano-thematic
4. The question (not shown here)

It provides a clearer understanding of the nuances of the questions shared by participants.



Caveat

In the "To go further" sections of this report, we humbly suggest some ideas for initiating the transition from simple description to a more thorough analysis of the results. These sections aim to trigger thought and sketch out some possible ideas of exploration, rather than to present definitive interpretations.

Our editorial team, though it is dedicated and competent, does not have the expertise in all the fields that underlie the results of the consultation. Moreover, the fact that our team principally includes members from the West, France and Europe in particular, necessarily introduces limitations and bias to our approach. Further stages of analysis are planned, involving a wide range of experts from a variety of cultures and fields of expertise, so that we can conduct a more in-depth interpretation.

We therefore invite our readers to approach the "To go further" sections from an open-minded yet critical perspective. They should be seen as preliminary avenues of exploration, potentially subject to bias or omissions resulting from our own cultural or professional perspectives.

By sharing these preliminary ideas, we hope to trigger an enriching dialogue and a more in-depth analysis that will help us to collectively take the best approach when looking at the rich complexity of the ideas expressed by the young people who took part in this consultation.

To go further

The voices of the young generations ring out at the heart of this global dynamic, asking questions that transcend simple information-seeking. Instead, they embody their own ambitions, uncertainties, and visions of the future. These questions, highly personal manifestations of their commitment, are more than just mirrors of their lived realities—in fact, they form the foundation of our shared future.
How can we interpret these voices? What strategies should we adopt to respond to them in an appropriate manner? How can we encourage a culture of asking questions, a crucial factor in building an appealing future?

These questions require in-depth exploration through the queries raised by the youth, as well as efforts to decipher their underlying structure and understand the importance of ***cultivating the art of questioning as a catalyst to create the transition toward the future we seek***.

Exploring the theoretical horizons of the meta-themes
The meta-themes provide an overview of the aspirations of the youth, but exploring their depths requires the use of specific theoretical models.

The first theme, "**personal development and aspirations**," reflects the universal search for purpose, self-actualization, and commitment to achieving a better future. The **humanistic psychological** approach, including work by thinkers such as Carl Rogers[30] and Abraham Maslow[31], can provide a valuable framework for this exploration. Their work on **self-actualization** and the **search for purpose** provides key insights into this meta-theme.

The second meta-theme, "**toward a better world**," takes us into the heart of young people's aspirations for a fairer, more sustainable future. **Sustainable development and social justice theories**, in particular those of John Rawls[32] and Amartya Sen[33], offer useful models for better understanding these aspirations.

Furthermore, a comparative reading of these two meta-themes reveals a paradox: how can individual aspiration be reconciled with self-actualization and a collective commitment to a better future? The delicate balance between these two aspects raises essential questions that merit academic research.

Meanwhile, we may be able to shed some light on the third meta-theme, "**the future of youth: between a search for identity, societal responsibility, and educational transformation**," through the work of Erik Erikson[34] on **identity development**, but also through Jack Mezirow's **theory of transformative learning**[35], which highlights the role of education in expanding perspectives and promoting societal responsibility.

Finally, "**well-being: a universal quest among the youth worldwide**" lends itself to an analysis through the lens of **positive psychology**, in which the work of Martin Seligman and Mihaly Csikszentmihalyi[36] on well-being, satisfaction, and fulfillment provides valuable tools for better understanding this universal aspiration.

These theoretical frameworks offer starting points from which to conduct a deeper analysis of the meta-themes and address the aspirations of the youth all over the world.

Deciphering the outlines of young people's questions
An analytical framework was designed to explore the question corpus using a series of indicators that provide a comprehensive, nuanced vision of questions from the youth. Each indicator is rooted in theoretical models and offers opportunities for complementary analysis.

The **social orientation indicator** reflects the **systems theory** of Ludwig von Bertalanffy[37], revealing the social dimension of the questions and shedding light on the interaction between individuals, society, and the environment.

The **egocentrism/ecocentrism indicator** is inspired by Otto Scharmer's **U theory**[38]. Aggregating the social orientation indicator scores gives an overview of the individual or collective focus.

Meanwhile, the **temporal indicator** reflects the question's focus in terms of time, distinguishing between questions that determine the current state of things and those that encourage thought about the future. It is reminiscent of Zimbardo and Boyd's perspectives on time[39], offering an **insight into the relationship the youth have with time itself**.

Finally, the **mindset indicator** is inspired by Carol Dweck's concept of **Growth Mindset**[40], revealing whether the question encourages fixed thinking or opens up the possibility of improvement.

Cultivating the art of questioning to co-create the desired future

The collective wisdom of our young people reveals that they possess an essential skill: the ability to question. This does not merely require curiosity but also the ability to adopt a questioning approach, to problematize, to listen—skills that characterize our capacity to identify issues and envision potential solutions.

At the heart of this approach are **active learning theories**, derived from work by Dewey[41], Freire[42], and Kolb[43]. These educational philosophies focus on the importance of interaction, experimentation, reflection, and application in order to foster deep understanding and personal transformation.

In light of this, the immense potential of this bank of questions transcends its primary function as a collection of queries: it becomes a **call for commitment, curiosity, and critical thinking**. It is interesting how these questions reveal a deep-seated desire for learning and self-knowledge, topics that are echoed in theories such as Roger's **humanistic psychology**[44] and Paul and Elder's **critical thinking**[45].

This corpus of questions—a true common good—emphasizes the importance of **the youth not only as passive observers but as key architects, co-creating the futures they want to experience**.

This section, far from acting as an end point, is in fact an **invitation to continue the conversation**, to explore these questions further and convert curiosity into action. Questions are the seeds of our future, and it falls to us all to help them grow.

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Workshop feedback

What participants said in workshops

1 When I think about the future, what I wish… for myself

This question was asked at several workshops led by Youth Talks ambassadors. It revealed desires centered on citizenship and roles in the community, with participants wanting to, for example, "be a good citizen" or "be able to make positive changes within my family, in society, and in the world" (France, April 2023, and Morocco, March 2023). Another idea raised was young people's ability to look after and heal themselves in order to love themselves, their family, and their friends (Zambia, May 2023).

2 When I think about the future, what I wish… for the world

During the workshops, several participants shared their hopes for the world. These hopes are varied and relate to several of the topics mentioned in the consultation. Peace was a frequently raised subject, sometimes more generally combined with happiness, unity, and harmony, with participants viewing these aspects as intertwined (Nigeria, May 2023). Some participants highlighted the need for a better world for all, with no exceptions, not just for a few privileged people (Zambia, May 2023).

3 When I think about the future, what worries me… for myself

This question was not asked as such during the workshops. However, the topics raised in the answers given to this question in the questionnaire also emerged in the workshops. For example, some participants expressed their need to have an individual purpose in a world that frightens them (France, January 2023). Others, more focused on action, emphasized the link between the individual and the need to build peace, highlighting the essential role that young drivers of change can have in building that peace worldwide (Guinea, January 2023).

4 When I think about the future, what worries me… for the world

Although this question was not asked in workshops, it is interesting to note the role that certain themes that appeared in the questionnaire have in the workshop discussions. For example, one topic raised was poverty, especially involving very young children, health and disease (cancer, epidemics, etc.), war and the environment, and discrimination (Zambia, May 2023; France, January and April 2023). Some participants believe that one solution to these concerns could be intervention through education: changing people could change the world (Morocco, March 2023).

5 What collective issues do we need to address to build the future I want?

When asked about the collective problems that need to be resolved to build a desirable world, Youth Talks participants expressed the need to rethink the relationship between people and their environment, individualism, violence, and bullying and harassment—especially on social media (Tunisia, February 2023). As in the questionnaire answers, problems related to climate change and war were raised in several workshops, and these topics were particularly prominent in workshops in Guinea. During all the workshops held in France, topics relating to the environment, pollution, and climate change were consistent priorities for participants.

6 To build this desired future, I would be ready to give up the following things

At several workshops, participants raised the topic of making sacrifices in their lives. Generally, the responses collected were rather broad, with verbatims such as "anything that threatens human survival" (Morocco, March 2023), "things that are harmful to health" (France, April 2023), and "anything that destroys our planet" (Guinea, January 2023). In some workshops, participants linked their sacrifices to goals to justify them: "I'm willing to give up my self-centered ambitions to build a future full of brilliant children and a generation that uses sustainable methods to create a clean, healthy future" (Zambia, May 2023).

9 To build this desired future, what we must all learn… at school is…

In many of the workshops, participants focused on the need to learn to live as part of society, to respect others, and to help each other (France, April 2023). They also mentioned the social sciences (Guinea, January 2023). In Guinea and Nigeria, young people also talked about technology-related topics. A somewhat rare topic across the consultation as a whole, technology was highlighted in the workshops as a useful tool to master for building the future. One workshop in Egypt emphasized leadership. Finally, during the online workshop with the ambassadors, participants also discussed learning methods: they stated their belief that schools should not operate on a competition-based model but instead encourage greater cooperation, kindness, and skill development by all learners based on their preferences and abilities.

10 To build this desired future, what we must all learn… in life is…

During the workshops, a relatively narrow distinction emerged between things to learn in life and those that should be learned in school. Discussions resulted in similar ideas to those raised in the previous question: tolerance, civic-mindedness (Guinea, January 2023), mutual support, kindness (France, April 2023), and dialogue (Nigeria, May 2023). In Morocco, participants spoke about the concept of awareness, in particular with regard to the problems young people will face in the future. During the online workshop with the ambassadors, discussions revealed the idea of making dreams into reality: "What can we do if we lack support?", "How can we offer hope, come up with new ideas, and take action to follow our dreams instead of a predetermined path that's already marked out?" While they did not provide answers themselves, the participants said it would be important to find answers to these questions by living their lives.

Chapter 5

THE "EMPATHY" QUESTIONNAIRE

Empathy corresponds to the psychological tendencies which allow one person to feel and understand someone else's emotions. This psychological trait is believed to be essential to the good functioning of societies since it can explain why we care about the well-being of other people. Academic research shows that empathic individuals have more prosocial behaviors directed towards strangers, have better relationships, and are less likely to engage in antisocial behaviors. It may even be argued that empathy is the driving force of positive societal changes over the last two centuries. Undoubtedly, in the context of the global challenges faced by young people worldwide, fostering more empathy is urgently needed.

This first edition of Youth Talks contributes to the understanding of empathy by collecting data on the empathic personalities of respondents, through a research-validated survey. The Interpersonal Reactivity Scale assesses four different dimensions of empathy: empathic concern (other-oriented feelings of sympathy and concern for unfortunate others), perspective-taking (tendency to adopt spontaneously the psychological point of view of others), fantasy (respondents' tendencies to transpose themselves into the feelings and actions of fictitious characters), and personal distress (self-oriented feelings of personal anxiety and unease in tense interpersonal settings). More than 5000 responses were collected.

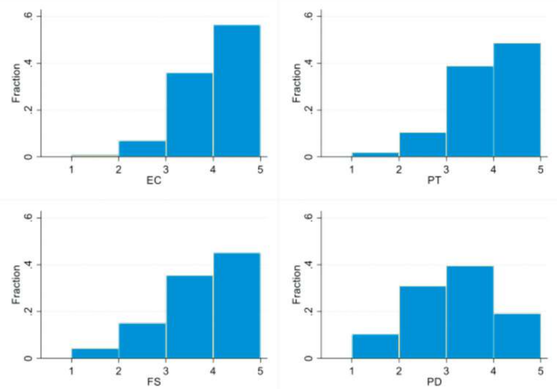
An empirical analysis of this data provides very interesting findings. A more detailed version can be found in the Appendix.

Young people tend to score high on the measures of empathy most associated with prosocial attitudes and behaviors: empathic concern (EC) and perspective-taking (PT). These two dimensions tend to go together, showing that emotions and cognition feed into each other. Female and older respondents are more likely to exhibit empathic personalities, regardless of socio-cultural background. Surprisingly, higher education does not appear to contribute systematically to the development of empathy. At the country level, a high Human Development Index tends to decrease empathy across dimensions, having a net ambiguous effect because both outward-orientation and inward-orientation are simultaneously reduced.

Lastly, the total variation in empathy illustrated by our model is very low, suggesting that this psychological trait is highly specific to the background of each individual and cannot be easily explained by common individual and country-level characteristics.

Our results can be interpreted as supporting the view that promoting gender equality and group diversity in decision-making is important: women exhibit higher affective empathy and individuals vary widely in their empathic traits in non-easily identifiable ways. More broadly, if collective empathy is truly the driver of revolutionary changes in human history, there is an urgent need to foster young people's affective and cognitive connections with humankind, and more broadly, the biosphere through pedagogical activities. This may be especially important in societies that put a high value on self-development.

Distribution of empathy scores



CONCLUSION AND ACKNOWLEDGMENTS

When conducting this consultation and writing this report, we needed to take into account the limitations inherent to our approach and our results.

Firstly, despite its global reach and inclusive aim, the consultation encountered certain limitations. One of these was selection bias: our participants were people who had access to the internet and wanted to take part, which could have excluded certain voices. Another was representativeness bias: despite our efforts to reach a wide range of young people, some groups may have been under-represented. In addition, although the consultation was anonymous to encourage authenticity, this may have limited our ability to fully understand each participant's unique context.

Secondly, this report, which aims to give a voice to these thousands of contributions, also has its own limitations. Due to the vast amount of data collected, we were unable to reflect the full wealth and diversity of individual contributions. Furthermore, the interpretation of qualitative data can be subject to bias, even when carried out with care. Our report is also unable to capture developments in participants' perceptions and opinions over time. Finally, it cannot replace the experience of listening to and directly engaging with young people.

However, despite its limitations, we firmly believe in the value of this initiative. This report is an essential first step toward understanding young people's aspirations, concerns, and hopes for the future. It offers an unprecedented insight into young people's thoughts at a critical moment in our history, and we hope that it will serve as a catalyst for increasingly inclusive and representative action and dialogue in the future.

In a constantly changing world, it is essential to continue listening, learning, and adapting. Our report embodies this spirit of openness and continuous dialogue.

Marine Hadengue, Ph.D.
Executive Director Higher Education For Good Foundation

Kristy Anamoutou
Associate Director @ bluenove

Looking through the SDG prism - Connecting youth with the Sustainable Development Goals to amplify the reach of their contributions

Once the questions had been analyzed, a cross-cutting review of the repositories prompted us to match up the young people's answers with the UN's Sustainable Development Goals. How and why did we do this?

First and foremost, aligning the aspirations and concerns expressed by young people with an external reference like the UN's SDGs gives them a universal dimension and propels them into a new echo chamber to further amplify their reach. The SDGs offer a global common language and standardized interpretive guidelines for discussing the great societal issues of our time. Incorporating this prism into our consultation, therefore, favors better appropriation and dissemination of its results, extending beyond the project's initial partners.

Furthermore, reading the results through the prism of the SDGs helps to systemically identify strong signals, weak signals, and blind spots in young people's contributions. It also serves to highlight correspondences and differences between what concerns young people and the global goals pursued by the international community. It is therefore **a valuable aid in understanding how the hopes and fears of the youth are reflected in the global challenges of our time**.

Lastly, **filtering the contributions through the prism of the SDGs helps to translate them into a universally recognized language and thereby facilitate their consideration by decision-makers and stakeholders when formulating development policy**.

This would mean that **the answers given to the questions we asked would take on a new dimension, directly contributing to the development of policies aligned with the major issues of our time**.

Thus, linking the answers with the SDGs provides **an opportunity to highlight what the youth are saying and thinking within the global conversation about sustainable development by bridging the gap between their individual concerns and the universal challenges to which we must collectively find a solution**.

When we analyzed the contributions made by the young participants, one universally adopted objective particularly attracted our attention: **Sustainable Development Goal (SDG) 16, "Peace, justice and strong institutions."** We were surprised by the prominent place given to this goal, which reveals that **young people have a deep-seated desire for a more just and peaceful world, supported by robust, effective institutions**.

In fact, the first question—"When I think about the future, what I wish... for myself"—elicited an abundance of SDG-related responses. Over 22,000 young people expressed aspirations related to **SDG 3**, which refers to **"good health and well-being,"** closely followed by **SDG 4**, which is **"quality education,"** mentioned in over 16,800 contributions. **SDG 8—"decent work and economic growth"**—was also a major factor, referred to in 5,457 contributions.



Nevertheless, it is SDG 16 that dominates the contributions overall, when answers to all questions are taken into consideration, with an impressive total of 67,552 contributions altogether.

However, matching up the contributions and goals also revealed some "blind spots." Some SDGs, despite their importance on a world scale, are not seen as priorities by the young people who took part in the consultation. The SDGs concerned are SDG 2, "zero hunger," SDG 9, "industry, innovation and infrastructure," and SDG 17, "partnerships for the goals," none of which elicited any contributions whatsoever.

To sum up, this analysis, despite being based on an interpretation of the response clusters, provides a valuable insight into how young people see their future, viewed through the prism of the UN's SDGs. **It reveals their aspirations to make the world a fairer, peaceful place backed by strong institutions, at the same time flagging areas where increased awareness and engagement are needed.**

Table of correspondences between SDGs and contributions and clusters by question

SUSTAINABLE DEVELOPMENT GOALS	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q9	Q10	SUB-TOTAL
SDG 1: No poverty	16 895	2 902	6 316	1 357	1 273	0	722	673	1 793	**31 931**
SDG 2: No hunger	0	0	0	0	0	0	0	0	0	**0**
SDG 3: Good health and well-being	22 176	4 465	9 819	2 677	2 473	91	12 069	1 780	4 172	**59 722**
SDG 4: Quality education	5 847	1 010	3 065	614	5 571	61	542	21 401	9 750	**47 861**
SDG 5: Gender equality	275	1 362	669	3	1 496	0	41	41	0	**3 887**
SDG 6: Clean water and sanitation	0	0	45	0	97	2	8	0	0	**152**
SDG 7: Affordable and clean energy	0	46	0	0	232	2	0	0	0	**280**
SDG 8: Decent work and economic growth	5 457	1 028	2 315	3 945	4 595	49	1 479	2 931	629	**22 428**
SDG 9: Industry, innovation and infrastructure	0	0	0	0	0	0	0	0	0	**0**
SDG 10: Reduced inequalities	586	2 201	222	981	9 477	11	44	381	336	**14 239**
SDG 11: Sustainable cities and communities	518	9	302	169	204	20	423	0	517	**2 162**
SDG 12: Responsible consumption and production	42	1 114	32	1 168	1 049	204	6 714	901	788	**12 012**
SDG 13: Climate action	323	4 317	2 144	2 260	2 139	3	223	206	257	**11 872**
SDG 14: Life below water	36	75	0	0	43	0	0	0	375	**529**
SDG 15: Life on land	0	254	81	0	434	9	141	498	150	**1 567**
SDG 16: Peace, justice and strong institutions	1 886	20 820	2 032	9 933	9 658	153	3 827	7 085	11 548	**66 942**
SDG 17: Partnerships for goals	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	**54 041**	**39 603**	**27 042**	**23 107**	**38 741**	**605**	**26 233**	**35 897**	**30 315**	

Youth Talks' socially and environmentally responsible approach

Our team is committed to redefining the social and environmental responsibility framework through targeted and pragmatic initiatives by embodying a practice focused on sustainability and inclusion. Here is a detailed overview of our significant actions and commitments:

Partnership with One Tree Planted

Youth Talks is proud to announce its commitment to global reforestation initiatives through its strategic partnership with One Tree Planted, a leading philanthropic organization in international reforestation efforts. With a burning mission to revitalize the world's forests, our partnership symbolizes our commitment to biodiversity and global positive social impact.

To date, our collaboration has resulted in the planting of **4,589 trees**, contributing to a variety of meaningful projects around the world, from restoring indigenous habitats in the Philippines to fighting hunger in India through planting fruit trees. We are honored to be an integral part of these transformative projects, which reflect our unwavering commitment to a greener, more inclusive future.

The list of projects for which trees have been planted:

- New Zealand 2023 - Freshwater Improvement of the Turanganui Estuary
- Ghana 2022 - Bamboo Restoration in Bandai Hills
- Peru 2023 - Ucayali
- Philippines 2024 - Indigenous Reforestation in Eagle Habitat
- India 2022 - Fruit Trees To Fight Hunger
- Uganda 2023 - Albertine Rift
- Portugal 2023 - Renature Leiria

Accessibility and inclusion

Our approach is distinguished by its versatility and accessibility. We have put considerable effort into eliminating language and technology barriers, offering online and offline consultations facilitated by local ambassadors. Moreover, our consultation protocol complies with web accessibility best practices, guaranteeing broad, inclusive participation.

To go beyond words, we've also incorporated exclusive features that enable audio recording of responses, making it easier for young people to take ownership of the process.

Inclusive writing and environmental preservation

As a youth-focused organization, we are committed to promoting a language that reflects our values of inclusion and equality. With this in mind, we have adopted the principles of inclusive writing in drafting our official report, guided by the recommendations of the Inclusive Writing Manual published by Les Mots-Clés.

Moreover, as part of our environmentally friendly approach, we've been careful to minimize paper use throughout our preparation and collaboration phases, favoring more sustainable digital alternatives.

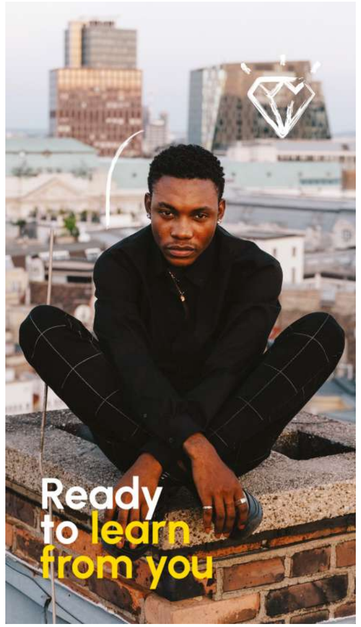
Open-source technology solutions

Youth Talks is dedicated to using responsible technology solutions, opting for open-source tools. We are proud to use Assembl, a technology developed by bluenove, which embodies our commitment to reliable technology.

Limiting the carbon footprint: eco-responsible actions

A central pillar of this commitment is our paperless policy, which has been in evidence throughout the preparatory and implementation phases of the project. Members of the project team and our partners have adopted advanced technical means of collaboration and communication, eliminating the need to use paper. This approach not only preserves natural resources but also reduces waste.

At the same time, we have prioritized remote exchanges. This initiative has facilitated smoother, more efficient collaboration and significantly reduced our carbon footprint. Since the start of the project in March 2022, we have severely limited our travel, opting for online meetings and virtual shared workspaces, thereby reducing the carbon emissions associated with travel. These deliberate actions symbolize our ongoing commitment to a future where environmental concerns are integrated into every facet of our operation, highlighting a conscious and responsible approach that places sustainability at the heart of our initiatives.



Strategic partnerships

We actively seek to establish meaningful partnerships with various players in the social and solidarity sectors. The Higher Education For Good Foundation is at the forefront of creating successful collaborations that promote the social integration of young people, underlining our commitment to a more inclusive and collaborative future.

In conclusion, **Youth Talks strives to be more than just a project; it aspires to be a model of sustainability and inclusion, where every initiative is a step towards a world reflecting the values supported by youths**.

We invite our partners and decision-makers to join us in this quest to encourage and promote a future where technology meets social and environmental responsibility, creating a better world for all.

Other retrieval formats

The web report

In a world of constant technological evolution, we proudly present our report in a digital version, specially designed to offer an immersive and interactive experience.

This digital format does more than present the texts: it is enriched with explanatory videos, audio responses, and animated infographics, transforming each section of the report into a dynamic, multimedia exploration of our most important discoveries.

This digital version aims to be a bridge between generations, fostering deeper understanding through a panoply of multimedia resources. It promises intuitive navigation and offers a new and exciting dimension of engagement with content.

By transforming the reading process into a living, breathing experience, it aspires to catalyze enriching dialogues and inspire collaborative action for the future. We invite you to discover this digital journey where knowledge meets innovation, making this digital version much more than a report; it's an interactive window on the aspirations of young people.

The question BOX online

Designed to transform complex data into digestible, engaging information, this platform is a tool of choice for the general public.

Its intuitive design and user-friendly functionalities define this interactive and responsive web platform. It offers a gallery of dynamic infographics and visualizations that transform the discovery of results into a fun, immersive experience.

As an innovative digital space, it allows users to dive into the results, navigate between questions, and immerse themselves in the answers, thanks to structured well-organized reference systems. Precise, succinct summaries facilitate a rapid understanding of the significant themes and predominant trends.

This web-based platform transcends borders, offering the possibility of comparing insights across different geographical areas, providing a nuanced, global view of the responses collected. Integrated video interviews add a human and authentic dimension, highlighting the unique voices and perspectives of the young participants.

While the overall synthesis report remains a valuable resource for in-depth analysis, the "Question Box" platform captures the essence of the findings concisely and visually. It functions as an executive summary, offering a quick grasp of the major lessons and key dynamics emerging through this consultation. As such, it stands out as a fast, visually rich gateway to the treasure trove of information gathered during this exciting consultation.

The posters

Designed as powerful visual tools, these posters act as catalysts for reflection and discussion within the educational and associative communities.

Each poster, vibrant with captivating illustrations and graphics, aims to condense the key findings of each question so that they can be easily digested and discussed. They serve as enriching teaching materials, helping youth groups, teachers, and associations to immerse themselves in the findings interactively and visually.

The key idea is to facilitate the dissemination of the consultation protocol and encourage young people to take ownership of the results. By making visual summaries available to them, we hope to spark constructive dialogue and in-depth discussions that catalyze concrete actions and collaborative initiatives.

We envision these posters as dynamic tools that can be integrated into educational programs, group workshops, and awareness-raising campaigns, enabling the consultation results to radiate far beyond the pages of the report. They are informative and inspiring, encouraging young people to proactively engage with the ideas put forward and forge their own opinions and solutions.

We invite you to explore these posters, use them as a springboard for enriching discussions, and integrate them into your outreach and education efforts. They are, after all, gateways to a deeper understanding and active appropriation of the crucial findings of this consultation.

Exhibition panels

These physical installations, which will take place in Quebec, France, and Spain, demonstrate our commitment to making Youth Talks discoveries accessible and tangible to a broad audience.

In each region, our founding members will unveil ephemeral exhibitions within their premises, creating spaces where the organization's stakeholders can come and explore the results in depth. The meticulously designed exhibition panels will serve as a physical showcase for the dynamic responses and ideas gathered during the consultation.

Embodying the results in a tangible format, the exhibition panels offer visitors a unique opportunity to connect with the ideas and perspectives expressed during the consultation. Visitors will be able to perceive not only the scope and scale of the project but also the depth and nuance of individual contributions.

Ultimately, these exhibition panels symbolize our desire to transform the results of Youth Talks into a shared phenomenon rich in learning and inspiration for all those involved.

We look forward to welcoming you to these exhibition spaces, where the voices of young people will be highlighted and celebrated, marking another step towards building a collaborative and enlightened future.

Official presentation of results

This resource, crucial to amplifying the impact of our consultation findings, comes in the form of a meticulously designed, ready-to-use slide deck to facilitate the organization of results feedback events within partner organizations and youth communities.

This presentation kit is crafted to be a communicative and adaptable tool for ambassadors, partners, and other willing stakeholders. It aims to highlight the significant results of our consultation and encourage in-depth discussion and collaborative thinking.

We aim to facilitate dynamic, interactive events where the insights can be presented clearly and captivatingly. The rich visuals and relevant information slide deck will enable users to easily navigate the collected data, insights, and testimonials, offering a comprehensive and nuanced overview of the contributions gathered.

We want to emphasize that this deliverable embodies our commitment to giving young people back the visibility and recognition they deserve. Young people have played a pivotal role in aggregating this new knowledge, and they must be brought to the forefront in the following discussions and initiatives.

In this way, we aim to equip our partners with reliable and practical resources for organizing enriching feedback events, marking a significant step in the future of Youth Talks.

Therefore, we warmly invite all stakeholders to use this tool, customize it according to their needs, and make it the hub of productive and enriching discussions in their respective communities.

The database for researchers

Based on Metabase open-source software, this database is made available on request through nominative access, guaranteeing responsible and secure use of the data collected.

This valuable resource encompasses the data collected, translated into English for easier analysis, and the original contributions in the original language and associated multimedia files. Thanks to Metabase, the platform stands out for its transparency and customizability, offering an optimal user experience and intuitive navigation.

Designed to facilitate the efficient discovery and in-depth analysis of available information, it is an ideal tool for researchers and experts in the field, enabling easy technical handling and informed interpretation of data.

The structure of this database reflects our commitment to promoting transparent and efficient collaboration, highlighting essential resources for in-depth analysis of the data collected during the consultation.

We therefore invite you to explore this database, which is intended to be a pragmatic and flexible tool, reflecting Youth Talks' initiative to create an environment conducive to collaborative and informed research.

https://survey.youth-talks.org/metabase

Thanks to our ambassadors!

We especially want to thank our most dedicated ambassadors, who have been the pillars of the Youth Talks project's success. **Their unyielding commitment, inexhaustible energy, and insightful actions have created ripples of impact in their respective communities, resonating with the project's aims and aspirations on a deeper, more meaningful level.**

They represent the values we stand for, embodying the positive change and passion that drive Youth Talks. Through their tireless efforts, they've not only helped bring the project to life and illuminated how the initiative has evolved.

We thank them sincerely for their vital role in orchestrating this process, they're are the catalysts for change and the true stars of Youth Talks.

Thank you!

Kudos to our most committed ambassadors!

Abangala Wilonda
Democratic Republic of Congo
Anoushka Sinha
India
Blanchard Bosey
Democratic Republic of Congo
Corneille Habimana Prosper
Democratic Republic of Congo
Eliane El Haber
Lebanon
Elizabeth Basiita
Uganda
Eunice Kaanye
Ghana
Faith Uzezi Headman
Nigeria
Ifeanyi Francis Onylimba
Nigeria
Kmar Asmi
Tunisia
Lokaso Koloando Edwina
Democratic Republic of Congo
Sandouno Christophe
Guinea
Trixie Ann Dc. Bautista
Philippines
Tolulope Alao
Nigeria
Tumbiko Adora Ngwira
Zambia
Wei Heng Pol
New Zealand

APPENDICES

Project directors: adapting project ambitions to operational challenges

“Captains of the ‘Youth Talks’ ship: navigating between ambition and operational reality”
The role of the Youth Talks project’s directors is similar to that of a ship’s captain: not only must they chart a course to reach the project’s target, but they must also find a way to successfully navigate the choppy waters of operational challenges, the aim being to ensure that the project stays loyal to its mission while at the same time adapting to the practical realities encountered in the field.

Marine Hadengue
linkedin.com/in/marine-hadengue/
Executive Director of the Higher Education for Good Foundation & Director of Youth Talks

Kristy Anamoutou
linkedin.com/in/kanamo/
Associate Director @ bluenove

Technology department: developing the platform using technologies for collecting and analyzing contributions

“Digital architects of Youth Talks: constructing a platform to host the voices of young people”
The technology department is the beating heart of Youth Talks. It’s the team that builds and maintains the digital platform, so that young people from all over the world can share their ideas and concerns. They are the digital architects, making it possible for the contributions to be collected and analyzed.

bluenove product and technology teams:
Frédéric Brignole, Clémentine Chardon, Jérome Millet, Thomas Deprez, Gaetan Martin, Antoni Music, Sofiane Makroum, Enrique Sidhoum, Paul Vanlerberghe.

Consultancy department: steering the various stages of the project from conception through to closure, including analyzing data and coordinating the ambassador community

“Guides of Youth Talks: from design to realization”
The consultancy department acts as a guide for Youth Talks, providing expert supervision every step of the way, from design to closure. They are responsible for analyzing the data collected and leading our community of ambassadors, thus guaranteeing that the project remains on track.

bluenove consultancy team:
Frank Escoubès
linkedin.com/in/frankescoubes/

Keren Lipiec
linkedin.com/in/kerenlipiec/

Léa Nghiem
linkedin.com/in/léa-nghiêm-62673aa5/

Soazic Leroy-Huré
linkedin.com/in/soazic-leroy-huré-576b79151/

Simon Raes
linkedin.com/in/raes-simon-8b1379138/

Mariem Taouss
linkedin.com/in/mariem-taouss-982b9a201/

Partnership department: creating and coordinating a network of international partners dedicated to the youth

“Diplomats of Youth Talks: forging a network of partners for young people”
The partnership department is the diplomatic face of Youth Talks. They are responsible for creating and coordinating an international network of partners who work closely with today’s youth. Their role is to guarantee that Youth Talks is backed by a solid network of partners who are all committed to promoting what young people have to say.

Chloé Alves
linkedin.com/in/chloe-alves/
Partnership & Community Manager

Charlotte Le Moing
linkedin.com/in/charlotte-le-moing
Communications Director

Communications department: defining and deploying tools for communication via social media, partners, and the youth

“Voice of Youth Talks: making sure young people are heard”
The communications department is the voice of Youth Talks. Their job is to define and deploy acquisition and communication tools and actions that will reach young people, our partners, and ambassadors. Their mission is to increase the visibility of the consultation and its results, give meaning to the initiative, and make sure the voice of the youth is heard.

Charlotte Le Moing
linkedin.com/in/charlotte-le-moing/
Communications Director

Chloé Alves
linkedin.com/in/chloe-alves/
Partnership & Community Manager

Leïla Petit
linkedin.com/in/leïla-petit-b765a617a/
Social Media Manager

Anaïs Deal-Hydulphe
linkedin.com/in/anaïs-deal-hydulphe-251652171/
Social Media Ads Expert

Pablo Abreu
linkedin.com/in/pabloabreu/
Graphic Artist and Product Innovation Expert

Strategy department: setting the initiative's strategic orientations and value proposition

"Strategists of Youth Talks: paving the way to the future"
Last but by no means least, this department is the Youth Talks strategy unit. They are responsible for setting the initiative's strategic orientations and value proposition. Their role is also to suggest ways of obtaining the funding needed to make Youth Talks a long-term proposition.

Alice Guilhon
linkedin.com/in/alice-guilhon/
Chairperson of the Higher Education for Good Foundation

Jean-Philippe Courtois
linkedin.com/in/jpcourtois/
Board member, Higher Education for Good Foundation

Marine Hadengue
linkedin.com/in/marine-hadengue/
Executive Director of the Higher Education for Good Foundation & Director of Youth Talks

Kristy Anamoutou
linkedin.com/in/kanamo/
Associate Director @ bluenove

Special advisors

Matthew Bishop
linkedin.com/in/mattbish/
Journalist, Advisor and Innovator

Karen Weisblatt
linkedin.com/in/karen-weisblatt-ab687/
Philanthropy and Social Sector Consultant



Methodological experts

Frédérique Vidal
Former Minister of Higher Education for France and Director of the Scientific Committee

Frédérique Vidal is a professor in molecular biology, academic administrator, and politician who served as Minister of Higher Education, Research and Innovation in the governments of Prime Ministers Édouard Philippe and Jean Castex from 2017 to 2022. She was the president of the University of Nice from 2012 to 2017.

She earned a Master of Advanced Studies in molecular virology from the Pasteur Institute, and a PhD in biology from the University of Nice Sophia Antipolis. During her first term (2012–2016), Dr. Vidal founded Université Côte d'Azur, a consortium consisting of the university and business schools, art schools, and research centers, to increase the international attractiveness of the university and obtained the "Initiative of Excellence" label for the University in 2016. She was then re-elected as president in 2016.

Dr. Vidal is now special advisor for the European Foundation of Management Development and volunteer scientific advisor for the Higher Education for Good Foundation.

Rodrigo B. Castilhos

Rodrigo B. Castilhos is an Associate Professor of Marketing at Skema Business School. His research focuses on the interplay between market systems, space and markets, and consumption and social class. His studies seek to understand how different agents shape and are shaped by the dynamic evolution of markets, how space and markets co-constitute each other, and how market-mediated class dynamics unfold in different consumption contexts. His work has been published in peer-reviewed journals including the Journal of Marketing Research, the Journal of Business Research, Marketing Theory, Consumption Markets & Culture, and the International Journal of Consumption Studies. Dr. Castilhos has also consulted for companies in the fields of education, retail, sports goods, packaged goods, real estate, and technology.

Rodolphe Desbordes

Rodolphe Desbordes is a professor of Economics at Skema Business School in France. He was previously a Reader (Associate Professor) in Economics at the University of Strathclyde, Glasgow, UK. He holds a BA in political science (Sciences Po Paris) and a PhD in international economics (University of Paris I Pantheon-Sorbonne). His research interests cover the fields of foreign direct investment, economic growth, epidemics, and applied econometrics.

AI experts

Éric de la Clergerie

Eric de la Clergerie is a Research Officer working at INRIA in the field on Natural Language Processing (NLP), more specifically on Parsing and Syntax. He is the main developer of FRMG, a large coverage French grammar. FRMG has been used to parse all kinds of corpora (including French wikipedia), in particular to perform knowledge acquisition (terminology and semantic networks). It has also been used for information extraction. More recently, he has also worked on statistical/neural transition-based parsers, and on the coupling of symbolic parsers (such as FRMG) with statistical ones or neural ones. And even more recently, he got involved in neural language models (such as French CamemBert), investigating their training, capacities, potentialities, and limits.

Article on empathy by Rodolphe Desbordes

Introduction

"There's a lot of talk in this country about the federal deficit. But I think we should talk more about our empathy deficit – the ability to put ourselves in someone else's shoes; to see the world through those who are different from us – the child who's hungry, the laid-off steelworker, the immigrant woman cleaning your dorm room."
Barack Obama, 2006

Empathy can be broadly defined as the psychological tendencies to be in tune with other's feelings and perspectives **(Decety, 2006; Chopik et al., 2017)**. It involves feeling others' emotions (affective empathy) and understanding others' emotions (cognitive empathy). **Davis (1996), Preston & De Waal (2002), and De Waal (2010)** argue that empathy is a perception (action mechanism) arising from evolutionary pressures which increased survival likelihood and the emergence of complex social organisations by facilitating cooperation. **Konrath & Grynberg (2016)** provide a thorough survey of the literature, which confirms that empathic individuals have more prosocial behaviours directed towards strangers, have better romantic and professional relationships and are less likely to engage in antisocial behaviours. The reviews of **Derksen et al. (2013), Clark et al., 2019, Aldrup et al. (2022)** indicate that empathy may indeed matter for practising medicine, managing people, or teaching.

Baron-Cohen & Wheelwright (2004) argue that empathy is ***"the 'glue' of the social world, drawing us to help others and stopping us from hurting others"*** (p.163). **Rifkin (2009), Pinker (2011)**, and **Kzrnaric (2015)** thus consider that the expansion of empathic consciousness is possibly the key factor explaining why, over the last two centuries, equal treatment has been progressively granted to all human beings. These authors also believe that a new global surge in empathy is required to face collective challenges such as climate change. In parallel, empathy is also seen as one of the soft skills that graduates need to adapt to the transformations induced by the Fourth Revolution **(Edmondson et al., 2020)**. Worryingly, **Konrath et al. (2011)** report that empathy among American college students has been declining between 1979 and 2009; a trend that seems to have been noticed by future U.S. President Barack Obama.

Surprisingly, given the importance of the topic, there has been little exploration of the determinants of empathy in a broad sample of countries, at the exception of **Chopik et al. (2017)** who look at correlations between empathy scores and various measures of cultural values in an Internet sample of 104,365 adults from 63 countries. In contrast, using data collected by Youth Talks, we investigate the determinants of both inter-personal differences within countries and inter-national differences across countries through multilevel modelling of the responses from about 5403 young people located in 112 different countries.

Data

To measure the various dimensions of empathy, we adopt a 16-item version of **Davis (1980, 1983)** Interpersonal Reactivity Index which assesses four separate aspects of empathy **(Ingoglia et al., 2016:** empathic concern (EC; other-oriented feelings of sympathy and concern for unfortunate others), perspective-taking (PT; tendency to adopt spontaneously the psychological point of view of others), fantasy (FS; respondents' tendencies to transpose themselves into the feelings and actions of fictitious characters), personal distress (PD; self-oriented feelings of personal anxiety and unease in tense interpersonal settings). This scale is commonly used in the literature **(Konrath et al. , 2011)** and covers both affective (EC and PD) and cognitive dimensions (PT and FS). For each item, the score can range from 1 (does not describe me well) to 5 (describes me very well). **Table 1** provides the list of questions.

For each participant and subscale, we calculated the average value of the four answers. **Figure 1** shows that personalities vary across respondent but a large fraction of them demonstrates at least one strong empathic trait, such as EC or PD. These two measures of empathy are those the most associated with prosocial attitudes and behaviours **(Konrath et al., 2011)**. FS is less related to actual social situations and PD mostly involves self-orientation which may inhibit social functioning.

Table 1: The interpersonal reactivity index

SUBSCALE	QUESTION
Empathic Concern	I often have tender, concerned feelings for people less fortunate than me.
Empathic Concern	When I see someone being taken advantage of, I feel kind of protective towards them.
Empathic Concern	When I see someone being treated unfairly, I sometimes don't feel very much pity for them (reverse scale).
Empathic Concern	I would describe myself as a pretty soft-hearted person.
Perspective-Taking	When I'm upset at someone, I usually try to put myself in his shoes for a while.
Perspective-Taking	I try to look at everybody's side of a disagreement before I make a decision.
Perspective-Taking	I sometimes try to understand my friends better by imagining how things look from their perspective.
Perspective-Taking	Before criticizing somebody, I try to imagine how I would feel if I were in their place.
Fantasy	I really got involved with the feelings of the characters in a novel.
Fantasy	After seeing a play or movie, I have felt as though I were one of the characters.
Fantasy	When I watch a good movie, I can very easily put myself in the place of a leading character.
Fantasy	When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.
Personal Distress	In emergency situations, I feel apprehensive and ill-at-ease.
Personal Distress	Being in a tense emotional situation scares me.
Personal Distress	I tend to lose control during emergencies.
Personal Distress	When I see someone who badly needs help in an emergency, I go to pieces.

Figure 1: Distribution of empathy scores

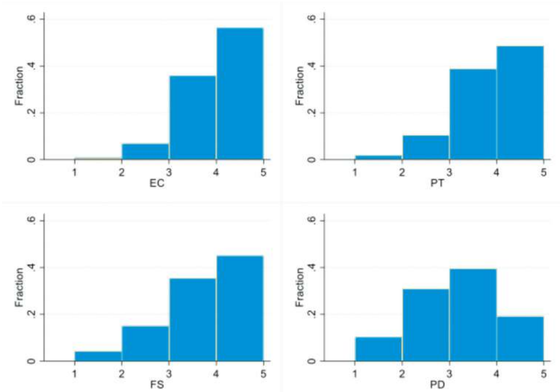


Table 2 shows that EC and PT are also the most correlated dimensions of empathy, suggesting, as argued by **Davis (1983)** that one dimension (e.g. PT) may feed the other (e.g. EC).

Table 2: Correlation coefficients

VARIABLES	(1)	(2)	(3)	(4)
(1) EC	1.000			
(2) PT	0.411*** (0.000)	1.000		
(3) FS	0.360*** (0.000)	0.352*** (0.000)	1.000	
(4) PD	0.152*** (0.000)	0.152*** (0.000)	0.312*** (0.000)	1.000

*** p<0.01, ** p<0.05, * p<0.1

Table 3 provides the list of individual-level variables included in the regression model. In addition, at the country level, we used the Human Development Index (HDI) as a broad measure of human, social, and economic development. For example, the HDI tends to be highly correlated with high governance values **(Worldwide Governance Indicators)**, low economic inequality **(disposable income inequality)**, and secular-rational/self-expression values **(Inglehart–Welzel Cultural Map)**.

Table 3: List of explanatory variables

VARIABLES	EXPLANATIONS	MEAN	STD. DEV.	MIN.	MAX.
AGE		21.95	3.84	15	30
FEMALE	Only Male/Female considered	0.50	0.50	0	1
HIGHER ED BA	Respondent Education: 'other' not considered	0.42	0.49	0	1
HIGHER ED MAS	Respondent Education (Masters + above)	0.31	0.46	0	1
P HIGHER ED BA	Parents' Education: 'other' not considered	0.26	0.44	0	1
P HIGHER ED MAS	Parents' Education (Masters + above)	0.42	0.49	0	1
HIGH INC	Higher than 5 on a 1–10 scale	0.41	0.49	0	1
HDI	Human Development Education	0.73	0.14	0.39	0.96

Econometric model

Following **Bell et al. (2019)**, we adopted a within-between random effects (WBRE) model: where Empathy_ij is a measure of empathy of respondent i in country j, X are individual characteristics, HDI is the human development index, a_j is a random effect for country j and e_ij is an error term.

The empathy measures vary ***within*** countries and ***between*** countries as individuals (level 1), diverging in their characteristics, are located in different countries (level 2). The WBRE simultaneously accounts for both levels. Differences within countries are purely explained by individual-specific characteristics associated with the vector of coefficients b_W (the X variables are demeaned to remove any cross-country information), whereas differences across countries are explained by differences in HDI across countries associated with coefficient b_B. Note that, by construction, the estimation of b_W cannot be affected by any omitted variable varying at the country-level since identification is based on within-country information. On the other hand, b_B may not reflect the 'true' effect of HDI but the relationship of the latter with another unobserved country-specific factor. The random part of the model corresponds to the sum of the random effect for country j and the error term.

Results

Table 4 presents the econometric results. At the individual level, only gender and age appear to be systematically related to empathy. Female and older respondents are more likely to exhibit empathic personalities. These results are consistent with previous studies **(Chopik et al., 2017)**. Like **Depow et al. (2021)**, and in contrast to **Stellar et al. (2012)**, we do not find that respondents from relatively more favorable backgrounds (i.e., high education and high income) are less likely to be empathic. Parents' education may even reduce feelings of personal distress (column 4).

At the country-level, higher HDI tends to reduce empathy, possibly because economic development is associated with an atomistic and self-centred culture, leading to an "empathy deficit." Indeed, **Jami et al. (2023)** highlight that studies tend to find that empathy tends be higher in collectivist cultures than in individualistic cultures, the latter being more prevalent in high HDI countries according to the Inglehart-Welzel cultural map. While a high HDI may reduce 'other-orientation', its larger negative effect, four times larger in column (4) than in other columns, is on self-oriented feelings of personal distress. Hence, the net effect of HDI on empathy is ambiguous and possibly positive overall.

The effects of age, gender, and HDI are modest, in qualitative terms. Being female, 12 years older, or moving on the HDI scale from 0.2 to 1 would, at best, only increase EC or PT by 0.24 points. Furthermore, the total variation in empathy explained by the model (R^2) is less than seven percent. Hence, empathy appears to be highly specific to the background of each individual.

Table 4: The determinants of empathy

	(1) EC	(2) PT	(3) FS	(4) PD
INDIVIDUAL-LEVEL				
FEMALE	0.23*** (0.037)	0.020 (0.029)	0.28*** (0.049)	0.34*** (0.063)
AGE	0.021*** (0.0039)	0.020*** (0.0034)	0.00026 (0.0059)	-0.0067 (0.0062)
HIGHER_ED_BA	0.020 (0.035)	-0.0060 (0.039)	-0.015 (0.048)	-0.032 (0.042)
HIGHER_ED_MAS	0.010 (0.043)	-0.0041 (0.043)	0.024 (0.065)	-0.042 (0.047)
P_HIGHER_ED_BA	0.026 (0.035)	0.033 (0.031)	0.0063 (0.036)	-0.085** (0.043)
P_HIGHER_ED_MAS	0.061** (0.025)	0.0059 (0.032)	0.025 (0.036)	-0.086** (0.044)
HIGH_INC	-0.0052 (0.020)	0.030 (0.024)	0.025 (0.038)	-0.011 (0.023)
COUNTRY-LEVEL				
HDI	-0.32** (0.14)	-0.37*** (0.14)	-0.38** (0.19)	-1.23*** (0.21)
Constant	4.21*** (0.11)	4.05*** (0.11)	3.90*** (0.13)	3.89*** (0.14)
Observations	5,403	5,403	5,403	5,403
Number of countries	112	112	112	112
Overall R^2 (%)	3	1	3	6

Cluster-robust standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

Conclusion

Using Youth Talks data, we have shown that young people in our sample tend to exhibit empathic features associated with prosocial attitudes and behaviours. These empathic traits cannot be easily explained by common individual and country-level characteristics. Most notably, higher education does not appear to contribute systematically to the development of empathy.

As acknowledged by the ***global citizenship education*** movement **(Goren & Yemini, 2017; Risberg, 2021)**, if collective empathy is truly the driver of revolutionary changes in human history, there is an urgent need to foster young people's affective and cognitive connections with humankind, and more broadly, the biosphere through pedagogical activities. This may be especially important in societies that put a high value on self-development.

Lastly, our results can be interpreted as supporting the view that promoting gender equality and group diversity in decision-making is important **(Van Knippenberg et al., 2020)**: women exhibit higher affective empathy and individuals vary strongly in their empathic traits in non-easily identifiable ways.

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Analysis of the themes raised in question 11

To explore the themes raised in question 11 in more depth following the initial analysis, the following section gives an overview of the trends in the 11 themes identified in the corpus of questions.

1. Goals and aspirations

The meta-theme **"goals and aspirations"** reveals a young generation that is committed, curious, and resolutely future-focused.

The main themes that emerge from this meta-theme are profoundly introspective and focused on taking action.

They range from **a search for purpose** to **the desire for change**, and from **exploring dreams** to **personal responsibility** for a better future. Young people consider their priorities, their values, their desires, and their successes while asking questions about their role in society and their impact on the world.

The most frequent questions center on **personal responsibility for change, preparing for a better future, life goals, desires, and success**. These questions reveal that young people are aware of their power to take action and of their role in building the future.

There are several categories of sub-topics:

1. Personal aspirations: questions linked to personal values and priorities, life goals, desires, and success. This sub-topic involves profound introspection on what is important for young people, what they hope to achieve, and how they define success. Questions in this sub-topic reflect a search for purpose and a desire to understand their own life path.

2. Change and responsibility: preparing for change, a better world and a better future, and personal responsibility for change. Young people ask questions about their role in society and their ability to have a positive impact on the future. They are aware of their responsibility and are willing to take measures to achieve a better future.

3. Human values and behavior: questions on human behavior, values, and choices, as well as the desire to make sacrifices for a better future. Young people pose questions about how societal pressures influence their choices and behaviors, and about what they are willing to sacrifice for a better future.

4. Motivation and inspiration: questions about what motivates and inspires young people as well as what motivates them to get up every day. Young people seek to understand what motivates and inspires their peers, and how they can maintain their motivation in everyday life.

5. Helping others and community support: questions about helping other people and receiving support from the community. Young people ask questions about their role in their community, how they can help others, and the importance of community support. They are aware of the importance of solidarity and mutual assistance in building a better future.

The targets of these questions vary, ranging from oneself (40%) and society (30%) to the environment (15%) and the world (15%). This reveals that **young people are both focused on themselves and aware of their membership in a larger community**.

The levels of consciousness in the questions also varied, with a predominance of self-actualization (40%) and future-oriented topics (35%). This suggests that **young people are seeking self-actualization and looking to what lies ahead**.

To sum up, the **"goals and aspirations"** meta-theme reveals a young generation that asks questions of itself, wants to understand and act, is aware of its responsibility, and is willing to take action to bring about a better future. Although young people are trying to find themselves, they are also trying to understand and transform the world around them.

2. A better world

The main themes that arise from young people's questions are firmly rooted in the idea of a better future. They range from **aspirations of an ideal world** to the practical actions that are necessary to achieve it. The most frequent questions center on improving the world through individual and collective action, building a sustainable future together, and the importance of optimism and hope for the future.

META-THEME TITLE	A BETTER WORLD
Total number of questions	3 450
Targets (ego-eco)	
Oneself	20%
Others	20%
Society	30%
The environment	20%
The world	10%
The level of consciousness	
Present life	25%
Mindset	25%
Self-achievement	25%
Projection into the future	25%

The sub-topics, divided into five categories to facilitate understanding, reveal the complexity and depth of the participants' optimistic thoughts:

1. Actions for a better world: this category includes questions that encourage reflection on individual and collective actions that could help to make the world a better place. Young people ask how they can have a positive impact on the world, whether through everyday actions or through broader contributions to society.

2. Vision of the future: these questions reveal aspirations for an ideal world, with an optimistic vision of the future. Young people ask how they can help to create a better world for future generations, and what characteristics their peers believe an ideal world has.

3. Awareness and knowledge: this cluster of questions demonstrates awareness of world issues and a desire to gain the knowledge needed to better understand and resolve these problems. Young people ask questions about their personal responsibility with regard to global challenges and about the importance of education and knowledge in resolving these challenges.

4. Hope and optimism: questions in this cluster reflect a feeling of hope and optimism for the future. Young people ask how they can cultivate a sense of hope and optimism when faced with global challenges, and how they can inspire these feelings in others.

5. Change and influence: this category includes questions relating to the use of power and influence to change the world. Young people ask questions about how they can use their power and influence to make positive changes in the world and about the role of global leaders in resolving world issues.

The targets of their questions are as diverse as their curiosity is vast. They ask questions about oneself, others, society, the environment, and the world as a whole.

Their questions also reveal different levels of consciousness. They pose questions about life in today's world and its sustainability, their state of mind, their self-actualization, and their future-oriented focus.

These thousands of questions, which come from the young people themselves, are a key step in identifying global problems. They demonstrate a collective awareness and a desire to act to build a better future. Through this civic initiative, young people are not simply asking questions: instead, they are encouraging reflection, debate, and action.

Their call to improve the world is not only a cry of hope, but also an invitation to all young people worldwide to join them on their journey. It is a call for active involvement, for civic engagement, for a better future built through collective effort.

Through their questions, young people remind us that the future is not a foregone conclusion, but open to many possibilities. They invite us to see the future not as a threat, but as an opportunity. An opportunity to change, to grow, to shape a future built by, for, and with the youth.

3. The future

In the boundless ocean of questions that young people want to ask their peers worldwide, one island stands apart, vast and complex—the future. This meta-theme, with nine main topics and 37 sub-topics, is a kaleidoscope of questions, worries, and hopes, reflecting the diverse nature of the concerns held by the youth worldwide.

META-THEME TITLE	FUTURE
Total number of questions	3 046
Targets (ego-eco)	
Oneself	30%
Others	20%
Society	25%
The environment	15%
The world	10%
The level of consciousness	
Present life	20%
Mindset	30%
Self-achievement	40%
Projection into the future	10%

Perspectives and visions of the future are central to these questions, which cover expectations, thoughts, visions of society and the world, personal aspirations, and plans for the future. Young people also ask about the feelings that the future inspires, as well as the level of confidence and optimism their peers experience when thinking about the future.

Global and generational progress is another major topic, with questions on the future of the generations, sustainability, future uncertainty, and collective survival. Young people also ask about the impact of current actions on future generations.

Actions for a better future are also a key focus, with questions about actions young people can take to improve the future, how they can achieve their goals and build their future, and how to improve themselves in order to improve the future.

Their fears and concerns about the future are expressed through questions about the fear of growing up, as well as other questions on anxiety, concerns, fears, and insecurities about the future.

Worldwide responsibility for future generations is a recurring topic, with questions on environmental awareness and worldwide responsibility, how young people can tackle world issues and shoulder their generational responsibility, and feelings of uncertainty and hopelessness in the face of future change.

Predictions for the world in 10, 20 or 50 years are also a major topic, with questions on what the world will be like in 20 to 50 years, what their lives and life goals will be like in 10 years, and where they see themselves in 5 to 15 years.

Future goals and aspirations are central to their questions, which include focuses such as future career aspirations, future goals and aspirations, and the aims of future projects.

Dreams, goals, and personal impacts on the future are also a major topic, with questions on pursuing their dreams, their goals, their personal growth, on how they see and shape their personal and global future, and on discovering their own personal dreams and desires.

Finally, there are questions focusing on **future plans and destinations**, including on life, location, personal reflection, future directions and goals, and destinations and travel plans.

The targets of these questions vary, ranging from oneself (30%) and society (35%) to the environment (20%) and the world as a whole (15%). This demonstrates **increased awareness of the interconnections between different levels of reality and the challenges that the youth face**.

In terms of levels of consciousness, the questions are mainly focused on future-oriented topics (40%) and self-actualization (40%), highlighting a concern for personal development and building a desirable future. Life in today's world and mindset each account for 10% of questions, revealing **an awareness of the important role of the present and of managing emotions and thoughts in building the future**.

To sum up, the future—as envisaged by young people through their questions—is a land that is simultaneously exciting and terrifying, both full of challenges and opportunities, where the individual and the community, local and global, and the present and the future are all inextricably linked.

4. Well-being

Question 11 gave young people all over the world the chance to send a message in a bottle, hoping that their peers would understand the core of their concerns. Well-being is undoubtedly one of the most active areas of focus.

The main themes that emerge from this meta-theme are varied, but all center on the **search for happiness and personal satisfaction**. Young people seek to understand how to achieve a state of well-being, how to manage their mental and emotional health, how to feel safe and comfortable in society, and how to be satisfied with their lives and the world around them.

META-THEME TITLE	WELL-BEING
Total number of questions	2 784
Targets (ego-eco)	
Oneself	60%
Others	20%
Society	15%
The environment	0%
The world	5%
The level of consciousness	
Present life	40%
Mindset	30%
Self-achievement	20%
Projection into the future	10%

The questions that young people ask their peers most often are related to exploring happiness and its contributing factors. They ask questions about the meaning of life, inspiration, beauty, life values, and personal fulfillment. They strive to define and attain personal happiness, to discover the sources of happiness, and to understand how they can be satisfied with their lives and how they can improve.

The sub-topics are divided into four main categories:

1. Happiness and personal satisfaction: questions about pursuing happiness and satisfaction with life. Young people seek to understand how they can attain a state of happiness, how they can be satisfied with their lives, and how they can improve. They ask questions about the meaning of life, inspiration, beauty, life values, and personal fulfillment. They strive to define and attain personal happiness, and to discover the sources of happiness.

2. Mental and emotional well-being: questions relating to mental health, stress, and emotions. Young people are concerned by their mental and emotional well-being and seek out ways of dealing with stress, negative emotions, and life's challenges. They ask questions about ways of dealing with life's struggles, negative emotions, and dissatisfaction in life.

3. Safety and comfort: questions on safety, comfort, and a feeling of belonging to society. Young people are concerned about their safety and comfort in society and want to understand how they can attain these feelings. They ask how they can feel heard and represented in society.

4. Satisfaction with the world and society: questions relating to satisfaction with the current world and with society. Young people are concerned about their satisfaction with the world and society and strive to understand how they can be satisfied with their lives and the world around them. They ask questions about happiness and their satisfaction with the world and society in their current states.

The young people's questions are primarily focused on oneself (60%), but they also relate to others (20%), society (15%), and the world in general (5%). These questions reflect a keen awareness of life in today's world and its sustainability (40%), mindset (30%), self-actualization (20%), and level of future-oriented focus (10%).

To sum up, well-being appears to be a universal quest among young people. They seek to understand how to navigate the sometimes turbulent waters of life, find meaning and a purpose, achieve a state of happiness and satisfaction, and create a world in which they feel safe and comfortable. Their questions, both profound and touching, are a call for reflection, empathy, and action. They mirror a generation that, despite the challenges and uncertainties it faces, has its gaze set firmly on the future, driven by hope and the desire to build a better world.

5. Introspection

Young people's questions reveal their hidden introspection. Through a process of self-reflection, young people all over the world ask questions that unveil a deep search for purpose and for understanding both of themselves and the world around them.

The main themes that emerge from this meta-theme are introspection, self-identification, self-love, and personal growth. Young people seek to see, understand, and define themselves through these topics. The most common questions center on a search for meaning and purpose in life, exploring personal interests and passions, and improving the world.

META-THEME TITLE	INTROSPECTION
Total number of questions	2 232
Targets (ego-eco)	
Oneself	60%
Others	20%
Society	10%
The environment	5%
The world	5%
The level of consciousness	
Present life	30%
Mindset	30%
Self-achievement	30%
Projection into the future	10%

The sub-topics are divided into four main categories:

1. Introspection and personal development: questions on introspection, self-identification, self-love, and personal development. Young people seek to understand who they are and what their values and identities are. They ask questions about their own humanity, their uniqueness, and their differences. They also ask about their personal growth, their life choices, their relationships, and their personal interests.

2. Meaning and purpose in life: questions relating to the search for meaning and purpose in life. Young people ask questions about meaning and purpose in life, their sources of motivation, and existence in general. They strive to understand what brings their life purpose and what motivates them to live.

3. Personal interests and passions: questions relating to exploring personal interests and passions. Young people seek to discover their passions and understand what excites and interests them. They ask questions about their personal preferences and want to learn what their passions are.

4. Positive actions for a better world: questions on making the world a better place and how someone can personally contribute to this. Young people ask themselves about what they can do to contribute to a better world, the actions they can take to make the world a better place, and the challenges they will need to tackle to achieve their goals.

These sub-topics reflect the depth and breadth of questions that young people ask themselves and the world. They demonstrate their desire to understand themselves, find purpose in life, discover their passions, and contribute to a better world.

These questions are mainly targeted at the individual (60%), but also at society (30%), while questions relating to the environment and the world each account for 5% of questions. This reveals **a major focus on personal development, but also a keen awareness of societal and environmental challenges**.

The questions' levels of consciousness reveal a marked tendency toward self-actualization (50%) and a strong future-oriented focus (30%). Questions on life in today's world and its sustainability represent 15% of the total, while mindset-related questions account for 5%. This shows **young people's desire to achieve their full potential and to look to the future while remaining rooted in the present and paying attention to their mindset**.

In summary, through their questions, young people from all over the world invite us on an introspective journey in which they discover themselves and the world. They remind us of **the importance of knowing oneself, finding a purpose in life, following one's passions, and contributing to a better world.**
They show us that introspection is not an end in itself, but a means of fulfilling one's potential, looking to the future, and tackling the challenges of our time.



6. Life's challenges and personal development

In the hustle and bustle of modern life, young people all over the world ask crucial questions about their future, their challenges, and their personal development. Their questions depict a complex landscape of personal and societal struggles, aspirations, and fears.

The main themes are deeply introspective. These topics reveal a young generation that is searching for purpose, looking to navigate an uncertain world while seeking self-fulfillment.

META-THEME TITLE	LIFE CHALLENGES AND GOALS
Total number of questions	2 287
Targets (ego-eco)	
Oneself	60%
Others	20%
Society	10%
The environment	5%
The world	5%
The level of consciousness	
Present life	30%
Mindset	30%
Self-achievement	30%
Projection into the future	10%

The most common questions young people ask their peers are linked to self-reflection and the global impact of their actions. How can we overcome obstacles to realize our dreams? How can we prepare for the future? How can personal growth have an impact on the world? These questions demonstrate a keen awareness of the challenges they face on both a personal and a societal level.

The sub-topics can be divided into five main categories:

1. Personal development and challenges: questions on personal growth and overcoming personal challenges. In particular, these questions focus on how young people can overcome obstacles and personal struggles, navigate the challenges of modern society, and achieve their dreams despite the obstacles. Young people seek to understand how they can grow and develop themselves as individuals while tackling personal and societal challenges.

2. Self-reflection and contemplating global impacts: questions involving young people's reflections on themselves and the impact of their actions on the world. Young people ask questions about their role in the world and how their personal growth can have an impact worldwide. They seek to understand how they can contribute to a better world while also growing as individuals.

3. Preparing for the future and sources of motivation: questions about preparing for the future and sources of motivation for personal growth and success. Young people seek to understand how they can prepare for the future, how they can remain motivated in the face of challenges, and how they can envision a better future for themselves and for the world.

4. Life experiences and life goals: questions about life experiences and life goals. Young people ask questions about their life experiences, their life circumstances, and the differences in their lives. They seek to understand how their life experiences can influence their life goals and personal growth.

5. Fears and concerns: questions about fears and concerns. Young people seek to understand their greatest fears, how they can overcome them, and how these fears may influence their lives and personal development. They also ask what frightens others and how they can help to overcome these fears.

These questions from young people were primarily focused on oneself (60%), but also others (20%), society (10%), the environment (5%), and the world (5%). This breakdown reveals that while **the youth are aware of their place in the world, they are also concerned by their personal development and well-being**.

In terms of levels of consciousness, the questions asked highlight concerns regarding life in today's world and its sustainability (30%), mindset (30%), and self-actualization (30%), as well as a future-oriented focus (10%). These results show **a young generation that, while rooted in the present, aspires to a better future and seeks to fulfill its potential**.

In summary, the questions that young people ask their peers reveal their search for purpose in the face of personal and societal challenges, but also highlight their clear focus on the future. They reflect a young generation that, despite the obstacles, remains optimistic and is determined to realize its full potential and have a positive impact on the world.

7. The Youth's future

The main themes that emerge from young people's questions reveal their concerns, including **their role in society and the future of the world**. They are aware of global challenges and want to play an active part in building a better future, and they also question society and seek to better themselves.

The most common questions relate to the future and society. They ask how they can contribute to a better world and how they can improve as individuals and as members of society. They have questions about the challenges they face and the means of overcoming them.

META-THEME TITLE	THE FUTURE OF YOUTHS
Total number of questions	1 450
Targets (ego-eco)	
Oneself	20%
Others	20%
Society	30%
The environment	15%
The world	15%
The level of consciousness	
Present life	25%
Mindset	25%
Self-achievement	25%
Projection into the future	25%

The sub-topics that emerge from their questions are varied and complex:

1. Commitment and collaboration among young people to create a better future: these questions highlight young people's aspirations to play an active role in building a better future. They ask questions about how they can work together worldwide to make positive changes. Questions in this sub-topic reflect a desire to transcend borders and work together to resolve global challenges.

2. Questioning society and achieving self-improvement: questioning society's institutions and social norms, and seeking to understand how these factors influence their lives and how they can improve them. Alongside this, they also ask questions about their personal development, seeking ways of improving themselves and reaching their potential.

3. Young people's behavior, challenges, and impact on society: exploring young people's concerns regarding their behavior and the impact that they have on society. They have questions about the challenges they face, such as social disengagement, and look for ways to overcome them.

4. Empowering young people for a better world: an expression of the desire to be able to make positive changes in the world. They ask questions about their role in shaping a better world and seek ways of increasing their ability to have a positive impact.

5. Young people's perspectives and global issues: seeking to understand global issues and sharing their perspectives on these challenges. They have questions about the future of society and the world, and want to understand how they can contribute to solving these problems.

6. Young people's struggles and experiences in society: highlighting the challenges and struggles young people face in society. They share their experiences and seek to understand how they can overcome these challenges and become more resilient.

These questions have multiple targets: themselves (20%), others (20%), society (30%), the environment (15%), and the world (15%).

Their questions demonstrate different levels of consciousness. They cover life in today's world and its sustainability (25%), their mindset (25%), their self-actualization (25%), and the future (25%).

In summary, young people's questions for the world are insightful and profound, underscoring their commitment and their desire to contribute to a better future. Their questions also offer strong signals of their aim to understand, learn, and grow. They are the stakeholders of the future, and their questions offer approaches to building tomorrow's world.



8. Social challenges

Looking through the prism of youth, social challenges are revealed in particular detail. The questions that they want to ask their peers around the world reveal a keen awareness of the challenges our society faces. Ten main themes emerge from this meta-theme, each reflecting a separate aspect of these concerns. The most common questions revolve around "values, choices, and future impact," closely followed by "perceptions and opinions on the world and society." These two topics, which alone account for over 550 questions, reveal a committed young generation that is anxious to understand and shape the world in which they live.

META-THEME TITLE	SOCIAL ISSUES
Total number of questions	1 344
Targets (ego-eco)	
Oneself	20%
Others	20%
Society	40%
The environment	10%
The world	10%
The level of consciousness	
Present life	20%
Mindset	10%
Self-achievement	40%
Projection into the future	30%

The sub-topics reveal a diverse range of concerns:

1. Human behavior and societal issues: exploring questions relating to human behavior, stereotypes, and societal problems. This sub-topic highlights young people's questions on the reasons for certain attitudes and behaviors, and their impact on society.

2. Empathy and help for others: young people ask questions about the importance of empathy, kindness, and helping others. They seek to understand how to assess their own kindness and how to encourage altruistic behavior.

3. Values and future impact: questions on the impact our values and choices have on the future. Young people ask about the role of their personal motivations vis-à-vis the societal impact of their actions.

4. Perceptions and opinions on the world and society: questions on the perception of the world and the current state of society. They seek to understand a range of opinions on society and world issues.

5. Negativity and humankind's destructive behavior: questions on human conflict, hatred, suffering, and destructive behavior. Young people want to understand the roots of hatred and discrimination.

6. Global concerns and solutions for young people: global concerns and potential solutions. They seek to identify the most pressing personal and societal problems.

7. Ignorance of social and environmental problems: this sub-topic emphasizes questions on lack of respect, empathy, and societal values. Young people ask questions about inaction and also call societal norms into question.

8. Personal beliefs, culture, and social problems: questions on diversity, culture, and global perspectives. They seek to understand the impact of personal beliefs, opinions, and societal roles.

9. Life without technology and societal norms: this sub-topic explores questions about life without technology, social media, and habits. Young people ask about the impact of living without technology and without societal expectations.

10. The impact of social media on everyday life and well-being: young people ask questions on the impact, influences, and challenges of social media. They seek to understand the social media obsession and the impact these platforms have on daily life.

Young people's questions are primarily aimed at society (40%), closely followed by oneself and others (20% each). The environment and the world as a whole are also mentioned, albeit to a lesser extent. This breakdown **shows that the youth see themselves as drivers of change and are aware of their role and their responsibility to society and the environment**.

In terms of levels of consciousness, the questions are primarily focused on the future (40%) and self-fulfillment (30%). This reveals **that the youth are not only looking to the future but also looking to reach their full potential as individuals and as members of society.**

In summary, the "social challenges" meta-theme offers a fascinating insight into the concerns of today's youth. It reveals a committed generation that is aware of the challenges it faces and is determined to ask difficult questions to shape a better future. This is a call to action for us all—a reminder that we all have a role to play in resolving the social problems of today's world.

9. Unity and empowerment

A voice speaks up; an echo sounds, carrying a message of unity and empowerment. Young people, the guardians of the future, ask questions, reach out to their peers, and seek to understand how they can take action for a better world.

The main themes that emerge from their questions relate to respect, communication, and positivity. They ask questions about the role of positive action and personal growth in their lives, and how these aspects could help to build a fairer, more balanced world. They also have questions about the right time to take action and change the world, a question that reveals their impatience and drive to act.

META-THEME TITLE	UNITY AND EMPOWERMENT
Total number of questions	1 236
Targets (ego-eco)	
Oneself	20%
Others	20%
Society	30%
The environment	15%
The world	15%
The level of consciousness	
Present life	20%
Mindset	30%
Self-achievement	25%
Projection into the future	25%

The most common questions revolve around global unity and collaboration. Young people ask how they can promote unity, understanding, and connection between people. They also ask how global collaboration could lead to a better future. These questions demonstrate a keen awareness of global challenges and a desire to transcend borders to tackle them.

The sub-topics that emerge from these questions have been divided into four categories:

1. Personal empowerment: questions linked to positive action and personal growth. Young people ask how they can develop and grow in a positive way, and how these actions can contribute to a better world. They also ask how far they are willing to go to achieve their goals and dreams, highlighting their desire to make personal sacrifices for a better future.

2. Collective action: questions about collective action and change. Young people ask about the right time to take action and change the world. They express an impatience and a desire to act, underscoring their desire to take responsibility and play an active part in building a better future.

3. Unity and collaboration: questions on promoting unity, understanding, and connection between people from different ethnic groups or nations. Young people ask how global collaboration could lead to a better future. These questions demonstrate a keen awareness of global challenges and a desire to transcend borders to tackle them.

4. Peace and understanding: questions on promoting world peace and harmony. Young people ask how they can achieve and promote global peace and how to encourage unity and coexistence. These questions reflect their desire for a more peaceful and harmonious world, and their drive to help realize this ideal.

5. Respect and diversity: questions on respect, equality, and diversity. Young people ask questions about the importance of these values in their interactions with others and in society in general. They seek to understand how to promote a wealth of topics and conversations, reflecting their desire for a more inclusive, more diverse world.

Although unique in themselves, these sub-topics overlap and come together to form a complex picture of young people's concerns, aspirations, and questions. They reflect **a generation that is simultaneously aware of the challenges it faces and determined to tackle them. A generation that is willing to ask questions, learn, and act for a better future. A generation that, despite the obstacles, remains resolutely optimistic and believes in the possibility of a fairer, more peaceful, and more united world**.

The targets of these questions vary, ranging from oneself (20%) and society (30%) to others (20%), the environment (15%) and the world (15%). This breakdown reflects an **awareness that is both personal and collective, and a drive to commit not only for their own sake but for that of the world**.

In terms of levels of consciousness, these questions relate to life (20%), mindset (30%), and self-actualization (25%), and also reveal a future-oriented focus (25%). They reveal young people's **concerns about the present and future, their desire for personal growth, and their aspirations toward a positive mindset**.

In summary, unity and empowerment emerge as a rallying cry for collective action among young people worldwide. Their questions, concerns, and aspirations reflect a **desire to commit to a better future, work together to overcome global challenges, and promote peace, unity, and understanding**.



10. The environment

As diverse as the young people themselves, the questions revealed a major focus on the environment. Three main themes emerge, all linked to the environment: environmental awareness and responsibility, concerns about climate change and its personal impacts, and individual actions to protect the environment.

The most common questions centered around responsibility and environmental action, with a particular emphasis on climate change. Young people all over the world want to know how their peers see their role in the fight against climate change and what action they are taking to protect the environment.

META-THEME TITLE	ENVIRONMENT
Total number of questions	620
Targets (ego-eco)	
Oneself	20%
Others	20%
Society	20%
The environment	30%
The world	10%
The level of consciousness	
Present life	30%
Mindset	20%
Self-achievement	20%
Projection into the future	30%

1. Environmental responsibility and action: questions related to awareness and action to protect the environment. Young people ask their peers about their understanding of environmental challenges and the actions they are taking to address them. They seek to understand how other young people perceive their personal and collective responsibility to the environment and how they translate that responsibility into concrete action.

2. Climate change: questions on concerns about climate change and its impact. The questions that young people ask reflect their worries in the face of this global phenomenon and its potentially devastating consequences. They seek to understand how their peers perceive climate change, the ways in which they are experiencing its impacts in their daily lives, and how they plan to combat it.

3. Personal actions to protect the environment: this category includes questions on individual actions one can take to protect the environment. Young people ask their peers what everyday measures they are taking to reduce their environmental impact. They want to understand what other young people are doing as individuals to protect the environment, whether through simple means such as recycling or in the form of more committed action, such as ecological activism.

The targets of these questions vary, ranging from the individual and society to the environment and the world as a whole. This shows that young people see **the environmental issue as a shared responsibility that requires action at every level**.

In terms of levels of consciousness, the questions emphasize concerns regarding life in the present and in the future, an action-focused mindset, and a search for self-actualization by protecting the environment.

This meta-theme highlights the urgency with which young people perceive environmental challenges. They urge their peers to become aware of their responsibility and to take action to protect our planet.

11. Education and generations

Within question 11, two main themes stand out from young people's questions in this category: generational differences and improving education.

The most common questions relate to the school experience and improvements to education, as well as satisfaction with the educational system. Young people seek to understand how their educational experiences compare to others', and how they can help to improve the educational system for future generations.

META-THEME TITLE	EDUCATION AND GENERATIONS
Total number of questions	356
Targets (ego-eco)	
Oneself	20%
Others	30%
Society	40%
The environment	0%
The world	10%
The level of consciousness	
Present life	30%
Mindset	20%
Self-achievement	30%
Projection into the future	20%

The sub-themes fall into two main categories:

1. Generational differences and improvements:

- **"Improving on past generations' mistakes":** young people's desire to learn lessons from the mistakes of the past. They seek to understand how previous generations tackled similar problems and how they can avoid making the same mistakes.
- **"Building a bridge across the generation gap for a better future":** the importance of intergenerational dialogue. Young people are aware of the differences between generations and want to build bridges to encourage communication and mutual understanding.
- **"Intergenerational perspectives and relationships":** This sub-topic focuses on the importance of relationships between generations. Young people are interested in the perspectives of other generations and seek to understand how these perspectives can influence their own vision of the world.

2. Satisfaction with the educational system and ideas for improvements:

- **"School experiences and improving education":** the importance of the school experience in young people's lives. They seek to share their experiences and understand how they can help to improve the educational system.
- **"Satisfaction with the educational system":** questions on how satisfied young people feel with the educational system. They seek to understand whether their peers are satisfied with their education and how they can work together to improve the system.
- **"Education: opinions, experiences, and its importance":** questions that highlight the importance of education in young people's lives. They seek to share their opinions and experiences on education and understand how education can influence their future.

The targets of these questions vary, but focus primarily on society (40%), followed by others (30%), and oneself (20%). Environmental and global issues are less prominent, but remain relevant.

In terms of levels of consciousness, the questions emphasize concerns regarding life in today's world and sustainability (30%), self-actualization (30%), and mindset (20%). Future-oriented questions also make up a significant proportion (20%).

This meta-theme highlights young people's desire to open dialogue and work together to improve education and bridge the generational divide. Young people are not simply asking questions, but are actively seeking solutions for a better future.

"Education and generations" is a heartfelt appeal, a call to action, from young people who seek to reimagine education and build constructive intergenerational dialogue.

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Authors: Marine Hadengue, Kristy Anamoutou, Rodolphe Desbordes, Léa Nghiem, Soazic Leroy-Huré, Mariem Taous, Simon Raes

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