YOUTH MEANINGFULNESS INDEX

FIRST EDITION 2024-2025

Measuring meaning in life among children and youth across the globe

FOREWORD

Our dream

The Youth Meaningfulness Index (YMI) was born in 2022 from a simple yet profound dream: to go beyond traditional perspectives of youth and children's well-being and focus on how they experience meaning in their lives, placing them rightfully at the center of this global conversation. We often speak about future generations, but the future of children is shaped today.

The Youth Meaningfulness Index (YMI) was born in 2022 from a simple yet profound dream: to go beyond traditional perspectives of youth and children's well-being and focus on how they experience meaning in their lives, placing them rightfully at the center of this global conversation. We often speak about future generations, but the future of children is shaped today.

The challenges faced by children and youth—whether related to mental health, access to care, education, or participation—are complex and deeply interconnected. We know that meaningful change requires both a language and a story, something that makes realities visible but also invites action.What if we could place young people at the center and ask them directly about their experiences—how they find meaning, what makes them resilient, what drives their engagement?

This was the idea that led to the Youth Meaningfulness Index (YMI). Through our work, we aim to bridge the gap between data and action, providing a framework that not only sheds light on these challenges but also provides a new way to analyze these "wicked problems" while empowering young people to advocate for themselves and their communities. The YMI is not a predefined solution, but as an open framework, a tool to explore and understand the factors shaping youth well-being through the lens of meaning. It is built on the belief that when young people feel heard, valued, and equipped to navigate their own futures, they can become powerful agents of change in their own lives and in society.

By harnessing the insights from the YMI, educators, local institutions, civil society organizations, and international policymakers alike will be able to reflect deeply on the factors shaping youth resilience, fulfillment, and engagement, ensuring their actions are accountable and responsive to the needs of young people.

We imagine schools integrating the YMI to foster more meaningful educational experiences, local communities using its insights to design inclusive programs, and global leaders applying its principles to shape policies that truly prioritize the emotional health, development, and empowerment of youth. The YMI serves as both a tool and a framework for creating transformative change, bridging the gap between research, advocacy, and tangible action.

As we present this first edition of the YMI report, it feels fitting to reflect on the vision that inspired this journey. At its core, the YMI is about uncovering the drivers of youth engagement, resilience, and fulfillment, and ensuring these findings serve as a catalyst for change. The YMI is not just a tool; it is a call to action and co-creation of a world where youth well-being is defined not just by external indicators, but by how young people experience and shape their own lives.

This inaugural report represents the first step in what we envision as a continuous journey to elevate youth voices and meaning in all spheres of life. We are deeply grateful to the many contributors and partners who have supported this effort and remain committed to ensuring its findings drive meaningful and lasting change.

We look forward to engaging with you on these findings and to a future where the potential and meaningful contributions of youth are fully realized and celebrated.

Warm regards,

The YMI team

OUR CALL FOR COLLABORATIVE ACTION

Join our quest for meaning

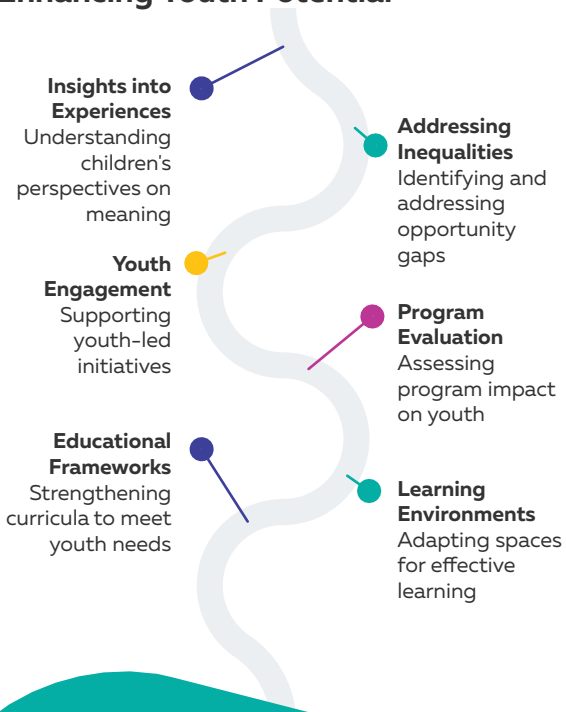
Whether you represent a local community, a UN agency, an educational institution, a national body, a foundation, a CSO, or simply yourself, join us in exploring how the YMI can support you to enhance the well-being of the children and youth in your care.
No matter your role or location, the YMI is a flexible, action-oriented tool that combines research with real-world impact, helping you shape policies and programs that create meaningful change.

By partnering with us, you can:

- Gain insights into children's experiences and perspectives on what drives meaning in their lives.
- Identify and address inequalities in opportunities for children and youth to realize their potential. This can inform targeted policies and programs that ensure more equitable access to resources and opportunities for all young people, particularly in marginalized communities.
- Foster authentic youth engagement and support youth-led initiatives through innovative programming empowering children and youth in leadership roles.
- Evaluate the lived experience of impact of programs on the mental health, well-being, and development opportunities of children and youth; all to ensure your work is making a measurable difference.
- Strengthen educational frameworks and transformative curricula in schools to better meet the needs of youth.
- Adapt learning environments to ensure they serve young people more effectively and inclusively.
- All data collected as part of the YMI is available upon request, and we are eager to collaborate and share insights with everyone interested. Together with you, we want to dissect the anatomy of meaningfulness to drive meaningful change for the realization of youth potential.

We are eager to collaborate and share insights with everyone interested so we can co-create the future of the YMI! Findings and methodology are openly accessible on ymindex.org and all data collected as part of the YMI is available upon request. Together with you, we want to dissect the anatomy of meaningfulness to drive meaningful change for the realization of youth potential.

Enhancing Youth Potential



"What makes the YMI different is the involvement from an early age. This is so important since we have little data about the experience young children have on what gives them a sense of meaning."

Siri Abrahamsen, changemaker in early childhood education and member of the YMI academic council

2024 REPORT

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INTRODUCTION

Why do we need the YMI?

Research suggests that young people who feel a strong sense of purpose and meaning are better equipped to navigate challenges, exhibit greater motivation, and contribute positively to their communities (Mariano & Damon, 2008). This understanding calls for the development of frameworks that go beyond traditional well-being metrics to include the existential dimensions of life that are particularly salient for today's youth across the globe. For adolescents, higher levels of meaningfulness are associated with lower substance abuse, a reduced likelihood of suicidal thoughts and attempts, and better health maintenance.

Despite growing interest in how people of all ages experience meaning, the study of meaningfulness in children and youth remains limited. Expanding this field can provide valuable insights for developing policies and programs that support young people's well-being, resilience, and life satisfaction—helping them build fulfilling lives with a strong sense of purpose.

Traditional surveys often measure objective factors like access to education and healthcare. The YMI breaks away from this approach by focusing on something far more personal and transformative: how young people themselves experience meaning in their lives - an aspect that goes beyond temporary feelings to address a deeper sense of purpose and fulfillment. Unlike conventional metrics that reduce well-being to material conditions, the YMI centers youth voices to uncover the deeper drivers of fulfillment, purpose, and resilience. But the YMI also applies a unique methodology with a first phase of crowdsourcing of the drivers of meaning using AI followed by a collaborative process involving youth in creating the tool and interpreting results. This ensures that YMI is not just a measurement tool, but a platform for action, co-designed with and for young people.

By shifting the focus from top-down assessments to lived experiences, YMI offers policymakers a practical yet groundbreaking framework for crafting policies that reflect youth aspirations rather than assumptions.

"YMI research represents an innovative step forward in rethinking youth mental health, offering a broader understanding of mental well-being that incorporates existential and purpose-oriented aspects. By shifting the focus from purely clinical assessments to a more holistic approach, it offers a fresh perspective on how mental health can be nurtured in young people."

Habib Tiliouine, Head of the Laboratory of Educational Processes & Social Context of the University of Oran2 in Algeria and member of the YMI academic council

HOW IS THE YMI UNIQUE?

Collects data from children and youth directly

Focuses on meaning: current indices tend to focus on measuring concepts or emotions

Collects data at a global scale

Involves experts on the field throughout Phase I and Phase II: Advisory Council

Measures how drivers and sub-drivers of meaning are experienced among youth

Involves youth in the process – Youth Advisory Council

METHODOLOGY

How does the YMI complement existing frameworks?

The Youth Meaningfulness Index Global Report seeks to contribute to the growing dialogues on youth well-being by foregrounding meaning as a core element of development. The holistic understanding of youth well-being—encompassing mental, emotional, social, and existential dimensions—will ultimately provide insights into how young people can thrive in an increasingly complex world.

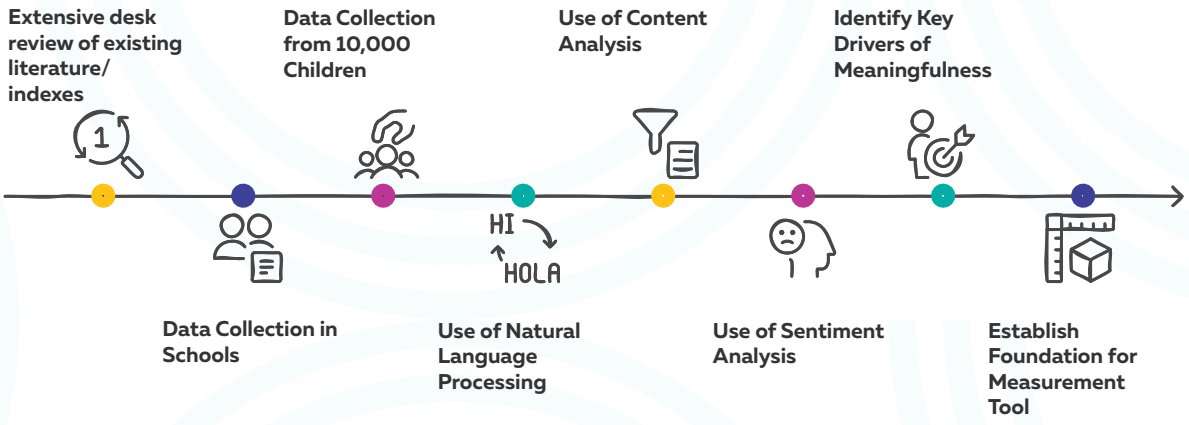
Established measures and research frameworks have made significant contributions to understanding youth well-being across diverse cultural contexts, with several touching on dimensions of meaning and purpose. For example, the Global Youth Development Index and the OECD Child Well-being Framework include purpose-related elements, though these are typically addressed through a limited set of indicators. Similarly, UNICEF's Child Well-being Index primarily emphasizes material and emotional well-being, with less explicit attention to purpose.

The Comprehensive Inventory of Thriving in Youth (CIT-Y) incorporates meaning and engagement as components of thriving, though they are positioned within a broader framework. The Developmental Assets Profile (DAP) from the Search Institute highlights external and internal assets supporting healthy development, including purpose, but often measures these assets with only a few items.

The PERMA model (Seligman, 2011), widely used in well-being research, captures meaning alongside Positive Emotion, Engagement, Relationships, and Accomplishment, while its extended version, the PERMAH Well-being Survey, adds Health as a sixth dimension, including items reflecting meaning and purpose (Butler & Kern, 2016). Although these frameworks provide valuable insights, they often approach meaning as a secondary or supporting dimension within broader constructs of well-being.

As a result, while these well-being measures and research above provide valuable insights into youth development, the dimension of meaning—what gives young people a sense of purpose and direction—remains relatively underexplored.

The YMI complements these existing measures by offering a new comprehensive framework for assessing drivers of meaning, and their impact on overall well-being among young people. The YMI does not seek to replace these frameworks but rather to build on their strengths and address gaps by exploring the "why" behind youth well-being. By integrating insights from disciplines and geographies, the YMI aligns with existing research while advancing new perspectives that highlight what matters most to young people worldwide.



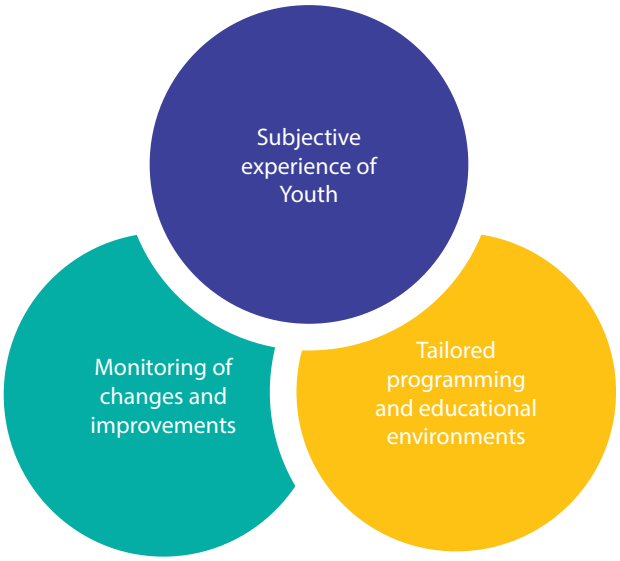
METHODOLOGY

Our method

The Youth Meaningfulness Index (YMI) aspires to be a universal framework, rooted in the fundamental and shared components of the human experience. It is a living project designed to evolve as we expand to more countries and engage more voices in reflection and dialogue.

Since 2023, we have been supported by an Academic Advisory Council, and in 2024, we established a Youth Advisory Council to ensure diverse perspectives guide our work. Our approach combines grassroots collaboration with organizations, partnerships with academic institutions and UN agencies, and the integration of cutting-edge AI technology.

As a result, the YMI has been built, analyzed, and operationalized through dialogues spanning geographies and disciplines. These interactions have shaped its development, helping us bridge academic rigor with practical applications across communities. With each step forward, we aim to refine and enhance the YMI to serve as a dynamic framework for understanding and supporting youth's meaning and well-being globally.



Phase I: Building the YMI tool

Phase I focused on robust research to explore what constitutes meaning for youth and an identification of gaps. The YMI Phase I was conducted in schools across Norway, Denmark, and India, gathering data from + 10.000 children aged 8-15 Using natural language processing, content analysis, and sentiment analysis, we identified key drivers of meaningfulness among youth. These findings provide a solid foundation for creating a focused measurement tool tailored to capture what resonates most with today's youth.

Phase II: Deploying the YMI across geographies

Building on the key drivers and sub-drivers identified in Phase I, the tool was crafted using a thoughtful process to ensure each statement aligns with specific aspects of youth well-being. The YMI tool's statements are assessed using a Likert scale, ranging from 'strongly agree' to 'strongly disagree,' to capture responses on the four identified drivers of meaning. In 2024, we piloted and deployed the YMI across Algeria, India, Kenya, Morocco, Norway, Peru, and Ukraine with nearly 6.000 children and youth.

Phase III: Operationalizing the YMI

Using a research action approach, the YMI has started to be deployed as a tool to understand the realities of children in Morrocco, engage youth in designing initiatives contributing to their communities in Ukraine, understand the impact of education environment in Peru and assess the efficiency of education projects on India.

DEFINITION

Key drivers

The YMI study identified four main drivers of meaning, each with specific sub-drivers that highlight the core influences shaping youth's perceptions and experiences of meaningfulness. These drivers represent the essential forces underpinning young people's sense of purpose and fulfillment. Each is defined within the YMI framework to ensure clarity and consistency in understanding the factors that contribute to youth's sense of meaning and purpose..

Purpose

This driver represents youth's understanding of themselves, including their beliefs, values, aspirations, and life goals. It encompasses sub-drivers such as looking into the future, academic pursuits, self-identity, autonomy, ethical issues, and cultural or religious beliefs.

Social Connectivety

This driver focuses on the quality of relationships youth cultivate with family, peers, and the broader community, which foster belonging and emotional support. The sub-drivers include family and friend relationships, mentoring, emotional support, altruism, community inclusivity, and self-importance.

Self-Care

Self-care involves the intentional actions taken by youth to nurture their physical and mental well-being, with an emphasis on recreation, relaxation, and resilience-building. Key sub-drivers under this theme include relaxation, play and humor, mental wellness, introspection, self-confidence, nature, and self-transcendence..

Physical and Cognitive Engagement

This driver includes activities that stimulate the body and mind, encouraging creativity and personal growth. Sub-drivers include learning, intellectual challenges, creative arts, and physical activity.

METHODOLOGY

Introducing the YMI governance structure and advisory councils

The Youth Meaningfulness Index operates under a robust governance structure designed to ensure its strategic direction, operational efficiency, and global relevance. The Council of Contributors oversees the implementation of the YMI's objectives, and partnerships ensuring alignment with its mission and vision.

At the core of the structure is the YMI secretariat, which serves as the executive team responsible for day-to-day management, coordination of activities, stakeholder engagement and reporting. This team works with an Academic Advisory Council, which provides expert guidance on methodology and rigor, and a Youth Advisory Council, which ensures the voices of young people remain central to the YMI's work. Together, these bodies create a dynamic, inclusive, and participatory framework that enables the YMI to thrive as a globally recognized tool for understanding and advancing youth well-being and meaningfulness.

Academic Advisory Council

- The academic advisory council is a group of experts that provides advice during the different steps of the development of the YMI.
- It is composed by academics and practitioners in the field of meaningfulness in children, positive psychology, child education policy, and qualitative analysis.
- Members from the advisory council are from different countries in the world including Algeria, Denmark, India, Israel, Norway, and the United States.

The YMI team also includes a part-time Post-doc researcher from the University of South Florida, Mark Lane-Holbert, who works on advancing methodological frameworks and enhancing data analysis for the project. His expertise focuses on social behavior and meaningfulness metrics, contributing valuable insights to the ongoing research.

"Working with youth as an educational psychologist has taught me that meaning is not a static concept, but a dynamic and evolving part of their development. It's through research like the YMI that we can begin to capture the complexities of these transitions and support young people in finding purpose during formative years; offering insights that help shape the future of youth programming, education, and mental health support."

Mark Lane-Holbert, Educational Psychologist and YMI advisor

METHODOLOGY

Youth Advisory Council

In 2024, the Youth Advisory Council (YAC) was established to engage youth as key stakeholders throughout the various stages of the YMI, ensuring their perspectives and voices shape the process. The YAC consists of 13 members from Austria, Cyprus, Peru, India, Pakistan, Nepal, Egypt, Uganda, Morocco, Kenya, and Nigeria, aged between 15 and 18 years.

Through their contributions to the various phases of the project, the YAC ensured that the YMI and its findings were interpreted from their point of view, fostering constructive dialogue around challenges and opportunities relevant to youth.

Phase 1:

The YAC provided comprehensive feedback on the YMI survey tool, ensuring the questions were clear, age-appropriate, and inclusive of diverse youth experiences. Their input helped refine the language and format to make the questionnaire accessible for youth across different regions and cultures.

Phase 2:

As ambassadors of youth meaningfulness, several YAC members mobilized their networks to facilitate data collection in their respective countries. They raised awareness about youth meaningfulness, fostering a clear understanding of the survey's goals and encouraging participation from young people in their communities.

Phase 3:

The YAC has been actively involved in interpreting the results of the YMI, offering unique insights into the findings. Their contributions have been instrumental in formulating actionable recommendations for educators and policymakers, aimed at addressing identified gaps and enhancing meaningful youth experiences.

"Joining the YMI Youth Council presents a unique opportunity for me to contribute to positive change on a global scale. I believe in meaningful engagement and want to create opportunities for young people to thrive. "

Raj Kumar, 17 years old from Pakistan.

" I brought up the survey with other students through clubs, organization and societies which I lead or am a part of—either through online networks or physical event spaces. I interacted with youth with different interests and life experiences to ensure that we can better represent young people as a heterogenous group of individuals."

Ananya Pathak, 17 years old from India

METHODOLOGY

Numbers & distribution

This report targeted data collection in seven countries, carried out in partnership with various organizations.

The 2024 YMI scores reveal a mix of hope and challenges, highlighting a global lack of emotional care for youth. The YMI score is a composite measure derived from the average scores of all the statements. Within the scope of this report, these scores are not analyzed individually but are used for comparative analysis across different demographic profiles, including age, gender, and country. As children grow, their sense of meaning decreases, particularly during adolescence, before rising later in life, as shown in the Global Meaningfulness Index findings. Young female adults report the lowest levels of meaning, revealing a notable gender gap. This raises key questions: Why do we lose meaning as we grow? And how is this related to structural or conjunctural dynamics of our societies?

The findings highlight social connectivity as the strongest driver of meaningful lives for children and youth, though engagement remains relatively low. At the country level, Ukraine, affected by ongoing war, shows a significant negative impact on children's well-being. In contrast, Kenya stands out with the highest scores, while children in Morocco and India face notable challenges despite showing resilience. On average, boys report slightly higher scores than girls, with the gap widening during adolescence. These insights highlight the importance of addressing emotional care, fostering social connections, and creating meaningful opportunities for youth, tailored to their gender, age, and the specific contexts of their environments.

AGE GROUPS

Under 13 — **19%**

13-17 — **51%**

18-24 — **30%**

Please note that the youngest respondents were seven years old, with seven children of that age, in Morocco while the main target group of the YMI starts from eight years old onward. The highest number of respondents came from Ukraine (1,828), followed by India (636) and Peru (683). Morocco (355), Algeria (311), and Kenya (324) also contributed significantly, while Norway had a smaller sample of 54 participants. This distribution ensures a mix of perspectives from different cultural and socio-economic contexts, enriching the overall findings. Feel free to reach out should you wish to access the datasets.

GENDER

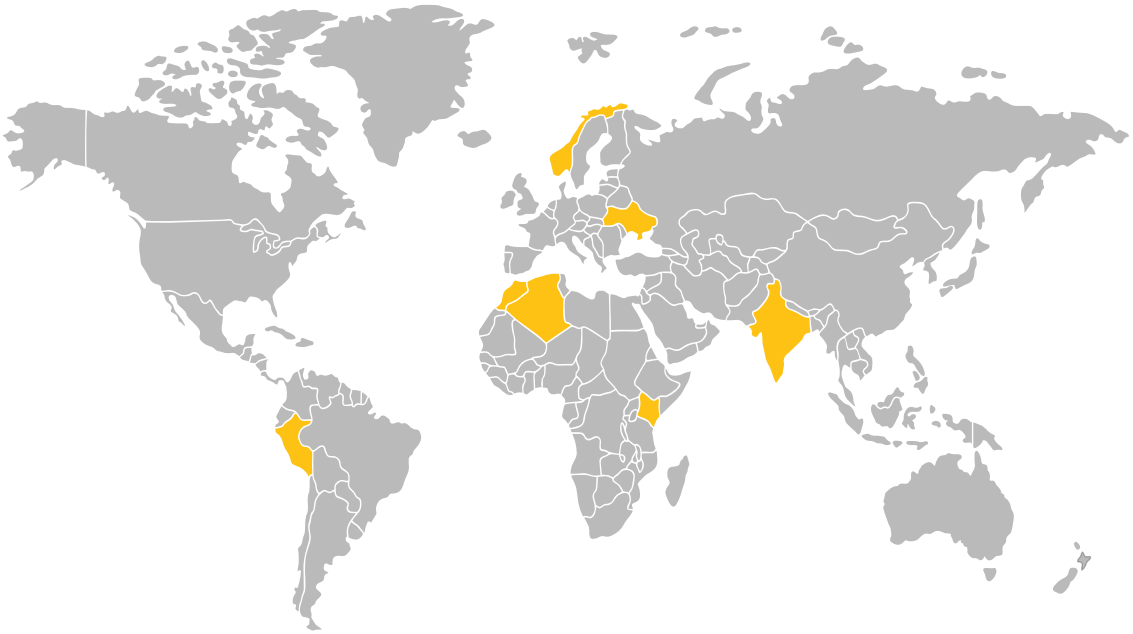
Boys Girls

RESPONDENTS

5.990

COUNTRIES

7



INSIGHTS

Key insights

1

Sense of meaningfulness in young people is driven by positive aspirations for themselves and how they want to contribute to society.

2

The level and source of meaningfulness is different for boys and girls. **Gender plays a significant role** in the experience of meaning with distinct patterns of engagement and values.

3

Emotional care is a key concern across drivers with noticeable gaps in foundational self-care habits.

4

The level of **engagement decreases with age** with focus shifting from creativity towards learning.

5

Youth strive to build secure futures through mutual relationships and grounded, practical support.

Global Insights

GLOBAL INSIGHTS

Overview

The 2024 YMI scores reveal a mix of hope and challenges, highlighting a global lack of emotional care for youth. As children grow, their sense of meaning decreases, particularly during adolescence, before rising later in life, as shown in the Global Meaningfulness Index findings.

Young female adults report the lowest levels of meaning, revealing a notable gender gap. This raises key questions: Why do we lose meaning as we grow? And how is this related to structural or conjunctural dynamics of our societies?

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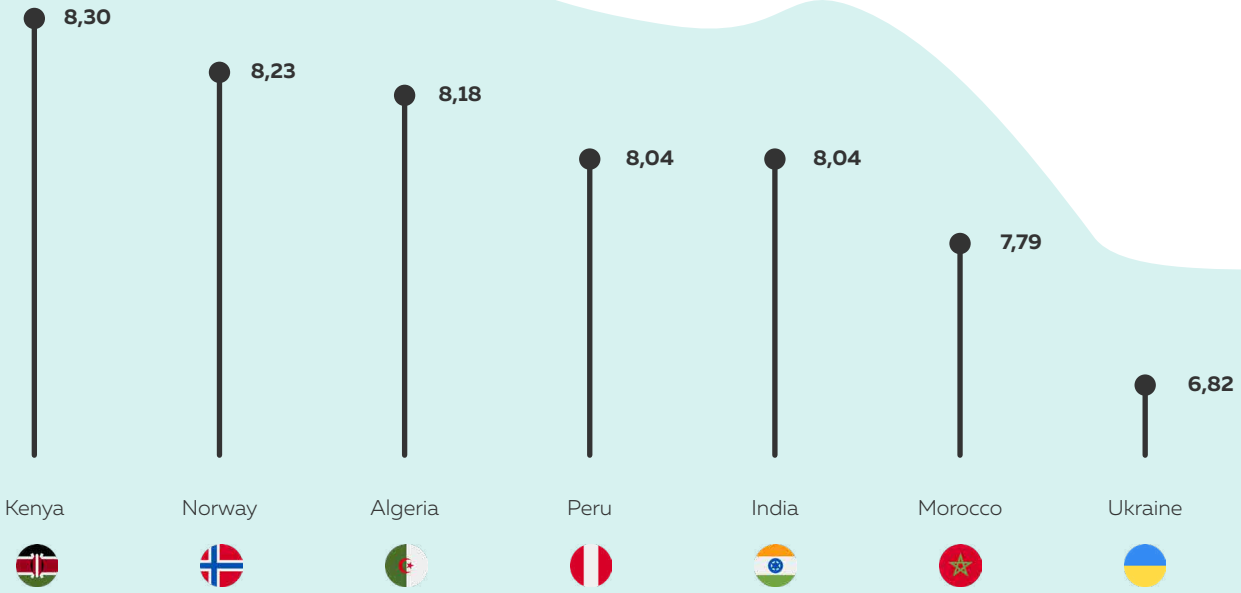
DRIVER

AGE GROUPS



Note on interpretation of the results: the YMI score is an average of all the underlying drivers of youth meaningfulness. Scores above 9 are considered excellent, whereas scores below 8 indicate areas that require deeper analysis. The true value of these scores lies in comparative analysis—examining differences across demographics to identify meaningful trends and inform policy decisions. To ensure statistical rigor, Welch's t-test was conducted to assess the significance of relative differences between two groups. Only statements and drivers found to be statistically significant are highlighted in the findings.

GLOBAL INSIGHTS

Aspirations and contributions

The sense of meaningfulness in young people is driven by positive aspirations for themselves and how they want to contribute to societies.

The results of the YMI illustrate the strong aspirations and proactive mindset of youth as they navigate their journey toward meaningfulness. Statements related to purpose and learning score above the average YMI score. High scores for statements like "I often look for opportunities to learn new things" (8.52) and "I generally try to do what I believe is right" (8.38) indicate a strong commitment to self-improvement and ethical decision-making. Similarly, intellectual curiosity and self-discovery are evident, with significant scores for "I often choose to do things that challenge myself intellectually" (8.06) and "I am discovering who I am as a person" (8.03).

Barring responses from Ukraine, the statement "I often think about what I want to do, become, or change in the world when I grow older" scored highly at 8.46. This highlights that their ambitions extend beyond individual goals, driven by a desire to contribute positively to society. One respondent reflected this sentiment, stating, "since childhood, I have dreamed of becoming important and useful in society."

However, the slight dip in the score for "frequently doing things that help my dreams come true" (7.67) suggests a gap between aspirations and the concrete actions required to achieve them. This presents an opportunity to support youth in transforming their ambitions into practical achievements through mentorship, resources, and goal-oriented strategies. Together, these findings underscore the importance of fostering both aspiration and action as drivers of meaningful growth for young individuals.

By empowering them to act on their aspirations and channel their dreams into tangible societal contributions, we can help ensure their potential aligns with both personal fulfillment and a positive impact on the world.

I often look for opportunities to learn new things	8,52
I generally try do to what I believe is right	8,38
The choiches i make can make my life better	8,12
I often choose to do things that challenge myself intellectually	8,06
I am discovering who I am as a person, such as my most important values and beliefs	8,03
I frequently do things that I believe will help my dreams come true	7,67

GLOBAL INSIGHTS

Meaning across gender

Gender significantly influences how meaning is experienced and understood.

While the overall YMI scores for boys and girls show only a minute difference, a closer look at the statement level reveals nuanced and statistically significant disparities in how meaningfulness is experienced and realized between the two genders. Welch's t-test confirms that these differences are not incidental but reflect distinct patterns of engagement and values.

Girls tend to excel in relational and introspective dimensions, scoring higher on statements like "having someone to talk to when struggling emotionally" (7.99 for girls vs. 7.63 for boys) and "discovering who I am" (8.11 for girls vs. 7.93 for boys). This suggests a focus on emotional connection and self-reflection. Conversely, boys show higher scores in physical and cognitive engagement, with statements like "choosing physical activities where they can use their body" (7.28 for boys vs. 6.64 for girls), pointing to a preference for action-oriented engagement. These trends reflect how traditional gender roles may influence their pathways to meaningfulness.

Certain disparities are more pronounced based on different geographies and cultural contexts. For instance, in Algeria, Kenya, and Morocco, boys show particularly low scores for the statement "I have someone to talk to when I am struggling emotionally" and creative activities compared to girls. On the other hand, in India and Norway, girls report lower scores than boys for community belonging. Notably, Norway stands out as the only country in the sample where girls score significantly lower than boys on two key self-care statements: "I often take time to do fun things" (9.47 for boys vs. 8.53 for girls) and "I dedicate time for my own mental health" (8.41 for boys vs. 8.03 for girls).

These findings underscore the importance of acknowledging and addressing the nuanced ways in which boys and girls experience meaningfulness, shaped not only by gender but also by the cultural and geographic contexts they inhabit. Tailored interventions that consider these intersecting influences can foster a more inclusive and supportive framework for youth well-being, ensuring meaningfulness is accessible to all.

AGE GROUPS

GLOBAL INSIGHTS

The Emotional care gap

Emotional care is a concern and a lagging factor with noticeable gaps in foundational self-care habits.

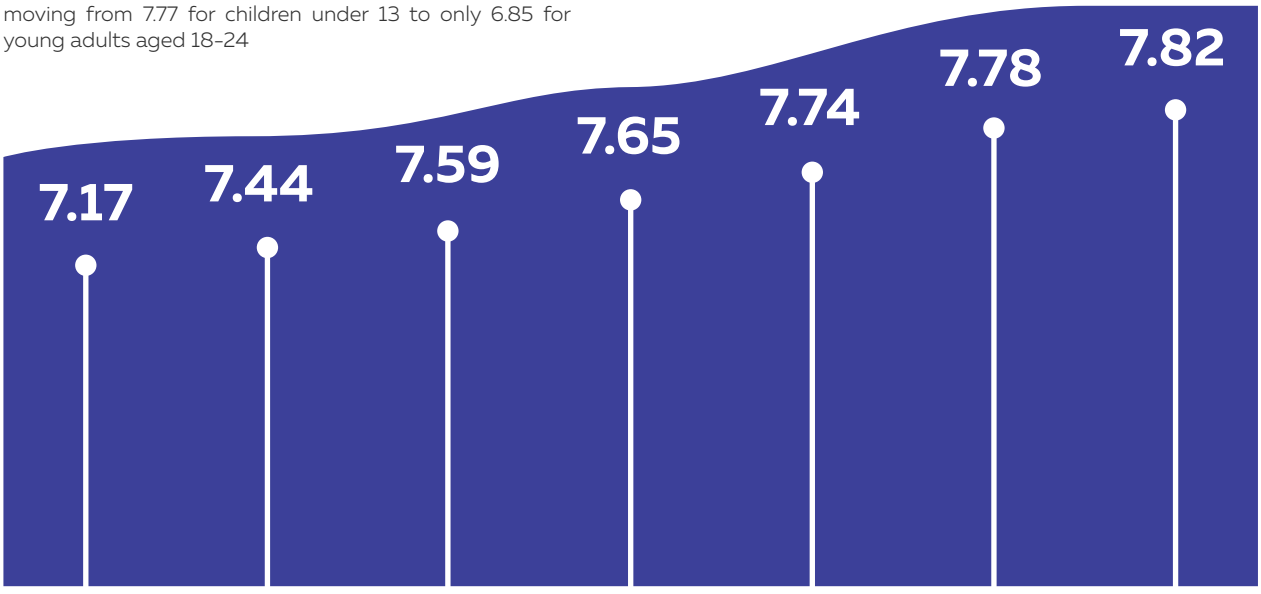
Findings indicate that self-care and mental health are underperforming drivers of a sense of meaning in life among youth. While statements tied to external validation and emotional support, such as "I have someone to talk to when I am struggling emotionally" (7.82) and "I often feel that people around me value and accept me for who I am" (7.78), score slightly above the average YMI, the data reveals noticeable gaps in foundational self-care habits.

Lower scores for statements like "I take enough time to rest and relax when needed" (7.17) and "I often take time to do fun things" (7.44) highlight a concerning lag in youth prioritizing their personal recovery and enjoyment. Similarly, dedicating time to mental health, while slightly higher at 7.59, remains low, signaling an unmet need for emotional resilience-building practices.

A deeper investigation into the least-ranked statement, "I take enough time to rest and relax when needed," reveals gender and age disparities. Girls score significantly lower on this statement compared to boys, pointing to additional barriers girls may face in prioritizing rest. Moreover, this statement shows a steep downward trend with age, moving from 7.77 for children under 13 to only 6.85 for young adults aged 18-24

A similar age-related decline is seen in the statement "I often take time to do fun things," reflecting reduced time dedicated to leisure among young adults. Interestingly, there is an improvement with age for the statement "I spend time thinking about how I feel," where older youth score progressively higher. While girls report spending less time on fun activities than boys, they score higher on statements related to thinking about their feelings and dedicating time to mental health.

Tailored interventions should aim to promote self-care habits, leisure, and proactive mental health support, fostering a culture where young people learn to value and care for themselves as much as they do for others.



GLOBAL INSIGHTS

A growing appetite for learning

As children grow, focus shifts from engagement towards learning and self-reflection

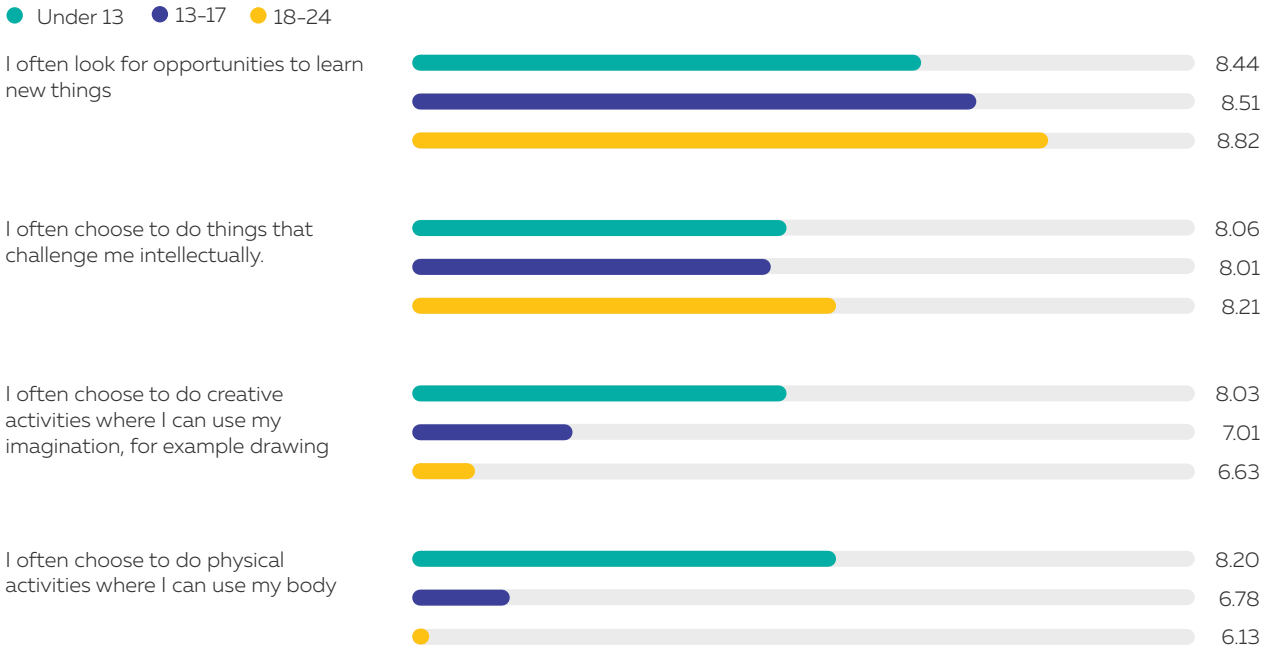
The exploration of the Engagement driver reveals how youth interact with opportunities, challenges, and activities across creative, physical, and intellectual domains as they grow older. While intellectual pursuits remain consistently high across all age groups, the statement "I often look for opportunities to learn new things" peaks at 8.82 among young adults (18-24), reflecting a strong drive for cognitive growth. Interestingly, girls consistently outscore boys across all age groups for this statement, highlighting a notable gender-based difference in intellectual engagement.

However, other forms of engagement, such as creative and physical activities, experience significant declines with age. Creative activities, such as "using imagination through drawing, writing, or music," score 8.03 for children under 13 but drop sharply to 6.63 for young adults. Physical activities, such as sports or exercise, see an even steeper drop, from 8.20 for the youngest group to just 6.13 for those aged 18-24. These trends underscore a shift from exploratory and physical engagement in younger years toward intellectual and goal-oriented pursuits as youth mature.

Regional differences further illuminate how engagement is shaped by context. Ukraine records the lowest overall engagement scores, reflecting the disruptive impact of ongoing conflict on opportunities for meaningful engagement. Norway stands out for having the highest score for physical engagement but is among the lowest for creative activities, second only to Ukraine. India, by contrast, scores lowest for physical activity but ranks above most nations for intellectual pursuits.

These findings reveal the complex interplay between evolving priorities, cultural influences, and available opportunities. As we age, societal expectations and the need to prepare for adulthood increasingly steer us toward intellectual and professional growth. However, this shift may not solely reflect natural progression but also the narrowing of accessible opportunities for creativity and physicality as youth transition into adulthood.

To ensure a well-rounded development, it is crucial to support the continuation of creative and physical engagement across different life stages. Programs and initiatives must not only adapt to evolving priorities but also strive to maintain a balance that preserves diverse avenues of engagement.



GLOBAL INSIGHTS

Security through healthy relationships

Voices from the field: youth aspire to secure futures through reciprocal relationships and contextual support

The complete version of the YMI tool included two open-ended questions for young respondents:

- What is important to you in your life?
- Why is it important to you?

The responses overwhelmingly reflect a dual focus: the desire to prepare for a secure future and the need for reciprocal relationships and support. Aspirations are intricately tied to the realities youth face, especially in underprivileged contexts. Statements such as, *"Success in this world and the hereafter..."* and *"What is important to me is that I am successful in my academic life and that my parents are satisfied with me because I want to live a happy life in the future,"* illustrate the forward-looking ambitions of youth.

Many respondents also frame their aspirations as a way to overcome personal or societal challenges. One participant insightfully shared, *"...to become successful in life, keep my family happy, and most importantly to earn money and freedom because I come from a middle-class family, and I want to complete my dreams to come out of poverty."*

Education as a Gateway to Future Security:
Education emerges as a dominant theme in the responses, underscoring its role as a foundation for achieving long-term goals. Many youth connect education directly to opportunities for a better future: *"My education and school are important because there I make friends, and if I get a good education, I can get a good job and make my dreams come true."*

Family and Friends: Anchors of Stability and Support:
Unsurprisingly, family and friends feature prominently as the most common responses to the first question, aligning with the driver of social connectivity. Beyond providing safety and familiarity, they are seen as crucial to creating positive lives and shaping future aspirations. For example, a boy from India shared, *"Most important is my family and one secure job. A job is important because to make money... I want to grow financially, and I want to help my father financially. I want to be independent; I don't want to depend on anyone."*

These relationships are also recognized as vital support systems, often influencing emotional well-being. A 13-year-old from Peru remarked, *"Family because there are some people who don't have one, mental health because it affects our actions, money because it will affect our future, awareness of my surroundings due to safety, and awareness of the future because of how it will affect everything."*

Similarly, a 17-year-old from Norway reflected on the interplay between emotional support, motivation, and meaningfulness: *"To have people around me that I love. And to find a future in which I enjoy (profession/job). In order for me to have any motivation, I need emotional support and to do something I enjoy. If I don't have the opportunity to do that, everything will quickly feel meaningless, and I will lose my ability to do it well."*

Reciprocity, Support, and Realities:
While the desire for a brighter future dominates the narrative, it is deeply rooted in the presence of reciprocal relationships and contextual realities. Youth seek not only to secure futures for themselves but also to support their families and communities. This highlights the nuanced dimensions of deprivation, financial independence, and emotional stability in shaping their perspectives. By addressing these interconnected factors, society can better support youth in achieving both personal fulfillment and meaningful contributions to the world around them.

GLOBAL INSIGHTS

Youth with Disabilities

YMI data shows youth with sensory/cognitive disabilities score lowest across all areas, with girls affected the most. Physical disabilities show higher engagement but concerns about safety and healthcare.

In this phase of YMI reporting, no targeted data collection efforts were undertaken specifically for children and youth with disabilities. However, a question about experiences with disability was included to capture their lived experiences and assess its impact on meaningfulness. A small proportion of respondents reported disabilities, with 4% indicating physical disabilities and 3% reporting sensory or cognitive disabilities. The findings below therefore indicate trends that the YMI will aim to investigate further in 2025.

The data reveals significant variations in YMI scores when accounting for gender and disability status. Youth without disabilities reported similar overall scores (8.00 for boys and 8.16 for girls). However, youth with sensory/cognitive disabilities displayed noticeable declines across all drivers, with girls in this group scoring significantly lower than boys.

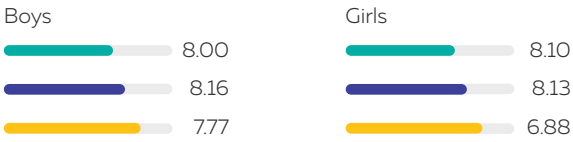
Youth with sensory/cognitive disabilities consistently reported the lowest scores across all drivers, with Engagement at 7.62, Purpose at 7.61, Social Connectivity at 7.29, and Selfcare at 7.39. These scores reflect considerable challenges in active participation, long-term aspirations, social relationships, and personal well-being. Youth with physical disabilities demonstrated comparatively higher scores, particularly in Engagement (8.45) and Selfcare (7.93), but faced declines in safety perceptions and access to healthcare.

Basic needs such as food, housing, and education were largely met across all groups, with youth without disabilities reporting a high score of 9.08 in this domain. However, youth with sensory/cognitive disabilities experienced a sharp drop in safety perceptions (7.35) and healthcare access (7.75) compared to their peers without disabilities (8.38). These findings highlight vulnerabilities in their lived environments and access to critical resources.

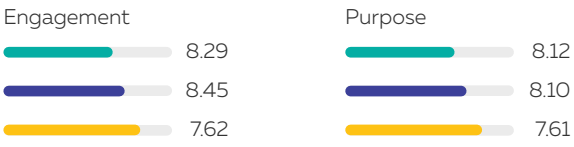
The findings underscore the heightened challenges faced by youth with disabilities, particularly those with sensory or cognitive impairments. While these insights provide a valuable starting point, the limited sample size calls for targeted data collection to validate these conclusions and inform interventions that foster inclusivity and well-being for youth with disabilities.

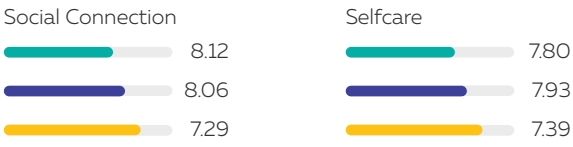
- No disability
- Physical disability
- Sonsory/cognitive disability

GENDER

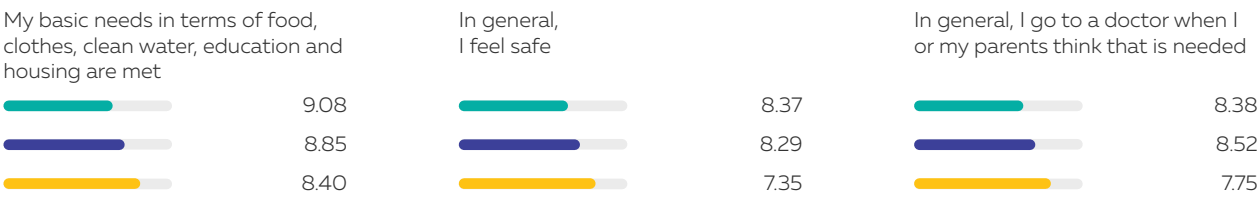


DRIVER





STATEMENT



GLOBAL INSIGHTS

Vulnerable communities

Data from India, Kenya, Morocco, and conflict-affected Ukraine shows a steady drop in meaningfulness scores as youth age, reflecting growing pressures in underprivileged and conflict-affected contexts.

Data from India, Kenya, and Morocco and data from conflict-affected areas in Ukraine (as identified by ACLED up to October 20, 2024) has been categorized as part of the "vulnerable group." This segregation highlights the unique challenges faced by youth in underprivileged and conflict-affected contexts, offering a nuanced analysis of how socio-economic and geopolitical factors shape their experiences of meaningfulness.

The data shows a clear decline in meaningfulness scores with age. Youth under 13 reported the highest scores (7.84), followed by adolescents aged 13-17 (7.47) and young adults aged 18-24 (7.18). This trend underscores the compounding pressures faced by older youth in these vulnerable contexts, likely stemming from increasing responsibilities and external challenges as they transition into adulthood.

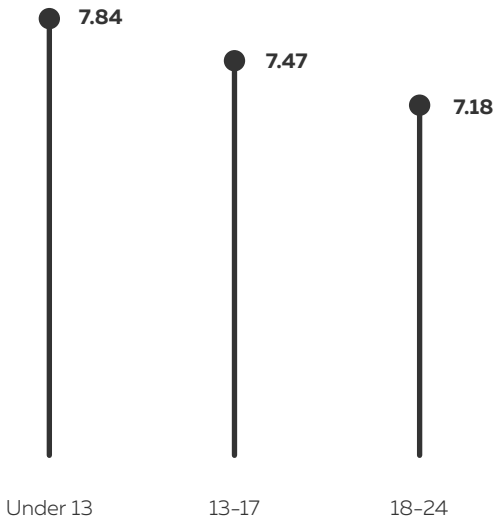
Social Connectivity is the highest performing driver, likely because of relationship with family and friends, yet sense of belonging to the community is one of the least rated statement. Purpose appears quite high which is representative of the preparation of youth for future readiness. This is further substantiated by high score of the statement "I often look for opportunities to learn new things." (8.58)

Selfcare is the least performing driver. Low scoring statements such as "I take enough time to rest and relax when needed" (7.43) show the need for targeted mental health initiatives especially considering the fragmented or unstable environments.

DRIVER

Engagement	**7.65**
Purpose	**7.57**
Selfcare	**7.37**
Physical & Cognitive Engagement	**7.29**

AGE GROUP



STATEMENT SCORES (TOP 3)

I often spend time together with my friends or family	**8.61**
I often look for opportunities to learn new things	**8.58**
I generally try to do what I believe is right	**8.26**

STATEMENT SCORES (BOTTOM 3)

I take enough time to rest and relax when needed	**7.43**
I feel that I belong to something, for example a community, club, group of people, team, others	**7.21**
I often choose to do physical activities where I can use my body	**7.03**

Country Insights

COUNTRY INSIGHTS

Kenya

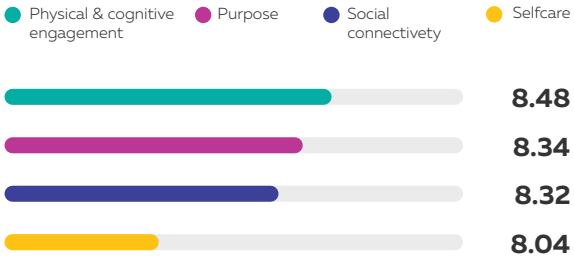
Data collection in Kenya was conducted in partnership with Nivishe Foundation, a youth- and women-led organization. The sample predominantly comprised underprivileged youth and adolescent mothers, with 50% of respondents under the age of 13 and 40% in the 13-17 age bracket.

Youth in Kenya demonstrated a strong sense of external support, reflected in the highest-scoring statement, "I have people around me that care about me" (9.24). This sense of belonging and care underscores the importance of social connectivity in fostering meaningfulness among Kenyan youth.

Additionally, a proactive approach toward intellectual growth and aspirations was evident, with strong scores in the Purpose and Physical and Cognitive Engagement drivers. However, challenges related to mental health and emotional support were apparent. Statements such as "I dedicate time for my own mental health, for example when I feel stress or anxiety" (7.81) and "I have someone to talk to when I am struggling emotionally" (7.73) scored the lowest. Boys scored lower than girls on both these statements, highlighting potential gendered differences in accessing emotional support. Qualitative responses further revealed the ongoing need for basic resources, even though the Basic Needs driver scored relatively high. One respondent articulated this need, saying, "Food, clothes, and shelter because food makes me grow, clothes make me feel warm, and shelter gives me a place to sleep." The aspirational nature of Kenyan youth also shone through in their responses. Education was repeatedly emphasized as a key to unlocking better opportunities, with one respondent stating,

These findings present a complex portrait of Kenyan youth—resilient and aspirational, yet facing significant challenges in emotional support and resource accessibility. Tailored interventions to address mental health and basic resource needs, alongside fostering their aspirations, will be essential to nurturing their journey toward meaningfulness.

DRIVER



However, the slight dip in the score for "frequently doing things that help my dreams come true" (7.67) suggests a gap between aspirations and the concrete actions required to achieve them. This presents an opportunity to support youth in transforming their ambitions into practical achievements through mentorship, resources, and goal-oriented strategies. Together, these findings underscore the importance of fostering both aspiration and action as drivers of meaningful growth for young individuals.

By empowering them to act on their aspirations and channel their dreams into tangible societal contributions, we can help ensure their potential aligns with both personal fulfillment and a positive impact on the world.

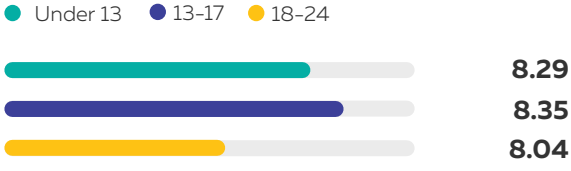
STATEMENT SCORES (TOP 3)

I have people around me that care about me	**9.24**
I often look for opportunities to learn new things	**8.75**
I frequently do things that I believe will help my dreams come true	**8.70**

STATEMENT SCORES (BOTTOM 3)

I dedicate time for my own mental health, for example when I feel stress or anxiety	**7.81**
I have someone to talk to when I am struggling emotionally	**7.73**
I often spend time in nature	**7.48**

AGE GROUPS



COUNTRY INSIGHTS

Algeria

Data collection for the YMI in Algeria was conducted in the city of Oran. The study primarily engaged adolescents. The YMI scores in Algeria revealed a declining trend with increasing age, starting at 8.26 for children under 13, dropping to 8.16 for adolescents aged 13-17, and further decreasing to 8.08 for young adults aged 18-24.

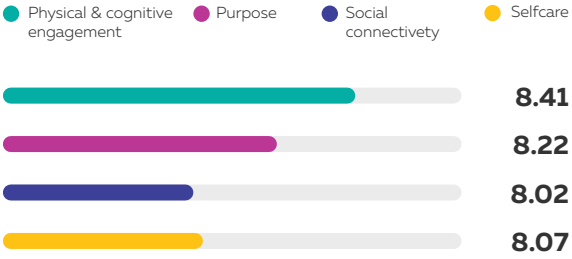
The overall score for the two genders do not differ significantly.

Among the four drivers, Social Connectivity scored the lowest (8.02), pointing to potential challenges in fostering meaningful relationships across age groups.

Youth in Algeria exhibited a strong sense of purpose, as reflected in the consistently high score for the statement "I often think about what I want to do, become, or change in the world when I grow older." This aspirational mindset transcended gender and age, highlighting a shared commitment to personal growth and societal contribution. However, emotional support emerged as a critical gap, with the statement "I have someone to talk to when I am struggling emotionally" scoring notably low among young adults (5.94). This underscores the need for strengthened emotional resources and support systems for this group.

Compared to other countries, Algeria stood out for its emphasis on religious and cultural practices, both in survey scores and qualitative responses. Statements such as "Caring for my religion, my prayers, my studies, and my interests, giving more opportunities to my talents and trying to develop them" illustrate the interplay between faith, aspirations, and self-development in Algerian youth. Health also emerged as a uniquely prominent theme in qualitative responses, setting Algeria apart from other cultural contexts.

DRIVER



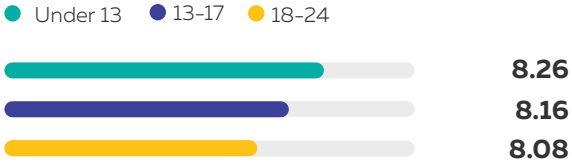
(TOP 3) STATEMENT SCORES

I think about things in the world beyond myself	7.35
I often feel that people around me value and accept me for who I am	7.32
I often spend time in nature	6.64

(BOTTOM 3) STATEMENT SCORES

I often think about what I want to do, become, or change in the world when I grow older	9.02
I often look for opportunities to learn new things	8.75
I have people around me that care about me	8.70

AGE GROUPS



COUNTRY INSIGHTS

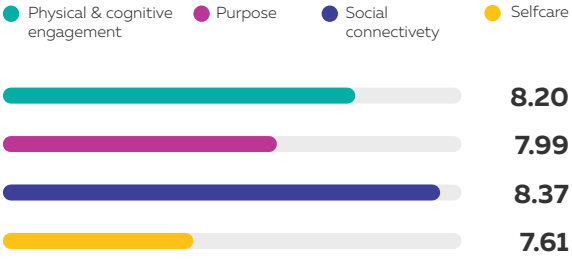
Peru

Data collection for the YMI in Peru was conducted in Lima, with nearly equal representation of boys and girls. The sample primarily consisted of children under the age of 13, offering insights into how young Peruvians experience meaningfulness in their lives. Among the four drivers, Social Connectivity emerged as the strongest, scoring 8.37. All three top-scoring statements belong to this driver, reflecting the importance of family and friends.

This sentiment is echoed in qualitative responses, with one respondent sharing, "What is important in my life are the people I love and who care about me, generally my family, my friends, and even my teachers". Physical and Cognitive Engagement follows closely at 8.20, with both creative and physical activities receiving above-average scores. Respondents highlighted the importance of diverse forms of engagement, as reflected in comments like: "My family, friends, musical theatre, theatre, music, art (in general)." Another respondent added, "Football, my friends, and my parents", illustrating how activities and relationships are intertwined in the pursuit of meaningfulness.

Selfcare emerged as the least performing driver, with all self-care-related statements featuring among the bottom eight scores. This highlights areas that need attention, particularly in mental health and introspection. Addressing these gaps while leveraging the strong social networks evident in the Peruvian context offers a clear pathway to enhance youth well-being and meaningfulness.

DRIVER



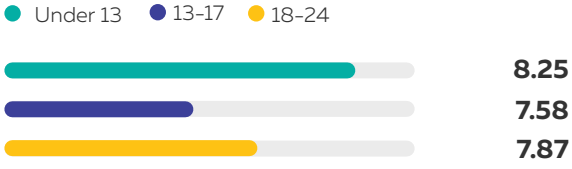
STATEMENT SCORES (TOP 3)

I often spend time together with my friends or family	9.20
I have people around me that care about me	9.04
I feel that I belong to something, for example a community, club, group of people, team, others	8.71

STATEMENT SCORES (BOTTOM 3)

I spend time thinking about how I feel	7.18
I often spend time in nature	7.08
I frequently choose to take part in activities related to my religion or cultural traditions that are important to me	6.90

AGE GROUPS



COUNTRY INSIGHTS

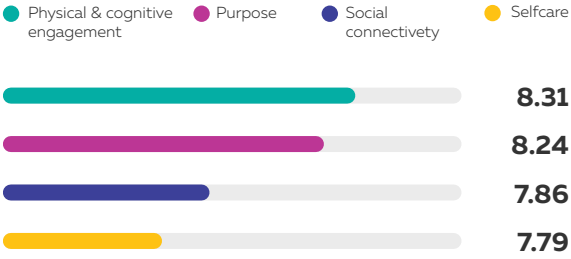
India

Data collection in India was conducted in collaboration with Dream a Dream Foundation in Bangalore and Salaam Bombay Foundation in Mumbai, both of which work extensively with underprivileged youth. The sample included adolescents and young adults, offering a focused lens on this demographic. Among the four drivers, Physical and Cognitive Engagement (8.31) and Purpose (8.24) emerged as the strongest contributors, reflecting a proactive and goal-oriented mindset.

High scores for statements such as "I often look for opportunities to learn new things" (8.78) and "I often think about what I want to do, become, or change in the world when I grow older" (8.55) further underline the ambitious outlook of Indian youth.

Conversely, Social Connectivity scored relatively low at 7.86. This is attributed to gaps in fostering a sense of belonging, with the statement "I feel that I belong to something, for example, a community, club, group of people, team, others" scoring just 7.08. Similarly, Selfcare showed room for improvement, with lower scores for statements like "I dedicate time for my own mental health, for example when I feel stress or anxiety" (7.60) and "I spend time thinking about why I do the things I do" (7.57). Indian youth show a strong inclination toward learning and self-improvement, driven by aspirations for a better future for themselves and their families. However, challenges in fostering a sense of belonging and prioritizing self-care highlight areas that need attention. Supporting youth with opportunities to build deeper social connections and develop introspection practices can enhance their journey toward meaningfulness.

DRIVER



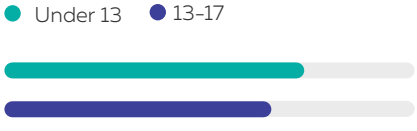
STATEMENT SCORES (TOP 3)

I often look for opportunities to learn new things	**8.78**
I often spend time together with my friends or family	**8.71**
I often think about what I want to do, become, or change in the world when I grow older	**8.55**

STATEMENT SCORES (BOTTOM 3)

I dedicate time for my own mental health, for example when I feel stress or anxiety	**7.60**
I spend time thinking about why I do the things I do	**7.57**
I feel that I belong to something, for example a community, club, group of people, team, others	**7.08**

AGE GROUPS



COUNTRY INSIGHTS

Morocco

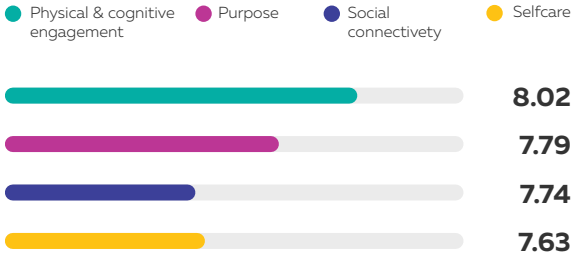
4Chabab Association carried out data collection in Morocco for the YMI. The respondent group in the country comprised children under the age of 13 and adolescents aged 13-17. At a glance, the YMI score for children (7.85) is only slightly higher than that for adolescents (7.69). However, a closer look at statement scores reveals significant disparities. For example, the statement "I feel that I belong to something, for example a community, club, group of people, team, others" scores 8.11 for children but drops to 7.29 for adolescents.

Similarly, children score 7.64 for "I often feel that people around me value and accept me for who I am," while adolescents score only 6.84. These findings highlight a sharp decline in the sense of belonging as children transition into adolescence.

Learning and aspirations emerge as key contributors to the sense of meaningfulness. Despite Social Connectivity being one of the lower-scoring drivers overall (7.74), statements like "I have people around me that care about me" (8.68) and "I often spend time together with my friends or family" (8.43) rank among the top three scoring statements. This underscores the interdependence between aspirations and familial relationships, as reflected in the following respondent's words:

Selfcare emerges as the least-performing driver, particularly concerning mental health and spending time in introspection. This highlights an area that requires targeted interventions to improve the overall well-being and meaningfulness experienced by youth in Morocco.

DRIVER



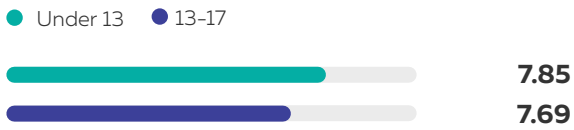
STATEMENT SCORES (TOP 3)

I have people around me that care about me	**8.68**
I often spend time together with my friends or family	**8.43**
I often think about what I want to do, become, or change in the world when I grow older	**8.23**

STATEMENT SCORES (BOTTOM 3)

I often seek to be like my role model (a role model is someone you look up to)	**7.07**
I often spend time in nature	**6.98**
I often prioritize doing things that benefit those around me	**6.83**

AGE GROUPS



COUNTRY INSIGHTS

Ukraine

Data collection in Ukraine was conducted in collaboration with UNICEF using a short version of the YMI questionnaire, where each driver was measured with two key statements alongside limited basic needs and open-ended questions. Although data was collected across the country, certain eastern Oblasts, such as Luhansk, had minimal representation. The sample included 65% girls and 35% boys. Both gender had identical overall score.

Social Connectivity emerged as the strongest driver (7.30), underscoring the critical role of relationships in fostering a sense of meaning.

A high-scoring purpose-related statement, "I frequently do things that I believe will help my dreams come true" (7.30), highlights the importance of hopefulness in building resilience. However, Ukraine recorded the lowest safety score (5.65) among all surveyed countries, significantly impacting Physical and Cognitive Engagement (6.19), as conflict disrupted opportunities for active participation. Although boys and girls had similar overall YMI scores, girls reported lower scores for the self-care statement, "I take enough time to rest and relax when needed."

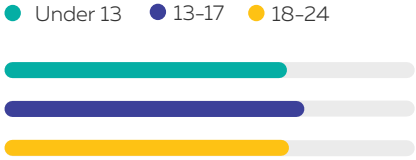
Open-ended responses reflected both resilience and the severe toll of the war. One respondent shared their aspirations for self-sufficiency and community contribution, while another revealed the psychological burden of displacement and familial separation, stating, "It is important for me not to die while waiting for my brother from captivity. I am currently taking strong antidepressants because I am an internally displaced person forced to move to another part of the country without my family."

The findings highlight the interplay between resilience and vulnerability, with relationships and aspirations offering strength while safety concerns and mental health challenges demand urgent attention.

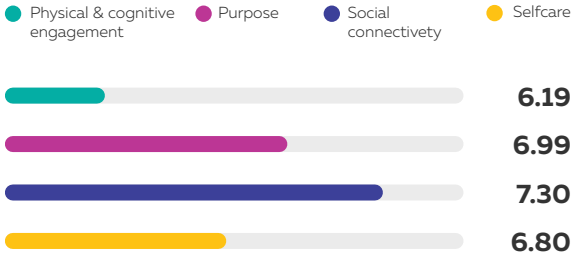
BASIC NEEDS

My basic needs in terms of food, clothes, clean water, education and housing are met	**8.13**
In general, I feel safe	**5.65**

AGE GROUPS



DRIVER



STATEMENT SCORES (TOP 3)

I have people around me that care about me	**7.84**
I frequently do things that I believe will help my dreams come true	**7.30**
I often take time to do fun things	**6.92**

STATEMENT SCORES (BOTTOM 3)

I often think about what I want to do, become, or change in the world when I grow older	**6.68**
I often choose to do creative activities where I can use my imagination, for example drawing, writing, dancing, creating music, others.	**6.40**
I often choose to do physical activities where I can use my body	**5.97**

The road ahead

THE ROAD AHEAD

Practical implications

The YMI positions itself at the intersection of disciplines, combining a robust academic foundation with practical applicability. It aims to bridge ongoing debates in these spheres while serving as an operational tool from the outset, rather than remaining static on paper. By bringing the YMI to life in countries, communities, schools, and states, we can continue to uncover what drives meaning in the lives of children and youth. This approach legitimizes the inclusion of emotional and meaning-based perspectives in shaping how societies are structured and evolve.

We have, therefore, already embarked on this journey, as illustrated by the example below:

In response to the ongoing war in Ukraine, UNESCO and Voluntās are joining forces on a collaborative initiative using the YMI with the aim of enhancing the mental health and well-being of Ukrainian youth.

This project is dedicated to exploring and understanding how young individuals find meaning in their lives amidst the challenges of armed conflict.

Recognizing the deep impact of conflict on young people's psychological health and their engagement in education, this initiative addresses these issues through a highly participatory approach. A key component has involved training youth participants to understand meaningfulness, mental health and psychosocial support (MHPSS), and research methodologies. This training empowered them to actively contribute to the research process and go back in their community to collect data. This has been an immense success with more than 30 000 responses collected across the country.

Recognizing the deep impact of conflict on young people's psychological health and their engagement in education, this initiative addresses these issues through a highly participatory approach. A key component has involved training youth participants to understand meaningfulness, mental health and psychosocial support (MHPSS), and research methodologies. This training empowered them to actively contribute to the research process and go back in their community to collect data. This has been an immense success with more than 30 000 responses collected across the country.

The outcomes are now being compiled which will serve as a basis to design and carry out youth-led initiatives in their communities in 2025.

1

Support the Ministry of Education and Science in addressing the needs and priorities identified in Ukraine's National Recovery Plan through UNESCO's emergency assistance programme

2

Support the transformation of mental health and psychosocial support provision in the education system, through the implementation of the Safe Educational Environment System

3

Reduce the negative mental health effects of conflict through policy transformation, capacity development and direct provision of school-based mental health and psychosocial support to students

"Organizations can use the index to assess whether their initiatives are actually fostering meaningful engagement among youth. By highlighting the voices and experiences of young people themselves, YMI helps ensure policies are grounded in youth perspectives rather than adult assumptions."

Pninit Russo-Netzer, Ph.D., Associate Professor, Author, Speaker, and leading researcher in meaning in life and resilience across the lifespan.

THE ROAD AHEAD

Join us!

We invite you to join us on this inspiring journey to amplify the voices of youth, fight inequalities, and promote sustainability while creating meaningful change in their lives and communities. The Youth Meaningfulness Index offers endless opportunities for collaboration, innovation, and impact.

In 2025, we aim to scale the YMI to at least ten countries, unfold its practical application through policy informing, program design, and impact measurement while expanding open-source data sharing and funding youth-led initiatives to turn insights into action and foster resilience, fulfillment, and engagement globally.

We would love to engage in dialogue with partners to explore how the YMI can contribute to your work, enhance your impact, and allow you to shape the growing knowledge and thinking behind this initiative

Explore the YMI website:
Information on the YMI as well as reports and data are available on the YMI website: www.ymindex.org

Get in touch and join the movement:
Reach out to us to start a conversation. Together, we can transform the way the world listens to, understands, and supports youth. Let's build a future where every child and young person finds meaning, purpose, and opportunity.

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WHO WE ARE

About our community

The Youth Meaningfulness Index (YMI) was established based on the foundational belief that all human beings have the right to live a meaningful life. Everyone – regardless of gender, age, religion, or race – possesses human potential. This potential can be realized through living a life filled with dignity and hope.

Voluntās Foundation

The Voluntās Foundation aims to support initiatives that foster just, sustainable, and meaningful human advancement. The Foundation backs locally-led initiatives and spearheads not-for-profit innovative research on meaningfulness through its Center for Applied Meaningfulness such as the YMI.

alv

The ALV Foundation promotes the emotional abilities of children and young people and the development of a sustainable society. We support initiatives that lead the way to new standards for resilience in growing up.

Gleding

Gleding works to create a world full of empathy. they develop tools, publish books, make courses and public speaking to allow others to understand themselves, connect with others and be empowered to make a positive impact in the world

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Appendix

METHODOLOGY

Key limitations

The Youth Meaningfulness Index (YMI) is a valuable tool for understanding the well-being and meaningfulness experienced by youth worldwide. However, as with any large-scale survey, certain limitations must be acknowledged to contextualize the findings appropriately.

1. Demographic Representation

Despite employing a range of flexible data collection methods—including survey translation into more than eight languages and the use of both online and pen-and-paper formats—data collection was limited to specific countries and, within those, specific cities. This approach, while practical, limits the representativeness of the surveyed population. For example, in a diverse and vast country like India, data was collected from specific socio-economic groups in only two cities. As a result, nationwide conclusions about youth in India or other similar countries should be approached with caution, as the sample may not fully reflect the diversity of the national population.

2. Comparability

The YMI score is a composite measure based on various underlying statements. While it provides an overview, the significance of the score increases when it is disaggregated by demographic factors such as age and gender. However, cross-country score comparisons can be challenging due to differences in cultural and social contexts. For example, religious activities and their influence on youth were frequently mentioned in Algeria and Morocco but were not as prominent in Peru. These cultural nuances make direct cross-country comparisons complex and highlight the importance of interpreting the scores within their specific cultural contexts.

3. Effectiveness

While the YMI effectively identifies areas of strength and points of improvement, it does not delve into the root causes of low scores for specific drivers or statements. Understanding these causes requires deeper investigation, taking into account cultural context, qualitative responses, and other influencing factors. For instance, a low score in self-care might reflect cultural attitudes toward mental health, access to resources, or other barriers that cannot be fully explained through the survey alone.

Conclusion

The YMI provides trends for understanding youth well-being and meaningfulness. However, its findings must be interpreted with an awareness of these limitations, particularly regarding representation, cross-country comparability, and the need for further contextual investigation. These considerations will be key to refining the methodology and ensuring that the insights drawn from YMI continue to be robust and actionable.

APPENDIX

Survey Questionnaire

How are you filling in the survey?	1. I'm filling the survey on my own 2. There is an adult supporting me in filling in the survey
I understand the purpose of the survey and how my answers will be used. Hence, I would like to proceed participating in the survey	1. Yes 2. No
Note for adults taking the survey with children: please let the children think on their own and express their own feelings and opinions without influencing their responses	
First, we will ask some general questions about you	
Questions	Answer Options
What is your age?	Number
What is your gender?	1. Female 2. Male 3. Other
In which country do you live?	Dropdown list
In which city do you live?	Open
Do you go to school?	1. Yes 2. No 3. No, I already finished school
What is your experience with disabilities?	1. I don't have a disability 2. I have a physical disability, for example, a mobility, hearing, or vision disability 3. I have other types of disabilities, for example, a sensory disability, cognitive disability, developmental disability, or neurological disability.
"In this section you will have to choose one of the options under each statement. Each option shows how much you agree or disagree with each statement. To make it easier, you have to think to what extent what the statement is saying is true for you. Strongly Agree: When you completely agree with the statement. Agree: When you feel that statement is true but not always. Neutral: When you are not sure if you agree or disagree with the statement. Disagree: When you disagree with the statement but not completely. Strongly disagree: When you completely disagree with the statement. "	
Questions	Answer Options
I have people around me that care about me I often spend time together with my friends or family I have someone to ask for help when I need it I often seek to be like my role model (a role model is someone you look up to) I have someone to talk to when I am struggling emotionally I often prioritize doing things that benefit those around me I feel that I belong to something, for example a community, club, group of people, team, others I often feel that people around me value and accept me for who I am I often think about what I want to do, become, or change in the world when I grow older I frequently do things that I believe will help my dreams come true I am discovering who I am as a person, such as my most important values and beliefs The choices I make can make my life better I generally try to do what I believe is right I frequently choose to take part in activities related to my religion or cultural traditions that are important to me I think about things in the world beyond myself I often look for opportunities to learn new things I often choose to do things that challenge myself intellectually (this refers to things that challenge your brain) I often choose to do creative activities where I can use my imagination, for example drawing, writing, dancing, creating music, others. I often choose to do physical activities where I can use my body I take enough time to rest and relax when needed I often take time to do fun things I dedicate time for my own mental health, for example when I feel stress or anxiety I spend time thinking about how I feel I spend time thinking about why I do the things I do Even when something is difficult for me, I generally think I can overcome it on my own and/or with the support of those around me I often spend time in nature My basic needs in terms of food, clothes, clean water, education and housing are met In general, I feel safe In general, I go to a doctor when I or my parents think that is needed	1. Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree
Now we will ask you two questions that you can reply however you want	
What is important to you in your life?	
Why is this important to you?	
"Thank you for answering to all the questions! Now, we would like to collect your feedback on the survey"	
Would you like to provide feedback on the survey?	1. Yes 2. No
Please select which statements you found confusing or difficult to understand, if any	Dropdown List of Statements with Check boxes + "All statements were clear. There were no statements difficult to understand"
Please provide suggestions to improve this survey, if any.	Open
Thanks for responding to the survey. You've helped us a great deal!