

Schools for Future Youth (SFYouth) MAIN FINDINGS

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SCHOOLS
for
FUTURE
YOUTH



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Focus of presentation

- Adaptations and changes in schools as a result of SFYouth
- Impact on young people:
 - Interest
 - Knowledge and awareness
 - Confidence
 - Agency and action

Sources of impact data

	Comparative survey data: teachers	Comparative survey data: young people	No. teacher interviews	No. focus groups young people	NGO Partner interviews (N)
Cyprus	8	66	5 (10)	3 (24)	1
Italy	3	17	4 (9)	2 (12)	2
Poland	8	25	5 (10)	3 (26)	1
UK	12	111	6 (18)	3 (26)	1
Total	31	219	20 (47)	11 (88)	5

Activities: Youth Ambassador Groups (YAGs) and curriculum inputs

- Youth Ambassador Groups set up in most participating schools
- Focused around the idea of: LEARN-THINK-ACT
 - Learn: Use the SFYouth resources to gain awareness
 - Think: Think / discuss the relevant issue and organise / plan action
 - Act: Awareness-raising action (majority in school, with some public/political)
- Teachers supported / guided YAGs in UK and Cyprus & NGOs worked more directly with YAGs in Italy and Poland
- More direct interventions in lessons by participating teachers using SFYouth resources e.g. on climate change, education

Increase in some activities in schools

Data from teachers shows statistically significant increase in:

	Mean Baseline	Mean Impact	Std. Dev.	Sig. (T-test)
Pupil-led learning	2.77	3.05	.550	.030*
Opportunities for young people to develop knowledge of global issues	2.96	3.35	.783	.025*
Young people working in small discussion groups	2.70	3.13	.788	.015*
Teachers using more real life examples and case studies	3.00	3.39	.891	.047*

(N=22-23; range: 0-4, 0=never, 1=rarely, 2=sometimes, 3=often, 4=always)

* For changes to be statistically significant, t-test-results, ≤ 0.05 .

Focus on pupil-led learning

- Pupil-led learning often took the form of awareness-raising.
- Young people (often from YAGs) developed knowledge around a global topic, organised an action and then used the action to disseminate information to fellow students.
- Examples of young people:
 - Developing presentations
 - Writing newspaper articles, newsletters, blog on global issue
 - Running assemblies
 - Taking lessons (or part of lessons)
- In many cases, pupil-led learning was new to teachers and young people.

Implications for teacher-young person relationship

- *I've seen how the kids have just gone for it. They've really matured – they've grown as global citizens. It's taught me a lot about their potential – I've felt very proud of them (teacher UK, 2014-5).*
- *I have learned how to trust the pupils and they also have to learn how to let go of us giving them instructions (teacher UK, 2015-6).*
- *I've changed my working relationship with the kids, I've got to know them better and in a different way. It's good to do things that are entirely voluntary, then you see what really motivates them (teacher UK, 2014-5).*
- *I let them take responsibility to plan an assembly and plan resources, and that was all off their own back, and people said it was the best assembly they'd ever had. I think I trusted them more ... I think I could have done more in terms of letting them direct the way it was going, but ... I probably went down the safe option. I still found it really interesting, but it was more teacher led than it could have been (UK teacher, 2015-6).*

Young people more interested in global issues

- Evidence that young people are more interested in global issues
- Positive increase in young people's responses to statements:
 - Global issues affect my life
 - I am interested in global issues

Quotes:

... It's lit their fire, it's really lit their fire and they want to and will be involved now (teacher, UK, 15-16).

It is like I have opened my eyes and I cannot close them anymore ... I will keep defending human rights (Italy YP, 15-16)

I started to feel the need to help people, to organize something. And to make them aware of the problem (Poland YP, 14-15).

Impact on young people's knowledge of global, social and political issues

- Data from young people shows a statistically significant impact on:
 - Their knowledge of issues that affects people across the world, e.g. health, education, climate change
 - **Baseline mean score: 2.94**
 - **Impact mean score: 3.11**
- Their awareness of political processes:
 - The ways people can take part in political processes
 - What governments are and what they can do
 - How people can make governments do what they should do
- 74% of teachers think the greatest impact of project was on young people's knowledge of global, social and political issues

Broadening young people's knowledge and awareness of issues

It was useful to open our minds towards us and world, to reflect on issues that concern not only our country, but the whole world (YP Italy, 2014-15).

I got acquainted of some issues I knew superficially and this helped me to create an opinion of my own on how the world works and what the main issues are (YP 2014-5, Italy).

I've learned how there are different factors that can stop children from different countries going to school, like disability, schools being too far away, not having enough money to pay to go to school (UK, 2015-16)

Although we were aware about global issues some of us were not able to understand how important those issues are for our lives. We were thinking that most of those problems could not affect us. After using the SFYouth material, the quizzes, the videos, and especially the real stories we better understood the severity of the global issues and that anything that happens in the world can have an impact on us as well (YP Cyprus, 2015-16).

Confidence of young people ...

YP confidence in ...	Mean Baseline	Mean impact	Std. Dev.	Sig. (T-test)
Speaking out in class	2.51	2.80	.876	.000*
Meeting new people and dealing with new situations	2.61	2.75	.814	.016*
Presenting to people I don't know	2.24	2.41	1.010	.012*
I am a good public speaker				
	2.36	2.48	.876	.045*

(N=215-8; Range: 0-4, 0=not confident at all, 1=little confidence, 2=some confidence, 3=confident, 4=very confident)

*for changes to be statistically significant, t-test-results, ≤ 0.05 .

Confidence of young people: quotes

- *Due to conducting lesson for our friends I have more confidence in public speaking (Poland YP, 15-16).*
- *I've learnt that our opinions count for something (YP UK, 14-15).*
- *The biggest thing I've learnt is confidence. I can talk to a big group like all of Year 8. I'd have been scared of this before. And when we went to the (climate change) lobby we had to interview strangers ... I just went up to people and asked them questions. I'd never done this before (YP UK, 2014-15)*
- *Being a Youth Ambassador inspired me to look for other opportunities for leadership in the school. I don't think I'd have been interested in going for prefect or head girl if I hadn't done this first. You have to do a selection panel in front of teachers and I wouldn't have had the confidence to do something like that (YP UK, 2015-6)*
- *I want to teach more because I taught a set of lessons with (X). It was really fun, so I'd like to teach again and work with a group like that (UK YP, 15-16).*

Active engagement of young people

- For many young people the SFYouth project was the first chance they'd had to participate actively in global issues.
- Statistically significant increase in activity over previous 6 months:
 - **Awareness-raising**
 - Baseline mean score: 0.78
 - Impact mean score: 1.07
 - **Influencing others on a global issue**
 - Baseline mean score: 0.61
 - Impact mean score: 0.75
 - (scale 0-2, 0=no times, 1=once, 2=more than once)
- No impact on other types of action e.g. changing personal habits, fundraising or working with an organised group on an issue

Agency of young people: quotes

The project has given me insight into how much difference I can make (YP, UK 14-15)

(The YP) have become a little less disaffected. I'm shocked how they've changed; whereas before they were saying "but you can't change anything, what's the point, what's the point?" (Teacher, UK, 15-16).

I think it was good that, even if 1 extra person helps, that's 1 extra person in the youth group, that's 1 extra person that can bring ideas into the group that can make a difference. And that's made us realise that we could be the person that joins the group, we could be the person that could change things (UK, YP, 15-16).

Main findings

- Schools in four countries at different stages and need differing levels of support in terms of GCE and youth participation methodologies
- Youth Ambassador Groups a strong model for stimulating pupil engagement and action
- Pupil-led learning main 'action' in schools
- Young people are interested in learning about global issues
- Impact on young people shows potential for future youth projects which seek to develop knowledge and skills around global citizenship