

# An Introduction to Schools for Future Youth [www.sfyouth.eu](http://www.sfyouth.eu)

Nicci Morgan, Oxfam GB



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# Partners and Hub Schools



**Hub School:** Woodside High School (London, UK)

**Trial Schools:** 7 Trial Schools including Sir John Lawes



**Hub School:** Liceo Artistico (Arezzo, Italy)

**Trial Schools:** 9 Trial Schools



**Hub School:** Gymnasium Stavros (Nicosia, Cyprus)

**Trial Schools:** 7 Trial School



**Hub School:** Zespół Szkół Handlowych (Katowice, Poland)

**Trial Schools:** 7 Trial Schools



# Two related processes...

**Teaching & learning activities**  
*(process)*



**Topic content**  
*(the stuff you need to know)*



# What SFYouth Looks Like (Italy and the UK)

FLASH MOB in Italy



LOBBYING THEIR MP in the UK



# What SFYouth Looks Like (Cyprus and Poland)

## RAISING AWARENESS AND FUNDRAISING in Cyprus



## RAISING WOMENS VOICES in Poland



# Global Citizenship and Youth Participation

Dr Douglas Bourn, UCL-Institute of Education



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# GLOBAL CITIZENSHIP AND YOUTH PARTICIPATION

Doug Bourn



# Aims of Presentation

- Review the debates on global citizenship and global citizenship education in relation to young people's engagement in societies.
- Based on literature review for EC funded project – Schools for Future Youth led by Oxfam UK
- Young people are at the forefront of the impact of globalisation in terms of impact on their lifestyle, identity and interest in global issues.
- Youth Participation is a feature of many European funded initiatives involving young people related to democratic engagement but all too often this is located within a 'democratic deficit' model

# Emergence of Global Citizenship as a Concept

- Term increasingly being used to summarise how people, particularly young people, make sense of and respond to the challenges of living and working in a global society.
- But many different interpretations from a sense of identify, we are all world citizens, sense of moral and social responsibility in response to global challenges or as a recognition of the complex globalised world in which we now live.

# Interpretations of the term

- Useful forms of distinctions around the term could be:
- Neo-liberal – skills to live and work in a global economy
- Cosmopolitan – ethical view – related to sense of identity and place
- Critical Pedagogical – sees the term in relation to seeking to change the world- active engagement in society- understanding difference

# Importance of 'Education' in discourses

- Global Citizenship Education emerged predominantly as a result of the influence of practitioners within global and development education.
- Citizenship and Citizenship Education have had a high profile within European education policies since 2000, however the focus of many of these policies has been based on a democratic deficit model: that through increased knowledge about political institutions and participatory skills, young people will become more engaged in society.

# Youth Participation

- Whilst there is evidence of policies and initiatives across Europe that promote participatory skills, they are often done so within an uncritical approach towards democratic structures and institutions.
- Policies and practices often tend to ignore the impact of globalisation and how young people engage with social and political issues.
- A distinction can be seen between a more passive and a more active approach to citizenship education, the former based on skills and dispositions and the latter on forms of social engagement. National policies particularly focus on a civics approach to citizenship education which tends to result in an exclusion of the influence of global forces.

# Linkages between Global Citizenship and Youth Participation

- Forms of youth engagement that recognise and provide opportunities for young people to have a voice and a say
- Youth Ambassadors model proposed in the Project is one example.
- Issue of extent of youth participatory models within formal education structures, often implemented as out of school activities.

# Key Themes from Literature Review

- Greater consideration needs to be given to the skills young people need to participate effectively in global issues and debates and to be able to assess what are the most appropriate viewpoints and evidence to consider.
- The development of critical thinking skills is therefore key to active Global Citizenship Education.
- Teachers are crucial to the success and impact of Global Citizenship Education within schools.
- Training and professional development support however critical

# Concluding Points

- Global Citizenship Education emerged predominantly as a result of the influence of practitioners within global and development education.
- Citizenship education policies had limited influence on the emergence of Global Citizenship Education practices but provides important openings and opportunities if seen in terms of equipping young people with the skills to communicate and participate in societies.
- Key is the extent to which policies and practices in this area move beyond a focus on knowledge about political institutions and promotion of national identity.
- Citizenship education needs to be seen rather as part of the personal and social development of young people to enable them to make sense of their own identity and place in the world.
- Where policies and practices promote skills to critically assess democratic structures, societal issues and encourage a sense of political engagement there are potential opportunities for global citizenship education

# Thank you

- <http://www.sfyouth.eu/index.php/en/mm-about-en/reports/needanalysis>
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# Impact of the Project on Teachers and Learners

Dr Frances Hunt, UCL-Institute of Education



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# Schools for Future Youth (SFYouth) MAIN FINDINGS

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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	<b>20 (47)</b>	<b>11 (88)</b>	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:

	<b>Mean Baseline</b>	<b>Mean Impact</b>	Std. Dev.	Sig. (T-test)
Pupil-led learning	<b>2.77</b>	<b>3.05</b>	.550	.030*
Opportunities for young people to develop knowledge of global issues	<b>2.96</b>	<b>3.35</b>	.783	.025*
Young people working in small discussion groups	<b>2.70</b>	<b>3.13</b>	.788	.015*
Teachers using more real life examples and case studies	<b>3.00</b>	<b>3.39</b>	.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,  $\leq 0.05$ .

# 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,  $\leq 0.05$ .

# 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

# Panel Discussion

Moderated by Claudia Maffei, *Oxfam Italia*

Federica Cicala, *Oxfam Italia*

Helen Cox, *Sir John Lawes*

Tadek Szczepaniak, *Polish Humanitarian Action*

Sotiris Themistokleous, *CARDET*

Dr Maria Zannetou-Papacosa, *Ministry of  
Education & Culture, Cyprus*

Dr Frances Hunt, *Institute of Education*



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