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Schools for Future Youth Evaluation Report: Developing young people as active global citizens

Frances Hunt

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Disclaimer
This paper has been written by Frances Hunt, and the content and opinions are hers alone. The author does not speak on behalf of SFYouth.

Dr Fran Hunt is Senior Research Officer in the Development Education Research Centre, UCL Institute of Education. Contact Fran at: F.hunt@ucl.ac.uk or visit https://iris.ucl.ac.uk/iris/browse/profile?upi=FMHUN06 for further publications.

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Executive Summary

Schools for Future Youth is an EU Erasmus+ funded project running from 2014 – 2017 and taking place in Cyprus, Italy, Poland and the UK. The SFYouth project aims to build skills and capacity of teachers and young people to use global citizenship to improve teaching and learning. The project encourages both curricular engagement with global issues and spaces for young people to actively participate and take action on global issues through informal spaces in school. It engages teachers and young people, and influences policy makers and school systems through:

- The production of innovative resources for teachers globally to use youth participation and global citizenship effectively through their core teaching.

- The production of innovative resources for young people globally to use youth participation and global citizenship to promote social actions through their formal and informal education.

- Influencing school systems across Europe to increase opportunities for teachers and young people to carry out youth participation and global citizenship.

The SFYouth project developed a range of resources for use within the formal and informal curriculum and advocated particular strategies to support young people's participation in social action. The resources link to specific thematic areas and support the development of young people's skills and competences. Youth Ambassador Groups (YAGs), which are voluntary groups of young people that meet outside of formal lessons, to learn together about global issues, whilst developing skills and confidence to get their voices heard, were adopted in participating schools.

This report is a comprehensive account of the data collected on the Schools for Future Youth (SFYouth) project and answers questions about how the project impacted on teachers' and young people's understandings and experiences of global citizenship and youth participation in Europe. Specifically the report responds to the questions:

1. What impact did the Schools for Future Youth project have on schooling activities and approaches to teaching and learning?

2. How did the Schools for Future Youth project impact on participating teachers and young people?

3. What factors supported the impact of the Schools for Future Youth project?

In relation to these aims, this report looks at the educational engagement and active civic participation of young people to see the extent to which the project aims have been met. It focuses on the impact of the project on schooling activities, approaches to teaching and learning, teachers and young people. It also identifies factors influencing engagement and impact in the various country contexts.

Both quantitative and quantitative approaches were used to collect data. Online surveys and focus groups were used to collect data from participating teachers and young people across the four countries. Quantitative data analysis was carried out using SPSS.

The data shows that approaches supported in SFYouth can bring about impact on teachers and young people. The project has given many teachers and learners the space to learn about and engage with global issues, some for the first time. It has given young people the opportunity to discuss ideas, plan and take part in actions – with teachers realising the potential of such initiatives to have impact upon the skills and competences of young people. In relation to the project impact targets, there has been evidence of:

- Improvement in use of more relevant and inspiring curricula and student centred pedagogies for some teachers using project tools

- Limited evidenced improvement in motivation of youth (especially at risk of dropping out) using project tools

- Improvement in some transversal skills and competences development by youth using project tools

- Increase in civic engagement of youth using project tools via YAGs.

   The main findings from the SFYouth project as identified through the data analysis are:

- Schools in the four participating countries are at different stages and need differing levels of support from NGOs in terms of GCE and youth participation methodologies.

- Many teachers value the space projects like SFYouth give them to explore how they might teach global issues to their students.

- There have been impacts on teachers' awareness of global issues and how to teach them.

- YAGs have been a successful model for young people to give ideas, discuss and have a voice.

- Pupil-led learning was the main project 'action' in schools - where young people developed knowledge around a topic, organized an awareness-raising action and disseminated to fellow pupils.

- Young people engaged in awareness-raising activities in public spaces, often with the support of NGO partners.

- Young people are interested in learning about global issues.

- SFYouth activities developed knowledge and awareness of global issues in young people.

- SFYouth activities encouraged confidence and empowerment in young people.

  While there was evidence of impact in many areas, the project failed to engage the expected numbers of teachers and young people. Future projects might pay attention to engaging and sustaining the engagement of teachers and schools if projects such as SFYouth are to increase the quality and quantity of participation.

1 ▸ Introduction

Schools for Future Youth is an EU Erasmus+ funded project running from 2014 – 2017, which aims to build the skills and capacity of teachers and young people to use global citizenship to improve teaching and learning. The project encourages both curricular engagement with global issues and spaces for young people to actively participate and take action on global issues through informal spaces in school.

Bourn (2016: 5) notes the importance of initiatives such as SFYouth:

> *Young people across Europe need to have the knowledge and skills to make sense of their place and potential contribution to a democratic Europe within which globalisation is increasingly important.*

Indeed, the importance of projects like this is captured in a desire to raise the global awareness of young people; to build skills to support engagement in a globalised world; and to give space and opportunity for young people to act towards social justice. In order to do this, the role of teachers as enablers and facilitators is key.

This report is a comprehensive account of the data collected on the Schools for Future Youth (SFYouth) project and answers questions about how the project impacted on teachers' and young people's understandings and experiences of global citizenship and youth participation in Europe. It responds to the project logframe and contextualises this evidence within conceptual understandings of global citizenship and youth participation in different country spaces.

Specifically the report responds to the questions:

What impact did the Schools for Future Youth project have on schooling activities and approaches to teaching and learning?

How did the Schools for Future Youth project impact on participating teachers and young people?

What factors supported the impact of the Schools for Future Youth project?

In the report I start with a literature review which provides a conceptual understanding of some of the key themes identified in the report, and evidence of practice around global citizenship education and youth participation. There is then an overview of the SFYouth project, including its aims and the activities that took place as part of the project. The data collection and analysis methods are provided. I then present the data under three main headings: types and frequency of activities in schools, teachers and young people. I finish with concluding remarks and some lessons learned.

2 **Literature and contextual review**

Bourn (2016) provides an overview of theoretical and political contexts related to global citizenship and youth participation in Europe. Written in the early stages of SFYouth, this report aimed to guide the project team, giving detail on how young people engage in global citizenship education (GCE) in schools in Europe, the needs of young people and teachers to support GCE and the approach the SFYouth team could use to best support GCE and youth participation. This paper does not aim to replicate this, but where relevant will pick out ideas and evidence from this guiding text, alongside other literature.

2.1 Conceptualising global citizenship and youth participation: key issues

As various commentators suggest, global citizenship (and thus global citizenship education) is a broad and sometimes ambiguous term (Bourn, 2016; Tawil, 2013, UNESCO, 2015). Bourn (2016) goes into some detail on the different conceptual and theoretical debates around global citizenship which shape European and particular country contexts. He suggests there are three distinct traditions:

- neo-liberal approach with the focus on skills to work within a global economy;

- cosmopolitan approach that emphasises human rights and universal values;

- advocacy approach that emphasises linkages between learning and action

While citizenship tends to relate to membership of a nation state, global citizenship looks beyond the nation state, advocating for common themes such as social justice, diversity, human rights, sustainability, mutual dependency and peace and conflict resolution (Pollett and van Ongevalle, 2013). It emphasises the role of action, with social engagement rooted in a desire for greater fairness and justice within a global context. UNESCO (2015:14) describes global citizenship as:

> …A sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

In terms of GCE in relation to SFYouth, Bourn (2016: 9-10) identifies Oxfam GB's definition as an important starting point:

> Global Citizenship Education is education which enables all young people to develop the knowledge, skills and values needed to secure a just and sustainable world in which all may fulfil their potential (Oxfam, 2006).

UNESCO's (2015: 14-15) conceptualization, which identifies three conceptual dimensions, is also useful as it combines different aspects of GCE:

Cognitive: To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional: To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural: To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Here, GCE is expected to be: transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world (UNESCO, 2015:15).

Within SFYouth, Bourn advocates for a concept of GCE that encourages young people: 'to learn about real global issues, to think about their meaning and relevance and be given opportunities to take their own actions about these global issues' (Bourn (2016: 10). He suggests a common approach within formal education is to promote GCE within the context of developing a range of skills to enhance the active global citizenship and its links to social action and change.

Andreotti (2006) differentiates between soft and critical global citizenship education. Soft global citizenship is rooted in a sense of a common humanity where poverty results from a lack of education and development, with systems, structures and individuals remain uncontested. Critical global citizenship education takes a more political stance with injustice and inequality the result of unjust structures and systems and unequal power relations.

Table 1: Soft versus critical global citizenship education (excerpt)

	Soft global citizenship education	Critical global citizenship education
What individuals can do	Support campaigns to change structures, donate time, expertise and resources.	Analyse own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts.
Goal of global citizenship education	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world.	Empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions.
Strategies for global citizenship education	Raising awareness of global issues and promoting campaigns.	Promoting engagement with global issues and perspectives and an ethical relationship to difference, addressing complexity and power relations.
Potential benefits of global citizenship education	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel good factor.	Independent/critical thinking and more informed, responsible and ethical action.

(source: Andreotti, 2006: 47-48)

While development education professionals often advocate for critical citizenship education, schools tend to focus on softer skills and values (Hunt, 2012). This might be because softer global citizenship education is easier to initiate in schools, and as an entry into global citizenship it can provide building blocks for more critical engagement later on (Hunt, 2012). Moreover, a softer approach is often promoted, because most educators tend not themselves to have developed the critical self-awareness and skills needed to introduce more critical approaches to global citizenship education.

In terms of the potential learning outcomes, GCE could seek to enhance access to what Lister (1998:7) calls 'substantive' (global) citizenship, meaning the extent to which an individual can access and enjoy different globally recognised rights, alongside the obligations associated with the membership. It can enhance the skills, values and competences associated with active engagement in global society (and / or the skills needed in a competitive global business world). And GCE, depending on what and how it's taught, can seek to encourage action for change in a global sense, with a focus on fairness and justice.

Bourn (2016:4) also looks at youth participation in which he describes it as:

> … Youth being actively involved in decision-making and taking action on issues relevant to them. Within formal education, this could be seen as encompassing a learner-centred and participative approach within both the formal curriculum and non-formal or informal learning.

Additionally youth participation should focus on the role of pupil voice and the spaces and relations in which this is realized. Lundy (2007) contests that for

the successful implementation of pupil voice four separate factors need to be
considered:

● Space: Children must be given the opportunity to express a view in a safe space,
  free from the fear of rebuke or reprisal. These spaces should be inclusive and
  welcoming for all children to participate.

● Voice: Children must be facilitated to express their views, so long as they are
  capable of forming their own views. Age and maturity of children should not
  preclude them from doing this.

● Audience: Children's views must be listened to by those involved in and have
  ultimate influence over decision making processes. This might involve formalising
  channels of communication for children's views.

● Influence: Children's views are to be given due weight and must be acted upon,
  as appropriate. A definition of 'due' weight is linked to the 'age and maturity' of
  the child, and given that this is usually dependent on adults' perceptions a child's
  capacity, it makes the realisation of 'influence' more complex. Lundy suggests, at
  the very least, children should be told what decision was made, how their views
  were regarded and the reasons why action has proceeded in a certain way (and
  includes the possibility of children's views fully determining some issues) (Lundy,
  2007: 933-7).

But, as Lundy (2007:931) suggests this does not always work out in practice and
research suggests the role of adults in negotiating pupil voice is crucial (Hunt,
2014). Wyness (2009: 396) explores the nature of 'children's space' which are
set within the 'more conventionally defined structures of children's place' within
social structures of schools. So activities which are established to give learners a
voice in schools, are done so within the social structures which prioritise adults'
voices over children's. Bragg (2007: 344) also claims that by creating space for
voice there might be: 'shifting power relations that have accorded learners their
new authority to speak,' but, 'student voice is not unmediated, but guided,
facilitated and supervised through specific techniques that delimit what can be
said, and how speakers conceive of themselves…. (Bragg, 2007:349). While young
people are given spaces to speak, adults often 're-articulate these interests and
bring them in line with the relevant dominant adult agendas' (Wyness, 2009:
403). Thus, there are questions as to the extent schools, particularly with more
authoritarian schooling relations, can actually embrace learner voice and active
citizen engagement (Hunt, 2014).

2.2 Country and policy contexts

Drawing on academic and policy literature, as well as insights from the SFYouth project partners Bourn (2016) looks at global citizenship education and youth participation in relation to specific country contexts. While the detail of this can be found in his text, some summary points can be highlighted which might be useful for the context of this report.

There is considerable variation within Europe in the extent to which the concept global citizenship is promoted by national education policy makers and curriculum bodies. In Italy and England the global citizenship is not referred to in national policy. In Poland and Cyprus, there is support for global education and curriculum opportunities exist for using many of the main themes in global citizenship (Bourn, 2016: 4).

- In Cyprus, citizenship is taught not as a separate subject but within a range of subjects and cross-curricular activities. Political literacy, attitudes and values related to becoming responsible citizens and the encouragement of active participation are encouraged within the curriculum (Pashiardis, 2009 cited in Bourn, 2016). And there are opportunities within the curriculum to promote the principles and values of global citizenship.

- In Italy there is evidence of a competency approach to citizenship education and a goal for key competences to be acquired by the end of compulsory education. The Good School (a new law reform concerning schools), highlights the development of skills for active and democratic citizenship, such as intercultural education and peace, respect for difference, intercultural dialogue, developing responsibility and raising awareness of rights and duties. However, there is no definition of how to apply this to teaching, which is up to individual teachers or school leaders (Bourn, 2016). A follow up to this is included in the Teacher's Training Plan 2016-2019, which includes a chapter on GCE.

- In Poland civic education is taught as a separate, compulsory subject in all secondary schools (and from 2017 in the last year of primary), with a much stronger focus on the local and national, than international/global. Indeed, Bourn (2016) notes a clash between nation-centred and world-centred perspectives in Polish education. While global education is part of civics education and can be seen in particular curriculum subjects, 'it is only those teachers with experience and confidence to teach global issues that are active in this area' (Bourn, 2016: 34).

- In England, there is little evidence of global learning within the formal curriculum as the focus is on core knowledge and traditional exam subjects. However areas such as British Values and Spiritual, Moral, Social and Cultural education provide

some scope for intercultural learning and values education. Through externally-driven projects and programmes such as the Global Learning Programme (over 30% of schools reigstered), the International Schools Award and UNICEF's Rights Respecting Schools Award, alongside Development Education Centres, schools are able to add more global aspects to their teaching and learning.

2.3 Teachers as agents of change

The role of educators is crucial to the success of initiatives to support global citizenship education and youth participation as teachers are seen as the vehicles through which this transmission and engagement in learning for global social change takes place (Bourn, 2015). Bourn and Andreotti highlight the importance of the role of teachers in supporting global citizenship education and suggest that without the right preparation, this might be difficult:

> *A teacher who is not a global citizen and global learner cannot teach global citizenship effectively. In other words, a teacher who has not experienced global learning … will find it very difficult to practice global education grounded in an ethics of solidarity (Andreotti, 2012: 25).*

> *If educators are not 'critically literate' to engage with assumptions and implications/limitations of their approaches, they run the risk of (indirectly and unintentionally) reproducing the systems of belief and practices that harm those they want to support (Andreotti, 2006: 49-50).*

Bourn discusses the importance of pedagogical approach informed by principles of participation, justice and criticality:

> *Encourages critical reflection, belief in social justice, an understanding of power and inequality in the world, and promotion of a global outlook. It encourages learners to identify and seek out active engagement in society so that they can put into practice their own perspectives of what a better world could look like (Bourn, 2015: 195).*

But evidence suggests that few education systems and teachers are prepared for the 'requirements' of being a critically engaged global educator. For example, Bourn (2016) states that many educators in Poland lack the training, experience and confidence to teach global issues. Similarly, he highlights how teachers involved in global citizenship in Italy tend to use external experts because again they lack the confidence and expertise to teach it themselves. Bourn (2016: 5) suggests those that while teachers might want to defer to external experts within the SFYouth, NGOs partners should be keen to see themselves as facilitators and enablers (rather than direct providers). Indeed, he acknowledges:

Key to the success of the Schools for Future Youth Project is clarifying the role of teachers within it, ensuring they not only have the appropriate support but are themselves active agents for promoting Global Citizenship in their school. Teachers will however come to Global Citizenship Education from a range of experiences, backgrounds and perceptions about global issues. They will require support, access to resources and appropriate professional development support (Bourn, 2016:5).

3 ▸ Schools for Future Youth (SFYouth)

Schools for Future Youth is a three year EU Erasmus+ funded project to build the skills and capacity of teachers and young people to use global citizenship to improve learning both in and out of the classroom. The project was a collaboration between NGOs in four countries (Cyprus, Italy, Poland and the UK[1]), who recruited and worked with schools to develop and test education resources and approaches both in and outside of the formal curriculum. In this section I provide information about the project, its aims, how learning outcomes are conceptualised and some of the activities that took place as part of the project.

3.1 Aims of SFYouth project

Taken from the original proposal documents, the SFYouth project aims to increase educational engagement and active civic participation of young people by applying youth participation and global citizenship methodologies in formal and informal education. It engages teachers and young people, and influences policy makers and school systems through:

● The production of innovative resources for teachers globally to use youth participation and global citizenship effectively through their core teaching.

● The production of innovative resources for young people globally to use youth participation and global citizenship to promote social actions through their formal and informal education.

● Influencing school systems across Europe to increase opportunities for teachers and young people to carry out youth participation and global citizenship.

In relation to these aims, this report looks at the educational engagement and active civic participation of young people to see the extent to which the project aims have been met. It focuses on the impact of the project on schooling activities, approaches to teaching and learning, teachers and young people. It also identifies factors influencing engagement and impact in the various country contexts. Specifically this report focuses on targets created at the beginning of the project in the project logframe which is a tool through which the success of the project can be monitored and measured. These targets, identified in Table 2 and Table 3 helped shape the direction of the project and formed a basis for the data collection. The logframe targets put a clear focus on teaching and learning; teachers' knowledge and confidence and young people's skills and competences to engage in social action.

1 While the project included the UK, for matters around policy context I refer to England where all of the schools were located.

Table 2: Logframe targets relating to teachers

Impact
%[2] improvement in use of more relevant and inspiring curricula and student centred pedagogies by teachers using project tools
Outcomes (results)
Teachers better able to use Youth Participation through Global Citizenship (YPGC) to design new and engaging curriculum with participatory pedagogical methods • % shift in confidence and understanding of teachers to apply YPGC methods to their curriculum and pedagogy after using tools • % shift of teaching time during which teachers use YPGC methods • More innovative and engaging curriculum and pedagogy used by teachers whilst using support tools (via analysis of teacher's work using project blog and sharing online and actions of YAGs).

Table 3: Logframe targets relating to young people

Impact
• % improvement in motivation of youth (esp. at risk of dropping out) using project tools • % improvement in transversal skills and competences development by youth using project tools • % increase in civic engagement of youth using project tools
Outcomes (results)
Young people using better quality processes for youth engagement through global citizenship in school, • % shift in confidence and understanding of young people to apply YPGC methods to their social actions after using tools • % shift in number of pupils carrying of social actions after using tools • higher quality and depth of social actions being carried out by young people after using tools (via analysis of blog and online sharing)

3.2 SFYouth and concepts of global citizenship

As Bourn (2016) suggests the concept of global citizenship is contested and he provides three distinct traditions of citizenship engagement (see: 2.1). In relation to these traditions, SFYouth (n.d.:9) notes the key focus of SFYouth is mostly on an advocacy approach. However, aspects from all three approaches can be seen in SFYouth design and practice, which can be evidenced in the Youth Outcomes Matrix to follow.

One of the initial tasks of the project was to develop a Youth Outcomes Matrix, which was to identify the expected outcomes on the project on the participating young people. This Youth Outcomes Matrix (see: Appendix 1, Youth Outcomes Matrix and summary of competences in Table 4) attempts to map the transversal skills and competency targets outlined in the project logframe. The Matrix can be used to map key competences at a certain point in time and identify any changes (including impact) if reviewed after a certain period. Indeed the criteria

2 The project team didn't provide a numerical % to the donor when the log frame was initially submitted, however did imagine a 20% figure. For a number of reasons the % change is not used as a valid means for analysing data in this report (although this analysis has been available to SFYouth partners). This is explained in more detail in: 4.4.

is differentiated to support progression, so the aim would be for young person to move from early to developing to embedded in any given category. The Matrix provides a basis for data collection tools for young people and was intended as a guide for teachers and NGO partners to support global citizenship and youth participation in the schools. It drew on experience of project partners in developing similar matrixes for other programmes (Hunt and King, 2015).

There are 9 key competences, with a focus on skills development. These are:

Table 4: Nine key competences of Youth Outcomes Matrix

Developing knowledge and awareness of social, political and civic issues (local as well as global)	Thinking critically	Being creative and innovative
Getting involved and working together	Planning and managing	Encouraging communication and voice
Thinking and acting globally	Developing values to support global citizenship	Developing confidence and self-esteem

A number of points should be noted about the Youth Outcomes Matrix:

- On a project that seeks to support youth participation and voice, the primary means of development of the YOM was through adults: the project team and teachers involved in the initial stages of the project. Young people did not have input into the content or aims of the intended outcomes.

- The content of the Youth Outcomes Matrix puts a strong focus on a range transversal skills and competences. Many of the outcome goals identified here would not be out of place in a definition of global citizenship which draws on neo-liberalism and the development of skills for prospective workers in a global economy.

- Finally the Youth Outcomes Matrix did not sit alongside a similar structure of identified learning goals for participating teachers.

3.3 Project organisation

The project was a collaboration between NGOs in four countries: Oxfam GB (lead partner), Oxfam Italy, Polish Humanitarian Action (PAH) (Poland) and CARDET (Cyprus). The role of the Development Education Research Centre (DERC) in UCL Institute of Education (UK) was to focus on project monitoring, evaluation and learning, as well as to provide an overview of global citizenship education and youth participatory methodologies in Europe (see: Bourn, 2016).

The project team met virtually by online conference call monthly and more regularly when necessary, with meetings chaired by Oxfam GB and minutes highlighting actions over the month. Face to face meetings with project partners took place six times over the course of the project:

Table 5: Project face-to-face meetings

Date and location	Type of meeting and participants	Main focus of meeting
Nov 2014, UK	Transnational Project Meeting Project partners	Start-up meeting. Setting benchmarks and parameters and understanding national context of each Partner. Focus included: • Stakeholder analysis • M&E design focus • Theory of Change • Risk analysis • Communications and dissemination plan. • Initial development of Intellectual Outputs • Visit to school to see Youth Ambassador Group (YAG) model in action.
Feb 2015, Italy	Transnational Learning Exchange Project partners Hub school teachers (2 per country)	• Learning exchange introduced hub school teachers to methodologies and approaches the project would be using. • Information about GCE, YAGs and participatory methodologies. • Partners and teachers were consulted on M&E tools and M&E plan for project. • Discussion of Youth Outcomes Matrix
July 2015, Cyprus	Transnational Project Meeting Project partners	• Agreeing the final structure and contents of key outputs to be trialled in schools the following year. • Review content and functionality of website • Presentation of data analysis from hub schools. • Monitoring and Evaluation Plan revisited. • Planning for the November Transnational Learning Exchange in Poland.
Nov 2015, Poland	Transnational Learning Exchange Project partners Hub school teachers (2) and young people (2) per country	• Learning exchange including workshops, peer learning and co-creation. • Feedback on the activities of the YAGs • Test project outputs and resources, including teacher's toolkit, youth toolkit, website and App. • Teacher-led activities to support young people to use resources.
June 2016, Italy	Transnational Project Meeting Project partners	• Sharing experiences of partners and schools during trial phase with a focus on: content and suitability of the resources; navigation and architecture of the website. • Design content redevelopment plan for the resources and website. • Initial framework for the Year 3. • Presentation of M&E data, including impact data. • Discussion of upcoming national and international dissemination events • Discussion on how to ensure legacy and sustainability of project.
May 2017, UK	Transnational Project Meeting Project partners	• Final meeting took place in the days before and after the International Multiplier Event so included final planning for the event, as well as a review session following it. Areas of focus included: • Retrospective review of the last 3 years of the project • Discussion around sustainability and legacy • Discussion on outstanding outputs.

Internal reviews of project partners took place on an annual basis and fed into how the consortium was managed and ran.

3.4 Project organisation at country-level

Project partners (NGOs) were in charge of implementing the project within their respective countries. How this happened in practice differed, some of which is explained within the analysis sections: 4.2, 9.3 and 9.6. Across schools, NGOs organised various workshops and activities for schools in country as noted in Table 6 and provided more individualised support for schools, where necessary, as identified in Appendix 2.

Table 6: NGO-led activities in country

Date and location	Participants	Main focus of meeting
11/11/2015, Nicosia, Cyprus	Hub School Teachers	Meeting with hub school teachers to provide support on SFYouth project related activities
22/01/2016 – University of Nicosia, Cyprus	Teachers from hub school and trial schools	Training teachers from hub school and trial schools to use website, project materials and resources, the app and how to train the students on the online platform.
2015-6, Italy	Hub and trial school teachers	Teacher training on GCE methodologies, project themes, website and activities (3 hour meeting per school, open to all teachers in school)
2015-6, Italy	Young people in schools	7 Step model to set up a YAG in school (7 extra-curricular meetings of 1.5 hours with the support of a trainer from OIT)
2015-6, Poland	Teachers	Training teachers to use website, project materials, resources, the app and how to train young people on the online platform. 2 meetings per school.
2015-6, Poland	Young people	Workshop for students based on PAH and SFYouth materials.
Poland	Young people and teachers	Meeting with Janina Ochojska, leader of humanitarian aid in Poland
January 2016, UK (2 meeting)	Teachers and young people from 9 schools (South) and (North)	Induction meeting hosted by the Hub School with Trial schools in the South. Sharing of GCE examples, review teachers and youth toolkits, data collection, action planning, training to get teachers and students online.
June – July 2016, UK (2 meetings)	Teachers and young people from 6 schools (South) and 1 school (North)	Wrap up meeting with schools to share curriculum and YAG activity, data collection (online survey and focus groups), review and suggestions of how to improve resources

The SFYouth project adopted a 'hub and trial school' model, which had been used successfully to recruit and support schools on the Global Learning Programme in England (Hunt and Cara, 2015; Hunt and King, 2015). In this model hub schools were to help recruit schools onto the project and lead networks of schools over a period of time. The project proposal notes they should: support the development and trialling of project outputs (resources); and act as ongoing 'hubs' or centres of excellence for promoting youth participation through global citizenship to other schools to demonstrate good practice.

3.5 Project activities and resources

The SFYouth project developed a range of resources for use within the formal and informal curriculum and advocated particular strategies to support young people's participation in social action. These can be seen in more detail on the SFYouth website[3] which is available in English, Polish, Greek, Italian and Welsh. The decision to use the approaches and the content of the resources, is not a focus of this paper, rather their inclusion in the text is more about how aspects of the project were realised at school level and how participants interacted with the activities and resources.

That said a short description of the main activities and resources can be found to follow:

3.5.1 Youth Ambassador Group (YAG)

Youth Ambassador Groups (YAGs) were based on a successful model already run by Oxfam GB in a number of schools. YAGs are voluntary groups of young people that meet outside of formal lessons, to learn together about global issues, whilst developing skills and confidence to get their voices heard. YAGs work with the support of teachers, but are a tool to develop youth voice and empowerment and use Hart's Ladder of Participation (Hart, 1997), as a basis for participation (with the aim to move up the ladder). The YAGs are expected to follow a Learn-Think-Act process and intended to develop skills such as leadership, participation and voice[4]. Schools in all four countries adopted YAG models.

3.5.2 SFYouth resources

A range of resources to be used within the formal curriculum or YAG groups were developed, translated into the four project languages[5] and are available via the project website. The resources link to specific thematic areas and support competences outlined in the Youth Outcomes Matrix. The resources focus on themes of:

Climate change
Food
Education for All
Inequality
Health
Refugees
Humanitarian Aid

3 www.sfyouth.eu/index.php/en/
4 See: SFYouth website for further information on this. Also YAGs can be seen on the Oxfam GB website at: http://www.oxfam.org.uk/education/global-citizenship/youth-ambassadors/your-youth-ambassador-group
5 Welsh was added as a fifth language in the final phase of the Project (but not actively tested in schools in Wales).

And support for skills development around:

Advocacy and leadership	Sharing responsibilities
Critical thinking	Skills for action
Deciding actions	Taking decisions
Evaluation actions	Using social media
Finding information	Using your voice
Planning actions	Working together
Public speaking	Writing for others
Running a meeting	

In addition the SFYouth team developed the following:

- SFYouth website – bringing together all materials and activities in one place, translated into five separate languages

- Interactive Youth Wall – an online space with the aim of encouraging discussion and debate both within countries and between countries

- A SFYouth phone app – which linked website activities to a smart phone.

- Resources for teachers in the Global Citizenship Education section of the website, including GCE Framework and resources on participatory methodologies and teaching and evaluating classroom activities.

- Information about YAGs (i.e. skills of facilitator; principle, practice and impact of YAGs)

- A News wall

How these activities and resources were used will be discussed in the chapters to come.

4 ▶ Methods

As part of the project team the Development Education Research Centre, UCL Institute of Education was tasked with carrying out monitoring and evaluation activities on the project, with a focus on identifying impact in relation to logframe goals (as discussed in: 3.1). The following section is an account of how that was carried out, looking at data collection and analysis.

4.1 Data collection

4.1.1 Mixed method approach

Both quantitative and quantitative approaches were used to collect data.

The emphasis on quantitative methods was appropriate given the potential number of schools involved in the project and the focus on numerical goals within the logframe. Using quantitative methods allows us to see patterns of engagement and impact across schools / participants and potentially allows for comparisons between countries.

The qualitative approach provides more in-depth accounts into the processes and practices of engagement within SFYouth. It allows for voices, ideas and insights to come to the fore and sits alongside and supports quantitative findings.

Within the data collection and analysis, I acknowledge my role and influence in terms of the development of data collection tools[6] and how the analysis is presented. Indeed:

> The questionnaire text (and analysis) is influenced by the researcher's theoretical and social position, substantive interests and biography, even though these elements of researcher identity may be hidden behind the apparent objectivity of the text (Dunne et al., 2005: 46).

In the next sections I'll go on to describe the two main methods used to collect data: online surveys and interviews with participants.

4.1.2 Online surveys with teachers and young people

Online surveys were used to collect data across countries, via Survey Monkey.

Online surveys were chosen as the best means to collect quantitative data from participants as schools were located in different locations in four different countries. It would allow data collection remotely – removing the need for a

researcher or project partner[7] to be present. It removed the need for paper forms to be distributed (then collected, translated and sent internationally to the UK), and so took away an element of risk. Given the possibility of large numbers of respondents online surveys also meant that large amounts of data could be collected and collated without the need to input survey results on a large scale, which was good given the scale of the project.

But the use of online surveys came with their own problems. Because the data was being collected remotely, we know little of the conditions in which the survey was taken and what respondents were told before the survey. There was text to be read out before surveys were taken and introductory text at the beginning of each survey, but we don't know how much of this took place. We don't know if young people completed the surveys in quiet conditions and whether they were supervised at all. We were reliant on NGO partners to support teachers (as the gatekeepers to the surveys), to give young people the space and time within schools to do this. This was not always the case.

For example, we can tell how much time respondents take to complete surveys and in the 2014-2015 batch, a group of young people from Poland responded to the impact survey in less than five minutes. It is not possible to properly complete the survey in that time and it transpired the young people were rushing to an assembly. I deleted these surveys and all subsequent surveys completed within five minutes, but this arbitrary marker doesn't rule out that those taken in 5 and a half minutes are any more valid. Without being there, it is impossible to know.

While baseline survey completion rates were fairly high there were issues with impact survey completion rates (and the same respondents taking both baseline and impact surveys). Project partners in countries sent numerous emails to teachers involved in the project, but the remoteness of the request and the difficulties in managing surveys in schools meant return response rates in particular, were not strong. I suggest this is partly due to the project design and that there was only two to three months between the requirement for baseline and impact data collection, with schools finding it difficult to run the survey so quickly again. But, errors in administration, such as teachers asking young people to complete the 'teachers' impact survey', rather than the young people's survey in one UK school (2015-2016), meant that some responses were lost.

Research cited in Toepoel (2016: 9) by de Leeuw (2012), suggests a 10% lower than average response rate for online surveys compared to other methods, but doesn't have data on return rates for impact surveys. The low response rates for surveys was particularly evident in Italy and Poland, where perhaps there is less history of organising data collection in this way. Moreover, the low engagement might be linked to the lower engagement of teachers in those countries in

6 In collaboration with the SFYouth team, but in particular, Richard P King of Oxfam GB who was the lead coordinator for the Project at the time.

the project as a whole (see: 6.3). As the data collection relied on teachers as gatekeepers (and NGOs were working more directly with young people) perhaps an alternative means of data collection could have been identified.

The surveys (teacher and young people) were developed in English and translated into Greek, Polish and Italian so all questions and responses corresponded with the original text. Project partners translated the text line-by-line which was then transferred into identical survey formats, they were then asked to check the translated text corresponded with the original. In collecting the results of the surveys, all responses corresponded with each other, but these were also checked to be sure. All data was exported from Survey Monkey into Excel and the corresponding surveys in different languages were translated into English where necessary and coded. Once this had taken place the four surveys (English, Italian, Greek and Polish) were merged into one Excel document and any remaining coding took place. This process took place for online surveys with teachers and young people (both baseline and impact data).

The online surveys were piloted in 2014-2015 with smaller numbers of respondents taking them from the hub schools. I was present with the hub school teachers from four participating countries (during a partner visit in Italy). I spoke to teachers as they took the survey and they indicated those questions they found difficult or wanted to change. Adaptations were then made to the 2015-2016 surveys. After the 2014-5 data analysis I presented findings back to the project team, where I outlined the following difficulties with data collection via online surveys: the time between baseline and impact surveys being too short (two to three months) and the administration of second (impact surveys) being sometimes be problematic. It was suggested this could be worked on for the following year. As a result in CARDET in Cyprus asked that either / or partners and teachers be present when the surveys were completed. And in the UK, young people and teachers who attended induction and review meetings were asked to complete surveys on the day and in other UK schools, teachers were asked to be present when young people completed surveys.

4.1.3 Interviews and focus groups

Interviews and focus groups were carried out with teachers and young people taking part in the SFYouth project in order to provide context and insight into the quantitative data also being collected. A summary of the number of interviews and focus groups carried out can be found in 4.2. All interviews were to be semi-structured which would guide, but not determine the interview process.

A common set of semi-structured interview schedules were developed for data collection with teachers and young people. Given the geography of the

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7 This was important because in all countries, with the exception of Cyprus, schools were often some distance from the project partner.

schools and languages spoken on the project, interviews were carried out by NGO partners. NGO partners were given the same instructions in terms of data collection which included aim of the flexibility within semi-structured interviews, ethical information to be given and numbers and range of participants. NGO partners were asked to record interviews if possible and if not for someone to be there taking notes. Verbatim transcripts were not required, but NGOs were asked to respond to questions and provide quotes from interviews where important or relevant. NGOs would then translate their accounts of interviews into English.

This approach to data collection is not without issue.

● Firstly, NGO partners led the project, but also collected data about how well the project was working in schools. They were not neutral in the process. To this end, respondents might be more likely to provide positive accounts to NGO partners, than they might have been with more independent interviewers.

● Secondly, the translation of interviews into English means some of the nuances within the language could be lost, particularly where language skills were weaker.

● Finally, it's difficult to ensure quality control of the interview process if the interviews take place in a different country / language.

Indeed while NGOs followed the guidelines for number of interviews and questions in the semi-structured interview schedule, the quality of interview 'transcripts' differed quite a lot. In the UK, the NGO transcribed verbatim the full set of interviews and incorporated interviews into their project meetings – as a result the depth of responses are of a greater quality than other partners. Comparatively some interviews carried out in Italy and Poland have short responses, possibly due to language translation issues / data recording or the limited insights teachers might have given to the project. While I tried to include voices from Poland and Italy where possible in the report, the quality of data means there are more qualitative insights from the UK and Cyprus.

As part of the project requirements, researchers at UCL Institute of Education carried out annual internal reviews of the partners to find out their ideas on working together and the internal mechanisms of the project. While most of this data is not included here, questions in the final internal reviews (2016) also focused on perceptions of impact and understandings of process and impact in the different country contexts. These responses where relevant are included here to support and help us understand the data collected.

4.2 Participating schools and sampling

The aim for data collection (as outlined in the Monitoring and Evaluation Plan) was for online surveys to be completed in all SFYouth participating schools with two teachers and thirty young people (both YAG and non-YAG members) completing both baseline and impact surveys. A summary of expected data collection can be found in Table 7.

Table 7: Expected data collection by country

Country	Teachers	Young people
Cyprus x 10 schools	20 (2 per school)	300 (30 per school)
Italy x 10 schools	20	300
Poland x 10 schools	20	300
UK x 10 schools	20	300
TOTAL	**80**	**1200**

The reality of the project meant that this was not realised.

Firstly a number of schools dropped out of the project and as a result there were 27, rather than 40 schools that completed engagement with the project. Some of these schools were involved in baseline data collection, but not impact data collection and occasionally schools that hadn't engaged in a lot of project activities (where project partners thought they might have dropped out) also provided impact data evidence.

Overall the data in Table 8 shows that those schools that did take part and complete engagement in SFYouth on the whole provided some baseline and impact survey data through the online surveys. Where the numbers failed to match expectations in Table 7 it was because a) fewer schools took part in the project as a whole; b) fewer participants took part in the project per school than originally imagined; c) there were issues with data collection as outlined in 4.1.2. Actual numbers of those taking both online surveys (per school can be found in Appendix 3).

Table 8 also shows that numbers of people taking both baseline and impact (paired) surveys in Italy (for teachers and young people) and Poland (for young people) was particularly low. As discussed in 4.1.2 one reason is probably because fewer teachers in these schools were fully engaged in the project (e.g. running YAGs), so getting them to organise data collection from young people would have been more difficult. Perhaps in retrospect it might have been good for project partners to directly engage those young people in data collection. The low numbers of respondents in Poland and Italy in particular, has meant that cross-country comparison of data is not possible.

Table 8: Actual data collection by country

	Number of schools that completed engagement with project[8]	Number of schools involved in baseline surveys[9]	Number of schools involved in paired surveys	Paired survey teachers (schools)	Paired survey YP (schools)	Number of teacher' interviews (teachers[10])	Number of YP focus groups (YP)
Cyprus	8	7	6	8 (5)	66 (6)	5 (10)	3 (24)
Italy	6	6	5	3 (3)	17 (4)	4 (9)	2 (12)
Poland	5	8	7	8 (6)	25 (3)	5 (10)	3 (26)
UK	8	9	9	12 (7)	111 (7)	6 (18)	3 (26)
Total	27	30	27	31 (21)	219 (20)	20	11

Table 9 provides the ages and gender of the young people included in paired survey responses by country. There are disparities between those participating, with young people in the UK tending to be younger than those from other countries and overall there more than double the number of girls than boys included. Teachers stated that more girls had volunteered to join YAGs than boys. Teachers generally decided which year groups were to be involved. There is further information on who got involved in 5.4.

Table 9: Ages and gender of young people paired survey responses by country

Country		Cyprus	Italy	Poland	UK	Total
Age descriptor	11-13 years	25	0	0	70	95
	14-16 years	38	12	5	41	96
	17-19 years	3	5	20	0	28
Total		66	17	25	111	219
Gender	girls	41	16	18	83	158
	boys	25	1	7	28	61
Total		66	17	25	111	219

In terms of data analysis I was hoping to do comparative analysis between young people involved in YAGs and those who had just taken part in curriculum activities. However, as most young people who took the online surveys were involved in YAGs, this was not possible.

4.3 Ethics

Ethical guidelines for the monitoring and evaluation of the project were developed and approved by the UCL Institute of Education Ethics Committee (taking into account Oxfam GB ethics in addition). There were various ethical issues to consider within the monitoring and evaluation elements of the project which are outlined below.

- **Confidentiality and anonymity:** Confidentiality and anonymity are guaranteed for research participants. Participants on surveys and interviews will not be identifiable outside of the school. Data analysis will take place through the UCL Institute of Education and no-one else will have direct access to the data. Any analysis ensures individual and school names are anonymised and confidential.

- **Informed consent:** Participation in the SFYouth project is optional for schools and teachers within schools. Participation in the online surveys, focus groups and interviews is voluntary and participants are able to leave the research at any stage.

- **Data security:** data is stored at secure levels and will be held within UCL Institute of Education and not passed onto other organisations or individuals. No individually identifiable data is stored.

- **Data transfer:** Some data will be moved between consortium partners, e.g. interview transcripts, but interview transcripts do not hold individually identifiable data.

  To support project ethics, the following measures were put in place:

- Consent forms for participants in interviews and focus groups were given to project partners in each country (who were running the interviews).

- Information was provided to project partners to be translated and given to teachers, so teachers could read out text to young people before completing the online surveys.

- A letter was scripted and given to project partners to be translated and given to schools, for parents if they wanted to inform parents about the project in order to opt them out of data collection.

- A script outlining basic ethics information can be found at the beginning of each online survey.

4.4 Data analysis

In terms of data analysis the following processes took place.

All online survey data was exported from Survey Monkey into Excel and the corresponding surveys in different languages were translated into English where

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8 Those that completed engagement and didn't drop out. Drop out schools per country were: Cyprus: 0; Italy: 1; Poland: 3; UK: 4.
9 There could be other schools involved in the project, who did not get involved in data collection.
10 The numbers in brackets indicate the number of teachers / young people interviewed in total, the number outside brackets the number of interviews.

necessary and coded. Once this had taken place the four surveys (English, Italian, Greek and Polish) were merged into one Excel document and any remaining coding took place. The data was then moved into SPSS for analysis, with two separate databases for teachers and young people.

For the most part impact analysis takes the form of paired-sample T-tests which compare the mean response between baseline and impact data and identifies the statistical significance of the change if there is any. This is important as the statistical significance gives us an insight into whether the data is replicable. A purely % shift in mean scores doesn't let us see behind the data and the range of responses within the mean score differentials. Thus the move away from % shifts in the logframe as discussed in 3.1.

For the most part I analyse the data as a whole, i.e. teachers and young people. I had hoped to do analysis per country – but the sampling limitations mean that it would be very difficult to get any meaningful comparison.

In addition to this interviews and focus groups were carried out by partner NGOs based on a set of semi-structured interview questions the team developed. Both quantitative and qualitative data are brought together in the text to respond to three questions:

- What impact did the Schools for Future Youth project have on schooling activities and approaches to teaching and learning?

- How did the Schools for Future Youth project impact on participating teachers and young people?

- What factors supported the impact of the Schools for Future Youth project?

5 ▶ Type and frequency of activities in schools

In this section I look at evidence of impact of the SFYouth on schools and in particular the frequency and types of activities participants were involved in, and their perceptions of this impact. Logframe requirements call for increases in the use of relevant and inspiring curricula; student-centred pedagogies and an increase in time using youth participation and global citizenship methodologies. An account of activities at school level can be found in Table 35 in Appendix Two and the information is brought together in the text below.

5.1 Frequency of activities in schools

Teachers were asked how often they ran lessons or activities with the aim of developing young people as global citizens in the baseline and impact surveys and their mean responses are compared in Table 10. The compared data does not show any statistical significance in terms of impact (this requires a T-test score of < 0.05). This lack of impact acknowledges the less engaged role of teachers on the project in Italy and Poland (where NGOs tended to work more directly with young people through YAGs); it also recognises that many participating schools in the UK were already doing a lot within lessons to support young people as global citizens. Where individual increases were evident it was when teachers started from a low-point, for example, where teachers moved from not having included activities to doing so up to once a week.

Table 10 also provides comparative data on responses given to the question how many hours per week teachers actively supported the development of young people as global citizens. The compared mean scores again does not show any statistical significance in terms of impact. Where increases in frequency were evident it was where teachers started at a low-point, for example, moving from 0 hours to 1-2 hours per week.

Table 10: Comparative analysis of the frequency teachers run lessons or activities with the aim of developing young people as global citizens

| Frequency of activities | Number | Mean Baseline | Mean impact | Paired sample tests | | |
				Diff. in mean	Std. Dev.	Sig.[11] (2 tailed)
How often do you run lessons or activities with the aim of developing young people as global citizens?	31**	2.42	2.77	-.355	1.018	.062
Approximately how many hours per week do you actively support the development of young people as global citizens in lessons and activities?	30***	1.73	1.90	-.167	1.117	.420

(Range: ** 0-5 - 0 = I haven't included activities, 1 = less than once a month, 2 = between every week and once a month, 3 = once a week, 4 = a few times a week, 5 = every day; *** 0 – 5 - 0 = 0 hours, 1 = 1-2 hours, 2 = 3-6 hours, 3 = 7-10 hours, 4 = 11-20 hours, 5 = over 20 hours).

In interviews teachers explained reasons why the movement in terms of activities and approaches to learning might not seem extensive. For example, teachers in Cyprus indicated that they adapted what they were already doing, not changing the design of lessons too much, partly because of formal curriculum requirements in Cyprus. They looked for opportunities to include activities and resources where they were available.

> *Although we were sometimes using material related with global issues in our lessons, this time it was a more systematic effort (teacher Cyprus, 2014-5[12]).*

There was other qualitative evidence that through the project, teachers who had never or rarely included teaching about global issues in their lessons, had done so as part of the SFYouth project, with SFYouth resources providing the basis for this teaching. Moreover, evidence from schools in Appendix Two shows the extent to which schools used the range of resources available, with climate change, education, inequalities and food being the most evident topic-based activities used. In addition to SFYouth resources, schools in the UK in particular supplemented with different topic and activities that they were already familiar with.

5.2 Types of activities

Paired-sample t-tests were carried out to evaluate the impact of the SFYouth project on the content of lessons and activities where teachers aimed to develop young people as global citizens (Table 11). Paired data from 20-23 teachers was available to carry out these comparisons. The data shows increases in mean scores in 4 out of 10 categories looked at, with statistically significant increases in teachers reporting:

- more opportunities for young people to develop knowledge of global issues

- young people working in small discussion groups

- teachers using more real life examples and case studies and pupil-led learning.

11 For changes to be statistically significant, t-test-results, < 0.05. We used an alpha level of .05 for all statistical tests
12 The year is given next to each quote, either 2014-5 (first set of qualitative interviews), 2015-6 (second set of qualitative interviews) or 2016 (third set of interviews).

Table 11: In lessons where teachers include develop young people as global citizens, the extent to which various activities and approaches to learning are included

Types of activities and approaches to learning	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
Teacher-led learning	23	2.30	2.22	.087	.900	.648
Pupil-led learning	22	2.77	3.05	-.273	.550	.030
Young people giving ideas and opinions	23	3.43	3.48	-.043	.475	.665
Opportunities for young people to think critically	23	3.30	3.43	-.130	.694	.377
Opportunities for young people to develop knowledge of global issue(s)	23	2.96	3.35	-.391	.783	.025
Young people working in small discussion groups	23	2.70	3.13	-.435	.788	.015
Real life examples and case studies	23	3.00	3.39	-.391	.891	.047
Discussion and debate	23	2.96	3.22	-.261	.689	.083
Opportunities for young people to take action	21	2.48	2.57	-.095	.539	.428
Collaborating with other subject teachers	20	2.35	2.35	0.000	.725	1.000

(Range 0-4; 0 = never, 1 = rarely; 2 = sometimes; 3 = often; 4 = always)

The focus on knowledge tallies with teachers' perceptions of global citizenship that can be seen in Figure 2, where teachers identify knowledge of global and awareness issues as the most important factor for active global citizenship. Evidence from NGO partners also highlight a focus on knowledge in Poland, where teachers were seen to be 'more focused on the transfer of knowledge to students than on discussions with them' (NGO Poland, 2015-2016). The Polish NGO (2016) concurs:

I know that not all but part of them (teachers) use these (SFYouth) materials in this topic in first time in lessons, so I think their knowledge of global issues is really increased. I think that they not use materials about skills because it was not clearly that it is for young people or teachers.

The data also shows evidence of adaptations to how lessons are taught (see 5.2.1 for more on pupil-led learning). There was less impact in some instances, sometimes because teachers indicated they were already using different techniques highlighted in Table 11 and Figure 1, for example, group work in Cyprus and the UK. And other times because the teachers were less likely to be involved in the delivery of the project in lessons (in particular Italy, but also Poland), where SFYouth activities often took place outside formal lessons. Indeed in interviews, young people in Poland and Italy observed no change to the content or style of their lessons (young people Italy, 2014-15, 2015-16; young people Poland 2015-6).

There are some accounts from interviews of how teachers used the resources
within lessons. For example:

> The Information Technology teacher in Cyprus introduced the SFYouth
> website and project resources to young people. Young people had to think of
> something that they would like to discuss with other students and prepare a
> post for the Youth Wall.

> The topic of focus in Art lessons in one school in Cyprus was migration and
> an activity focused on the idea 'how can you help the others?' Young people
> reviewed SFYouth materials on refugees and migration and prepared posters to
> present the issue of refugees and migration to other students.

> SFYouth materials were used within a science class in the UK around the topic
> of food with young people who 'might not normally get involved' in these
> types of activities. The students reviewed the resources, came up with a policy
> or activity to promote what they'd learned and then either wrote an article for
> the (school) newsletter or a PowerPoint presentation (teacher UK, 2015-6).

The young people surveyed were also asked to identify which activities and
approaches to learning they had experienced recently in school (tick all of those
they had done). Figure 1 provides comparative responses between baseline and
impact data. The areas which seem to have seen most change are in young people
talking about a global issue and young people leading parts of the lesson.

Figure 1: Approaches to learning used with young people recently % (young people surveys, N=219)
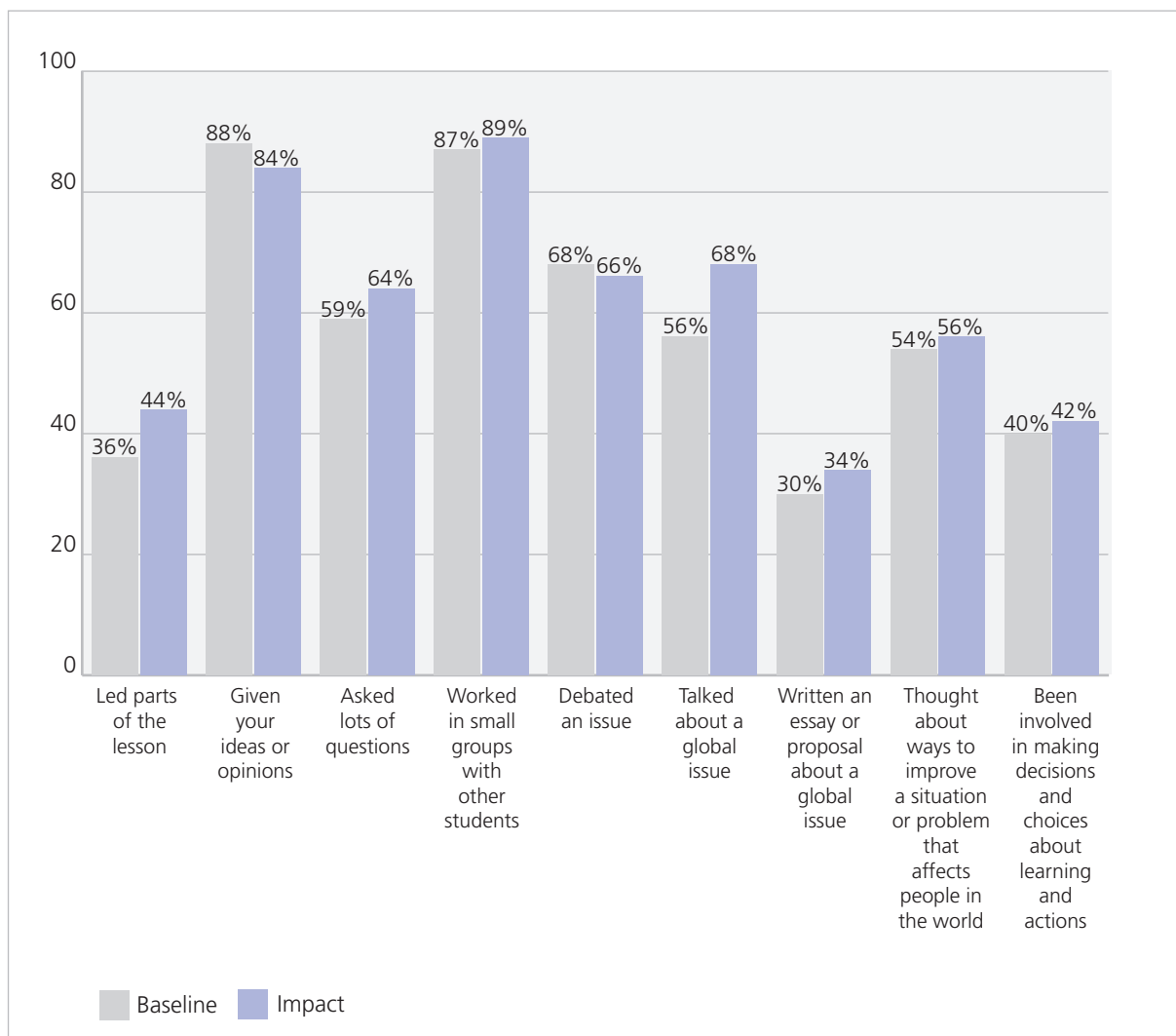
In the next section we look in more detail at evidence around pupil-led learning.

5.2.1 Pupil-led learning

One area where there was impact (see: Table 11 and Figure 1) was on the increased use of pupil-led learning in schools. This often took the form of awareness-raising and was part of the Learn-Think-Act process advocated on the project, whereby young people (often from YAGs) develop knowledge around a particular topic and disseminate this out to fellow students. There are examples of young people developing PowerPoint presentations, writing for newspapers / newsletters and running assemblies in order to raise awareness of a global issue within the school. There was evidence of other pupil-led initiatives on global themes e.g.

- Young people developing school newspapers / magazine articles issues such as International Women's Day, inequalities, migration, etc. (Cyprus, 2015-16, UK, 2015-6).

- Young people organizing and running assemblies on a global issue (UK, 2014-15).

- We taught year 8 lessons about food (young people UK, 2014-15).

- We designed a PowerPoint that plays over and over on the screen in the school entrance (young people UK, 2014-5).

- Young people developed and presented a PowerPoint on Hiv/AIDS in Italy.

  In many cases, pupil-led learning was new to teachers and young people:

  For me (young people) creating the presentations, it was something new, because I haven't done it before with students … During IT classes, students were preparing presentations in pairs on the basis of specific knowledge they had acquired (around food). They had to plan how to present the data, issues such as … access to food, world hunger, what they wanted to include to transfer the message … I do not intend to interfere in their work, so that they can create something on their own… (teacher 2014-5, Poland)

  The focus on pupil-led learning was advocated by teachers as a means to develop skills such as presenting, compiling and presenting information.

  Supporting your kids to teach others; it ticks lots of boxes for schools. It's challenging, giving them opportunities to take leadership roles (UK teacher, 2016).

  Young people seemed to enjoy the process, but in interviews in the UK and Poland spoke about the difficulties of trying to engage and hold the attention of their peers. While in Poland, the NGO describes a fairly closed mindset with regard to one set of pupils: *(young people) understand a need to raise awareness of their peers, but claim that they are unable to arouse their interest* (we will not convince him). Whereas in the UK, a young person describes getting through the ambiguity and uncertainty and the rewards felt afterwards:

  We went into a Year 7 class and we facilitated a Send My Friend to School workshop. We were helping them to make rucksacks. Helping to make them understand how lucky they are where they have easy access to education. I enjoyed changing their minds, their opinions, because at first they didn't understand what it meant for other students to travel across the world, they then realised how lucky they were. It was a positive thing (young people UK, 2015-6).

In some cases, the pupil-led aspect of the project seemed the area of biggest change within schools:

> *My impression was that the young people hadn't noticed any significant overall change in the school curriculum. However they had noticed that the school had used curriculum time to provide them with opportunities to peer teach and present assemblies (NGO UK, 2014-5).*

How this impacts on teachers is described in: 6.3.

5.3 Youth Ambassador Groups

The evidence suggests that the Youth Ambassador Groups (YAG) were a very popular element of the SFYouth project and one which translated (with some adaptation) across the four country spaces. Linked to pupil-led learning (see: 5.2.1), YAGs provided the project with an identity and niche different to other schooling-for-citizenship projects, and an aspect to schooling that was not evident in many schools[13] before their engagement in SFYouth. From the point of view of NGO partners, this focus on YAGs has proved important, as participating NGOs in Cyprus, Italy and Poland will all retain and develop the YAG model. Oxfam Italy in particular have developed the YAG model as a core part of their offer to schools and is part of their domestic department's strategic plan for 2017-2020.

How the YAGs worked differed across the countries.

- In the UK and Cyprus YAGs were enabled by teachers, with the help of NGOs where necessary.

- In Italy and Poland the NGOs took the lead in enabling the YAGs within schools and the role of teachers enabling YAGs was less evident.

The NGOs working directly with YAGs developed a series of interventions in schools:

- **PAH in Poland:** developed a series of activities for its participating schools based around special days, for example, World Water Day and Women's Day. These varied slightly, but included information on access to water and 'actions' in and around the school.

- **Oxfam Italy:** developed a seven step YAG model which it replicated in its participating schools. This was based around a sequence of activities: sharing – exploring – connecting – identifying – planning – acting and reflecting linked to different topics (chosen at school level). Further detail of this is found in Appendix 1.

13 With the exception of some UK schools already involved with Oxfam GB.

The process of setting up a YAG (without ongoing NGO commitment) appears
to work where young people already have skills in taking responsibility, being
self-motivated and having skills to organize and lead – and the adults within the
schools have the confidence to allow young people to lead on this. While this was
possible in Cyprus and the UK, it did not seem to be the case in most instances in
Poland and Italy:

> *Students have not created Young Ambassadors Club in school. They did not
> have the feeling that they know how to do it. They need someone to lead them
> and outline a plan of action. The teacher did not do it (NGO Poland, 2015-6).*

> *We do not have enough experience. We do not know what we could do …
> maybe there should be a leader from PAH (NGO) to guide us (young people
> Poland, 2015-6).*

As discussed in the Literature Review there was debate in SFYouth schools about
the role of adults and where decisions are made around pupil voice in schools,
with some respondents suggesting this often lies with adults than young people
(teacher Poland, 2016; young people Poland 2014-15). Teachers in Cyprus and
the UK talk about 'being more of a supportive figure for the YAG rather than the
leader of the group, helping facilitate interaction and developing skills to take on
more responsibility.

> *We should guide students and try to coordinate their activities. We should help
> them to be focused on the issue and not evade. The teacher should give some
> clear guidelines on how to start their work and how they can proceed. In some
> cases you might need to work with some of the students in order to make sure
> that they are on the right track (teacher Cyprus, 2016).*

> *(The teacher) felt it was really important for students to take the lead and that
> this brings ownership of the project and issues to the young people. "They then
> want it to work. It drives them" (teacher UK, 2016).*

> *The students know who to ask for help (i.e. teachers), they know that there are
> people to go to and ask, and that they're responsive when they come up with
> ideas (teacher UK, 2016).*

> *I guess that I don't run the group, I'm the link teacher for the group. It's
> become more student led, I sit in on the meetings but don't chair them. I
> provide support or answer questions. Very difficult to do it without a teacher
> at all. When I started, I provided more chairing and support at the beginning.
> Facilitating and signposting to opportunities (teacher UK, 2015-6).*

This teacher also mentioned how important it was to take the time to train the
students to lead, which ultimately made her life "easier in the long run" as they

were taking over the facilitation of the meetings which lessened the burden and time pressure on the teacher in question (teacher UK, 2015-6). The following quote describes how letting go doesn't always mean young people get it right, but they learn from the process:

> It's about letting them fail as well … When we first started … I played more of a leadership role in the group, I have gradually backtracked, I sit in the group meetings but I don't chair it. I'm the go between for them and other people. So if they're not going to organise themselves to do it, I'm not going to make sure it happens. So the video hasn't happened because they didn't get themselves together. So it's about allowing them to fail but then them learning from it and it's important not to bail them out because that's not learning (teacher UK, 2015-6).

How regularly YAGs meet, the spaces in which they meet and the roles of adults tend to shape their capacity and the potential for pupil voice. Interviews describe for example, YAGs meeting every week in school breaks (Cyprus 2014-15) and on a regular basis (Italy, 2015-6). There were some difficulties with arranging meeting in one school in Italy due to the range of extracurricular activities young people took part in and the lack of defined space in Poland (2015-6), which meant pupils met on an ad-hoc basis, sometimes during lessons.

5.3.1 Learn-Think-Act

There is evidence that YAGs adopted the Learn-Think-Act process advocated via SFYouth. In different instances, the YAGs used materials developed by SFYouth as a platform for learning, which then became the starting points for developing (an) 'action/s'. The areas of activity can be seen in more detail in: Appendix 2.

Interviews describe young people using the SFYouth resources to raise awareness of issues (sometimes facilitated by teachers) and to generate discussions of these issues within the YAG group. These discussions then become the catalyst for action. For example:

> The teachers helped students to understand the general concept and what they needed to do and then students were meeting regularly to organize their actions and their youth activities (summary of teacher interview Cyprus, 2014-5).

> We had several meetings with the members of the YAG during April and May. We first had discussions based on two videos that we watched, one on 'The food broken system' and the other on 'Climate Change'… Then we started thinking about what activities we could organize (teacher Cyprus 2014-5).

There are other awareness-raising initiatives used to support the learning of YAG members. These include: a trip to the cinema to learn about educational access; a meeting with the head of PAH NGO in Poland, including the chance for young people to ask questions. Table 12 and the quotes that follow show examples of the types of 'actions' or initiatives young people got involved in as part of their YAG.

Table 12: Examples of YAG actions

School code	Country	Focus	YAG 'Action'	Space
CYP-Hub-30	Cyprus, 14-15	Climate change	Posters for awareness raising to students and teachers. Designed T-shirts for themselves. Cake sale.	School and Red Cross Day event
CYP-Hub-30	Cyprus, 15-16	Refugees and migrants	Photoshoot and posters for awareness raising. Presentation of posters to whole school.	School
CYP-31	Cyprus, 15-16	Various	Set up Facebook page for discussion of global issues. Posters for awareness raising. Youth developed a website: https://sfyouthgymakropoleos.wordpress.com/	School
CYP-32 and CYP-35	Cyprus	Climate change	Participation in 5th Pancyprium Science Conference. Presentation on "Our planet's climate is changing. What is causing this change? Is there something we can do to stop it?" Participation in Women's International Day event.	Science conference
CYP-33	Cyprus	Humanitarian aid	YAG organised an event to present the youth toolkit to fellow students and present data on migration & refugees.	School
CYP-36	Cyprus	Humanitarian aid	Students organise a school event on Migration. They interview students about migration and created a video showing students' understandings. They then debated migration with other schools.	School
IT-21	Italy, 15-16	Climate change and link to inequalities	Social action in the city centre: awareness raising about the causes and consequences of climate change; measuring people's carbon footprint; discussions on reducing carbon footprint.	Public space
IT-Hub-12	Italy	Food and hunger	Flash mob at Expo Milan 2015	Public space
IT - 13	Italy	Inequalities in health and education	PPT presentation in the schools' assembly of a research of HIV / AIDS transmission. Planned awareness-raising awareness action in the main street of the town on access to education (but canceled due to rain)	School and Public space
IT -17	Italy	Climate change	Planned a bicycle ride in the park next to the school to raise awareness about ecological issues and sustainable mobility.	School and public space
IT - 18	Italy	Access to education	Peer-led learning for fellow students using resources	School
IT - 16	Italy	Food and hunger	Video on the issue of food waste	School

School code	Country	Focus	YAG 'Action'	Space
IT - 19	Italy	Gender justice	Peer-led learning for fellow students using resources and presenting a PPT a research on gender violence in Italy	School
POL-27	Poland, 15-16	Inequality and climate change	Peer-led learning for fellow students using resources	School
POL-23, 26, 29	Poland, 15-16	World Water Day	Action in public space – Drop of Water – Flash mob with 3 Project Schools in Cracow.	Public space
POL-24	Poland 15-16	Fairtrade	Picnic with Fairtrade products to raise awareness with members of the public about Fairtrade. Young people handed out postcards and booklets to members of the public and asked them to try the Fairtrade products.	Public space
Pol - 24	Poland 15-16	World Water Day	Quizzes on how much water we use with students, teachers and in public space	Public space/ Schools
Pol - 27	Poland 15-16	Women's Day	Posters about women's rights made and hung on schools walls. Photos of posters were uploaded to SFYouth app.	Schools/ SFYouth App
Pol - 27	Poland 15-16	Inequality/ Humanitarian Aid	Bake sale in Christmas with posters on noticeboard	School
Pol - 24	Poland 15-16	Humanitarian Aid	Exhibition posters about humanitarian aid in school	School
UK-4	UK, 14-15	Refugees Education	YP prepared and delivered assembly. Peer taught in Citizenship class and Y7 Send my friend to school.	School
UK-Hub-1	UK, 14-15	Climate change	Attended climate lobby in UK Parliament, met MP and asked questions. Wrote letter to MPs about climate change.	Public space
UK-6	UK, 15-16	Wealth, climate change.	Taught assemblies and peer taught younger classes on wealth. Designed films on climate change. Wrote to their MP.	School
UK-6	UK, 15-16	Inequality, gender	Blogging on International Women's Day	School
UK-40	UK 15-16	Climate Change	A film was made about climate change and the Toolkits (resources) were used to support critical thinking when scripting the film.	School
UK-8	UK 15-16	Inequality, poverty	Created videos about poverty and inequality, used the resources for the YAG's to peer-teach, students led assemblies	School
UK-9	UK 15-16	Refugees	Creation of a welcome mural (saying hello in every language represented by students of the school) for their school	School

Table 12 shows the range of actions YAGs become involved in. For the most part the school is the main space of 'action' and this is particularly the case for 'teacher-led' YAGs in the UK and Cyprus. Where NGOs were more directly involved there was more action in (local) public and political spaces (at times linking to an external event). The focus of initiatives is on peer-led learning and awareness-raising as discussed previously in 5.2.1, with some examples engaging

with politicians. Whilst it's probably easier to organize activities for teachers within schools, those that had been involved in more public activities seemed to appreciate the activity and potential impact greatly.

> *The lobby got them out of the classroom and helped them see the world. It was about real life and meeting other people. It threw them in at the deep end … (in the future) I want us to do our own topic and take more advantage of local opportunities. For me the climate lobby was the key event of the project so far (teacher UK, 2014-15).*

> *(In the future) I'd have more out of school activities and trips. Going to the lobby was the best thing we did. Maybe we should go round primary schools or do more in the community (young people UK, 2014-15)*

That said, some of the actions within in schools proved imaginative and showed young people had thought through the issues and identified how best to gain the attention of their peers:

> *We also wanted to make it interesting and grab the Year 8s attention. So we came up with the idea of putting paper food plates under the seats of 1 in 9 of the Year 8s. 1 in 9 people in the world are hungry and we asked them to look under their seats to see if they had a plate. You've got to think quite hard about how to make it interesting (young people UK, 2014-15).*

> *… Students who wanted to participate to the photoshoot had to discuss with the Youth Ambassadors Group about the issue of migration and learn some facts about that issue. Then some of them could take a photo wearing a lifejacket while others could take a photo without one. The idea was to put themselves in the place of the people on the move. The biggest part of the poster was a photo of two students of the school who are twins, one with a lifejacket and the other without, presenting the idea that we could be in both places." (young person describing photoshoot on theme – What if I were you Cyprus, 2015-16).*

> *One of their main activities was the development of a website about the project, where they could disseminate the project and their activities more easily to the rest of the school (teacher Cyprus, 2015-6).*

Overall, the YAG provided most young people with their first opportunity to plan and take action on a global issue (or indeed any issue). For many young people this was the first time they had engaged with the content around global issues – and the YAG proved a popular way to do this.

> *In the past we didn't have the chance to learn in depth about global issues, and we never had the opportunity to take part to the decision making process of*

organizing activities related with those issues (young person Cyprus, 15-16).

…We worked also with the subject of Fairtrade. Students were also involved in the organization of a picnic, they got some information and special booklets. It was something new for them, and they really appreciated the possibility to learn and to teach while reaching out the local society. They were handing out leaflets, telling people about the issue, and it was a great opportunity and fun for them ….. I think that it was an amusing experience for them to become experts and to acquire some extra knowledge. This is the real value of this experience as far as I'm concerned (teacher Poland, 2015-6).

5.4 Young people participating in SFYouth

It is interesting to look at which young people engaged with the SFYouth project in schools, in order to understand where the project had impact (see: 4.2 also). In order to do this, teachers were asked in interviews whether the project had impacted on some young people more than others.

Teachers suggest that the many of the young people on the project (in the UK and Cyprus in particular) were those who might not usually engage in these type of activities or be put forward by teachers to take part. Those involved are not always the most high-achieving young people, nor are they the most confident or self-assured. It is not clear why this is the case, but the focus on building confidence and giving ideas and opinions seem to be a strong draw:

With the SFYouth project we focused mostly on involving the students who has lower grades, are foreign speakers and are not involved in any kind of school activities because they usually have lower self-esteem and confidence (teacher Cyprus, 2014-5).

Neither of them (YP) were perhaps the brightest children but they were well-rounded and had the ability to speak in front of someone and the ability to work (teacher UK, 2015-6).

In the Year 10 class there was a couple of students who would not have held high on the academic scale but felt that they had something to contribute so that switched them on a little bit, they could do that, they did matter, their view mattered, they had power. They might not be getting their A* with their school work and that might not be very accessible to them, but this was accessible to them, they could hold a view and they could use that view (in the work). It raised their self-esteem, raised their self-belief (teacher UK, 15-16).

I picked students I've never picked for anything at school. It was a bit of a gamble, but I wanted them to have something that they felt someone had

chosen them to do. It was about building confidence, one student, had never spoken in front of anyone before and was shaking all the time, so I felt this was about developing global citizens, so I picked students that I wanted to push out of their comfort zone but it was a bit difficult to then trust them and let them loose as they were students that weren't comfortable. It has guided me into taking a step back and letting them drive it forward (teacher UK, 2015-6).

That said, one teacher in the UK states that students who were more involved were those with more supportive parents, and harder to reach young people didn't get involved.

Evidence also shows young people who are interested in the project are often those young people who don't typically engage in other non-curricular activities (Cyprus, 2014-15) or those with specific academic interests:

the students that are usually not interested in any of the school activities and are known as the 'trouble-makers' of the school, showed interest in participating in the SFYouth activities (teacher, Cyprus, 15-16).

Students interested in IT 'decided to create a website of the project for their school' to promote the activities of the YAG. Those students are usually not interested in participating in any kind of school activities and are often excluded from the activities that are organized by the rest of the students (NGO summary of teacher interview Cyprus, 2015-6).

Generally those students who were involved in other actions and are more social-focused, engaged also in this project. Those to whom education is the most important are not interested in getting involved (teacher Poland, 2015-16).

The project also allowed space for school 'leaders' to develop their skills:

… students that are usually involved in most of the school activities were interested in participating in the YAG and act as leaders, organizing the group's activities ... students that don't usually get involved in this kind of school activities, were interested in taking part in the SFYouth activities and follow instructions from the leading students (teacher Cyprus, 2015-16).

A lot of our pupils … are typical pupils the over-achievers and over-eager (teacher UK, 2015-16).

In addition to this there were discussions around the age and gender of the young people participating in SFYouth which is reflected in the sample of young people included in data collection (see: 4.2). The age range of young people on SFYouth ranged from 12-19 (which has implications for relevance of resources, see: 9.8). It is not clear why this is the case, but teachers in the UK describe how in their

context it might be easier to include younger rather than older pupils as older pupils have more timetabling constraints. Also:

Young people in the UK suggested including (SFYouth) at a younger age: so they can develop their skills from a younger age … and be more confident to speak to other people and help to change the world for the future in the best way possible (UK, YP 15-16).

As discussed in 4.2 it was not possible to carry out comparable impact analysis on those young people involved in YAGs and those that weren't. However, qualitative data alludes to the fact that the impact seems to have been greater on the young people involved in the YAG activities and less so on those just involved in curriculum learning and / or not involved in the project at all. For example:

The members of the YAG were active participants in the activities organized in the context of their group and they learn how they can organize similar actions, aiming to raise awareness on global citizenship. The students that participated in the curriculum activities have also understood how they can get involved in similar actions but they will need more guidance in order to be able to get involved in similar actions (Cyprus 14-15).

It is difficult to say how impact for living of schools project has been influence. For pupils and teachers who are directly engagement in project (teachers and YAGS) for sure had, but in opinion teachers, rest of schools even doesn't know that this project are realizing in this school (Poland teacher, Dec 2016).

6 ▶ **Teachers' understanding and confidence to introduce global citizenship and participatory methodologies into teaching and learning**

This section focuses on teachers and looks at their understandings and confidence to introduce global citizenship and participatory methodologies into their teaching. It responds to logframe requirements that teachers are better able to use youth participation and global citizenship methodologies to design new and engaging curriculum with participatory pedagogical methods and there is a shift in confidence and understanding of teachers to apply these methods to their curriculum and pedagogy. I also look at other aspects such as teachers' perception of global citizenship and the value they place on the project.

6.1 Teachers' perceptions of active global citizenship

Teachers were asked in both the baseline and impact surveys which statements best described an active global citizen. They were asked to give up to three responses. Comparative responses can be seen in Figure 2, which shows a strong focus on knowledge for most respondents. This is important because it reinforces findings from (5.2) where there were increases in opportunities to enhance young people's knowledge of global issues in schools and ties to upcoming data on the impact on young people's knowledge (7.1). During the course of the project there were some changes in teachers' focus overall. There was an increase in teachers' seeing active global citizens' being involved in global social movements, giving money to charity, voting and holding governments and international organisations to account.

Figure 2: Teachers perceptions of active global citizenship (N=31)
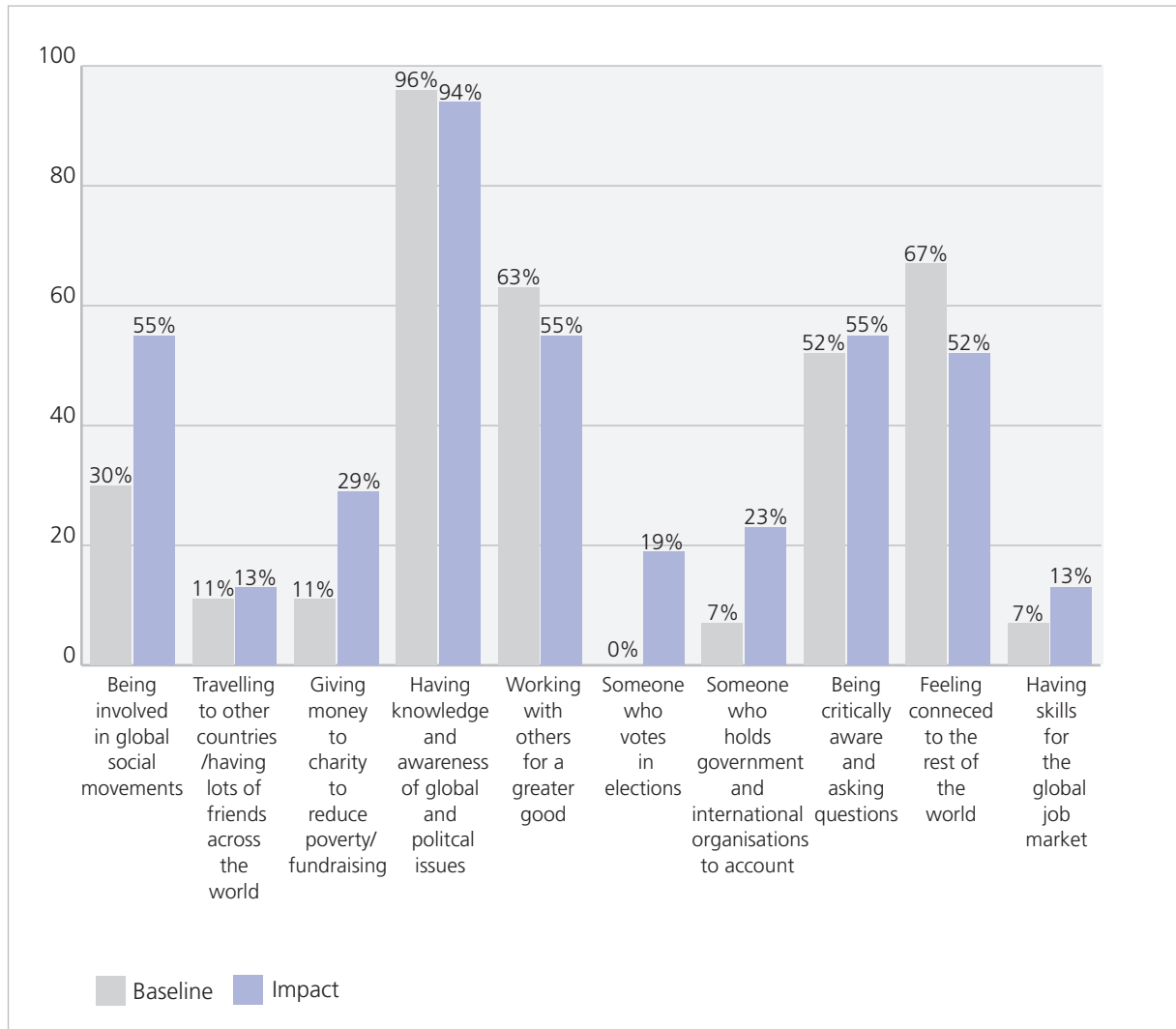
Teachers were also asked which skills, competences and values they think it's important for young people as global citizens to develop. Mean responses can be seen in Table 13 and overall there is a strong emphasis on communication skills, working with others and values such as empathy; and there is less emphasis on project management, decision-making and problem solving skills. T-tests show values such as empathy has the only statistically significant increase between baseline and impact study (further discussion on this can be seen in 7.9). This data indicates that the project did not have a large impact on teachers perceptions of the skills, competences and values young people need to develop as global citizens.

Table 13: Skills, competences and values teachers think are important for young people as global citizens to develop

YP skills, competences and values	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig.[14] (2 tailed)
Making friends	30	2.20	2.43	-.233	.679	.070
Communication skills	31	2.71	2.68	.032	.482	.712
Project management	28	1.93	1.89	.036	.744	.802
Confidence to give ideas and opinions	30	2.60	2.57	.033	.669	.787
Working with others	31	2.74	2.77	-.032	.547	.745
Confidence to approach new situations	29	2.41	2.55	-.138	.833	.380
Values such as empathy	28	2.61	2.82	-.214	.418	.011*
Decision making skills	30	2.37	2.33	.033	.669	.787
Problem solving	29	2.31	2.45	-.138	.693	.293
Ability to shape their own lives	29	2.38	2.55	-.172	.711	.202

(Range 0-3; 0 = not very important, 1 = some importance; 2 = important; 3 = very important)

6.2 Why teachers got involved in the project

Teachers taking the baseline online survey were asked why they were getting involved in the SFYouth project. Figure 3 shows strong responses linked to the importance of learning to be global citizens, broadening young people's horizons and improving the voice and active citizenship of young people. While the majority of teachers stated global issues were a personal interest of theirs, only a third thought involvement might be of personal interest to them in terms of their career (and this number was even less in Italy and Poland).

14 For changes to be statistically significant, t-test-results, ≤ 0.05. We used an alpha level of .05 for all statistical tests

Figure 3: Reasons teachers gave for getting involved in SFYouth (N=64)
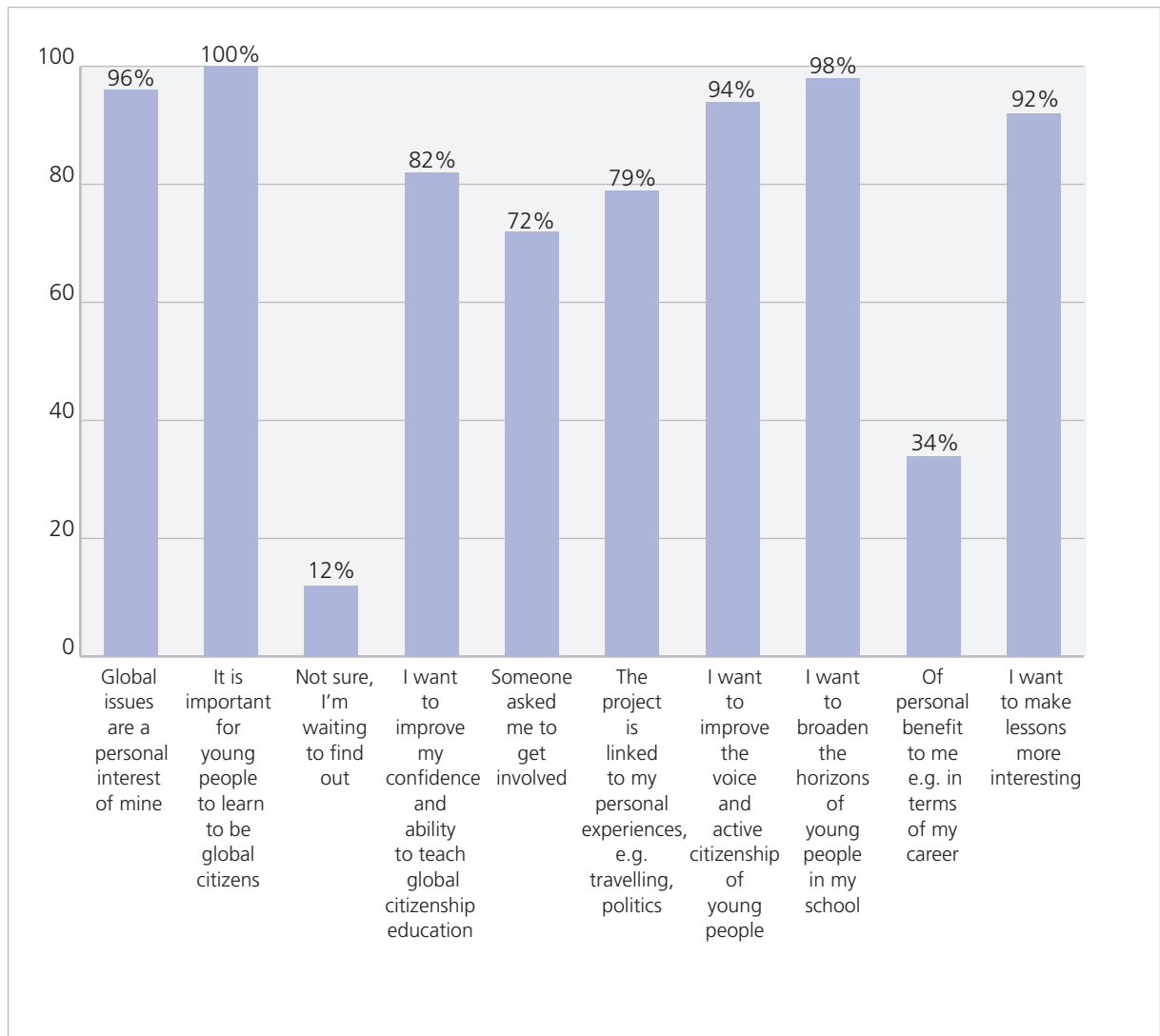
6.3 Teachers' knowledge, competence and confidence to teach global citizenship

This next section focuses on how teachers perceive their knowledge and understanding of global issues and their awareness of how to teach global citizenship and the impact the project has had on this.

Table 14 explores changes in mean responses between baseline and impact surveys on a number of items relating to teachers' confidence in their knowledge and competences to teach global citizenship education. T-test scores show their statistically significant increases in means scores related to their knowledge of global issues and teachers understanding of how to teach young people to be global citizens. There was no impact on teachers' confidence to apply youth participation methodologies, which reinforces the sense that there weren't fundamental changes to how teachers' pedagogical approach (see: 5.2).

Table 14: Teachers' confidence in their knowledge and understanding of how to incorporate global issues into their teaching

Teachers' knowledge and competences	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
My knowledge of global issues	31	2.42	2.74	-.323	.748	.023*
My understanding of how to teach young people to be global citizens	31	2.35	2.74	-.387	.844	.016*
My ability to incorporate global citizenship into the curriculum	31	2.32	2.68	-.355	1.112	.086
My ability to apply youth participation methodologies into my teaching	31	2.48	2.58	-.097	1.012	.598

(Range: 0-4; 0 = no confidence at all, 1 = little confidence; 2 = some confidence; 3 = confident; 4 = very confident).

Some of the qualitative responses from interviews enhance data from Table 14 further.

In some UK schools, either YAGs already existed or teachers had worked extensively with global issues previously. In those cases, teachers' confidence appeared stronger and little additional support was required from NGOs in implementing the project.

Some schools "needed no support from us" (NGO, UK 2015-6).

It was down to the level of confidence the teacher had in global learning to whether they felt equipped to go ahead and deliver it or if they stalled and really needed us (NGO, UK 2015-6).

Teachers were able to combine SFYouth resources and activities, with those they took from elsewhere. In those UK schools teachers with less experience, found the project more challenging (UK NGO), but there were examples of teachers from the UK taking risks with approaches they were less familiar with:

I know I need to do more. I can see how to fit GC into lessons. I just need to tweak things. I feel I'm being thrown in constantly at the deep end. This isn't my specialist area and I guess I've dealt with it like one of the kids. I feel I'm much more confident now but I'd prefer to build on where I'm coming from (teacher UK, 2014-5).

The kids don't arrive in school with a high level of social capital – they're affected by global issues but they don't talk much about them at home. I don't think their parents are discussing climate change with them very much. So the learning bit of 'learn think act' was a challenge. I had to do a lot of leading and it was difficult to get going. At the start it felt far too much like delivering lessons about a topic I didn't feel that knowledgeable about. The climate lobby arrived at the right time as a really big opportunity. It got us out of that classroom atmosphere (teacher UK, 2014-5).

In Cyprus, the respondent from the NGO highlights that teachers in the hub school were confident about teaching global citizenship from the beginning, as they were familiar with these kinds of issues having worked on an EU project previously. However after using the SFYouth materials, they now feel more confident to teach global citizenship in their daily lessons (Cyprus, 2014-5). But those outside of the hub school, without experience of working on GCE previously, *'needed enormous support'* from the NGO (NGO, 2016).

Where teachers had less experience incorporating global citizenship or including more participatory approaches to teaching, there was less confidence to run the project and additional support was needed from NGOs. This was particularly the case in Poland and Italy.

(In one school), the YAG was not established 'Teachers did not feel competent to initiate activities of young people. They think it's the role of coordinators from PAH (NGO Poland, 2015-6).

They (teachers) were more focused on the transfer of knowledge to students than on discussions with them. "We have no such knowledge to be able to discuss such topics." (teacher Poland, 2015-16).

Teachers: 'strongly needed support from us', they especially wanted the NGO to run the YAGs. They weren't confident enough to do this themselves (NGO Poland, 2016).

Teachers participating with students during workshops, they were realising they didn't have all the answers to the questions Oxfam Italy were raising and commented to facilitators that they were unaware about xyz topics therefore found it difficult to deliver to students. Teachers are used to having all the answers to then deliver sessions in class. It was a controversial position to deliver a session which they were not cognisant of. It is OK to say "let's find the answer together"... can be empowering for students, but can also be disempowering for teachers (NGO Italy, 2015-6).

It's a matter of teacher confidence, and also knowledge and teacher competences. Because they are much more focused on providing frontal lessons and in this project we worked with GCE methods, so informal education and participatory methodologies (NGO Italy, 2015-6).

In many cases there seemed to be a reluctance on the part of teachers to adapt teaching styles, which might perhaps relate to their authority as teachers and potential vulnerability linked to taking risks. As a result, NGOs took a more pro-active role supporting YAGs in Poland and Italy and teachers within these schools were less engaged in the project. The NGO in Poland (2016) described how teachers needed step-by-step support and were less able to work independently with the SFYouth resources:

NGO: … in my opinion I have a problem with teachers. For them this project is not really clear … we don't say teachers you have to do this …. they need tools and schedule what to do, what we expect from teachers.

Interviewer: So you're saying for the project in Poland, it would have worked better if we'd been more prescriptive?

NGO: Yes … In Poland we have specific issues, because teachers have a plan for lessons, a plan for everything …

Teachers were asked about their perceived role in facilitating youth participation and engagement on the project. Polish teachers interviewed saw their role in giving space to young people to speak out think about global issues. They did not always feel able to incorporate global issues into their teaching and learning or supporting the YAG. Teachers' in Italy talked about ensuring the participation of young people on the project, they described their role as introducing the project and its elements to young people, rather than adapting their teaching in any way.

In the online impact survey, participating teachers were asked where they perceive involvement in the project had the greatest impact on them (they were asked to give up to three responses). Figure 4 shows they thought the greatest impact was

on their awareness of how to incorporate global issues into their teaching and an increased confidence to do so. There was less impact on teachers' personal global identities or agency as global citizens.

Figure 4: Perceived impact of SFYouth on teachers (N=39)
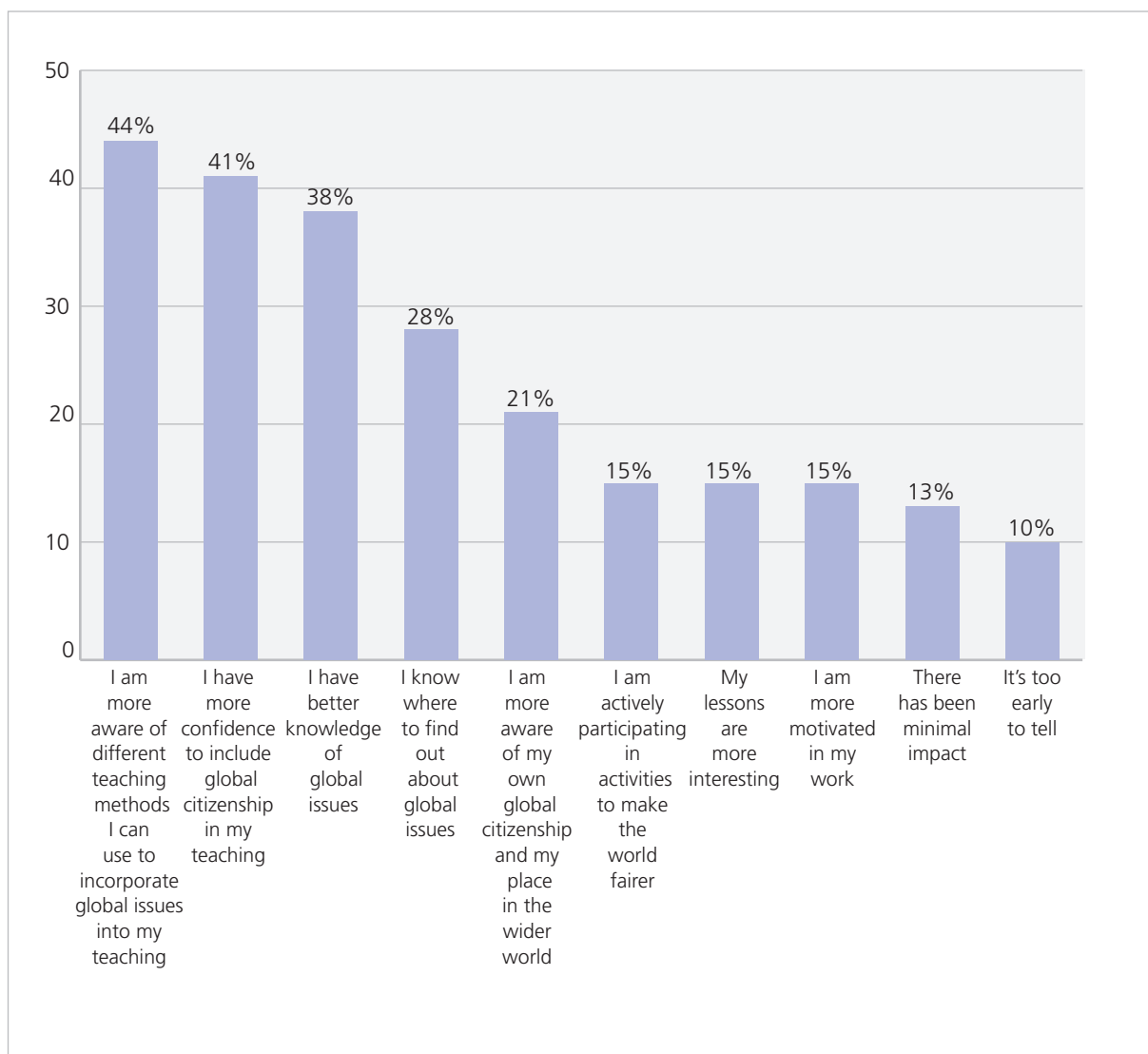
In interviews, teachers were also asked what the biggest impacts being involved in the project had had on them personally and their teaching. They were asked how involvement in the project impacted on their knowledge of global citizenship and confidence to teach it. In some cases teachers appeared to duck this question, deflecting a sense of their own learning (needs) with a focus on young people's learning or how they've learned more about the young people (teacher UK 2014-5, 2015-6; teacher Italy, 2015-6). Those who responded noted a range of impacts:

- Teachers in Poland noted an increase in their knowledge of global issues such as aid, water, food and global inequalities through their involvement with the project e.g. in preparing lessons (teacher Poland, 2015-6).

- Other teachers in Poland noted some minimal impact on their knowledge of global issues and their confidence to include them in their teaching 'weakly' (Poland, 2015-6).

- In some cases teachers' description of their increase in knowledge, focused on increased awareness of the NGO they were involved with and the work they do with schools in relation to global citizenship (teacher Italy, 2014-5; UK, 2015-6).

One Polish teacher describes how this is the start:

> *I could say that for me as a teacher who just starting interested global issues, I know much more than before project. The educational materials are fine for conducting lessons but isn't enough for people who just started introducing global issues in curriculum so I have to search, read and spend so much time for preparing on lesson, but it is very interesting. I get development myself (teacher Poland, 2016).*

In some cases knowledge was about how to incorporate global issues or teaching methods into teaching and learning and there was some discussion about increased awareness of resources available and activities teachers could run (Poland, 2014-5, 2015-6). But, with the exception of pupil-led learning (see: 5.2.1), while there was more awareness, there was limited evidence of teachers actually adapting teaching styles.

> *I have acquired new teaching and engagement techniques very different from traditional frontal teaching methods (Italy, 2015-6)*

> *… I learned several knowledges. Furthermore, I learned new teaching methods (Italy, 2015-6).*

One area of learning for teachers particularly noted in the UK, was that the project had driven them to reassess their relationships with their pupils. They describe opportunities the project has given them to trust and to let go more. These teachers describe how the young people have taken on more responsibilities and surprised them with how they engage with the project, but how the process of letting young people take on more authority sometimes isn't easy for them.

> *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 (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 (UK, 2015-6).

… For my two delegates to get up and read in front of however many people, I've just been blown away and absolutely shocked. One of those individuals, literally, I can't get him to speak loud enough in class and to hear him do that today was just phenomenal. And it is about me trusting him enough to do it (teacher UK, 2015-6).

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).

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 (UK, 2014-5).

In the UK, the NGO rep. after interviewing teachers highlighted teachers' grappling with changing relationships between teachers and young people on the YAG, where the relationship becomes more horizontal rather than hierarchical.

YAG's safe space to engage in. (Teachers) talked about learning to trust and let go when working with young people. They saw confidence grow and reflected on how rewarding that was. Project gave an excuse and mandate to try and experiment (NGO UK, 2015-6).

This evidence from the UK about teacher-pupil relations links to literature on youth participation projects (Golombek, 2002: 70) where enabling factors that support youth participation include 'a paradigm shift in terms of how adults in those settings think about youth'.

Young people's knowledge, skills and competences

In this section I look at young people's knowledge, skills and competences in relation to global citizenship and active participation.

Framing this discussion is the Youth Outcomes Matrix outlined in 3.2 and Appendix 1, Table 34. The categories of the Youth Outcomes Matrix provided the basis for the data collection tools (see: 4.1.2 and 4.1.3) and analysis to follow. As a result sections (7.1 to 8) respond to the headers of the matrix.

- Developing knowledge and awareness of social, political and civic issues (local as well as global) (see: 7.1)

- Developing confidence and self-esteem (7.2)

- Encouraging communication and voice (7.3)

- Thinking critically (7.4)

- Planning and managing (7.5)

- Getting involved and working together (7.6)

- Being creative and innovative (7.7)

- Other competences and skills (7.8)

- Developing values to support global citizenship (7.9)

- Thinking and acting globally (8).

I also look at the motivations of young people, which was a key area of focus in the project design (see: 8.5)

To start with though I start discussions on the knowledge and awareness of young people in global issues and political issues (7.1).

7.1 Knowledge and awareness of social, political and civic issues

Young people were asked questions about their perceived knowledge and understanding of a range of global topics and their baseline and impact results compared. Table 15 shows a statistically significant impact on pupils' perceived knowledge of issues that affect people across the world, e.g. health, education and climate change. Data from teachers (also in Table 15) shows perceived impact on young people's knowledge of global or social issues. This ties in with the topics of resources produced for SFYouth which were used in many participating schools. The surveys show less evidence of impact on perceived knowledge of particular

topics such as poverty and human rights.

Table 15 also shows impact on young people's awareness that some people are more powerful than others and indicates an increased awareness of young people that not everyone has the same opportunity to make changes in the world.

Table 15: Young people's knowledge and awareness of global issues

YP knowledge	Respondent	Number	Mean Baseline	Mean impact	Paired sample tests		
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
Issues that affects people across the world, e.g. health, education, climate change	YP**	214	2.94	3.11	-.168	.934	.009*
The rights people have in the world	YP**	215	2.95	2.92	.033	.828	.565
The reasons for global poverty	YP**	212	2.70	2.83	-.127	.977	.059
YP have good knowledge of global or social issues	Teachers***	31	2.10	2.52	-.419	.848	.010*
I recognise everyone has equal ability to make changes in the world	YP****	217	3.07	2.87	.207	1.174	.010*
I think some people in the world are more powerful than others	YP****	218	2.76	2.99	-.229	1.177	.004*

(Range for YP** surveys: 0-4 – 0 = very weak, 1 = weak, 2 = okay, 3 = good, 4 = very good; and teacher*** surveys: 0-4; 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them; YP**** surveys: 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree).

As discussed previously, schools were at different starting points in terms of how global knowledge and understanding was integrated within teaching and learning in participating schools. For some young people this project was the first opportunity they'd had to actively learn about many of these issues and gave an opportunity for some young people to deepen their understanding of certain issues. Many thought they wouldn't have had this opportunity without the SFYouth project (young people Italy, 2014-15):

> In some of the schools, the impact has been very positive because before of being involved in the project, the students did not have any opportunities to reflect on the global issues and to develop cause-related skills (NGO Italy, 2016).

> 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 (young person Italy, 2014-5).

*They all acquired new knowledge and deepen the topics they already knew
(young person Italy, 2015-16).*

*It's allowed me to learn more about global issues and what's going on around
the world (young person UK, 2015-16).*

In more specific terms young people described the types of knowledge they were
gaining. Young people in Poland, for example, on the topic of food described how
they'd learned not to waste food or buy too much food; that climate change can
affect crops and wars can influence how much money people have to spend on
food. Others describe their new awareness:

*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 (young person UK, 2015-16)*

*It's got me looking for information; I've got a lot more knowledge about
climate change (young person UK, 2014-15).*

We learned what charity and helping others is (young person Cyprus, 2015-6).

*I've learnt that things are linked together and something small can carry on
having an impact. For example climate change causes flooding. Then flooding
stops kids from going to school so they miss their education (young person UK,
2014-15)*

While other evidence, particularly from participants in Cyprus, describes new
knowledge in terms of an increased awareness of 'problems' in the world, often
linked to the need for action. For example:

*Students mentioned many times during our lesson that they understood the
fact that the world is facing some severe problems and that we all have to act
in order to save our world, including ourselves and our country (teacher Cyprus,
2014-5).*

*It was really important and useful that we had the opportunity to get involved
in this project, since we learned about the global issues and the problems and
difficulties that people around the world are facing. We learned to love and
appreciate the things we have, and the whole world in general (young person
Cyprus, 2015-6)*

*Using the educational material of the project helped us not only to learn about
global issues … most of us are not aware about their extent and severity
(young person Cyprus, 2015-16).*

This increased knowledge and awareness for some led to a greater awareness of their place in the world, and how their lives interacted with others across the world and getting young people to think beyond their own contexts. For others the awareness raising led to increased awareness of difference. The following quotes illustrate some of these contrasting viewpoints:

They have learned that beyond their own issues, there are other problem at global level (teacher Italy, 2015-6).

They (YP) understood that whatever is happening somewhere else in the world has an impact on us (teacher Cyprus, 2014-5).

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. (young person Cyprus, 2015-16).

Students have knowledge that they got on workshops and classes. They do not know what can they do to e.g. make more water in South Sudan or medical equipment in Ghana. They do not feel the correlation between saving water in Poland and increase its availability in South Sudan (NGO Poland, 2015-16).

There is evidence that for some young people this increased knowledge has allowed them to more readily engage in discussions (as part of Learn-Think-Act, see: 3.5.1) which was a key factor in developing awareness-raising 'actions':

Because we have an after school Ambassador Group … it has changed the way we react to different subjects in our Geography and History lessons. We were talking about the Referendum … (in our after school classes) and then had a debate about it in Geography. The people who were in the Ambassador group spoke more about their points and were really detailed because they knew more about it so it changed their views on subjects (UK, 15-16, YP).

We've see more participation, but our classes are already like that. They're more confident now and factual, there's a lot more understanding about the topics now that we have this platform (UK YP, 15-16).

I think and hope that the project helped young people to not only learn new things, but also to raise awareness (teacher Italy, 15-16).

Some of the increased knowledge and awareness gained on the project has impacted on how the young people relate to and perceive others across the world.

For some issues we might not be so well informed because we don't face them in a big extent in Cyprus … we had the opportunity to learn about those issues … We put ourselves to the position of the people who face those problems and made us think how our lives would be if we were facing the same problems, and also what we should do to help in resolving some of those issues or at least raise awareness (young person Cyprus, 2015-16).

(I) learned that some people don't have a lot of stuff, some people when they come to another country, we should respect them and shouldn't make fun of them because they are different, because moving to other place can be difficult, so we should be welcoming (young person UK, 2015-6).

Interestingly, Table 16 shows a statistically significant impact of young people's perceived knowledge of political processes in all three areas: how to take part in political processes, what governments are and what they can do and how people can make governments do what they should do. This was less of a direct focus for the project. When asked in interviews and focus groups, none of the participants talked about an increased awareness of political processes, although one focus group in the UK (2014-15) young people all said they were more likely now to vote in elections. One states:

I think I'm more likely to vote in elections. I'll have the vote the next time there's an election and I want to use it. I saw on TV that lots of 18 year olds don't vote. I think it's important to research the parties and vote for the best one.

Table 16: Young people knowledge and awareness of political processes

YP political knowledge	Respondents	Number	Mean Baseline	Mean impact	Paired sample tests		
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
The ways people can take part in political processes	YP**	211	2.02	2.20	-.180	1.072	.015*
What governments are and what they can do	YP**	213	2.27	2.42	-.146	1.020	.038*
How people can make governments do what they should do	YP**	215	2.17	2.41	-.237	1.007	.001*
YP are politically aware	Teachers***	31	1.55	1.84	-.290	.824	.059

(Range: YP** 0-4 – 0 = very weak, 1 = weak, 2 = okay, 3 = good, 4 = very good; Teachers*** 0-4 – none of them, 1 = a few of them, 2 = some of them, 3 = most of them, 4 = all of them).

Finally, in this section, teachers were asked what they thought the biggest impact had been on young people involved in the project (they were able to choose up to three responses). Figure 5 shows teachers think the greatest impacts have been on young people's knowledge and awareness of global issues, with skills coming second.

Figure 5: Teachers' perceptions of the impact of SFYouth on young people (N=39)
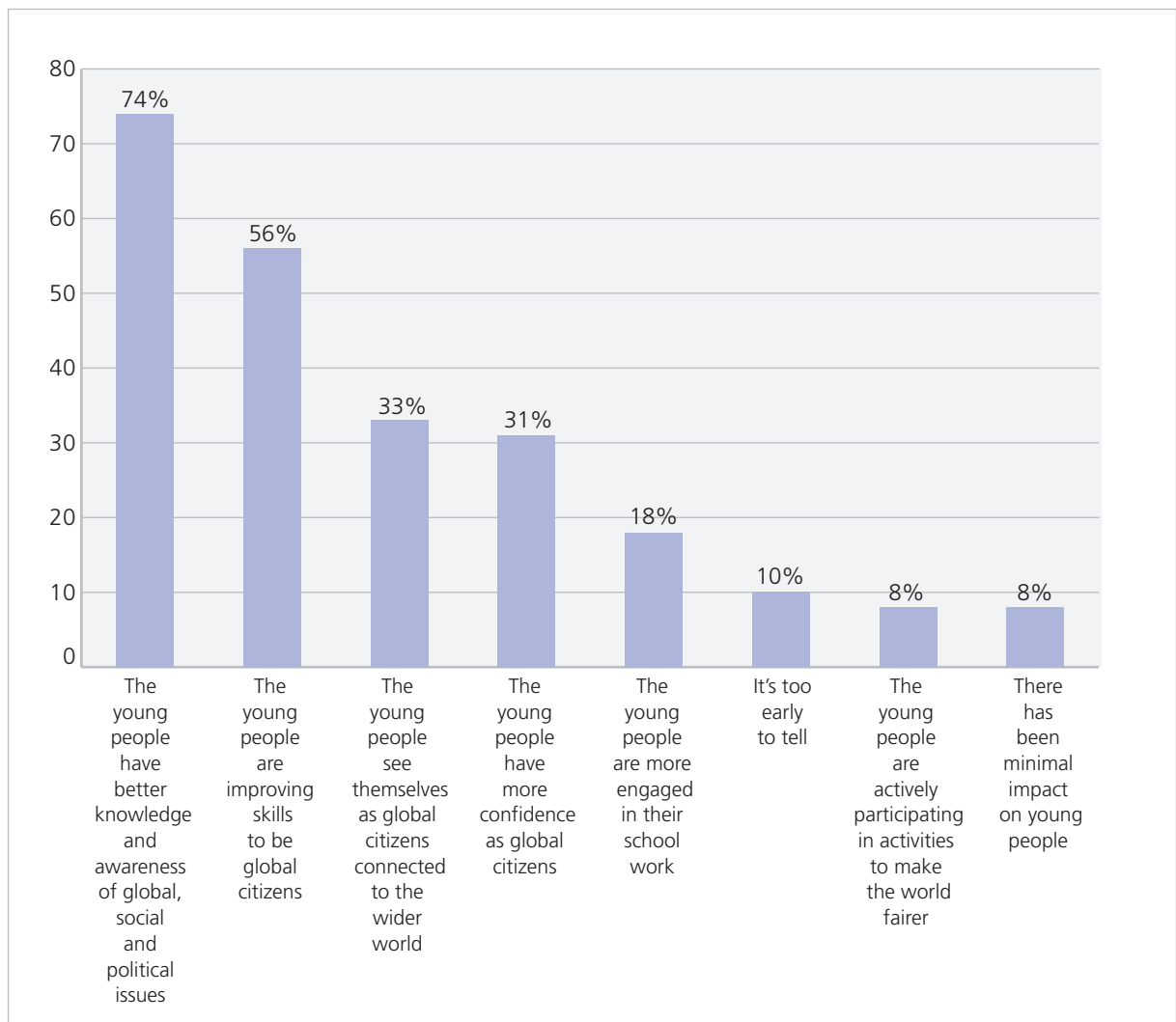
7.2 Confidence and self-esteem

Young people were asked about their confidence in certain activities and situations and their mean baseline and impact scores were compared. Table 17 shows statistically significant impact for young people in terms of their confidence to:

● Speak out in class

● Meet new people and dealing with new situations

● Present to people they don't know

It is also supported by data from teachers (Table 17) which again indicates impact on young people's confidence to give opinions or approach new activities.

Table 17: Perceived confidence of young people

YP confidence in …	Respondent	Number	Mean Baseline	Mean impact	Paired sample tests		
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
Speaking out in class	YP**	218	2.51	2.80	-.284	.876	.000*
Meeting new people and dealing with new situations	YP**	217	2.61	2.75	-.134	.814	.016*
Standing up for what I think	YP**	217	3.07	3.05	.028	.838	.628
Presenting to people I don't know	YP**	218	2.24	2.41	-.174	1.010	.012*
Planning and organising an activity I've never done	YP**	215	2.40	2.53	-.126	.946	.053
Taking the lead in running an activity	YP**	218	2.63	2.65	-.014	.948	.830
Myself - who I am in myself	YP**	219	2.99	3.02	-.027	.862	.638
Giving opinions or approach new activities ***	Teachers***	31	2.45	2.81	-.355	.839	.025*

(Range: YP** 0 = no confidence at all, 1 = not confident, 2 = some confidence, 3 = confident, 4 = very confident; Teachers*** 0-4 - 0 = none of them, 1 = a few of them, 2 = some of them, 3 = most of them, 4 = all of them).

This evidence of impact on confidence directly relates to activities the project encouraged through, for example, peer teaching, giving presentations, engaging with people they didn't know (see: Section 5). The quotes below describe how young people have gained confidence through SFYouth activities:

Some students have become more self-confident when expressing and sharing their ideas (teacher Italy, 2014-15).

Due to conducting lesson for our friends I have more confidence in public speaking (young people Poland, 2015-16).

It's helped my confidence because before I didn't really voice my opinion on global issues, but now I would have an engaged conversation about it and would say what I feel about what's happening in and around our world (young person UK, 2015-16).

It increased my confidence to speak louder and have more confidence to speak in front of people I don't know.

Confidence to speak to people in my year and share my views and not to be afraid of what others might think.

It has improved my confidence in the fact that, I know that I can be taken seriously whenever I'm doing a lesson or assembly and I know what I'm doing is making a difference, no matter how big, it's still making an impact (young people UK, 2015-16).

Some of them came with zero confidence and I've seen their personal growth. Like X, her parent passed away last year … She was completely inside herself. Now she participates like one of the others … (teacher UK, 2014-15).

There are various SFYouth activities and resources which appear to support young people's confidence. Firstly, the 'actions' outside of school often put young people in situations they were not familiar with, challenging them to engage in uncomfortable situations. These quotes suggest that this process had led to increased confidence:

We went on the climate lobby and met our MP. I thought this was really exciting. Working out what to say and then having to say it to her face to face really improved my confidence (YP, UK, 14-15)

… it was challenging and hard when they had to stop people on the streets and talk about climate change and inequalities but they were surprised to actually be able to do that and to organize on their own a whole event. For many of them, it was the opportunity to be more confident and outgoing, less introverted and embarrassed, more open minded and mature (Italy, YP, 15-16).

When we went to Poland we picked two pupils who were not the most vocal, because we wanted to drag this out of them. It was wonderful to see them develop into confident young men and women in a way that may not have been seen before (teacher UK, 2015-6).

Also actions in school, for example, peer teaching can support confidence:

Pupils who are creating a Youth Ambassadors Group conducted lessons for their friends from other class and this was really cool, of course they were

stressed and they needed our [teachers] help but they felt more confidence in public speaking and saw that not only adults can be teachers, youth might learn each other (teacher, Poland, 2016).

Whenever they do peer education, it's about them developing their understanding of the issues, but also about confidence, teamwork as well (teacher UK, 2016).

Secondly, for some young people, the increased knowledge they gain from the SFYouth resources, gives them confidence to talk to peers about global issues:

When we were learning about Fairtrade and how much farmers got paid to buy bananas, I feel more confident talking about how much they get paid … I now know how much they get paid and that Fairtrade helps

Because of everything we've learned, we feel more confident speaking to our peers around us … because of the resources we've got, and how openly we talk about things in lessons, and how teachers make it really open for people to express their own opinions without feeling like other people might say things. It just feels like a really safe environment for people to say things to other people.

As well as that, you know the information now, you're not like 'oh I don't know what that is' because you've learned it and you can discuss it more confidently, and if you aren't sure you can quickly go back and check it on the wall (the website) which has lots more information you might need (young people UK, 2015-6).

Thirdly, Interview data also points to the Youth Ambassador Group as a safe space for young people to gain confidence in voicing ideas and opinions, where all views are considered.

Many of them are able, but quiet, and they've found their voice and feel comfortable. While in (lessons) they might not say very much, in the YAG space they participate much more. I think it's a comfort zone experience as well (teacher UK, 2015-16).

…sometimes you don't get your individual voice heard in mainstream lessons, because the teacher has to focus on all the different people. But in the youth group, you can probably talk about what you think without the teacher having to focus on other students (young person UK, 2015-16).

Interview data from young people, from the UK in particular, describes how their involvement in the SFYouth process (and YAG group in particular) has given them increased confidence to take on new roles / responsibilities within their school or extend their experience further:

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 (young person, 2014-15).

Doing this has given us a bigger role in the school. We're Youth Ambassadors but lots of us are going to be Year 11 prefects (young person, 2014-15).

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 (young person, 2015-16).

We know that we're not going to be afraid to join the Oxfam Youth Group because we know the people there are just trying to make a difference and not there to judge our opinions or anything like that (young person, 2015-16).

For some young people this process was not straightforward and some were able to engage more than others:

They really lacked the knowledge the others had to speak with the MP … There can be a challenge for some students to step out of their cliques … For some kids breaking down the barriers to participation can be a challenge (teacher UK, 2014-5).

One pupil from the UK indicated that she had not gained confidence, as her previous involvement in public speaking activities meant she was already confident. This seems to be indicated by the following teacher quote:

In general, for pupils the project "gave them more confidence, not that they weren't already but it made them more confident" (teacher UK, 2016).

7.3 Encouraging communication and voice

Young people were asked to agree or disagree with statements linked to their ability to speak publicly and present ideas and opinions. Table 18 shows impact to the following statement (and much of the discussion links to 7.2 previously):

- I am a good public speaker

Public speaking was a core area of activity on the project in many schools, through the peer-teaching activities, whereas presenting ideas through writing or pictures (which didn't see impact), was less central.

Table 18: Presentation and public speaking skills of young people

YP skills and competences	Respondents	Number	Mean Baseline	Mean impact	Paired sample tests		
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
I am a good public speaker	Young people**	216	2.36	2.48	-.120	.876	.045*
I am good at presenting my ideas in writing, speaking or pictures	Young people	218	2.83	2.85	-.018	.880	.758
YP have good presentation skills***	Teachers***	31	2.32	2.55	-.226	.884	.165

(Range: YP** 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree; Teachers*** 0-4 - 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them).

There is a range of interview data that supports the idea that engagement in the SFYouth project has developed some young people's communication and voice. Young people, in Italy:

> …Have developed competences like communication, being able to adapt their language according to the speaker and this has also enhanced their empathy and open their mind, making them feel more self-confident. The experience has changed the way they relate to people and has improved their ability to listen carefully to the others, overcoming prejudices (NGO account of young people interview, 2015-16).

There is evidence that that project supports public speaking or at least allows pupils the opportunity to display the public speaking skills they have. In the following quote the public speaking element seems to challenge the teachers' perceptions about what the young people can do:

> …Even with my youngsters (with special needs) who need an awful lot of support to access anything, to just trust them to do something was really important. This morning, for my two delegates (YP) to get up and read in front of however many people, I've just been blown away and absolutely shocked. One of those individuals, literally, I can't get him to speak loud enough in class and to hear him do that today was just phenomenal. And it is about me trusting him enough to do it (teacher UK, 2015-6).

For some young people pupil voice related activities, encouraged the young people to feel more empowered. This ties in with how they perceive the importance of their ideas and opinions.

The biggest thing is feeling empowered, feeling that they did have a voice, that they did have a say, that they did matter and that they could make a change. I think that that is vital. That someone was listening and what they had to say was important, that they had a voice (UK teacher, 2015-16).

Everybody felt really happy ("I was very satisfied when I got back home after the social action") and felt empowered (NGO account of young person interview Italy, 2015-16).

I think we were already quite, lively, and always willing to do stuff, but now, most of us feel more confident, we can stand up because we know this now. The teacher's not necessarily right, it's just their opinion, but we have our opinions now because we've learned about it (young person UK, 2015-16).

I've learnt that our opinions count for something (young person UK, 2014-15).

7.4 Thinking critically

Young people were asked to agree or disagree with statements linked to their ability to critically review information and identify bias, with mean baseline and impact scores compared. Survey data in Table 19 from young people does not show a positive impact and responses to the statement, 'I understand that people have different opinions about important issues', shows a negative impact. That said, teachers were asked about their perceptions of young people's skills and competences. The data indicates teachers thought there was a statistically significant increase in participating young people:

- Thinking critically about global issues

Table 19: Young people thinking critically

YP skills and competences	Respondents	Number	Mean Baseline	Mean impact	Paired sample tests		
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
I examine information before I make up my mind	YP**	215	2.99	3.02	-.037	.847	.520
I can identify bias or someone's opinion in a piece of writing	YP**	217	2.90	2.96	-.055	.820	.322
I understand that people have different opinions about important issues	YP**	217	3.52	3.38	.134	.814	.016*
Think critically about global issues ***	Teachers***	30	1.80	2.33	-.533	1.224	.024*

(Range: YP** 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree; Teachers*** 0-4 - 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them).

Thinking critically was one of the key competences of the Youth Outcomes Matrix, and part of the Learn-Think-Act focus of the YAG groups. However, perhaps there was less of a focus within the SFYouth activities and actions than, for example, developing knowledge and communication skills.

That said, interviews show examples of impact on young people's thinking and how they start to see the complexity of certain issues. In a session on climate change in Cyprus, learners had to answer the question: "Why do you think that climate changes affect us all?" and then raise new questions based on that one, in order to try and find possible answers. The teacher noted:

The most important thing that came out wasn't their answers but the fact that most students had to think for the first time about those issues and they were really impressed because they realized that there is no easy way to deal with the climate change issue and that it depends on all of us if we want to make a difference (Cyprus 2014-15).

Young people concur that, during the lessons and the activities, they begin to think more critically about the problems that our world is facing and how they can all contribute to the improvement of the situation (young people Cyprus, 2014-15).

Other quotes give examples of increased critical reflection and ability to review information:

It has changed my views on a lot of things, I'm able to question what's going on in our world, it's helped me to understand that things are happening around the world and I'm much more open to understanding it (young person UK 15-16).

I've learnt research skills. We had to research about climate change to make the PowerPoint for the assembly. I became better at judging what's reliable

When you research in greater depth you learn to compare other people's opinions. For example if someone says something you look up other people and see if they say something similar or not (young people UK, 2014-15).

There's information available on refugees and stuff, other places where you could get that information could be really biased and skewed, so it's nice to see the truth, and the history of how it's all happened, so it makes you more knowledgeable (young person UK, 2015-16).

7.5 Planning and managing

Young people were asked to agree or disagree with statements linked to their ability to plan their time, manage and organise activities, with mean baseline and impact scores compared. Survey data in Table 20 from young people and teachers, does not show an impact on young people.

Table 20: Young people planning and managing

YP skills and competences	Respondents	Number	Mean Baseline	Mean impact	Paired sample tests		
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
I plan my time well	YP**	214	2.52	2.52	.005	1.064	.949
I am good at planning, managing and organising activities	YP**	217	2.76	2.76	0.000	.908	1.000
Can manage projects and timelines***	Teachers***	30	2.37	2.27	.100	.885	.541

(Range: YP** 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree; Teachers*** 0-4 - 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them).

Planning and managing was one of the key competences included in the Youth Outcomes Matrix and would include activities such as organising and planning actions. There is evidence from qualitative data that for some young people these skills and competences were developed. For example, according to the teachers comments in Cyprus, young people are better able to organize their own events and actions as a result of involvement in the project.

For some young people there has been a realisation that they can organize activities and actions. The interviews also show how through the SFYouth process young people have gained in confidence and that they suggest they are more able to take this on in the future.

We now feel more confident not only to participate in events and activities in our school but to co-organise them as well. As students we don't feel that we are capable to organise something by ourselves but with the help of our teachers and school in general we believe that we can achieve something (young person Cyprus, 2015-16)

It has changed the way that I go about planning things, it has taught me to not go straight off your head, see what other people have done before – what has been successful, and how I can apply that in what I'm doing. For example, if I'm doing a campaign you won't necessarily know what to do from the get go, so it's definitely changed how I've thought about it and how to plan things (young person UK, 2015-16).

At first we needed the help and guidance of our teachers. For example, we were not able to think what we should do in order to organise a charity event in our school. We didn't know the process that we had to follow and from whom we should have asked permission to proceed. However after this first action that we have organised in school we feel confident to organise something similar by ourselves (young person Cyprus, 2014-15).

I like how it's gotten them to think about how they plan and manage (teacher UK, 2015-16).

7.6 Getting involved and working together

Young people were asked to agree or disagree with statements linked to their ability to work well with others, with mean baseline and impact scores compared. Survey data in Table 21 does not show an impact on young people.

Table 21: Young people working well with others

YP skills and competences	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
I work well with others	216	3.13	3.09	.042	.749	.415
I listen to other people before I make my mind up	215	2.96	2.97	-.005	.925	.941

(Range: 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree)

Many of the SFYouth activities were based on the collaboration and good communication of young people, particularly within the YAG and the organization of actions. For example teachers and young people described the process of cooperation involved in the project:

Maybe in some cases we didn't have the best answer but in all cases we managed to get the most democratic answer. And students were always fine with this (teacher Cyprus, 2014-15).

Group cohesion, everybody played an active role, co-organisation and involvement (NGO Italy, 2014-15).

We organised an assembly. You have to compromise. We sort of bonded over that (young person UK, 2014-15)

Interviews with some highlight what they see as the impact on young people's ability to work together:

They have learned to stay together, to confront with each other about important issues (teacher Italy, 2015-16).

They've learned team work … they've learnt communication skills, they've learnt to care for each other and take pride in what they do. They've built a social network. They weren't all friends before and I wouldn't say they're even all friends now, but they network well and work well with each other. They have respect for each other's views (teacher UK, 2014-15).

Real life team work is a real benefit. They're really having to work as a team to make something happen that couldn't happen just as one person. So when they were teaching lessons with Y8, 1 person couldn't have done all of that, they needed others to take responsibility of different things to make it all happen (teacher UK, 2015-16).

I have learned how to trust the pupils and they also have to learn how to let go of us giving them instructions. That you need to work together as a team. The more support you get, the more smoothly it will run (teacher UK, 2015-6).

This is supported by interview evidence from some young people:

The biggest thing I've learnt is teamwork, everyone shares the different jobs and joins in (young person UK, 2014-15)

… They gained the ability to work in a group (NGO account of young people Poland, 2015-16).

Helped me to work and communicate with others better (young person UK, 2015-16).

I feel more respective of peers in my class, because they have their opinions. I think they've been very open about them. I feel we've connected a bit more because we have similar thoughts and we've connected that way (young person UK, 2015-16).

7.7 Being creative and innovative

Young people were asked to agree or disagree with statements linked to their ability to solve problems and think up new ideas, with mean baseline and impact scores compared. Survey data in Table 22 does not show an impact on young people. Teachers were also asked their perceptions of young people thinking creatively to solve problems – again there was no impact on this point.

Table 22: Young people being creative and innovative

YP skills and competences	Respondent	Number	Mean Baseline	Mean impact	Paired sample tests		
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
I am good at solving problems	YP**	217	2.98	3.00	-.018	.833	.745
I am good at thinking up new ideas	YP	215	2.85	2.83	.019	.820	.740
Think creatively to solve problems	Teachers***	31	2.35	2.68	-.323	.909	.057

(Range: YP** 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree; Teachers*** 0-4; 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them).

Unlike other competences previously covered, there was minimal qualitative data to add insight into whether there had been impact on individuals. Perhaps, the seeming lack of impact on creativity might be a result of the abundance of resources and information available via the project:

> *Creativity. It goes against having all the stuff on the website! We chose to look at inequality and chose to focus on the UK aspect … They then had to be more creative, they didn't just take stuff off the website. The danger is that if there's lots of information it can stifle creativity (teacher UK, 2015-16).*

7.8 Other competences and skills

Other impacts on skills and competences of young people are indicated in the data, even where these are not necessarily included in the Youth Outcomes Matrix. For example, teachers were asked the extent to which young people had skills employers wanted and the data suggests statistically significant impact between mean baseline and impact scores (see: Table 23). See also 3.2 for a discussion on this point.

Table 23: Teachers' perceptions of young people having skills employers' want

YP skills and competences	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
Have skills employers want	31	2.06	2.65	-.581	1.148	.009*

(Range: 0-4 - 0 = none of them, 1 = a few of them, 2 = some of them, 3 = most of them, 4 = all of them).

Other impacts on skills and competences of some young people are indicated in the qualitative data, even though these particular questions were not asked in online surveys. For example, rrespondents in the UK indicate a focus on young people developing resilience, independence and self-motivation:

Resilience. I think it's allowed them to have a lot more resilience because … sometimes you don't find the answer, many would give up and say I'm not going to do it, but that's not been our experience (teacher UK, 15-16).

We've learned life skills and independence. These are important (young person UK, 14-15).

Other qualitative data focuses on how young people were able to develop leadership skills through the project.

It's allowed me to take on leadership roles and lead a group of people to decisions or to plan things and think of ideas for final pieces. I think I'd be able to use this in the future for other cases as well (young person UK, 2015-16).

The project has clearly supported the student empowerment to participate and take lead during the school life. In particular, the project has increased the school leadership, public skills and their sense initiative. Make the student leader of the process was considered a benefit (NGO Italy, 2016).

The students self-organize with the teachers some of the group activities. The best example of the autonomy was demonstrated during the demonstration of the social actions. The best mean of student leadership is represented by the school assembly. In this context, students select the topic, decide the format and invite the experts (NGO Italy, 2016).

However, this does not seem to be the case for all young people. Evidence from one interview from Poland suggests young people hadn't engaged in certain SFYouth activities because teachers had not encouraged them to do so and lacked the agency to access them themselves:

They (YP) have not used materials from Youth Space. The teacher have not motivated them to do it enough and they did not feel the need (young person Poland, 2015-6).

7.9 Values to support global citizenship

The Youth Outcomes Matrix includes a focus on values to support global citizenship, with those identified as empathy, common humanity, fairness and justice (see: Appendix 1). Here I focus on data collected which focuses on these values in particular.

A question in the online survey asked young people whether they think about the needs of others in the world (which might relate to values such as empathy and common humanity). Mean baseline and impact responses were compared (see: Table 24), with no impact identified. Similarly data from teachers did not see any impact to the statement, young people believe in fairness and social justice.

Table 24: Young people global values and critical skills

					Paired sample tests		
YP global values	**Respondent**	**N**	**Mean base**	**Mean impact**	**Diff. in mean**	**Std. Dev.**	**Sig. (2 tailed)**
I think about the needs of others in the world	YP**	213	3.16	3.14	.023	.743	.645
Believe in fairness and social justice***	Teachers***	31	2.61	2.74	-.129	1.176	.546

(Range: YP** 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree; Teachers*** 0-4 - 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them).

We asked young people to rank which values they thought were most important and which were least important and compared the mean scores generated by this in Table 25. Young people valued being successful and being healthy and safe most highly and ranked money and owning things and making a difference in the world lower. Between baseline and impact surveys there was a statistically significant increase in mean score of being healthy and safe and decrease in mean score of money and owning things. Values often related to global citizenship e.g. empathy, fairness, making a difference to help others – did not see any impact.

Table 25: Values young people think are important

Values	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
Being successful - achieving your goals	179	5.67	5.66	.011	3.47	.966
Diversity - learning about different ideas, cultures and ways of life	179	4.13	3.74	.391	3.22	.106
Enjoying life - enjoying food, relaxing, free-time, play etc.	178	4.87	4.61	.264	3.51	.317
Empathy - thinking about or sensitive to the needs of others	178	4.10	4.19	-.090	2.82	.671
Fairness - being fair and making sure everyone has a fair chance in life	177	4.86	4.54	.322	3.40	.209
Being healthy and safe	178	5.59	6.35	-.758	3.53	.005*
Friendship – having close friends who care about you	179	4.77	5.03	-.257	2.88	.233
Money and owning things - having money and things like a car, TV, house	177	3.19	2.58	.616	3.98	.041*
Making a difference – making changes or actions to try to help others	179	3.87	3.72	.156	3.54	.555
Care - caring about others, nature and the environment	179	3.85	4.21	-.352	3.29	.155

(Ranked: 0-9 – 0 = least important, 9 = most important).

While values to support global citizenship were included in the Youth Outcomes Matrix, there is less evidence of a priority focus on values within the project, in its activities and resources. Nor are values raised that frequently in interviews with teachers or young people. The exception is young people describing their pride in their involvement in the project.

…. I feel quite proud that I've been doing this (young person UK, 2015-16).

We feel proud of ourselves. It's motivational. I want to keep on doing this (young person UK, 2014-15).

8 Young people thinking and acting globally

The final category of the Youth Outcomes Matrix is young people thinking and acting globally. This involves young people seeing themselves as active global agents, being able to shape their own lives and the world around them and seeing interconnections with themselves and others in the world (see: Appendix 1). In this section I look at whether there is any evidence of impact of the project on the:

- Interest of young people in global issues and actions (8.1)
- Young people's global identities (8.2)
- Young people's sense of agency (8.3)
- The actions young people have carried out in the past six months (8.4)
- The motivations of young people (8.5)

8.1 Interest of young people in global issues and actions

Young people were asked in the survey about their interest in global issues and the importance they place on them. Table 26 shows their responses, with impact in responses to the following statements:

- Global issues affect my life
- I am interested in global issues

Table 26: Interest of young people in global issues

| YP global values | Respondent | Number | Mean Baseline | Mean impact | Paired sample tests | | |
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
Global issues affect my life	YP	212	2.65	2.89	-.241	.970	.000*
I am interested in global issues	YP	215	2.83	3.01	-.186	.866	.002*

(Range: 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree)

Qualitative evidence from NGOs, teachers and young people also support the idea that young people are interested in global issues and actions. Responses confirm, for example, the desire of some young people to continue with SFYouth-related activities in the future (YP Cyprus, 2014-15; YP Italy, 2015-6). Where global issues had been included in lessons, young people found lessons 'more interesting' (Cyprus, 2015-16).

It's motivational. I want to keep on doing this (young person UK, 2014-15).

I really feel like going on with this (young person Italy, 2015-6).

…What I did find was that the students found it much more rewarding, and much more relevant … They (young people) realise the importance of it … doing something like this, they say "miss, this is really important, we really need to know this" … (teacher UK, 2015-6).

Young people were also asked about their interest in making the world a fairer place and their motivations to take part in actions to make the world fairer and more sustainable. Data in Table 27 indicates there was no impact on young people's interest to make the world fairer and no impact on their motivation to take action to do so.

Table 27: Interest and motivation of young people to make the world fairer and more sustainable

YP response to statements	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
I want to make the world a fairer place**	218	3.50	3.44	.060	.726	.226
Motivation to take part in actions to make the world fairer and more sustainable***	218	3.01	2.97	.041	.788	.440

(Range: ** 0-4: 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree; *** 0-4: 0 = I am really not motivated, 1 = I am not motivated; 2 = I am neither motivated nor not motivated; 3 = I am motivated; 4 = I am very motivated)

There are some possible reasons for this seeming lack of impact. Firstly, the mean baseline response to both statements were comparatively high. Secondly, the focus of much of the action in SFYouth was on peer-led learning. Moreover, evidence from other sources (Hunt, 2017 forthcoming) shows young people's perceptions of 'action' generally involves activities such as fundraising and recycling, with relatively few identifying awareness raising as important.

That said, the following evidence from interviews does point to young people becoming more engaged and motivated to take part in action:

… It's lit their fire, it's really lit their fire and they want to and will be involved now (teacher UK, 2015-6).

It is like I have opened my eyes and I cannot close them anymore. I will keep defending human rights (young person Italy, 2015-6).

.. I started to feel the need to help people, to organize something. And to make them aware of the problem. To make them aware of the situation in these poor countries (young person Poland, 2014-5).

I don't just want to sit there … I want to do something about it (UK, 2015-16).

One teacher from the UK described how year 7's in the school *"have a real taste and enthusiasm now for taking part in global campaigns and being part of Oxfam and the schools Youth Ambassador Group"*. She went on to discuss the *"drive"* and *"empathy"* that she's seen her students develop and that over 200 students had expressed an interest to join the Oxfam Youth Ambassador's Group within the school (teacher UK, Dec 2016).

In Cyprus one teacher describes young people's motivation for the project:

Motivation is really important for higher secondary education students, since they have an overloaded daily schedule with lots of lessons and activities and they are usually not interested in taking part in extracurricular activities. However after their first involvement to the project they really like the idea and they were willing in organizing and participating in more related actions (teacher Cyprus, 2015-16).

Figure 6 shows that young people see the value in getting involved in actions to make the world fairer and more sustainable, and overall this has not changed greatly through the project.

Figure 6: Perceived importance for young people to get involved in actions to make the world fairer and more sustainable % (N = 218)
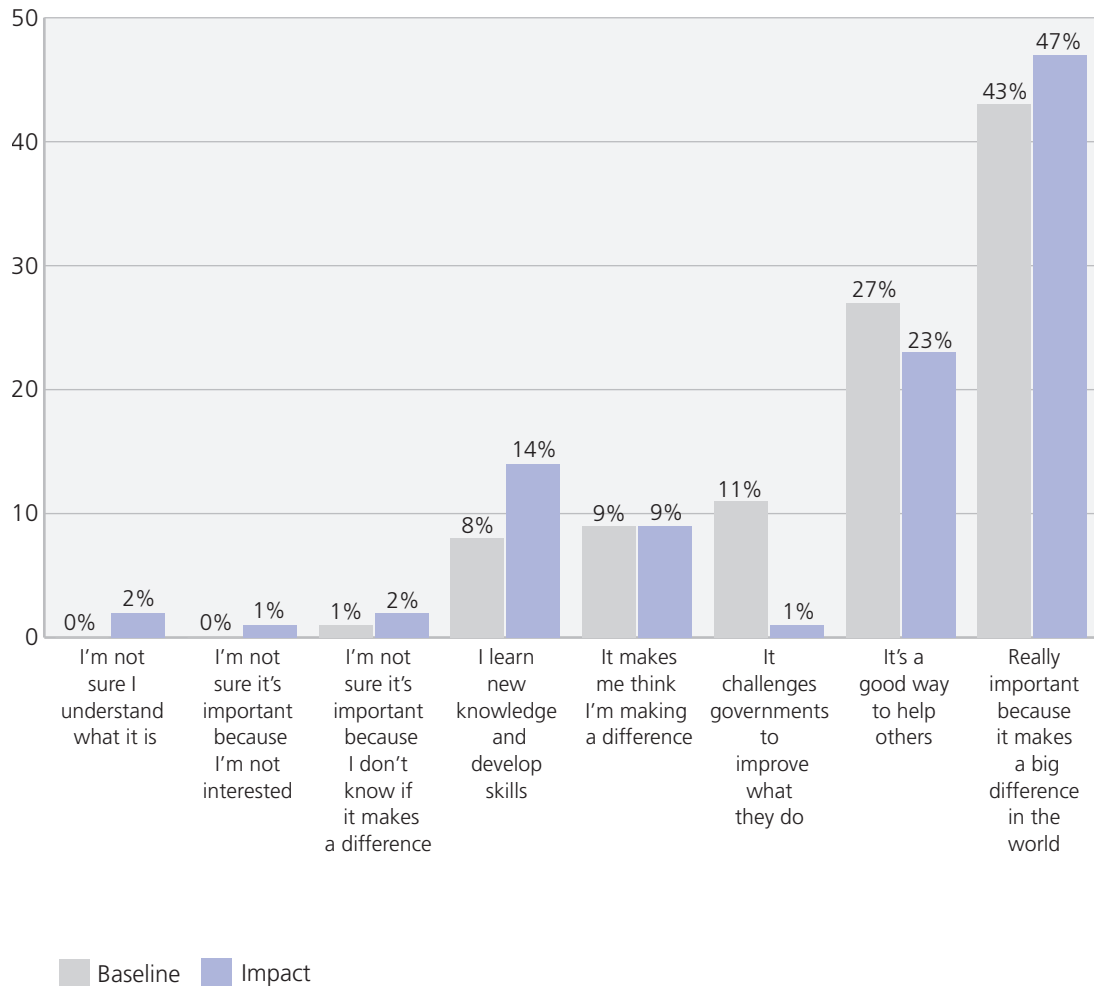
8.2 Young people's global identities

Young people were asked about how they felt connected to local, national and global communities. The aim was to see whether their perceptions, especially to a global community might change as a result of engagement on the project. Table 28 shows no impact on young people's feelings of being connected to a local, national, European or global community. Table 28 also shows how teachers' mean responses increase when they are asked whether they think young people involved in the project, feel connected to the rest of the world.

Table 28: Young people's sense of community links

YP local / national / global links	Respondent	Number	Mean Baseline	Mean impact	Paired sample tests		
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
I feel connected to a local community	YP**	219	2.73	2.69	.032	.916	.606
I feel connected to a national community	YP**	219	2.55	2.47	.078	.933	.219
I feel connected to a European community	YP**	217	2.29	2.30	-.014	1.074	.850
I feel connected to a global community	YP**	212	2.33	2.31	.019	1.048	.794
YP feel connected to the rest of the world ***	Teachers***	31	2.13	2.61	-.484	.851	.004*

(Range: YP** 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree; Teachers*** 0-4 - 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them).

The project provided opportunities for teachers and young people to collaborate locally, nationally or internationally (SFYouth learning exchange meetings in Italy and Poland). However, the school remained the focus of many SFYouth activities. For a project that had as its aim to develop global citizenship much of the action took place within schools, meaning links to other local, national and international communities might not have necessarily been forged.

If we look at individual responses from young people, this can be understood in more detail. It seems for some young people the project developed their knowledge and awareness of global issues – but in so doing it didn't necessarily support a connection to a global community, rather an awareness of difference: a disconnect between 'us' and 'them' (see 7.1 for more discussion on this). This can be evidenced in quotes such as the following:

(I) learned to be grateful for what I have. Lots of people don't have the luxuries that we do. It was eye opening (young person UK, 2015-16).

For sure, that it is not as bad here as they had thought. This is a clear comparison of their situation with the others in the world. Sometimes it was even shocking for them, and they had not realized it before (teacher Poland, 2014-5).

…started to consider the situation in these other countries, and we've learn to appreciate our better situation here. Because there, they have almost nothing, and we have here a lot in excess and we are wasting it (young person Poland, 2014-15).

It's quite eye opening, to see how cut off we are from the rest of the world and their problems. Some of us are quite well off, quite affluent and might not have the struggles that other people have … with this project it is good to see what happens in the world to those less fortunate (young person UK, 2015-16).

There are examples of young people indicating a greater connection with the wider world through the project.

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 (young person Italy, 2014-15).

…I feel much closer to the community now and to people across the world. I know what's happening to them, I think I understand their situation and I want to help much more now (UK person, 2015-16).

I like being part of a community from lots of people around the world (young person UK, 2015-16).

There are also examples of young people finding a community amongst other young people, involved in the project in other countries:

The website has helped me realise there are people just like me, in different countries, with the same views that I have, who want to make a difference …

It has helped me connect with people from different backgrounds. I've never met any of these people, but it seems great, some of us have the same views and it's good to have a debate with people with different views and see how our minds change (young people UK, 2015-16).

8.3 Young people's sense of agency

Young people were asked about their sense of agency within different spaces (school, local, national and international) in Table 29. Overall their sense that they could make a difference was stronger inside than outside the school, but there was no impact of the project on this sense of agency to make a difference.

Table 29: Young people's sense of agency

YP statements	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
I can make a difference in my school	175	1.12	1.21	-.086	.651	.083
I can make a difference in my local area	148	.98	.99	-.014	.639	.797
I can make a difference in my country	119	.73	.70	.034	.623	.558
I can make a difference in the world	122	.71	.75	-.041	.608	.458

(Range: 0-2 – 0 = disagree, 1 = agree, 2 = strongly agree).

While the quantitative responses don't show impact, interview data suggests there is for some pupils an increased awareness of their role in making a difference and self-belief that it is possible.

The project has given me insight into how much difference I can make (young person UK, 2014-5)

I've learnt that when we do these things everyone has a voice. Everyone can take part and do something to make a difference. We're all able …

And a small group like us can help to change things (young people UK, 2014-5)

(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, 2015-6).

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 (young person UK, 2015-6).

For some, there is a greater sense of their place in the world:

I learnt to consider myself as a global, and not just of my town, citizen (young person Italy, 2014-5).

And for some young people, the particular activity they were involved in changed how they perceived their agency:

Now that I am aware I can contribute, if I was not involved in the project, I would never have acted publicly (young person Italy, 2015-6).

I think finding out that the MP had replied and he is going to come in, that it has made a difference, that has really helped give us a bit more confidence, that we can change our school and the community (young person UK, 2015-6).

… When we got the reply back from the local MP we thought, some people think 'we'll never get a reply', but when we did, we thought, oh wait, we can actually do this, we can actually make a difference with other people around us in the local community and come together to make a difference (young person UK, 2015-6).

Young people have different starting points and the schooling contexts and experiences on the SFYouth impact on this sense of agency. For example, the following exchange comes from a Polish school that didn't create a YAG, where young people are unsure of what to do with their increased knowledge and are looking for external (adult) support. It doesn't indicate a strong sense of agency:

We had not enough workshops and we are too young to use this knowledge in our lives. … There are things we want to change but it's hard to achieve it (young person Poland, 2015-6).

Also from Poland, teachers were asked whether they thought young people's active citizenship had increased through the project. One teacher (2015-6) thought:

It is hard to say.

And a young person was asked about the impact on them, they stated:

I don't have anything to say in particular. Strictly speaking, it has not affected me. I've learned some new things, but I haven't change my habits, my beliefs… I don't know. It has not affected me (young person Poland, 2014-15).

8.4 Young people's 'actions' over the previous six months

Young people were asked about their actions over the past six months and their mean baseline scores compared with mean impact scores (see: Table 30). During the course of the project, there was statistically significant impact in terms of young people:

- raising awareness of a global issue
- trying to influence others on a global issue.

This ties in with evidence from Section 5 and Appendix 2 which highlight on the focus of the project, on the YAG in particular, developing and giving presentations,

peer teaching and raising awareness of global issues. The data does not show an impact on how young people behave personally, how they shop and whether they raise money for charity, but these were not a direct focus of SFYouth activities.

Table 30: Young people's actions over the previous six months

YP action	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
Raised awareness of a global issue	218	.78	1.07	-.289	.933	.000*
Tried to influence others on a global issue	216	.61	.75	-.148	.887	.015*
Worked with an organised group or volunteered on a global issue	216	.75	.83	-.088	1.010	.202
Changed how I behave personally e.g. recycle more	212	1.67	1.57	.094	.754	.070
Changed how I shop to be more ethical	209	1.21	1.27	-.062	.966	.353
Raised money for an international charity	213	.99	.89	.099	.844	.090

(Range: 0-2 - 0 = no times, 1 = once, 2 = more than once).

In interviews there is evidence of how involvement in SFYouth has affected how young people perceive 'action' and for some introducing the option of getting involved in global issues. For many young people this was the first opportunity they'd had to get participate actively in global issues:

We now follow the learning path "Learn-Think-Act". The most important part is the Act. We didn't know how we could Act after learning something. Using the SFYouth Toolkit we read some examples of real actions and we understood how we can take actions to raise awareness and help people that are in need (young person Cyprus, 2015-6).

(It) was the first time that they got involved in the organization of a youth action. … This was the first time that they had the opportunity to decide about their activities, presentations etc. (young person Cyprus, 2014-15).

The following interview excerpts highlight how the SFYouth resources provided young people with the knowledge about *how* to get involved in action, which they hadn't known before:

I believe that we are all interested in learning about global issues, but we are all lagging behind acting about those issues, mainly because we don't know how. So by having tools like the SFYouth one, it makes it easier for us to learn how to think and act about several issues (young person Cyprus, 2015-16).

I think we were already quite, lively, and always willing to do stuff, but now,

most of us feel more confident, we can stand up because we know this now (young person UK, 2015-16).

The interviews pick up on young people's engagement in raising awareness of global issues within the school, e.g. through peer teaching, presentations and assemblies and influencing others. Sections 5.2 and 5.2.1 highlight some of the types of activities young people had got involved in through the project. These types of activities young people would have rarely been involved in previously, if at all:

Young people took a lead in teaching their peers. This was after the teachers sat down to examine the resources with the young people for them to decide which one of the resources the young people wanted to take on. Having selected education the young people conducted three lessons (NGO UK, 2016).

Students, all Y 7, 8 and 9's, have iPads, and they've been favourite-ing, liking and re-tweeting things we've put on to do with these issues. Before they might have just overlooked them (teacher UK, 2015-16).

The participants to the YAG have reported the global issues in their classrooms and in some cases decide to inform the other students during the general school assemblies (NGO Italy, 2016).

There is also evidence from interviews about young people's actions in public spaces (see: 5.3.1 for examples of actions). While these actions can be more difficult to organize, in some cases they seem to have a particular impact on young people, in particular on their confidence to engage with members of the public in situations they are not familiar with:

I: In your opinion has involvement in the project increased youth civic engagement and active citizenship?

Teacher: Yes, especially during the social action event for public opinion.

Teacher: Yes, I hope so. I saw them very engaged especially during the event in Arezzo's city centre (Italy teacher, 2015-16).

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 lobby we had to interview strangers to make our film. I just went up to people and asked them questions. I'd never done this before (young person UK, 2014-15)

… For the first time, they felt at the centre of something they chose by themselves, which caught other people attention and allowed them to give a small contribution to make people more aware (NGO Italy, 2014-15).

While the quantitative data in Table 30 does not show evidence overall for changes in personal behaviours, the interview data indicates for some young people, an increased awareness of their own habits (though not necessarily action). For example:

> *I learnt to think before acting. Until now, I have acted impulsively and superficially – for example, I used to throw away food. Now, before doing something, I think about those people that cannot have what I do have (young person Italy, 2014-15).*

> *I'm starting save the water for example (young person Poland, 2015-16).*

> *Someone began to recycle and to re-use what he/she did throw away in the past (young person Italy, 2014-15).*

> *Now I have changed the way I do the things in my daily life: I am more committed, more organised, I think about the consequences of my actions, I feel more responsible (young person Italy, 2015-16).*

> *I've learned to be ethical and less selfish. For example I'd always look out for Fairtrade stuff like chocolate (young person UK, 2014-15).*

Interestingly in the online surveys, teachers were asked about young people's involvement in social or civic action and the extent to which they regarded them as socially responsible. The data in Table 31 suggests teachers thought there was a statistically significant increase in participating young people being socially responsible, but not in their involvement in social or civic action. Perhaps this lack of identified impact on action, could be because of perceptions of what action is (and might not include raising awareness, peer teaching).

Table 31: Teachers' perceptions of young people's involvement in social or civic action

YP skills and competences	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
Are involved in social or civic action	31	1.61	1.97	-.355	1.112	.086
Are socially responsible	31	2.48	2.77	-.290	.693	.026*

(Range 0-4; 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them).

What appears evident, is that the YAG activities in particular have provided young people with the skills and experiences where they see the potential for future action. Often these potential future actions focus on organising events and activities, rather than developing further critical understandings of issues. For many young people, there is certainly the intention of 'doing more' in the future.

8.5 Motivations of young people

One of the intended aims of the project was to encourage the wider motivation of young people in their schooling, particularly those at risk of dropping out from school, although none of the resources or activities on SFYouth directly engaged with this. Therefore a range of questions were included in the online survey to test whether the project had any impact on the motivations of young people.

Table 32 shows young people's motivations to do their school work, to get involved in activities outside their lessons and their enjoyment of school. There was no statistically significant impact on these items between mean baseline and impact scores. However, teachers interviewed did see an increase in participating young people being motivated in their school work. The lack of impact on young people's risk of dropping out from school is not unexpected as it seems very few of the young people were at risk of dropping out in the first place (I suspect this is particularly the case in the UK and Cyprus where participating young people were younger).

Table 32: Motivation of young people

| YP motivation | Respondents | Number | Mean Baseline | Mean impact | Paired sample tests | | |
					Diff. in mean	Std. Dev.	Sig. (2 tailed)
I am motivated to do my school work	YP**	218	3.06	3.00	.064	.908	.298
I enjoy school	YP**	210	2.45	2.45	.005	.883	.938
I am motivated to take part in activities outside of lessons	YP**	215	2.93	2.85	.074	.914	.234
Are motivated in their school work	Teachers***	31	2.68	2.90	-.226	.617	.050*
Are at risk of dropping out from school	Teachers***	31	.45	.32	.129	1.056	.502

(Range: YP** 0-4 - 0 = strongly disagree, 1 = disagree; 2 = neither agree nor disagree; 3 = agree; 4 = strongly agree; Teachers*** 0-4 - 0 = none of them, 1 = a few of them; 2 = some of them; 3 = most of them; 4 = all of them).

Young people were also asked about the impact they thought learning and taking action in school about global issues (like poverty, human rights, sustainability) had on areas such as their motivation, enjoyment and skills. This question helps us understand more about young people's perceptions of the types of activities they'd been involved in on SFYouth and whether these lead to impact. Responses in Table 33 indicate no impact of young people's learning and taking action on their motivation, enjoyment and enjoyment.

Table 33: Impact of learning and taking action about global issues on young people's motivations, enjoyment and skills

Impact of learning and taking action about global issues on:	Number	Mean Baseline	Mean impact	Paired sample tests		
				Diff. in mean	Std. Dev.	Sig. (2 tailed)
Your motivation in school	208	1.88	2.01	-.135	.988	.051
Your enjoyment in school	202	1.82	1.87	-.054	1.047	.461
Your motivation to get involved in activities and actions locally/nationally/internationally	195	2.08	2.11	-.031	.885	.628
Developing skills to help you learn (like organisation, thinking critically)	204	2.25	2.17	.074	.977	.284
Developing your confidence and self-esteem	202	2.11	2.04	.069	1.091	.367

(Range: 0-3 – 0 = not at all, 1 = a little, 2 = some, 3 = a lot).

<div style="border:1px solid; display:inline-block; padding:4px 8px;">9</div>

Project design and delivery: factors that facilitated and inhibited engagement

In this section I look at some of the factors that appeared to support or inhibit engagement with and impact in the project.

9.1 Factors supporting and inhibiting GCE and youth participation in schools

Teachers were asked about the barriers to developing global citizens in their schools, Figure 7 provides responses from 40 teachers involved in the project which identify factors within schools. These emphasise factors such as pressure on teachers, their time and the curriculum. There was less sense that young people were less interested or school management not supportive.

Figure 7: Barriers to developing young people as global citizens in the participating schools (N=40)
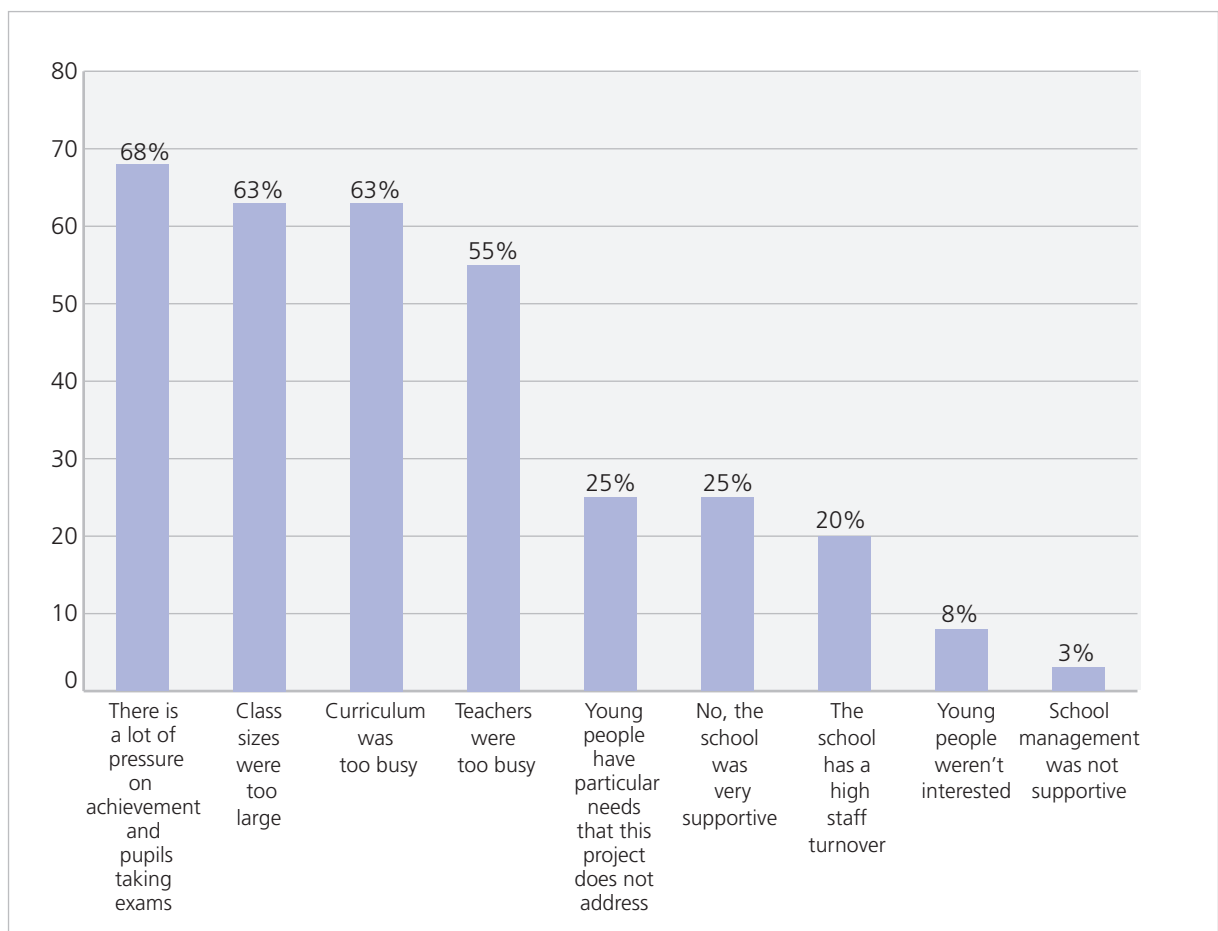
While this can be seen as a guide, the following qualitative responses give more insight, some of which support responses in Figure 7.

9.2 Project aims and focus

The SFYouth project aims to increase educational engagement and active civic participation of young people by applying youth participation and global citizenship methodologies in formal and informal education. The project filled a gap in terms of provision in schools across the four countries. In Italy, Cyprus and Poland there is less of a focus on global citizenship education and access to resources on these themes can be limited. So in this sense the project aims were valid. Moreover, in all four countries there is limited emphasis on youth action within schools.

> *SFYOUTH is the only (project) which focused on activity's youth about global issues (teacher Poland, 2016).*

In the UK the uniqueness of SFYouth for many participating schools seemed more difficult to decipher as many of the schools selected were involved in similar activities (e.g. with Oxfam GB, but the project was more distinctive for other schools where there was limited previous engagement with global issues and pupil voice (e.g. the hub school).

The project also offered schools other opportunities which they had not previously had:

- Teacher-directed, demand-driven approaches to project engagement (rather than NGO-led[15]);

- Access to resources on global themes

- Participatory teaching methodologies

- Pupil-led learning, which can challenge preconceptions about the teacher-learner relationship

- A focus on action / youth action

Some of which are explored in the following quotes:

> *The main differences: the focus on participatory methodology and the focus on volunteering - which made students 'feel more autonomous and*

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15 This was also a key learning point for the NGO in Italy, where they'd also had less experience of demand-driven / teacher-led delivery models.

self-responsible'. Most of the other initiatives are more based on the participation of experts or external speakers who run seminars and frontal lessons about different topics. The component about teacher empowerment to then become "youth facilitator" was new (NGO Italy).

Due to this project we had organized first action in public space (World Water Day) (Poland teacher, 2016).

9.3 Hub-trial school model

As discussed in 3.4 the SFYouth project borrowed the hub–trial school model which had successfully been used to recruit and engage schools on the Global Learning Programme in England. However, the model was not adopted in the same way on the SFYouth project. The hub school was useful to trial activities in the first year of the project, but in most cases did not act as a 'hub' to recruit or engage other schools onto the project.

The reasons for this are evident when an example of a successful model (GLP) is compared to that adopted on the SFYouth:

Table 34:

	GLP Expert Centre schools	**SFYouth hub schools**
School leadership	Sign-up of school leader required	Sign-up of school leader required
Training of teachers	Two-day intensive training in knowledge and awareness of global issues, pedagogy, train the trainer etc.	Transnational exchange meeting in Italy Feb 2014 (Learning/Teaching/Training Activity). Less directly focused on training teachers.
Ongoing support	Regular support from Local Advisors, access to external CPD training and seminars.	NGO support where required.
Expertise of teachers	Lead coordinators with expertise and experience in GL	Lead coordinators often had little expertise and experience of GCE and youth participation methodologies.
Networking	Recruited because of ability to recruit schools and lead networks	Recruited due to existing relationship with the Partner and some ability to recruit schools locally however in practice Partners took on the role of school recruitment

In the case of Italy and Poland, both hub schools dropped out of the project at the end of year one, whilst those in the UK[16] and Cyprus continued. And it was the NGO in all cases that took the lead in recruiting schools and running training for the project trial schools. Relationships between NGO and trial schools was on a more individual, rather than networked basis as envisaged in the early stages of the project.

16 The UK also had a change of Hub School but between the project bid and project start date. This was before any major activity had taken place, but after the project start-up meeting in Nov 2014.

9.4 Time and the timing of the project

There were some issues with the timing of the project. The differing timetables across Europe was one area that could have been factored into the first year of planning in order to recruit and train teachers before the summer break (to start in September). However, trial schools were recruited and left the project generally within a space of three to five months, which had a knock on effect for monitoring, evaluation and potential impact (see: 4.2).

Table 35:

	Trial school start[17]	Trial school complete
Cyprus	January 2016	May 2016
Italy	Feb 2016	June 2016
Poland	Jan – April 2016	June 2016
UK	January 2016	July 2016

In most countries getting recruited onto the project and starting in the spring term was an issue:

● Most activities such as SFYouth are decided and organised at the beginning of the school year in September, or the previous summer term. Teachers are generally fully engaged by the spring term so taking on new responsibilities is difficult (Cyprus 2015-6; Italy; NGO partners); also the project took place during exam times in countries such as Poland.

> *Time was too short for schools to engage: we start in February and by April they need to finish, because in May they need to conclude the final tests for the year. "It was too short. Especially in the case where teachers are not trained, are not experts in delivering GCE activities … Schools in Italy need to have agreements about activities they are taking part in, in place before September. The trial phase of the project didn't get up and running until the spring term, so those schools lined up for the project were already involved in other activities: "proposing something new in the middle of the year is a bit difficult" (NGO Italy, 2016).*

> *we had such a short time scale for testing the resources for the trial by the time schools started trying it they were wrapping up for the summer holidays so it really wasn't ideal …they really only had three to four months (NGO UK, 2016).*

There was a sense from many teachers that it would have been better for them to engage in the project earlier in September / October.

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17 These dates are taken from when the majority of surveys were taken.

With a longer time frame, could have done more … A longer time frame, starting in October would allow greater time for planning throughout September (UK teacher, 15-16).

More could be reached from the project if we had started earlier and been more involved (UK, 15-16).

Overall time was a challenge for schools and many said the two-four months was not adequate to carry out the activities they would like. Many schools planned for activities but did not have the opportunity to follow through on all of them.

… the struggle with time was also a challenge. It has happened so quickly, we were ill, and there are always also some problems resulted from school timetable and events (teachers Poland, 2014-5)

They (YP) came out of here (after the Jan induction meeting) with a lot of ideas and unfortunately we don't have as much time and need to put things on the back burner … (teacher UK, 2015-6).

Within the school, the pupils wrote to their local MP however there was insufficient time to do it with as much detail as the school would have done if this had happened further into the SF Youth process (teacher UK, 2015-16).

(Young people) all agreed they would have needed more time to organize the social actions (Italy, 2015-16).

Data presentation in July 2015 (with data from 2014-5) highlighted the issue of time and timing, with the call for earlier starts the following year:

Evidence suggests more time needed working on activities for better impact … timing – difficult to implement in last few months of school year, should start earlier (Hunt, 2015).

9.5 School leadership

Supportive school leadership is recognised as crucial for the success of projects such as SFYouth (Bourn et al, 2016; Hunt, 2012). There were many examples on the project where school leadership successfully supported engagement, but others where leadership support wavered / decreased. In some cases, the lack of leadership support led to schools reducing engagement or dropping out of the project. In some instances head teachers signed schools up onto the project, but did not involve teachers within that decision.

The school master as well, who at the beginning was very excited by the project, over the school year didn't allow teachers to fully engage with the project. For instance, teachers couldn't fully attend the first transnational learning exchange (NGO account of hub school engagement Italy, 2016).

Getting school leaders on board, doesn't mean anything positive is going to happen. We spent a lot of time meeting with head teachers; explaining the Project and schools signed up, some didn't and cancelled the day before the school meeting (NGO UK).

9.6 Teachers and the role of NGOs

The NGO partners and schools involved were at different stages in terms of experience of engagement with global citizenship education and participatory methodologies. Because there was a broad spectrum of schools involved in SFYouth activities and resources catered for schools in different ways and possibly some more than others. Schools were able to adapt the project to fit the needs, either by bringing in more support from NGOs or using SFYouth resources as a starting point and mixing them with other activities.

In addition to this NGOs themselves, were at different starting points, with some having more established experience working on global citizenship education and youth participation previously and for others this was a newer experience:

SFYouth first experience of working on GCE, in particular types of methodologies and participatory approaches used on the project. I got a really practical understanding of what GC means and what looks like in practice, which I hadn't had at all before joining the team and joining the project.

SFYouth is the first time I've been working on youth participation. I had experience working with schools before, but this was the first time working with students and trying to train them to act as global citizens.

How the NGOs worked with the schools differed by country and school. This was partly historical (i.e. links to NGOs and schools) and partly linked to teachers confidence to work on GCE and youth participation projects. In Italy and Poland the NGOs were more directly involved in delivery at school level than in Cyprus and England. This can be seen in Table 35, where direct support is substantially more for schools in Italy and Poland.

This is the case for a number of reasons which are explored in more detail to follow:

● Teachers in Italy and Poland had less experience working with the particular

participatory pedagogical approaches that the project required and have worked teaching global issues less.

- Teachers in Italy and Poland tended to expect NGOs to take more of a role in delivery, as this is what they usually do in those countries.

- Teachers in Italy and Poland seemed less-prepared to take risks.

Italy: The schools who were directly involved in the project expected Oxfam Italy to take the lead and deliver content in particular in delivering the YAG. The YAG worked more as a direct relationship between NGO and young people. There seems to have been minimal impact on teaching and learning in the classroom and SFYouth was largely non-curricular, rather than curriculum based.

An account of why the Italian hub school decided not to remain involved in the project after year one, highlights some of the difficulties they faced in running this project:

> *The (School) tested successfully over the first year thanks to the support of Oxfam Italy facilitators in school running the extra-curricular meetings. Students were very active and willing to continue this experience. Teachers, on the contrary, often were not attending the meetings, and as for the second year of activities they were supposed to facilitate the meetings by themselves, they had a lot of concerns about continuing this process. The Italian education system is still very knowledge based and teachers were not equipped with the basic methodological tools to change their approach, despite the training opportunities offered to them (NGO Italy, 2016).*

The NGO explains:

> *Teachers realised they didn't have the answers to the questions we are raising; so find it difficult to deliver it to students. Also (it's) a matter of status i.e. teachers to learn something together; teachers in Italy (are) used to having all of the answers already made – (it's) difficult for them to teach something they don't know all of the answers to.*

As a result, Oxfam Italy adapted the SFYouth model to suit their schools: they created a 7–step model to support YAGs, which could be replicated with NGO support across the schools (see: Table 35).

Poland: In Poland, the teachers recruited onto the project generally had little expertise and experience in working with youth participation and citizenship. The teachers required quite prescriptive support from PAH, including a step-by-step guide as to what to do. PAH delivered lessons within schools and visited most of the (5) active schools around three times. The teachers had some involvement in

deciding the actions that were supported by PAH and delivered some lessons with young people using SFYouth resources.

In Poland NGOs often work directly with schools and one teacher indicates that this is what they'd prefer on SFYouth:

> *I think that PAH should be more involve in working with pupils. Before started a project I thought that PAH will be organized much more workshop. Frequent meetings PAH's workers and volunteers with pupils could be increase engaging in activities by pupils (teacher Poland, 2015-16).*

> *I've always thought that such projects are took more seriously by the students, when there is an outsider involved … those visits seem to be more tangible, more serious (teacher Poland, 2014-5).*

> *It would be good if someone told students who is Young Ambassador and what he/she is supposed to do - we do not feel competent (teacher Poland, 2014-5).*

In Poland the NGO therefore developed a series of activities to run with schools.

In the other hand the relationship between NGO and teachers in the UK and Cyprus was different. Teachers were more directly involved in enabling the project and YAGs in schools.

- Schools selected in the UK often had experience working with GCE, many had been involved with Oxfam and / or the Global Learning Programme previously.

- Some schools selected in Cyprus had experience with global citizenship and some teachers were experienced with participatory learning techniques (e.g. baseline data collection).

UK: Teachers in UK schools were generally happy to engage and take a lead with the SFYouth resources. Some had NGO visits to their school and valued the expertise and support this gave. The UK hub school had additional face-to-face meetings with the NGO which helped the school familiarize themselves with the project and the website. Many of the schools in the UK have ongoing relationships with Oxfam and use Oxfam as a resource, which seems to be teacher-led than NGO-led, those that didn't generally required more support.

Cyprus: In Cyprus NGOs play an important role with regard to the support that they provide to schools, where they support teachers, provide training and additional resources not available through the Ministry of Education. The focus seems to be on supporting teachers.

In both the UK and Cyprus most teachers had the confidence to experiment with the project, even though not all of them had worked on GCE or youth participation methodologies in the past before.

9.7 Teachers and SFYouth

Teachers had different expertise, starting points and levels of confidence to engage with the project. Research (Hunt, 2012) shows that having key members as staff promoting and encouraging initiatives which develop young people as global citizens is key to their success. In this project ensuring and maintaining the engagement of key staff was critical. In some schools there were barriers to this and evidence that this did not take place.

Even though the project took place over a short time period, sustaining engagement for some schools was difficult. There were examples in all countries of schools dropping out of the process, including two hub schools (see: 4.2). There were also examples (see: 9.6) of teachers not fully engaging with the project (although not 'dropping out' as such).

> *In all of the countries we had a turnover of teachers. So then you'd be with a new teacher at a new level, not understanding the project and having to find new students again, so I think that was a challenge too. We hadn't factored that in in terms of the design of the project, we just assumed that teachers would be with us from the beginning to the end (NGO UK).*

Partly this lack of sustainability can be put down to the confidence of teachers to take on new and challenging initiatives, but also because the pressures on them as teachers more generally, e.g. time, curriculum requirements and sickness.

In all countries NGOs provided support to teachers to support their confidence and expertise, but perhaps this could have been bolstered in the initial stages of the project with more formal, explicit and in-depth training on global citizenship education and youth methodologies. One NGO notes the importance of training for teachers:

> *Training for teachers and young people before the project over two or three days. Then they would gain more confidence to run with the project. Training on e.g. the project, topics e.g. climate change, food, setting up and running youth groups.*

For those teachers that did engage in the project, a number talked about how the project had given them space to think and explore ideas around teaching and learning and their relationships with pupils (teachers UK, 2015-6) and this wouldn't have been the case if they hadn't been involved in the project. In

particular many teachers found the national exchange meetings, where they would meet with other teachers working on the project important and useful. It gave them the space and permission to think about things in a different way and this was appreciated more than virtual exchanges. Teachers also suggested the potential for more formal continual professional development in these events if they were continued into the future.

9.8 SFYouth resources

The role of the SFYouth resources played a differing role depending on availability of other teaching resources in that country. Resources proved very important, especially in countries where there are few resources available in those languages e.g. Poland and Cyprus. It was also important to have resources 'ready-made' and ready to go, so busy teachers didn't have to spend time adapting them. Teachers expressed their satisfaction with the quality, content and presentation of materials (Cyprus, Poland, UK, 2015-6).

> *It is very important for a teacher who has so many responsibilities and still works voluntary to a European Project to have a collective and comprehensive educational material that can be used and implemented in most contexts with minor adjustments (teacher Cyprus, 2015-6).*

The videos particularly were highlighted during the interviews.

> *When I go online, there are so many videos and you don't have the chance to think about them too much so it was really helpful that someone has put the videos together and I felt like I could trust the content (UK teacher, Dec 2016).*

In the UK where there are lots of resources available already, teachers were able to mix and match SFYouth resources with others, for example, Oxfam resources (e.g. Send My Friend to School, Oxfam Water Week), which schools already had strong ties to.

> *In terms of resources, they were effective, but the resources that I could get from the Oxfam website are always really good. I've always had really good resources from Oxfam, so I was using them from all over the place, not just from the SFYouth website (teacher UK, 2015-6).*

Similarly there were examples from Cyprus of teachers matching with other online sources (e.g. National Geographic, CNN etc.), especially for videos and case studies. There were some suggestions for improvements and developments to resources:

- Too young for some older pupils (Cyprus)

- Not difficult enough for higher achieving pupils (UK)

- Not prescriptive enough for some teachers (Poland).

  The Youth Wall was a particular aspect of the project that many schools were particularly interested in:

  (Teachers) mentioned that students were very excited about the use of the Youth Wall (teachers Cyprus, 14-15).

  There is evidence from other initiatives like this that 'walls' are difficult to engage and maintain without strong facilitation. And while on SFYouth there is evidence from some schools that the wall was appreciated and useful (teachers UK, 2015-6, 2016), overall it failed to work in the manner it was perceived[18]:

  (Young people) liked the fact that they could communicate with students from other schools in Cyprus as well as students from other countries, although … they didn't get to interact with the rest of the students from GB, Poland and Italy. They were disappointed about the fact that they didn't have the opportunity to participate in actual discussions with the students from the other countries (Cyprus, 15-16).

  Young people didn't use youth wall that much, they wanted too but lots of posts weren't in English. They were interested in sharing lessons plans they'd written and seeing other young people's (UK 15-16).

  There were also differing opinions on the SFYouth app, with young people from Cyprus offering supportive comments, but difficulties arose in its functionality and the use of mobile phones in schools (not allowed in Cyprus).

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18 This was partly for practical reasons (the passwords were prohibitive), but also because of language issues and because there was a low take up – you need a mass of participation to make them really engaging.

10 ▸ **Discussion**

In this section I bring together some of the main findings.

10.1 Country-level findings

In the Methods section I highlight the difficulties of cross-country comparison of data (4.2). While this remains valid I wanted to highlight the particular country contexts and what the evidence in those countries is telling us, without making any larger statistical comparison.

Cyprus:

- In Cyprus the centralised curriculum means that engagement in projects such as SFYouth can be difficult, unless activities are aligned closely with the curriculum.

- Opportunities for engagement in GCE were limited before the project, although some teachers had experience in participatory teaching methodologies.

- The NGO had good links to the hub school (having previously worked with them) and other participating schools.

- Young people's engagement in the project focused on organisation of activities and events, often with a focus on awareness-raising.

- The NGO partner thought SFYouth had provided opportunities for young people to engage in public and political spaces.

Italy:

- In Italy the NGO used a national mandate for young people to get involved in volunteering and youth participation as a way of recruiting schools onto SFYouth.

- Opportunities for engagement in GCE were limited before the project and tended to be NGO-led.

- Teachers generally had little experience in participatory teaching methodologies and found the transition to more participatory methodologies on the project difficult.

- Most engagement on the YAG was directly between the NGO and young people.

- The NGO partner thought SFYouth had developed young people's competences.

Poland:

- In Poland global education is a focus of civics education within the curriculum, but not widely pursued.

- Opportunities for engagement in GCE were limited before the project and tended to be NGO-led.

- Teachers generally had little experience in participatory teaching methodologies, so many focused on the curriculum resources.

- Most YAG engagement was directly between the NGO and young people.

- The NGO partner thought impact had been on the YAG through activities young people carried out.

England:

- In England GCE initiatives tend to be project or NGO-based and there is a substantial history of school engagement in GCE. There is access to resources and activities if schools are interested, but little national curriculum obligation for schools to engage.

- Most teachers on the project had experience with participatory teaching methodologies and were able to lead YAG groups and curriculum engagement. Some less experienced schools needed more NGO support.

- Schools used SFYouth curriculum resources, alongside other available resources. YAG activities tended to focus on peer-led learning and awareness-raising.

- The NGO partner thought the project was able to empower young people and give teachers having space to experiment with youth engagement/ participatory methodologies.

10.2 What we've learned from SFYouth: main findings

Here I bring together some of the main findings from the SFYouth as identified through the data analysis.

10.2.1 Schools in four countries at different stages and need differing levels of support in terms of GCE and youth participation methodologies

Relationships between NGOs and teachers differed between countries and there were differing expectations around NGO engagement. In Poland and Italy NGOs

worked more directly with young people, while in the UK and Cyprus teachers had a stronger role in supporting youth participation methodologies in the participating schools.

Some teachers required more support on an ongoing basis and for some schools the impact was more directly with young people, as teachers had been unable to engage fully in the project. As an illustration:

- Teachers in Poland called for a more prescriptive approach to engagement in GCE activities for schools that teachers needed a schedule and plan of activities developed by the NGO.

- Many teachers in the UK, were able to run the project without significant NGO support, but enjoyed the peer learning opportunities at national events.

  Training of teachers varied. Oxfam Italy ran a model that included a three-hour training session or teachers on SFYouth approaches for teachers in all trial schools, other partners' training focused on project resources and online tools.

  While NGOs supported the schools, the NGOs themselves had different experiences and expertise in GCE and youth participation, which led to different models of youth engagement.

  It's difficult for projects like this to cut across the needs of all participants. Perhaps in the initial stages more time could have been spent on deciding the profile of schools to engage. Also whether teachers would have benefitted from a dedicated initial training programme to support their engagement on the project, with a focus on youth participation methodologies. Training might have also supported NGO workers, many of whom had themselves not run participatory projects themselves.

  The project team developed a Youth Outcomes Matrix for young people involved in the project, perhaps an idea might have been to also co-create an outcomes matrix for teachers, to help guide their engagement and learning. This might also have raised awareness amongst teachers of the potential for learning this project could provide for them.

10.2.2 Many teachers value the space projects like this give

For many teachers one of the values of the project was in the space the project had given them to consider how they teach and to explore global issues with their students. With much emphasis on curriculum and exams, this kind of project opens of space for thought and dialogue, not only within the YAG groups, but also more directly with teachers. It gives teachers the safe space to be challenged by their learners, in a way which is surprising and illuminating.

10.2.3 Impacts on teacher awareness of global issues and how to teach them

Evidence from the data collection highlights the impact of the project on teachers' awareness of global issues and how to teach them. Data shows that teachers gained knowledge of global issues and increased understanding of how to teach young people to be global citizens. However, there was less evidence of changes to how teachers taught and less evidence of their incorporation of youth participation methodologies into classroom teaching. Perhaps the assumption that a project on this scale could generate changes to deep-seated teaching styles across a range of nations, is somewhat optimistic. However, for teachers with the confidence to make changes and take risks in their teaching, the incorporation of pupil-led learning initiatives proved both accessible and rewarding.

10.2.4 Youth Ambassador Groups: successful model for schools

The YAG model gave opportunities for young people to give ideas, to discuss, to have a voice. These were safe spaces for discussion and engagement which for most young people had not been available before.

While the mechanisms were different in setting the YAGs up, the YAG model worked in all four countries, with NGOs in Cyprus, Poland and Italy[19] planning on continuing with the model in the future. Oxfam Italy in particular have developed the YAG model as a core part of their offer to schools and is part of their domestic department's strategic plan for 2017-2020.

10.2.5 Pupil-led learning main action in schools

One of the biggest changes in schools was this increased focus on pupil-led learning – where young people developed knowledge around a topic, organized an action and used the action to disseminate to fellow pupils. Often these took the form of awareness-raising. There were examples of young people:

- Developing presentations
- Writing newspaper articles, newsletters, blog on global issue
- Running assemblies
- Taking lessons (or part of lessons)

These were focused on topics such as water, gender equality, education, refugees and climate change. Teachers interviewed talked about the potential for pupil-led learning in terms of the opportunity for young people to take more responsibility and to develop leadership roles within schools. In many cases, pupil-led learning was new to teachers and young people.

19 Oxfam GB already run this programme.

10.2.6 Awareness-raising actions outside of schools

Another impact of the project was on how young people engaged in awareness-raising activities in public spaces, often for the first time. For the most part these initiatives were NGO-led in Italy and Poland, as NGO workers had less access to classrooms and thus the pupil-led learning initiatives. The NGOs bring experience of action and campaigning in public spaces to the young people, with examples such as:

● Flash mob on hunger and food at Expo Milan 2015.

● Social action in Arezzo city centre on climate change 2016.

● World Water Day 'Drop of Water' flash mob in Poland 2016.

In schools where teachers played a more prominent role in enabling the YAGs, where the reliance on NGOs was not so great, pupils tended to miss out on the more public engagements with action[20]. Perhaps, this more public-facing action should not be lost in these countries and other iterations of the YAG might engage with pupil voice in both local, national and international settings.

10.2.7 Young people are interested in learning about global issues

Evidence from the project suggests that participating young people are more interested in global issues as a result of their involvement. Being involved in the project has inspired some young people to get involved in actions or activities to support global social justice. It has also supported the young people to be more critically-aware in day to day encounters, such as watching the news and seeing interconnections between issues (NGO, Italy).

10.2.8 SFYouth activities develop knowledge and awareness in young people

Evidence from the project shows an increase in young people's perceptions of their knowledge and awareness of global issues. For many young people this had been the first opportunity to learn about these issues in school and there were numerous examples of young people showing how they'd developed knowledge in a particular area. Developing knowledge and awareness of global issues was linked to curriculum activities, but also the 'learn, think act' aspects of the YAG. In particular young people's knowledge was enhanced through the process of preparing for awareness-raising actions. Young people also became more aware of how to take action around particular issues.

For many young people the increased knowledge was coupled with a sense

20 The climate lobby in the UK is an exception to this.

of their own place in the world. For some they talked about more knowledge of problems in the world and appreciating what they have more and in other cases about how global issues can affect their lives as well and that they hadn't previously realised that.

10.2.9 SFYouth activities encourage confidence and empowerment in young people

Another big impact of the project on young people has been on their confidence, which seems to directly link to the pupil-led learning and activities of the YAGs. The data shows an impact on young people's confidence to speak out in class, meet new people, deal with new situations and present to people they don't know. Young people also saw themselves as being better public speakers after engagement in the project and leadership opportunities had opened up for some of them within the schools as a result of engagement.

10.3 Linking back to the literature

In this section I look back to the literature in Section 2 and highlight where this report might draw on these ideas or develop them further.

In terms of concepts of citizenship there is evidence that SFYouth supported both a neo-liberal approach (with a focus on skills development) and an advocacy approach (emphasising links between learning and action). In relation to UNESCO's (2015: 14-15) conceptualization of GCE, the emphasis SFYouth took appeared to be focused on developing the cognitive and behavioral aspects of global citizenship, more than the socio-emotional.

The SFYouth focus on themes such as refugees, climate change and education were issues that young people could relate to in their daily lives, but were also located in global contexts, requiring skills to understand and critically reflect. The model of learn-think-act enabled a concept of GCE that encouraged young people: 'to learn about real global issues, to think about their meaning and relevance and be given opportunities to take (their own) actions about these global issues' (Bourn, 2016: 10).

For the most part, the project encouraged a 'soft' approach to GCE (Andreotti, 2006) which can be seen in the focus on awareness-raising / campaigning type actions (see: Table 1). There is less evidence of more critical approaches which might have seen participants analysing their own position / context, producing independent critical thinking and focussing on power relations. Softer approaches offer schools a way into global citizenship education and action in a way that tends not be personally challenging, but promotes awareness of issues and ideas (Hunt, 2012). As suggested in the Literature Review, most teachers involved in

SFYouth would not themselves have had the critical self-awareness and skills needed to introduce more critical approaches to global citizenship education.

The Literature Review also looks at youth participation and pupil voice in particular draws on Lundy's (2007) four requirements for successful implementation. If I look at these in relation to SFYouth, young people were:

● Given safe spaces through YAGs to give ideas and opinions.

● Able to give views and voice opinions.

● Given an audience for their ideas and opinions via the YAG and awareness-raising activities within and outside schools.

There was less focus on the influence of young people in terms of decision-making and young people able to enact change.

SFYouth, through the learn-think-act mechanism in YAGs, provided information to young people about global issues, gave them space to think and talk and enabled young people's action. It gave young people opportunities to voice ideas and act as global citizens that most had never had before. However, this was not unmediated. The Literature Review refers to a range of texts (Bragg, 2007; Hunt, 2014; Lundy, 2007; Wyness, 2009) which highlight the role of adults in negotiating youth voice and participation. In SFYouth the influence of adults mediating young people's action might be seen in: a) the Youth Outcomes Matrix which was decided on behalf of young people, rather than involving young people; b) the topic and content of resources produced – young people were consulted on these after they had been produced; c) the 'available' spaces for pupil voice and action (mainly schools where teacher-led, public spaces where NGO-led); and d) the types of action that took place (e.g. schools coming together for action on World Water Day in Poland). While the role and influence of adults is to be expected in these types of initiatives, perhaps future projects on GCE and youth participation, might highlight this in advance to identify opportunities where adult influence can be challenged and the participation of young people encouraged even more.

11 ▶ Conclusion

The approaches supported in SFYouth can bring about impact on teachers and young people. The project has given many teachers and learners the space to learn about and engage with global issues, some for the first time. It's given young people the opportunity to discuss ideas, plan and take part in actions – with teachers realising the potential of such initiatives on the skills and competences of young people. In relation to the project impact targets, there has been evidence of:

- improvement in use of more relevant and inspiring curricula and student centred pedagogies for *some* teachers using project tools

- limited evidenced improvement in motivation of youth (esp. at risk of dropping out) using project tools

- improvement in some transversal skills and competences development by youth using project tools

- increase in civic engagement of youth using project tools via YAGs.

But the project did not engage all teachers and young people. Some schools dropped out and some teachers were unable to or chose not to fully engage. Further thought might be paid to engaging and sustaining engagement of teachers and schools, if projects such as these are to increase the quality and quantity of participation. As discussed in the text, possible amendments for future projects might include:

- More comprehensive initial training for NGO workers and teachers on youth participation and GCE in schools

- Regional and national spaces for teachers and young people to meet and discuss their engagement through the course of the project

- Engagement for schools on the project over one academic year rather than a term.

- Data collection embedded into project activities, for example if NGO visits the school or if schools take part in training. Identifying alternative means of data collection if gatekeepers (e.g. teachers) drop out.

- Provide a strategy to encourage and sustain the engagement with teachers who have less experience and confidence in youth participation methodologies.

- Identify learning needs for teachers as well as young people.

- Identify additional opportunities to encourage youth participation by reviewing the influence of adults.

- Bring public spaces into actions in particular where YAGs are led by teachers.

12   Appendix 1

Table 34: Youth Outcomes Matrix

Transversal skills & competences	Need	Aims	Early	Developing	Embedded
Developing knowledge and awareness of social, political and civic issues (local as well as global)	Young people need knowledge about the world around them so they can develop informed opinions and make informed choices. They need to know how to engage politically, in order to become active agents in their futures.	• Young people to develop their understanding of social, political and civic issues in local, national and global contexts. • Young people to understand the importance of playing an active part in democratic processes and understand different forms of political engagement.	I have an interest in global and social issues. I know something about one or two global or social issues. I have some awareness of political processes, the role of government, local, national and international institutions and democratic systems of governance.	I have begun to explore the complexity of one or two global or social issues, and have knowledge of others. I understand the different ways citizens can participate in political processes, including those that contribute to the *improvement* of communities at home or overseas. I have a view on why political participation is important.	I have knowledge of a range of global and social issues, and some understanding of their complexity. I can make connections between issues. I have a good understanding of the different ways citizens can participate in political processes, including those that contribute to the *improvement* of communities at home or overseas. I can explain why political participation is important and describe different ways of holding democratic bodies to account.
Thinking critically	Young people need to know how to think critically so they can make sense of the information available to them.	• Young people able to critically analyse a range of information in order to make develop ideas and make informed decisions. • Young people able to detect bias, opinion and stereotypes.	I listen to others and ask questions. I use information and evidence to inform my ideas.	I listen to others and ask thoughtful questions. I critically examine information and evidence in order to develop my ideas. I recognise when sources of information are unfair.	I critically examine and compare information and evidence in order to develop my ideas. I can analyse power relations. I recognise when information sources are unfair and based on opinion. I ask thoughtful questions including those about difficult and complex issues.

Transversal skills & competences	Need	Aims	Early	Developing	Embedded
Being creative and innovative	Young people need creative and innovative thinking skills to progress in a number of jobs.	• Young people to come up with new ideas in order to solve problems. They make connections between different ideas. • Young people think creatively about how they might engage with change in local, national and international contexts.	I come up with new ideas to solve problems.	I come up with new ideas to solve problems. I introduce and discuss my new ideas with others. I explore possible *solutions* to local, national and international challenges.	I come up with new ideas to solve problems. *I use my knowledge to make connections between different ideas.* I think about the future and plan innovations to initiate change within local, national and international contexts. I explain my ideas innovations to others.
Getting involved and working well with others	Young people need experience and skills of participation so they are active agents in their futures. They need skills to work well with others.	• Young people get involved and work well with others in activities that support social justice or democratic engagement. • Young people work together to agree responsibilities and goals. They listen to others and participate in joint decision-making. • Young people make choices and decisions, and recognise the consequences of them.	I take part in activities within my school that other people lead. I work well with others in small groups and help others to participate.	I work effectively with others on an activity which supports social justice or democratic engagement. I agree goals and responsibilities with others. I encourage everyone to participate and take all ideas seriously. I make choices and contribute to decision making. I accept group decisions. I evaluate and reflect on the success of the activities.	I am an active participant, working effectively with others, on an activity that supports social justice or democratic engagement. I agree goals and responsibilities with others. I encourage everyone to participate and take all ideas seriously. I evaluate evidence and contribute to informed decision making. I accept group decisions. I work with others to complete the activity to a high standard. I take on a leadership role where necessary. I evaluate and reflect on the success of activities.
Planning and managing	Young people need to be able to plan and manage their workloads to achieve the best possible results.	• Young people plan and manage activities which support social justice or democratic engagement. • Young people use project management techniques to identify and plan activities, consider potential achievements and identify successes. They learn from mistakes to inform future planning.	I can use timelines to identify and plan activities in order to reach a goal.	I use project management techniques to support and manage activities. I develop questions for investigation around activity or action. I identify and plan activities, recognising what I want to achieve and can identify successes.	I adopt a structured approach to managing activities that support social justice or democratic engagement. I develop questions for investigation around the activity. I use project management techniques to identify and plan activities, I recognise what I want to achieve and identify can success.

Transversal skills & competences	Need	Aims	Early	Developing	Embedded
Encouraging communication and voice	Young people need to be able to communicate appropriately to a range of audiences.	• Young people communicate effectively to different audiences and are able to get complex messages and ideas across appropriately. • Young people actively listen to others. • Young people voice ideas and opinions, and justify and defend these ideas and opinions. They understand how to influence others.	I share ideas and opinions about global / social issues with others both orally and in writing. I listen to others.	I present my ideas on global / social issues to groups of peers, both orally and in writing. I defend my ideas and opinions in order to influence others. I actively listen to others and disagree in ways that do not discourage others.	I take complex global / social issues and communicate them to others simply and effectively. I present ideas to different audiences in appropriate ways. I state and defend my ideas and opinions, arguing rationally and persuasively from an informed position. I understand communication is a two-way process and actively listen and take on board others' ideas.
Thinking and acting globally	In a globally interdependent world young people need a global perspective, seeing themselves as active global agents – able to shape their own lives and the world around them.	• Young people identify themselves as global citizens. • Young people see interconnections between themselves and other citizens of the world. • Young people reflect on the consequences of their own actions and take account of the needs of present and future generations in their choices. • Young people see themselves as being able to make a difference in the world and can identify what they can do collectively or with others to enact change.	I recognise myself as a global citizen. I believe individuals can make a difference locally, nationally and globally.	I recognise myself as a global citizen and am able to explain what this might mean. I can explain how my actions might impact on others across the world, both positively or negatively. I believe that individuals and groups can make a difference locally, nationally and globally. I am willing to take a stand on a global issue.	I recognise myself as a global citizen and am able to explain some of the complexity of what this means. I understand the world is interconnected and can evaluate how my actions can impact positively or negatively on others across the world. I believe that individuals and groups can make a difference locally, nationally and globally. I am willing to work towards a more equitable future and get involved in activities supporting social justice or democratic engagement.

Transversal skills & competences	Need	Aims	Early	Developing	Embedded
Developing values to support global citizenship	Young people need to develop values that support them as global citizens. These include: empathy, common humanity, fairness and justice.	• Young people are sensitive to the needs of others. • Young people appreciate the similarities and differences between people, but also acknowledge a sense of common humanity. • Young people explore and understand issues of fairness and justice. • They have a personal commitment to others, issues of equality and justice.	I can demonstrate compassion and empathy towards others locally and globally. I understand the concept of fairness and recognise that the world is not always fair. I am able to give examples to support this.	I can demonstrate compassion and empathy towards others locally and globally. I am sensitive towards the different feelings, needs and views of others. I acknowledge there is a common humanity and people have common needs. I understand the concept of fairness and recognise the world is not always fair. I can explain the causes and effects of inequality within and between societies. I am willing to speak up for others.	I demonstrate compassion and empathy towards others locally and globally. I am sensitive towards the different feelings, needs and views of others. I understand the idea of a common humanity, with common needs. I understand the concepts of fairness and justice. I can explain the causes and effects of inequality within and between societies. I am willing to take action against inequality and demonstrate a commitment to social justice and equity.
Developing confidence and self-esteem	Young people need the confidence to actively engage in a range of situations.	• Young people are confident to actively engage in different forums / situations outside their comfort zones. • Young people willing to take on new activities and meet new people	I am confident to engage in activities in small groups of friends.	I am confident to meet new people and take on new activities.	I am confident to take on new activities and meet new people. I am happy to work in places and situations I am not familiar with. I like to be stretched outside my comfort zone.

13 **Appendix 2**

Table 35: Project activities by school

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
CYP-Hub-30	Cyprus	Italy meeting, Jan 2015 – 2 teachers Poland meeting – 1 teacher & 2 pupils Support: Several face to face meetings with the teachers & telephone communication	1st year: 1 English teacher 1 Art teacher 2nd year: 1 Art teacher 1 IT teacher Used teachers' toolkit	Age 13-14 Used youth toolkit	IT: various resources used.	15 students Activities on: migration & refugees e.g. organisation & participation of photoshoot on migration. Posters for awareness raising in school. Presentation to school. Climate change awareness raising posters for school community.	Education Climate change Humanitarian aid Inequality Food
CYP-31	Cyprus	Induction event with CARDET. Support: telephone communication	1 IT teacher 1 MFL teacher Used teachers' toolkit	Age 13-14 Used youth toolkit	English & IT Using a range of educational materials on a range of global issues (mostly case studies and videos). YP have own secure Facebook page where they discuss global issues that they learn from school.	25 students Designing posters and creating informational material to distribute to fellow students. Using Youth Toolkit to find information on global issues.	Education Climate change Humanitarian aid Inequality Food
CYP-37	Cyprus	Induction event with CARDET. Support: telephone communication	1 literacy teacher (Greek) 1 Biology teacher Used teachers' toolkit	Age 12-15 Used youth toolkit	Greek & Biology: topics included climate change, health & education. Photos, videos, presentations from the Teacher toolkit and the Resource Bank.	17 students – use a range of materials. Activities include: National Tree Week event; the organisation "Bird Life" visits the school to discuss climate change and migratory birds. Participation in Women's International Day event.	Climate change Education Humanitarian aid Inequality Food

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
CYP-32	Cyprus	Induction event with CARDET. Support: telephone communication	1 French teacher 1 Maths teacher	Age 16-17	French Topics on: gender equality. Presentation and video for the International Women's Day event.	11 students. Activities on: climate change. Participation in 5th Pancyprium Science Conference. Presentation on "Our planet's climate is changing. What is causing this change? Is there something we can do to stop it?" Participation in Women's International Day event. Disseminate flyers and posters they produced on climate change to the rest of their schools students and to their communities as well.	Climate change Inequality
CYP-34	Cyprus	Induction event with CARDET. Support: telephone communication	1 maths teacher 1 literature / history teacher 1 MFL teacher	Age 16-17 years	English & Greek Activities on climate change: Climate Change Action Guide; Presentation on climate change. Videos: 'Sisters on the Planet – Sahena', 'Simon Pegg: What does coal have to do with hunger'.	16 students Activities on climate change	Climate change

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
CYP-35	Cyprus	Induction event with CARDET. Support: telephone communication	1 maths teacher 1 physics teacher Used teachers' toolkit	Age 15-16 Used youth toolkit	N/A	27 students Activities on: climate change. Participation in science conference. Presentation on "Our planet's climate is changing. What is causing this change? Is there something we can do to stop it?" Participation in Women's International Day event. Disseminate flyers and posters they produced on climate change to the school students and to community.	Climate change
CYP-33	Cyprus	Induction event with CARDET. Poland meeting – 1 teacher (moved from hub school) Support: 2 face to face meetings & telephone communication	2 MFL teachers Used teachers' toolkit	Age 15-18 Used youth toolkit	English Topics on: climate change, inequality, education & food. Videos used: Sahena -Climate Change; India's broken food chain; First taste of chocolate. Resource materials on: why-why-why chain on climate change and broken food chain.	18 students Activities on: inequality, migration & refugees. YAG organised an even to present the youth toolkit to fellow students. Also, presenting on migration & refugees.	Education Climate change Humanitarian aid Inequality Food

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
CYP-36	Cyprus	Induction event with CARDET. Support: telephone communication	1 RE teacher Used teachers' toolkit	Age 15-17 Used youth toolkit	Religious studies: topics include migration & refugees Materials from the teacher toolkit and especially the videos and the quizzes	15 students Activities include: migration & refugees. Students organise a school event on Migration. They interview students about migration and create a video showing students' understandings. They then debate migration with other schools. Participation in Women's International Day event.	Education Climate change Humanitarian aid Inequality Food
IT-Hub-12 (dropped out)	Italy	7 steps model Oxfam Italy Italy meeting, Jan 2015 - 1 teacher Poland meeting – 2 pupils and 2 teachers	1 English teacher 1 PE teacher	Age 16	7 Steps YAG model of Oxfam Italy. Involves the following steps: 1. Share: Role play "Build up the city" 2. Explore: SFYouth Classroom activity "Global Initiatives" to identify factors of global inequality 3. Connect: resource bank on the agreed issue to analyse 4. Identify: skills section of SFYouth portal (what's action, decision making processes) 5. Plan: skills section of SFYouth portal (project design) 6. Act: actions on stage 7. Reflect: evaluation from classroom activities	12 students Oxfam Italy organised 7 meetings at school to set up the Youth Ambassadors model, reflect on citizenship and focussing on food security. YAG: The final action was a flash mob that took place in Expo Milan 2015	Classrooms activities Food Climate change Skills section

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
IT-16	Italy	7 steps model Oxfam Italy Oxfam Italy organised 7 meetings at school	1 IT teacher 1 literature teacher	Age 16-18 Used youth toolkit	7 Steps YAG model of Oxfam Italy (see hub school, Italy for details).	Focused on citizenship and food security. YAG: produced a video	Classrooms activities Food Climate change Skills section
IT-13	Italy	7 steps model Oxfam Italy Oxfam Italy organised 7 meetings at school	1 Philosophy teacher 1 MFL teacher	Age 16-19	7 Steps YAG model of Oxfam Italy (see hub school, Italy for details).	Focused on citizenship and access to education. YAG: planned a raising awareness event in the city centre, but due to heavy rain they were not able to perform it.	Classrooms activities Resource bank on education Skills section
IT-17	Italy	7 steps model Oxfam Italy Oxfam Italy organised 7 meetings at school	1 science teacher 1 English teacher	Age 15-18	7 Steps YAG model of Oxfam Italy (see hub school, Italy for details).	Focus on citizenship and climate change. YAG: designed a proposal to the head teacher to introduce bicycle parking in the schools' garden	Classrooms activities Resource bank on climate change Skills section
IT-21		7 steps model Oxfam Italy Oxfam Italy organised 7 meetings at school	1 maths teacher	Age 17-18 Used youth toolkit	7 Steps YAG model of Oxfam Italy (see hub school, Italy for details).	YAG: 10 young people. YAG: organised a stand in the town centre to raise awareness about the risks of global warming	Classrooms activities Resource bank on climate change Skills section Quiz section
IT-19	Italy	7 steps model Oxfam Italy Oxfam Italy organised 7 meetings at school	1 English teacher	Age 16-17	7 Steps YAG model of Oxfam Italy (see hub school, Italy for details).	Focus on citizenship and inequality in relation to gender issues. YAG organised theatrical performance in school	Classrooms activities Resource bank on inequality Skills section

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
IT-18	Italy	7 steps model Oxfam Italy. Oxfam Italy organised 7 meetings at school	1 English teacher	Age 16-18. Used youth toolkit	7 Steps YAG model of Oxfam Italy (see hub school, Italy for details).	Focus on citizenship and access to education. YAG organised a documentary show followed by a debate using non formal education activities	Classrooms activities. Resource bank on education. Skills section
POL-Hub-22 (drop out)	Poland	Italy meeting, Jan 2015 - 2 teachers. Poland meeting – 2 teachers & 2 pupils	1 English teacher. 1 IT teacher	Age 16-18		School organized Fair Trade Game in Katowice during meeting in Poland. Dropped out after that.	
POL-27	Poland	PAH visited school 3 times to set up YAG and workshops.	1 German teacher. 1 literature teacher. Used teachers' toolkit	Age 16-18. Used youth toolkit	Biology Teacher : Lesson about water (used movies and presentation about Climate Change)	Yes – 22 pupils. Pupil-led learning. Organized information and action in school about Water Day and Women's Day.	Education. Climate change. Humanitarian aid. Inequality. Food. 1 Goal- 2 girls born on the same day
POL-24	Poland	PAH visited school 3 times. Support needed from PAH for Water Day.	1 literature teacher. 1 English teacher. Used teachers' toolkit	Age 15-17. Used youth toolkit	Workshop in Geography (Global Inequality). World Water Day. Lessons about Humanitarian Aid.	Prepared questions on water issues. Organised a picnic and engaged the public in discussions and handed out leaflets. Pupils made school newssheet. YAG prepared action and shared on SFYouth app.	Education. Climate change. Humanitarian aid. Inequality. Food
POL-26	Poland	PAH visited school 3 times.	1 German teacher. 1 English teacher. 2 Italian teachers. Used teachers' toolkit	Age 16-19. Used youth toolkit	Lessons on global inequality.	Young people took part also. PAH organized action 'Huge Drop' for Water Day: https://www.youtube.com/watch?v=n8Lvw3KyHOU	Education. Climate change. Humanitarian aid. Inequality. Food

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
POL-29 (dropped out)	Poland	PAH visited school twice: one introduction meeting with teachers; one workshop about access to water for YP	1 Civics / History teacher 1 Geography teacher Used teachers' toolkit	Used youth toolkit		Young people took part in PAH organized action 'Huge Drop' for Water Day: https://www.youtube.com/watch?v=n8Lvww3KyHOU	
POL-28 (dropped out)	Poland	Introduction meeting with teachers.	2 teachers Used teachers' toolkit	Age 16-18 Used youth toolkit			
POL-23	Poland	PAH visited school and organized action.	1 English teacher 1 other teacher Used teachers' toolkit	Age 17-18 Used youth toolkit	Lesson about Humanitarian Aid	Meeting with CEO of PAH PAH organized action 'Huge Drop' for Water Day: https://www.youtube.com/watch?v=n8Lvww3KyHOU	Education Climate change Humanitarian aid Inequality Food
POL-25	Poland	PAH visited school 3 times.	1 English teacher 1 Geography teacher	Age 15-17		No YAG YP organized performance for kindergarten (on access to water) Organized for other 2 trial schools meeting with PAH CEO	Skills development

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
UK-Hub-1	UK	Italy meeting, Jan 2015 (2 TS) Poland Meeting Nov 2015 (2 TS, 2 YP) Hosted induction day for trial schools with Oxfam, Jan 2016 (Oxfam ran the event) Hosted review day with Oxfam, June 2016 (Oxfam ran the event) Phone, email and face to face contact throughout (face to face meetings every few months)	1 Art teacher 1 Maths teacher Used teachers' toolkit	Age 14-15 Used youth toolkit	Year 8-9 Art: knowledge to support students' learning Super Heroes saving the world from climate change Year 7: access to education. Students helping/designing the Glastonbury Banner. Refugee week with Catherine West	Attended the induction day at UK-Hub-1 (2 YP) YAG –active Activities on: Fair Trade, Refugee Week (media workshop), Send My Friend to School Assemblies organised by students on climate change and poverty. Cinema trip on educational access film Trip to UK Parliament to climate change lobby Fair Trade taste test and Fair Trade Fortnight quiz and questions.	Fair Trade Poverty Education (Send my friend to school) Used toolkits: Education Climate change Humanitarian aid Inequality Food
UK-5 (dropped out)	UK	Attended induction day at UK-Hub-1. Dropped out soon after.	1 history teacher 1 science teacher			Attended the induction day at UK-Hub-1 (2 YP)	
UK-4	UK	Attended induction day at UK-Hub-1. Attended review day at UK-Hub-1 Email and phone contact. 1 visit from Oxfam: planning and face to face meeting young people	1 humanities teacher 1 music teacher (dropped out) Used teachers' toolkit	Age 13-14 Used youth toolkit	Year 9 Citizenship: Toolkit resources to explore how citizens can create change in society in Power, Politics + media topic (1 class per week). Year 8 Music: Global inequality and the Blues. Lessons on Send my Friend to School – letters to be sent to local MP to put pressure on Government.	Attended induction and review day at UK-Hub-1 (2 YP) Topic: access to education. YP met with teachers to talk about global issues Assemblies to whole school. Research Peer teaching Created videos	Education Fair Trade Send my friend to school campaign Exploitation of children Inequality

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
UK-9	UK	Attended induction day at UK-Hub-1. Attended review day at UK-Hub-1. Email contact.	1 media / drama teacher 1 History teacher Used teachers' toolkit	Age 12-13 Used youth toolkit	Geography: farming	Attended induction and review day at UK-Hub-1 (2 YP). Yes, Year 8. Group doing refugee awareness. Awareness raising in assemblies with fellow students. Social networking site. Creating a welcome mural. Fundraising activities for farmers	Farming Refugees Food
UK-3 (dropped out after March 2016)	UK	Attended induction day at UK-Hub-1. Email contact. Dropped out after March 2016.	1 Head of humanities 1 English teacher		Geography: development and inequality to compare countries Geography: Developing and population inequality linking to literacy	Attended the induction day at UK-Hub-1 (2 YP) In March 2016 the YAG has 12 members and met twice. Working on education and literacy	Education Literacy
UK-10 (dropped out after March 2016)		Attended induction day at UK-Hub-1. Email contact.	1 Spanish and Citizenship teacher 1 Geography teacher (dropped out)	Age 11-14	Year 8/9 Citizenship: Use case study learning to help class set up a Fair Trade stall. Year 8 Spanish: Learn about Fair Trade through case studies prior to project in Spanish.	Attended the induction day at UK-Hub-1 (2 YP)	Fairtrade
UK-2	UK	Attended induction day at UK-Hub-1. Attended review day at UK-Hub-1 Email contact. 1 visit from Oxfam: face to face meeting with the teacher	1 Head of KS3 1 KS 3 teacher (dropped out) Used teachers' toolkit	Used youth toolkit	KS3 topic: If the World Were a Group of 10 People. Water vulnerability and Oxfam water week. Students tested out dirty/ clean water and discussed how cleaner water is better.	Attended induction and review day at UK-Hub-1 (2 YP) A Youth Ambassador Group was not set up as the school is Special Educational Needs so all activities were carried out with the whole class	Water

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
UK-8	UK	Attended induction day at UK-Hub-1. Attended review day at UK-Hub-1 (June 2016) Email contact. 1 face to face visit to plan activities and meet with the Youth Ambassador Group	1 Geography teacher 1 Science teacher Used teachers' toolkit	Age 12-16 Used youth toolkit	Year 8 Geography. Unequal World: Inequality section, plus opportunities for peer education. Year 9 Science: Food Chain. Critical thinking and research skills.	Attended induction and review day at UK-Hub-1 (2 YP). Yes - longstanding and active. Fairtrade Peer Education work. Newsletters for school magazine Letter to MP School presentation by students and students ran assemblies	World Hunger Poverty Education Climate change Humanitarian aid Inequality Food
UK-40	UK	Attended induction day at UK-Hub-1. Email contact.	1 PSHE / Citizenship / teacher 1 Humanities. teacher Used teachers' toolkit	Age 12-14 Used youth toolkit	Year 9 Geography: Using the inequality resources and the Ghana case study. Year 8 PSHE: topics include the SDGs; using education materials in the toolkit.	Attended the induction day at UK-Hub-1 (2 YP). YAG topics include: climate change and Fairtrade Fortnight. The toolkit is supporting critical thinking in scripting a film.	Inequality Education Food Health
UK-6	UK	Hosted Induction Day Jan 2016 for schools north of London. Education & Youth Advisor provided phone/email support. Oxfam visit: End of Easter Term with Year 7 and Year 10 Email and phone contact.	1 PSHE / Religious Studies teacher 1 languages / Deputy Head 1 media / citizenship teacher (only attended induction day)	Age 11-15	Year 7 PSHE: Climate change. Completing postcards and making films to be judged by the YAG. Year 10 RE: Wealth & Poverty. Y7 – Climate Change (film making) Y7 – Fair Trade	3 students attended the induction day at UK-6 Longstanding and active YAG. Blogging (e.g. International Women's Day) Resources Campaign tips Videos done by students Skills development e.g. presentations, surveys, fundraising. Assemblies Weekly meetings. Fairtrade fortnight (fundraising) Sending MP post-cards Discussions and in-school vote.	Wealth and poverty Climate change Fair Trade

School code	Country	Training / support	Teachers	Young people	Curriculum and wider school focus	YAG Activities and student voice	Resources used
UK-7 (dropped out after March 2016)	UK	Attended induction day at UK-6. Email contact.	1 Religious Studies teacher 1 Geography teacher Used teachers' toolkit	Age 13-15 Used youth toolkit	Year 9 Geography – resources from the teachers toolkit on Food Insecurity used across Year 9 including 'Can you beat the food system' Year 9 Science – Climate change resources used to support hydrocarbons topic Year 9 Religious Studies – Humanitarian Aid used to create profiles of a child in the UK / a refugee child	Attended the induction day at UK-6	Education Climate change Humanitarian aid Inequality Food
UK-11	UK	Attended induction day at UK-Hub-1 (2 YP) and review day at UK-Hub-1 (2 YP) 1 face to face visit in Summer Term with Youth Ambassador Group. Email and phone contact.	1 Geography teacher 1 History teacher 2 colleagues were also asked to use the toolkits	Age 12-13	Year 7 Geography. Africa topic: Use Ghana health resources to explore inequality and move away from the 'single story' narrative. Year 8 History: The Slave trade: Use toolkit to explore education & rights, and write a letter to the MP. Year 8 lesson on education access.	Yes. 2 hours per week. Can Violence ever be justified toolkit: for finding information and critical thinking Migration & refugees toolkit: for critical thinking and planning actions Wrote to MP Role play Peer teaching	Can Violence ever be justified Migration and refugees Health Education – Send my friend to school.

Appendix 3

Table 36: Data collection by school

School code	Teachers				Young people		
	Paired survey	Interview 2014-5	Interview 2015-6	Interview end 2016	Paired survey	Focus groups 2014-5	Focus groups 2015-6
CYP-Hub-30	2	1 (2)	1 (2)		17	1 (9 YP)	1 (3 YP)
CYP- 31	2		1 (2)		18		1 (12 YP)
CYP- 37	2				1		
CYP-32				1 (2)			
CYP-34							
CYP-35				1 (2)	11		
CYP-33	1				10		
CYP-36	1				9		
IT-Hub-12 (D-O)		1 (1)				1 (7 YP)	
IT-16	1			1 (1)[21]	5		
IT-13					6		
IT-17							
IT-21	1		1 (2)	1 (4)			1 (5 YP)
IT-19				1[22]	1		
IT-18	1				5		
POL-Hub-22 (D-O)		1 (2?)				1 (9 YP)	
POL-27	2			1 (2)	13	1 (7 YP)	
POL-24	1		2				
POL-26	2		2	1	11	1 (10 YP)	
POL- 29 (D-O)	1						
POL-28 (D-O)	1						
POL-23	1			1			
POL-25					1		
UK-Hub-1	2	1 (2)	1		8	1 (7 YP)	1 (2 YP)[23]
UK-4	1		2		33		(2 YP)
UK-9	1		1		2		(2 YP)
UK-2	2		2				(2 YP)
UK-8	3		1	1 (2)	23		(2 YP)
UK-40	1						
UK-6			2	1	29		1 (7 YP)
UK-7 (D-O)	2				11		
UK-11			2	1 (2)	5		(2 YP)

21 Telephone interview
22 Telephone interview
23 1 interview with 12 participants from 6 schools indicated (2)

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Development Education Research Centre
UCL Institute of Education
36 Gordon Square
London WC1 H 0PD