



Youth Participation for Active Global Citizenship: Future Youth School Forums Project Report

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With Input from Project Partners



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I Executive Summary

Future Youth School Forums (FYS-Forums) is an EU Erasmus+ funded project running from 2015 – 2018 taking place in Cyprus, Italy, Lithuania, England and Poland. The FYS-Forums project aims:

- To create an inclusive, sustainable, networked model of EU wide curriculum linked global citizenship youth forums that are delivered by schools for schools;
- To provide teachers and young people with the tools to promote effective and inclusive youth leadership across formal and informal education through global citizenship forums;
- To influence at local, national and EU levels to promote more inclusive and participatory youth led policies and opportunities within EU education systems.

Specific project goals were to affect three mutually overlapping spheres: micro (represented by young people); mezzo (represented by teachers as representatives of educational institutions) and macro (represented by local and national authorities). The development of the project has been assisted by the building of collaborative ongoing relationships with several schools in five partner countries. The FYS-Forums project developed several tools for use within the formal and informal curriculum and advocated methods to support young people's participation in social action.

Although the study was conducted in four European countries Cyprus, Italy, Lithuania and England (without data from Poland in the empirical research), it has implications and raises questions that are relevant internationally, beyond the countries involved. Several aspects of data on the FYS-Forums project, presented in this study are notable. From the teachers' perspective, youth participation in global issues at a school level is occurring through extra-curricular activities. That might be the reason why teachers from all four countries enthusiastically welcomed the idea of setting up projects and activities in their schools that fostered collaboration among teachers and contributed to youth support.

Our research shows that teachers raise the level of collective critical consciousness about the need of global citizenship participation at school. The teachers' perspective of young global citizens encompasses the possession of cultural awareness, an active approach towards tasks and activities and having a voice in matters that affect themselves and others. A significant factor is the student-teacher relationship, one which influences engagement, supports initiatives and motivates for active engagement. Creating a group of engaged young global participants requires the engagement of teachers in activities, promotion of global citizenship through work and cooperation through teacher-student partnerships and teacher-teacher partnerships.

Our analyses show that running youth forums in schools can be beneficiary for both teachers and students. Teachers said that they are using innovative teaching methods and materials, after being involved in the FYS-Forums project. Teachers particularly valued the "learning by doing" method in shaping young global citizens. Benefits include involvement in projects with external institutions and organizations such as NGO's.

Added value of the FYS-Forums project according to teachers is growing confidence among youth to participate in school activities and experience leadership. As teachers said, the FYS-

Forums activities in school influences empowerment of young people to act independently and supports involvement in school projects and activities. Teachers acknowledged changing their view on the meaning of youth participation after the FYS-Forums project finished. The change was visible in perception of the need to develop leadership, management skills and promoting activities where leadership can be practiced. Teachers said that involvement in the FYS-Forums project, gave students the opportunity to understand how important active engagement and responsibility in completing tasks is.

According to teachers the impact of the project is visible in the student's self-awareness, confidence about their own strengths and openness for collaboration with teachers and colleagues. The Forum itself, according to teachers, can support young people's engagement in school education. Those at risk of failing academically particularly benefitted through raised interest in activities that are offered at school. Teachers noticed a growing interest of global topics among the students that were engaged during FYS-Forums activities in school.

Teachers feel that global citizenship education within projects, conducted in schools, fill the gap that school does not satisfy in providing information about current issues, and problems occurring in our rapidly changing world. Activities within the FYS-Forums project, according to teachers, offer students opportunities to assess their skills, show their passions, creativity, strengths, develop interpersonal skills when working with others as well as confidence in speaking.

Students benefited from the FYS-Forums project through developing positive attitudes towards learning and towards other people. Another benefit of the Forum, in the teacher's opinion, is the students approach to media information. Teachers noticed students are more aware of the danger of information that is transmitted through media. According to teachers, students become more cautious in interpreting the media after involvement in the FYS-Forums project.

The FYS-Forums project supports teachers' reflection on their role towards promoting global citizenship. In the teacher's opinion, they add value as global education agents who foster participation and stimulate activities rather than being global education teachers that develop knowledge about global matters. As global agents in school, teachers saw their role as the facilitators of student's discussions about global issues and supported the development of values that are associated with global citizenship. To be an agent between global problems and students, teachers saw a need to use online materials, resources and media when introducing global problems in school.

Young people benefited from the Forum in many ways. Depending on their expectations some of them mentioned that the Forum helped them in developing transversal skills such as public speaking, self-esteem, teamwork, critical thinking and others. The skills were mentioned as significant for them in their future life.

Analysis of responses across all focus groups revealed two categories of participants: those *currently focused on learning* and those *currently active participants*. These categories are based on young people's responses, looking at how they described their expectations of the Forum and in the way they reflected on their roles and responsibilities in the whole process (including everything before, during and after the Forum). Those categories were visible in the focus group in England the most but are also evident in the responses of participants from other countries.

Currently focused on learning: these participants are currently more focused on learning and their expectations for the Forum were explained in that way. These participants primarily expressed the wish of learning the skills and gaining new knowledge. These participants currently are more focused on personal development and gaining skills than on active participation. Their responses tended to be more about what participation in the Forum gave them rather than to describe how to use the skills gained thanks to the presence in the project. It is hard to say what the reasons are behind these attitudes but in comparison to responses of teachers from the schools, where young people answered in that way, we can hypothesize that is an effect of the limitation of actions taken by the young people. These participants appreciate that they could participate in the Forum and gain new skills and knowledge which they can use if they wish to. They also emphasized that the methods of learning used during the Forums were done in an interesting way, differently from what they do in regular classes. They appreciate that they could use new skills and knowledge in practice. However, the Forum has not affected them to such an extent that they feel that they could or want to fully participate in responding to global problems.

Active participants: identified issues such gender equality as important to them and were interested in improving the current situation. These participants explained during focus groups that they were involved in the whole process of the Forum. In their responses, it was evident that the Forum was not only another extra-curriculum activity offered by the school but the Forum become their own space, and belonged to them. Students who have been categorized as active participants had much more freedom given to them by teachers during the whole process. Thanks to this they have had a deeper participatory experience. This category of participants indicated what they want to change and modify in the organization of the Forum in the future to make it more effective and to involve more students.

II About Future Youth School Forums

Future Youth School Forums (FYS-Forums) is an EU Erasmus+ funded project implemented in Cyprus, Italy, Poland, Lithuania and the UK from 2015 to 2018 because of collaboration between NGOs and academic institutions from these five countries. Project partners worked with partner schools to create intellectual outputs and run youth-led, school-based forums. FYS-Forums developed a model for schools, allowing them to lead small-scale global citizenship youth forums, which increase motivation, participation and skills development regarding education and civic life for 11-18-year-olds across the EU. FYS-Forums developed a model of Forums aimed at younger pupils which embeds pre- and post-Forum work in formal and informal curricula of schools.

Project Objectives

Based on the original proposal documents, the FYS-Forums project had 3 objectives:

- (1) To create an inclusive, sustainable, networked model of EU-wide curriculum-linked global citizenship youth forums that are delivered by schools for schools;
- (2) To provide teachers and young people with the tools to promote effective and inclusive youth leadership across formal and informal education through global citizenship forums;
- (3) To influence authorities at local, national and EU levels to promote more inclusive and participatory youth-led policies and opportunities within EU education systems.

This report is a comprehensive account of the data collected on the FYS-Forums project, and it specifically answers the following questions:

- (1) How did the project better motivate and engage youth within education?
- (2) How did the project better develop transversal skills and competencies in youth?
- (3) How did the project support teachers in the development of more relevant and inspiring curricula and student-centered pedagogies?
- (4) How did the project increase EU youth civic engagement and active citizenship?

Log Frame Targets Relating to Young People and Teachers

Indicator 1: Young people (aged 11-18) more motivated in connection with education and EU civic life.

% of youth participating in forums/using tools report increased motivation in education/civic life

Rationale: The forums and related training, curriculum work and post-forum citizenship activities will be motivating for youth.

Indicator 2: Young people (aged 11-18) develop transversal skills and competencies.

% of youth participating in forums/using tools report improved transversal skills and competencies

% of teachers report an increase in transversal skills and competencies of youth

Rationale: IO4 provides specific training in these, and the forum itself and post-forum activities will further develop such skills in participants.

Indicator 3: Young people (aged 11-18) feel more connected to political and civic processes.

% of youth participating in forums/using tools report increased transversal skills and competencies

% of teachers report an increased connection to political and civic processes

Rationale: The whole model is about the promotion of civic engagement in global issues in education; therefore, pre-forum and forum activities will promote this, and post-forum youth will lead real civic actions.

Indicator 4: Young people (aged 11-18) feel more connected to the EU

% of youth feeling more connected to the EU

Rationale: The model is based on joint work with other EU youth; IO5 will ensure that youth are posting and sharing across the EU, and the transnational youth policy forum will further strengthen this.

Type and Frequency of Activities

Two sets of Forums were run by and in schools on two topics: People Forced to Flee and Gender Equality from 2016-2018. The People Forced to Flee Forums were run by 5 Hub Schools across the EU, and the Gender Equality Forums were run by the same 5 Hub Schools plus 8 new schools (referred to as Trial Schools). 88 other schools joined in the Forum days as Participating schools, bringing along groups of students and teachers. All Hub and Participating schools did activities before, during and after the Forums, taking action on the Forum topic in their schools and communities. Teachers and students from Hub Schools also took part in international learning events as well as National and International Multiplier Events and webinars.

Total Number of Forums

Country	Forum date	Forum topic	Host	Participating schools
Cyprus	23/11/2016	People Forced to Flee	Hub school	9
	15/03/2017	Youth Building a Better Future	Trial school 1	1
	22/11/2017	Gender Equality	Hub school	8
	24/11/2017	Gender Equality	Trial school 2	6
	08/12/2017	Gender Equality	Trial school 1	10
UK	25/11/2016	People Forced to Flee	Hub school	4
	23/06/2017	People Forced to Flee	Trial school 1	2
	08/03/2018	Gender Equality	Trial school 1	4
	08/03/2018	Gender Equality	Hub school	2
	08/03/2018	Gender Equality	Trial school 2	7
Italy	25/11/2016	People Forced to Flee	Hub school	4
	07/02/2018	Gender Equality	Hub school	4
	27/01/2018	People Forced to Flee	Trial school 1	4
	08/03/2018	Gender Equality	Trial school 2	4
Lithuania	24/11/2016	People Forced to Flee	Hub school	8

	28/11/2017	Gender Equality	Hub school	7
	28/02/2018	Gender Equality	Trial school 1	5
	21/03/2018	Gender Equality	Trial school 2	4
Poland	01/04/2017	People Forced to Flee	Hub school	0
	01/03/2018	Gender Equality	Hub school	0
Total number of schools				93
Unique participating schools				71

International Webinars

Date	Topic	Host	Young people and teachers	Number of schools	Countries present
18/10/2017	Sharing forum experiences and outcomes	CARDET	81	11	UK, Italy, Lithuania, Poland, Cyprus
01/03/2018	International Multiplier event, sharing forum experience and outcomes	OGB	19	8	Lithuania, Poland, Cyprus, UK, Italy*
08/03/2018	Sharing forum learning on forum day	OIT	231	21	UK, Italy

*Schools in the UK and Italy were closed due to adverse weather conditions so teachers and young people from these countries were not able to attend the webinar. Updates were provided by Oxfam GB and Oxfam Italia on behalf of these schools.

Multiplier events

Date	Host	Region	No. Participants	Attendees
03/06/2017	University of Łódź - Poland	National	31	Teachers and headteachers
21/05/2018	Oxfam GB - UK	National	68	Young people and Teachers from Hub schools, MPs, Ministers, funders, NGOs, European stakeholders
01/04/2018	Oxfam Italy	National	40	Teachers, NGOs, Educational Stakeholders
21/03/2018	JKC - Lithuania	National	41	Young people and Teachers from Hub schools, European stakeholders
03/05/2018	CARDET - Cyprus	National	50	Young people and Teachers
17/04/2018	Oxfam Italy/Oxfam GB	International	87	Young people, teachers, NGOs, European stakeholders

Learning/Teaching/Training Events

Date	Host	Participants	Attendees
22 – 26 Feb 2016	Oxfam Italy	8	Teachers, partner staff from all partners
20 – 24 March 2017	CARDET	15	Teachers, partner staff from all partners

Project Organization

The project was a collaboration between organizations from 5 EU countries: Jaunimo Karjeros Centras (Lithuania), CARDET (Cyprus), Oxfam Italia (Italy), University of Łódź (Poland), and Oxfam GB (United Kingdom). Project Managers representing each organization met during face-to-face meetings and monthly online meetings chaired by Oxfam GB, which coordinated the project.

Four face-to-face Transnational Project Meetings were held over the course of the Project, two in Year 1 (UK and Poland), one in Year 2 (Lithuania) and one in Year 3 (Italy). These meetings were designed to allow Partners some time to discuss progress on Intellectual Outputs, monitor development against the workplan, find solutions to common issues faced across the countries in relation to the implementation of the Project, and to further enhance the working relationship between all Partners, which was essential for maintaining high levels of collaboration and communication. In-depth and accurate minutes were kept of all meetings.

Meeting 1

14 – 16 December 2015, London, UK

Host: Oxfam GB / Participants: All 5 Partners sent staff to attend the meeting

This was the start-up meeting of the Project, so the focus for the agenda was setting benchmarks and parameters and understanding better the national context of each Partner. Partners started by exploring and clarifying key themes such as youth forums and Global Citizenship. The partners then planned for the set-up on the project, including financial planning, setting up procedures, risk and issues logs, communications and dissemination plan. Partners started to plan the Intellectual Outputs: European Needs Assessment (IO1), Youth Forums Planning Toolkit (IO2), Curriculum Toolkit (IO3), Skills Training module (IO4), and Youth Portal (IO5), and decided on a theme for the first year of the project. The partners visited one on the UK Hub schools, Woodside, to explore how it used student voice and participation to challenge social exclusion at school. They also discussed what 'At Risk' looked like in their context, and defined a measurable definition.

Meeting 2

9 – 10 June 2016, Łódź, Poland

Host: University of Łódź / Participants: All 5 Partners sent staff to attend the meeting

The second Partners Meeting was focused on agreeing the final structure and contents of key Intellectual Outputs. The meeting started with a review of the first 9 months and looking at ways of improving the partners' work. The bulk of the meeting involved discussions on Intellectual Outputs, starting with a discussion on the structure, contents, dissemination and timelines of the transnational report (IO1). Partners then reviewed the youth forums planning toolkit (IO2), curriculum toolkit (IO3), skills training module (IO4), and the website (IO5). This involved discussion on the structure, style, contents and audience. Partners also planned how they could support teachers, created a post-forum survey, and planned next steps.

Meeting 3

23 – 24 May 2017, Kaunas, Lithuania

Host: Jaunimo Karjeros Centras / Participants: All 5 Partners sent staff to attend the meeting

The third Partners Meeting focused on finalizing Intellectual Output contents. It started in the Lithuanian Hub school, where partners could test intellectual outputs on classes of students and receive feedback. There was an in-depth review of all resources, forums planning toolkit (IO2), curriculum toolkit (IO3,) skills training module (IO4), and the website (IO5) with all partners and teachers to ensure that all intellectual outputs were relevant to the contexts of the 5 countries. Partners spent some time creating surveys and focus group questions and planning school support and forums timelines. Partners then made initial plans for the International Webinar and the International Multiplier Event.

Meeting 4

18 – 19 April 2018, Rome, Italy

Host: Oxfam Italy / Participants: All 5 Partners sent staff to attend the meeting

The final Partners Meeting took place directly after the International Multiplier Event, and it focused on its review, with discussions on its impact, dissemination and sustainability. Partners had the opportunity to evaluate the original objectives, discuss achievements, review methods of implementation and impact, and to consolidate each Partner's position regarding taking the Project forward beyond August 2018. Partners also discussed the final outstanding Intellectual Outputs (5 and 6), establishing a strategy and an approach, as well as indicating clear timelines for their implementation. This meeting was essential to helping Partners not only to reflect on their experience connected with working together as a consortium, but also to think about learning and how the Project and Partners would move forward together beyond the Project's end date.

Project Activities and Resources

The project has created 6 Intellectual Outputs to support schools in running and participating in a Forum. They can be found on the [FYS-Forums website](#) in English, Polish, Lithuanian, Greek and Italian. The Intellectual Outputs have been created in collaboration with 5 Hub and 8 Trial schools across 5 countries, to ensure that they are relevant, EU-wide and transversal.

The Intellectual Outputs are listed below:

1. An EU needs analysis entitled *Youth Participation and Global Citizenship: Challenges and Recommendations for Future Youth School Forums* available [online](#)
2. A Forum Planning toolkit available [online](#)
3. Curriculum toolkits on *People Forced to Flee* and *Gender Equality* along with a generic Forum planning toolkit for any issue available [online](#)
4. A Youth leadership training module called the *Skills Workout* available [online](#)
5. A pan-EU online forum web portal which is the [main website](#)
6. This academic report with policy recommendations entitled *Youth Participation for Active Global Citizenship: Future Youth School Forums Project Report* available [online](#).

III Introduction, Purpose of the Study, Methodology

This report is a comprehensive account of the data collected on the Future Youth School Forums project, and it answers questions about how the project impacted teacher's and young people's understanding and experiences of youth participation in European and global citizenship.

Specifically, the report responds to the main question: *How did the Future Youth School Forums project impact on participating teachers and young people?* To answer this question, we conducted focus groups with teachers and youth. To examine the experiences of teachers from Cyprus (3 schools), England (3 schools), Italy (7 schools), and Lithuania (3 schools), the following research questions were formulated:

- (1) What opportunities exist inside the school that help to develop young people's active participation following their participation in a Forum?
- (2) How does the school benefit from students getting involved in participatory activities such as FYS-Forums?
- (3) How have students benefitted from learning about global issues through the Forums?
- (4) In what ways and to what degree has the term Global Citizenship changed teachers since their school hosted a Forum?

Methods

The present study used both quantitative (online surveys with youth and teachers involved in the project) and qualitative (focus groups with youth and teachers) approaches to collecting data. The main aim of the study was to explore the impact of the youth forum developed within the Future Youth School Forum (FYS-Forums) project in selected schools in 4 European countries (Cyprus, England, Italy and Lithuania). Focus group interviews and surveys were used to collect information about the experiences and opinions of teachers and youth (groups of teachers and groups of youth) on a specific topic (Puchta and Potter, 2004)¹.

The qualitative approach was based on focus group interviews with youth and teachers, and was adopted to achieve in-depth responses and give each participant a chance to respond to each question. All focus group interviews were conducted by moderator(s) and held in national languages. After each focus group the moderator would type up their field notes and produce transcripts which were then translated into English. The set of questions asked during the focus groups was developed by the University of Łódź. It included three types of questions: initial questions, main questions, and prompt points. The aim of initial questions was to create a relaxed atmosphere and help young people to start a discussion. The main questions focused on topics interesting from the perspective of the project. The moderator was obliged to ask both types of questions. The role of prompt points was to help the moderator lead the discussion, and they could be reviewed and modified depending on the situation during the focus group session. There were two rounds² of focus group interviews in 2016 (between March and May) and 2018 (between March and May).

¹ Puchta, C., & Potter, J. (2004). Focus group practice. Thousand Oaks, CA: Sage Publications.

² Results of analysis of the first focus group interview are available to read in an open-access publication: Jarkiewicz, A., Leek, J., Youth Participation and Global Citizenship: Challenges and Recommendations for Future Youth School Forums, Oxfam, London 2016.

The quantitative methods were based on online surveys. Online surveys were used to collect data across countries and were chosen as the best tools to collect answers from participants located in four different countries (only 4 countries are included as the Polish pupils and teachers didn't take a part in the research). The quantitative approach supports qualitative findings, allowing us to see the impact of the FYS-Forums project across schools and to make comparisons between countries. There were two rounds of online surveys. The first round of online surveys (called: *baseline survey*) took place at the beginning of 2016, before the planned activities in the project. The next round of online surveys (called: *endline survey*) has been completed in 2018 after the second Youth Forum in schools. The surveys (for teachers and young people) were developed in English and translated into Greek, Lithuanian and Italian, so that teachers and young people could use their national languages to read the surveys' questions and respond to them. Project partners translated the text line-by-line, so all questions and responses corresponded with the original text.

Additionally, to develop research tools (questions for focus group interviews and statements for the surveys), we involved expert mediators. Each question was discussed with two members of the partner team.

Table 1. Expected data collection among teachers by country

Country	Qualitative data collection with teachers		Quantitative data collection with teachers	
	1 st round	2 nd round	1 st round	2 nd round
Cyprus	1 (focus group interview in one school)	3 (focus group in three schools)	5 (in one school)	15 (three teachers from five schools)
Italy	1	3	5	15
Lithuania	1	3	5	15
UK	1	3	5	15
TOTAL	16		80	

Table 2. Expected data collection among youth by country

Country	Qualitative data collection with youth		Quantitative data collection with youth	
	1 st round	2 nd round	1 st round	2 nd round
Cyprus	1 (focus group interview in one school)	3 (focus group in three schools)	100 (in one school)	500 (100 youth from five schools)
Italy	1	3	100	500
Lithuania	1	3	100	500
UK	1	3	100	500
TOTAL	16		2400	

As it is going to be seen, the FYS-Forums project team encountered several difficulties with the collection of quantitative data from both teachers and youth. This will be explored in more detail later in the report.

The following sections describe the research conducted in both groups of participants of the study (teachers and youth).

Teachers

Global citizenship youth forums developed within the FYS-Forums project were conducted in all schools involved in this study. With this study, we wanted to find out how the Forum influenced the perception of knowledge about global issues, and to what extent teachers facilitated pupils' participation.

As in the previous study³ that was carried out in 2016 within the same FYS-Forums project research, we found out that there is no common criterion for defining youth participation in global issues and global citizenship education in the four countries (Cyprus, England, Italy, Lithuania). Additionally, the teachers' understanding of these two terms is intuitive and varies from country to country, which, in our opinion, might indicate that the teachers' understanding of participation in global matters at the school level is culture-dependent.

To carry out this study, six homogenous teachers' focus group interviews (1 in Cyprus with 6 teachers, 2 in England with a total of 11 teachers, 2 in Italy with a total of 9 teachers, and 1 in Lithuania with 11 teachers) were organized. The interviews were conducted by intermediators, meaning partners involved in the FYS-Forums project, who were responsible for distributing information about the survey, conducting focus groups, translating focus groups into English, and doing transcriptions. They acted as "mediators" between us, researchers and practitioners/teachers, and so they were defined as "third parties" in our research process (Howells, 2006)⁴. In this study, partners, teacher trainers, and former teachers were invited to act as intermediaries during focus group interviews and surveys. Additionally, to develop research tools (questions for focus group interviews and statements for the surveys) we involved expert mediators. Each question was discussed with two members of the partner team. Each item of the research tools was then discussed by an extended team including primary researchers and their colleagues.

Apart from the focus groups, we used surveys to find out how teachers perceived participation in global matters in their schools before and after the Forum. The surveys conducted before the Forum started were called "Baseline surveys", and the surveys conducted after the Forum – "Endline surveys". Baseline surveys were designed and carried out among teachers taking part in the FYS-Forums project at the beginning of the Forum in 2016 to determine their attitudes towards participation in global matters. The same survey (we called this tool endline survey) was carried out among the same teachers after the end of the Forums in 2017 (the first Forum) and 2018 (the second Forum) to determinate the impact that the Forums had on the teachers' perception of participation in global matters.

Teachers were asked to complete a short anonymous questionnaire that comprised 6 statements. Three statements measured the level of agreement:

"In my school, pupils already have opportunities to discuss global issues together", "Students at my school are encouraged to take leadership roles in organizing events and meetings", "I feel

³ Jarkiewicz, A., Leek, J., Youth Participation and Global Citizenship: Challenges and Recommendations for Future Youth School Forums, Oxfam, London 2016.

⁴ Howells, J. (2006). Intermediation and the role of intermediaries in innovation. Research Policy 35 (2006) 715–728.

confident about facilitating student discussions about global issues”, and were scored according to a five-point Likert scale:

1– Strongly Disagree, 2 – Disagree, 3 – I Don’t Know / Unsure, 4 – Agree, 5 – Strongly Agree.

Three other statements measured the level of importance:

“Knowledge about global issues”, “Facilitating pupil participation”, “Encouraging active global citizenship in school”, and were scored according to a five-point Likert score:

1 – Essential, 2 – Important, 3 – Not important, 4 – Not essential, 5 – I don’t know.

The target population of the study from all four countries were practicing language, history, social sciences, IT, and geography teachers. We received 68 responses in the baseline survey and 78 responses in the endline survey.

The analysis was subject to a group experience, aiming to examine the group as a whole. To do so, each word-processed transcription was carefully read, and then common strings of text were analyzed and compared. This allowed us to identify code segments, which were grouped by their focus group session. The code segments were used to develop one-event categories, classified as “a participation incident” or “a global citizenship education incident”, with several other themes and subthemes (Creswell, 2012). Participation and global citizenship education incidents were coded as any situation in which teachers and students told a story about a participation-related activity in their school, engagement, involvement, governance on a school level or personal development. All stories told by teachers and students were considered, regardless of whether they fit the definitions of participation provided in the literature.

Participation and global citizenship education incidents included one-time and recurring events. Incidents were further coded as acts of participation, if they involved engagement or students’ voice; participation related to skills such as leadership, teamwork, critical thinking; student-teacher relationship, teaching methods, curricular activities, or extra-curricular activities if they involved confidence, motivation, or personal relationships. Once all the data had been coded, quotations were examined again, classified by the student and teacher and summarized in writing.

Table 3. Number of responses to the teachers’ baseline and endline survey

Country	Number of responses to teachers’ baseline survey	Number of responses to teachers’ endline survey
Cyprus	17	28
England	15	7
Italy	26	15
Lithuania	10	28
TOTAL	68	78

Youth

Global citizenship youth forums developed within the FYS-Forums project were conducted in all schools involved in this study. With this study, we wanted to find out how the Forum influenced the perception of knowledge about global issues, and to what extent teachers facilitated pupils' participation.

Focus Group with Youth

To carry out this study, focus group interviews (1 in Cyprus with 16 young people, 3 in England with a total of 12 young people, 2 in Italy with 15 young people, and 2 in Lithuania with a total of 16 young people) were organized.

Table 4. Number of schools and the focus group interview participants (youth)

Country	Number of schools	Number of the focus group interview participants
Cyprus	3	16 (8 male, 8 female) (all pupils from the 3 schools took part in 1 focus group interview)
England	3	1 st school – 3 (1 male, 2 female) 2 nd school – 5 (5 female) 3 rd school – 4 (3 male, 1 female)
Italy	2	1 st – 15 (6 male, 9 female) 2 nd – 12 (5 male, 7 female)
Lithuania	2	1 st - 12 (5 male, 7 female) 2 nd – 4 (2 male, 2 female)
TOTAL	10	59

The interviews were conducted by intermediators, meaning partners involved in the FYS-Forums project, who were responsible for distributing information about the survey, conducting focus groups, translating focus groups into English, and doing transcriptions. The first topic covered during youth focus groups related to expectations about the Forum including the preparation of the learning activities, participation in the Forum itself, and any post-Forum actions they may have undertaken. We were interested in whether the Forum had met the young people's expectations. Youth shared with us their opinions about how to improve the next Forum. The second question referred to young people's skills of "participation" including showing initiative, public speaking, leadership, expressing their own opinions, leading groups, and taking part in extracurricular activities. The question was directly connected with several general skills developed during the workshop cycle with youth. Based on answers to question number three, we wanted to determine to what extent youth started to get involved in social activities after the Forum.

The aim of the next topic of the focus groups was to learn how young peoples' understanding of such local or global issues as gender inequality, climate change, recycling, refugees, and access to education changed after they had taken part in the Forum. And finally, we wanted to look at changes in, for example, relationships with adults, teachers etc. after the Forum. Participants of

focus group interviews were young people who had completed the workshop cycle developed within the project, and they were participants of the Forum itself.

The University of Łódź provided an analytical framework for the content analysis. This approach allowed the researchers to report on and categorize the voice of each participant, and to compare and identify participants' responses from the focus groups. The data was subject to initial and preliminary coding to identify key categories based on the coding and reflection on the focus groups.

There was, however, one problem connected with this method of data collection, namely the translation of interviews into English. The translation into any foreign language is not sensitive to cultural contexts, and some linguistic nuances can be omitted by interpreters who, it is worth mentioning, are not English native speakers. Secondly, it is difficult to ensure quality control of the interview process if the interviews take place in different countries. Finally, it is important to note that people responsible for data analysis also come from non-English-speaking countries. To reduce the number of overinterpretations or interpretations of the findings based on one's own cultural frame of references, researchers were in touch with other partners, who in this case played the role of guards. However, the facts mentioned did not allow to analyze focus group interviews in greater detail.

Online Survey with Youth

Apart from the focus groups, we used surveys to find out how youth perceived participation in global matters in their schools before and after the Forum. The surveys conducted before the Forum started were called "Baseline surveys", and the surveys conducted after the Forum – "Endline surveys". Baseline surveys were designed and carried out among youth taking part in the FYS-Forums project at the beginning of the Forum in 2016 to determine their attitudes towards participation in global matters. The same survey (we called this tool endline survey) was carried out among the same youth after the end of the Forums in 2017 (the first Forum) and 2018 (the second Forum) to determinate the impact that the Forums had on the youth's perception of participation in local and global matters.

Table 5. Number of responses to the youth' baseline and endline surveys

Country	Number of responses to youth's baseline survey	Number of responses to youth's endline survey
Cyprus	283	194
England	26	43
Italy	38	97
Lithuania	54	95
TOTAL	401	429

Data collection through an online survey brought some unexpected problems. As the answers were collected remotely, we had little knowledge of the conditions in which the survey was taken and what young people were told before and after the survey. We were reliant on project partners to support and motivate teachers to give youth the space within school time to complete the survey. This was not always easy. We suppose that the big differences in numbers (cf. Table 5) were related to such conditions. It is worth adding that students could complete the

survey in school within class time or at home. For example, we can tell that young people from Cyprus did it in school, which is probably why we collected the greatest number of responses from them.

As we already mentioned, the most problematic issue regarding the youth online survey was motivating young people to complete it. Originally, the quantitative research design was different. For this part of the research, we planned a total of 4 online surveys (2 baseline and 2 endline). The first baseline survey was planned before the 1st the Forum, and the second one before the 2nd Forum. Analogically, the endline surveys were planned after the first and the second Forums. The partners informed us that young people could not understand why they needed to repeat the survey so soon (and answer the same questions; baseline and impact data collection in schools were only two months apart), and many of them decided not to do this. While the completion rates of the 1st baseline survey were high, there were issues with impact survey (1st endline) completion rates (with the same respondents taking both baseline and endline surveys). Project partners sent many emails to teachers involved in the project, but without the expected effect.

There was another problem connected with 2 online surveys – the endline survey was not properly completed as many of the young people from different countries, by mistake, received the endline survey link leading to the online baseline survey again (as the questions were exactly the same, they couldn't notice the mistake). Because the issues mentioned above we held a decision, and we decided to only use data from the 1st baseline survey and the 2nd endline survey.

We think this might be partly due to the project's research design. It is important to create the concept of quantitative data collection in the simplest way possible, especially when we are not able to be there and conduct the research ourselves. As it was mentioned before, the researchers were reliant on project partners, who, in turn, relied on teachers.

IV Future Youth School Forums – Teacher Perspective

Summary of Findings from Research with Teachers from Four Countries (Cyprus, Italy, Lithuania and United Kingdom)

Two rounds of research with teachers were carried out as part of the FYS-Forums project. In the first study⁵ that was carried out in 2016, we brought together teachers to conduct focus group discussions and to examine the application of global citizenship youth forums and youth participation in four partner countries (Cyprus, Italy, Lithuania, UK). The focus groups with teachers aimed to gather information in four areas: (1) participation & skills development, (2) opportunities to encourage participation, (3) global citizenship, (4) children at risk.

Results of the first research showed that youth participation, in the teachers' opinion, relates to skills such as creativity, critical thinking, leadership, communication skills, public speaking, citizenship skills, and research skills. The focus groups with teachers clearly showed that to support the development of youth participation at the school level, teachers need to have appropriate knowledge and skills. Teachers from some of the countries expressed their concern about a lack of training related to a whole spectrum of teaching issues, such as methods, tools, curriculum development, knowledge construction, learning support, psychological aspects of teaching and learning, and pedagogical inclusive programs fostering students' creativity and leadership in their learning.

What seems to be widely acknowledged as important to youth participation at the school level are the relationships built between pupils and school teachers, which support the development of motivation and confidence to speak up, even despite shyness or lack of self-confidence. Many of the teachers spoke of the importance of helping young people to understand they have a valid voice. Teachers felt it was important to give these students the confidence (and a platform) to speak out, and focus on the development of skills to refine speaking skills.

In the teachers' opinion, the curriculum is not flexible enough for them to teach global issues and develop skills such as participation and engagement in civic matters. All teachers felt that in the classroom there was a strong focus on subject specialism and preparing students for exams, with little space to build on young people's passions and interests. Some teachers identified a correlation between a strong focus on the curriculum and academic attainment and lack of wider interests of young people outside of school. This was also attributed to teachers not having enough time to explore or encourage the personal interests of young people. Whilst many teachers felt that young people at school lived in "a bubble" and ignorance or lacked understanding of certain global issues, they highlighted a select few students who thought more critically. These students expressed their opinions not as criticism, but as the need to ask questions to deepen their understanding.

⁵ Jarkiewicz, A., Leek, J., Youth Participation and Global Citizenship: Challenges and Recommendations for Future Youth School Forums, Oxfam, London 2016.

In the opinion of teachers, young people have a thirst for learning more about global issues which the school does not seem to satisfy. Teachers encouraged critical thinking in relation to the media, however, this seemed tokenistic rather than embedded in their teaching and more could be done to help students understand sources, context and reliability of information. Teachers also spoke of the need to shape the way young people viewed the world, and felt they had an important role to play in “guiding them”.

When describing “youth at risk of early school leaving”, teachers mostly emphasized language difficulties (migration backgrounds), learning disabilities and special needs, lower school grades, and family issues / financial difficulties as factors behind failing to get good grades. Teachers pointed to lack of motivation and/or confidence to speak up – raise their voice to have their opinions heard as other reasons for being at risk of early school leaving. Teachers did broadly feel that providing “youth at risk” with opportunities for civic engagement may be directly correlated with an improvement in their self-confidence and motivation for active participation in different school activities. Focus group teachers knew students’ voice is not heard as much as students would like to. Although it is a tangential link, teachers also felt that offering young people, including “youth at risk”, opportunities for civic engagement, may translate into an improvement in their grades.

Cyprus

The Focus Group Interview (FGI) in Cyprus took place in May 2018 with 6 teachers of IT, mathematics and languages from 3 schools: 2nd Regional Gymnasium of Nicosia (RGN), Lanitio Lyceum (LL), and St. Nicholas Lyceum (SNL).

Name of teacher	School name
(T1)	2nd Regional Gymnasium of Nicosia
(T2)	2nd Regional Gymnasium of Nicosia
(T3)	Lanitio Lyceum
(T4)	Lanitio Lyceum
(T5)	St. Nicholas Lyceum
(T6)	St. Nicholas Lyceum

Seventeen teachers took part in the baseline survey, and twenty-eight in the endline survey, with experience of 6-10 years (66.7%), 3-5 years (16.7%) and more than 10 years (16.7%), teaching mathematics, computer science, and languages. All the teachers worked in the 2nd Regional Gymnasium of Nicosia, St. Nicholas Lyceum in Limassol, or Lanitio Lyceum.

Participation in global issues was a significant and recurrent issue of discussions throughout Focus Group Interviews (FGI) with teachers from Cyprus. When referring to participation in school activities, teachers expressed their satisfaction with the educational policy in Cyprus, which supports students’ activities.

The school’s policy, over the past three years, has been to encourage students to take initiatives and actions: a different group of students every year undertakes the preparation and presentation of historical events. (T2, RGN)

Students as individuals, or members of groups or school classes, once a week present subjects of their choice as part of the School Library’s activity. (T6, SNL)

Examples can be students' presentations of their favorite writers and books, reading their poetry works, sports in which they participate, their experiences from specific activities. (T1, RGN)

As the focus group interviews showed, teachers' satisfaction with the educational policy is followed by their openness towards all activities that cover global citizenship education. In the teachers' opinion, they would welcome any program offering the development of engagement and participation of students.

Our school provides students with a range of opportunities to get engaged in extracurricular activities that foster the development of relevant skills. However, in a large school like ours, opportunities are not proportional to the student population. So we are very grateful that FYSF has come to strengthen our efforts in the best possible way. (T5, SNL)

Before the Forums were set up in schools, teachers were asked in the baseline survey about their level of satisfaction with pupils' opportunities to discuss global issues. Comparing the baseline survey and the endline survey, which was filled in by teachers after the Forum finished, we can see the Forum did not change the teachers' view on the opportunities to discuss global issues available in their schools. In the baseline survey, 8 out of 17 teachers agreed and strongly agreed with the statement that pupils in their school had the opportunity to discuss global issues (Chart 1). After the Forum, we did not notice any significant change in answers to this question. 47% of the teachers before the Forum agreed and strongly agreed that their schools offered opportunities to discuss global issues with students (Chart 1). After the Forum, when answering the same question, around the same percentage of teachers (47%) agreed and strongly agreed (Chart 2). The impact of the Forum is, however, visible when we ask teachers if pupils were encouraged to take leadership roles in organizing events and meetings. Before the Forum, 53% agreed and strongly agreed with the statement "Pupils at my school are encouraged to take leaderships roles in organizing events and meetings" (see Chart 3). After the Forum, 68% of teachers agreed and strongly agreed with the same statement (Chart 4).

Chart 1. Baseline survey. Statement: In my school pupils already have opportunities to discuss global issues together

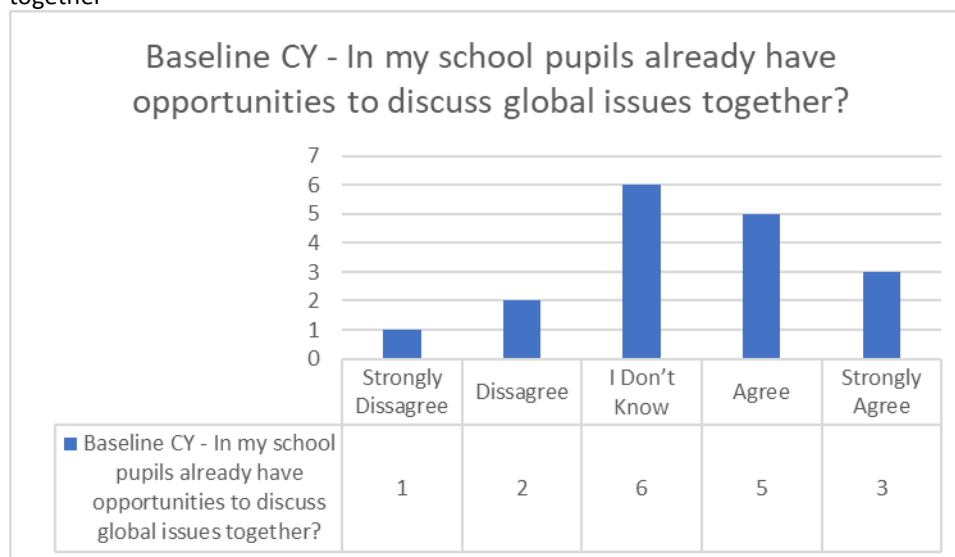


Chart 2. Endline survey. Statement: In my school pupils already have opportunities to discuss global issues together

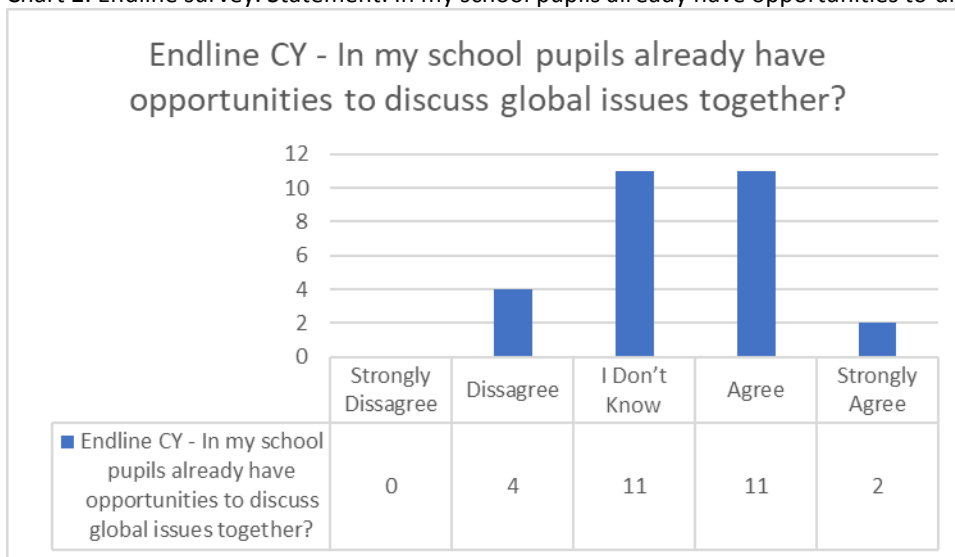


Chart 3. Baseline survey. Statement: Pupils at my school are encouraged to take leadership roles in organizing events and meeting

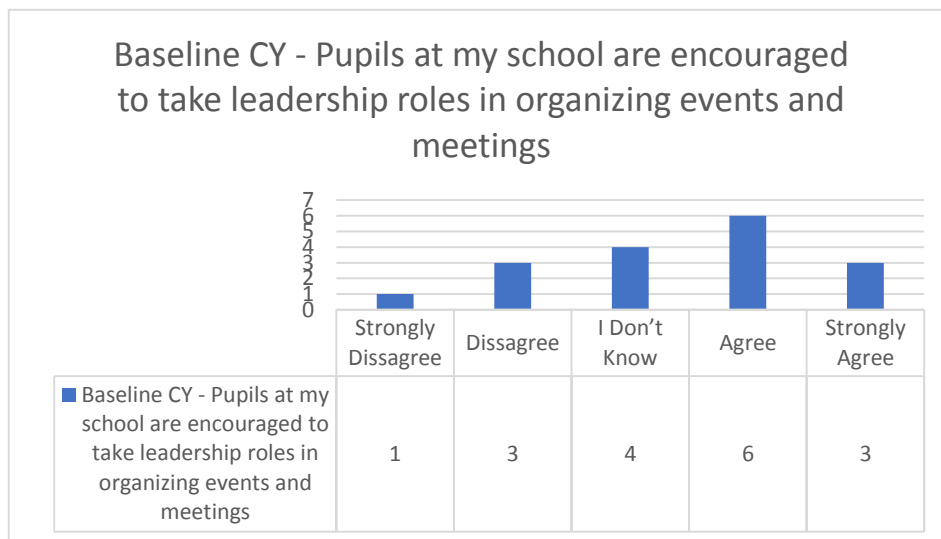
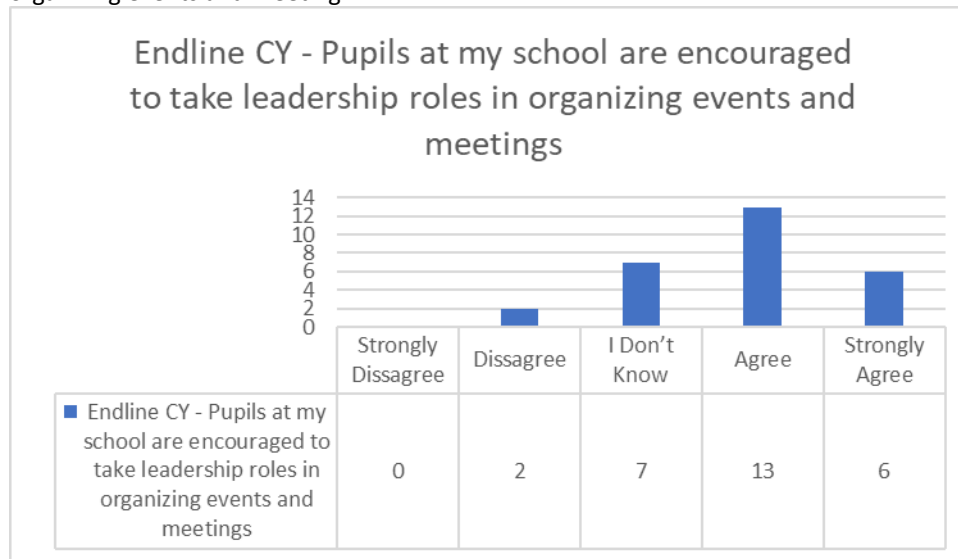


Chart 4. Endline survey. Statement: Pupils at my school are encouraged to take leadership roles in organizing events and meeting



The Future Youth School Forums (FYS-Forums) project was listed by teachers from Cypriot schools as one of the best opportunities for students to practice engagement and to develop ideas on such global problems as refugee crisis or gender equality.

Participation of modern schools in global issues is now a necessity. Programs such as the Future Youth Schools Forums activate pupils and schools in connection with issues of globalization and create a sense of empathy at the school level, so that pupils can perceive the world around them globally and from the perspective of others, as a result of which they feel both Europeans and global citizens, without losing their local identity. (T3, LL)

Participation in seminars/forums with an active role and the development of ideas and perceptions on global issues such as refugee and gender equality. (T2, RGN)

The Youth Forum gave our students the opportunity to explore areas that are considered taboos in our society, and to produce particularly interesting results, which we further promote by incorporating them in the activities of the journalist group in our school and present them in our school newspaper and magazine. (T6, SNL)

Our school is a "school ambassador" for Europe, as well as an eTwinning school, participating in various European programs and competitions. The issue of Gender Equality is always interesting. The school should give both sexes equal opportunities for cooperation and productivity. In the context of Equality and Creativity, students of both genders work together in various active citizenship projects. (T1, RG)

Talking about opportunities in their schools that help to develop young people's engagement and active participation following their involvement in a Forum, focus group participants were referring to the FYS-Forums project, expressing satisfaction and indicating positive feedback from students about the project, and about workshops and activities.

The students who participated in the FYS program worked with enthusiasm and the spirit of teamwork, took responsibilities and initiatives, and successfully developed and delivered 8 experiential workshops during the School Youth Forum. They successfully developed interactive communication and stimulated their self-confidence, which is reflected by the positive responses of students who attended the Forum. (T6, SNL)

Advantages of the Forum mentioned included fostering cooperation with institutions outside of school and supporting the preparation for living with others in adult life.

Participation in Forums and Conferences creates the right conditions for integration into social groups and co-operation with various institutions. This creates links between schools and students and helps preparing young people for their inclusion in the society. The student who is involved in this type of activity increases his/her academic success and the areas with which he/she can engage in the future. (T3, LL)

Participation in events and actions aimed at increasing their self-confidence and perception, as well as taking initiative. (T6, SNL)

The Forum was beneficial to teachers in terms of practicing skills, such as facilitating discussions. In the baseline survey, before the Forum started, 7 out of 17 teachers asked about being confident about facilitating student discussions about global issues chose the answer “I don’t know”, and 1 person chose “strongly disagree” (see Chart 5). After the Forum, teachers reported being more confident about facilitating discussions, with 15 out of 28 agreeing and 4 strongly agreeing with this statement (see Chart 6).

Chart 5. Statement: I feel confident about facilitating student discussions about global issues

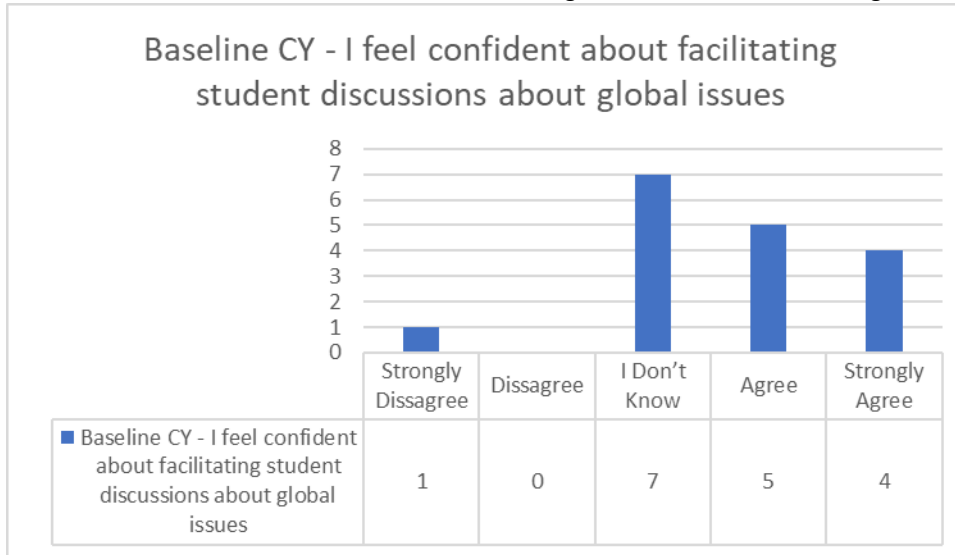
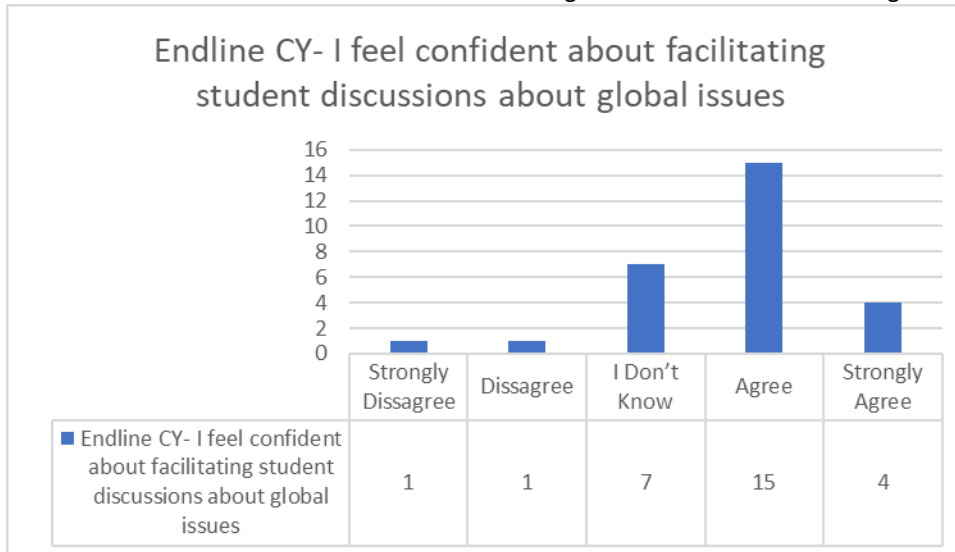


Chart 6. Statement: I feel confident about facilitating students' discussions about global issues



As to challenges facing students regarding the Forum, teachers mentioned management skills for extracurricular activities, which resulted from the focus on the curriculum. As a recommendation on supporting young people in increasing their participation level, teachers mentioned activities that are relevant to the students’ interests.

The majority of the youth leaders have a lot of school activities and extra-curriculum activities which make it difficult for them to find a lot of extra time to work on the preparations for the Forum. The same students are involved in other activities inside and outside school, for example preparation of papers for the Congress of Sciences, participation in the theatrical performances of the school, preparation for external exams. (T5, SNL)

Extracurricular activities which give children the opportunity to deal with issues relevant to their interests, in contexts closer to their reality. (T1, RG)

To 95% of teachers, knowledge of global issues (see Chart 7) and facilitating pupils’ participation (see Chart 8) are also important or essential. To all teachers, encouraging active global citizenship is essential or important for running the Forum in school (see Chart 9).

Chart 7. Endline survey. Statement: Knowledge about global issues

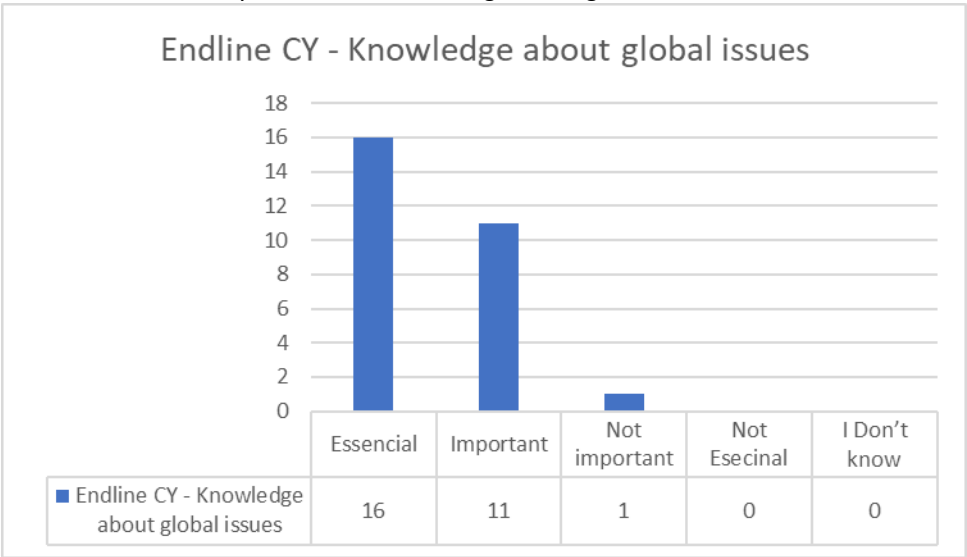


Chart 8. Endline survey. Statement: Facilitating pupils' participation

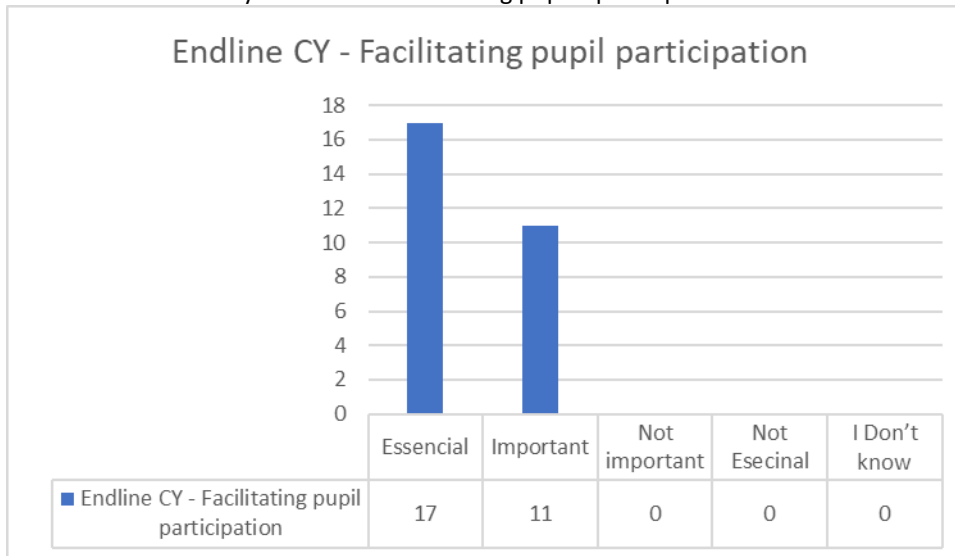
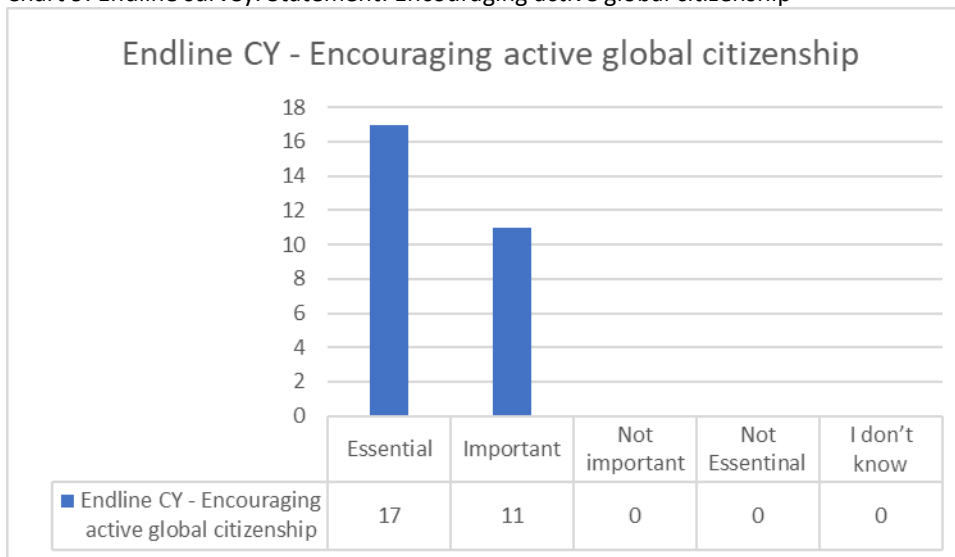


Chart 9. Endline survey. Statement: Encouraging active global citizenship



United Kingdom

In English schools, 3 Focus Group Interviews (FGI) were held with teachers in April and May 2018. The first interview was held at the Woodside High School (WS) with 3 teachers, having experience of more than 5 years as school teachers. The second FGI was conducted with 5 teachers from Sir John Lawes school (SJL), with experience of 6-15 years in teaching mathematics, citizenship and PHSE, geography and drama. The third FGI was held with 4 media studies and film, history and English teachers at the Brentford School for Girls (BS).

The surveys with teachers took place in the years 2017 and 2018 after the Forum in each of the schools finished. In both baseline surveys 15 teachers took part, and in the endline survey – 7 teachers. The responses in the surveys came from teachers from Alexandra Park School, Northumberland Park Community School, Woodside High School, Duke Aldridge Academy,

Hackney New School, Isleworth and Syon School, London Academy of Excellence, Sandringham School, and Springwest Academy.

Table 1: Number of teachers that took part in the surveys

Survey	No. of teachers
Baseline survey	15
Endline survey	7

Table 2: Teachers and schools that took part in the Focus Groups Interviews

Teacher	School name
T1	Woodside High School (WS)
T2	Woodside High School (WS)
T3	Woodside High School (WS)
T1	Sir John Lawes school (SJL)
T2	Sir John Lawes school (SJL)
T3	Sir John Lawes school (SJL)
T4	Sir John Lawes school (SJL)
T1	Brentford School for Girls (BS)
T2	Brentford School for Girls (BS)
T3	Brentford School for Girls (BS)
T4	Brentford School for Girls (BS)

The first topic of focus groups interviews being discussed with teachers from the UK was their understanding of participation in global issues and the role of school in shaping global citizens. Teachers acknowledged to having changed their view on the meaning of youth participation after being involved in the Future Youth School Forums project (FYS-Forums). The change was visible in students' attitudes towards leadership activities, and particularly in their perception of what it means to be a leader. In addition, teachers changed their view on the role schools played in developing participation.

It's really changed for me, at one point it was always about the teacher leading but with these forums and with developing our kids they have been taking more student leadership. (T1, WS)

Students understand that they have a chance and they have a voice and it flows so much better and it takes the pressure off teachers because we take equal responsibility. They learn that teachers do not know everything and they like the fact of learning together. It's so rewarding. They are sharing knowledge. (T1, WS)

The school has many activities which link to participation. For example, we have an active debating group 'Jack Petchey Speak Out'. We also have a trip to Nepal that they raise money for, another example of leadership and taking responsibility. (T1, BS)

The school has a trip to Uganda where current and ex-students work together. We have a lot of charity-based activities with student leadership. (T2, BS)

Children take the lead in some topics. They select the issues they wish to, for example, they could do research on the birth of hip hop or something similar. (T3, BS)

There is the issue of extracurricular club fatigue. And sometimes students might have several other clubs they want to go to on the one day of the week I'm free to do Forums. (T5, BS)

The change in the perception of developing participation is visible in opinions about facilitating pupils' participation (see Chart 2), knowledge about global issues (see Chart 1), and encouraging active global citizenship (see Chart 3). Before and after the Forum, all teachers told us that to facilitate the Forum, it is essential or important to distribute knowledge of global issues among students. After the Forum, all teachers also told us to improve skills towards facilitating participation in their schools.

Chart 1. Endline survey. Statement: Knowledge about global issues

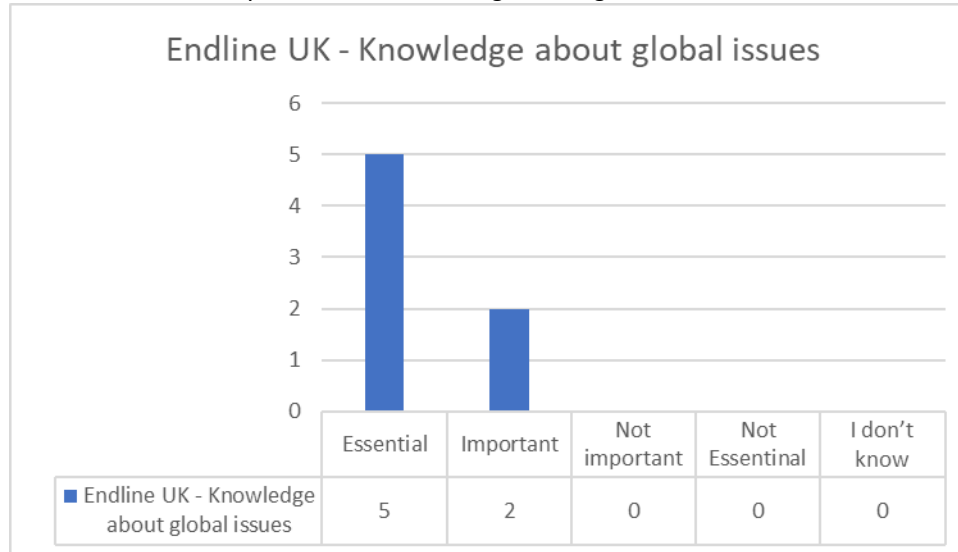


Chart 2. Endline survey. Statement: Facilitating pupils' participation

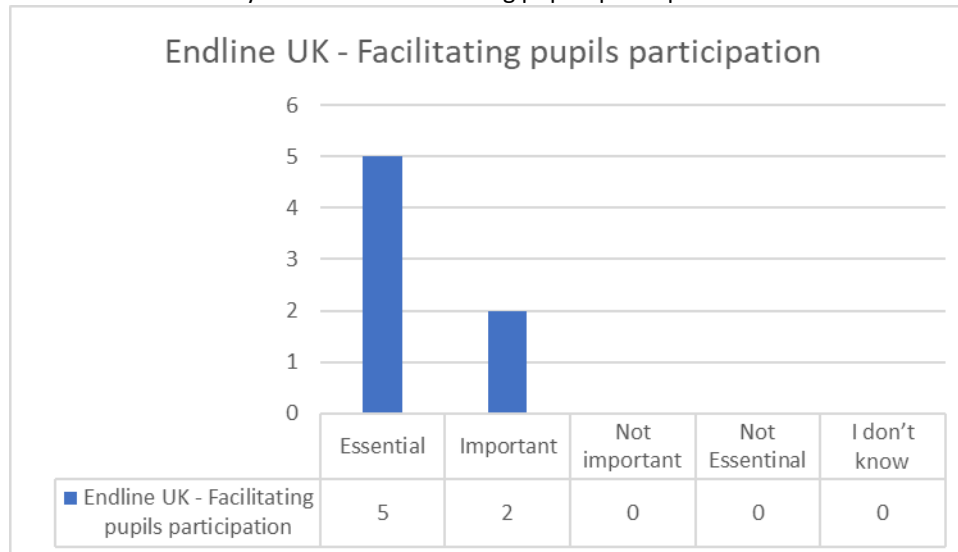
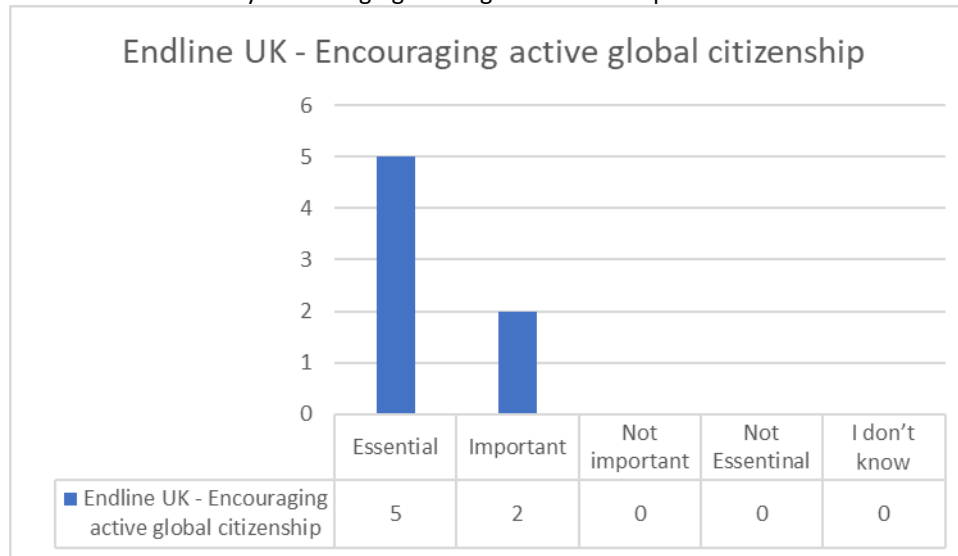


Chart 3. Endline survey. Encouraging active global citizenship



When talking about participation in school, teachers told us involvement in projects with organizations like Oxfam is the best way to introduce students' participation in global issues. What is interesting, teachers noticed that pupils' involvement depended on their age. According to teachers, older students showed a higher level of involvement than younger students.

When we started with year 10 we had a goal to achieve and younger students also wanted to come; we just focused on year 10 getting an Oxfam badge and it felt like a tick box, but now there are more opportunities for them to get involved, they are picking different clubs and choosing what skills they want, and if they are not there they may have a friend so they start to share the knowledge. When young people see things in year 7 they make the connections in higher years and want to participate. (T1, WS)

We are lucky to have built this bond with Oxfam forums and Send My Friend, the students have the opportunity to lead on projects and see their action plans and own ideas pan out, which gives them strength and confidence. Those skills are so important and they can take those skills to other clubs and outside school to do other things. You can see the transformation and you can see that they are very passionate. (T2, WS)

We are grateful that we had the opportunity to be involved in these projects as it made us who we are today. We could see the transformation from leading the forum. It was a proud moment seeing them coming out of their shells and feeling that we have done this and we are happy to do it, it's all very well asking them to do something but when they have the passion and lead on it, it's better. (T2, WS)

With them participating, it gives them encouragement to start up other forms of activities and mini projects. (T2, WS)

They become incredibly sophisticated project managers, I don't think that they anticipate that from the beginning because they are presented with materials that are quite structured. It's not just public speaking but also taking care of a lot of details. (T3, WS)

You can see the transformation, what's impressive is that it's aspirational for younger people to do things next year. It's nice to see the younger students looking at the youth leaders and asking what do we do next. (T2, WS)

According to teachers, an added value of the FYS-Forums project is the development of cooperation with other schools, and growing confidence about participating in school activities and experiencing leadership. In the teachers' opinion, the Forum in school empowers young people to undertake extra activities.

The Forum is getting schools together, and working with other schools is valuable as it makes them feel part of something different in their own school and it gives it more status. When it's an event that involves more schools, it makes it more important. New links with schools that we might work with in the future. (T4, SJL)

Some of the students that were not on my radar at the beginning but did really well, and then doing that gives them confidence to participate in other things. (T4, SJL)

The fact that students lead it is 100% better than the staff because it's just for the kids, when staff lead it's like a lesson but when the kids lead. (T1, SJL)

When you get other schools to participate like in this case it's getting that sense of not only in the school but the whole community. That I think is very empowering for the students because they can see how it can spread beyond. They are used to doing things in school and in assembly, it's quite normal, but to reach out and have other schools coming and going to the international event, that's really amazing, a sense of how your voice can spread beyond. (T3, SJL)

In addition to cooperation with schools, another benefit of developing participation through projects like FYS-Forums, is the change in perception of participation in school. Teachers reported that after taking part in the Forum, participation means to them everyday school activities, where students experience active involvement in several actions, rather than curricular activities. That is why the motivation to participate in everyday activities should come from students rather than teachers.

I don't think the school learnt anything as the school is very student-centered. But the students themselves definitely benefited as not all students that got involved had done things like this previously. (T2, WS)

The school has been involved in lots of different projects on school leadership – it's part of the school culture. (T3, SJL)

The forum is another great opportunity that young people can take advantage of, how powerful they are. (T3, SJL)

Their skills, so this was just another forum to be able to learn those skills. (T5, SJL)

Teachers saw the need to develop cultural awareness of young global citizens and their attitudes towards being active, so that they had a valid voice in matters that affect them and others.

For me, global citizenship means being interested and aware as global citizens, doing things to help. (T4, BS)

It's not just bound by one country. It's about having a voice and having an impact. (T3, BS)

In terms of school impact, it was very successful across the whole student body but also the staff. Impact on staff due to the discussions that the young people have had with them on gender equality, staff have said that it's pushed them to think how I can integrate this more as students have truly expressed what an important issue this is to them, this is motivating for staff and pushes you to be more creative. I think that they have had a really successful impact across students and teachers, there have been changes to lesson plans and schemes of work. (T3, WS)

Activities within the FYS-Forums project, according to teachers, offer students opportunities to identify their skills, show their passions and strengths, and develop interpersonal skills when working with others.

There are students who have different skills and they are starting to realize it's about teamwork, sometimes in the class environment people are under so much pressure to reach targets and the system is set up in such a way that it favors people who are more confident in being vocal, it's harder for others to contribute, so this gives space for other students to step in and show their passions and strengths. (T1, WS)

This gives space for other students to step in and show their passion and their strengths. (T1, WS)

It's the inclusive nature of it, the fact that they have been able to network. The fact that they have been able to come into contact with people from different cultures and have discussions; that's enriching as they can share that with the school. (T2, WS)

I am 100% confident that they will bring these skills in everything they do in their lives. Even the email communication I have with them is so professional, they are proactive and spot issues, they know who to ask for help and they present solutions. They have demonstrated organizational skills. (T3, WS)

In terms of school impact, the FYS-Forums project, was very successful across students and staff. Teachers developed their professional skills, and they demonstrated increased motivation in supporting youth with regards to creativity during activities connected with the Forum. Additionally, in the teachers' opinion, the Forum, despite being challenging for them, offers chances to develop their organizational skills. The Forum also inspired teachers to undertake a wide range of extracurricular activities that support engagement and participation.

Really, we are planning for the Send My Friend campaign that we have been involved in for many years, but being involved in the forum activities has made us think that we could do that kind of event for the Send My Friend campaign. Invite schools to send Training teachers and young people, and then have them go and lead campaigns in their schools, the forums gave us that inspiration. (T3, SJL)

We wanted to do another forum. (T3, SJL)

It's hard to teach soft skills in the lesson because you've got the curriculum to follow. This project and others help with the soft skills, which are very important. (T3, BS)

The project helps us to bring the school ethos to life. It makes it real (T3,4, BS)

Sometimes the really bright students don't have soft skills or they can be very quiet and unconfident. The project gave everyone a space. It wasn't just a place where the C/D borderline students could come to improve their communication skills. (T3, BS)

We are definitely going to do it again, with a few tweaks because it's a lot to ask of the participating schools and it's difficult to manage what they are doing in their schools. Trying to run the forum in your school and then managing their progress. It's a lot to do so when we do it again I will be telling the other schools that they can do as much or as little as they want to do, I think that the pressure of doing everything made them drop out. (T5, BS)

I've seen some girls in lessons. They don't speak up that much. In this project they've taken on leadership roles and have become more vocal. (T2, BS)

Impact on staff due to the discussions that the young people have had with them on gender equality, staff have said that it's pushed them to think how I can integrate this more as students have truly expressed what an important issue this is to them, this is motivating for staff and pushes you to be more creative. I think that they have had a really successful impact across students and teachers, there have been changes to lesson plans and schemes of work and that will continue year after year as a result of these discussions with 10 students (involved in the forum) and of course the book; the intention is that it's shared with other schools and beyond. (T3, WS)

Considering participation in global matters and the opportunity for young people to develop skills, teachers told us they noticed a change in students' knowledge about global issues and confidence in speaking.

Huge shift in understanding the global issues around the gender topic. They externalized it rather than seeing that gender discrimination happens in other countries. (T3, WS)

To have that awareness of how all countries around the world are connected, and some of the big issues that we all face we should all be aware of and we should all feel that we have some part to play and take action to create a fairer

world and one in which we are in a fairly privileged area and take things for granted, but we should take action to ensure human rights and a fair world to live in. (T2, SJL)

I've seen student X has become much more confident in lessons. (T4, BS)

Students have already developed questioning skills, and inner confidence. (T3, BS)

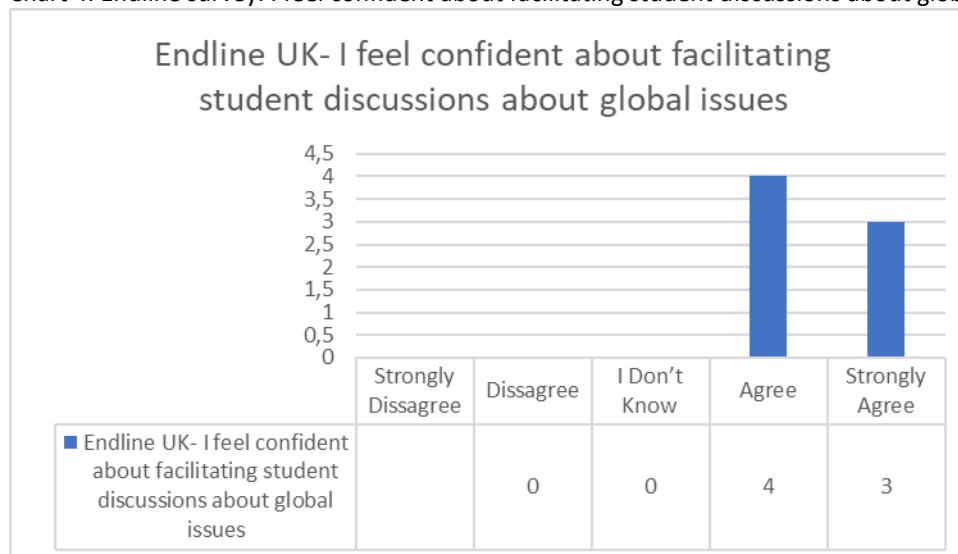
The teachers noticed the biggest impact of the Forum in relation to the development of students' management skills. As teachers told us, the concept of the Forum from the beginning allowed students to develop decision-making skills, and the ability to take responsibility for planning and cooperation with others.

They become much more confident about speaking, they have to think about what story I am telling and tell it well. I really think that they blossom. (T1, SJL)

It gave them a lot of ownership because it was very much they were doing it, and although it would have been difficult to do without any staff input they came up with the ideas, they put together the workshops, they facilitated the workshops, they were amazing and it was really empowering for the students. (T3, SJL)

After the Forum, in addition to students' skills, teachers felt having improved their motivation skills and confidence about facilitating student discussions about global issues. All teachers agreed and strongly agreed with the statement "I feel confident about facilitating student discussions about global issues" (see Chart 4) in the endline survey that they were asked to fill in after the Forum.

Chart 4. Endline survey. I feel confident about facilitating student discussions about global issues



An impact of the Forum onto schools is visible in the statements regarding opportunities to discuss global issues in school. Before the Forum, we asked teachers several questions about their perception of how school supported the development of such skills as leadership, debating or participating. At that time, only 2 teachers out of 15 strongly agreed and 5 agreed that their schools organized activities during which pupils could take part in discussions (see Chart 5). Another impact of the Forum is encouragement of pupils to take up leadership roles. Before the Forum, 60% of teachers agreed and strongly agreed that pupils in their schools were encouraged

to take leadership roles when organizing events (see Chart 7). After the Forum, 7 out of 8 teachers agreed and strongly agreed with the same statement (see Chart 8).

Chart 5. Baseline survey. Statement: In my school pupils already have opportunities to discuss global issues together

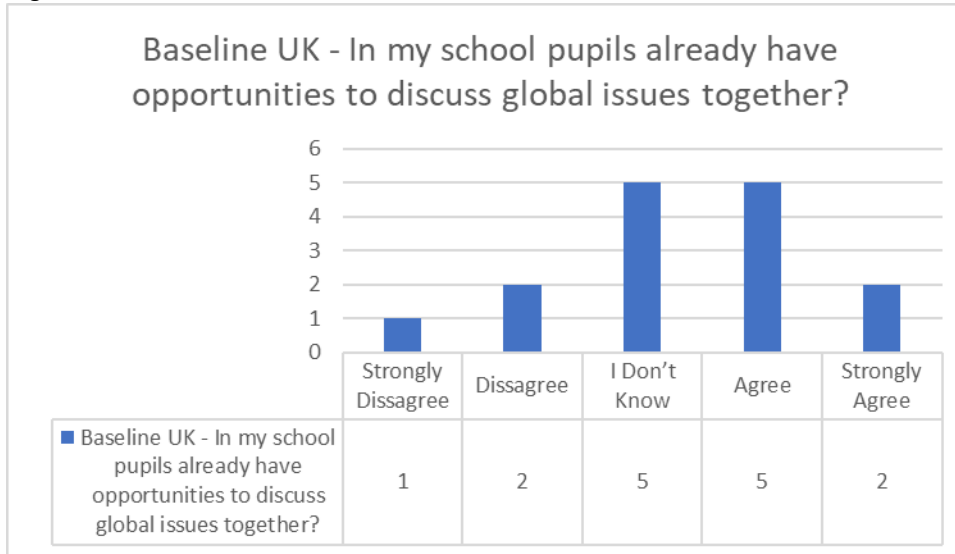


Chart 6. Endline survey. Statement: In my school pupils already have opportunities to discuss global issues together

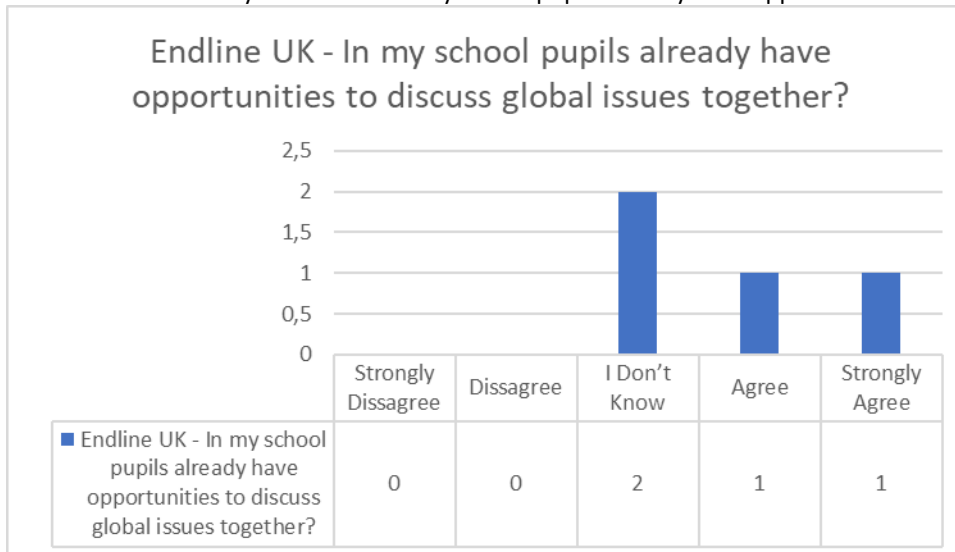


Chart 7. Baseline survey. Statement: Pupils at my school are encouraged to take leadership roles in organizing events and meetings

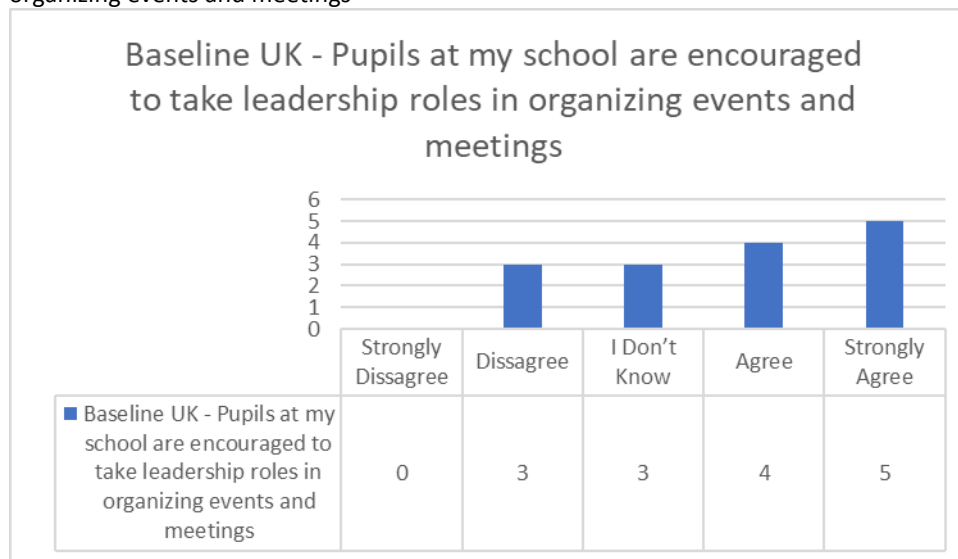
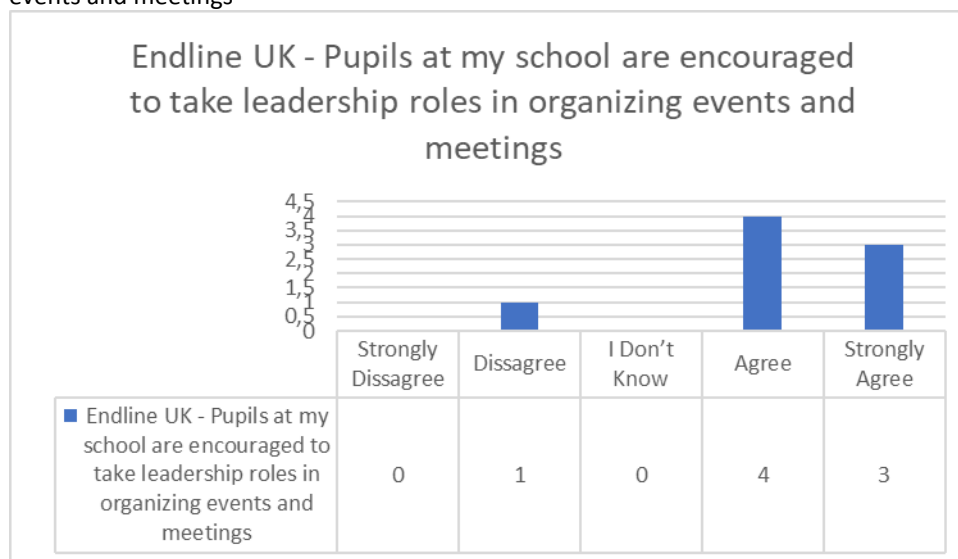


Chart 8. Baseline survey. Statement: Pupils at my school are encouraged to take leadership roles in organizing events and meetings



Italy

A total of 9 teachers from Italy took part in two Focus Groups with teachers. The first focus group was held in April 2018 in the Casentino area, Arezzo, with 4 teachers from Comprehensive School, Alto Casentino Pratoveschio Stia, Comprehensive School Dolvizi Bibbiena, Comprehensive School Poppi, and Scientific High School (Liceo Scientifico) Poppi. The second focus group in May 2018 included 5 teachers from schools around Rome: IIS Leonardo Da Vinci Liceo, Blaise Pascal, and Liceo Statale Maria Montessori. All the Focus Group participants had between 8 and 34 years of experience in working at school, teaching Italian, English, History, literature, ICT, drawing and art.

Name of the teacher	School name
(T1)	IIS Leonardo Da Vinci
(T2)	IIS Leonardo Da Vinci
(T3)	Liceo Blaise Pascal
(T4)	Liceo Statale Maria Montessori
(T5)	Comprehensive School Alto Casentino
(T6)	Pratoveschio Stia
(T7)	Comprehensive School Dolvizi, Bibbiena
(T8)	Comprehensive School Poppi
(T9)	Scientific High school (Liceo Scientifico) Poppi

Apart from the focus group interview, our research project provided for the baseline survey and the endline survey. In the baseline survey, 26 teachers took part, and in the endline survey – 17 teachers. 80% of teachers have more than 10 years of experience in teaching mathematics, philosophy, social science, history, IT, languages, and chemistry at IIS Leonardo da Vinci Roma, Licei Montessori Roma, ISS Blaise Pascal, Liceo Scientifico Gramsci – Firenze, itis galilei Arezzo, IIS L.da Vinci, ISS Galilei, Liceo Scientifico Galilei, IC Bernardo Dovici Bibbiena, and ISI Leonardo da Vinci Firenze.

The first topic that was discussed with Italian teachers was the understanding of the term “participation in global issues” after their involvement in the FYS-Forums project. Teachers told us that learning participation requires engagement in school activities. The best way of developing participation in school environment is the “learning by doing” method based on involvement in projects carried out in cooperation with external institutions, organizations.

In projects of citizenship we see our role as catalysts, we are the teachers, our functions include synthesis and analysis, within which the outside and the inside should go hand in hand. (T2)

Every project offers opportunities for training and personal development, a good practice example can be the “Telefono Rosa” project in my school or the project designed to fight bullying. (T1)

Implementing these projects, students become the core of the activity. (T1)

To me, participation in external projects that deal with issues such as citizenship, is an important moment of growth both for individuals (students and teachers) and for the school world in general. I think it is important to organize meetings and propose projects that directly involve young people, activate them, and make them protagonists. (T5)

In the projects developed in cooperation with Oxfam, students were, for the first time, the protagonists of the activities. (T1)

In our school, we have suggested students to reflect on theatrical pieces that have been staged at school (La carta di Lampedusa, organized by the theatre association NATA), and to take part in extracurricular activities, like theatre or music labs. Personally, I think that these projects have a strong inclusive value and may help students to gain or regain their motivation for learning, as they offer an application of cultural knowledge in real life. (T9)

In the endline surveys conducted after the end of the Forum, knowledge about global issues (see Chart 1), facilitating pupil participation (see Chart 2) and encouraging active global citizenship (see Chart 3) was essential and important to all teachers regarding running the Forum.

Chart 1. Endline survey. Statement: Knowledge about global issues

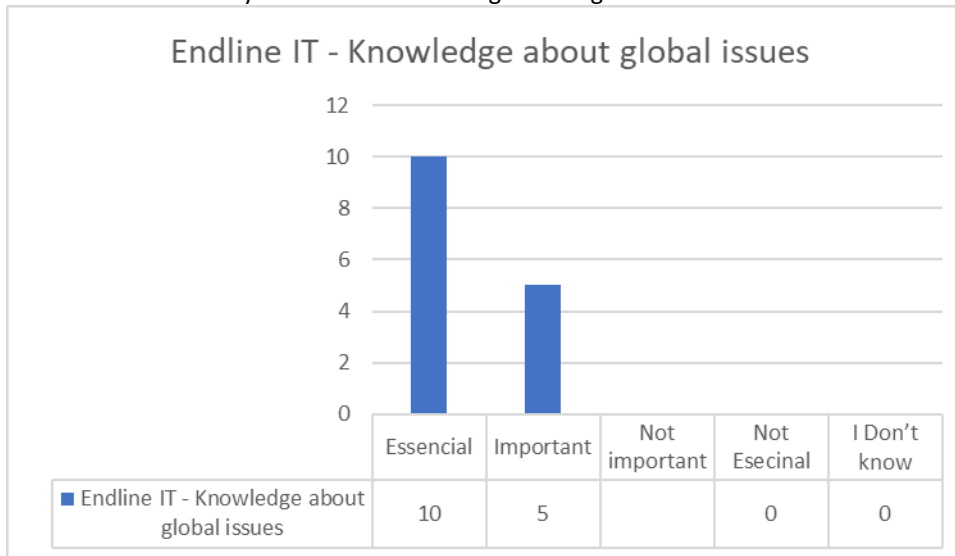


Chart 2. Endline survey. Statement: Facilitating pupil participation

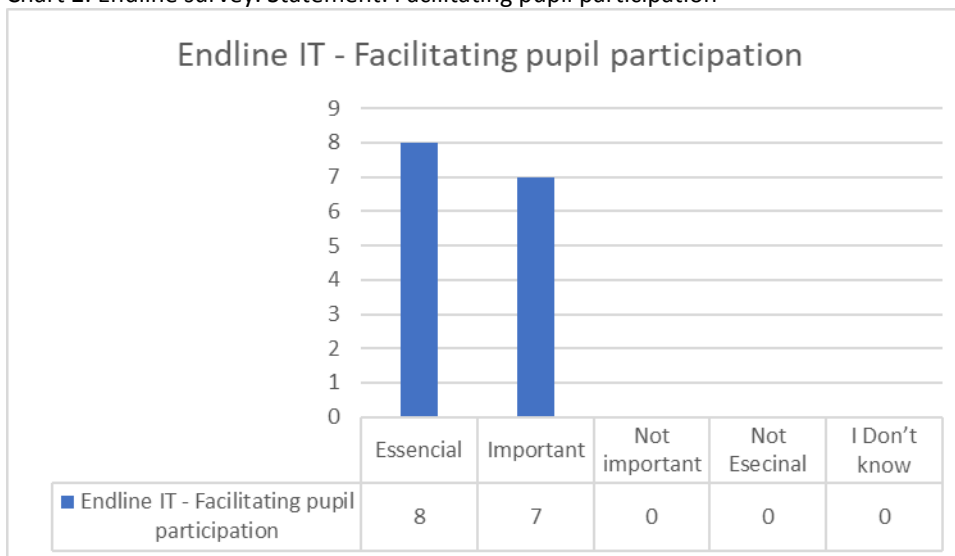
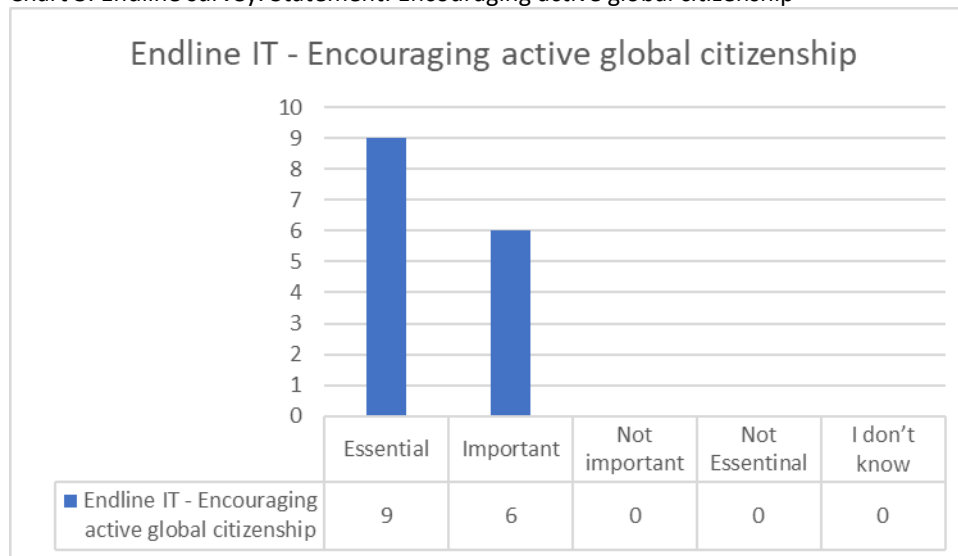


Chart 3. Endline survey. Statement: Encouraging active global citizenship



In the opinion of teachers, participation in activities that are supported by the school helps students from disadvantaged families, at risk of failing academically, through raising their interest in activities that the school offers and engaging them in extracurricular activities. However, as one teacher mentioned, involvement starts already in the activity preparation phase and should be supported until all the actions have been completed.

This year my school is proposing the Corposo project: remedial education and empowerment with diverse activities aimed at children that are most disadvantaged from the socio-cultural point of view. (T6)

When school management identifies issues that are relevant to students, we organize a meeting with the Student Committee (representatives of all classes) to provide an input and inform them. This enhances the multiplying effect because students feel that they have a responsibility, and communication has a widespread distribution. (T3)

In the opinion of teachers, cooperation with municipalities particularly supports opportunities inside the school, helping to develop young people's engagement and active participation.

In a small-town community, networks are fundamental to a wider outreach. The last event was organized together with the Mayor of Pomezia. We have small teacher committees in our school that implement projects together with local associations, acting as intermediaries between different local stakeholders. (T3)

There are always people interested in the activities carried out by schools. Until recently, the Municipality of Rome organized many events for young students, now much fewer than before. (T1)

Considering students' participation in global issues after the FYS-Forums project, teachers noticed a growing interest in global topics among their students who had taken part in the activities in school. In the opinion of teachers, global citizenship education within projects carried out in schools fills in the gap as schools do not provide information about the current issues or problems occurring in our rapidly changing world.

The term 'participation in global issues' has been useful in dealing with current topics that are relevant to teenagers: abandonment, autonomy, the search for new perspectives. (T8)

To me, participation in external projects that deal with issues such as citizenship, is an important moment of growth both for individuals (students and teachers) and for the school world in general. (T5)

During the focus groups, teachers told us that the development of school participation is a process that needs to be supported by school as an educational institution, with teachers motivating and initiating involvement. Our teachers belong in their schools to the group that engage themselves in projects carried out in cooperation with municipalities or other organizations. The biggest problem, however, is, in the teachers' opinion, lack of students' interest in activities related to global citizenship education in schools.

Global Citizenship Education activities are delimited to classes and groups of students with whom you directly work through specific projects. Young people lack the ability to become spokespersons of experience by defining spaces and multiplication activities. They always need teachers' support to organize anything. (T2)

Students do not take any action and do not even meet outside school to work together. (T2)

When I presented the project to my students, only few of them showed interest. It is always quite difficult to engage students. (T4)

Another thing we wanted to determine with our research was how schools, teachers and youth benefitted from being involved in participatory activities, like the FYS-Forums project. Italian teachers told us that students benefitted from participation in the school environment because they were learning how to cooperate with others. A significant factor in this is the student-teacher relationship, which affects engagement and supports initiative. An important advantage of the Forum, according to teachers, is building group unity of people involved in one activity, like the Forum.

This experience has been an important moment of growth for both the students and the teachers involved. Forming one group with the aim to achieve a goal has enhanced everyone's listening skills and solidarity. I would be interested in running another Forum. (T8)

I am very interested in repeating this experience, but it is not easy to reconcile the activities with ministerial programs and remedial education. It would be desirable to carry out projects in the first part of the school year. (T7)

The impact of the Forum was positive because students know now, after the Forum finished, we are there to answer their questions. (T2, T4)

The relationship between students and teachers has changed because now they often show their emotions or talk about how they feel. (T2)

By participating in the project and then in the forum during the implementation of the project, students and teachers had moments of confrontation and collaborated work on everybody's sense of responsibility. (T8)

The Forum offered teachers the opportunity to apply teachings methods that are not used in everyday educational activities at school. Additionally, the Forum increased teachers' confidence about facilitating discussions among youth. 11 out of 15 teachers agreed or strongly agreed with the statement that they feel confident about facilitating student discussions about global issues (see Chart 4). In the teachers' opinion, thanks to the Forum pupils were encouraged to practice leadership during events in school (see Chart 5).

The impact has been positive because the Forum has allowed me to use different methodologies that I usually do not put into practice to achieve some formative objectives. It has also allowed me to get to know different aspects of my students' personalities and to test their civic-social and communicative competences. (T8)

In the teaching practice, I have tried to experiment with alternative teaching techniques and I have entered into a dialogue with my students, trying to be attentive to their requests, both verbal and non-verbal. (T6)

From the methodological point of view, it was very educational for us and for them. Being an English teacher, I really appreciate Anglo-Saxon educational resources because they are well-structured with clear objectives and interesting activities for students. (T4)

Thanks to the involvement in the Forum we, teachers, have gathered many experiences through a didactic method. (T2)

Chart 4. Endline survey. Statement: I feel confident about facilitating student discussions about global issues

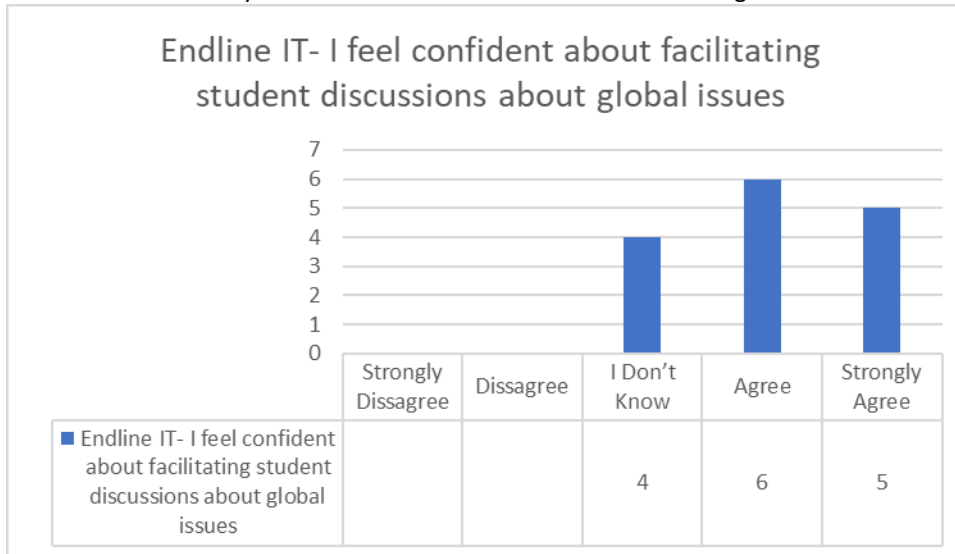
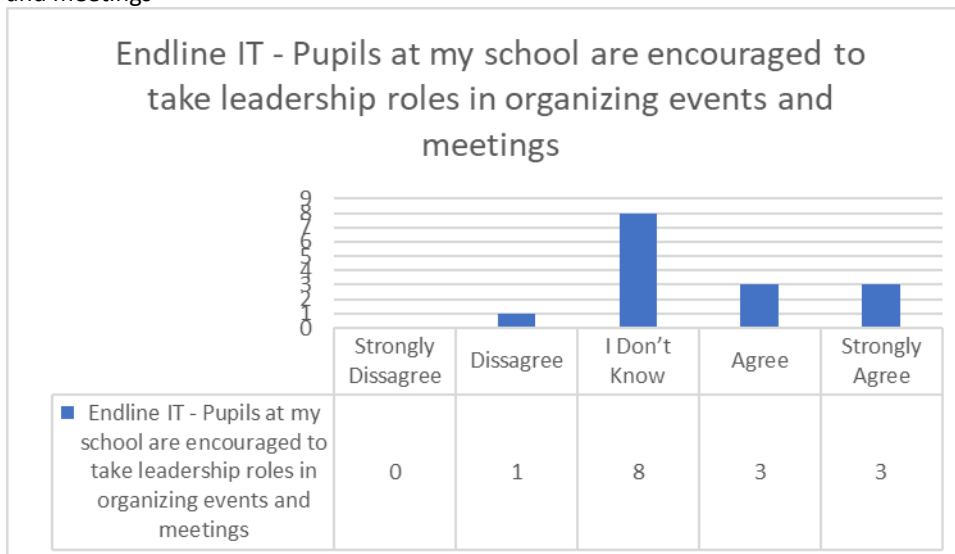


Chart 5. Endline survey. Pupils at my school are encouraged to take leadership roles in organizing events and meetings



The impact of the Forum is visible in the opinions of teachers about the cognitive development and interpersonal skills that are developed by students during the Forum activities.

The activities carried out have enhanced socialization, confrontation, writing, reading and personal re-elaboration skills. (T7)

Teachers emphasized that students benefited through new knowledge about such topics as refugees or gender. They also developed positive attitudes towards learning and others. Another benefit of the Forum is the students' approach to media information. Teachers noticed that students are now more aware of the dangers posed by information transmitted through media and more cautious about interpreting media information.

Students have more open views about refugees and gender inequality. (T7)

They have realized that studying means learning, and that education and training are useful in the world of work. (T1)

They understand that reality is a set of communicating vessels because one day during my history class they made references and discovered relationships with the reality (the role of women in different historical periods). They have created a link between them and the things around them. (T2)

They understand that to be able to talk about something, to contribute to a debate or to express a personal opinion, they need to know the topic in great detail. (T4)

Students have learned truly new things on the subject by overcoming prejudices and fighting all the incorrect news that is disseminated. Many of the benefits will be seen over time, even though many of the students involved have already benefited in terms of their self-esteem. (T6)

It was challenging for teachers to motivate their students to take part in the FYS-Forums project, and to convince them that the Forum can be beneficial for them.

When organizing the vertical forum, the division into work groups (logistics, reception, etc.) made students feel responsible, and they coordinated various tasks they owned. (T3)

Organizing the Forum is a very difficult process. In our daily work, we do not have the right incentives, which makes us question the task and requires a lot of energy. (T2)

It is hard to have a Forum at school. It was a wonderful and very hard job because at the end we were completely drained. (T4)

I would like to participate again in a Forum, even though I consider it very challenging, especially with regard to the involvement of families. (T5)

I am very interested in repeating this experience, but it is not easy to reconcile the activities with ministerial programs and remedial education. It would be desirable to carry out projects in the first part of the school year. (T7)

I have noticed that students have changed their attitudes towards the topics covered in the training course with Oxfam. By and large, the information they had on these issues was brief and not too detailed. Gradually, they started to feel more and more involved and interested, and as a result of the teaching strategy of incentivizing them to gather information personally and to write papers on the topics in turn, their commitment went well beyond the planned activities. Moreover, being interested in social issues also implies sensitivity towards difficult situations or marginalization, which may even affect interpersonal relationships at school, with a positive effect on the relational dynamics. (T8)

Considering formal education, teachers saw their role as agents that made students aware of values associated with global citizenship. In order to act as *agents between global problems and students*, teachers need to use media when introducing global problems in school. Thus, teaching methods should include online materials and resources, however, in the opinion of our focus group participants, not all teachers are open to such innovative ways of teaching.

Education to global citizenship must be one of the most important aspects in school curricula in order to train citizens and to make them aware of the values of democracy, peace, protection of human rights, environment, and diversity.

In this sense, the training received during the preparation for the forum was very well-structured, and carried out in an engaging and interesting way. (T9)

Many of my colleagues and I are out-of-date in terms of online communication, I prefer face-to-face training rather than the online one. (T2)

In my opinion, global citizenship means giving equal opportunities and equal rights to all inhabitants of the planet. Teachers need specific training in these topics, both classroom and online training. (T8)

Lithuania

The Focus Group Interviews (FGI) were conducted in April 2018 in 3 schools in Lithuania: Vaciovo Girzado progimnazium in Kaisiadory (VGP), Zokniai in Šiauliai (ZS), Kaunas Jonas and Petras Vileisiu school in Kaunas (JaPV), with a total of 11 teachers (7 from ZS, 2 from VGP and 2 from JaPV). All FGI participants had experience in teaching of 10 to 30 years.

Name of teacher	School name
(T1)	Zokniai, Šiauliai
(T2)	Zokniai, Šiauliai
(T3)	Zokniai, Šiauliai
(T4)	Zokniai, Šiauliai
(T5)	Zokniai, Šiauliai
(T6)	Zokniai, Šiauliai
(T7)	Zokniai, Šiauliai
(T8)	Kaunas Jonas and Petras Vileisiu school, Kaunas
(T9)	Kaunas Jonas and Petras Vileisiu school, Kaunas
(T10)	Vaciovo Girzado progimnazium, Kaisiadorys
(T11)	Vaciovo Girzado progimnazium, Kaisiadorys

Participants of baseline surveys (10) and endline surveys (28) included Social Sciences, languages, Biology, Physics and IT teachers from J.P. Vileisiu mokykla, Kaisiadoru Vaclavo Girzado progimnazija, Kauno J.P. Vileisiu mokykla, Zokniu progimnazija, Siauliu Jovaro progimnazija, Siauliu sanatorine mokykla, and Siauliu Jovaro progimnazija.

Based on the focus groups with teachers it can be said that their perspective on participation and skills development in school is like this of Italian, Cypriot and English teachers. Teachers from Lithuania understand participation in global matters as active engagement in projects, and learning with others within projects.

Our school has been participating in ecological projects for many years. We understand global issues as global problems related to ecology and politics. These are problems we should solve together. (T10)

It means involving students in projects, working with MDGs and Teaching Global ambassadors since 2010. (T9)

When referring to the FYS-Forums project, teachers welcomed enthusiastically the idea of setting up the Forum in their schools as an action towards supporting active global citizenship education. This kind of activity, in the opinion of teachers, fostered collaboration among teachers and contributed to youth support. Global citizenship education at school level entails extra-curricular activities for Lithuanian teachers, and they need to be aware of the responsibility for developing students' attitudes.

Taking part in the Forum was a great new experience for us. We developed our collaboration skills and gained some new insights about young people, like that they can organize, discuss and argue, and draw important conclusions. (T11)

We have young and active teachers in our school. They support students' activities and help with any questions. We also have the opportunity to use the library and the computer lab. (T11)

I think the school should get more involved in activities like the Forum. (T10)

The role of the school in such projects as FYS-Forums is shaping attitudes and values of young people. (T 11)

We, as teachers, should speak more widely and loudly about global issues. (T11)

Adults should change their approach to young people. We should trust them more. (T10)

Similarly to Italian teachers, our focus group participants told us that although the Forum is a good idea for promoting participation in global matters in the school environment, teachers need to understand their role as global education agents and be more open to new teaching methods offered by the project.

Older teachers won't participate in things like these because they were not taught like that, they have their own methods, and they work by them. As for younger teachers, they have a different attitude towards such things, so they are willing to participate in forums. It would be recommended to organize courses for older teachers to show them that their methods are wrong. (T4)

Thanks to the Forum, not only did we learn about global issues, but also about different teaching methods. (T9)

The role of school and education in general is, in the opinion of teachers, shaping young global citizens. The main aim of global citizenship education, according to Lithuanian teachers, is to contribute to building a more socially fair world. What is interesting, is the impression that young global citizens need to understand that they belong to a bigger group of global citizens that care about global problems. A good practice example related to developing the awareness of global issues is the Kaunas Jonas and Petras Vileisiu school, which offers one hour a week of global citizenship education.

It is important to refer to social justice by addressing equitable distribution of the world's wealth. Social justice can be achieved by emphasizing gender and racial equality. (T10)

We, teachers, need to support social justice, which can be achieved through intercultural dialogue allowing to identify the issues that require change. This is the whole point and goal of education. Therefore, systems of education are responsible for preparing students to face these challenges in order to succeed in life and contribute to a better society and environment nationally and globally. (T11)

Each class has one global citizenship lesson a week. (T8)

Students need to know they are part of a bigger community. (T10)

We think that it is very important for students to make connections between local and global problems. (T8)

Our respondents saw the impact of the Forum in students' perception of responsibility when completing school tasks. Pupils became, in the opinion of teachers, self-confident, creative, and open for collaboration between teachers and students. Also, the relationships between students improved.

We noticed students' engagement in Forum activities. (T11)

These activities facilitated collaboration between teachers and students. Students have become more active. (T10)

Pupils have become more self-confident and responsible, more open to new ideas. They tend to initiate new activities in their school. (T11)

In our case, lots of kids volunteered for the forum, and they wanted to participate, and they wanted to be a part of the forum. (T1)

Projects help kids to integrate into the society. (T2)

Students have started to trust themselves more. (T9)

Students and teachers share wisdom, self-esteem, and life experiences. (T8)

The surveys gave some insights into the impact of the Forum regarding the confidence in supporting discussions and encouraging leadership among students. The Forum impacted teachers' confidence about facilitating student discussions (see Chart 1), and opportunities to discuss global issues among students (see Chart 2).

Chart 1. Endline survey. Statement: I feel confident about facilitating student discussions about global issues

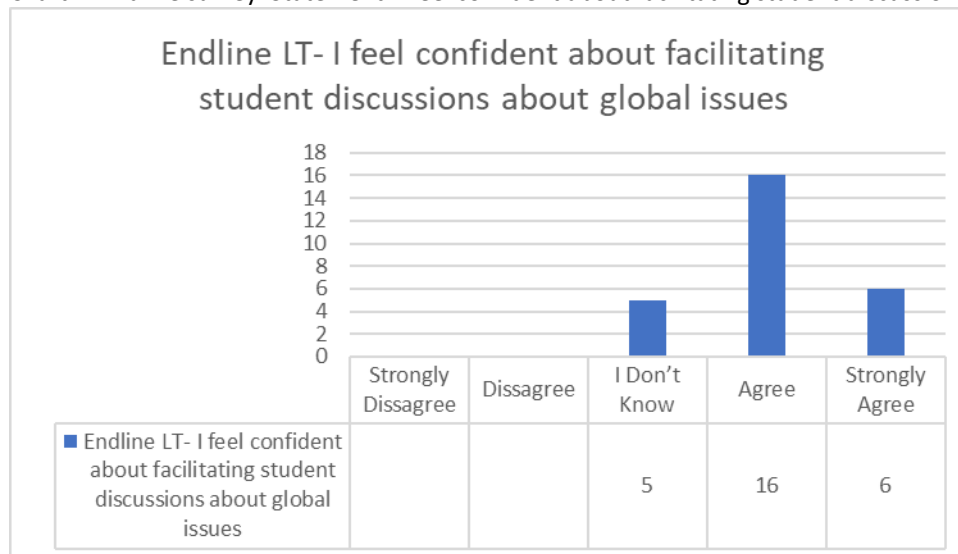
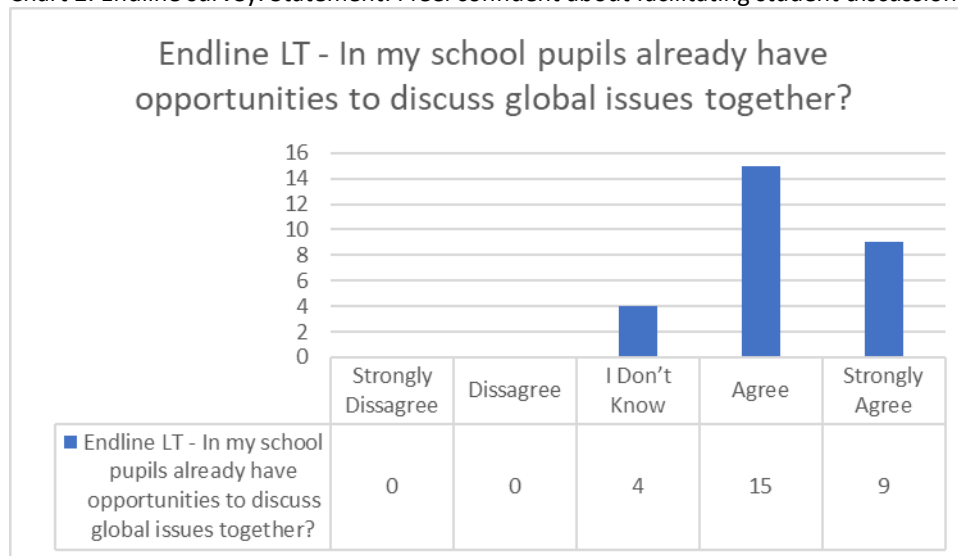


Chart 2. Endline survey. Statement: I feel confident about facilitating student discussions about global issues



Looking at the results of the surveys of teachers who were asked after the Forum about promoting students' leadership, 90% of teachers agreed and strongly agreed with the statement that in their schools pupils are encouraged to take up leadership roles in organizing events and meetings (see Chart 3). The surveys, however, also provided evidence that the Forum had not had any impact on teachers' skills in facilitating pupil participation in the school environment. Before the Forum, facilitating pupil participation was essential for 9 out of 10 teachers and important for 1 teacher (see Chart 4). After the Forum, facilitating pupil participation was essential for 15 teachers and important for 11 out of 28 teachers (see Chart 5). Similarly, the Forum did not have any great impact on skills in encouraging active global citizenship among teachers. All the teachers, both before and after the Forum, were convinced that to encourage active global citizenship it is essential and important for them when working with youth to support participation and engagement (see Charts 6 and 7).

Chart 3. Endline survey. Statement: Pupils at my school are encouraged to take up leadership roles in organizing events and meetings

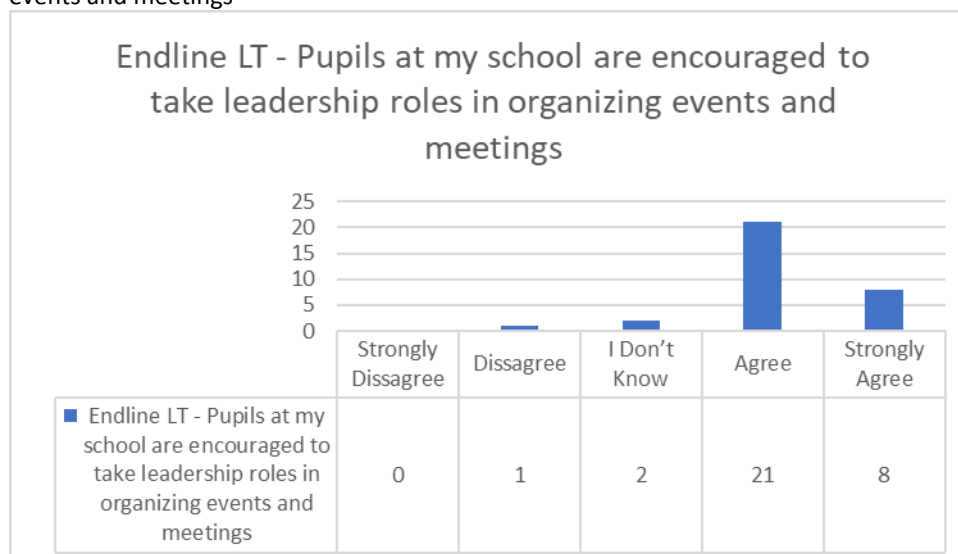


Chart 4. Baseline survey. Statement: Facilitating pupil participation

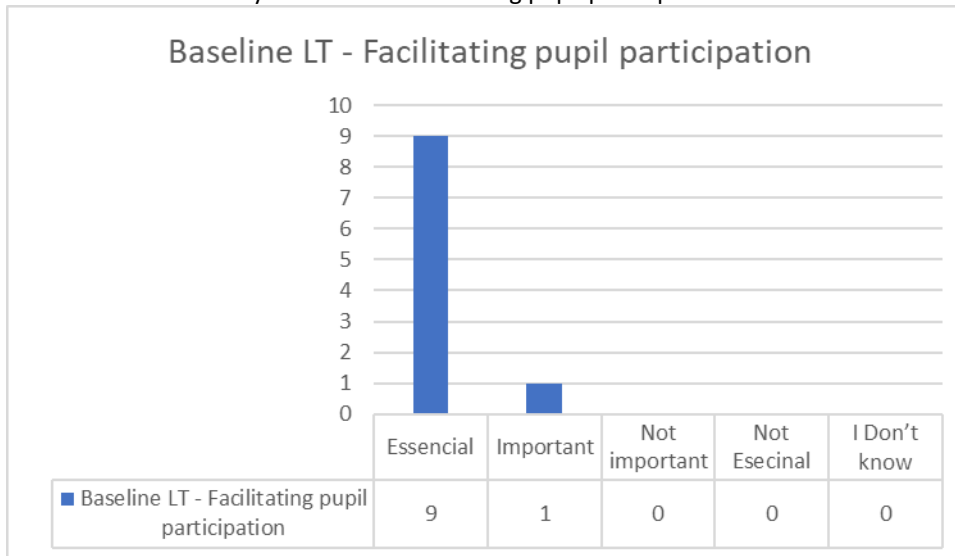


Chart 5. Endline survey. Statement: Facilitating pupil participation

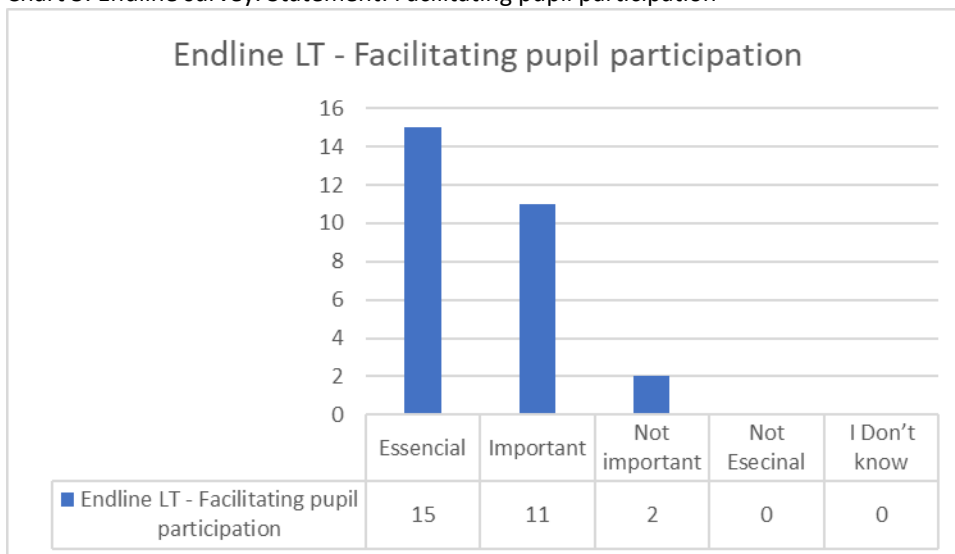


Chart 6. Baseline survey. Statement: Encouraging active global citizenship

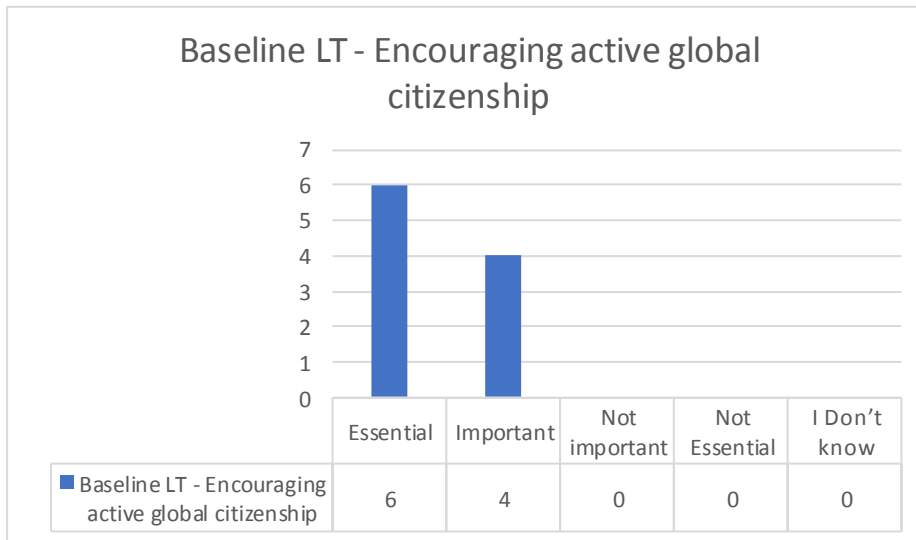
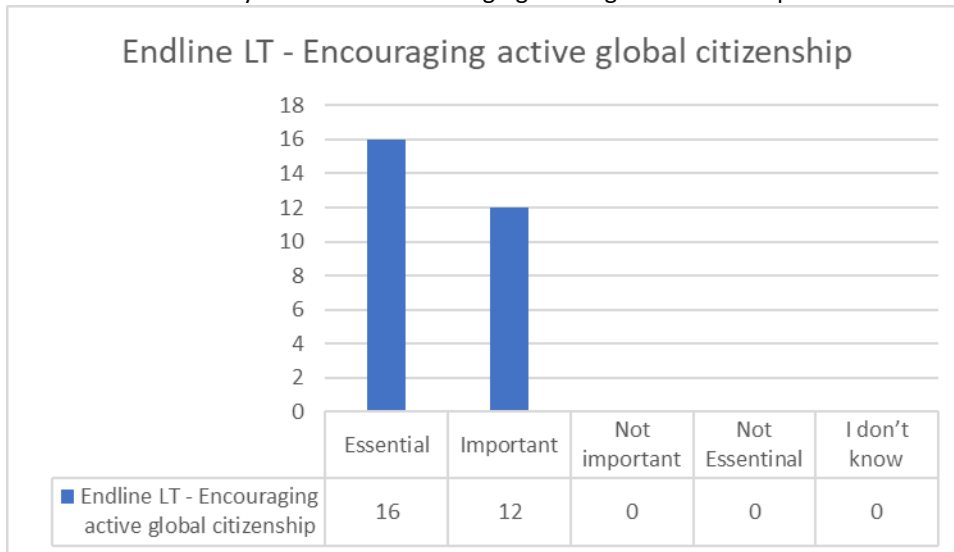


Chart 7. Endline survey. Statement: Encouraging active global citizenship



V Future Youth School Forums – Youth Perspective

Summary of the Findings from the Previous Research with Youth from 4 Countries (Cyprus, Italy, Lithuania and United Kingdom)

In the previous study⁶ that was carried out in 2016 within the same FYS-Forums project research, the University of Łódź used the youth focus group approach to examine the way young people (aged 12-18) from different European countries (Cyprus, Italy, Lithuania, UK) understand global citizenship issues and their role as citizens as well as the attitudes and beliefs of students.

The previous research revealed that young people generally show a limited understanding of the need to participate in local/global actions, but at the same time they express some interest and wish to take part in them. Their interest was very important for partners and confirmed the necessity of further project development. The challenge faced by the project was to increase young people's internal motivation and to stimulate their need to get involved regardless of some external factors because, as their responses indicated, in most cases young people's motivation was a result of external stimulation (and particularly the role of the teacher). This means that they recognize the value of being involved because it allows them to achieve some personal benefits, e.g. a good note at school.

Youth described their involvement in developing skills in a very similar way: in terms of improving their position in school and, in general, in their future life, and this was the only part connected in any way with work. These findings provoked a question about the reasons for the current situation, and provided some hypotheses. "There are many multifaceted factors affecting the engagement of young people. These include, for example, elements already mentioned by teachers during focus groups such as the curriculum and the whole education system, social factors, environmental factors, and motivational variables, which all impact upon the engagement and participation of young people. As some evidence suggests, there is a limited space for young people to learn about themselves or their needs, and from the very beginning they try to meet the expectations of others. This situation does not create a good environment for the development of such skills as creative or critical thinking but prepares and teaches students to find themselves a satisfactory place within the system" (Jarkiewicz Leek 2016: 63).

The first round of focus group interviews with youth allowed us to distinguish two categories: "learning-oriented" participants and "experience-oriented" participants. "The "learning-oriented" participants provided numerous examples of "skills required" to become a good employee. They came up with a range of ideas about direct application of these skills. In contrast, the "experience-oriented" participants made a series of specific suggestions connected with direct actions and activism. They responded to questions by identifying changes in the educational system, community and the world they would fight for and encourage as a way of being more involved in the problems faced by the world, such as islamophobia, refugees, wars, poverty and others" (Jarkiewicz, Leek 2016: 63).

⁶ Jarkiewicz, A., Leek, J., Youth Participation and Global Citizenship: Challenges and Recommendations for Future Youth School Forums, Oxfam, London 2016.

Cyprus

Overview of the First Focus Group Interview (FGI) from Cyprus (2016)

Young people from Cyprus have demonstrated the need to participate in social action. As the first round of focus group interviews (FGI) showed, they see value in being an active citizen and wish both to participate in decision making and have a possibility to be heard by others. This can be illustrated by a response of one of the participants of the first FGI:

I am not Cypriot, so I would like to have the opportunity to present my country to the rest of the school. We have many kids from other countries in our school, so it would be nice if we had the opportunity to present our history and learn about other places in the world.

At the same time, they see some structural obstacles on the school level. They question the opportunities available to them to engage in extracurricular activities in a meaningful way. Below there is an opinion of the participant of the first FGI:

In some cases, when we propose some ideas for organizing such activities or taking part as a school or as a team in such extracurricular activities, we don't get the approval from our teachers and the school.

They recognize that they need to get more support from teachers, and, at the same time, they wish to be perceived by teachers as people worth trusting, an empirical example of which is the following response of a young man:

Yes, we can demonstrate leadership, but we need to have the support of our teachers. They have to trust us and give us some freedom to show what we can do.

The Impact of the Project

Imagining a Focus Group Participant:
Demographics

Gender	
Female	50%
Male	50%
Total Participants	16

Age	14	15	16	17
	19%	25%	44%	12%

Based on the analysis of young people's responses, the impact of the project in Cyprus has been very positive. For some young people from Cyprus, this project was the first opportunity to take an active part in the Forum and share their opinions with others about many issues that are important from their perspective⁷. Many thought they would not have had this opportunity

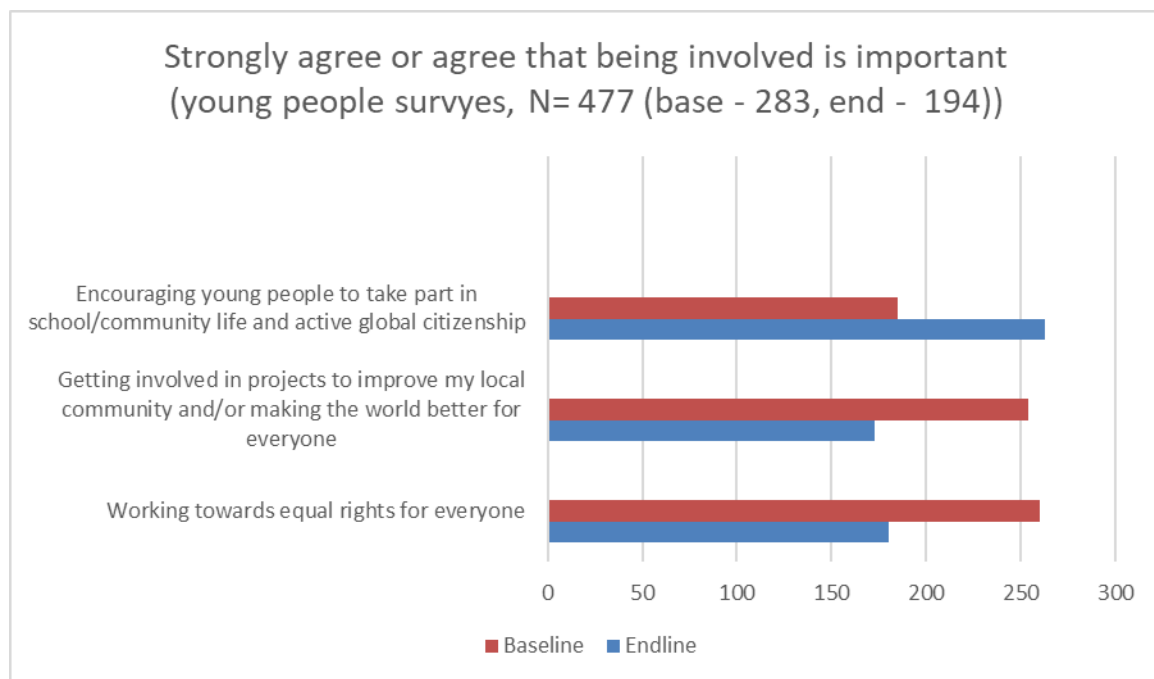
⁷ It is worth mentioning that the topic discussed during the second Forum was chosen by young people, which had not been possible during the first Forum.

without the FYS-Forums project. As already mentioned, schools in Cyprus were at different starting points in terms of their needs to get involved. Considering their wish to have a possibility to be heard by others, the Forum met their expectations, which is visible in young people's responses, such as the following:

The Forum met our expectations. Through this experience, we were given the opportunity to better inform other young people about the issue of gender equality and gender stereotypes. The attendees participated in all the activities we organized. Personally, I think the event was a success, since after its completion the students who had the opportunity to participate mentioned that they had had no idea about inequality. We have therefore succeeded in transferring some of our knowledge of this issue.

My expectations about the Forum on gender equality were to inform the world about different types of inequality that exist between the two sexes, and to suggest the best ways to address this problem.

Figure 1 provides a comparison of responses between baseline and endline data. The level of agreement with the statements seem to be similar. Please consider that the average percentage of pupils who took a part in the endline survey was 31% lower than in the case of the baseline.



Young people from Cyprus, as their responses indicate, were involved in the Forum and had some ideas about the role they wanted to play in it. They were focused on the aims they planned to achieve through participation in the Forum, which can be seen in their answers:

We initially aimed to present the common tendency for the physical and spiritual superiority of men. Our goal was to highlight the strengths and abilities of women.

During the Forum we wanted to showcase and discuss the differences between women and men, whether physical or spiritual. We managed to inform and also to challenge our participants about what is happening today and about discrimination based on different stereotypes.

Some young people expected to learn more about the issue of importance. In this case, the Forum also met their needs.

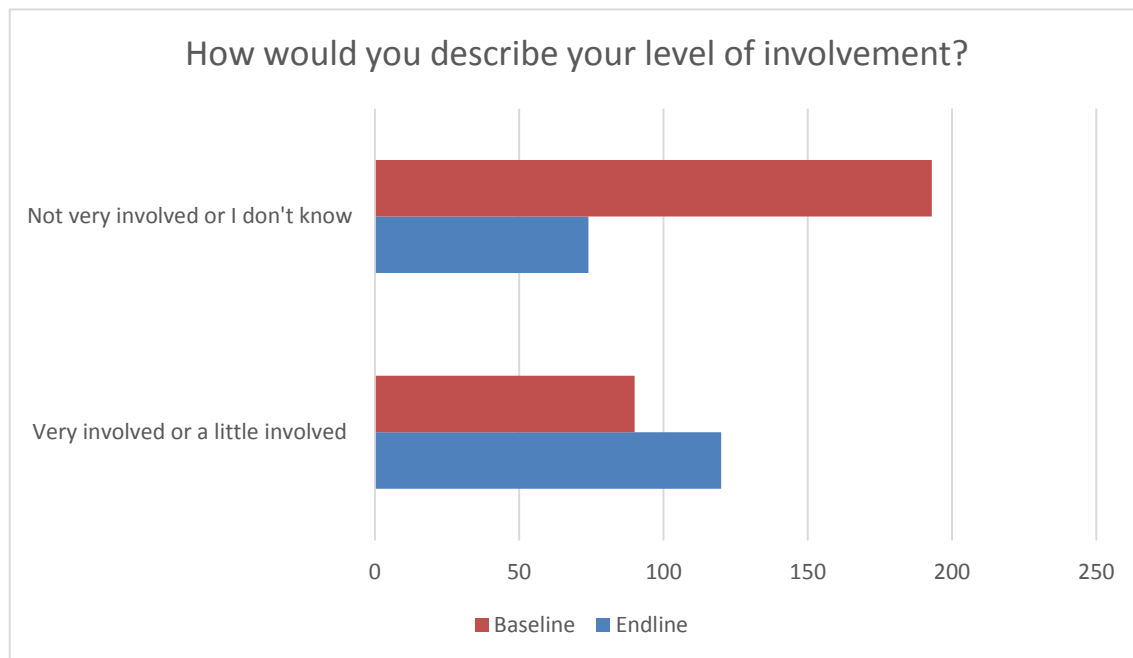
To be able to educate myself as much as possible about gender inequality and at the same time about the ways in which inequality can be completely eliminated. In the meantime, however, I did not want to be educated only by myself but also by my friends and others, and especially young people who are considered to be the future of our planet.

Cypriot participants of the second FGI are still very active, despite the fact that the project has ended. For these young people, the Forum was not the last action they took part in. After the Forum, some of them got involved in numerous actions, such as: The Pancyprian Conference “AWARE”, The European competition “Noesis 2”, The European competition, European Parliament Ambassador School. This could be interpreted as a positive impact of the Forum. Those who are not currently involved in any activities connected with the specific interests within the project perspective are thinking about engaging in the future.

No, I did not participate in other activities, but it is something I definitely intend to do in the future.

I would like to participate in more extracurricular activities, because I believe that activities of this kind help young people a lot.

The young people surveyed were also asked to describe their level of involvement in social activities such as community organizations, school clubs, scouts etc. This area seems to have seen the greatest change. In the baseline survey, 68% of young people answered that they were not involved or did not know, and only 32% answered that they were very or little involved. The situation changed after the two editions of the Forum, when only 38% of young people answered that they were not involved or did not know, and 62% declared that they were very or little involved.



As the aim of the Forum was not only to increase participation of young people but also to help them develop transversal skills, we asked them about the types of knowledge and skills they had gained.

The Forum taught me how to work in collaboration with others and be disciplined because we were all members of a team and no one was superior. It has also helped me with managing my time by setting priorities and, at the same time, working well within a strict timeframe.

We learned how to work together. Now I feel more confident when I express my views.

By participating in this project and its activities, I have developed various skills. First of all, I had the opportunity to work with other people and to experience the team spirit. In addition, through study and research, I learned how to be more consistent with my obligations. Also, during the activities and my participation in the Forum, I have become more confident about public speaking. After the completion of the Forum, I feel that I can express my ideas and opinions to my peers and to the public, feeling more confident.

“Collaboration with the rest of the members of youth leader teams. Also, communication with the rest of students and participants.”

As the FGI responses from Cyprus indicate, the most important out of many skills were teamwork competence and communication and personal confidence, which is related to teamwork. It should be added that transversal skills developed within the project were not taught in schools, which was noted by youth:

At school, we do not cultivate such skills as critical thinking or flexibility in answering questions in front of people.

Personally, I believe that my participation in the forum helped me to develop some skills that I did not even know I had. For this reason, it would be good to participate in similar programs more often. Through these activities the school helps us cultivate skills that we cannot develop during the school hours/program.

Participants of FGI were positive that the opportunity to take a part in the Forum process gave them a chance to develop transversal skills. But to be certain that this was a direct impact of the Forum, we asked a controlling question about specific activities or ways in which they had increased the skills they mentioned. Here are some of their answers:

During the Forum and its preparation it was necessary to work together. We helped each other and worked like a team. Finally, we had to deal with various problems that came up regarding the Forum organization.

The organization of the Forum helped me to develop several skills. In particular, creativity (creation of the invitations as well as creation of the program), the organization of the arrival of guests, the exchange of views with other students who took part in the conference, and my personal experience as a Presenter during the event.

Collaboration with the participants during the event was very good. Also discussions and communication with the students of the Forum were very successful. At the end we came to some conclusions.

What we can perceive as a success of the Forum and an effect of successful collaboration with schools (and particularly with teachers) in Cyprus is increasing young people's independence. Answers to our questions show that young people were not only participants of the Forum but they were also responsible for its organization. Their responses revealed that they saw Forum as their space, which corresponds with the objectives of the project.

The participants from Cyprus told us about new knowledge in the form of increased awareness of global ‘problems’, which they gained thanks to their participation in the Forum. Their responses reflect significant changes in the level of knowledge about local and global issues. Accordingly, they have a much deeper understanding of these problems, which is indicated by the answers below:

My knowledge and understanding of different subjects is completely different. I see things from different perspectives and I understand issues in a new way. Now I'm trying to get more information about different issues and I'm trying to think about them more thoroughly.

My knowledge has been enriched and improved.

My knowledge and my views on the issue of inequality have changed a lot as I now know much more about it and I have a more comprehensive view of the whole issue. What I have learned will be very useful in my later life.

When we asked them to explain in what ways their knowledge and understanding had changed, young people provided us with some examples.

I feel the need to be aware of various issues and I am investigating them until I get answers to all my questions or until I learn something new.

I had to deepen my knowledge on this subject, and through the conference I was informed.

United Kingdom

Overview of the First Focus Group Interview from the UK written by John McLaverty, Oxfam GB (2016: 17-18)

When students were asked about their perfect school, they found it difficult to conceptualize or think creatively about a world in which they would be able to lead and make decisions. Collectively, they agreed that while there may be a place for school uniform for mass identification (for example on the way to school, or on a school trip), they felt there was an opportunity in not wearing a uniform that allowed for freedom of expression and identity. In an increasingly globalized economy, the students also felt there was a space for more creativity in school, either in a stronger focus on the arts or in the ways in which they manipulate and integrate digital technology into their school work. They generally all seemed content on the content of the curriculum that was currently being taught but wanted an additional focus on skills development to help them in their later (adult) lives. The students also discussed the importance of a strong teacher-student bond and the significance of one-on-one time to develop these relationships.

There is a strong focus on developing public speaking skills at Woodside and some of the students spoke about the opportunities they have been involved with to develop their public speaking and leadership skills. They spoke about the confidence which it provided them in wider aspects of their school life; to be able to speak in front of crowds; to participate in and win competitions; and the personal satisfaction of being pushed with positive pressure. One student said that the confidence he gained from developing his public speaking skills directly helped him approach his exams. He explained this increase in confidence made him feel able to understand the question that was being asked and that because he improved his knowledge and mastery of the English language, he was then able to express himself more effectively on paper. This provides an indication that a Project focused on developing transversal skills may be able to directly influence those at risk of failing academically by providing them with additional confidence and skills in an academic environment.

Whilst there is a wealth of extracurricular activities at Woodside, it seems that only a small recurring group of students benefit from and participate in these activities. Whilst some of the students spoke of

the different types of groups they were involved with, which varied from Oxfam's Youth Ambassador Group and the School Council, to being involved in after-school clubs and helping out at a local Special Educational Needs School, what seemed a key driver for disaffection with particular groups was their propensity to "*become boring*" after a certain period of time. The students highlighted a range of complex issues when asked what they wanted to change in the world, or an issue that made them angry. This ranged from extreme poverty, violence against girls, Islamophobia and racism, through to personal relationships and knowing who to trust. Whilst there is some space to discuss some of these more challenging issues during their Personal & Religious Studies class (PRS)¹, overall the students did not seem to feel like they had a strong voice, confidence or space to discuss them. There seemed to be a disconnect between how young people viewed global issues and global citizenship, and where the spaces were to discuss these in school in comparison to the teachers' opinions. While the students talked about challenging certain behaviors ("*I thought, violence isn't always the answer*") and were starting to think critically about issues such as Islamophobia or racism, they seemed to lack the knowledge on how to act on such global issues. Positively, they did acknowledge the importance of learning about such issues, how it teaches them to "*not be oblivious to what's going on around us*", and that they would like more student-led activities and assemblies to get their opinions heard across the school.

The students all seemed well-versed on the types of action (albeit limited) they would take if they wanted to make a change within school. They all talked about the power of collective action, of writing letters or signing petitions, and identified ways of working successfully as a group by focusing on individual skills in order to be more effective and efficient. Interestingly, they demonstrated skills of being able to identify who the right person to approach was to try and make a change, homing in on the person with the power, who they felt would be the one to help them make a difference. Many had also started to question sources of information to present facts; however, there are clearly still challenges in encouraging young people not to take everything they read online as fact.

The impact of the project

Imagining a Focus Group Participant in 3 Focus Group Interviews (FGI) conducted in the UK:
Demographics

1st Focus Group Interview

Gender	
Female	33 %
Male	67 %
Total Participants	3

Age	17
	100%

2nd Focus Group Interview

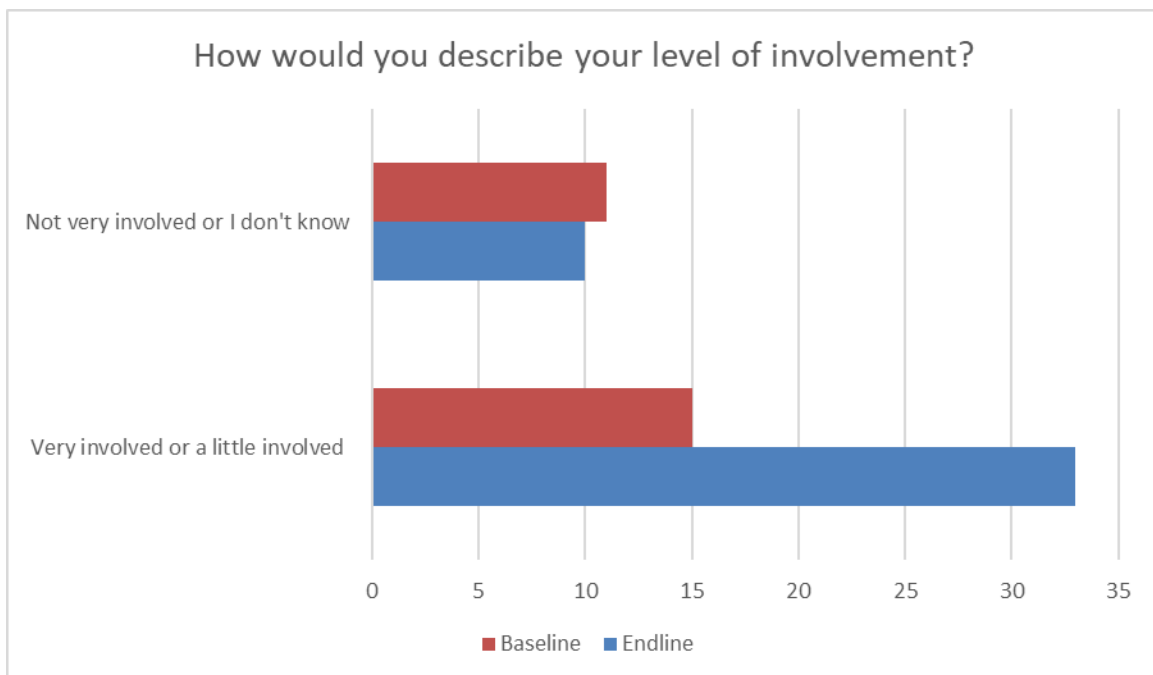
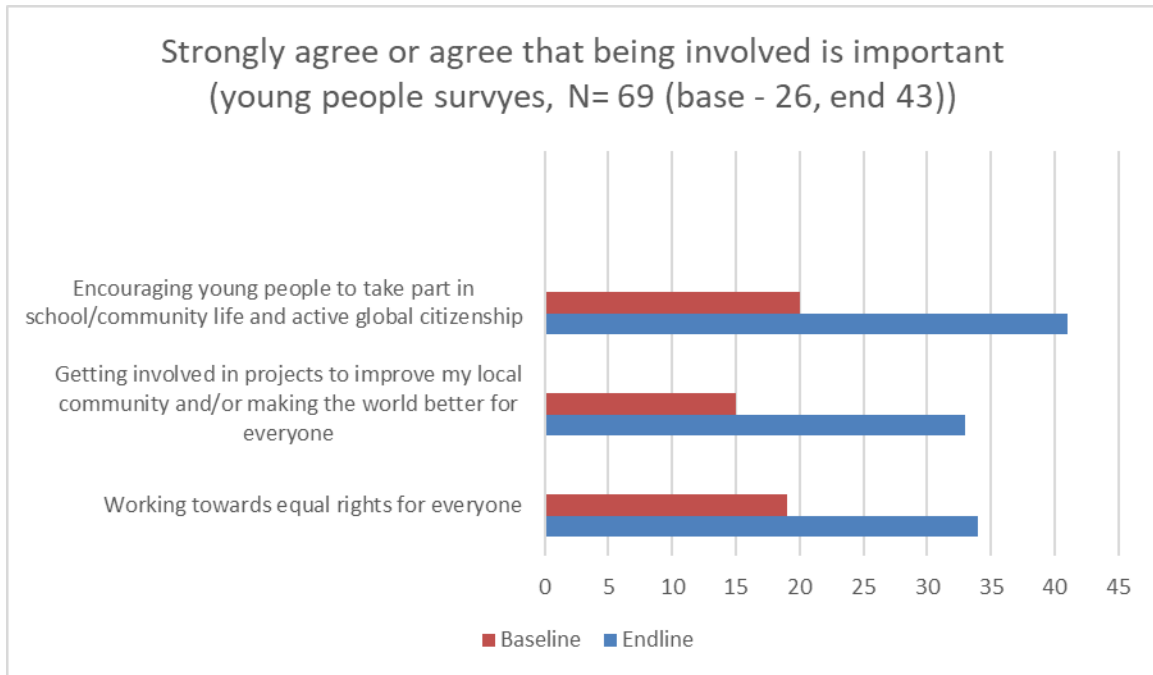
Gender	
Female	100 %
Male	0
Total Participants	5

3rd Focus Group Interview

Gender	
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Female	25 %
Male	75%
Total Participants	4

The tables below provide comparative responses between baseline and endline data.



In England, there were 3 FGI conducted in three different schools. The interviews with young people organized in this way allowed us to make distinctions both between the participants and the schools. We could capture some of the nuances of differences between young people's attitudes, space given to them by teachers etc.

Analysis of the responses across all focus groups conducted in England revealed two categories of participants: *currently focused on learning* and *currently active participants*. These categories are based on their responses, the way they described their expectations about the Forum, and the way they reflected on their roles and responsibilities in the whole process (including everything before, during and after the Forum).

Currently focused on learning

These participants are currently more focused on learning and their expectations about the Forum reflected that. The first thing they mentioned was wish to learn new skills and gain new knowledge. Below, there are sample responses classified as currently focused on learning:

My expectation was to learn a lot more about gender equality. The project exceeded my expectations. I wasn't expecting to meet so many different students from different areas. Everyone had different opinions so I learnt a lot.

I learnt how to develop my skills of how I work with different people, especially people from other towns who don't go to our school. This school has a style of doing things, so it's good to learn to be flexible and learn how other people do things.

These participants are currently more focused on their personal development and acquiring new skills than on active participation. Their responses tended to be more about what participation in the Forum had given them, and not how to use the skills learned thanks to their participation in the project. It is hard to say what the reasons behind these attitudes are, but considering the responses of teachers from the same school, we can assume that this is an effect of the limited number of actions taken by the young people. The situation could not be easily attributed to their young age, as similar responses were given by 17-year-old participants as well. Because of that, we started to look for an answer in the teachers' responses. Analysis revealed that teachers from those schools did perhaps not trust pupils as much as other schools and they preferred to control more activities around the Forum. Trying to understand the attitude of those teachers, it needs to be mentioned that the project and organization of the Forum had to be done in a specific timeframe, so it is possible that they felt much more pressure than teachers from other schools where the Forum was also implemented. It is also possible that those teachers were not ready for working with the full participatory approach. As a result, young people continued to play the same role as before the Forum – pupils – and they were trying to meet expectations about this role.

These participants appreciated the opportunity to take part in the Forum and gain new skills and knowledge which they can use whenever they want. They also emphasized that the methods of learning applied during the Forum had been interesting, and that they differed from those applied in regular classes. They appreciated the opportunity to use new skills and knowledge in practice.

Gender Equality was always a word that you hear, and I wanted not just say it but get more examples of what it is. I wanted to stop talking about gender equality and make it more concrete.

Not many people like to pay attention in class but if we do it in a fun way, some people might engage and might really like it.

However, the Forum has not affected them enough to encourage them to participate in real activities. These participants, like all the others, identified issues as gender equality and improving the current situation as important to them.

Active participants

These participants of the focus groups were involved in whole process of the Forum. Their responses clearly indicated that the Forum had not only been another extracurricular activity offered by the school, but that the Forum had become their own space and that they owned it. Here is a response of one of the participants:

We were meant to have three weeks but there were the holidays, so that was out of our control. It would be helpful if we had had that time. It's hard to bring everyone together from different school groups. We met two days before the Forum but, hopefully, next year we will have the time to plan it 6 months ahead.

This answer clearly shows that students from this school had much more freedom. Teachers took a back seat, which probably had a positive effect on students, who started to feel responsible for the Forum. Thanks to this, they now have much more experience in participation. This category of participants stated what they wanted to change in the Forum in the future to make it more effective and to involve more students.

Need to improve planning skills, the planning was rushed and we had a lot of ideas but we were confused. We were confused about what we should do and what we shouldn't do.

It is worth mentioning that some of these participants had already been active before the Forum started, and they tend to acknowledge the impact of the Forum.

I was already pretty involved with gender inequality issues. Being part of the forum gave me the opportunity to voice out my opinion around people who had similar opinions. These issues are always on the news but it is very difficult to find people, to really get in touch with people and to make them listen. Even if they didn't want to listen it made them think how people are treated and how they could be treated. Especially the power walk where taking a step forward meant that you have experienced a form of gender inequality. Some people took 7 steps, and the amazing thing is that they got so used to the gender bias that it became normal for different genders to have different treatment.

Some of them openly said that the Forum had inspired them to be more active in the future.

Before the forum I was not the one that would take risks and go to many different clubs but after joining it I started join clubs, and recently I also started volunteering because of that. There is a science club, there is the debating and I recently started volunteering in the public library and Duke of Edinburgh. The forum inspired me.

Helped me to look at specific areas and it was an education, but on the forum day we wanted people to put their own ideas on gender equality. This made people feel more involved. We had a whole-school activity where everyone did the bingo, then we split up to do different activities such as head, heart, hands and feet and we rotated between 3 so that people got a full perspective.

Italy

Overview of the First Focus Group Interview (FGI) in Italy (2016)

Responses of the FGI participants revealed that their ideas of a perfect school are a bit different than in other countries. For example, in countries where school uniforms are already obligatory (e.g. UK) pupils suggested to change this. In Italy, it was the opposite. Young people indicated the need to wear a special type of clothing at school in the name of equality. As they explained:

I would prefer to have a uniform to promote equality among students of the school, but the school should pay for it.

Young people were satisfied with the way the school helped them in developing various skills:

Yes, our school gives us the possibility to participate and organize events. It gives us the opportunity to express our opinions and they take them into consideration.

Their suggestions about what could be changed related to methods of learning. They expressed the need for contents that would be more connected with global issues and that would involve students to a greater extent.

Apart from developing, we might improve some aspects, such as effective learning methods, lessons that are connected with global issues.

Students demonstrated quite a good level of involvement in volunteering. A few of them already had some experience in such work, and some of them were engaged at the time of the Forum.

All of them mentioned the importance of global issues and that the school should have an impact on youth to increase their awareness as not everyone knows how important it is.

The impact of the project

Imagining a Focus Group Participant
Demographics

1st Focus Group Interview

Gender	
Female	60%
Male	40%
Total Participants	15

Age	17	18
	67%	34%

2nd Focus Group Interview

Gender	
Female	58%
Male	42%
Total Participants	12

Age	17	18
	83%	17%

All the focus group participants from Italy identified the issue of gender inequality as one of interest. They appreciated the methods of learning that were used during the whole process of the Forum. In Italy, as in England, there were some differences between the responses of the participants. Answers of some of them indicate the impact of the Forum. Some participants spoke a lot about being inspired by the Forum. They changed their attitude and got more involved in numerous social actions. They started to be more sensitive to this kind of information and take the opportunity to be part of social activities.

Both before and after the Forum many of us were and continue to be volunteer entertainers at kids' summer camps with children between 6 and 12 years of age.

They also expressed great enthusiasm about the possibility to continue the discussion about the issues raised during the Forum.

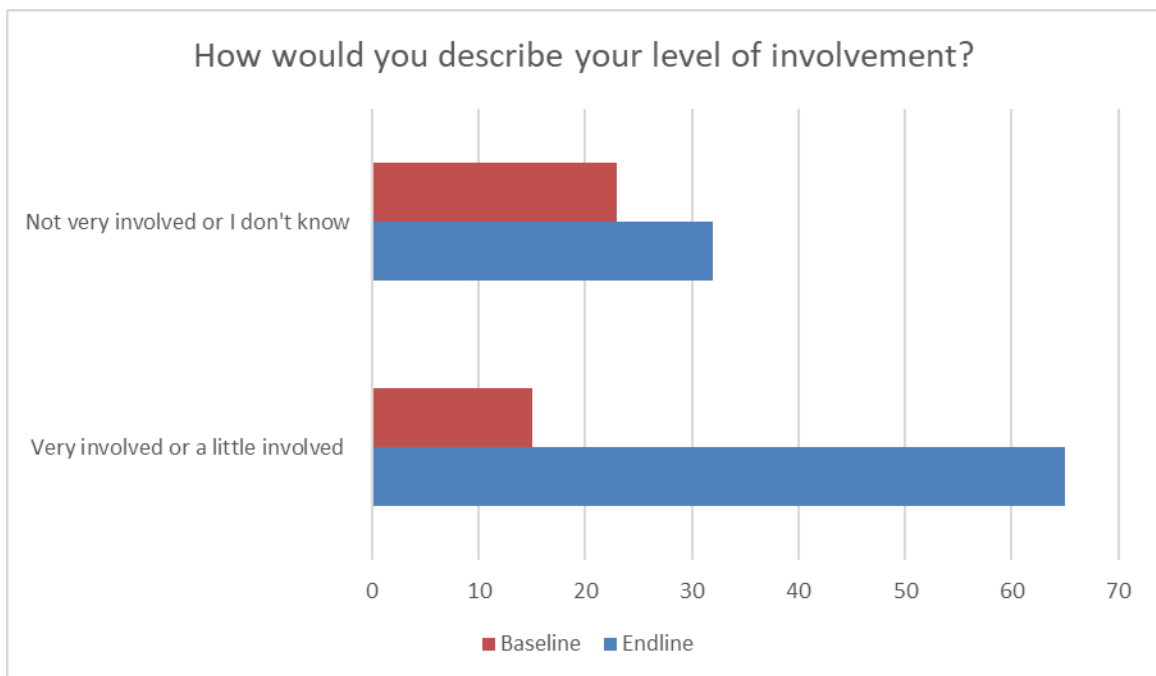
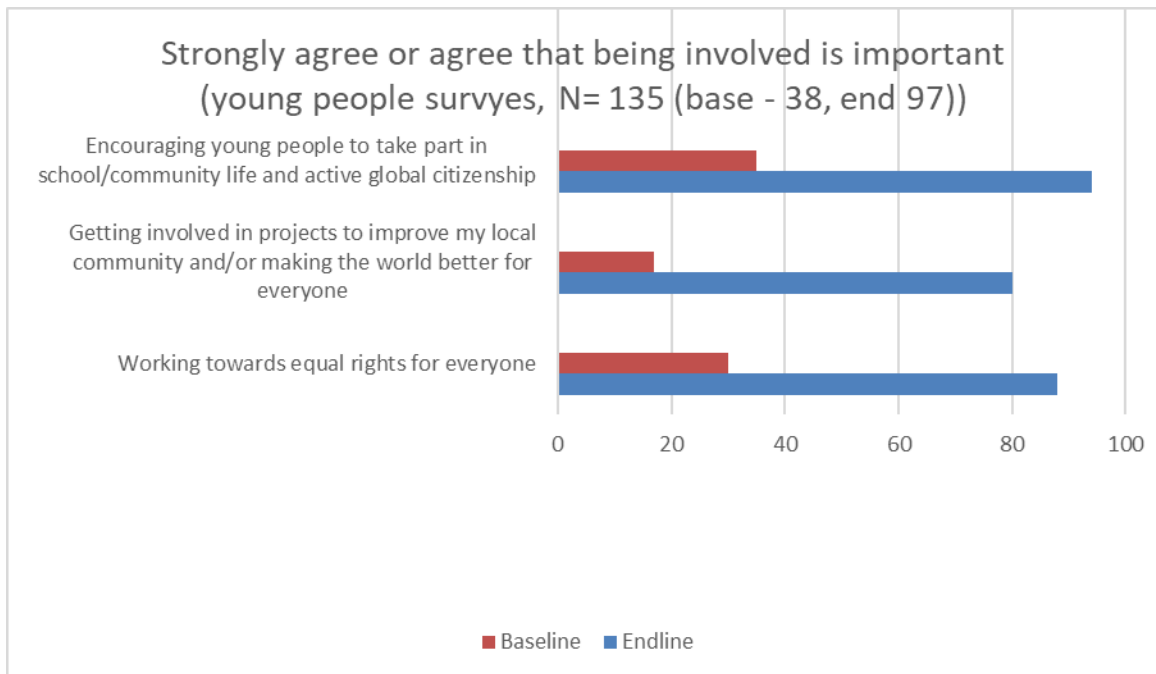
Luckily, all of us have the opportunity to start a discussion on topics linked to human rights, citizenship etc.

These participants emphasized the role of their parents or siblings with whom they can talk about various issues at home. They could give an example of the last discussion with their parents.

The last Italian election has been an excellent occasion for positive reflection and discussion at home.

It must be added that one of the schools in Italy organized the International Forum (also known as the International Multiplier Event) with students from other project partners' countries. They therefore acted as both participants and hosts of the International Forum.

The charts below show the impact of the Forum on young people's attitudes towards participation in social activities.



Lithuania

Overview of the First Focus Group Interview from Lithuania written by Greta Gedgaudaitė, Jaunimo Karjeros Centras (2016: 13)

When asked about a perfect school, pupils didn't have too many ideas, and most of what they said concerned improving their own school, for example improving relationships with teachers, establishing a 'leisure room', where they could spend their free time, and having more interactive activities and games during lessons. Also, their dream school was not very different from their real school, which seems to be a good thing. They seemed to be quite optimistic even about changing the things they mentioned, and thus turning their school into their dream school. Nothing about student participation or active engagement was mentioned. When asked about the skills, the pupils quite enthusiastically said that they were developing these skills at school, and particularly public speaking when participating in events, such as presentations. Like the teachers, however, the pupils said that not all pupils had the opportunity or felt motivated to participate in activities allowing them to build these competences. Some of the reasons mentioned were poor information distribution in school, and pupils not feeling very confident about themselves. When asked about the skills that they would like to learn, the pupils mostly listed very specific skills, like dancing or ceramics, but some also mentioned that they would like to have more varied learning resources, other than just one textbook and computer program all the time. They did not mention any 'soft' skills.

Regarding extracurricular activities, the general opinion was that such activities are very useful and interesting, but there is not enough time to actually engage in them. The pupils could come up with examples of people engaging in such activities in their immediate environment, and expressed interest in participating.

The pupils had some difficulties when trying to explain what global citizenship means, which confirms what the teachers said about them not being familiar with the concept itself. However, even though they were struggling, they had some good ideas, like environment protection, active participation, communication and empathy towards other people. All pupils unanimously agreed that they had discussed and learned about suggested global issues during various lessons, and thought they were interesting to know about, however, they were not that different from other lessons (which is not a bad thing because perhaps other lessons are also very good and interesting), and that these were quite difficult subjects. The discussion showed that the pupils were used to discussing global issues in their lessons, and it was just a part of their normal learning.

When asked about having their voice considered, the pupils said they felt they did have a say at school and their opinions were considered. The most important opportunity to express their opinions is provided by the pupils' council which acts as the main representative of students, but even those who are not members of the school council can voice their opinions, if they feel the need to. Another interesting opportunity is the principal's weekly meeting with the pupils, where they discuss various issues. The meetings are attended by 'class leaders' who can also represent their classes' opinions. However, the pupils also said that not everyone who wanted could participate in various student governing activities as they lacked information. In general, lack of information was stressed by pupils as the main weakness.

It also seems that the pupils can be quite independent when organizing various school events and already have some experience. According to them, they "only need a little help" with these activities.

Summary of Key Themes

- The pupils in general feel optimistic about and satisfied with their school and with the skills they acquire.
- However, they would like to see more interactive and varied activities during lessons as well as

more diverse learning resources, as they get easily bored with what is currently used by the teachers.
- The pupils had a hard time when asked to describe global citizenship, however, they did have some good ideas about what it might be.
- They learn about global issues and global education subjects in lessons, and they seem quite used to it.
- A frequent complaint was lack of information about various after-school activities and student self-governing activities, which is the main reason why not everyone who wants to can get involved.
- There is a feeling that the pupils' voice is considered and taken seriously, however, once again due to lack of information not everyone who would like to get involved.
- All pupils agreed that they would like to participate in active citizenship activities, like volunteering, however, they have so many after-school activities and homework that there is no time left for that.

The impact of the project

Imagining a Focus Group Participant
Demographics

1st Focus Group Interview

Gender	
Female	58%
Male	42%
Total Participants	12

Age	14	15
	67%	33%

2nd Focus Group Interview

Gender	
Female	50%
Male	50%
Total Participants	4

Age	14	15
	25%	75%

Participants from Lithuania had a very positive opinion about the Forum. Most of them noted the impact of the Forum, as they said that after the Forum they started to think about such issues as gender inequality etc. Before, it was just a topic during lessons, but after they took part in the project, it became something more than a regular subject in school. They seem to be more aware of how important it is to take active part in social actions.

Initially, we didn't really care about gender equality, but we wanted to learn something new so we joined the group in our school which talked about gender equality. Thanks to this, we learned that men and women should be treated equally.

What surprised them about the issue of gender inequality was the scope of the problem. They had not known this problem was present not only in the so-called third world countries, but that they could also be affected by gender inequality.

We thought this would only be about third world countries. We didn't expect it in such places as Dubai, where women can't drive cars.

After the Forum in their school, the young participants have changed their attitudes. As their answers indicate, the reason behind these changes was their participation in the Forum.

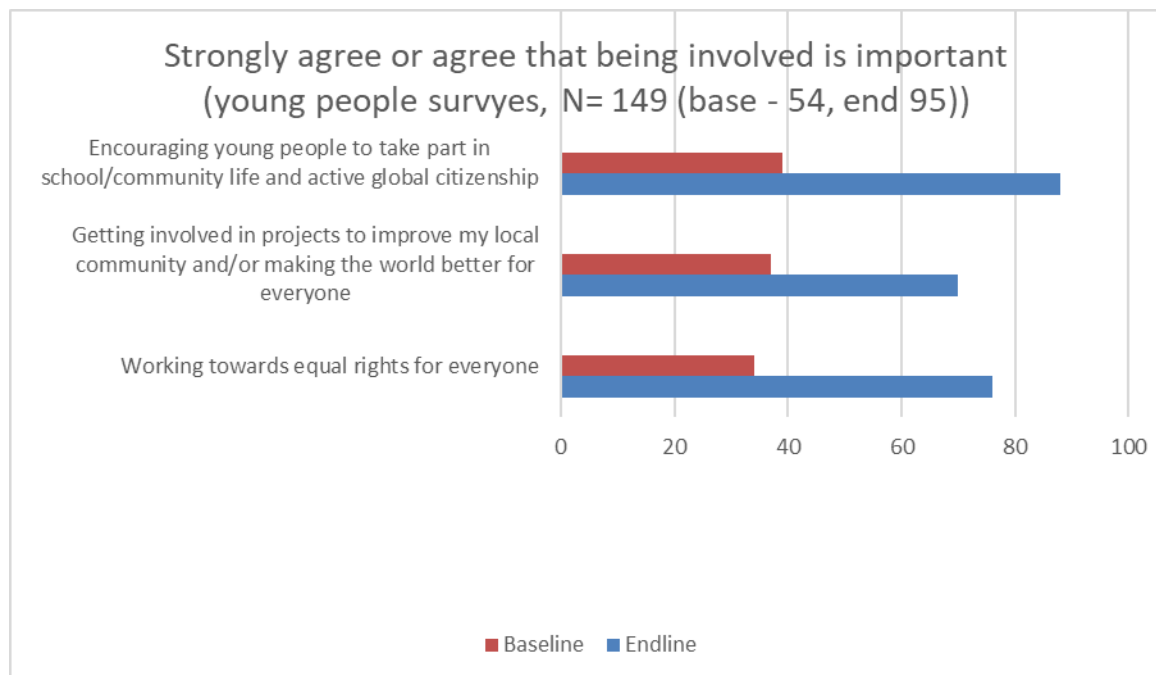
After we did the equality forum in our school, some of the people stopped judging boys, girls by their gender and what they are wearing. For example, some of the boys like wearing pink T-shirts and people no longer judge them because of it like they used to.

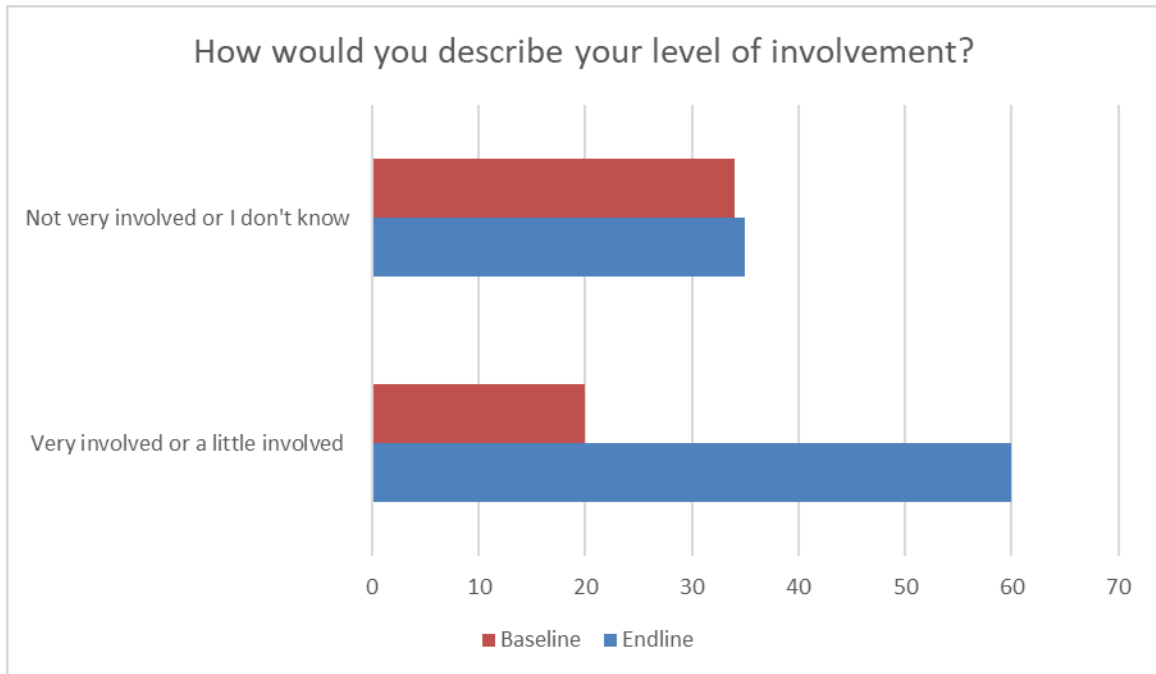
Participation in the Forum benefited them in many ways. The benefits include new knowledge and skills they acquired. They appreciated the fact that they could use new competences in practice and not only learn about them.

Talking to a crowd, cause if I hadn't acquired that skill, I would be so scared talking to them, I couldn't express my mind right.

One of the respondents was skeptical about young people's ability to act in relation to very serious global problems. However, this participant also mentioned it is important to talk about and discuss problems with others even if there is only a small chance of change. Other participants have different opinions about that.

Yes, because we had a chance to talk with people from those third world countries. We got information about those third world countries, but we couldn't really do anything to change it.





VI Recommendations for Future Youth School Forums

Participation and Youth Leadership for Active Global Citizenship

These policy recommendations have been written by Joanna Leek and Anna Jarkiewicz of the University of Łódź in consultation with partner organizations on the Erasmus+ Future Youth School Forums Project funded by the European Commission. The project was led by Oxfam GB and delivered by Oxfam Italia, Jaunimo Karjeros Centras and CARDET alongside the University of Łódź.

The recommendations are aimed at European policy-makers working on education and international development programmes. They focus on the use of participatory methodologies and opportunities for youth leadership for active global citizenship, especially in the delivery of the Sustainable Development Goals.

Future Youth School Forums (FYS-Forums) is an EU Erasmus+ funded project, taking place in Cyprus, Italy, Poland, Lithuania and the UK, run from 2015 – 2018, as result of a collaboration between NGO's and academic institution from five countries. Project partners worked with partner schools to create intellectual outputs and run youth led, schools based forums. FYS-Forums has created a model for schools to lead small scale global citizenship youth forums, which increase motivation, participation and skills development within education and civic life for young people aged 11-18 across the EU. FYS-Forums has created a model for Forums aimed at younger pupils which embeds work pre- and post-forum into the formal and informal curriculum of schools.

Taken from the original proposal documents, FYS-Forums project has 3 objectives:

1. To create an inclusive, sustainable, networked model of EU wide curriculum linked global citizenship youth forums that are delivered by schools for schools
2. To provide teachers and young people with the tools to promote effective and inclusive youth leadership across formal and informal education through global citizenship forums
3. To influence at local, national and EU levels to promote more inclusive and participatory youth led policies and opportunities within EU education systems.

Meeting Sustainable Development Goal 4.7

FYS-Forums has provided young people with opportunities to meet Sustainable Development Goal (SDG) 4.7. The SDG Indicator states that; countries should ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development. It has done so by providing young people with a platform to learn global citizenship skills, appreciate cultural diversity and take action on gender and migration issues.

Recommendation 1: Educational policy makers, schools and funders should recognize the commitments that all countries have to meeting SDG 4.7 and make provisions in schools for young people to be able to take part in projects such as Future Youth School Forums project.

Youth participation and leadership opportunities support young people to have a voice and act on real world issues that impact them as well as others.

An important element of FYS-Forums is the way in which its methodologies support the UN Rights of the Child Article 12: the right to be heard. This includes the right of children to express views on all matters affecting them. To ensure this right is met, young people need to have plenty of opportunities to develop youth voice, leadership and active global citizenship rather than passive learning. FYS-Forums gave young people the opportunity to act on issues that impact on their lives, they choose gender as a forum topic, benefited from the knowledge that partner organizations and teachers could bring and then discussed gender issues with peers, deciding on how to make change. The project provided a flexible structure and methodology which meant that each school and individual could engage in a way that suited them whilst exploring global issues such as the refugee crisis in Europe and Gender Inequality.

I think its potentially quite a scary concept going into the real world and trying to make a difference and what we are doing is we are giving them a really safe, controlled environment initially where they can learn those skills and realise that they work before they go out into the real world and try and make those changes there. (Teacher)

My knowledge and understanding of different subjects is completely different. I see things from different perspectives and I understand issues in a new way. Now I'm trying to get more information about different issues and I'm trying to think about them more thoroughly. (Young person)

Recommendation 2: Education policy makers and schools should provide space for structured opportunities for young people to explore global issues through curricular and extracurricular activities, exploring issues from a personal and global perspective so that they become empowered to speak out and act in a safe and supported space.

Youth participation and leadership supports active global citizenship

FYS-Forums shows that the opportunity to take the lead on Forums in their schools has given young people a voice on global issues and has provided them with knowledge and skills to take action in a supported space. The project has also provided a space and opportunity for schools to develop participatory approaches creating an enabling environment for participation to take place. This leads to the ability of the young people to better contribute to building a better society in their school, local and global society.

I am 100% confident that they will bring these skills in everything they do in their lives. Even the email communication I have with them is so professional, they are proactive and spot issues,

they know who to ask help and they present solutions. They have demonstrated organizational skills. (Teacher)

It gave them a lot of ownership because it was very much they were doing it and although it would have been difficult to do without any staff input they came up with the ideas, they put together the workshops, they facilitated the workshops they were amazing and it was really empowering for the students. (Teacher)

Recommendation 3: Education policy makers and schools should provide opportunity for leadership and the active participation of young global citizens in schools as part of the curriculum and extracurricular timetable to increase youth engagement in society.

Recommendation 4: Participatory, leadership activities that provide young people with cross-curricular 'soft' skills for life should be encouraged in schools as part of the curriculum and extracurricular timetable.

Work in partnership with teachers, schools and young people to support active global citizenship

FYS-Forums worked in partnership with teachers across Europe to create resources and offered learning and training on participatory methods and issues that impacted on all countries involved. This meant that resources and methodologies worked to meet the reality of schools across different cultural and political setting and were useful in curricular and non-curricular settings. Teachers demonstrated a sense of ownership over the project outputs and methods supporting young people to learn and take action on issues that affected them all in a way that suited different contexts.

The participation of the teachers was encouraged by providing face to face learning/teaching events through the project, hands on guided practice, providing training linked to outputs and methodologies, through schools based youth led action and by providing funding for cover for staff time to take part in youth led forums. Teachers also appreciated the youth led nature of the project.

In terms of school impact, it was very successful across the whole student body but also the staff. Impact on staff due to the discussions that the young people have had with them on gender equality, staff have said that its pushed them to think how can I integrate this more as students have truly expressed what an important issue this it to them, this is motivating for staff and pushes you to be more creative. I think that they have had a successful impact across students and teachers, there have been changes to lesson plans and schemes of work. (Teacher)

Recommendation 5: Organizations and policy makers creating global citizenship education resources and curriculums should work in partnership with teachers and young people to ensure teaching methodologies and outputs really meet the needs of schools and young people as well as addressing Curriculum needs and Global issues.

Recommendation 6: Teachers should be provided with continuing professional development sessions, ongoing support and opportunities for guided practice on participatory methods for youth leadership and active global citizenship

Youth led Forums encourage collaboration and network building at various levels for active global citizenship

FYS-Forums has given opportunities for collaboration and network building at different levels between young people from different schools and countries, young people and teachers, teachers and teachers, schools and other stakeholders such as members of parliament, NGO's and national/European networks. This has presented opportunities for engagement, knowledge sharing, learning and creating more sustainable solutions to global issues. These relationships have been created through ongoing youth led Forums, non-curricular activities, learning/teaching events, youth led events and co-created national and international webinars. This is especially important in schools work around fostering a spirit of international solidarity and challenging narrow nationalisms.

Participation in Forums and Conferences creates the right conditions for integration into social groups and co-operation with various institutions. This creates links between schools and students and helps preparing young people for their inclusion in the society. The student who is involved in this type of activity increases his / her academic success and the areas with which he / she can engage in the future. (Teacher)

When you get other schools to participate like in this case its getting that sense of not only in the school but the whole community. That I think is very empowering for the students because they can see how it can spread beyond. They are used to doing things in school and in assembly, it's quite normal but to reach out and have other schools coming and going to the international event, that's really amazing a sense of how your voice can spread beyond. (Teacher)

Recommendation 7: Continued funding and leadership team support is imperative to provide lesson cover and cover other costs to enable teachers to support youth leadership and active global citizenship activities even within their own schools.

Recommendation 8: European funding which encourages collaboration and dialogue between countries and diverse stakeholders through activities, events, dialogue and projects should continue. Dialogue between people with different values systems encourages deeper learning of global issues, more sustainable solutions, fostering international solidarity and challenging narrow nationalisms.

Recommendation 9: Educational policy makers and schools should continue to provide opportunities for teachers and educators to collaborate with others on youth leadership. With schools providing them with time outside of the school timetable to engage with the co-creation of national and international projects.

Summary of Recommendations

- **Recommendation 1:** Educational policy makers, schools and funders should recognize the commitments that all countries have to meeting SDG 4.7 and make provisions in schools for young people to be able to take part in projects such as Future Youth Schools project.
- **Recommendation 2:** Education policy makers and schools should provide space for structured opportunities for young people to explore global issues through curricular and extracurricular activities, exploring issues from a personal and global perspective so that they become empowered to speak out and act in a safe and supported space.
- **Recommendation 3:** Education policy makers and schools should provide opportunity for leadership and the active participation of young global citizens in schools as part of the curriculum and extracurricular timetable to increase youth engagement in society.
- **Recommendation 4:** Participatory, leadership activities that provide young people with cross-curricular 'soft' skills for life should be encouraged in schools as part of the curriculum and extracurricular timetable.
- **Recommendation 5:** Organizations and policy makers creating active global citizenship education resources and curriculums should work in partnership with teachers and young people to ensure teaching methodologies and outputs really meet the needs of schools and young people as well as addressing Curriculum needs and Global issues.
- **Recommendation 6:** Teachers should be provided with continuing professional development sessions, ongoing support and opportunities for guided practice on participatory methods for youth leadership and active global citizenship.
- **Recommendation 7:** Continued funding and leadership team support is imperative to provide lesson cover and cover other costs to enable teachers to support youth leadership and active global citizenship activities even within their own schools.
- **Recommendation 8:** European funding which encourages collaboration and dialogue between countries and diverse stakeholders through activities, events, dialogue and projects should continue. Dialogue between people with different values systems encourages deeper learning of global issues, more sustainable solutions, fostering international solidarity and challenging narrow nationalisms.
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Research Tools

Focus Group Template – Teachers Second Round (2018)

You should conduct at least 3 Focus Groups to interview teachers from all schools that hosted a Youth Forum. This should include your Hub School and your 2 Trial Schools.

- The interview will take approximately 45-50 minutes.
- There are 4 main questions that refer to participation and school, education, teacher, pupils and global citizen education.
- Teachers can feel free to talk with colleagues when discussing the questions.
- Answers will be recorded and notes will be taken.

SCHOOL

Country:

City:

Name:

TEACHERS

Names:

.....

Years of experience as teachers:

.....

School subjects the teachers are teaching:

.....

QUESTION 1

(PARTICIPATION, SCHOOL & EDUCATION)

This first topic we'd like to discuss looks at '*participation*' and '*school*', and by this we mean the ways in which your schools offers participatory activities for young people to get involved with; for example encouraging public speaking, leadership, expressing opinions, showing initiative, leading groups, taking part in extracurricular activities. Here we also mean the role of school in developing youth participation.

How do you understand the term "participation in global issues" in your school since becoming involved in the Future Youth Schools Forums Project?

What opportunities exist inside your school that help to develop young people's engagement and active participation following their involvement with a Forum? *(This could be the support network available to help them complete their actions, or other activities they can stay involved with to deepen their knowledge and understanding of global issues.)*

What is the role of school in formal curriculum and in extracurricular activities towards global citizenship education and youth participation in global issues after being involved in the Forum?

What recommendations would you have for your school (or what does your school already do) to support young people who are at risk of failing academically, thinking specifically about increasing their levels of participation?

QUESTION 2 (PARTICIPATION & TEACHERS)

How does your school benefit from your students getting involved in participatory activities such as the Forums Project? Think about the school's performance, students' wellbeing, your school ethos.

Thinking about your experience of facilitating student participation, what is the impact on you if you do more participatory work? Think about the impact on your teaching practice, your job satisfaction. When looking at your experiences with the Forum, what is, in your opinion, the role of education towards global citizenship?

Have your experiences in setting up and facilitating the Forum made your school more likely (or better skilled) to run this type of activity?

How have teachers benefited from the Forum? What new things did you learn? *(Think about interpersonal skills, management... etc.)* How has the Forum influenced your teaching styles, methods?

Would you be interested in running another Forum? *(please explain why yes/no)*

QUESTION 3 (PARTICIPATION & YOUNG PEOPLE)

How have your students benefitted from learning about global issues through the Forums (People Forced to Flee / Gender Inequality). How have you seen them change? *(Think about their personal life, responsibility, awareness of global issues, their engagement in school, their skills – leadership, management...etc.)*

How does participation in a Forum encourage young people to be more motivated to learn both inside the formal curriculum and within extra-curricular activities?

How do activities like the Future Youth Schools Forums Project help your school to develop the relationship between teachers and students in your school?

What qualities do teachers and students share (e.g. students: wisdom, self-esteem / teachers: life experiences) and does the formal teacher-student relationship affect your students' motivation for learning?

QUESTION 4
(YOUNG PEOPLE AS GLOBAL CITIZENS)

What does the term Global Citizenship mean to you? Has this view changed since your school hosted a Forum?

Having all the experience in running the Forum, when you think about the role of education towards promoting global citizenship and shaping global citizens, what recommendation would you give to policy makers with regard to the promotion of global citizenship education in schools?

What do you think are the best ways to train other teachers to support Global Citizenship Education initiatives (like the Forums Project) in schools? What could such training contain?

ANNEX I
(To be completed by all Partners for both Trial Schools post Focus Group)

Please provide information about the new Trial Schools in your country including:

- City/town/region,
- Number and age of pupils (for the school year 2017/18),
- Number of teachers in the school year 2017/18),
- If available, some statistics about students 'at risk of poverty and social exclusion',
- Any activities of youth participation in the school, i.e. activity clubs founded by young people as well as those supported by teachers,
- Any activities supporting global citizenship education in the school (curricular or extracurricular).

Teacher Baseline / Endline Survey (2017/2018)

Section A. Please select the statement that describes you best

Country

Cyprus

Italy

Lithuania

England

I have been teaching for

Less than 2 years

3 - 5 years

6 - 10 years

More than 10 years

I teach Please indicate subject(s) you teach

Name of school

Have you taken part in the Forum before?

YES/NO

Section B. Youth Forums and the Needs of Your School

Strongly Disagree 1 -5 - Strongly Agree

1. In my school students already have opportunities to discuss global issues together.
2. Students at my school are encouraged to take leadership roles in organizing events and meetings.
3. I feel confident about facilitating student discussions about global issues.

Section C. Training Needs

Please think about how you and other teachers involved in the project may facilitate a Youth Forum in your school. How important do you think the following skills are to have?

Essential 1 – 5 I don't know

1. Knowledge about global issues
2. Facilitating pupil participation
3. Encouraging active global citizenship in school

Focus Group Template – Youth Second Round (2018)

- **SCHOOL**

- Country:

- City:

- Name:

- **YOUNG PEOPLE**

Ages of young people:

.....

QUESTION 1 (INTRODUCTION)
--

What were your expectations for The Equality Forum? *(This includes the preparation of learning activities, participation in the Forum itself, and any post-Forum actions you may have undertaken.)*

Did the Forum meet your expectations?

If not, how would you plan to organize the next Forum? If yes, how would you make the experience even better?

QUESTION 2 (LEARNING ABOUT SKILLS)

We would like to find out what you think about the general skills you have acquired as a participant of The Equality Forum. These include things like public speaking, leadership, confidently expressing your own opinions, leading groups, taking part in extracurricular activities.

What skills have you developed since first becoming involved in The Equality Forum? *(Think about the preparation of learning activities, participation in the Forum itself, and any post-Forum actions you may have undertaken.)*

How did the Forum process help you develop these skills? Can you name specific activities or ways in which you have increase the skills you just mentioned?

Are there any other skills that you would like to develop which you're not currently learning in school?

QUESTION 3 (OPPORTUNITIES TO PARTICIPATE)
--

Have you taken part (or will take part) in extracurricular activities either in school or in the community as a result of being involved in The Equality Forum? This might include volunteering, campaigning, fundraising, reflecting more critically on the news and media, have discussions with your peers about the issue... etc.

Can you give us some examples of things you've been involved with after The Equality Forum?

Have being involved in these activities benefitted you in any way – in school or in your personal life?

QUESTION 4
(LEARNING ABOUT YOUR SKILLS)

We would like to talk about active global citizenship and by that we mean learning and then doing something about a local or global issue like gender inequality, climate change, recycling, refugees, access to education... etc.

Do you think these are important issues to learn about in school and to explore with other young people?

Think about your knowledge and understanding of local and global issues. In your opinion, since becoming involved in the Forum, is your knowledge and understanding on gender inequality and other global issues today, similar or different to your knowledge and understanding before you got involved with the Forum?

Can you explain why you think it is similar or different? In what ways have your knowledge and understanding changed?

QUESTION 5
(MAKING A CHANGE)

If you wanted to make a change where an adult(s) had to listen to you and do something you wanted them to, how would you do that?

What skills do you think you have acquired thanks to being involved in the Forum process that would help you do this?

Youth Baseline / Endline Survey (2017/2018)

Section A

What is your gender?
What is your age?
Name of school
Have you taken part in the Forum before? <ul style="list-style-type: none"> • Yes • No

Section B: Helping to Improve Your Community

Have you ever worked with other people to improve or solve a problem where you live?
Did you have a leadership role?
Have you ever taken part in an organized activity, for example a Faith group (e.g. Church or Mosque), a youth organization (e.g. Scouts or Guides), a civic or community organization (e.g. community association), a charity (e.g. Oxfam, Greenpeace), a sport team or cultural activity (e.g. a football team or a drama group)?
How would you describe your level of involvement with these types of organizations? <ul style="list-style-type: none"> • Very involved – I'm very active in the group / organization. • A little involved – I participate in the group / organization but could do more. • Not very involved – I'm involved, but only a little. • I don't know.
How often do you look for information about the current political and social situation in your country and/or in the world? (for example: in a newspaper, on television, online) <ul style="list-style-type: none"> • Every day • Several times a week • Several times a month • Never
How often do you discuss politics or social issues with one or both of your parents and/or your friends? <ul style="list-style-type: none"> • Every day • Several times a week • Several times a month • Never

Section C: Having a Say and Taking Part

Please indicate your level of agreement with each of the following statements:

- Strongly Agree

- Agree
- I Don't Know / Unsure
- Disagree
- Strongly Disagree

School encourages me to speak out about the things I care about.
I believe adults take my opinions and points of view seriously.
School encourages me to develop my own ideas.
Young people should give some time to help their community and/or country.

Please indicate how important you think the following are:

- Essential
- Very important
- Somewhat important
- Not at all important

Working towards equal rights for everyone.
Getting involved in projects to improve my local community and/or making the world better for everyone.
School providing me with the opportunity to be involved in social and political issues.
Encouraging young people to take part in school/community life and active global citizenship.

Section D – Being Motivated for Learning and Doing

Scale 1-5

Strongly Disagree 1 -5 - Strongly Agree

I work hard to learn at school.
I believe that doing well at school is important for my future life.
I take responsibility for doing my school work independently without teachers always telling me what to do.
I feel that I belong to a group of friends.



This publication is a direct result of funding from the European Commission for the Future Youth School Forums Project.

Future Youth Schools Forums (FYS-Forums) is a cross-field strategic partnership, which aims to create a model for Global Citizenship Youth Forums to be run by schools, for schools. FYS-Forums bring together a broad range of Partners spanning academic, global education and youth work disciplines. The Project builds on existing approaches to globally focussed youth forums which are generally informal in nature, and aims to integrate a more sustainable model into formal education. In this way, the Project will ensure each Youth Forum is participatory and inclusive, and encourages young people to take action on a global issue. The FYS-Forums model applies high quality informal youth work principles enabling the Project to be both innovative and complimentary to existing work.

For further information, please visit: <http://www.fys-forums.eu/>

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