



GLOBAL CITIZENSHIP & YOUTH PARTICIPATION IN EUROPE



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Executive Summary

This summary of a review of literature on Global Citizenship, citizenship education and engagement of young people in society for the Schools for Future Youth Project aims to act as a stimulus for discussion and debate and to potentially link themes that may be emerging from the nationally based studies.

The overall purpose of this paper is to identify the key needs of the Schools for Future Youth Project. It addresses specifically the context within which the Project takes place in terms of evidence on young people's engagement in society through Global Citizenship in formal education across Europe. It also identifies the needs of young people and teachers to effectively engage in Global Citizenship Education through a participatory model. It reviews current policies and practices that are relevant to securing more effective teacher and young people's engagement in Global Citizenship Education. Finally it proposes models of practice and specific approaches that could secure more effective and greater engagement from young people and teachers across Europe.

Global Citizenship Education emerged predominantly as a result of the influence of practitioners within global and development education.

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

The policies either at a European level or national state level do provide opportunities for Schools for Future Youth to encourage the promotion of participatory skills within the curriculum. But there is all too often a focus on an uncritical approach towards democratic structures and institutions. What is above all lacking from most of the European and national policies is a lack of recognition of globalisation in terms of its impact on how young people relate to, and wish to engage with, social and political issues.

A distinction can be seen between a more passive and a more active approach to citizenship education, the former based on skills and dispositions and the latter on forms of social engagement. National policies particularly focus on a civics approach to citizenship education which tends to result in an exclusion of the influence of global forces.

Citizenship and civics education can play an important role in a young person's education but the subject should be seen as valuable in terms of personal and social development and not as a means of addressing problems of democratic engagement.

Elements of citizenship and civics education that highlight skills of participation and communication skills alongside understanding of political systems can be important building blocks for a young person's engagement with Global Citizenship Education.

Global Citizenship and Global Citizenship Education have gained increased prominence internationally as a result of UNESCO's initiatives related to the UN's Sustainable Development Goals. Whilst the conceptions identified within UNESCO tend to emphasise a combination of a neo-liberal and a communitarian approach, the mere usage of the term gives credence and credibility to the Schools for Future Youth Project.

Across Europe, the dominant influences on the promotion of Global Citizenship Education have come from the policies and funding provided by the European Commission and by a range of civil society organisations aiming to secure increased understanding and engagement in global and development issues. There are however considerable variations within Europe in the extent to which the concept is promoted by national education policy makers and curriculum bodies. In some countries, such as Wales and Scotland, the concept is part of mainstream education policies. In others such as Italy and England, the term is not referred to at all. In Poland and Cyprus, there is support for global education and whilst the concept may not be explicit, curriculum opportunities do exist for using many of the main themes implicit within Global Citizenship. Finally what is also noticeable in a number of countries is the priority given within curriculum initiatives and policies, to the concept of Education for Sustainable Development.

Within the countries involved in the Project, there are wide variations in support and openings for Global Citizenship and Global Citizenship Education.

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

Whilst there has been a range of policies and initiatives on citizenship education across Europe in the past decade, these have tended to focus on greater engagement in political institutions or in areas such as volunteering. There appears to be a disjuncture between policies and how young people actively engage in political and social issues, which is today primarily through the use of social media.

Young people are at the forefront of the impact of globalisation and this has consequences in terms of their own identity, lifestyle and relationship to social

and political issues. They are interested in learning more about global issues but the methods of teaching in a number of countries in Europe do not help in encouraging this involvement.

Greater consideration needs to be given within the Project to the skills young people need to participate effectively in global issues and debates and to be able to assess what are the most appropriate viewpoints and evidence to consider. The development of critical thinking skills is therefore key to active Global Citizenship Education. Teachers are crucial to the success and impact of Global Citizenship Education within schools. Key to the success of the Schools for Future Youth Project is clarifying the role of teachers within it, ensuring they not only have the appropriate support but are themselves active agents for promoting Global Citizenship in their school. Teachers will however come to Global Citizenship Education from a range of experiences, backgrounds and perceptions about global issues. They will require support, access to resources and appropriate professional development support.

Equally important is the relationship between teachers and civil society organisations. Whilst civil society organisations can provide access to materials and appropriate professional development support, there are dangers of teachers deferring to NGOs as “external experts”. Civil society organisations should, it is suggested here, see themselves more as facilitators and enablers to ensure effective delivery of the Project.

The engagement of young people in Global Citizenship activities needs to be a higher priority for education policy-makers across Europe. Young people across Europe need to have the knowledge and skills to make sense of their place and potential contribution to a democratic Europe within which globalisation is increasingly important. Policy-makers also need to recognise that young people’s engagement in global issues and themes needs to be developed in ways that relate to their own cultural practices, particularly the important role that social media plays in their lives. Civil society organisations across Europe have considerable expertise and experience in this area and can play an important part in advising policy-makers and helping them to deliver appropriate educational programmes.

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“Our Education programmes should encourage all young Europeans to see themselves not only as citizens of their own regions and countries, but also as citizens of Europe and the wider world. All young Europeans should be helped to acquire a willingness and ability to preserve and promote democracy, human rights and fundamental freedoms” (Council of Europe, 1983).

“Young people’s voices are necessary to co-create their meanings and notions of Global Citizenship, which is essential in order to incorporate youth perspectives into future presentations of the concept to ensure that global education is as successful as possible.” (Wierenga and Guevara, p.141)

1. INTRODUCTION, PURPOSE OF PUBLICATION AND METHODOLOGY

The overall purpose of this paper is to identify the key needs of the Schools for Future Youth Project on Global Citizenship Education and Youth Participation.

It addresses specifically the context within which the Project takes place in terms of evidence of young people's engagement in society through Global Citizenship in formal education across Europe.

It also identifies the needs of young people and teachers to effectively engage in Global Citizenship Education through a participatory model.

It reviews current policies and practices that are relevant to securing more effective engagement from teachers and young people in Global Citizenship Education.

Finally it proposes models of practice and specific approaches that could secure more effective and greater engagement from young people and teachers across Europe.

The report is based on a review of literature on Global Citizenship, citizenship education and engagement of young people in society; and on interviews with teachers and young people in Cyprus, Italy, Poland and the UK.

It aims to provide evidence and analysis of the need for engagement of young people in Global Citizenship themes, for a European Commission Erasmus+ funded Project, Schools for Future Youth led by Oxfam GB in partnership with Centre for Advancement of Research and Development in Educational Technology (CARDET) in Cyprus, Oxfam Italia in Italy and Polska Akcja Humanitarna (PAH) in Poland.

It also aims to address the relevance of Global Citizenship Education within the wider educational priorities of formal education across Europe.

The objectives of the Project are to:

- Develop innovative support for European teachers to use Youth Participation for Global Citizenship (YPGC) effectively through core teaching
- Develop innovative support for European youth to use YPGC to promote social actions through their formal and informal education
- Influence school systems across Europe to increase opportunities for teachers and young people to carry out YPGC.

Central to the Project is using Global Citizenship Education as the context for promoting youth participation. The starting point for the concept used in the Project comes from Oxfam GB and could be summarised as:

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

This means supporting young people to learn about real global issues, to think about their meaning and relevance and be given opportunities to take their own actions about these global issues.

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

Staff and researchers at the Development Education Research Centre of UCL-IOE conducted the review of literature, with evidence gathered in partner countries from the participating NGOs from their own knowledge and practice, and from interviews conducted with teachers and students.

Central to the Project and the review of the literature is the assumption of increased awareness amongst policy-makers, practitioners and young people that engaging in global issues and concerns has become more important since 2000. As Wierenga states:

“In the context of global change, there is an increasing recognition that young people need to learn about the world around them and respond to the need to become a generation of educated, informed and active global citizens. During the first decade of the new millennium, the subject of Global Citizenship has received increased interest. In a rapidly changing world, the topic of education for Global Citizenship is being recognised as increasingly important in its own right” (Wierenga, 2013:1).

The approach taken in this paper with regard to the review of the literature is to look not only at academic material, books, articles in journals or research papers, but also practice based materials found in reports, websites or information articles in relevant educational or development publications. In addition, evidence from Masters and Doctoral students' dissertations is used.

After each section of the report, alongside a summary, some key learning points are identified and suggested as relevant to the needs of the Project.

The four partner organisations in the Project all played a part in gathering data for this report. This included a review of known literature within their own country on the relationship between Global Citizenship and educational needs, including the curriculum, policies, initiatives and reports on young peoples' participation and engagement in society and examples of projects led by civil society organisations relevant to the themes of this report.

In each of the partner countries, teachers and young people were asked via Focus Groups to discuss the importance of learning ahead about global issues, current levels of interest in social and political issues, and how they have learnt about the issues. They were also asked what they see as the key barriers and opportunities for greater engagement with global issues in the classroom. Finally both teachers and young people were asked about the relevance of the concept of “being a global citizen” in the context of the development of their own identity.

The teachers and students were from schools that were already involved with the Project or were well known to the partner organisations. This ensured that the evidence that was to be gained would build on existing practice and experience. The interviews took place between January and March 2015. Each Focus Group consisted of between 6 and 8 people. In England, a Focus Group was held with 8 teachers from one school, including both senior managers and four different subject based teachers. Six young people from the same school, between the ages of 13-16 constituted the youth Focus Group. In Poland, two Focus Groups were conducted in a school that PAH has a long-standing relationship with. In Italy the Focus Groups were with 6 secondary school teachers and 7 young people aged between 14-18 years old, all recruited on a voluntary basis. The Focus Groups were led by a qualitative moderator supported by a tutor responsible for collecting data. The moderator led a focused discussion following a structured list of questions administered with an informal approach and a brainstorming atmosphere.

The paper is structured into three main themes, the context of Global Citizenship Education within Europe, young people’s engagement in Global Citizenship, and teachers’ perceptions of the value of Global Citizenship Education. Within each section, evidence from the interviews with teachers and young people are included alongside a review of the broader literature. A concluding chapter makes specific recommendations for the Project and wider points for Global Citizenship Education practice in Europe.

2. CONTEXT: OVERVIEW OF LANDSCAPE OF POLICY AND PRACTICE OF GLOBAL CITIZENSHIP EDUCATION IN EUROPE

The purpose of this chapter is to provide an overview of the context within which Global Citizenship Education (GCE) takes place across Europe. It reviews the debates around the concepts that have come to influence Global Citizenship Education, the changing nature of policies across Europe that are relevant to the Schools for Youth Project and offers a summary of policies and practices on GCE and youth participation, particularly in the four partner countries in the Project, Cyprus, Italy, Poland and the UK.

2.1 Global Citizenship as a feature of educational practice

The terms “Global Citizenship” and “Global Citizenship Education” have been part of the landscape of educational practice in Europe since the 1990s. Prior to that, terms such as “being world citizens” were mentioned in some literature in the 1930s in response to threats to democracy from fascism, and in the 1950s and 1960s as educational programmes began to have more of an international outlook and focus (Tye, 1999). The emergence of initiatives such as the International Baccalaureate is one example of this.

Within Europe, the European Commission has increasingly played an important role from the 1970s onwards in encouraging inter-cultural understanding, exchanges of teachers and students and promotion of language learning as a way of ensuring that there would be no repeat of the century of conflicts between the nations of Europe. The Council document “Communication Towards a Europe of Knowledge” published in 1997 emphasises citizenship not as curriculum content but as a “dimension” of education which:

...will facilitate an enhancement of citizenship through the sharing of common values, and the development of a sense of belonging to a common social and cultural area. It must encourage a broad-based understanding of citizenship, founded on active solidarity and on mutual understanding of the cultural diversities that constitute Europe’s originality and richness. (EC, 1997, 3)

Where there was recognition of the international dimension to citizenship education, as for example in UNESCO’s statement in 1995, it was couched in generalised terms with no direct reference as to how it was to be delivered. The statement made reference to “educating caring and responsible citizens committed to peace, human rights, democracy and sustainable development” (quoted in Coombs, Potts and Whitehead, 2014:21-22).

It was from the policies and practices of Global and Development Education, that the concept of Global Citizenship Education became popular and part of current usage. The Maastricht Declaration on Global Education in 2002 made direct reference to citizenship, with the concept having as its main theme “the opening of people’s eyes and minds” to “the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all” (See Osler and Vincent, 2003). This approach of seeing learning about the wider world as linking and connecting themes such as human rights, environment, development, peace and inter-cultural understanding with a focus on social justice has influenced the emergence and growth of Global Citizenship Education, by suggesting a more holistic approach to learning rather than a series of specific themes and topics. This has informed policies and strategies in a range of countries in Europe since then, most notably the Netherlands, Finland, Austria, Slovakia, Poland, Czech Republic and Portugal (O’Loughlin and Wegimont, 2008; 2009; 2010; 2013; 2014).

Development education arose in the 1970s as a specific response to the de-colonisation process and the emergence of development as a specific feature of government and NGO policies and programmes. Whilst the term has evolved in its meaning and implementation since then, there has remained a constant theme of learning about issues of international development such as global poverty, with an emphasis on securing change towards a more just and equal world and encouraging critical outlooks on aid and charitable giving.

An example of the linkages of these terms can be seen in the definition given by the NGO 80:20 in Ireland which sees development education as: “*an educational response to issues of development, human rights, justice and world citizenship*” (Regan and Sinclair, 2006:109).

Both terms are still used within Europe: Global education is still used more by national governments and bodies linked to the Global Education Network Europe, (GENE) a network of policy-makers across Europe; Development education is still used by some NGOs and is also the dominant term used by Europe Aid in their support for funding programmes in this area.

Reference to the term “Global Citizenship” can be seen in the work of Selby and Pike (1988) and Steiner (1996) but it was Oxfam in 1996 which, in the UK, started to frame its educational programmes around the term, bringing together themes and concepts from development and global education with the new impetus on Citizenship education. In 1997 Oxfam published the first edition of their “Curriculum Guide for Global Citizenship” that has become the key practice based guide for teachers in the UK on the topic since then. A reprint to this guide to bring it up to date with the current curriculum in England, was published in 2015.

From 1996 onwards, NGOs across Europe and academics and researchers in North America began to use the term Global Citizenship Education.

In a range of publications produced by bodies interested in global and development education since 2005, the theme of Global Citizenship Education has become the dominant concept that brings together what has been called the adjectival educations of peace, human rights, environment, intercultural, development. What has also been distinctive about the usage of this term from say global education, is the focus on action for social change as a direct outcome of the learning (see Jaaskelainen, Kaivola, O'Loughlin and Wegimont, 2012; Marshall, 2005; Galiero, Grech and Kalweit, 2009: 8; Bourn, 2015).

There is also a conscious attempt by the proponents of Global Citizenship Education to link the advocacy and participatory aspects of the practices of global education with citizenship, around engagement in society although as will be shown later, engagement with the discourses within citizenship education are less evident.

The term “Global Citizenship” has also become embedded within the school curriculum in Wales through a cross curricular theme of Education for Sustainable Development and Global Citizenship (Norcliffe and Bennell, 2011) and in Scotland where it is seen as a concept that brings together international education, citizenship education and sustainable development education.¹

In addition the terms Global Citizenship and Global Citizenship Education also became popular internationally within bodies such as UNESCO and in putting into practice the Decade on Education for Sustainable Development and initiatives such as Global Education First. For example, this latter initiative sees “fostering Global Citizenship” as its third aim:

*'Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to co-operate in resolving the interconnected challenges of the 21st century.'*²

But as Tawil notes, in introducing the relevance of Global Citizenship for education for UNESCO, “the notion of Global Citizenship however remains very broad, if not contested” and consequently difficult to operationalise within education (Tawil, 2013).

Lynn Davies has commented that one can see various permutations of the concept:

¹

<http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/>

² (www.globaleducationfirst.org/files/GEFI_Brochure_ENG.pdf)

- *Global Citizenship + education (definitions of the “global citizen”, and the implied educational framework to provide or promote this)*
- *global + citizenship education (making citizenship education more globally or internationally relevant; think global, act local)*
- *global education + citizenship (international awareness plus rights and responsibilities)*
- *education + citizenship + global (introducing “dimensions” of citizenship and of international understanding into the school curriculum, but not necessarily connected)*

(Davies, 2006, pp. 13-14).

These debates suggest that the dominant influences on the emergence of Global Citizenship Education have come predominantly from practices within global and development education with a specific emphasis on participation and action. The citizenship element, as posed by Davies above, has been more implicit than explicit. Therefore in understanding what can be distinctive within Schools for Future Youth which explicitly focuses on young people’s participation and engagement, there is a need to look at what can be learnt from the evolution of citizenship education in Europe.

Learning Points

- Global Citizenship Education emerged predominantly as a result of influence of practitioners within global and development education.
- Citizenship education although influenced by Oxfam’s definition was not a major influence on the early policies and practices around Global Citizenship Education.

2.2 Citizenship Education in Europe

The use of the concept “citizenship” from its inception in Ancient Greece to today has always meant different things to different people. Within sociological literature however, citizenship is usually defined as a series of societal practices related to being part of a community with the emphasis on civic participation and the nature of the engagement within it.

Citizenship has often been seen in relation to civil, political and social rights, but there has been increasing reference to “duties and participation” (O’Byrne, 2003). Delanty (2000) defines four elements of citizenship as rights, responsibilities, participation and identity, though he also adds a fifth dimension, the more “radical” conception of democratic citizenship. The term can also be seen as “a set of attributes”, a “status, feeling or practice” (Osler and Starkey,

2005); and as “a category, a tie, a role or an identity” (Tilly, 1996).

The application of the term within education has been historically led by policy-makers and seen to be linked to developing a more engaged democratic society, and as a way of developing a notion of European identity in order to create “unity in diversity” through the sharing of commonground.

There has also been a linkage between citizenship and civic principles and human rights. The European Commission and the Council of Europe have played a leading role in promoting Citizenship Education in Europe.

Since 1997 the Council of Europe has actively promoted civic learning, which was soon linked to human rights education. Both objectives became a priority for the Council’s mission and in 2010 all Member States endorsed “The Charter on Education for Democratic Citizenship and Human Rights Education”. But as Keating (2014:171-2) notes there has in recent years been a promotion of citizenship education as being about promoting common values and knowledge about political institutions.

What is noticeable in the debates about citizenship is the distinction between seeing the concept as a legal status and as a set of behaviours and skills (Keating 2014: 43-44). If a legal status viewpoint is taken, then a global element would rarely be included. If the term is seen as more like a series of behaviours and skills such as participation and a feeling of belonging, then the global element to citizenship is more likely to be recognised. As Milana and Tarozzi (2013) point out, fundamental to the Council’s efforts to promote social cohesion and inclusion at all educational levels is the belief that European societies need to “develop European understandings of citizenship”. Indeed the Council states that:

Democratic citizenship is not limited to the citizen’s legal status and to the voting right this status implies. It includes all aspects of life in a democratic society.

In 2006 the European Parliament and the Council of the European Union developed recommendations on key competences for lifelong learning and outlined eight key competences that Member States should develop in their citizens through education. This included civic competence which is defined as being:

... based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights [...] Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community [...] This means displaying both a sense of belonging to one’s locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a

sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles." (EP and CEU, 2006, par. 6, section B).

These approaches can be reflected within national policies and initiatives on citizenship education where there is seen to be a linkage to nation building and a sense of identity or as in the UK, community cohesion and the promotion of 'British values' (Kerr and Nelson, 2006).

Ross, in reviewing the debates on education for citizenship, notes that the more communitarian approach could be seen as more passive status and being. As Milana (2008) also highlights:

Inclusion through active participation, which is at the core of European educational policy, represents, at present, a communitarian strategy for legitimising the Union rather than a participatory practice aimed at fostering democratic processes within Europe." (Milana, 2008, 214)

Ross, further identifies the alternative being a more active approach as about doing things (Ross, 2008, 494).

This active approach which is the one that is more relevant to the Schools for Future Youth Project, suggests four levels of activity:

- engaging in voting, belonging to a political party and standing for office;
- social movements and some form of voluntary activity;
- action for change when an individual gets directly involved in changing political and social policies;
- enterprise citizenship-individualist model of action, self-directed learning, seeking financial independence;

In taking these ideas forward, Ross proposes the following as the key elements of an active citizenship education programme:

- Identification and demonstration of certain values and dispositions e.g. human rights, social responsibility, legal values related to rule of law and notions of tolerance, empathy and concern for justice. Aspects of these values resonate within the debates on Global Citizenship Education, for example concerns of fairness, equity and tolerance as outlined by Hunt (2012).
- Skills and competencies necessary to be a citizen including those of enquiry, of communication, listening to and responding to views of others, participation and how to contribute to social action.

- Knowledge and understanding including conceptual understanding of concepts of politics and society, knowledge of particular institutions, democratic systems (Ross, 495-6).

Whilst variations of these three elements can be seen in a lot of literature on citizenship and education (Arthur, Davies and Hahn, 2008), Ross poses two themes that are critical to education for active citizenship:

- the encouragement of pupils to understand and articulate their various identities which enables security and authority to act;
- development and extension of human rights which provides a forum for activity and location to develop appropriate skills (Ross, 497).

However the focus of most of the European initiatives on citizenship education has tended to be on the development of civic competences. They are seen as:

A knowledge of basic democratic concepts including an understanding of society and social and political movements; the European integration process and EU structures; and major social developments, both past and present. Civic competences also require skills such as critical thinking and communication skills, and the ability and willingness to participate constructively in the public domain, including in the decision-making process through voting. Finally, a sense of belonging to society at various levels, a respect for democratic values and diversity as well as support for sustainable development are also highlighted as integral components of civic competences. (Eurydice 2012:8).

Whilst there are some potential linkages to Global Citizenship here, particularly in terms of skills and support for sustainable development, as Mannion et.al (2014) have commented, if citizenship is seen as a competence, a set of skills and dispositions, rather than as an ongoing practice, then it could lead to a deficit model approach. They note that a lot of the policy literature sees citizenship as a competence, which leads to a notion of seeing the term as what individuals need to have rather than as what they do. The danger of this approach is therefore an assumption that once citizens have the right competencies, democracy will flourish.

Manning and Edwards (2014) in their systematic review of the literature on citizenship education note that most of the policies on citizenship education pay scant regard to the socio-economic factors that influence young people's engagement. "*Civic education ... is typically conceived in naive, mechanistic terms as a remedy for young people's apparent lack of knowledge and interest in electoral politics.*" (Ibid: 5).

This debate is therefore critical in understanding the relationship between citizenship and Global Citizenship Education because it raises issues not only

about what is taught and how, but also what is expected as outcomes from the learning process.

The area that is all too often overlooked within the discourses on citizenship is the influence of globalisation, particularly on the lives of young people. But it could be argued that if discussions on citizenship make reference to identities and a sense of place, then global factors can be suggested as part of helping young people to make sense of their place in the world.

Within European policies and initiatives on citizenship, the emphasis has been on a communitarian conceptualisation of citizenship, highlighting the commonalities that unite the European community. This implies that the ideal European citizen is an “educated citizen”, one that is schooled and skilled for participation in society (Keating, 2014:173).

Among many policy initiatives on Citizenship within the European Union there has been the European Year of Citizens in 2013. This initiative was a direct response to the findings from the Eurobarometer survey, in 2010, which pointed out that EU citizens' understanding of their European rights was still low (Keating, 2014). According to this study, only 7 per cent of Europeans consider themselves as European citizens, whilst 87 per cent opted for their own national identities (Eurobarometer, 2010: 113, cited in Keating, 2014: 9).

Keating concludes however that, despite attempts by the European Commission and a range of policy initiatives, as long as the primary responsibility for education rests at a national level, “preparing young people for citizenship of the nation-state is still the central logic of citizenship education” (Ibid.174).

The implementation of this nation-state approach can be seen through civics education in many European countries and in the USA and Australia (Manning and Edwards, 2014).

This means that at a European level there has been little consideration of Global Citizenship within the policies and practices of citizenship education. The omission of the “global” element could also be argued to be a serious issue with the increased political and social disengagement from the European Union in a number of countries, particularly amongst young people. There are a number of factors that have influenced this, e.g. the economic crises that have had considerable impact on countries such as Greece, Italy, Spain and Portugal. Migration from outside of Europe and from within the Union, primarily from poorer to richer national states, has also led to increased xenophobia and hostility to the European concept.

Within the four partner countries involved with Schools for Future Youth, many of the themes already identified can be seen, particularly in terms of citizenship

education and the relationship to democracy and understanding of political systems. There are however important differences, influenced by the recent history of the partner countries and the extent to which there is a desire by policy-makers to emphasise a sense of national identity.

POLAND

For example in Poland, civic education as it is defined, is taught as a separate, compulsory subject in all secondary schools. Since curriculum reforms were introduced in Poland in 2009, there has been more emphasis within the subject on skills and action and not just on acquiring knowledge of society and politics. Equally significant is that in addressing this area, teachers are increasingly using a more project based approach to learning. However within this civics curriculum, the focus is much more on local and national levels with minimal reference to European or global considerations.

Melosik (1998) makes the point that in the past “the ruling elite treated Polish education as a passive transmitter of values and ideas that were to confirm its power and dominance. So, Polish education created generations who were deprived of a sense of influence and participation, and preferred a defensive position that avoided creativity and innovation” (p71). Education during the 1950s, 1960s and 1970s gave people an “anti-global, divided and fragmented view of the world: a world of contradictions, a world of superpowers and their satellites, a world of cold war and cold peace” (p72). During the early part of the 21st century a clash between two political cultures arose between “nation-centred and world-centred” perspectives which have impacted on Poland’s role in international relations, and on notions of what it means to be a Polish citizen. For example, Polish nation builders look for what makes Poland different – “the exceptionality of Polish history” and consider education to be the optimum method of inculcating values and shaping people “who are unable to negotiate their own values and assumptions” (p73). In addition to this it is argued that Polish schools discourage pupils from protesting or rebelling (Radiukiewicz and Grabowska-Lusinska, 2007). In contrast world-centred education in Poland is aimed at overcoming limitations resulting from “narrow Polish patriotism and a restricted sense of citizenship”. (p74).

CYPRUS

Children growing up in such societies face a number of difficulties in defining their national identity as citizens. They may grow up in societies plagued by internal tensions where adults portray a number of competing national identities, making the creation of a universal citizenship difficult to achieve (Leonard, 2007).

In Cyprus, citizenship and citizenship education are seen as closely related to the development of democracy, human rights and a resolution of the crisis of the divided island, including developing a shared identity; however the labels



Greek, Greek Cypriot, Turk or Turkish Cypriot present a challenge to the adoption of an overall Cypriot identity. As Koutselini and Panepistimio (2000) point out:

Cypriot citizenship does not correspond with national identity, and for that reason issues of nationalism and regionalism are crucial (p102).

Political literacy, attitudes and values related to becoming responsible citizens and the encouragement of active participation in society are encouraged within the curriculum (Pashiardis, 2009):

The general aim of education in Cyprus is the development of free and democratic citizens with a fully developed personality, mentally and morally refined, healthy, active and creative, who will contribute with their work and their conscientious activity in general to the social, scientific, economic, and cultural progress of our country and to the promotion of the cooperation, mutual understanding and love among people for the prevalence of freedom, justice and peace. (Ministry of Education 1994, 1)

However citizenship is taught not as a separate subject but within a range of subjects and cross-curricular activities. Criticisms of citizenship education in Cyprus have suggested that its content is too general. Moreover the emphasis is on a passive role in terms of engagement in society (Koutselini, M and Panepistimio, K, 2000). Koutselini and Panepistimio suggest therefore that within this education, concepts of duties and rights are seen as given, rather than as socially and politically constructed:

“There is no discussion about protest in the case of oppression, nor for procedures of conflict resolution when the balance of rights and duties does not appear as a given. Although students are introduced to the procedures of democratic elections and have direct experience of participation in student elections, they participate in an idealistic way, as if no problems exist” (Ibid: 103).

ITALY

In Italy, there is also evidence of a lot of political initiatives with regard to citizenship education but they take a clear competencies approach and as in other countries, pay little attention to the ways in which young people today participate in society. The Italian school system envisages a big autonomy of teaching methods, organisation and school programmes.

Currently, in Italy, the two documents that define general goals, understanding of goals and their objectives concerning the skills development of pupils and students – for each subject or experience field – are Indicazioni nazionali per il

curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (2012) and Regolamenti di riordino dei licei, degli istituti tecnici e degli istituti professionali (2010).

These give a description of the skills to be taught and outline what each one entails. They describe the cultural and social skills, as well as the knowledge, that are relevant to citizenship and that pupils should have acquired on completion of lower secondary education.

A Ministerial Decree 139/2007³ states that citizenship key competences should be acquired by the end of compulsory education and a later circular 86/2010⁴ sets the guidelines for citizenship education in Italy. It defines citizenship and the constitution as essential objectives for all schools. It provides an integrated dimension into historical-geographical/social science subject areas and a cross-curricular dimension in all other areas and disciplines.

The Italian Government, together with the European Commission and the European Parliament, signed a Strategic Partnership Plan Agreement⁵ on the 20th of January 2015. The Plan Agreement refers to the implementation of a Pilot Project which, depending on the results obtained, may foresee a second phase to develop and implement the European dimension of "Citizenship and Constitution" in all primary and secondary schools by 2020.

The Chamber of Deputies has recently approved "the Good School", a new law reform concerning schools (13th July, 2015, n. 107). From a formal point of view, the law defines a series of overall objectives and priorities of educational goals and, far from defining national programmes, it strengthens school autonomy.

Among the training goals that are defined as the most important, there is the "development of skills concerning active and democratic citizenship by valuing intercultural education and peace, the respect for differences and the dialogue among cultures; taking on responsibility and taking care of common goods; being aware of rights and duties; strengthening the knowledge of financial- economic and legal subjects and education for entrepreneurship".

Although the goal relates to participation and global citizenship education, there is no definition of how to apply this to teaching or to its inclusion in the curriculum. This is up to the teacher or the school principal.

³ http://archivio.pubblica.istruzione.it/normativa/2007/dm139_07.shtml

⁴ http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/19b60061-d624-4dbd-be97-784876cb6393/cm86_10.pdf

⁵ http://www.istruzione.it/allegati/2015/ACCORDO_DI_PROGRAMMA0001.pdf

UK

In the UK, there has been less emphasis on citizenship education policies in recent years although the rise of terrorism and the political response to what is called “extremism” has resulted in an increased focus on the promotion of what has been called “British Values”.

There has also been a lot of rhetoric about civic participation and involvement of young people but policies and practices have achieved little since 2010. The dominant theme has been one of major cuts for programmes that directly relate to young people, particularly within youth services and those that encourage civic youth participation.⁶

The only area of increased funding and support has been in the area of volunteering. A National Citizens Service for 16-17 year olds⁷ was created in 2011. Over 100,000 young people have been through this programme since its inception. The funding goes to a consortia of youth agencies who offer a residential programme and civic project activities for participating youth.⁸

To complement this, in 2012 DFID also created an International Citizens Service for 18-25 year olds.⁹ Since then over 6,000 volunteers have participated. They are given training before three-month overseas placements, and encouraged to carry out actions when they return. A consortium of youth volunteering organisations run the programme.

Within formal education in England, Citizenship had been a specific curriculum subject up to 2010. But since then this subject has had much lower status. Since the introduction of compulsory core subject teaching in areas that exclude Citizenship, the number of pupils studying GCSE (post 16) Citizenship has declined by 80 per cent since 2010¹⁰. Although the subject Citizenship has remained within the curriculum, the global element has been dropped with the focus much more on civics (political systems) at the national level¹¹.

These examples from the four partner countries could be mirrored across Europe with the focus on a civics form of citizenship education emphasising on the development of skills to participate and engage in democratic institutions. Where

⁶ <http://www.nya.org.uk/supporting-youth-work/policy/cuts-watch/>

⁷ <http://www.ncsyas.co.uk/>

⁸ <http://www.thirdsector.co.uk/government-increased-spending-national-citizen-service-third-last-year/policy-and-politics/article/1308181>

⁹ <http://www.volunteerics.org/>

¹⁰ <http://www.jcq.org.uk/media-centre/news-releases/gcse-project-and-entry-level-trends-2014>

¹¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

global themes are considered they are seen in terms of additions to the dominant needs of the societies or as an additional layer and not as integral to social and political engagement.

However citizenship and civics education should not be dismissed as irrelevant to the Schools for Future Youth Project. There is clear evidence that opportunities do exist where citizenship and civics education is included, whereby young people can develop valuable participatory learning and communication skills. Knowledge of political institutions is important. What needs to be questioned is the assumption that from increased knowledge about political institutions, social action will result (Manning and Edwards, 2014).

Summary and Learning Points

Citizenship and Citizenship Education have had a high profile within European education policies since 2000. However many of these policies have been based on a democratic deficit model whereby through increased knowledge about political institutions and participatory skills, young people will become more engaged in society. The policies either at a European level or national state level do provide opportunities for Schools for Future Youth to encourage the promotion of participatory skills within the curriculum. But there is all too often a focus within policies on an uncritical approach towards democratic structures and institutions. What is lacking above all from most of the European and national policies is a lack of recognition of globalisation in terms of its impact on how young people relate to, and wish to engage with, social and political issues.

- Citizenship education has had strong political support at a European level but has been based on a democratic deficit model.
- A distinction can be seen between a more passive and a more active approach to citizenship education, the former based on skills and dispositions and the latter on forms of social engagement.
- National policies particularly focus on a civics approach to citizenship education which tends to result in an exclusion of the influence of global forces.
- Citizenship and civics education can play an important role in a young person's education but the subject should be seen as valuable in terms of their personal and social development and not as a means of addressing problems with democratic engagement.
- Elements of citizenship and civics education that highlight skills of participation and communication skills alongside understanding of political systems can be important building blocks for a young person's engagement with Global Citizenship Education.

2.3 Interpretations of Global Citizenship and Global Citizenship Education

The terms Global Citizenship and Global Citizenship Education mirror the diverse ideological and politico-philosophical frameworks from which the policies and programmes promoting the concept derive, as well as the large number of overlapping educational arenas. Consequently, the terms are often used with a sense of ambiguity in meaning which can cause disjunctures between intention and practice for teachers, policy makers and academics (Oxley, 2015). Moraes, going further, suggests the terms as a “floating signifier” and should be seen as a complex issue that needs to be dealt with from various perspectives (Moraes, 2014).

Global Citizenship

The concept of Global Citizenship can be seen by some as implying a global viewpoint with a clear moral outlook on the world. Parekh, however, questions the notion as having no political home and prefers instead the idea of the “globally oriented citizen” (Parekh, 2003, p. 12). The term can also be seen as both a noun, as a description of a viewpoint, or as a way of thinking and acting.

Research by NCDO in the Netherlands on the various interpretations of Global Citizenship across Europe suggests commonality around themes such as diversity, human rights, sustainability, social justice, mutual dependency and peace and conflict resolution (Pollett and van Ongevalle, 2013: 24-5). They suggest that a possible definition of the global dimension to citizenship as: “manifested in behaviour that does justice to the principles of mutual dependency in the world, the equality of human beings and the shared responsibility of solving global issues” (Ibid.30).

Oxley (2015) on the other hand suggests that the differing interpretations of Global Citizenship could be summarised as two different models or approaches: one hegemonic and implemented from above and one counter-hegemonic and from below.

What however can be identified from these interpretations and definitions are common themes relating to different philosophical responses to areas such as globalisation, social justice, universalism and development. They also pose questions about what is meant by “global” and “being a citizen” and the role of the individual within a world of inequality and injustice.

Andreotti (2006:48) makes a distinction between soft and hard approaches, with the former being related to views about an ideal world, a humanist and cosmopolitan approach and the latter being more about action and critical reflection on the existing state of the world. Oxley and Morris (2013) take a similar approach through their eight concepts of Global Citizenship, having two models, a cosmopolitan one and an advocacy one. The cosmopolitan model is seen to have four distinct

conceptions: the political, moral, economic and cultural and including themes such as universal values, human rights and belief in democratic institutions. The “advocacy” model’s conceptions are: social, critical, environmental and spiritual and could be seen as more of a collectivist and questioning approach, challenging dominant orthodoxies and seeking change in the world.

Global Citizenship Education

These distinctions about what is meant by Global Citizenship can be seen within their application to education.

There is first of all an approach that operates within the dominant neo-liberal framework of education and sees equipping the learner with the skills to be a global citizen in terms of being an active participant within a globalised economy. The most obvious examples of this approach can be seen within higher education, for example Hong Kong University which states:

As the world is getting smaller and more interconnected, it is important for the University to prepare its graduate as global citizens by developing an international outlook and enhancing their global competencies in terms of attitude, language abilities, knowledge and analytical skills through our curriculum, student activities and a variety of international experiences. (University of Hong Kong, quoted in Bourn, 2010:22)

The more common approach within formal education is to promote Global Citizenship Education within the context of developing a range of skills an example of which comes from the British Council which lists them as:

Self- awareness, empathy, conflict resolution, creative thinking, critical thinking, communicating, collaborating and taking action (British Council, 2012).

The third approach is one that more directly links learning with action for change. Oxfam GB, for example, in the promotion of their work with schools states:

“Oxfam works in education policy and practice to empower young people to be active Global Citizens. We promote education that helps young people understand the global issues that affect their lives and take action towards a more just and sustainable world.”¹²

Kymlicka (2010) calls for a rearticulating of citizenship which takes account of the rise in minority rights, the debate over multiculturalism, the difficulties for people to participate in political discussion, increased voter apathy, the erosion of the welfare

¹² <http://www.oxfam.org.uk/education/aboutus/>

state, gender differences, and the failure of environmental policies which require “people to participate in political cooperation”.

This linkage between knowledge and understanding and social action can also be seen in the definition of the term from a project by a Consortium of European NGOs, Connecto Mundos (Galiero, Grech and Kalweit, 2009). To them Global Citizenship Education, (GCE) is:

a social movement that makes way for a new model of citizenship; one that is actively committed towards building a fair and sustainable world. In this light, GCE calls for the respect and valorisation of diversity the defence of the environment, responsible consumption and the respect of individual and social human rights.

For this network, Global Citizenship Education includes the defense of human dignity, perspectives on human rights, global and local interdependence, cosmopolitan and complimentary identities, political and ethical proposals in favour of democracy and dialogue and the development of emotional skills (Ibid.43-45).

Mannion et al (2014) also notes that Global Citizenship Education can, by bringing together environmental, development and citizenship education, have a transformative purpose. They suggest it acts as a nodal point that partially fixes meaning and brings together different discourses, serving as a place of arrival of several different strands of thinking and pedagogical practice (Ibid: 135).

This, they suggest, does not arise by chance as it responds to perceived cultural and economic agendas with the role of responsible citizens being defined mainly through official curricular documents in cultural and economic terms, i.e. ensuring better employment or doing good work for the community and therefore ignoring the more justice elements of Global Citizenship.

The linkage between learning and action could be seen as what distinguishes Global Citizenship Education. It could also be suggested, as Katharine Brown does in her research on young people’s learning about global poverty, that action, alongside emotion and belief should be part of the learning process. She further suggests that action should be seen in a much broader sense, including 'listening, sharing, learning more, talking to someone else about an issue, posting on social media, or, indeed, actively choosing to do nothing' (Brown, 2015b).

A variation of these approaches is the concept Education for Global Citizenship which could be interpreted as being more instrumental, with a focus on aspects of education that promote a sense of Global Citizenship. This theme has been most recently addressed within higher education where universities are promoting their graduates to be global citizens. There is also the danger of education for Global Citizenship implying that there is an agreed understanding of Global Citizenship and sustainable development and the role of educationalists is to work towards and

within this agreed knowledge base and therefore promote a form of instrumental education (Marshall, 2005: 110).

Summary and Learning Points

Global Citizenship and Global Citizenship Education reflect broader social and ideological debates about the purpose of education, from developing the skills to be more effective within a globalised economy, to the promotion of universal values and to a more critical, pedagogical approach that encourages social engagement based on an understanding of global issues and forces.

2.4 New Opportunities and Openings for Global Citizenship Education

International Initiatives

Global Citizenship has become an increasingly used term in international policy and research papers that relate to education and international development. For example UNESCO in its 2013/4 “Education for All” policy report mentions Global Citizenship. It sees Global Citizenship Education as including environmental sustainability and peace building with a focus on the development of skills such as communication and co-operation, problem-solving, conflict resolution, leadership and advocacy (UNESCO, 2014a: 295). What this report also states is that “global themes and skills can be made more relevant by adapting them to national and local contexts and real-life situations, with core values being taught across the curriculum” (Ibid.) This engagement by UNESCO in Global Citizenship was also a response to the UN Secretary General’s Global Education First Initiative launched in 2012, which holds Global Citizenship Education as one of its three pillars. In April 2015, UNESCO adopted a resolution that encouraged member states and UNESCO to encourage programmes and policies concerning Global Citizenship Education.

To these international bodies, Global Citizenship is seen as a response to intolerance and extremism, promoting universal values including human rights, gender equality, cultural diversity, tolerance and environmental sustainability. It is this promotion of a values based approach and a sense of a common humanity that is at the heart of the UN’s interest in Global Citizenship. There is a clear agenda within the various UN and UNESCO policy statements of addressing multiculturalism in the context of linkages to areas such as human rights, peace, sustainable development and international understanding (UNESCO, 2014b).

In a number of the statements by UNESCO, education for sustainable development and Global Citizenship are often promoted as two sides of the same coin with common conceptual dimensions being identified:

- Cognitive skills- learners acquire knowledge, understanding and critical thinking skills about global issues and the interconnectedness / interdependency of countries and populations;
- Socio-emotional skills- learners have a sense of belonging to a common humanity, sharing values and responsibilities and holding rights; learners show empathy, solidarity and respect for differences and diversity;
- Behavioural skills- learners act effectively and take responsibility in local, national and global contexts for a more peaceful and sustainable world (UNESCO, 2015).

This bringing together of a skills based approach with a range of themes has been suggested by Tawil (2013) as contributing to the following learning outcomes:

- Awareness of the wider world and a sense of own role both as a citizen with rights and responsibilities, and as a member of the global human community;
- Valuation of the diversity of cultures and of their languages, arts, religions and philosophies as components of the common heritage of humanity;
- Commitment to sustainable development and a sense of environmental sustainability;
- Commitment to social justice and sense of social responsibility (Tawil, 9).

Tawil further notes that these have some similarities with the themes that have underpinned the Decade on Education for Sustainable Development, and sees the global elements of citizenship education as a means to achieving the goals of sustainability (Ibid).

The launch of the Sustainable Development Goals in September 2015 have given added impetus to these themes as there is direct reference within them to Global Citizenship and the promotion of the active engagement of young people. They encourage all countries and stakeholders to support a vision for a sustainable future based on removal of poverty, and promotion of peace. They clearly recognise the importance of civil society in achieving the goals:

Children and young women and men are critical agents of change and will find in the new Goals a platform to channel their infinite capacities for activism into the creation of a better world. (UNDES, 2015 p12).

Education is recognised as central to this:

By 2030, ensure that all learners acquire the 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 (p17).

This interest and support for the concepts of Global Citizenship and Global Citizenship Education clearly provide important legitimacy for progressing policies and practices in this area in Europe.

Alongside this commitment to the concepts is the increasing use of the terms to promote young people to be active in campaigning to reduce global poverty. For example the Global Poverty Project, a global online initiative aimed at encouraging action for global change states:

The Global Poverty Project's mission is to grow the number and effectiveness of Global Citizens to achieve the public, business and political commitment and action to end extreme poverty by 2030.

We believe that when an organised, critical mass of individuals in society aspire to the values of Global Citizen, and when they are organised and equipped to take meaningful action, we can change the policies and practices that contribute to keeping people in extreme poverty.¹³

This initiative has however come under criticism for not giving sufficient attention to the relationship between learning and action.

Oxley and Morris (2013) make a distinction in reviewing the literature on Global Citizenship Education between a more common humanity approach and one based on advocacy. Whilst these distinctions are important, there is however a danger of ignoring within the processes of learning, an advocacy based approach.

European Initiatives

As noted earlier, in promoting learning and engagement with global issues amongst young people, the European Commission still tends to use terms such as development education or global education.

One example popular across Europe that could be said to come within the practice of Global Citizenship Education is Global Education Week, sponsored and promoted by the North-South Centre. This week has been important in both Poland and Cyprus as a mechanism for engaging NGOs in working with schools. In Cyprus, this initiative has the Education Ministry's support where there is a particular focus on issues such as diversity and inequality, human rights and sustainable development at the local as well as at the global level.

¹³ www.globalcitizen.org

Within Europe, there are two key bodies that have played an influential role within policy developments related to Global Citizenship Education, the DARE Forum and the Global Education Network Europe (GENE).

The DARE Forum and its DEEEP4 Project, up until October 2015, produced a range of materials that linked the debates on Global Citizenship to challenging assumptions about how best to eradicate global poverty. Their material called for “Systemic changes” in the world and stated that this “can only come about with the active engagement of citizens around the world”. DARE suggested that “development education is a key tool in gaining a critical understanding of the world around us and in creating an active global civil society, which works systemically for greater global justice”.¹⁴

Fricke and Gathercole (2015) in a paper for the DARE Forum suggest that Global Citizenship Education should be seen as a “transformative education for critical and active engagement in a globalised society”.

GENE has tended more to focus on influencing national global education policies and their direct engagement with the term Global Citizenship in terms was through the Symposium on Competencies of Global Citizens, held in Finland in 2011 (Jaaskelainen et. al,2012).

Across Europe, themes such as Global Citizenship Education are most evident where they are directly related to policies and curriculum initiatives on global education and global learning. Within the partner countries, Global Citizenship Education is rarely explicitly mentioned within national education policies. But there are examples of initiatives that provide opportunities for including a Global Citizenship dimension. One example in Italy is the “Good School”¹⁵ law that aims to improve the quality of formal education. A feature of this law is the encouragement of strengthening the teaching of citizenship education and cross-curricular competences.

In Cyprus, global education is gaining more support amongst education policy-makers. For example, the curriculum values statement refers to the importance of equipping young people with understanding democracy, respect for the dignity and uniqueness of each individual and respect for the opinion of the majority. It also encourages the development of skills that encourage active participation in the decision-making process; and cooperation and responsibility

The Cypriot curriculum provides a lot of opportunities for promoting the principles and values of Global Citizenship. For example within the curriculum for civic education, there is direct reference to social justice and human rights at a global level with specific reference to the following:

¹⁴ <http://deEEP.org/deEEP-project/>

¹⁵ <http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2015-07-13:107>

“to understand the relationships of individuals and local communities with the global community.. to take responsible position on global issues such as poverty, unemployment, social exclusion, ecological destruction, social and racial racism, social inequality, educational inequalities, peace etc. To evaluate critically issues regarding freedom, peace, equality, justice, human rights and obligations in society. Strengthen national and cultural identity, through awareness and respect for diversity.”

Government policy support for Global Citizenship in the UK comes predominantly from two areas: education policy and international development policy. However due to devolution, the specific form of support varies in each country context (England, Wales and Scotland).

In Scotland, Global Citizenship has a high profile within curriculum documents, the emphasis being as follows:

Developing Global Citizenship within Curriculum for Excellence is about recognising our responsibilities towards each other and the wider world. The outcome will be our children and young people as global citizens, able to take up their place in the world, contribute to it confidently, successfully and effectively, understanding the rights and responsibilities of living and working in a globalised world.

Global Citizenship includes development of knowledge, understanding, skills and values:

- *learning about a globalised world*
- *learning for life and work in a global society*
- *learning through global contexts.*¹⁶

In Wales, whilst there is also a curriculum profile for Global Citizenship, it is, as mentioned earlier, seen alongside education for sustainable development and is focused more on themes such as identity and culture, wealth and poverty, choices and decisions, rather than a young people centred approach.

In England, support comes from the Department for Education (DfE¹⁷) and up to 2010 there had been strong support for global themes within formal education through the promotion of the global dimension as a cross curricular theme.

However since 2010 support from the DfE has diminished; there are no longer any specific curriculum links to global learning. The curriculum focus is primarily based on acquiring bodies of knowledge with less focus on skills development and with an

¹⁶ https://www.educationscotland.gov.uk/Images/DevelopingGlobalCitizens_tcm4-628187.pdf

¹⁷ Herewith to also include previous names, including the Department for Children, Schools and Families (DCSF)

emphasis on core knowledge and traditional exam subjects (e.g. science, humanities) rather than more “creative”, vocational or skills based subjects.¹⁸

There are however a few key policy areas in England which are still supportive by providing opportunities for exploring either values based or knowledge based areas of Global Citizenship:

- “Spiritual, Moral, Social and Cultural development (SMSC) in education: there is still a legal requirement for schools to promote SMSC through the curriculum”,¹⁹ and this remains part of the school inspection framework.
- British Values: As of January 2015 as part of looking at SMSC school inspections will be checking that schools are promoting “British Values”.²⁰

Another potential area of relevance to participation and Global Citizenship themes is the recent DfE focus on “Character Education” as a means of encouraging schools to develop qualities such as perseverance, resilience, confidence and motivation, with grant funding for school projects to develop these. This could provide one area of opportunity for promoting youth civic participation in formal education.

DFID supported a wide range of initiatives related to Global Citizenship across the UK up until 2010. But the situation has been very different since 2010. The focus of their support in this area is no longer through civil society organisations funding but through a small number of strategic projects. These are:

- 4 national Global Learning Programmes in England, Scotland, Wales and Northern Ireland. In England £17million has been invested in GLP-E, with a target to involve 50 per cent of schools in England by 2017.
- Continuing support for school linking, through the “Connecting Classrooms” programme organised by the British Council.
- “International Citizens Service” volunteering programme for young people.

In Poland, the concept of Global Citizenship is rarely used. However Global Education (GE) has been promoted since 2004 and is now firmly part of the curriculum and education system. Global education in Poland is primarily seen as part of civic education (Jasikowska and Witkowski, 2012, p. 15-16) as can be seen from the following memorandum:

Global Education is the part of civic education and upbringing, which broadens their scope by raising awareness of the existence of global phenomena and interdependences. Its main objective is to prepare the

¹⁸ See DfE (2010) The Importance of Teaching: Schools White Paper, p10 para 10 and para 12

¹⁹ <http://www.legislation.gov.uk/ukpga/2002/32/section/78>

²⁰ See <https://www.gov.uk/government/publications/school-inspection-handbook> para 133 and 152

learners to face the challenges faced by all humanity. (Memorandum of Understanding on Strengthening Global Education, 2011)

There is also increasing reference to global education within a range of curriculum subjects. Since 2009, global education themes are gradually being included in the teaching of geography, history and biology in lower and higher secondary schools. But the education ministry has not provided any support to teachers to assist them in introducing global perspectives to their teaching. It is assumed that NGOs will pick this up.

However, world-centred education in Poland is aimed at overcoming limitations resulting from “narrow Polish patriotism and a restricted sense of citizenship”. It is further argued that the processes of international integration are accompanied by a “*decentralising tendency, an attempt to institutionalise the sense of difference and otherness*” (Melosik, 1998, p76).

Like in many other European countries, it is left to the Ministry of Foreign Affairs (MFA) through their support and funding for development education to be the main advocate for global education in the formal education system. The MFA distributes funds for strengthening global education in Poland and has supported the only systemic project on GE in formal education run by the Centre for Education Development, a government agency. (Witkowski, 2013: 117).

A consequence of the policies in Poland is that despite the increased emphasis on global education, without effective promotion and appropriate support, it is only those teachers with experience and confidence to teach global issues that are active in this area. For many teachers they would say either that there is not sufficient time and space for it, and a lack of professional training and material, or that they are awaiting directives from the education ministry to give it a higher priority. In addition there is no clear and agreed concept of what global education is. Bleszynska (2011) comments:

“Intercultural Education in post-communist countries is still an academic discipline, with little import on teacher training programs, educational leadership and school management. The curricula of teacher training usually prefer content that supports existing policies (p79).”

The terms Global Citizenship or Global Citizenship Education are however rarely mentioned in curriculum initiatives and policies in Europe. Despite the increased usage of the concepts and approaches within initiatives by bodies such as the DARE Forum, only in Wales and Scotland is there explicit reference to the term. As shown through the evidence from the partner countries, there are opportunities for Global Citizenship if it is directly linked to wider themes around Global Education. Through explicit active participatory elements to citizenship programmes, Global Citizenship

opportunities do exist.²¹ There is however one other recurring theme across Europe which can be highlighted in a number of partner countries and that is through direct connections between Global Citizenship and education for sustainable development.

Education for Sustainable Development (ESD)

Whilst sustainable development is included within the North-South Centre's definition of Global Education, there is evidence that in a number of countries if one emphasises the participatory and engagement aspects of learning, ESD becomes a key vehicle for Global Citizenship. Both the ESD and GCE it could be argued aim to equip students with values, knowledge and skills that are based on respect for human rights, social justice, diversity, gender equality and environmental sustainability.

In Wales the two terms ESD and GC are brought together as a cross curricula theme linking people, the economy and the environment.²² Elsewhere in the UK whilst there is still interest and support for ESD, notably in England through the Sustainable Schools initiative (formerly a government led programme) it is now promoted only by civil society organisations.²³

In Italy, environmental and sustainable development education plays a very important role in the process of empowering citizens and, in particular, students. In this regard, the Education and environment ministries have produced "Guidelines for environmental and sustainable development education (ESDE)."²⁴ These guidelines suggest linkages to Citizenship.

In Cyprus, the Education Ministry has a policy on environmental education and sustainable development. For 2015 one of its national targets for education is learning about and protecting the natural environment. Each school unit is expected to set up and implement its own action plan to promote education for sustainable development.

Also in Cyprus, Education for Sustainable Development (ESD) has recently been integrated in pre-primary and primary education and it is expected to be integrated in secondary education at a later stage. Topics covered in ESD include nutrition (agricultural production, land use, food handling), energy issues, the lack of water, deforestation, climate change, waste, production and consumption, the use of natural resources, sustainable tourism, and urban development.

Research on ESD and Global Citizenship in Spain by Fernandez (2015) supports this linkage between environmental concerns and active participation by young people that can help to promote a "worldview".

²¹ http://www.indicazioninazionali.it/documenti/Indicazioni_nazionali/DM_254_201_GU.pdf

²² <http://gov.wales/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelopment/?lang=en>

²³ <http://se-ed.co.uk/edu/sustainable-schools/>

²⁴ http://www.minambiente.it/sites/default/files/archivio/notizie/Linee_guida_ScuolaAmbiente_e_Legalit%20aggiornato.pdf

This evidence suggests that education for sustainable development can be an important opportunity for promoting Global Citizenship if the emphasis is on participation, engagement and social action. It is perhaps the focus tends just to be on a series of topics that global themes can be reduced to being one amongst a number, alongside themes such as waste, pollution and climate change.

Summary and Learning Points

Global Citizenship and Global Citizenship Education have gained increased prominence internationally as a result of UNESCO's initiatives related to the forthcoming Sustainable Development Goals. Whilst the conceptions identified within UNESCO tend to emphasise a combination of a neo-liberal and a communitarian approach, the mere usage of the term gives credence and credibility to the Schools for Youth Project.

Consideration however, needs to be given in analysing the different interpretations of Global Citizenship, to learning processes that include participatory methods and the direct engagement of young people.

Within Europe, the dominant influences on the promotion of Global Citizenship Education have come from policies and funding provided by the European Commission and a range of civil society organisations. There are however considerable variations within Europe about the extent to which the concepts are promoted by national education policy makers and curriculum bodies. In some countries, such as Wales and Scotland, the concept is part of mainstream education policies. In others such as Italy and England, the terms are not referred to at all. In Poland and Cyprus, there is support for global education. Finally what is also noticeable in a number of countries is the priority given within curriculum initiatives and policies, to the use of the term of Education for Sustainable Development.

- The UN and UNESCO's recent references to Global Citizenship provide an important legitimacy for Global Citizenship Education.
- Through its funding and support for development and global education, the European Commission is clearly recognising the value of the concept of Global Citizenship and many of the projects it funds include a strong participatory and social action component.
- Within the countries involved in the Schools for Youth Project, there are wide variations in support and openings for Global Citizenship and Global Citizenship Education.
- Education for Sustainable Development is clearly a major opportunity within which many of the elements of Global Citizenship can be incorporated.

2.5 Role of Civil Society Organisations within Global Citizenship Education

There is a close relationship between the emergence of Global Citizenship Education and the growth in influence within education of civil society organisations, particularly those that have a direct engagement in international development. Many international NGOs from the 1990s onwards began their work on development using a rights based approach. As Bond (2013) notes, this rights based approach comes from a conceptual framework for human development with the promotion and protection of human rights at its core. This led many NGOs to look to trans-national connections and activities and movements of people to secure change (Ibid. p.45). This approach suggests a cosmopolitan approach to Global Citizenship, rooted in human rights practices and values. It is where NGOs and other civil society organisations go beyond this approach and promote a critical and advocacy-based approach to Global Citizenship Education, that direct linkages can be seen to the aims of Schools for Future Youth.

Also, as already noted, an advocacy-based approach to Global Citizenship Education can often result in an uncritical engagement with global issues. Whilst within Europe networks of development education organisations are conscious of these challenges, the European Development Awareness Raising and Education Forum through its DEEEP projects has tended to stress the importance of creating a global movement of citizens working for change rather than the need to deepen understanding of global issues.²⁵ However within the ending of the DEEEP project in the autumn of 2015, it is unclear as how these themes and voices will continue to be heard.

This suggests that organisations need to give consideration to what they see as the relationship of the learning that will take place to anticipated forms of social action.

NGOs Practice in UK

Within the UK there has been a strong tradition of civil society organisation involvement in the promotion of Global Citizenship in schools. However its influence has decreased since 2010 because of cuts in funding and the school-based focus of the Global Learning Programme. The engagement of international development NGOs has lessened considerably since 2010 with organisations such as Oxfam, CAFOD and UNICEF being now the only major players in global learning. Local Development Education Centres still exist in a number of areas of England, but they have decreased by 50 per cent since 2010.

²⁵ www.deeep.org

One example of an initiative that links Global Citizenship themes with youth participation in the UK is Send My Friend to School (all 3 nations).²⁶ This is a school-based campaign for youth (primary and secondary) encouraging pupils to advocate to politicians about education for all. It has run for over 10 years and to date has had over 10,000 schools involved. It is important because it is singularly the most successful Global Citizenship “action” based initiative with schools that does not involve fundraising. It has been popular because it is simple, child friendly and is disseminated through a partnership of organisations including teaching unions and a national newspaper. However it could be criticised for being too simple and rather shallow in terms of opportunities for learning. Moreover the action is presented to young people rather than them determining it for themselves.

Most other NGO initiatives tend to focus around award based programmes such as The Global Teachers Award,²⁷ run by a network of Development Education Centres or the Rights Respecting School Award²⁸ led by UNICEF and the Fairtrade Award, led by Fairtrade Foundation.²⁹

NGOs in Cyprus

In Cyprus, since the 1990s, non-governmental organisations (NGOs) have played an increasingly important and influential role. At present, a series of NGOs are highly active in global education, active citizenship, capacity building, promoting the MDGs, gender equality issues, human rights and environmental sustainability. Some NGOs are of bi-communal character and focus on the resolution of the ongoing political problem in the island by promoting reconciliation between the two communities.

Within the practices of NGOs, there are a number of examples that specifically focus on Global Citizenship themes. An example is Global Campus, led by CARDET. This is a European Programme for Global Citizenship for university students and aims to empower students with knowledge, skills, values and attitudes desirable for world citizens to face global problems...to become active social agents.³⁰ Another CARDET example is a European project that aims to mobilise European citizens against global poverty. Entitled Raising Awareness on Development Cooperation, the specific objective is to increase the capacity of European citizens to engage in the Development Cooperation debate and Global Citizenship Education at national, regional and European level, by creating educational resources to enhance the capability of these organisations and help them promote Development Cooperation.³¹

²⁶ <http://www.sendmyfriend.org/>

²⁷ <http://globalclassrooms.org.uk>

²⁸ <http://www.unicef.org.uk/rrsa>

²⁹ <http://schools.fairtrade.org.uk/fairtrade-schools/become-fairtrade-school>

³⁰ <http://globalcampus.eu/index.php/en/>

³¹ <http://developmenteducation.org/index.php/en/>

There are other European funded projects in Cyprus looking at specific aspects of the curriculum such as technology and science that include a social justice component³² and themes such as intercultural awareness,³³ sustainability and global poverty,³⁴ and active youth participation in European affairs.³⁵

NGOs in Italy

In Italy, the Government agency for non-profit organisations of social utility, Ministerial partners of this agency and others have launched a scheme for education in active and loyal European citizenship.

A similar area of European funding projects run by NGOs on Global Citizenship themes can also be seen. Connecting Worlds³⁶ is an online educational project which combines classroom activities with networking among students from 6 to 17 years old. Students interact and work through an online multilingual platform whose contents are available in 8 languages. The work is carried out in a cooperative manner in working teams of the same age range.

Each year a specific issue related to Education for a Global Citizenship is tackled and includes themes such as labour standards, climate change and poverty. There is a different educational proposal for each age group.

Another European project which involves Italian organisations is Parlez-Vous-Global?³⁷ This project aims to strengthen the competences and capacities of various actors in formal education in Global Citizenship Education. The main activities are: creation of disciplinary and interdisciplinary school curricula, through the use of shared and participatory methodologies, and their implementation in 204 schools; mobilisation of actors competent in the field of formal education for an exchange of experiences and good practices; and creation of a web space and use of web tools by the students involved.

Another project which links directly Global Citizenship and sustainable development is Dear Student³⁸. This is funded by the European Commission and involves Spain, Italy, Portugal, Romania, Bulgaria and Croatia. The main objective is to strengthen relations between local authorities, non-state actors and institutions responsible for education policies, for the purpose of encouraging more coherent public policies in sustainable development. Moreover, it aims to support the role of the local authorities as catalysts of sustainable change in their communities, starting from capacity building in promoting development education within formal education and in the context of alliances with the different stakeholders.

³² <http://www.makethelink.eu/el/>

³³ <http://injawara.eu/index.php/en/>

³⁴ www.unidev.info

³⁵ <http://www.ngo-sc.org/Projects/Past-projects/YEAH-Young-Europeans-at-Heart>

³⁶ <http://www.conectandomundos.org/en>

³⁷ <http://www.parlezvousglobal.org/>

³⁸ http://www.acraccs.org/index.php?option=com_content&view=article&id=550&Itemid=809&lang=en

A three-year project that has a more direct young people focus is Challenging the Crisis³⁹. This 3 year European Commission funded project is led by the Irish network IDEA and involves partners from five other European countries, including Italy. In this project, young adults are engaged in understanding more about local global inequality and are encouraged to become active advocates on global justice issues.

Finally in Italy there is Oxfam Italia's Oxfam Edu⁴⁰ initiative. Oxfam Edu is an educational social network, which supports Oxfam Italia's Global Citizenship Education. This network includes acting as a virtually based hub for exchange of projects between Italy and the Global South. Every proposal deals with different issues and offers learning resources to help teachers to carry out the activities and study those issues in depth. The activities have been created using active and participatory methodologies based on a cooperative learning approach.

NGOs in Poland

Within Poland, a similar range of projects can be found that relate to Global Citizenship Education. These include Makutano Junction, a European Commission funded project aiming to promote learning about global and development issues using material from a Kenya Soap Opera and involving partners in the UK, Estonia and Bulgaria.

Another that directly includes Global Citizenship themes has been Watch and Change. This was a project run by the Centre for Citizenship Education between 2008 and 2010. It encouraged teachers to use documentaries during their lessons and students to set up and run school film clubs for their peers. Teaching materials based on documentary films on global issues were produced. This project demonstrated the value of documentary films as a popular and attractive form to stir young people's interest in global issues.

Finally in Poland, there are Amnesty International's School Groups which have been run by Amnesty International since 2004. Amnesty supports the establishment of the groups and offers training, teaching resources and information on current human rights issues.

All of these examples demonstrate that there is a great deal of activity across Europe run by civil society organisations. However there are some cautionary observations that need to be made about these practices. The vast majority of them have been funded by Europe Aid and from 2015 onwards the emphasis

³⁹ <https://www.ideaonline.ie/what-we-do/illustrate/challenging-the-crisis/>

⁴⁰ <http://edu.oxfam.it/en>

within this budget line is on larger scale and more strategic projects. Secondly, the projects are only for three years and all too often initiatives end when the funding ends. Civil society organisations rarely pick up the funding once the project has ended. This means that the landscape consists primarily of a range of short-term projects which, whilst important, rarely lead to strategic advancement of Global Citizenship Education at either a national or European level.

On the other hand, there is evidence that where projects invest in supporting teachers, ensuring training and professional development opportunities for them, there is more likelihood of long-term impact. Also there is increasing evidence that engagement in global issues is effective and sustainable when it is linked with interest in social problems occurring in local communities and embedded in individual experiences. This evidence reinforces earlier comments about how Global Citizenship Education should be seen to be linked to local needs, and themes that can incorporate personal identities.

2.6 Summary and Learning Points

Civil society organisations clearly have been the leading driving force for Global Citizenship Education across Europe. However this has tended to take the form of short-term, usually three year projects, and as a consequence it has been difficult to secure sustained engagement and support from educational practitioners.

Where teachers have a central role in the delivery of the project, there is increased likelihood of sustained involvement.

- Civil society organisations are major players but they need to be clear as to the purpose of their engagement in Global Citizenship Education and the extent to which it has an overt learning focus.
- Funding support for civil society organisations tends to be for short-term projects, can lead to a lack of sustained engagement and support for Global Citizenship Education.
- Importance of putting educationalists, and particularly teachers, at the centre of the delivery of programmes and projects.

3. YOUNG PEOPLE AND GLOBAL CITIZENSHIP EDUCATION

This chapter reviews the evidence on how young people perceive and engage with education themes relevant to Global Citizenship. It first of all addresses the impact of globalisation on education policies and programmes relevant to young people and their sense of identity within a global society. It then addresses evidence and observations from young people themselves about engagement in society and the extent to which they perceive learning about global issues as relevant and important. Finally it reviews the evidence, including the comments of young people from partner countries, on the extent to which they see themselves as global citizens.

3.1 Impact of Globalisation on Education Priorities and

Policies

Since the 1990s there has been evidence across Europe of the direct impact of globalisation on education, most notably through the influence of neo-liberal thinking and the dominance of economic forces. This can be seen through educational advancement which emphasises examination results, performance in international league tables, and institutions competing against each other, on skills and knowledge necessary to succeed in a global economy.

Whilst it is primarily economic factors which have evidenced the impact of globalisation on education, other factors need to be considered. These include the decline in importance of the nation state at both a social and cultural level. Globalisation has also, at least for Europe, resulted in immediate access to knowledge and people around the world through the internet and new technologies. These factors have had an important impact on education in terms of approaches to learning and the increasingly diverse nature of learning communities.

The German sociologist Beck has suggested that learning within the framework of globalisation poses questions about where, what and how people learn (2000:138). He further suggests that globalisation creates the need to develop skills that deal with complexity, uncertainty and understanding of other cultures, and conflict resolution (Ibid.137-138).

These trends can present important openings for the promotion of Global Citizenship Education if there is a close relationship between learning, identity formation and social engagement within the context of living in a global society.

3.2 Young People and Globalisation

Globalisation presents major challenges as to the role and relationship of the individual to society. This is most evident in relation to young people. They experience globalisation directly on an everyday basis through employment patterns,

the friendship groups they develop, their use of the internet (particularly for social networking) and wider cultural influences on their lifestyle (Kenway and Bullen, 2008). They are surrounded by a “dizzying array of signs and symbolic resources dislodged from traditional moorings” and are the main targets of a global consumer culture (Dolby and Rizvi, 2008). They are also often the social group most conscious of global social problems.

The integration of global cultural influences into local identities can be seen through consumer culture. Consumption is a major force that socialises children and young people. Globalisation has also contributed to the expansion of choices available to young people. But using what criteria and with what knowledge, skills and values base do young people make these choices?

There is a tendency, often reinforced through opinion surveys involving young people, to consider the effects of globalisation as unstoppable, and as a process young people react to rather than actively negotiate (Harvey, 2003). Linked to this is an assumption that young people are merely the passive recipients or vulnerable victims of global change. As Harvey (2003) has stated, “Young people cannot control the speed or direction of social change, but they can and do have a say in the effect such change has on their lives.”

However although young people are not powerless, their economic position is such that they are more vulnerable than many other social groups to the uncertainties and risks associated with economic and cultural globalisation.

Ray (2007) points out that globalisation creates increased hybridism and differentiation, and overall a more complex and fluid world. Living in a globalised world, he suggests, does not create homogeneity and polarisation but rather a creative and eclectic mix of identities.

Many young people have adopted a worldview in which the whole globe represents the key arena for social action (Mayo, 2005). They are frequently seen as being at the heart of global campaigns. However being active is not necessarily the same as being powerful, and this is particularly true in the context of globalisation. It could be argued that the rhetoric which might be associated with young people’s citizenship in a global community generally does not match the reality. Young people are in one sense citizens of a global culture but at the same time struggle for a sense of acceptance in the local societies in which they live.

Taking into account this multi-layered and complex sense of identities, how do young people relate to and engage with the wider world?

Kenway and Bullen refer to the influence of cyberspace and the importance of young people being not only observers, but also critical engagers in understanding the wider world. Introducing the term “cyberflaneur”, they see young people as global citizens who are more than observers, but rather critics and cultural producers of the

world around them. (Kenway & Bullen, 2008:27).

Today's young people may be more globally aware and experienced than any previous generation, yet that does not automatically make them global citizens. As the evidence from the four partner countries shows, whilst there is an interest in engaging with what it means to live in a global society, specific local and national factors still tend to dominate in terms of influencing a young person's identity and sense of place.

Many young people may be interested in global issues but this may well not be linked to a strong sense of global identity, but more a recognition of the importance of understanding how global themes might relate to local and national identities.

What is less clear however from the practices of GCE in Europe is an understanding of the impact of globalisation on young people and how they have responded to these challenges in terms of their own identity and their views about how best to engage with these issues. As the next section shows, young people's sense of identity within the partner countries is influenced by a wide range of issues and themes and, despite the influence of globalisation is still heavily influenced by national factors.

Summary and Learning Points

Young people often represent the sector of society most directly affected by globalisation. Many young people are concerned about global issues and are often at the forefront of global campaigns.

However the influences of local, national and specific cultural factors cannot be ignored in addressing young people's sense of identity and political engagement.

3.3 Young People's Sense of Identity in a Globalised World: Evidence from Partner Countries

The academic literature as suggested above might suggest that young people are in reality global citizens. However for many of them across Europe, their sense of identity and relationship to global issues comes predominantly from local and specific cultural factors.

In Italy, for example, young people primarily see themselves as local citizens. National identity is perceived both as something to be proud of and as something which they cannot influence. European identity is also perceived in different ways: it can be perceived as of positive value, an identity-making feeling supported by information and participation. Others see Europe as a composition of very different countries, resulting in only a national and not a European sense of belonging.

Whilst global issues are seen as important to young people and who they are, the majority in fact see these issues as distant and something which they cannot

influence. The focus for them is on themselves and on issues close to their everyday lives. In Poland there was specific evidence from the discussions with young people that indicates they are mostly interested in issues which influence them directly. This suggests that any analysis of a global issue should always start with showing students the link between the subject and their daily lives.

Also, due to specific regional or national factors, identity and relationship to global issues can be influenced by threats of migration or specific political forces, such as the extreme right wing in parts of Italy. Where there is a strong national identity amongst young people it often presents itself as a negative response to threats and challenges from external forces.

In Cyprus, the recent economic crisis was seen as a major influence on how young people perceived their own relationship to global issues. Students, for example, referred to poverty as being a major barrier to promoting Global Citizenship in education. One student noted that:

“Basically I believe that the major source of the problem (promoting Global Citizenship in education) is that people do not have money. Poor people are mainly concerned to cover their basic needs like food and water, Global Citizenship follows after these problems have been solved.”

Notions of identity at local and national levels are thus complex and often in conflict. Philippou (2010) discusses how different and conflicting discourses on national identity exist in parallel.

The Focus Group with young people in England was at a school in London which is a very multicultural and global city, and so their comments and observations need to be seen in this context. The group was ethnically diverse and their identities were complex and multi-layered. They all weighed up their identity as a balance between their parents' home countries and the UK. Being a Londoner emerged as an important common composite identity. Only one boy identified as “European” – and he stressed being “Eastern European”. None mentioned religious identities.

However, there was also evidence of an interest in global issues and a desire to learn more about them. In all of the partner countries, there was a request by the young people interviewed for more opportunities not only to learn about these issues, but to do so in a form that would engage them, specifically in a participatory learning way.

Summary and Learning Points

Young people in Europe have complex identities and the evidence on how they perceive their own sense of identity in a globalised Europe varies considerably between the partner countries in the project.

Global issues are often seen in terms of distant places so it is when local global connections are made that they can be seen as local issues and young people then see the direct relevance of Global Citizenship.

3.4 Young people and engagement in society

Across Europe there is evidence that young people care about democracy but in many countries they have little identification with the formal agents of the political system, such as political parties and elected representatives.

As mentioned in earlier chapters, since 2000 there have been a range of initiatives, policies and programmes promoted by the European Union and other international bodies encouraging greater youth engagement in society. These initiatives have however been rather tokenistic (Manning and Edwards, 2014). Evidence suggests that young people feel politics is not responsive to their needs (Ibid.).

Political initiatives that have promoted citizenship education have often failed to fully understand the close relationship, particularly for young people, between identity and politics. Specific research on young people and identities shows strong evidence of social and political participation (Trewby, 2014), but this is closely linked to their personal identity and a consumer based culture.

The Carnegie study in the UK reinforces the view that young people have not become politically disconnected. It goes on:

“whereas in the past young people were more likely to accept that they had formal civic duties, such as voting, we are now living in a more selective culture in which people are reflective about their identities as citizens and more critical and consumerist in making choices about how to use their time. Young people are not less connected to politics than they used to be; in fact when they engage in democratic activities on their own terms, they are often more active than older people.” (Coleman and Rowe, 2005: 6).

The role of new technologies and engagement with consumer choice politics are perhaps the most obvious examples of this (Ratnam, 2013). This theme is addressed further in later sections.

Central to the theme of this chapter is the dislocation between policies across Europe on citizenship education, as already discussed, and the practices of young people. In all of the partner countries involved with the project, this theme of a democratic deficit in terms of young people and society has been the driver in a range of policy initiatives.

In Poland for example, research suggested that the level of young people’s civic engagement was deemed to be “unsatisfactory” with only 32 per cent of 18 year olds being a member of an informal group, association, club or faith-based organisation

(Młodziej, 2013, 2014: 121). Other research in Poland shows that 46 per cent of 11 year olds support non-governmental organisations through voluntary work, but the level of involvement drops to 16 per cent for 19 year olds (Raport Roczny Programu Społecznego, 2009: 78). The Eurobarometer shows that Poland is rated the third lowest country in the EU on youth volunteering, with only one in five being a volunteer (Młodzi 2011, 2011: s. 285). A Eurydice country report asserts that convincing young people in Poland to be active and engaged is one of the most important challenges of our time (2004/2005). Nevertheless the report also states that schools participate in civil society in a number of ways including through civic education programmes funded by communes such as Europe Days, festivities and competitions (8).

This evidence may appear to contradict the higher level of scoring of young people's civic knowledge, but as mentioned earlier Poland has a pro-active civic policy within the curriculum. Yet the ICCS study also reveals a comparatively lower score on civic participation and engagement (Kosela, 2013: 87-99).

Student councils in schools are a feature of the partner countries' practice in terms of youth participation. In Poland, student councils are compulsory in all the schools. In addition all schools are required to establish a pupil run group which has:

“the right to present its opinion on the curriculum, its content, aims and requirements; the right to a clear and justified assessment of progress in learning and behaviour; the right to organise school life in a way which ensures a good balance between schoolwork and the pursuit of personal interests; the right to edit and publish a school newspaper; the right to organise cultural, educational and sports activities in line with needs and available means and in consultation with the school director; and the right to select a teacher to supervise the pupil/student government board”. (Eurydice, 2004/5, p7)

However they do not always function as effectively as they might which highlights a significant problem: that even where opportunities and frameworks for participation exist, there is no guarantee of engagement and action. Well-facilitated student councils can create spaces for young people to organise school life as well as create a way for young people to influence the decisions regarding school life (Napiontek, 2013, p. 107-110). They can also play a role in developing the skills to foster broader civic participation.

In the UK, the focus has been more on volunteering and “doing good work” which has meant engagement from a more social justice perspective. Structures such as youth councils exist in many communities but they have minimal influence. Most schools have some form of forum or “council” where students can develop participatory skills and learn how best to use structures to influence decision- makers.

In Cyprus, young people have raised concerns about the lack of opportunities they have to influence the decisions that govern their lives, and the insufficient representation of young people in the island's politics (Cyprus Youth Board, 2009). Almost half of Cypriot youth do not actively participate in any socio-political organisation (Cyprus Human Development Report, 2009). Recent research showed that the lack of interest in politics and the rate of abstention from elections is noticeably higher among the youth (CARDET-CES, 2013).

According to the Cyprus Human Development Report the majority of young Cypriots agree that they have a responsibility to help find a peaceful solution to end the island's division. However many do not know how or believe that opportunities to become active in supporting a solution are limited for young people (2009). With the Cyprus problem still unresolved many national and international NGOs look to youth civic participation as a possible means of promoting peace-building in the country. In this respect, a number of projects supported by the United Nations Development Programme (UNDP) over the years have been centred on reconciliation, especially in the area of youth and civil society development.

In Italy a number of structures and initiatives have been developed that promote and encourage youth participation in society. However, they seem to have all been based upon an assumption that the solution is to create structures within which young people could participate and which could demonstrate "democracy in practice". For example, in Italy there are a range of representative bodies for youth organisations at a national and regional level.

The main youth representation body is the National Youth Forum ⁴¹, the only national platform of Italian youth organisations, with more than 75 organisations representing approximately 4 million young people. The Forum promotes young people's interests to Government, Parliament, economic and social institutions and civil society. The aims of the Forum are: to create a space to debate and share experiences among different youth organisations and Italian and European institutions, among which the Forum plays an advisory role on youth policy; to involve young people in social, civil and political life of the country, including them in the decision-making processes; and to foster the creation of regional, provincial, municipal and territorial youth forums and councils.

At a regional level in Italy, there are two types of youth participation bodies: Regional Forums and Regional Parliaments. Regional Youth Forums are independent bodies of participation and consultation on youth policies, established by regional laws. They represent young people's interests and aspirations; they facilitate their take-over of institutions through active participation in social and political life; they represent the ideas and actions of Municipal and Provincial

⁴¹ <http://www.forumnazionalegiovani.it/>

Forums. Some examples include the Youth Forums of Campania⁴², Lazio⁴³, Basilicata⁴⁴ and Puglia Regions⁴⁵.

Regional Youth Parliaments, also established by regional laws, were founded through collaboration between the Regional Council and the Regional School Office. The goal is to encourage young people to be active citizens in the participatory democratic system; to propose solutions to the problems of the territory; to debate on important social issues; to learn about places, people, organisations; to learn the rules and the legislative processes of an institution. The challenge is to find a topic of interest in order to present what young people think to the Regional Council; and also through bill proposals examples of such experiences come from the Regional Youth Parliament of the Puglia Region⁴⁶ as well as the Regional Parliament of Tuscan Students⁴⁷, established as a project of active citizenship education and participatory democracy. They elaborate proposals and reports on youth policies to be presented to decision makers, with the goal of enhancing the contribution that young people can make to achieve the values that animate civil and social progress.

Another experiment of youth participation in Italy is the project “conCittadini”⁴⁸ promoted by the Legislative Assembly of Emilia-Romagna, which was created to promote active citizenship and participation of young people in the civic life of their community and in the participatory democratic system.

Within schools, as in Poland, there are structures and policies which support student engagement in schools including class representatives, class councils and student delegates within school administrative bodies (ISCED 3).⁴⁹ However research led by ICCS in 2009 on student participation in school governance indicates that students tend to participate more as voters, rather than being actively involved in decision-making processes. Furthermore, data shows that during the 2008/2009 academic year the percentage of Italian students who attended the 8th year and voted for class representatives or student committees, was the lowest in Europe (49 per cent against the European average of 74 per cent)⁵⁰.

Summary and Learning Points

This evidence shows us that whilst there are theoretically opportunities for young people to participate in democratic structures, many of these structures exist outside of the lifestyles and cultures within which young people operate. There

⁴² <http://www.giovani.regione.campania.it/index.cfm?m=271>

⁴³ http://www.consiglio.regione.lazio.it/forum_giovani/

⁴⁴ <http://www.forumgiovani.basilicata.it/>

⁴⁵ <http://www.forumnazionalegiovani.it/it/news/forum-giovani-puglia-primo-congresso-regionale>

⁴⁶ <http://www.parlamentogiovanipuglia.org/>

⁴⁷ <http://www.studenti.toscana.it/>

⁴⁸ <http://www.assemblea.emr.it/cittadinanza/attivita-e-servizi/concittadini>

⁴⁹ http://www.indire.it/lucabas/lkmw_file/eurydice///Citizenship_2012_EN.pdf

⁵⁰ http://www.indire.it/lucabas/lkmw_file/eurydice///Citizenship_2012_EN.pdf

appears to be little evidence of organisations making links between these structures and potential ways to engage young people in their campaigns and projects. The tendency is for civil society organisations to create new ways of working that more directly relate to their own lifestyles and forms of social engagement.

Young people might find opportunities to become familiar with democratic values and principles but initiatives are not necessarily carried through in terms of securing social change. As noted in Poland, complaints about the unsatisfactory level of young peoples' engagement in society are common in a public discourse, but they rarely transform into a constructive debate on its causes and possible remedies. A stronger interest in youth participation only develops shortly before general elections (when journalists, politicians and experts try to predict whether young people will vote) and right after the elections (when they try to understand why they mostly support populist parties and candidates), (Witkowski, 2015).

In most of the partner countries in the project, policy-makers have created structures to encourage and support youth participation but they have in the main been tokenistic and devoid of specific content or focus. It is outside of traditional forms of political engagement, through social media and individualized forms of social action that young people are demonstrating their interest in political, and particularly global, issues.

- Structures to engage young people in political issues exist in most of the partner countries but they seem unrelated to how young people engage in politics.
- Civil society organisations tend to ignore existing structures and create new ways to engage and involve young people.
- For many young people there is a close link between social and political action, and personal lifestyle and culture.
- Social networking is today the most common form of political engagement.

3.5 Social Networking and Role of the Internet

There has been an assumption, particularly in Western societies, that the internet is the answer to addressing young people's participation in society. As Livingstone, Bober and Helsper note, what is less clear is what is meant by "being engaged" and "politically active" through the use of the internet (2005). There is clear evidence that many young people use the internet to find out about issues, including global ones. Their research also showed the dangers of over-generalising young people's engagement through the internet, as consideration needs to be given to the influences of gender, class and accessibility. There is also evidence that for many young people, their use of websites is short-lived.

What is clear is that young people, at least in the industrialised West as the UK Generation C report noted, are “digital natives” (Birdwell and Mani, 2014). This important report showed the way in which social media and new technologies have transformed the way many young people view the world and their own future within it. The report also showed that young people are tolerant, compassionate, concerned about social issues at home and abroad, and prepared to take action to make the world a better place (Ibid; Huckle, 2015).

Gerodimos suggests that a first step in mobilising young people’s participation should include showing the moral purpose of an issue, “the links of the issue to the individual’s everyday life” (2008). However, all too often, web based initiatives have tended to be an extension of existing structures of political engagement.

In the UK, the Carnegie Research on E-Participation suggested that political institutions and social bodies have been slow to recognise that young people see social and political participation predominantly through the use of social networks, online media and more direct and creative forms of activity (Coleman and Rowe, 2005).

It could be argued therefore, that bottom up and grassroots initiatives have engaged young people more directly. For example, Gerodimos found that websites from traditional political structures, even if they were aimed at increasing young people’s participation, tended to focus more on promoting the aims of the site rather than securing greater engagement (2008). A feature of many web-based initiatives that aim to secure greater political youth engagement is a blurring of the boundaries between citizenship and consumerism. This blurring can most clearly be seen in areas such as organic food and Fairtrade products.

The Carnegie study in the UK also found that young people are not attracted to sites which they cannot interact with. What does attract them are opportunities for peer-to-peer networking and discussion forums where they can see that people are listening to what they are saying (Coleman and Rowe, 2005: 6).

These comments have been reinforced by research from Gyoh which looks at the websites of leading international NGOs and student led networks, as this is where young people can play a role in constructing their own forms of social and political engagement (2015).

Summary and Learning Points

The internet and social networking are today major features of the lifestyle of many young people in Europe. This is often the place where young people wish to demonstrate their social and political interests and possible actions. But what is less clear is the extent to which young people use the internet and social networking in a critical sense, looking at different perspectives and viewpoints. This is particularly

important with regard to how young people perceive and use materials and ideas from civil society organisations.

- Young people use the internet and social networking to demonstrate their concern with social and political issues
- Social and political participation by young people through social networking is most effective when young people themselves have a role in influencing both the content and forms of engagement.

3.6 Young People's Participation and Engagement in Global Themes and issues

In understanding young people's participation in global themes, consideration needs to be given to the fact that the basis of their engagement and interest comes from a wide range of sources, not just formal education:

“messages about geographically distant places and people are picked up continuously through general media, formal and informal literature and attitudes and knowledge from family, friends and life experiences.” (Tallon, 2012: 9)

A theme which is consistent in research on young people's engagement and participation in global themes is the important influence of contacts, experiences, and family connections with people elsewhere in the world (Nayak, 2003). Around 5 per cent of those young people interviewed by Cross et al cited having family/friends from another country as one factor that has led them to have an interest in issues affecting the developing world (2010).

Programmes on TV and news were also rated as significant factors by young people in motivating their interest in issues affecting the developing world (Cross et al, 2010).

Nonetheless as has already been suggested, an even stronger influence was the internet with 80 per cent stating that they saw this as a key way of keeping up to date with what is going on in the world (Cross et al, 2010). However, the dangers of over-generalising about young people seeing the internet as the main way they develop a global outlook, should be noted (Livingstone, 2002; Buckingham, 2008).

Young people's engagement and participation in global and development themes has often been seen in terms of fundraising activities (Smith, 1999). This is reinforced by a survey by Oxfam which found that 86 per cent of teachers fundraise with their students on a regular basis (Jackson, 2010).

An in-depth study in the UK of 16-18 year old students who had taken a specific examination on World Development showed that the learning had an impact on their views about the wider world. For example, 20 per cent reported a significant impact

on the conversations they had, their choice of reading material and their future plans (Miller et al, 2012, 35). There was also evidence that the learning had broadened their view of life and that they had become more aware of their actions, roles and responsibilities. Yet there was little evidence that their learning had increased their specific interest in taking further action to secure social change.

The relationship between learning and action was also identified as an issue in an evaluation of a UK NGO project Act Global, led by Relief International and Citizenship Foundation. The report found that unless the project developed young people's skills to participate and take their learning forward, action was seen in rather altruistic terms or as unrelated to the learning. For example in this project, a website was created for young people to take forward social action on issues they considered to be important. What they in the end what they took forward were issues and themes unrelated to the aims of the project (Bourn, 2012).

There is a wealth of evidence reviewing the impact of personal experience on young people (see Bourn and Brown, 2012; Trewby, 2014). Some of this shows positive impacts but others show a reinforcement of feelings of superiority and feeling lucky (See Brown, K., 2015a).

Asbrand's research in Germany is one of the few studies that have compared the learning of two groups of young people in relation to globalisation and development (2008). One group learnt through school and the other through out of school activities which were voluntary. She found that the construction of knowledge of young people outside school was much more certain and secure when compared with the learning which took place in a school environment. The latter group felt "certain about their knowledge and there [was] no consideration of non-knowledge or different perspectives" (Asbrand, 2008:36). They took their knowledge as true and objective, allowing clarity regarding the options of acting in a complex world society, and a self-image of being active (Asbrand, 2008:37).

Philip Said has suggested a potential close relationship between democratisation and participation with Global Citizenship in schools, provided there is a clear relationship between learning and action. He suggests that civic rights and responsibilities can become meaningful when one can do something about them through social interaction and that the school, as a learning community for Global Citizenship, can be an influential site for the handling of globalisation alongside attitudes of democratisation. One way of doing this, he suggests, is by developing in students the two skills of relationship and action as complimentary dimensions of citizenship (Said, 2009: 186).

Similar themes emerge from a study undertaken for a European Aid funded Global Education Project, *World-class teaching*. This study identified the following factors to consider when encouraging young people to take action:

- Empowerment; students need to be aware of the influence they have as individuals and as a community;
- Motivation; young people's motivation could come from a sense of responsibility of being part of a global community;
- Capacity; ability to act and to change intentions into action. (Leeds DEC, 2013).

Another area to include here is the importance of youth-led learning because this clearly relates closely to discussions on youth engagement and Global Citizenship. This is particularly important in areas where young people are likely to be more globally conscious than adults because of the direct impact of globalisation on their lifestyles. Wieregna, Guevara and Beadle note that youth led learning relates to dealing with the ambivalence of new types of roles and relationships (2013: 201- 202). Their research with young people in Australia and Indonesia identified the danger of youth participation being seen as tokenistic. They noticed that participation requires skills development, resourcing and support for all involved. All too often they found that young people are not used to leading their own learning and that non-formal learning processes are often very different from formal education (Ibid.203).

This evidence reinforces literature on participation and the influence of structural forces which hinder effective youth engagement. In the areas of young people's participation there are widespread examples of participation and encouragement of democratic engagement, but all too often these are promoted in a vacuum outside of young people's real life experiences. This tokenism can lead to a negative impact on young people because they could easily feel that they are not being valued. Youth-led learning also requires different skills and approaches; merely promoting engagement through web-based initiatives will not by itself lead to greater participation.

It is therefore appropriate to return to what is perceived as participation and democratic engagement and where this relates to learning, particularly about global and development issues. It is perhaps because of the assumption that learning about global and development issues is learning about faraway places and not about the linkages and connections to young people's everyday lives, that there has been little research in this area. It is suggested here that where there is a connection to local and community factors, to questions of identity and a sense of place, democratic participation and Global Citizenship can perhaps come more closely together.

The work of Mullahey et al. is particularly relevant here (1999). They suggest that young people's work which focuses on individual learning and development, rather than on changing their surroundings, is not real participation. They propose that participation should not only give young people more control over their own lives and experiences but also grant them real influence over issues that are crucial to the

quality of their own lives and of others in their communities. Through such experiences, they conclude, students learn how to use the technologies but they also learn to understand power relationships, to be critical about assumptions, to speak the language (i.e., to use the discourse of the organising systems), and generally, to get things done. In these learning environments, identity and agency are thus intertwined. It is here that Global Citizenship discourse has relevance because participation can have real meaning and impact if it is seen as related to learning and action, on the young person's terms.

The debates on different forms of democracy are particularly relevant here. As Dryzek suggests, "deliberative democracy" puts talk and communication, rather than elections and voting, at the heart of politics (2015). It involves a "respectful, rational and constructive argument in which contrasting views are evaluated and consensus is sought" (Huckle, 2015).

Discussions on Global Citizenship and youth participation therefore pose fundamental questions about what is meant by democracy and engagement in societies. However, they also raises questions about how young people learn and what they do with this learning. As suggested here, Global Citizenship and Global Citizenship Education become an important and potentially influential mechanism for bringing together debates on what, why and how young people learn and engage with global issues; and central to this is an understanding of their own sense of identity and motivation to learn more about the wider world.

All of the evidence from the discussions with young people in the partner countries has reinforced existing knowledge and research on their understanding of global and development issues. The evidence suggests that many young people are interested in global and development issues, particularly those that can be seen as directly relevant to their own lives.

This knowledge and understanding came from a combination of school lessons and the media, particularly television and increasingly various forms of social media. In Cyprus, for example, students stated that they learn about global issues from various sources; mainly the internet, TV programmes, school, newspapers, magazines, their parents, and various educational events and seminars.

The evidence also showed that their knowledge was often very superficial and rather uncritical in response to issues. The dominant issues were environmental matters, rights, terrorism and migration.

What was noticeable from most of the countries was the interest in environmental issues and a desire to be more engaged with dealing with them. In Cyprus, students were aware that sustainable development is a primary national target set by the Ministry of Education and suggested that it is a good example of promoting Global Citizenship in education. As one student put it; "sustainable development is the answer to many of the world's problems".

Nonetheless, evidence from a range of studies shows that young people feel ill-equipped to look at global issues with any degree of depth, a view that was reinforced by the focus groups. Above all they felt ill-prepared to give any opinions based on their knowledge, or to make any judgments from differing viewpoints. They referred to being made aware of issues in school through textbooks but in several of the countries there was criticism of how the subjects were taught, which was didactic, teacher led and not sufficiently learner centred.

Additionally, when young people did give examples of engagement and participation in global issues, it was primarily related to more passive forms of involvement, such as raising money for charities. In Cyprus, students said that there are many other things they could do if they were given the opportunity. These included tackling environmental issues near their school area, joining local charitable organisations such as the Red Cross, organising paper recycling at school, raising funds from recycling materials for poor and sick children, sponsoring a child in a poor country, participating in Cyprus Children's Parliament and engaging in international youth programmes.

In Poland, whilst there was an interest in global issues, the evidence suggested that awareness of these issues is low (Witkowski, 2012: 21). The public opinion polls conducted by the Ministry for Foreign Affairs since 2004 show this has not changed a great deal over the past decade. In 2013, only 14 per cent of respondents had heard of Millennium Development Goals, and only 13 per cent correctly declared that there are over 100 countries poorer than Poland. Compared to the average, young people (aged 15 to 19) were a bit better oriented, since 20 per cent of them knew that there are more than 100 poorer countries. However, when they were asked whether Poland should provide assistance to the poorer nations they said "I do not have an opinion" more often than the adults (20 per cent compared to 12 per cent). Young people therefore do not seem to be more informed about development co-operation and they are no more generous than the adults (Polacy o pomocy rozwojowej, 2013).

In Italy, global issues were often seen as distant from young people's everyday lives and there was little evidence of youth engagement in political participation within the school. Their knowledge of issues was often superficial. There was interest in the issues but they were seen as difficult to understand and students were ill-equipped to become more actively involved. There was also a sense of feeling manipulated and being used as "decoration" by adults to demonstrate involvement. A criticism from many of the young people was that teachers could teach these issues in a better way that encouraged involvement and participation, rather than the traditional didactic methods which were still dominant in many classrooms.

There was also recognition that young people should work together more and use social media to share and promote their views and opinions.

The group in England identified several global issues and felt it was important to learn about them in school. They mentioned educating others, helping others and understanding human rights among the reasons for learning about global issues. They were unsure about whether to trust the knowledge they had acquired outside of school and held several inaccurate views, such as confusing pollution with climate change, and a belief held by one boy that Ebola was caused by American germ warfare. At the same time they generally respected the value of human rights.

They were all interested in global issues and used a variety of strategies to access information, including TV, documentaries, speaking with parents and social media.

However, they felt that they lacked the skills to differentiate between information and evaluation of different views. They were absorbing information whilst mistrusting it and their own research skills at the same time. Only one student felt he had been taught how to research effectively, in Business Studies and Product Design. Another mentioned learning about natural disasters in Geography and seeing a volcano on TV and understanding it better. Several students also had parents born in developing countries and parents discussed their home countries with their children.

Three of the students in the focus group in London regularly use social media to discuss issues they are interested in. One had re-tweeted posts about Holocaust Memorial Day. They liked participating in anonymous forums where you wouldn't be shamed if you made a mistake, although this also has risks, which they didn't discuss.

Summary and Learning Points

All of this evidence suggests that whilst young people show an interest in global issues, they perceive their participation and engagement as mostly related to areas which are directly related to them, be they environmental, social or cultural. Whilst they did not directly address it, there was evidence that many young people saw some connection between their interest in global issues and questions of identity and specific local and national factors, particularly the impact of economic changes, migration and in the case of Cyprus, national tensions. It is the relationship between this interest in global issues and the possible forms of social and political engagement that we now turn to.

For the project, there is an important learning point about ensuring that topics for consideration and learning make direct connections to the lifestyle and interests of young people in the partner countries. This relates to the need to consider opportunities for youth led approaches on social and political participation.

- Need to recognise and respond to the different ways in which young people learn and engage with global and development issues.

- The media continues to be an important influence in shaping young people's understanding and perceptions about global issues.
- Learning about a global and development issue does not automatically lead to social and political action.
- Where young people are involved in deciding the forms of engagement, they are more likely to respond and be effective in their involvement.
- Topics and themes for the project need to take account of the local-global connection and ensure that the issues are perceived to be relevant and important to young people.

3.7 Young People's Views about the Skills they need to be Effective and Engaged Citizens

It is clear from the evidence so far that young people would like to know more about the wider world and to have the skills to be effectively engaged and ensure that their voices can be heard (See. Brown, K. 2015a; Gallero, Grech and Kalweit, 2009; Pollet and Van Ongevalle, 2013). However, many of them feel ill-equipped to take this interest further. Their lack of confidence is often related to the nature of the teaching they have been given on global and development issues which focuses on transmitting bodies of knowledge rather than encouraging an enquiry based approach to learning. These themes can be seen in the interviews with young people for the Project.

In Italy, young people's engagement with global issues was rather superficial. There was also a general lack of knowledge and information on key global issues which was closely linked to the difficulties they had in understanding the complexity of the issues. They felt that they did not have the appropriate tools to be able to make sense of the issues. Linked to this was a sense of not being able to look at issues critically and from more than one point of view. They did not feel equipped to promote an opinion on issues.

Students interviewed for this Project in Cyprus expressed the opinion that they could "do more", meaning that they could be more active citizens if they had more assistance and guidance from their teachers and parents. One student commented:

"I believe as teenagers, we are weaker, I mean we need help from adults, to tell us, to show us how to do things... for example if we want to send money to a poor child abroad, we need help..."

Students expressed the opinion that time pressure is a major barrier for promoting Global Citizenship in school. They acknowledged the fact that teachers have to cover the syllabus and thus there is not much time left for further engagement in activities around Global Citizenship.

Students in Cyprus also expressed the opinion that there should be more opportunities for all students to engage in activities concerning Global Citizenship and not just for a small group of students. Indicatively, one student noted the following:

“Usually, only a very small number of students have the opportunity to participate in events and activities for Global Citizenship... At school it is the teachers who choose these students and it’s always students that teachers feel that they can trust more.”

Whilst the students interviewed in Cyprus said that they consider themselves to be global citizens, they did acknowledge the fact that there are certain limitations as to what they can do due to their young age. They also stressed the need for more opportunities to be more practical as active citizens.

The evidence from the students interviewed in England also supported the view that young people are keen to learn about global issues but are unsure about how to access the relevant information. There was evidence from the interviews in England that although they could talk about the issues, the accuracy of what they were saying in terms of verifiable data was poor. The young people wanted the school to do more; particularly to support them to discuss, think critically and research effectively.

A feature of the comments from the young people in England was the mixing of skills and knowledge about local and global issues which may have been due to the fact that most of those interviewed came from families whose cultural heritage was from outside of the UK. They also didn’t have much confidence in the potential for change and found it challenging to think of appropriate actions. They held cosmopolitan values which broadly reflected the ethos of the school, but couldn’t really articulate how they had learnt these values.

Summary and Learning Points

This evidence suggests that much more attention needs to be paid to the promotion of Global Citizenship Education within schools and to encouraging more critical approaches to reviewing information which students might find on the internet or from other sources. This means ensuring that more than one perspective is promoted but also that consideration is given to helping them to develop the skills to critically assess differing viewpoints. Young people also need increased opportunities to develop the skills to enable effective social and political engagement and to know how best to become involved in campaigns.

- Greater consideration needs to be given within the Project to the skills young people need to effectively participate in global issues and debates, and to be able to assess what are the most appropriate viewpoints and evidence to consider.

- The development of critical thinking skills is therefore key to active Global Citizenship Education.

The Project provides an important opportunity for young people to learn more about global and development issues and to do so in a way that makes connections to their own lives and encourages greater social participation.

This means that all of the activities developed and promoted within the Project need to give consideration to the following:

- Recognition that young people are influenced by global and development issues from a range of sources.
- Themes and topics which are chosen within the Project must aim to encourage learning that enables young people to make connections to their own personal lifestyles.
- Participation by young people needs to be more than tokenistic; it must be on their terms and related to the forms of engagement they use - social networking and the internet for example. Consideration needs to be given to ensuring that participatory skills are integral to all activities within the Project.

3.8 Young People as Global Citizens?

The evidence from a range of studies suggests that whilst young people in many countries have an interest and concern about global issues, the extent to which they see themselves as global citizens varies from country to country; as does the extent to which the concept is part of the educational practice of a particular country (See Brown, 2015a; Wierenga and Guevara, 2013; Pollett and Van Ongevalle, 2013).

However, as suggested earlier, there has perhaps been too close a connection between young people as global citizens and their access to digital technology. Whilst there is potential linkage between young people's growing knowledge, experience and understanding of the wider world as part of a "network society" (Birdwell and Mani, 2014), there is a danger that by merely being involved in advocacy networks and campaigns, young people could automatically be seen as "global citizens". Research conducted in Belgium on young people and social media notes that new and social media does play a role in involving young people in global issues, but that it is mainly those who are already interested or involved (Baelden, Audenhove and Jhaes, 2013). There is little evidence to suggest that because young people can have access to other young people around the world, search the internet for knowledge, and use Facebook and a wide range of social networking platforms this leads them to see themselves as global citizens.

Huckle suggests that NGOs are key actors and that they seek to appeal to the young by linking their campaigns to cosmopolitan values, popular culture and consumerism (2015). Yarwood has gone further and argues that people's understanding of

citizenship is being transformed that being a “subject” entitled to rights guaranteed by a state, to that of a “consumer” exercising choice in the marketplace (2014). However, what such perspectives can ignore is the extent to which young people are engaged in determining the construction of the knowledge and understanding of the issues which underpin these campaigns (Gyoh 2015), and that engagement needs to be based on an approach to learning that recognises critical thinking and different viewpoints and perspectives.

Research with young people in Australia and Indonesia in a Global Citizenship and youth participation project, shows that where learning and experience are key, Global Citizenship was seen as broadening their outlook and making sense of the world around them:

“... it was important for a global citizen to understand other cultures, stay interested in global affairs, be open-minded to new and different perspectives, and understand that everyone is vulnerable to the consequences of unresolved global issues” (Christensen, 2013: 146).

This Australian study also shows a correlation between young people’s perception of Global Citizenship and Dower’s concepts of active and passive Global Citizenship (Dower, 2003).

This theme of the relationship between learning, behaviour and action has been raised by a number of academics. Young people in particular need to have positive experiences of acknowledgement, awareness and also agency, in order to give meaning to their experiences and establish linkages between the past, present and future (Jorgenson, 2010). It is also a cognitive process with a complicated relationship between learning and behaviour (Bamber et al, 2014) which needs to be mediated by knowledge. As Holden suggests it is also important that the majority of young people feel they can do something to bring about positive change (2007).

Nanni refers to the need for education to have passion and a sense of emotion (2009). Whilst this can be valuable, Tallon (2012) and Brown (2015a) have found that focusing on emotion as a mechanism for engaging young people in global themes can easily be reduced to a sense of pity and not one of empathy and solidarity.

In recognising these general themes, it is appropriate to now look at the evidence from the partner countries involved in the Schools for Youth Project to see the extent to which these trends are reflected in the dialogue and interviews with young people. The evidence suggests a range of different responses.

In Poland, a sense of being a global citizen was not identified as a major theme compared to say a sense of local or national identity.

In Italy most people also saw themselves primarily as local citizens and have very different opinions concerning national and global identities. National identity is

perceived both as something to be proud of and as something they cannot influence. European identity is also perceived in different ways: it can be perceived as of positive value, an identity-making feeling supported by information and participation. Others see Europe as a composition of very different countries, and consider only a national, and not a European, belonging. Lastly, they realise that the issues they hear about are global but they do not express any global awareness and knowledge.

In Cyprus however, students from the interviews for this project appeared to have a well-developed understanding of what Global Citizenship is about. They pointed out the values of common and collective good as elements of Global Citizenship and described a global citizen as “the citizen who considers and helps all people in the world” and not as one who only cares for his own country. Furthermore, students appeared to have a sense of the importance of Global Citizenship. They used expressions like “everything in the world is connected” and as one student stated:

“We all live in the same world, share the same problems, whatever one person does in one part of the world has an impact on all of us”.

In the UK, young people felt that they were racing towards adulthood without feeling adequately prepared for the challenges, and that being global citizens was just one challenge that possibly wasn’t the most pressing (compared with getting a job, for example). Discussion, problem solving and learning about the challenges faced by people in their communities were all mentioned as things they wanted to learn about. The global perspective was seen as part of this learning and not as separate or distinct.

Summary and Learning Points

Using the internet and communicating with young people elsewhere in the world, it is suggested, does not automatically lead young people to see themselves as global citizens. It is when young people have a sense of engagement in action on global social and political issues, that they feel more like global citizens. However the outlooks of young people will vary according to a range of social, political and cultural influences.

- Having a sense of being a global citizen needs to be much more than having access to the internet and communicating with people elsewhere in the world.
- Within the partner countries, a sense of being a global citizen varies considerably. Other factors such as cultural, social and family influences can often mediate against a consideration of Global Citizenship.

4. TEACHERS' PERSPECTIVES ON GLOBAL CITIZENSHIP EDUCATION

Any initiative that promotes Global Citizenship Education within formal education will need the support, engagement and ideally ownership from teachers. This chapter outlines the role teachers can play within Global Citizenship Education and what particularly needs to be considered in terms of how best to engage and secure support, involvement and ownership from teachers in the Project. Central to this chapter is that the role of teachers is critical in embedding Global Citizenship Education within schools.

Within the academic and research literature on global education and Global Citizenship Education, the role of teachers has tended to be discussed in relation to their world-views (Heuberger, 2014), in terms of their professional development needs, or in their responses to engagement in specific training initiatives. There has been recognition that the understanding, ability and motivation of teachers are important (Hicks and Holden, 2007). But the evidence has been that more often than not from research, teachers feel ill-equipped, lacking in confidence or do not have the time to actively engage in developing their skills in Global Citizenship Education (Bryan and Bracken, 2011; Davies, 2005).

Teachers very often have little time to develop new skills or interests. Those who tend to become involved in teaching global issues are those with a personal passion and commitment to global issues, often based on personal experiences of international volunteering or their social and political outlook (Bourn and Hunt, 2010).

The role and skills of teachers within any Global Citizenship Education project therefore needs wider discussion and debate because all too often, projects tend to focus on the impact of outside organisations within schools in terms of learning undertaken rather than improving the capacity and skills of the teachers. Discussion and deliberation as to how civil society organisations see their relationship with teachers is therefore critical.

Teachers will also have strong views about the extent to which their students are interested in global issues and can effectively participate in global social and political issues and debates.

4.1 The Role of the Teacher within Global Citizenship Education

In a range of academic studies relevant to Global Citizenship Education, the role of teachers is seen as central to success. Kirkwood-Tucker had noted in 1990 that “teachers were more influential than textbooks as the primary source of information for students about global education” (Kirkwood-Tucker, 1990:111). Much of the literature also suggests that the role of the educator has been seen in terms of the promoter and transmitter of, specific perspectives and approaches to learning (Hicks

and Holden, 2007; McCloskey, 2014). Their own professional development can include increasing their knowledge base, developing strong ethical and values, commitment to social justice and encouraging and support participatory approaches towards learning. An example of this in the UK is the Global Teachers Award, promoted by many Development Education Centres (DECs).⁵¹

Andreotti (2012: 25), one of the leading theorists in Global Citizenship Education suggests that:

“a teacher who is not a global citizen and global learner cannot teach Global Citizenship effectively. In other words, a teacher who has not experienced global learning ... will find it very difficult to practice global education grounded in an ethics of solidarity.”

She further suggests that a combination of personal experiences and supported intellectual engagement with social analyses provides the basis of being a Global Citizenship teacher.

A range of studies have recognised the need to develop global education competencies among current and future teachers (Steiner, 1993; Kirkwood-Tucker, 2009). O'Connor and Zeichner (2011) suggest that teaching global education needs to be more than raising awareness of global problems; it instead should encourage and support students to move towards taking action, to encourage a sense of hope that students can make a difference. This is suggested by moving beyond encouraging simple charitable actions to actions that promote solidarity and empathy with oppressed peoples in the world.

It has been suggested that in terms of Global Citizenship Education, teachers should consider themselves as “vision creators”, to be able to give inspiration and a sense of a positive outlook on the world to their learners, to encourage them to not only learn but to participate in society (Jones, 2009).

A word of caution however, is that whilst many teachers may initially support this vision, the reality of their experience as teachers and the societal and ideological influences on their daily practice can often work against this. A term increasingly used to reflect the need for teachers to have a global outlook is that of being a cosmopolitan teacher (see Dyer, 2013, 22-5). Luke (2004) describes a cosmopolitan teacher as a “teacher with the capacity to shunt between the local and the global” (Ibid.1439). Dyer further notes that teachers require pedagogies that enable them to move across different knowledge spaces, both local and global, and to engage and explain the effects of globalization. Dyer goes on to suggest that being a cosmopolitan teacher infers some experience with cultural pluralism and interconnectedness.

⁵¹ www.globalclassrooms.org.uk

These approaches have some validity but as Heuberger (2014) notes, unless this ethical and world outlook is combined with a “critical understanding” of the causes of inequality in the world, then a global outlook can all too easily be a mechanism for reinforcing the dominance of western ideologies. Scheunpflug goes even further and suggests that teachers need to have a “sense of how to get students to look through other lenses and perspectives” and are able to activate their own students’ “reconceptualisation of these issues” (2011:30).

This means developing the skills to understand and reflect upon different worldviews, to question assumptions about how poor people live in the world and look at the underlying causes of inequality and the relationship of this inequity to power relations in the world.

As Wright (2011) suggests this means within a school classroom context, the teacher exposing the learner to a range of viewpoints and seeking to question what could be dominant assumptions about a particular place, people or culture. It also means that the teacher needs to have the skills to engage the learner in this complex process of reflection, dialogue and engagement that moves beyond a mere transmission of knowledge to recognising there are different lenses through which a subject or topic can be seen and understood.

Teachers are not isolated from the world around them. Many will be active in a wide number of social issues but there is considerable evidence to show that teachers are often reluctant to engage in what could be termed “controversial” or political issues (Holden, 2007).

From the interviews and Focus Groups in the four partner countries, there was awareness of the challenges teachers face in being effective in delivering Global Citizenship Education. For example in Italy, there was interest and support for Global Education amongst teachers but for many of them there is the problem of space and time particularly if it means the school being involved in external projects. A lot of the teaching in Italy is still done in a very traditional lecture based format and activities that are more participatory and learner based are popular because they are different from the norm. Amongst some teachers however, there is a tension between this more participatory approach and the need to fulfil curriculum requirements and complete coursework.

4.2 Teachers Sense of Their Own Skills, Abilities and Interests in Global Issues

A range of studies show that teachers are increasingly interested in developing their skills, knowledge and expertise to deliver good quality Global Citizenship Education (Hicks and Holden, 2007; Hunt, 2012; Heuberger, 2014).

From the Focus Group discussions in Cyprus, there was evidence of interest in teaching global issues and also seeing its relevance to their society. They stressed

the importance of Global Citizenship in relationship to the immediacy of conflicts and civil war in their country. As one teacher said:

“Everything is interrelated and whatever happens in one side of the world has an impact on all of us ... If for example there is a war in Syria then we get refugees coming here (Cyprus).”

The teachers in Cyprus also saw a link between Global Citizenship and broader educational themes around moral values such as solidarity, kindness, respect and sympathy.

Alongside values, these teachers also saw the need to promote skills based learning that incorporated critical thinking, problem solving, and communication and collaboration skills. These were seen as essential skills to becoming global citizens. Teachers in Cyprus pointed out the importance of interconnectedness the world in promoting Global Citizenship in education. They believed that students get more motivated in becoming active global citizens once they realise that “caring for other people’s problems is like caring for their own problems”. Another teacher noted the following:

“the example of the Syrian refugees who live in Cyprus, by helping them to find a job, then we all benefit because there will be a decline in crime ...”

What also concerned these Cypriot teachers was the negative attitude towards school and learning many young people had. They believe that students view school as being something separate and irrelevant from real life. The comments below pinpoint these concerns.

“There seems to be a gap between school and real life. Students do not realise that what they are learning at school can be useful in their lives... Many students do not see this relevance ... they refuse and do not use the new knowledge when tackling problems in their everyday lives.”

A common theme that a number of teachers raised in all of the countries was the importance not only of skills to teach Global Citizenship Education but access to resources and materials that were relevant and appropriate to their students. For example in Poland, research on teachers’ engagement in Global Citizenship Education highlighted the value and importance of access to ready-made teaching resources (Ocetkiewicz, Pająk-Ważna, 2013). This evidence was reinforced from the Focus Group discussions with teachers. The teachers also noted that alongside resources, access to professional, development and how to use the materials within the classroom was needed. Preference for this form of support has been strongest (65-67%) among teachers of history and civics and those who claimed to be more experienced in GCE (Ocetkiewicz, Pająk-Ważna, 2013: 101-104).

4.3 Teachers Views about Young People's Interest and Engagement in Global Issues

Research on Global Citizenship Education themes highlights that the primary driver for a teacher's interest in promoting learning about global issues was its relevance to living in a globalised society (Hunt, 2012; Heuberger, 2014). But as the dialogue with teachers in the partner countries shows, many young people do not have the tools and skills to effectively engage with themes around Global Citizenship and active participation in society.

This has meant that for many teachers, moving beyond promoting learning and deepening knowledge relevant to Global Citizenship, to skills to take their awareness further was more challenging. The teachers interviewed also noted that an important priority for them was to demonstrate the relevance of learning about global issues to the students' everyday lives. As illustrated in the Focus Groups, a number of discussions centred round a need to encourage a form of social and political engagement. This was seen as requiring new skills that were usually not promoted within their initial training nor in most of their ongoing professional development.

The Polish teachers identified specific skills such as communication, teamwork and broader social skills as essential for young people's effective engagement in society. They did not however mention some of the critical pedagogical questions that have been part of the discourses around Global Citizenship Education, notably skills to analyse global processes and issues. Instead what they saw as crucial for a more global outlook and access to broader knowledge was fluency in the English language.

In the UK, teachers saw the value and importance of Global Citizenship Education particularly in terms of broadening the horizons of their students. To them, key to promoting Global Citizenship themes was its potential linkage to the personal development of the pupils, to increase their confidence and engagement in society. However they noted that these broader and more skills based benefits are not articulated enough within the promotion of Global Citizenship in schools.

Like elsewhere in Europe, there was a concern that global issues and themes need to be taught in a form that made issues relevant to the lives of young people.

Also like other studies on teachers' engagement on global issues, a number of teachers felt that a key challenge was having the confidence and skills to show the relevance of global issues to their lives. This meant for example dealing with issues such as extremism and economic crises and showing their connection to the development agenda.

Teachers in Cyprus were also concerned that young people were becoming increasingly influenced by more individualistic notions, particularly selfishness. They

saw equipping students with positive moral values as being central to equipping young people to be global citizens.

Teachers in Italy also stated that they found it difficult to evaluate the competences developed by young people that were relevant to Global Citizenship. They found that gathering information from students' extracurricular activities helped. They stated that lower secondary pupils, due to their early age (11-14) do not have tools to use social and active participation skills in their daily lives. Upper secondary pupils, they suggested, did apply the competences gained within the family and their wider community.

In Cyprus, some teachers were sceptical with regard to the impact that school can have in promoting Global Citizenship skills among students. As one teacher indicated *"I'm not sure that we (teachers) can cultivate these skills to our students at school"*. Other teachers were more positive and pointed out that students will eventually use these skills at a later stage of life.

What was also evident from the dialogue with Cypriot teachers was that there were opportunities for young people to learn about global issues not only through the curriculum but also a range of extra-curricular activities including volunteering, fundraising and after school clubs.

4.4 Teachers and Civil Society Organisations

Given the complexity of the issues covered, teachers often felt it necessary to call on external experts to address specific issues and the implications for everyday life. The common view was that this method worked well with students because they have the possibility to learn in depth about the themes discussed and to establish emotional connections. Moreover, pupils affirm that experts capture their attention and foster the learning outcomes of the lessons.

A feature of engagement in Global Citizenship in schools in Italy, like in many other European countries, was to involve external experts, as teachers often felt the issues were too complex to teach themselves.

This involvement of experts, particularly from NGOs, who can create an emotional empathy with the global issues, has however been the subject of some critical debate in recent years. Baillie Smith (2008) has questioned this mediating role of NGOs and the consequent promotion of one viewpoint. Tallon (2012), from her research in New Zealand found evidence that NGOs oversimplified global issues to engender a sense of emotional engagement with the pupils. This as a result ignored critical discussion and engagement with the topics.

Summary and Learning Points

Teachers are crucial to the success and impact of Global Citizenship Education within schools. This means that the Project needs to ensure that teachers have the

knowledge, skills and appropriate values base to be active participants in promoting Global Citizenship Education within their schools. Teachers will however, come to Global Citizenship Education from a range of experiences, backgrounds and perceptions about global issues. They will require access to resources and appropriate professional development support.

Key to the success of the Schools for Future Youth Project is clarifying the role of teachers within it, ensuring they not only have the appropriate support but are themselves active agents for promoting Global Citizenship within their school.

Equally important is the relationship between teachers and civil society organisations. Whilst civil society organisations can provide access to materials and appropriate professional development support, there are dangers of teachers deferring to NGOs. It is suggested here that they see themselves more as facilitators and enablers to ensure effective delivery of the Project.

- Teachers need to be at the heart of the Project and require appropriate professional development support to be effective deliverers of Global Citizenship Education.
- Civil society organisations need to clarify their relationship with teachers, to be facilitators and advisors and not necessarily the people who deliver Global Citizenship within the classroom.

5. KEY LEARNING FROM EVIDENCE TO DATE AND RECOMMENDATIONS

Global Citizenship Education emerged predominantly as a result of the influence of practitioners within global and development education.

Although citizenship education policies had limited influence on the emergence of Global Citizenship Education practices within Europe, it provides important openings and opportunities if seen in terms of equipping young people with the skills to communicate and participate in societies.

Citizenship education has been closely influenced by civics education therefore key to the Schools for Future Youth Project, is the extent to which policies and practices in this area move beyond a focus on knowledge about political institutions and a desire to promote a sense of national identity.

Citizenship education policies within Europe have tended to start from a democratic deficit model. Citizenship education needs to be seen rather as part of the personal and social development of young people to enable them to make sense of their own identity and place in the world.

It is where policies and practices encourage the promotion of skills to critically assess democratic structures, societal issues and encourage a sense of social and political engagement related to the learning process, that there are potential opportunities and linkages with Schools for Future Youth.

Within Global Citizenship Education there are three distinct traditions:

- neo-liberal approach with the focus on skills to work within a global economy;
- cosmopolitan approach that emphasises universal values;
- critical and advocacy approach that emphasises linkages between learning and action.

For the Schools for Future Youth Project, whilst the focus should be on the third approach, the previous two cannot be ignored and may well be the policy frame within which we are all operating. For example the UN initiatives on Global Citizenship although framed within neo-liberal and communitarian philosophies, provide a creative space which can give credence and credibility to the Schools for Future Youth Project.

Through its funding and support for development and global education, the European Commission is clearly recognising the value of the concept of Global

Citizenship and many of the projects it funds include a strong participatory and social action component.

There are however, considerable variations within Europe about the extent to which the concepts are promoted by national education policy makers and curriculum bodies. In some countries, such as Wales and Scotland, the concept is part of mainstream education policies. In others such as Italy and England, the terms are not referred to at all. In Poland and Cyprus, there is support for global education and whilst the concept may be explicit, curriculum opportunities do exist for using many of the main themes implicit within Global Citizenship. Finally what is also noticeable in a number of countries is the priority given within curriculum initiatives and policies, to the concept of Education for Sustainable Development.

Young people are at the forefront of the influences of globalisation on society and education. In many societies, their identities will be complex and will have been directly influenced by global factors such as social and economic mobility.

Young people are clearly interested in global issues around Europe but all too often the ways in which these areas are taught are in a form that does not encourage greater involvement. In several countries, global issues are still taught in a traditional didactic way. There is also a lack of recognition that global issues need to be taught in a way that starts from and makes direct connections to, young people's needs and lifestyle. This means that themes such as human rights, global poverty, and climate change need to show that they are both local as well as global issues.

The internet and world of social networking provide a major opportunity for the Project in terms of encouraging youth participation but need to be used in a way that encourages learning and dialogue that is critically reflective.

Global Citizenship Education and this Project can be particularly beneficial to young people because it provides an opportunity for them to take forward their interests in global issues in a form that directly relates to their needs and interests. It is this local-global relationship which needs to be at the heart of the Project.

Young people in Europe are growing up within complex global communities. To make sense of what is happening in the world around them, they need to feel that they can be more than passive observers.

Teachers are also crucial to the success and impact of Global Citizenship Education within schools. This means that the Project needs to ensure that teachers have the knowledge, skills and appropriate values base to be active participants in promoting Global Citizenship Education within their schools. Teachers will however come to Global Citizenship Education from a range of experiences, backgrounds and perceptions about global issues. They will require access to resources and appropriate professional development support.

Key to the success of the Schools for Youth Project is clarifying the role of teachers within it, ensuring they not only have the appropriate support but are themselves active agents for promoting Global Citizenship within their schools.

Equally important is the relationship between teachers and civil society organisations. Whilst civil society organisations can provide access to materials and appropriate professional development support, there is a risk of teachers deferring to NGOs as “external experts”. Civil society organisations should, it is suggested here, see themselves more as facilitators and enablers to ensure effective delivery of the Project.

More generally, taking forward Global Citizenship and youth participation themes within formal education in Europe means the following:

- Clarification as to how Global Citizenship is being interpreted to encourage an approach that whilst including an action orientated perspective, is part of the learning process and not as a follow up or outcome.
- Maximising the opportunities that education for sustainable development provides, both in direct connection to Global Citizenship but also in terms of seeing the local-global interrelationship.
- Youth Participation should be more than tokenistic and be directly related to tasks, activities and learning in the classroom.
- Building on the strengths, approaches and expertise of civil society organisations that can provide innovative approaches to Global Citizenship within formal education.
- Ensuring that the skills, needs and involvement of teachers in any initiative are recognised as central to the impact of Global Citizenship in education.

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Schools for Future Youth

Schools for Future Youth is a European Commission funded project running for three years from 2015 – 2018 involving the Centre for the Advancement of Research and Development in Educational Technology (CARDET) in Cyprus, Oxfam Italia in Italy, Polish Humanitarian Action in Poland, Oxfam Great Britain and the Development Education Research Centre at the Institute of Education in the UK.

Schools for Future Youth supports schools across Europe to use Global Citizenship Education to improve learning outcomes and active civic engagement both in and out of the classroom. The Project will develop innovative support tools for both teachers to embed Global Citizenship Education into their core teaching, and young people to encourage them to think critically about global issues and take action within their local community.

By becoming involved in the Project, schools can access a unique set of online resources including a downloadable App, which is aimed at both teachers and young people and will help schools to:

- Improve youth participation and leadership in education;
- Support improved curriculum and pedagogical approaches of teachers;
- Increase young people's civic engagement, and
- Inspire teachers and young people to contribute to the active shaping of a fairer and more socially just world.

In just three years, the learning resources developed by Schools for Future Youth are expected to reach 10,000 teachers and 250,000 young people across Europe, helping to bring more schools to the forefront of main-streaming youth participating through global citizenship methodologies.

For more information on Schools for Future Youth, please visit the website: www.sfyouth.eu