



POLITICAL LITERACY SOCIAL IMPACT REPORT

2019/2020

240 Portobello Road, Notting Hill, W11 1LL, London

44 (0)20 3643 8133 | contact@shoutoutuk.org | www.shoutoutuk.org

CONTENTS



Contents.....	1
Message from the CEO.....	2
Who are we?.....	4
At a Glance.....	5
Why Political and Media Literacy?.....	6
The Political and Media Literacy Flagship Programme.....	8
Results on Outcomes.....	10
Conclusion.....	16
References.....	17

MESSAGE FROM THE CEO



Matteo Bergamini, CEO of Shout Out UK

The current COVID-19 crisis has showcased many issues that we, as a society, must work on. From how the UK government reacted to the initial outbreak to how we consume information, our heavy distrust in political institutions and growing isolation.

Amidst the growing number of coronavirus cases in Europe, democracy and human connection are both becoming additional victims. Nationalist movements have been growing in most democracies, globally threatening the stability of democracy with varying success. In Hungary for instance, Prime Minister Viktor Orbán has passed a law which allows him to rule by decree for an unlimited period of time, without any checks and balances from a legislative body. This has officially made Hungary the first non-democratic country in the EU.

Mixed with the possible erosion of democracy, COVID-19 has also created a wave of misinformation, conspiracy theories and disinformation around the origins of the virus, how it spreads and the vaccine's trustworthiness. Such claims spur even more distrust towards the government and our democratic institutions as a whole.

The current COVID-19 crisis has highlighted the urgent need for Political Literacy. The crisis and the UK government's reaction to the initial outbreak has shown everyone that politics fundamentally impacts every aspect of our lives. From how we interact with others, to our jobs, politics is there.

Not 'doing' politics, will simply mean politics will 'do' you without your say. However, to 'do' politics and have a say, we must be informed on how the system works, in schools. Young people want this - 71.9% of 906 young people surveyed by us said they want to be taught politics in school.

We at Shout Out UK (SOUK) work across a range of educational settings to ensure that all young people receive Political and Media Literacy education, which are vital for fostering a generation of critically engaged and emotionally resilient citizens who can tackle misinformation narratives and safeguard our democracy. We strongly believe that Political Literacy in schools would provide us, the next generation, with a clear understanding of what politics is and how our society works. It will also give us the ability to engage those in power more effectively and will ensure that our voices are well-represented.

We must empower ourselves through education and give future generations what we lack: A clear understanding of the system we live under. Only through active Political Literacy in schools can we achieve these aims and ensure that we restore the trust in our democracy.

With such an intense 2020, it would be understandable to assume 2021 will be just as terrifying. However, at least for us at SOUK, 2021 brings hope. First, despite the misinformation spread by the anti-vaxx movement, we do have a vaccine. So there is a possible end in sight to the pandemic. Second, governments across the globe have started to realise the urgent need for both media and political literacy to combat misinformation and ensure a rise in democratic engagement.

The wave of misinformation has gone unchallenged for several years. 2020 was the turning point. The UN declared an 'infodemic', social media companies have started taking action, governments across the world have since made political and media literacy one of their priorities.

Here in the UK, we are seeing a growing level of support across companies, third sector organisations and governments both regional and national. To combat the growing misinformation around the pandemic, we partnered with the US Embassy and the Association For Citizenship Teaching to create a series of free resources including a short course, cartoons, infographics and a podcast to support the teaching of media literacy.

We also secured a partnership with Nesta and the Department for Digital, Culture, Media & Sport (DCMS) to create a Media Literacy programme, which was then launched in youth clubs and schools across the UK during the height of the first lockdown. Alongside both, we managed to secure support from The Times+, who freely promoted the individual and parent version of our media literacy programme and E-portal on their website and weekend newspaper.

Democratic engagement and Political Literacy has also seen a boost in 2020. The week of 14th-20th September 2020 saw us and the GLA running a city-wide campaign to address voter registration inequality in London. Launched with the support of all 33 London boroughs, the London Voter Registration Strategic Partnership, and over 100 civil society organisations, London Voter Registration Week 2020 (LVRW 2020) gained the support of a further 100 civil society organisations and influencers and achieved a total online reach of 2.6 million people!

This collectively resulted in 27,120 people registering to vote across London during LVRW 2020, a 14 per cent increase from the week before, this was in contrast to a 5 percent drop in voter registration rates across the rest of the UK. The week also saw 5,920 young people (16 to 24-year olds) register to vote across London. This is a 23 per cent increase from the week before, despite the number of young people registering to vote falling by 6 per cent nationwide.

The LVRW 2020 assets and animations crucially contained information essential to developing political literacy, which translated into a significant boost to London's voter registration rates, showing that democratic participation and Political Literacy must go hand-in-hand.

We also continued to deliver our flagship Political & Media Literacy programmes to more and more schools and youth clubs across the UK, with the support of local councils and foundations to ensure we reach those most in need.

Alongside our traditional programmes, however, we have also seen an increase in bespoke courses and partners, most notably with the WWF UK, where we partnered with their UK team to create a series of resources on what we called 'Climate Literacy', to help young people better understand climate change, whilst also supporting them to myth-bust the misinformation around climate change. We then managed to deliver these resources as workshops to over 500 young people across the UK.

This shows that despite misinformation and populism having grown unhindered for some time, things are changing. 2020 was one of our busiest years to date and we don't plan to stop. Bring on 2021!



WHO ARE WE?



SOUK

S H O U T O U T U K



We are Shout Out UK (SOUK)

We are on a mission to safeguard and amplify democracy by ensuring Political and Media Literacy education is as widespread as possible, and available to all young people, regardless of their socio-economic background, ethnicity, or gender.

In a time of rising political inequality, whilst young people experience the effect of the ongoing Covid-19 pandemic in almost every aspect of their daily lives, our goal is to build their understanding of the world around them, help them see how politics affects their wellbeing and how they can be the most powerful voice of change in our society.

We achieve our mission by providing award-winning educational programmes and workshops on Political and Media Literacy, helping schools cover British Values and Prevent Duty requirements. Our approach to teaching Political and Media Literacy is highly interactive and discussion-based. Whether in-person or online, our pedagogical approach is rooted in three fundamental principles:

- Building young people's confidence through group work and active participation
- Investigation and enquiry to spark their curiosity
- Effective mentorship to ensure they feel supported in creating meaningful impact for those around them

We deliver our programmes in-person and online via our bespoke E-learning platform, where students and teachers can find all the materials they need to go through an array of educational programmes that supplement their enrichment curriculum.



AT A GLANCE



The past year was highly unusual, however, this did not stop us from reaching more young people than ever before in a variety of different ways - through our educational programmes and workshops, by creating engaging online resources and launching online campaigns to improve democratic engagement.



At a Glance, This is What We Achieved:

- We reached nearly **3,000** young people from across the UK with our educational content.
- Designed and delivered our brand-new Digital, Media and Journalism online programme to over 100 young people in areas with low electoral participation levels, in partnership with **Nesta** and **DCMS**
- Worked with **WWF UK** to create and deliver a series of workshops around Climate Literacy to 500+ young people across the UK
- Launched our **Extremism & Media Literacy programme** and begun delivery in Pupil Referral Units (PRUs) and state schools in Hammersmith and Fulham and the Royal Borough of Kensington and Chelsea in London
- Launched and delivered **London Voter Registration Week 2020** in partnership with the Greater London Authority between the 14th and 20th of September and increased voter registration rates in the capital by 14%, compared to the week before
- Worked with the **US Embassy in London** and the Association for Citizenship Teaching and created a series of infographics, animations and podcast episodes around media literacy, which were afterwards used for CPD training for journalists in the Republic of Moldova
- Nearly **doubled our team**, all while working from home!
- Continued to be **passionate** about improving Political and Media Literacy and became even more dedicated to reaching young people



WHY POLITICAL AND MEDIA LITERACY?



Political engagement in the UK has been declining for the last 20 years ¹. The gap in electoral turnout levels between 18-24 year olds and those aged over 55 is higher in the UK than in any other liberal democracy ². The 2019 General Election, however, saw a significant reduction in youth turnout, with figures estimated at 47% of 18-24 year olds casting their votes ³. The reasons for this sudden drop are not clear cut, but are in line with the continuous lack of engagement with local elections in England amongst young people, relative to older cohorts ⁴. Demographic analysis indicates that turnout among 18-24 year olds was significantly lower (47%) than among 25-34 year olds (55%) 35-44 year olds (54%). Importantly, the Electoral Commission notes that 'misleading content and presentation techniques' have eroded public trust in election campaigns, something that continued to be an issue also in the 2019 General Election ⁵. Lack of transparency around who is responsible for online election campaigns has been highlighted as a key cause for concern among voters. This brings Media Literacy, or lack thereof, to the forefront of the current democratic climate, confirming our belief that Media Literacy and Political Literacy go hand in hand and are both essential for the maintenance of a healthy democracy.



The political landscape in 2019 was dominated by Brexit, which was certainly a key factor in the 2019 General Election results, however, 2020 has been almost entirely defined by the ongoing Covid-19 pandemic. Young people have been drastically impacted by the pandemic with the closure of schools, cancelling of public exams, absence of youth services, and the near complete erasure of the hospitality industry. They will continue to bear the brunt of the pandemic as the ensuing recession takes hold, with youth unemployment levels reaching record levels ⁶. As always, the most vulnerable young people will be hit the hardest by the pandemic. As low-income voters are already more likely to feel disenfranchised and under-represented by the mainstream political parties ⁷, the gap in engagement between the best- and worst-off in our society will only widen as the effects of policymaking on our daily lives are more obvious and substantial than ever before. The expected recession and increased hardship for today's youth may also lead to reduced political participation and engagement ⁸.

As mentioned previously, there is an increasing distrust of politicians and the media due to the changes in political campaigning, discussion, and coverage brought about by social media and its impact on the news ecosystem. The Covid-19 pandemic has only worsened this issue and we can no longer ignore it. With the World Health Organisation (WHO) declaring an 'infodemic', it is more important than ever to ensure that everyone, but especially young people, are equipped with the skills needed to critically engage with the media to understand bias, and identify the source of the political material they encounter. The lack of these skills amongst the wider population reflects a political landscape that has changed so rapidly that the majority of people are ill-equipped to operate within it.

In the longer term, Europe has also seen a marked increase in Far-Right Extremism (FRE) across the board ⁹. This is something that could be set to worsen due to the hardships brought about by Covid-19, as more young people experience isolation and spend more time online ¹⁰. Many European nations have opted to tackle this rising threat with political literacy education around democracy, its functions and its values. Despite these interventions carrying immense benefits, the UK is yet to introduce political literacy as a statutory subject as a way to equip young learners with the necessary knowledge and skills to tackle FRE. Political literacy equips young people with the necessary knowledge of how our democratic institutions operate. It demonstrates to them the various ways they can foster positive change in society and in their lives by being a part of the democratic process, be that by casting their votes during elections, by connecting with their local and national political representatives, or by engaging in civic action. It also fosters dialogue and respectful disagreement, key skills needed in a multicultural society.

As outlined in a report by the House of Lords Select Committee on Citizenship and Civic Engagement ¹¹, political literacy bears the responsibility for instilling and developing democratic attitudes amongst young people, including the key transferable skills mentioned above. Scholars from across the field have repeatedly stressed the importance of political education in fostering a healthy democracy, in which young people “feel that they have a stake in our society and the community in which they live by teaching them the nature of democracy”. The absence of a compulsory Politics GCSE subject in British secondary schools has been stressed both by political and civic actors; yet so far action in this direction has been limited to policy recommendations, such as the Youth Citizenship Commission's Policy Proposal 7:

“The introduction of a statutory provision in citizenship education programmes in schools, colleges and universities across the UK of training for young people to use social media in critical participative ways.” ¹²

The burden to produce a politically literate and resilient youth population has, hence, fallen on PSHE. One of its branches is Citizenship, which is not a compulsory choice for schools, meaning many schools omit teaching it, even as an extra-curricular subject. Even if schools opt for Citizenship classes, they lack specialist teachers in this field — a problem which is predicted to worsen in the foreseeable future.



THE POLITICAL AND MEDIA LITERACY FLAGSHIP PROGRAMME



We will now delve deeper into some of the results we achieved with our Political and Media Literacy flagship programme. The programme lasts for six weeks and includes the following three units:

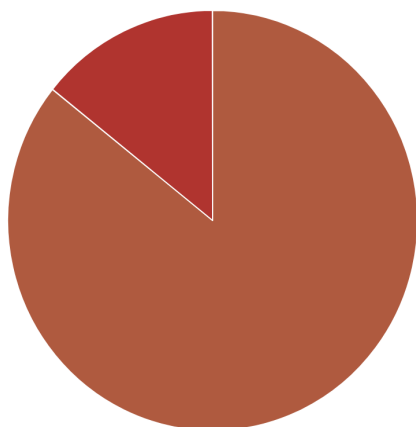
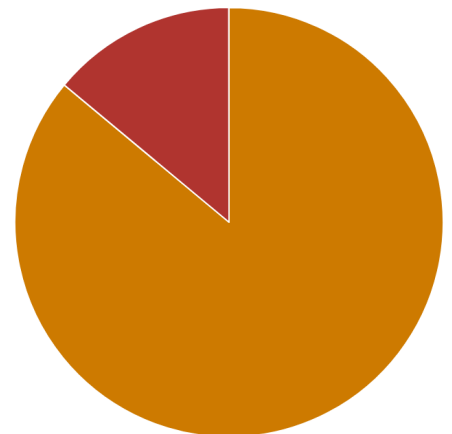
- **Unit 1:** Introduction to British politics, covering the separation of powers, electoral systems, practical tools to engage with local and national representatives
- **Unit 2:** International Relations and Media Literacy
- **Unit 3:** Employability skills and Campaigning

Some of the key insights:

We delivered the programme to 906 young people, aged 11-19 across the UK

82.6%

of young people shared that the Political and Media Literacy programme has helped them make informed voting decisions

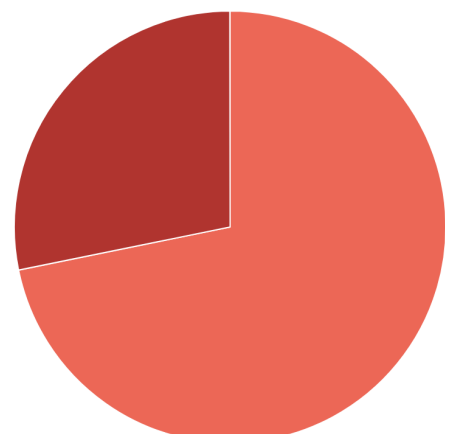


82.1%

of young people shared they felt confident to speak in front of an audience after participating in our programmes and workshops

71.8%

of the young people we worked with shared that they believed there should be a GCSE in Government and Politics



Our outcomes and what we aimed to achieve:

1. Increase in knowledge about British/local/international institutions

Due to the lack of formal political education in secondary schools, young people are left increasingly unaware of how our political system operates. They are not taught about the democratic processes in the UK, the roles and responsibilities of local councillors and MPs, the UK's voting system or the major political parties. Yet, they are expected to know the intricacies of the British democratic system inside-out and to be active citizens once they turn eighteen. For this reason, our first outcome is to see an increase in participants' knowledge about the core British, local and international institutions after participating in the programme, compared to beforehand.

2. Improved ability to make informed voting decisions

Once students have learnt about the UK's political system in depth, they are equipped with the necessary knowledge to make informed voting decisions and to partake in elections. This makes them less likely to be swung by populist and extremist rhetoric, as they will know how to distinguish facts from disinformation and will therefore be able to form well-informed voting preferences.

3. Improved debating and public speaking skills

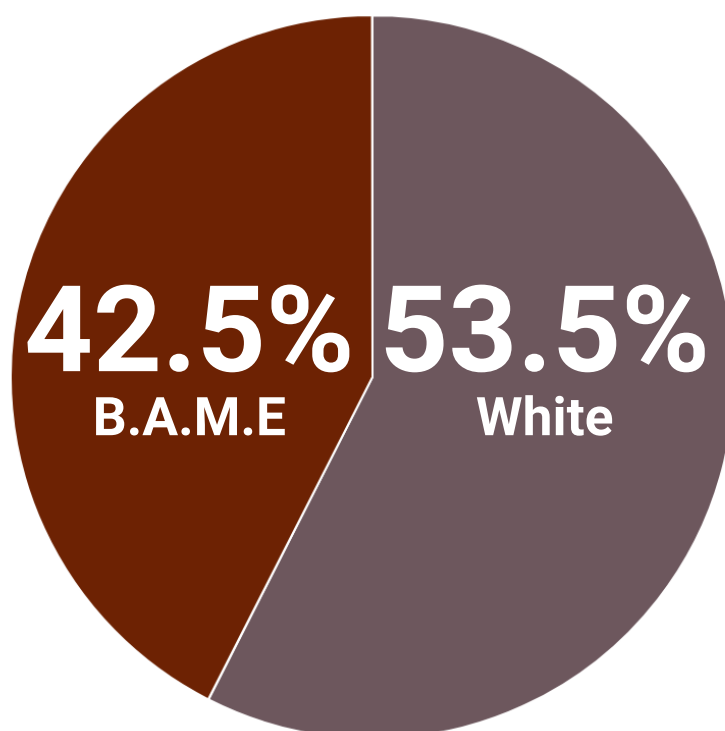
Public speaking and debating skills are a significant precursor to confidence and emotional resilience amongst young people. They are also actively sought after at university and by employers. Our programme places a strong emphasis on developing these abilities from a young age, so that the next generation is prepared for the future of work and knows how to speak up on issues they are passionate about.

4. Improving students' willingness to work with others to foster change in society

We expect that the final product of our confidence-building activities, alongside the improvement in knowledge about the UK's political systems will help young people collaborate with others in their community to solve local problems together. We attribute this to the fact that the improved confidence to openly discuss important issues and being able to recognise wider problems would prompt young people to make a positive impact.

General demographics

Overall, 906 young people participated in our Political and Media Literacy programme in the past academic year. 42.5% of participants came from B.A.M.E. backgrounds, while 57.5% came from white backgrounds. The majority of participants were aged 14+ (65.0%).



RESULTS ON OUTCOMES



In order to measure the impact of our work on young people's political knowledge and personal skills, we utilise a distance-travelled methodology. We ask participants to rate their knowledge of politics, public speaking skills, debating skills and confidence levels before and after taking our Political Literacy programme.

Students were asked to rate several statements on a scale of 1 to 5, with 1 = Strongly Disagree and 5 = Strongly Agree:

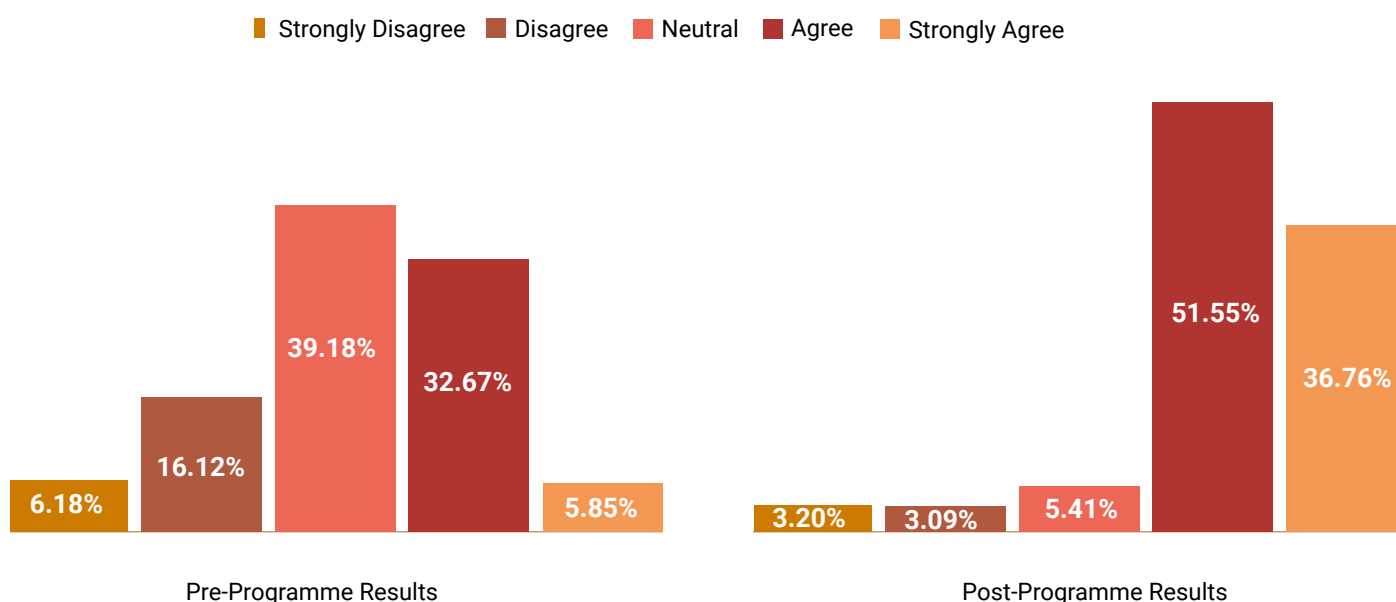
- I understand key British/local/international institutions
- What electoral system do we use to elect Members of Parliament (MPs)?
- What type of government does the UK have?
- I learnt enough about politics to make informed voting decisions
- I believe I can be politically active and make a difference
- I feel motivated to work with others to create change in society

"I understand British/local/international institutions"

When asked to what extent they agree with the statement "I understand British/local/international institutions" before programme participation, we had only 38.5% of young people 'Strongly Agree' and 'Agree' with the statement. Quite alarmingly, the biggest cohort was of young people who felt 'Neutral' towards the statement (39.2%). This could be interpreted as participants not having a huge amount of confidence in their understanding of the subject. It could also mean that they do not perceive themselves as 'experts' on the subject but also don't perceive themselves as 'knowing nothing at all'.

After participating in the programme, 51.5% of students 'Agreed' and 36.8% of students 'Strongly Agreed' that they understand the main British/local/international institutions. Put together, this is 88.3% of all participants. Quite importantly, we observe the biggest change in the 'Neutral' group of students - in the post-programme surveys, there are 32.8% less young people that were 'Neutral' towards the statement. Hence, the results we observe in the post-programme surveys not only demonstrate an increase in knowledge about the subject (as national, local and international institutions are covered extensively in the programme), but also confidence to take a stance.

Fig. 1 Pre- and post- results for the statement
"I understand British/local/international institutions"



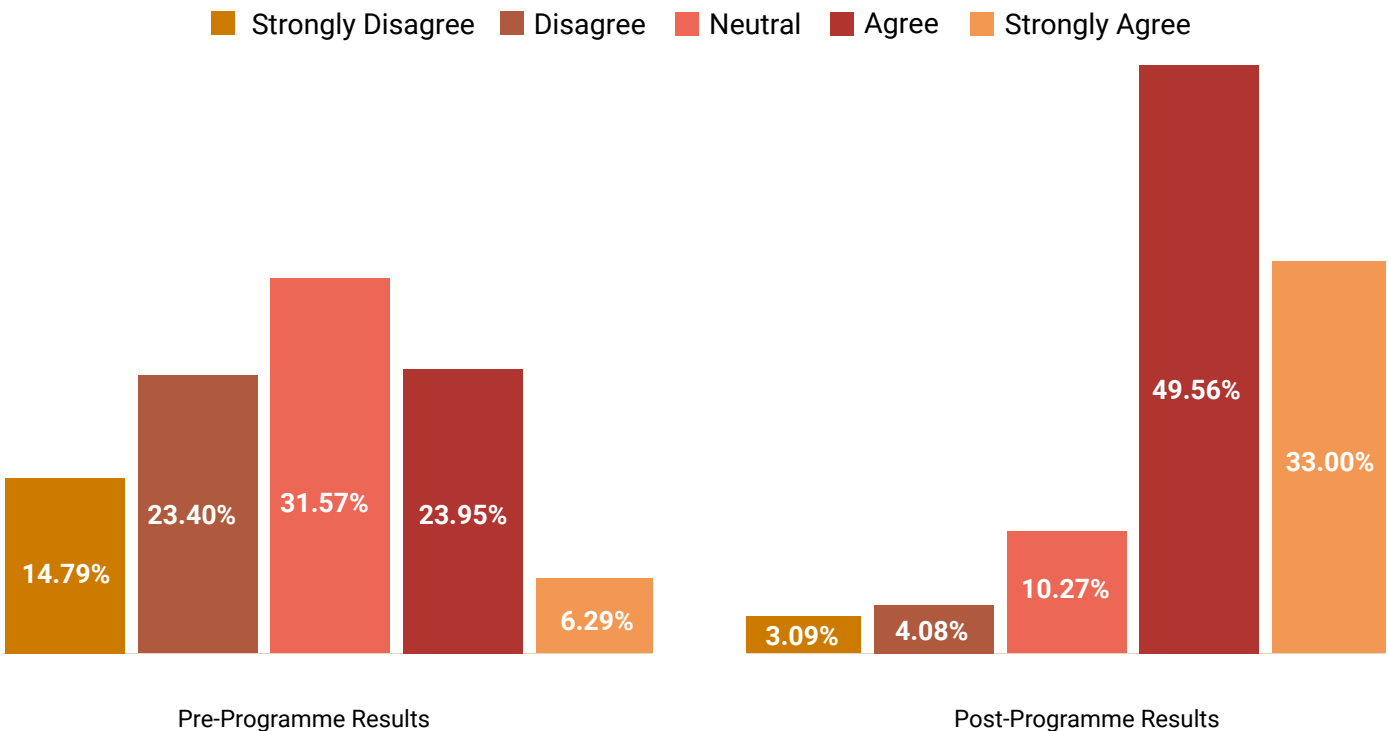


“I learnt enough about politics to make informed voting decisions”

We see the highest number of young people clustered around the ‘Neutral’ answer to the statement “I learnt enough about politics to make informed voting decisions” - 31.6% of all respondents. These results were expected, because the majority of young people had not studied politics at school and did not have a basis from which they could evaluate how well politics classes at their school has helped them make informed voting decisions. The second biggest cohort consisted of participants who ‘Disagreed’ with the statement - 23.4%, indicating that there was a significant room for improvement in students’ knowledge about politics and confidence levels.

We observe a definitive shift in answers from the ‘Strongly Disagree’, ‘Disagree’ and ‘Neutral’ cohorts. The largest cohort of students is now clustered around the ‘Agree’ answer - 49.6%, followed by the ‘Strongly Agree’ answer - 33.0%. These results are attributed to the fact that in Unit 1 of the programme, we cover extensively different voting systems, the importance of being well-informed before casting a vote, as well as some of the policies concerning young people that different political parties in the UK have included in their manifestos. These results confirm our assumption that by becoming politically literate and learning about the importance of democratic participation, young people will feel more confident in their ability to make informed voting decisions.

Fig. 2 Pre- and post- results for the statement “I learnt enough about politics to make informed voting decisions ”



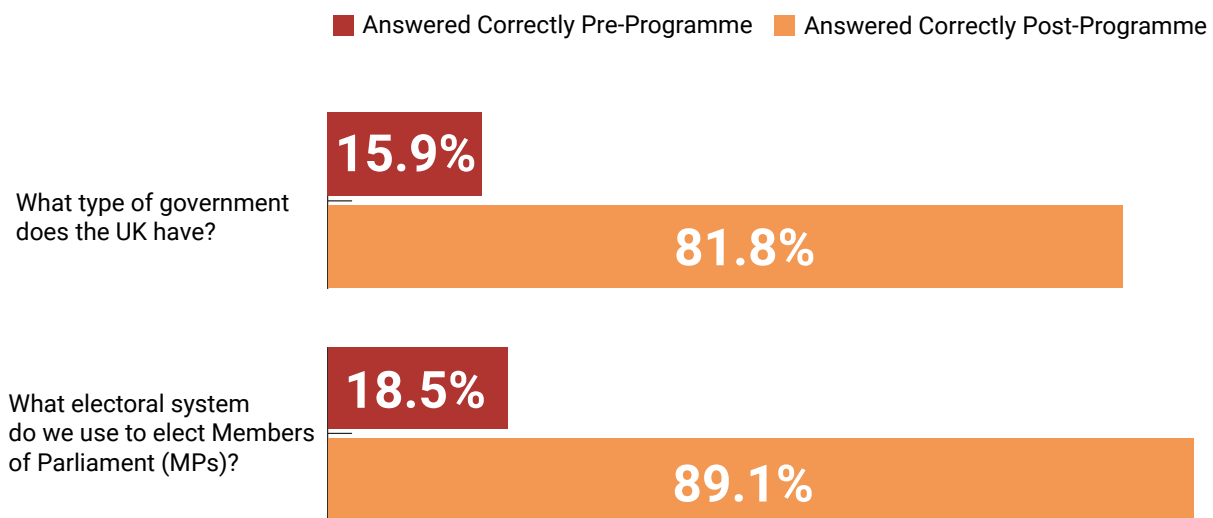
Knowledge about politics

In addition to gaining an insight into students' perceptions about their understanding of politics, we also wanted to see whether the programme had objectively helped them improve their knowledge on the subject. For this reason, we included two quiz-like questions in our pre and post-surveys:

- What electoral system do we use to elect Members of Parliament (MPs)?
- What type of government does the UK have?

We obtained the following results:

Fig. 3 Pre- and post- results for the statement
“I learnt enough about politics to make informed voting decisions ”



These results can be attributed to the fact that in the first unit of the programme, we cover these two topics, electoral systems and different types of democratic governance, extensively. Being able to provide a correct answer to the two questions is also one of the key learning objectives of the programme and our facilitators are advised to dedicate sufficient time to help students comprehend these aspects of our political system. Having over 80% of students provide the correct answers to both questions indicates the programme's effectiveness in improving students' knowledge about fundamental political concepts and institutions.





From knowledge to action

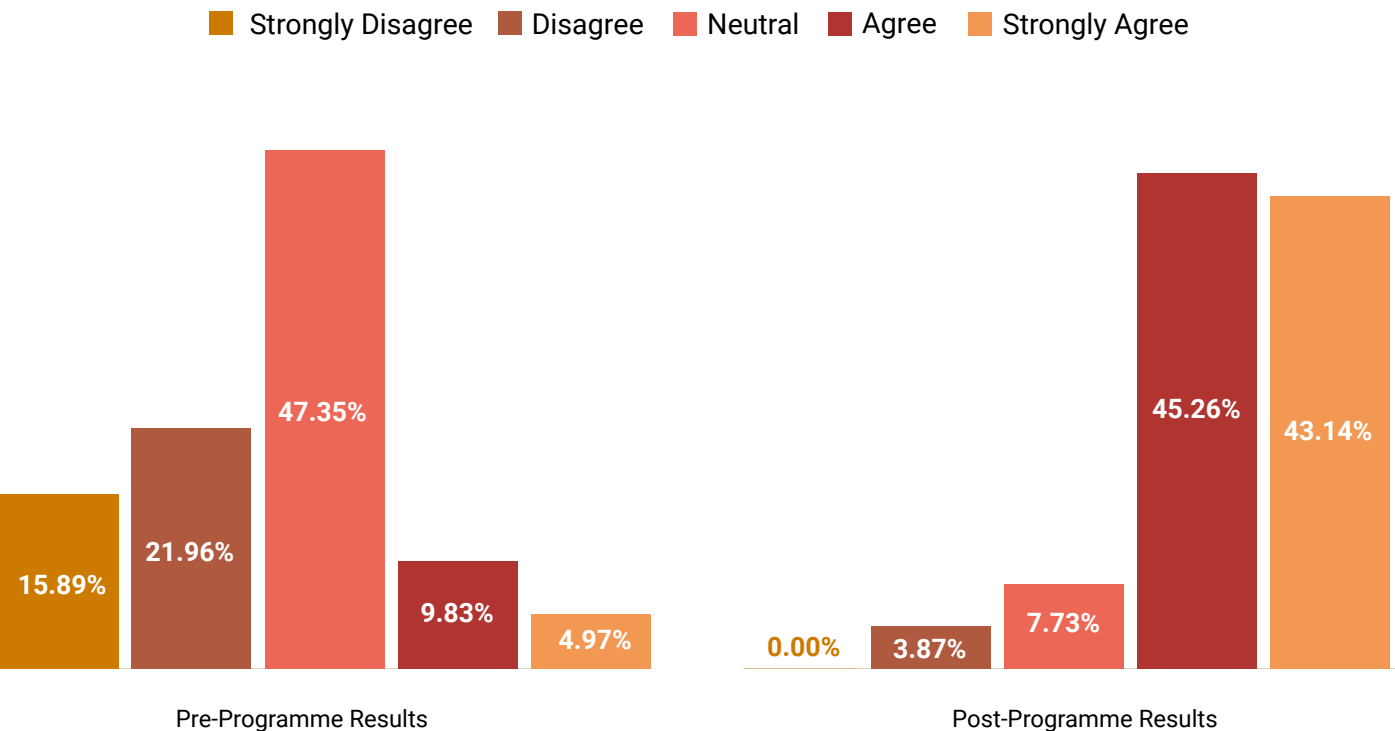
Another priority for us was to track whether our programme inspires young people to take action. Our assumption is that in order to create meaningful change in society and to be active citizens, students need to firstly learn about the ins and outs of democratic participation. The following two questions were used to estimate this

“I feel motivated to work with others to create change in society”

Prior to participating in the programme, we see the most young people feeling ‘Neutral’ towards the statement “I feel motivated to work with others to create change in society ” (47.35%), indicating once again their lack of certainty about working with others. The second and third largest cohorts were the ‘Disagree’ and ‘Strongly Disagree’, with 21.96% and 15.89% of answers respectively.

In the post-survey results we see a substantial increase in the ‘Agree’ and ‘Strongly Agree’ answers, to 45.26% and 43.14%. The ‘Neutral’ answers had fallen by nearly 40% and the ‘Strongly Disagree’ and ‘Disagree’ responses had shrunk to 0.00% and 3.87% respectively. These results confirm our expectation that an increase in knowledge about politics and the UK’s political system, alongside a better understanding of key issues result in improving students’ motivation to work collectively with others to foster positive changes to the world around them. We attribute these results also to the fact that our programme covers campaigning as a key way to engage in political life and stresses the importance of civic action.

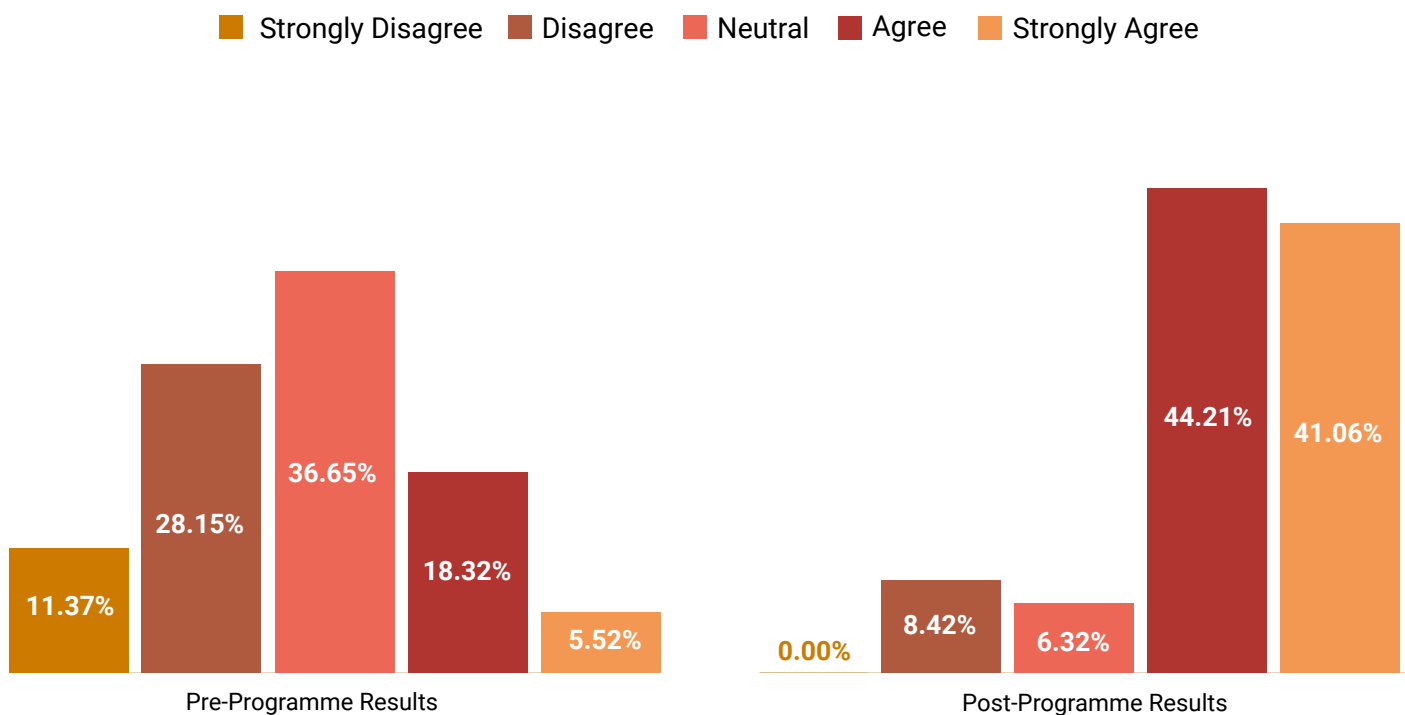
Fig. 4 Pre- and post- results for the statement
“I feel motivated to work with others to create change in society”



“I believe I can be politically active and make a difference”

We also see a significant difference in the number of young people who believe they can be politically active and make a difference before and after programme participation - we see an increase from 23.9% to 89.6% in the ‘Strongly Agree’ and ‘Agree’ cohorts, as well as a substantial decrease in the ‘Strongly Disagree’ and ‘Disagree’ answers from 39.52% to 8.42%. The answers to this question re-confirm that the programme has been successful in helping students not only learn more about and understand better how our political system operates, but also in changing their perceptions about why it matters to be involved. In-class discussions, debates and the culmination of the programme in a Speech Night event, when students present a speech on an issue they care about to their teachers, parents and MPs garner students’ belief that they can make a difference by being politically engaged.

Fig. 5 Pre- and post- results for the statement
“I believe I can be politically active and make a difference”



Confidence and personal skills

To ensure that the young people we work with become active citizens that participate in our democracy, we have adopted an interactive approach to teaching political literacy, which is rooted in building young people’s confidence and public speaking skills. We do this via our in-class debates and discussions and our final Speech Night activity, during which students deliver speeches on the issues they care about to their local or national representatives. Below

“I am confident to speak in front of an audience after doing the course”

82.1%

of young people strongly agreed or agreed with the statement **AFTER** participating in the course

“I learned how to freely express my views and opinions during this course”

91.6%

of young people strongly agreed or agreed with the statement **AFTER** participating in the course

“This course taught me how to debate and present arguments”

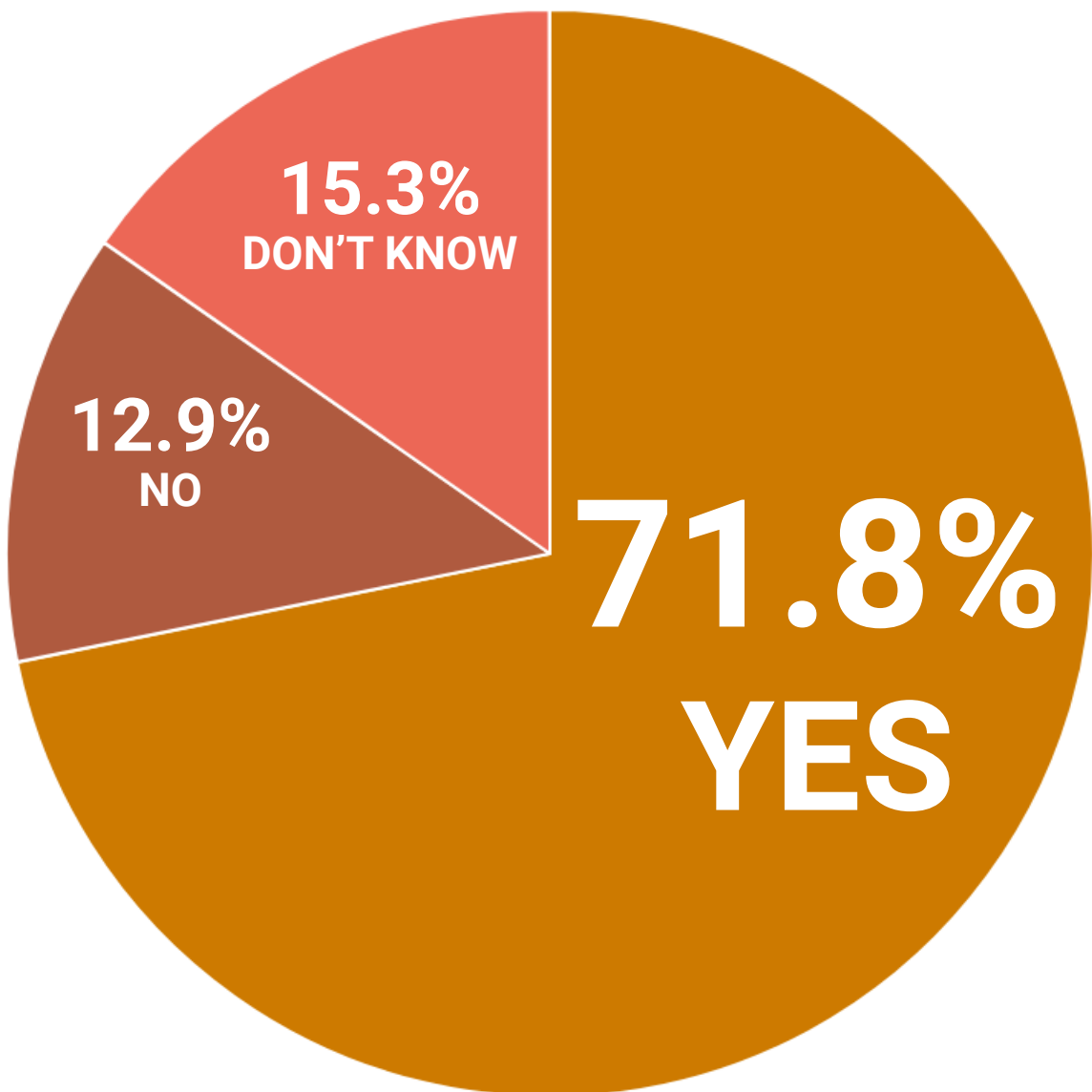
88.4%

of young people strongly agreed or agreed with the statement **AFTER** participating in the course



Do you believe there should be a Politics GCSE?

We also wanted to see whether our young people would support having a Politics GCSE subject. Once again, we see that more than 70% of our young people agree that there should be a Politics GCSE, showcasing that young people are interested in learning more about the subject.



CONCLUSION



The Political and Media Literacy programmes have proven to be successful in helping us gain a deeper insight into young people's knowledge about politics and about their confidence to speak up on issues they care about.

Our results lead us to several overarching conclusions. Firstly, 98.9% of students ranked our workshop as 'Great' or 'Excellent', showing that our approach to teaching Political Literacy was well-received and actively sought after by young people. Their interest was also evidenced from their high levels of participation and thoughtful responses to the questions asked during the in-class activities, both offline and online.

Secondly, we were able to fulfil our key outcomes — increase in understanding of British/ local/international governance institutions, improved ability to make informed voting decisions, increase in confidence to discuss important issues with others and improved debating and public speaking skills.

The increase in understanding of the subject and confidence to discuss important issues are attributed to our interactive games, debates, videos and presentations, as well as open in-class discussions. This shows that complex topics, such as politics, should be taught in an engaging and inclusive way. In doing so, we are able to work with even the most disinterested students.

Finally, all of these insights demonstrate that there is tremendous demand for political literacy. Young people are always very keen to learn about how our democracy operates, want to explore how they can engage with their democratic representatives and how they can have their voices heard on the issues they care about. Even at a time of a global pandemic!



**"Great" or
"Excellent" rating from**

98.9%
of young people that participated in
the course

**"I am confident to speak to a
politician about an issue that
affects me"**

89.6%
of young people strongly agreed or
agreed with the statement **AFTER**
participating in the course

REFERENCES



- ¹ Political Studies Association (2014) 'Beyond the Youth Citizenship Commission: Young People and Politics' (available at https://www.psa.ac.uk/sites/default/files/PSA%20Beyond%20the%20YCC%20FINAL_0.pdf)
- ² Democratic Audit (2014) 'All parties need to commit to a plan for voter engagement' (available at <https://www.democraticaudit.com/?p=2463>)
- ³ Ipsos MORI (2019), 'How Britain Voted in the 2019 General Election' (available at: <https://www.ipsos.com/ipsos-mori/en-uk/how-britain-voted-2019-election>)
- ⁴ Electoral Commission (2017) 'Voting in 2017: Understanding public attitudes towards elections and voting' (available at https://www.electoralcommission.org.uk/_data/assets/pdf_file/0011/234893/Voting-in-2017-Final.pdf)
- ⁵ Electoral Commission (2020) 'UK Parliamentary General Election 2019', p. 2 (available at: <https://www.electoralcommission.org.uk/who-we-are-and-what-we-do/elections-and-referendums/past-elections-and-referendums/uk-general-elections/report-overview-2019-uk-parliamentary-general-election>)
- ⁶ Kathleen Henehan (May 2020) 'Class of 2020: Education Leavers in the Current Crisis' (available at: <https://www.resolutionfoundation.org/app/uploads/2020/05/Class-of-2020.pdf>)
- ⁷ Oliver Heath & Matthew Goodwin (2019) 'Briefing: Low-income voters in general elections 1987 – 2017' (available at: <https://www.jrf.org.uk/report/low-income-voters-uk-general-elections-1987-2017>)
- ⁸ Bernadino Soares (May 2020) 'Covid-19: Working with and for young people', Compact for Young People in Humanitarian Aid (available at: <https://www.unfpa.org/sites/default/files/resource-pdf/COMPACTCOVID19-05.pdf>)
- ⁹ Nikolaj Nielsen (2020), 'Internal EU Report: Far-Right Terrorist Attacks Rise', (available at: <https://euobserver.com/justice/148311>)
- ¹⁰ UN CTED (2020) 'The impact of the Covid-19 pandemic on terrorism, counter-terrorism and countering violent extremism' (available at: <https://www.un.org/sc/ctc/wp-content/uploads/2020/06/CTED-Paper%E2%80%9393-The-impact-of-the-COVID-19-pandemic-on-counter-terrorism-and-countering-violent-extremism.pdf>)
- ¹¹ House of Lords. Select Committee on Citizenship and Civic Engagement (2018) 'The Ties that Bind: Citizenship and Civic Engagement in the 21st Century', (available at: <https://publications.parliament.uk/pa/ld201719/ldselect/ldcitizen/118/118.pdf>)
- ¹² Ibid

"Political Literacy is important in colleges as many young people are baffled by our political system and feel disaffected. It is something that is not routinely discussed in homes and thus needs a platform where impartial delivery can occur. Young people need to be given the opportunity to develop a comprehensive understanding of our political system and note the importance of democracy. Political Literacy will enable them to fully participate and engage in society. Importantly it will instil confidence and enhance individual communication skills. We need citizens that can make informed choices and contribute to political decision making. Young people are our future and knowledge is power."

Sue Baker, Curriculum Manager A Levels & Science, Barnet and Southgate College

"Shout Out UK are one of the best external educational organisations I have worked with. They hosted an evening event for us and came so well prepared and ready to engage the students. Even our quieter students were involved in the debate. Activities were varied and interactive. Whilst the students were leaving, many talked about how much they enjoyed the day and there was a 'buzz' about the group. Following the event, many parents also contacted to say how their child came home talking non-stop about the event."

Miss Natalia Rana, Head of Year 9/Teacher of History, St Peter's Catholic School Guildford

"Shout Out UK is a dynamic, very modern, organisation with real impact on the debates that matter; paying proper attention to the teaching of politics at school, raising awareness of human rights with young audiences, analysing technology's growing importance and associated risks, defending freedom of expression, cosmopolitanism and our core demographic values. This is a highly professional group of talented young individuals, inspirationally led by their founder, Matteo Bergamini, who has an outstanding capacity to connect with, and engage, diverse audiences, and to offer a vision."

Prof. Dimitrios Giannouloupolos, Inaugural Chair in Law, and head of Law, at Goldsmiths, University of London.

"All of our young people that have attended the political literacy programme to date have provided positive feedback and said they welcomed the opportunity to gain more information re: politics; they gained the skills in order for them to feel confident in participating successfully in a debate and how to present their argument/opinion in a positive way. I look forward to continue working with Matteo and all at ShoutOut UK on our OnTrack Thurrock Programme."

Joanne Ellery, OnTrack Thurrock Support & Compliance Officer, Children's Services, Thurrock Council

SOUK
S H O U T O U T U K



240 Portobello Road, Notting Hill, W11 1LL, London

44 (0)20 3643 8133 | contact@shoutoutuk.org | www.shoutoutuk.org