YOUNG GLOBAL VOICES | EdYouFest SINCE 2015

INTERNATIONAL SUMMER CAMPUS

A week to speak, create and connect



WINCHESTER, ENGLAND

AGES 13–16

A PROJECT OF EdYouFest SINCE 2015 IN COOPERATION WITH LEWIS SCHOOL OF ENGLISH

01 | THE PROJECT

From study holiday to youth community

Young Global Voices is imagined as an international club for young people who want to use English, meet peers from other cultures and take an active role in shared projects. The Summer Campus would be its flagship in-person gathering: a week together on a university campus, built around student voice, collaboration and belonging.

This is more than a week of lessons and excursions. Participants will use English as the working language of an international community: to exchange views, make decisions, solve challenges and create a project together. The programme aims to combine the energy of a study holiday with the purpose and connection of a youth-led international experience.

What the club stands for

- Every student has a voice and a contribution to make.
- Curiosity, respect and openness matter as much as confidence.
- Friendships and ideas grow through mixed-country teamwork.
- English is used to connect and create, not only studied in class.

Who can apply

The proposed programme is for students aged 13–15. Applicants should have B1 English, shown by a recognised certificate or an EdYOUFest assessment, and submit a short motivation letter explaining why they want to join and what they could bring to the group.

Parent or guardian decision

A parent or guardian must give permission before the student applies. The student then completes the application and selection process without paying the participation fee at this stage. Applicants selected for a place receive a formal acceptance letter. The family then confirms the place by paying the participation fee by the stated deadline. Where national scholarship or sponsorship opportunities are available, families may apply under the relevant scheme; eligibility, deadlines and the amount of support will depend on that scheme. Any award must be confirmed by the payment deadline.

A friendly selection interview

A short, supportive interview will help the team understand each student's spoken communication, motivation, curiosity about other people and cultures, and readiness to listen and collaborate. It is not intended to reward one personality type or perfect English. Applicants will be considered using shared questions and clear criteria; the B1 certificate or assessment remains the main evidence of language level.

02 | APPLICATION AND SELECTION

Four steps in the selection process

With a parent or guardian's permission, the student completes these four steps. The participation fee is payable only after the student has been selected and has received an acceptance letter.



01 Complete the application form Fill in the student details and write a short motivation letter explaining why you would like to take part and what you can contribute.	**02 Show your English level** Upload a recognised B1 certificate. If you do not have one, take the EdYOUFest English assessment instead.
03 Take part in an interview Have a friendly conversation with the project team about your spoken English, motivation, curiosity and readiness to collaborate.	**04 Receive an acceptance letter** If selected, the student receives a formal acceptance letter. It explains how the family can confirm the place and the payment deadline.

After acceptance: a parent or guardian confirms the student's place by paying the participation fee by the stated deadline. Where available, confirmed scholarship or sponsorship support may cover all or part of the fee under the scheme's terms.

Promotion begins in December 2026. The application period, assessment and interview dates will be announced in the official call.

03 | CLUB IDENTITY

A community students can see and feel

Young Global Voices should feel like a community from the very first contact, not simply a programme students attend for one week. Its identity can help participants understand that they are joining a shared international experience in which every student has a voice, a role and something to contribute.

A consistent visual identity across online meetings, the campus and follow-up activities can help create that sense of belonging. The Young Global Voices logo, colours and message should appear across lanyards, name badges, learning materials, project workbooks, campus banners and digital resources. Repeating a simple message such as **“My voice matters”** can remind students that participation, listening and collaboration are central to the project.

A shared club identity

A welcome kit could include a lanyard and name badge, a project workbook, a welcome card and a short guide to the week. These items would be practical reminders of the shared experience, while giving students materials to collect their ideas, record reflections and document their team’s work.

Colour can be used to identify mixed international project teams. This would make it easier for students to find their groups while emphasising collaboration across countries and schools. Team colours should bring students together rather than label them by nationality. Badges and materials can also include small prompts for conversation, reflection and teamwork.

The identity should be reflected in the way the programme runs as well as in its materials. Daily check-ins, rotating team roles and opportunities for every student to contribute can help quieter participants take part. Roles might include discussion facilitator, researcher, creative lead or presenter, with students taking on different responsibilities during the week.

A club journey before and after campus

The campus will be the central in-person moment in a wider Young Global Voices journey, developed in cooperation with Lewis School of English. Two short, interactive online sessions before arrival could help students become familiar with one another and begin building their international teams. At least one online reunion after students’ return home could give the experience a meaningful follow-up.

The sessions should complement the campus programme rather than feel like extra English lessons. Each could last around 45–60 minutes and give students a clear reason to communicate, share ideas and work together.

- **Before — Session 1: Welcome and connection.** Students meet the project team and one another, learn what to expect and take part in a short introductory activity.

- **Before — Session 2: Starting the shared challenge.** Students work in mixed-country groups on a simple activity connected with the campus project, so they arrive with some early ideas and familiar faces.
- **During — The campus week.** Students build on those early connections through English-language activities, local discovery, mixed-team challenges and a final showcase.
- **After — Online reunion.** Within a few weeks of returning home, students can reconnect, share outcomes, reflect on the experience and celebrate what they created together.

Lewis School of English could help shape or facilitate the online sessions, alongside the participating schools and teachers. The specific roles, dates and online arrangements would need to be agreed with the partners. Since participants are aged 13–15, the sessions should also be planned with appropriate parental consent, adult facilitation and safeguarding arrangements. If a student cannot attend a live session, the project could offer an alternative introductory activity.

International balance

The proposed maximum capacity is 120 students, with no more than 12 students from any one country. If all 120 places are filled, at least 10 countries would need to be represented. This cap can support a diverse group, although the actual mix will depend on applications and confirmed places.

The project team should monitor the country distribution throughout the selection process and form teams that include students from different countries and schools. This will help English serve as a shared language and give participants regular opportunities to learn from different perspectives. The country cap is a starting point for planning; a separate limit by school could also be considered if needed.



04 | THE CAMPUS EXPERIENCE

Learning by doing together

Students will take part in English-language workshops, collaborative activities and mixed international team projects. Topics can connect with culture, global citizenship and young people's lives, giving participants meaningful reasons to communicate in English throughout the week.

- Share personal experiences and learn from different perspectives.
- Explore Winchester through supervised local discovery activities.
- Develop a team project with support from teachers and facilitators.
- Present their ideas at a final showcase.

Some activities may be organised in smaller age groups, while others will bring students together in international teams.

A role for accompanying teachers

Teachers travelling with students could take part through one of two pathways, to be agreed with the partner schools:

- Teacher development: professional learning in international collaboration, intercultural communication and project-based learning.
- Project involvement: supporting student teams as facilitators or helping plan and deliver campus activities.

Both pathways should support the students' experience while giving teachers a meaningful role in the project.

Illustrative setting and partners

The campus week is planned for a university setting in Winchester, England, and the project is being developed in cooperation with Lewis School of English. Lewis may also support the design or facilitation of the online sessions; its precise role and delivery arrangements remain to be agreed. Northwest Academy and other English-language schools could also be invited to bring students into the wider project. Venue, accommodation, teaching arrangements and partner roles remain to be confirmed.

The intended difference

Participants will not simply attend lessons and excursions. They will belong to an international group, use English to make things happen, help shape a shared outcome and leave with new connections. This is the idea behind Young Global Voices as a club and the Summer Campus as its annual meeting point.

05 | SAMPLE SCHEDULE

Illustrative weekly programme

The example below runs from Sunday arrival to the following Sunday departure. It is a planning framework; the final timetable will depend on the venue and school arrangements.

DAY	FOCUS	SUGGESTED ACTIVITIES
Sunday	Arrival and welcome	Arrival and check-in; campus orientation; group welcome and icebreakers.
Monday	Building the community	Communication games, team-building activities and formation of international groups.
Tuesday	Sharing perspectives	English communication workshops; sharing experiences; choosing a team project theme.
Wednesday	Discovering Winchester	Supervised local discovery activity and team challenges connected with the city.
Thursday	Creating together	Project workshops, English-language coaching, planning and peer feedback.
Friday	Presenting ideas	Rehearsals, final presentations, reflection, certificates and a celebration activity.
Saturday	London day trip	Full-day supervised excursion with a team challenge or activity to encourage observation and collaboration.
Sunday	Departure	Breakfast, check-out and departures.

Programme thread: students meet on Monday, explore ideas during the week, and present their shared work on Friday. The London excursion then provides a final shared experience before departure.



06 | DAILY RHYTHM

Example weekday timetable

A typical weekday balances structured English use with breaks, social time and rest. Evening arrangements and supervision would be agreed with the accommodation provider and participating schools.

TIME	ACTIVITY
08:00–09:00	Breakfast
09:00–09:20	Welcome and daily check-in
09:20–10:45	English communication workshop
10:45–11:15	Break
11:15–12:45	International team activity or project work
12:45–14:00	Lunch and free time
14:00–15:30	Project lab, creative workshop or local activity
15:30–16:00	Break
16:00–17:00	Sports, games or supervised free time
17:00–18:00	Time to relax and get ready for dinner
18:00–19:00	Dinner
19:30–20:45	Evening social activity
21:00 onwards	Wind-down and residential check-in

Planning points to confirm

The location, dates, accommodation, staffing, safeguarding arrangements, transport, final programme, participation fee and payment terms remain to be confirmed. Clear cancellation, refund or transfer arrangements should be communicated before payment, especially because the student assessment follows the parent or guardian's payment.

Based at Winchester University

The Young Global Voices Summer Centre is based at the King Alfred Campus with excellent facilities. The attractive campus combines historic character with modern architecture. It provides a safe and relaxed environment, while being just a 15-minute walk from the city centre.

LEWIS SCHOOL OF ENGLISH

YOUNG GLOBAL VOICES

EdYouFest SINCE 2015



A YOUTH-LED INTERNATIONAL COMMUNITY • AN EDYOUFEST PROJECT

INTERNATIONAL SUMMER CAMPUS

More than a study holiday.

Belong. Speak up. Create together.

PROPOSED WEEK

1–8 AUGUST 2027

WINCHESTER, ENGLAND • SUNDAY TO SUNDAY

AGE RANGE	ENGLISH	MAXIMUM	COUNTRY CAP
13–15	B1 level	120 students	12 per country

HOW TO APPLY

PARENT/GUARDIAN PERMISSION IS REQUIRED BEFORE APPLYING.

1 Complete the application form and write a motivation letter.
2 Upload your B1 certificate or take the EdYOUFest English assessment.
3 Take part in a friendly interview with the project team.
4 If selected, receive a formal acceptance letter.

AFTER ACCEPTANCE: parents/guardians pay the fee to confirm the place.

Scholarship or sponsorship may be used where available and confirmed.

PROMOTION BEGINS DECEMBER 2026

Proposed dates and venue remain subject to confirmation.