**WORKSHOP TOOL 1**

**The Futures of Higher Education: Youth Voices**

**Youth Workshop Guide Sample**

**Last updated: October 27, 2022**

**Created and reviewed by UNESCO IESALC**

**Location**: On-site, hybrid, or online, though on-site has proven to be the most effective mode for youths to break the ice and open up.

**Duration**: 180 minutes

**Objectives:**

While youths will be the participants of future higher education, their voices are often neglected in the decision-making process. If we, adults, impose our understandings, perceptions and hopes to our future generation, will our youths believe that they can make their own future; will our youths trust that they can decide on what they need; will our youths keep trying to express their own hopes? This workshop to involve youths into the conversation of futures of higher education is a signal communicated so that they understand that their futures are in their hands!

Combined with questionnaires and in-depth guided discussions throughout the workshop, youths will have the opportunity to express their perceptions of their understanding of current education system including higher education, share their thoughts on the role of higher education in their future and go beyond to identify challenges/improvements and opportunities for the futures of higher education in a broader societal setting.

**Participant information**:

* Total number: 6-10
* Affiliation: 1 or more public/private high school
* Age: Approximately 16-18 years old, preferably at the school level which students choose whether to go to universities, TVET or other tracks of further education
* Gender: good balance (considering binary and non-binary people)
* Background: Mixed in terms of:
  + Parental levels of education
  + Socio-economic background
  + Students’ academic performances
  + Demographics (rural/urban)
* If possible, also include:
  + People with limited economic means
  + Persons with disabilities
  + Racialized people[[1]](#footnote-2)
  + Indigenous peoples[[2]](#footnote-3) and minorities
  + Forcibly displaced people (FDP)[[3]](#footnote-4)
  + LGBTQIA+ persons[[4]](#footnote-5)
  + Without carer, tutor or parent (orphan)
  + A youth that is a single parent

**Delivery mode:**

* Step 1:
  + A first step critical to be considered is the identification of the schools with particular characteristics (which represent different social and economic status)
  + Besides the outreach letter, a previous call and a meeting with the principal are desirable to explain the same content of the letter, a little approach about workshops and to set visits to know where the workshops will be developed.
  + Organizers and facilitators can arrange a field visit to the school ahead of time to settle logistics (the place, the illumination, the noise, to select the best place with natural illumination, and space to set the technological equipment) with hosting schools.
  + Questionnaires for students and Consent Forms for parents are sent 1-3 weeks before the workshop to the school principal.
  + Trainings for facilitators are organized by the organizing partyalso 1-3 weeks before the workshop, along with distribution of workshop guide and script.
* Step 2:
  + Upon receiving questionnaires and consent forms, the organizing party can proceed with the workshop.
  + 4 activities are conducted during the 3-hour workshop by the facilitator(s).
  + The whole workshop is recorded for later analysis, with Activity 4 possibly being recorded in close-up mode.
* Step 3:
  + All recordings are reverted back to the organizing party for potential analysis.
  + Follow-up with hosting schools and facilitators for feedback and appreciation.

**Language:**

* First option: local dialect, whichever students can mobilize the most to freely express themselves.
* Second option: one of the six UN official languages (English, French, Spanish, Russian, Chinese, and Arabic).

**Organization and facilitation:**

* The main facilitator may be a member of UNESCO staff, a national program coordinator of UNESCO, an external youth specialist, and etc. However, he/she should not be a teacher, parent, or in any conflict of interest with participants. Assistant facilitator(s) are encouraged to coordinate certain activities depending on the main facilitator’s needs.
* Organization of the workshop should be in a space where students feel safe to freely express themselves.
* The hours of the workshop should be non-study hours in the school calendar. It is important to ensure that students are NOT skipping classes to attend the workshop.

**Workshop plan:** (180 minutes)

1. **Icebreaker into “Futures of Higher Education” (40 minutes)**
   1. Welcoming words and introduction of “The Futures of Higher Education: Youth Voices” as well as personnel involved for the session
   2. Icebreaker: Imagination Hub of 2050
   3. Reflection on students’ current and past experiences with Education at all levels
2. **Higher education, you, and the future (40 minutes)**
   1. Defining students’ next steps.
   2. Discussion on future higher education and individual development:
      1. Skills in 30 years
      2. Experiences in 30 years
      3. Higher education’s role in skills

***Break: 20 minutes***

1. **Multiple futures of higher education and societies (40 minutes)**
2. Setting a goal: imagine a desired improvement in the society that can be made when you are 50 years old.
3. Brainstorm on the relationship of future higher education and societies:
4. How can higher education support society?
5. What can society (e.g. your community, government, companies, etc.) do to support higher education?
6. **Laying a clear path: summarizing the key visions of “The Futures of Higher Education: Youth Voices” (40 minutes)**

One-sentence summarizing activity to clarify the visions, representing “Youth Voices in Futures of Higher Education” (Optional: use video recording to create a promo video for advocacy)

Concluding remark

Certificate ceremony and workshop outcome (e.g. mural) handover

*Please note that most activities can remain the same regardless of the mode of the workshop. For online or hybrid mode, activities 1b and 4c shall be changed to less interaction (e.g. allow youths to share one by one on the screen instead of with neighbors, or use padlet instead of paper so youths can share their drawing immediately through online platform; and no ceremony or handover but instead send the certificate and outcome after the workshop. And 4a may be changed if adopting the promo video recording is planned – simply from recording with a camera to recording through workshop platform (e.g. Zoom, Teams, etc.).*

1. Based on <https://unesdoc.unesco.org/ark:/48223/pf0000381750> “The right to higher education: a social justice perspective”, this definition refers to people who have been negatively impacted by racism, usually con-text specific. [↑](#footnote-ref-2)
2. The term ‘peoples’ is used to acknowledge the diversity of different Indigenous communities, their cultures, spiritual traditions, histories and philosophies [↑](#footnote-ref-3)
3. Such as a refugee, a migrant, an internally displaced because of civil war or natural catastrophes, or demobilized or reintegrated or reinserted guerrilla fighter or paramilitary or by other reason. [↑](#footnote-ref-4)
4. This report uses the acronym LGBTQ+ (lesbian, gay, bisexual, transsexual, queer and others) to recognize the need for inclusivity and the very broad spectrum of gender identities and sexual orientations, while also noting the existence of other acceptable terms. [↑](#footnote-ref-5)