**TOOL 2.2 - WORKSHOP**

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

**Youth Workshop Script Sample**

**Last updated: October 27, 2022**

**Created and reviewed by UNESCO IESALC**

**Objective:** This document can be used as a complementary tool to the Youth Workshop Guide Sample as it provides more details for the breakdown of each segment of the workshop as well as specific activities that can be arranged. This tool is sampled for on-site workshop; however, you shall make adjustments to better accommodate the context where the workshop is hosted, including whether you hope to adopt on-site, hybrid, or virtual mode.

**Workshop materials needed:**

* Paper sheets at least A4 size or cardboard
* Pens or markers of different colors
* Tape

**Workshop equipment needed:**

* Camera or cellphone
* Laptop
* Microphone

**The workshop is 180 minutes in total and may be recorded from the beginning to the end. If it is recorded, some strategies for video recording are:**

* + Please make sure that the mic on the camera is NOT blocked so that voices need to be clear.
	+ Please ensure ALL students are within the picture (in horizontal position).
	+ The camera should be stabilized with either a tripod or a flat surface.
	+ For the last activity, the capture in the picture can be about half of each student (basically, the whole upper body).

**Start recording NOW.**

1. **Icebreaker into “Futures of Higher Education” (40 minutes)**

| **Objective** | **Time and Description** | **Recommendation for Facilitators** |
| --- | --- | --- |
| Welcoming words and introduction of “The Futures of Higher Education: Youth Voices” as well as personnel involved for the session | **Facilitator Script (part a – 10 minutes):** Good morning/afternoon, everyone, welcome to the youth workshop in xxx. Thanks for coming today and your time. My name is XXX and I am here today with my colleagues xxx (and xxx) to listen to you. We will be moderating this workshop. During these two hours, we will be learning more about you and exploring your thoughts, interests and concerns about your next steps and the role of education in the future. We would like to hear your voices about the type of education you consider ideal or transformative for your future self and your communities and society in the future.Just a brief overview of what we will do today, the activities for this workshop include the following 4 parts:* First, we will reflect on your experiences in education so far.
* Second, we will discuss what your next step and future education means to you.
* Third, we will go into exploring how your next step and future education link with your society.
* And finally, we will ask you to summarize in one sentence your visions to 2050 (it could be in a video record or in a mural putting on a piece of paper with your sentence)

Your responses are important for empowering other youths as well as conducting research related to the futures of higher education, so this session may be recorded and will be used for the purpose of our research in representing youth voices as well as other publicity materials.\*If the recording happens say: I will start recording now and invite you to imagine together. Any questions or queries for now? |  |
| Icebreaker: Imagination Hub of 2050 | **Facilitator script (part b – 15 minutes):**Now, let’s start with a round of introduction so we can all get to know each other. We invite you to tell us your name, your age, the city where you were born and the school where you are studying (and in which grade). For example, *my name is XXX, I am 17 years old, I was born in Maracaibo and I am studying in the 9th grade at XXX school.* [ALLOW each to introduce him/herself.]Now let’s do a little exercise before we start our discussion. Close your eyes and for 1 minute imagine yourself at the age of 50. How do you see yourself? What are you doing? What is around you?[ALLOW 1 minute of silence.]Now please open your eyes – and you have paper and pens in front of you. May you please take 5 minutes to draw/write whatever you see in your imagination? Please note that the drawing does not need to be complicated – it is just an illustration.[ALLOW 5 minutes for drawing/writing.]Now please show your drawing to the person sitting next to you, tell them about something in your picture and then listen to what they have to say about their drawing. |  |
| Reflection on students’ current and past experiences with Education at all levels  | **Facilitator Script (part c – 15 minutes):** Ok, hold on to those visions for now. Let’s come back to today and think about your current and past experiences in all education that you have received so far. * **What are the things do you like about your current education; and**
* **What things about the education you’ve experienced so far that you would like to be improved?**

Once again, you have paper and pens that you could use to write your responses if you need them. So, who would like to share your responses?[ALLOW 2-3 to answer the first question and 2-3 to answer the second question.] | Do not be afraid of a little silence before someone responds – do not fill the silence yourself by talking more! If no one volunteers after 30 seconds, ask someone to contribute. The advice is to choose 2-3 youths to talk out loud and let the rest think in preparation for the next activities. |

1. **Higher education, you, and the futures (40 minutes)**

| **Objective** | **Time and Description** | **Recommendation for Facilitators** |
| --- | --- | --- |
| Defining students’ next steps. | **Facilitator Script (part a – 5 minutes):** Now that we have discussed your current education, let’s look ahead to the future. When you have completed your current education, what do you want to do next? Let’s hear from everyone, what is one thing you can share with the group?[ALLOW each student to answer.] | Encourage **ALL OF THEM** to participate - ask each person in turn to respond (call on students in a different order each time) |
| Discussion on future higher education and individual development:* Skills in 30 years
* Experiences in 30 years
* Higher education’s role in skills
 | **Facilitator Script (part b – 35 minutes):** Continuing our discussions on education, let’s think forward to your future again. At the start of the workshop, you imagined that you are 50 years old. Let’s return to that vision. If you want to, you can take out your drawing to help you remember.**Based on your vision of yourself at 50…*** **What skills do you want to have mastered by that time?**

[ALLOW 2-3 students to answer.]* **What professional experience would you like to have achieved by then?**

[ALLOW 2-3 students to answer, preferably different students from the last question.]* **What role do you see education playing in helping you achieve these skills and experiences?**

[ALLOW 2-3 students to answer, preferably different students from the last question.]* **By this time, what changes can you bring to your family and/or your community with your higher education experience?**

[ALLOW 2-3 students to answer, preferably different students from the last question.] | Encourage big ideas, remind youths to think about how their personal development will be to help connect this to their next step and future education, and tell them there are no right or wrong answers. It is also fine if youths do not want any more education or seek innovative models of education that do not exist now.) |

***Break[[1]](#footnote-2): 20 minutes***

1. **Multiple futures of higher education and societies (40 minutes)**

| **Objective** | **Time and Description** | **Recommendation for Facilitators** |
| --- | --- | --- |
| Setting a goal: imagine a desired improvement in society that can be made when you are 50 years old. | **Facilitator Script (part a – 10 minutes):** Now let’s think about the world around you at the time when you are 50 years old. You have already thought about yourself in that world, so let’s now think about it from the perspective of the global. We all know that for this world to be a better place, some improvements will be needed. * **What is ONE improvement you think needs to be made in the world by the time you are 50?**

You have paper and pens in front of you if you want to write it down. May you please take 1 minute to write the one improvement you imagine **would need to be made when you are 50**.[ALLOW each student to think about it for 1 minute and then ask them to share.]Now let’s start to share it (first brainstorming): [ALLOW each student to answer. Write up their answers on a big sheet of paper / whiteboard / screen and keep it displayed.] | Encourage big ideas, remind youths to think about how the world will be the same or different, and tell them there are no right or wrong answers. |
| Brainstorm on the relationship of future higher education and societies:* How can higher education support society?
* What can society (e.g. your community, government, companies, etc.) do to support higher education?
 | **Facilitator Script (part b – 30 minutes):** Now let’s bring together what you imagine for yourself and for the world at the time when you are 50 and discuss the role that education can play in helping us from today to that future. Specifically, we would like to ask you to focus on higher education – this could be university or college or technical and vocation education.* **How could higher education support you to reach your imagined self at the age of 50?**

[ALLOW 3-4 students to answer.]* **What do you think HIGHER EDUCATION should do to ACHIEVE THE IMPROVEMENT in the world THAT YOU JUST IMAGINED?**

[ALLOW 3-4 students to answer.]* **What can society (e.g. your community, government, companies) do to support higher education in order to help you each your goals and to ACHIEVE THE IMPROVEMENT in the world THAT YOU JUST SHARED WITH US?**

[ALLOW 3-4 students to answer, preferably different students from the last question.] | If helpful, point out to participants that higher education might *not* be able to support them – what is important here is to share what they think about the place of higher education (or not) in their next steps.Encourage all participants to participate in at least one question and tell them there are no right or wrong answers. |

1. **Laying a clear path: summarizing the key visions of “The Futures of Higher Education: Youth Voices” (40 minutes)**

| **Objective** | **Time and Description** | **Recommendation for Facilitators** |
| --- | --- | --- |
| One-sentence summarizing activity to clarify the visions, representing “Youth Voices in Futures of Higher Education”  | **Facilitator script (part a – 25 minutes):** To close this workshop with strong and straightforward messages, we are going to ask you to share with us your responses to each of the following questions in one sentence. You can use a piece of paper to write it.The question you will start with is:* **What do you want your next step in education to be?**

We will give you 2 minutes to think about it and write your answer based on your reflections today. Then, please share with us your answer.Now, you can choose in between the following two options to conclude your answers:**Option 1:**1. **How do you see higher education supporting your personal development?**
2. **How do you see higher education supporting the world in the future?**

**Option 2:**1. **What are your biggest hopes for higher education in 2050?**
2. **How do you want future higher education to be?**

In this case, we will give you 3 minutes to prepare your answer in one full sentence, based on your reflections today and your previous response. You should write it on a piece of paper, adding your name, your age and where you come from.Now, let’s share your visions in one sentence![ALLOW all students to take turns in answering each question.] | Encourage each participant to participate. Let them first volunteer themselves, otherwise invite each of them to participate. Optional: facilitators can use video recording for this part to create a promo video for advocacy.If applying video recording, share with them some tips to the video recording such as: to relax, smile if they want to, look directly to the camera, speak in their native language, not too loud and not too soft. Ask them to imagine that they are telling their response to a friend. If necessary, please allocate 1 facilitator behind the camera so students can feel they are talking to someone. |
| Concluding remark | **Facilitator script (part b – 5 minutes):** Thank you everyone for coming today. We have been very inspired by your visions in the futures of higher education. For example: xxx (provide 2-3 highlights of the discussion). |  |
| Certificate ceremony and mural handover | **Facilitator script (part c – 10 minutes):** With appreciation of your work to promote youth voices for future higher education, we have prepared a certificate for each one of you. Please come and get it when you hear your name.[Read out student’s name one by one and hand out the certificates. Ask each student to share their visions (the last sentence that they prepared on a paper) and put it on the mural. By the end of hand-out, please take a group picture of facilitator(s), students holding the certificates and the final mural.]We wish you all the best for your future.  |  |

**End recording NOW.**

1. Include refreshments. [↑](#footnote-ref-2)