



STEP 2 EP-DEM LABS IN ACTION GUIDANCE

EQUITY, PARTICIPATION, DECISION MAKING LABS

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September 2016



Co-funded by the
Erasmus+ Programme
of the European Union

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STEP 2 EP-DeM Labs in Action Guidance

Equity, Participation, Decision Making Labs

Background

EP-DeM is a Forward-Looking Cooperation Project financed by Erasmus+. It is active from the 1st January 2016 until the 31st December 2017. Its main objective is to engage and enable disadvantaged youth (16-24) in transition moments to express their voices, co-develop and co-deliver projects and measures aimed at improving their education level and employability.

The local actions will take place in 4 European cities: Bologna, Cagliari, Dublin and London. In each city a team of facilitators has been recruited, and a common training been held in Berlin, in July 2016.

The guide is based on five important topics that emerged from the three-day 'Facilitator Training' held in Berlin (July 2016) at which those taking part agree 'Code of Conduct' that each partner country designing and delivering the LABS should adhere to.

CODE OF CONDUCT

1. Undertake extensive **research and preparation and manage well Labs before, during and after** to ensure that the LABS are effective. Find more in *Research, Preparation and Management*
2. Use **multiple facilitators** reflect participants and adopt a co-facilitation approach. Find more in *Multiple Facilitators*
3. Use **clear communication** with all people involved and in each occasion. Find more under *Using clear communications at all times*
4. In the design and management of the LABS always **stay mindful of the project's/the LAB's objectives**. Find more under *Staying mindful of objectives*
5. At the outset of the LAB 'workshops' **agree 'Group Norms'** with those taking part. Find more under *Agreeing group norms*.

These Guidelines also include a "Methods and tools" section, with hints from the Training of Facilitators. In the **Appendix** section you find the necessary sample tools, examples and resources used during the training and beyond.

Each of the five topics will be addressed through this guide, but first, it is important to 'set the scene' in terms of the **PURPOSE** of the EP-DeM Labs project and the **STEPS** taken to reach and surpass, where possible, the key milestones. The **FOUR STEPS** are briefly described over the following pages.

Please refer also to the project website www.epdemlabs.eu.

ONE PROJECT, FOUR STEPS

Rinova has produced this guide for partners responsible for delivering the LABS that are a key element of Work Package Three (WP3) 'EP-DeM Labs in Action!' – described below as “**STEP TWO**” in the overall process.

Step 1: Action Research

Step 2: Labs

Step 3: Journey of Change
Recommendation

Step 4: Scalability



STEP 1 - ACTION RESEARCH

The Action Research undertaken during STEP ONE provides the foundation on which all following STEPS will be built. Key milestones for STEP ONE are as follows:

- City Reports, summarizing the current status
- EP-DeM Criteria on equity, participation and decision-making

CONSIDER THIS!

For those leading on the development and implementation of the LABS in each country it is imperative to read and digest the results of the Action Research, in particular the table of criteria resulted from it, as this will influence how the LABS are designed and delivered. The table can be consulted [here](#) and it includes some examples on how to use the criteria within the Labs. It is also suggested that you read your 'City Report' (click on the name of the city to access each

report: [Bologna](#), [Cagliari](#), [London](#), [Dublin](#)), which provides more detailed information about (i) the Youth Guarantee Scheme or Youth Contract in your country and (ii) Quality measures.

STEP 2 - LABS

The three-hour long **LABS** are the heart of the project and there will be:

- **3 Youth EP-DeM Labs** involving people between the ages of 16-24 years old, including those who experience/experienced difficulties in accessing education, training or employment measures (equity in access), those who dropped out (equity in retention) and those who failed in meeting an educational objective (equity in delivery).
- **3 Institutional EP-DeM Labs** involving Regional/National Decision makers, trainers and employment providers and relevant stakeholders, to discuss what success looks like, how to deal with 'bottlenecks' and challenges in their cooperation and policy implementation measures.
- **2 Mixed Labs** where young people and institutions will come together and openly discuss, negotiate and advocate each other's point of view, vision, and proposals to improve the design process and the quality of transition measures.

A key milestone for this work is to agree the "Journey of Change" LABS Contract (see Appendix 7 - Journey of Change Contracts) and a City Action Plan (see Appendix 8 - Sample LAB 'Action Plan' (Young People) and Appendix 9 - Sample LAB 'Action Plan' (Organisations/Institutions) for examples on where to start from).

REMEMBER THIS!

In the short term, we want to achieve a **change of attitude** towards education, training and employment systems by fostering higher resilience and awareness. In the medium term, we want to **improve the socio-emotional and participation**

skills of young people so that they have improved lifelong learning outcomes. In the long-term, we want to **ensure that young people play a key role and become key role models** amongst their peers and in the community – by engaging their participation in decision-making.

We want to encourage creative and innovative approaches to the delivery of the LABS as not only will they be more appealing, it is more likely to generate good, sustainable results.

EP-DEM LABS TOPICS

The LABS are **highly participatory workshops that have a creative character**: they address a specific policy issue and gather a balanced group of local stakeholders dealing with issues from a variety of perspectives. They address cross sector policies and interventions **targeted to young people in transition** (16-24), especially those from disadvantaged backgrounds.

- **EQUITY**: Labs serve to investigate how the Youth Guarantee Scheme (Youth Contract) and other transition measures are equitable in terms of access, retention and follow-up of young people.
- **PARTICIPATION**: Labs serve to hear and confront the voices of beneficiaries, stakeholders and policy makers on how employment and education measures for youth in transition should look like.
- **DECISION MAKING**: Labs serve to bridge the voices and proposals of young people into planning of interventions and service-delivery mechanisms.

STEP 3 - JOURNEY OF CHANGE RECOMMENDATION

STEP 2 feeds the development and implementation of **STEP 3**, described as follows:

Representatives of all City Labs will come together in Dublin, in June 2017, to discuss, advocate and find common answers to the questions and challenges concerning equity in transition measures. In November, the European Youth Conference and the Final Conference in Rome bring together all those involved to find a synthesis of the most important topics to recommend and work towards to improve equity and participation.

Key milestones are as follows:

- European Report – “The Journey of Change”
- EP-DeM European Youth Recommendation and Action Plan
- EP-DeM European Recommendation

STEP 4 - SCALABILITY

STEP 3 feeds the development and implementation of **STEP 4**, which is gathers together the meaningful results of the project, with the following key milestones in mind:

- Observatory on inclusiveness and equity of practices and measures
- 4 City Reports on scalability of our experiences in the Labs
- Best EU practice award, for the best performing in terms of equity, participation and decision-making of youth.

Refer to Handout (2) About EP-DeM Labs given in this guide

REMEMBER THIS!

The evaluation framework of the Labs is very important. Please remember, after each Lab, to ask the participants to fill a questionnaire evaluating the quality and relevance of the Labs. Please have a look at the Appendix 10 – Lab Evaluation – Young People and Appendix 11 – Lab evaluation – Institutions and stakeholders for relevant examples of questionnaires.

In addition, for those leading on the development and implementation of the LABS in each country it is important to read and digest the Impact and scalability Evaluation concept and tools, as it is strictly linked to the Labs implementation and outcomes. Please see the evaluation concept and the related tools contained therein to have a better knowledge about that.

Research, Preparation and Management

Research, Preparation and Management

In this section it is important to consider carefully the resources you have available within your own organisation and those that are provided as part of project participation. Also, you will be asked to think about what needs to be done **BEFORE** the LABS start and how the LABS will be managed **DURING** the defined timeline, and finally, what you will need to do **AFTER** the LABS complete.

Before the Labs

1. Research

- Make sure you confidently understand and can articulate the purpose of all aspects of the EP-DeM Labs project. The project's website is a great place to start: <http://www.epdemlabs.eu>
- Refer to the research undertaken in the Action Research stage of the project – you easily establish what the key issues and concerns are.
- Develop relationships with the key stakeholders – find out what will motivate them to take part in the LABs and establish what they want to gain out of their participation. Please also take a look at Appendix 3 – Ground Rules/ Groups Contract.
- Do your research in terms of 'Cultural Awareness' as this will ensure that individuals from diverse backgrounds are equally able to participate in the LABs. Please also take a look at Appendix 4 – Managing Cultural Diversity
- Know the wider context. Find out more about what works and does not work in terms of employment programmes for young people – you need to be able to speak confidently to those who experience these programmes, but also those who have to design and implement them. It would be wise to

know of the policy drivers behind these programmes, too. Please also refer to the city reports of the 4 cities (click on the name of the city to access each report: [Bologna](#), [Cagliari](#), [London](#), [Dublin](#)).

- You need to be able to ‘profile’ your key stakeholders taking part in the LABs, as the LABs need to be tailored to their specific and unique needs.

Hints & Tips

Make a **Research Checklist**, including:

- ✓ **Delivery Timeline:** referring to the GANTT chart produced for the project as it sets out the timeframe for when the LABs need to be started and completed by. Also, set out the sequencing of the LABS e.g. one youth lab, one institutional lab, and then one mixed lab. This will ensure that the discussion progresses. Please, see also the Appendix 2 EP-DeM Labs Project workplan and Labs Planning tool.
- ✓ **Location & Venue Requirements:** including venues, costs, transport and facilities available. The venues might need to be selected based on the type of LAB being delivered e.g. young people might prefer a community setting for the LAB, whilst organisations and policy makers may prefer a more formal environment.
- ✓ **Create a Participant Profile:** agree with your co-facilitators who would be most ideal for the Labs and then target them directly, bearing in mind that you need to consider both diversity and equity.
- ✓ **Generate your database/contact list:** produce an easy-to-use and accessible contact list so that all involved in delivering the LABs can use it/ follow-up participants. Also, make a note of how the participant prefers to be contacted e.g. email or mobile phone.

2. Preparation

- Facilitators should be chosen on the basis of having the best knowledge and expertise to lead on each of the LABs. Then, decide who is best at co-facilitation.

You need to agree 'who does what' when it comes to leading and co-facilitation and set out the 'ground rules' between you – you really need to come across as a team and you need to carefully recognize when your co-facilitator needs assistance, and then assist them in the right way. Work with your co-facilitator to design a dynamic environment that is appropriate to the participant – remember, there is no 'one size fits all'. This approach will also help to build a relationship with your co-facilitator.

- Seek out effective practice examples of similar 'LABS' and/or Facilitation Guides that might provide you with more ideas. There's a few ideas provided for you at the end of this guide. See for example the sections Methods and tools and [Appendix](#).
- Think about your own skills and development needs – do you need to do a short course in public speaking, assertion or evaluation techniques?
- Create a positive vibe around the LABS – use social media, networks, newsletters and your social networks to create a 'buzz' – creating an exciting atmosphere and enthusiasm for the project. This might include running a 'trial lab' with your co-facilitator(s) and some 'friendly' contacts.
- Create a resource bank of stimulating tools and techniques that can be drawn upon, which should easily enable creative discussions to take place.
- Consider the 'capacity building' requirements of your participants – all taking part might need some new skills and awareness being developed in order to take part and be effective.
- A Planning Tool for the whole activity, to be updated while you develop the Labs – you can use this as your 'road map' and record of your delivery.

Please refer to templates provided in Appendix 2
Project workplan and Labs Planning tool.

EP - DeM Labs

- A budget for the activity – know what you've got to spend and how much can be used for incentives, refreshments, venue hire, and the like.

Please use the Appendix 1 – Labs Activity Plan and the Appendix 2
EP-DeM Labs Project workplan and Labs Planning tool to plan your Labs.

3. Recruitment

For all LABS it will be important to have the “right” people engaged.

- **Organisations/Institutions/Policy Makers:** maximize personal and professional networks and target specific people and/or organizations that are delivering mainstream contracts in innovative and creative ways; those who demonstrate and/or who are known for effective practice; ‘grass roots’ organizations working with young people and that have experience of having to implement government programmes. Can they chart a “journey of change” that provides a seamless service?
 - ✓ **Maximize:** email groups; networks; word of mouth recommendation and personal approaches; direct emails/letters to key decision-makers and implementers, and those who actively took part in the Action Research.
- **Young people:** target those young people you have worked with in the past/ are working with currently and who can represent and/or tell their story/share their experiences at different stages of the journey and articulate their experiences through transition points. Can they chart a “journey of change” that was unique to them?
 - ✓ **Maximize:** social media platforms used by young people; contacts with youth-led organisations and groups; target organisations who work directly with young people; encourage word of mouth referral and recommendation; reward and incentivize attendance and retention.

Also, encourage those who took part in the Action Research to progress into the LABS. At every opportunity provide young people with an opportunity to engage in the planning and delivery process and support them in understanding the value of participation in the development of their 'soft skills' / 'life skills' and how CVs might be enhanced as a result of participation.

Hints & Tips

Make a **Preparation Checklist**, including:

- ✓ **Facilitators:** spend sufficient time to ensure that the LAB facilitators are clear about their role and responsibilities. You might want to set out a workplan for each facilitator so that their time and skills are used efficiently and effectively. See Handout (3) within this guide.
- ✓ **Delivery Timeline:** referring to the GANTT chart produced for the project as it sets out the timeframe for when the LABs need to be started and completed by. Also, set out the sequencing of the LABS e.g. one youth lab, one institutional lab, and then one mixed lab. This will ensure that the discussion progresses.
- ✓ **Mode of Facilitation:** be mindful of the need to consider the most appropriate mode of facilitation for each of your LABS. Please refer to Handout (1) provided within this guide.
- ✓ **Recruitment:** once you've agreed your Participant Profile you will need to agree to how you will engage the right people. A Recruitment Strategy/ Plan will help. You will need to also need to agree resources for implementation. Ideally, you'll have secured a number of interested individuals through the focus groups undertaken in the Action Research phase of the project. Use wide-ranging tools and techniques that are appropriate to your target participant – word of mouth, professional networks, e-flyers, flyers, networking, emails, letters and the like.

- ✓ **LAB Themes and Tools of Enquiry (Questions):** it is imperative that the LAB Themes and questions are agreed in advance, however, there on-going flexibility should be built in to reflect the outcome of the LABS e.g. Young People.

Note this!

All the Labs are guided by the same leading questions, and will follow a path that starts from (1) the analysis of current situation, to the (2) creation of a comprehensive understanding of the desired changes in measures and offers available to the (3) creative development of a concrete city action plan. Nonetheless, the facilitation and methods will diverge to keep into account the cultural differences, capacities and expectations of all the participants. Similarly, the outputs of the Labs will address the same contents (identification of problems, recommendations and action plan), but these might result in very different forms.

- ✓ **Refer to the project's Reporting Framework:** there is a robust reporting requirement for the project. Therefore, at a minimum there needs to be the following (project branded) templates produced:
 - ▶ LAB Activity plan (Appendix 1 – Labs Activity Plan)
 - ▶ LAB agenda (Appendix 5 Sample 'LAB' Agenda (Organisations/ Institutions) and Appendix 6 Sample 'LAB' Agenda (Young People))
 - ▶ List of invitees
 - ▶ Sign-in Register (Appendix 6 Signing in sheet)
 - ▶ LAB Journey of Change Contract (Appendix 7 - Journey of Change Contracts)

- ▶ LAB Evaluation.

✓ **Implement the project's Evaluation Framework:** as above, there is a robust evaluation process requirement for the project. Therefore, the following should be used/undertaken as a minimum:

- ▶ Evaluation Framework
- ▶ LAB/event Evaluation Form(s) in accessible formats and designed to capture impact (Appendix 10 – Lab Evaluation – Young People and Appendix 11 – Lab evaluation – Institutions and stakeholders)
- ▶ Impact Analysis report (after each event and one final report that compiles the main findings)

During the Labs

Now that you've got all of the project's templates and timelines/delivery timetables in place, you need to think about what research and preparation is needed **DURING** the LABS' delivery. So, it is recommended that you need to think about the following:

- **Facilitator Role and Responsibilities:** the role and responsibilities of the co-facilitators should be agreed in advance and adhered to during the LAB event. It should be custom and practice to effectively and support one-another in delivering an effective LAB. This will include being respectful of differing approaches and techniques, but also being sufficiently intuitive to effectively assist and support the lead facilitator (and vice versa).
- **Research:** into topical issues that might be in the media so that the discussions are both current and relevant.
- **Foster Positive Thinking:** be mindful of acknowledging negative feedback, however, effectively promote positive thinking within discussions and about what is being achieved through the LABS.

- **LAB Themes and Questions:** it is important that at the first and consequent LABS that the ground rules/group contract is created/established and maintained. Also, that the questions previously agreed by the partners/the facilitators are continuously reviewed so that they are both relevant and current to the progress of the discussion/debate.
- **LAB Journey of Change Contract:** during the first LAB it will be important to present and discuss the 'Journey of Change Contract', which sets out an approach for facilitating change through a 'transition curve'. See Appendix 7 - Journey of Change Contracts
- **Develop an Activity Plan:** it will be important to design and implement engaging activities that are suitable to the LAB participants. See Appendix 1 – Labs Activity Plan
- **Manage Cultural Diversity:** the facilitator must recognize that cultural diversity comes in many different forms. Therefore, the facilitator must be aware of how to effectively manage a culturally diverse group. See Appendix 4 – Managing Cultural Diversity for suggestions.
- **Facilitation of a Group Contract/Ground Rules:** the group contract/ground rules will be unique to each group, however, should feature a number of fundamental requirements. See Appendix 3 – Ground Rules/Groups Contract for suggestions.
- **Facilitator Network:** throughout the timetable of running the LABS it is important for the facilitators to actively participate in the peer-to-peer exchange that will be encouraged between partner countries. This is to ensure that decision-making and problem-solving is peer-supported, and that lessons learnt and effective practice can be exchanged on a regular basis – mainly to continually improve practice. To this end, facilitators have at their disposal also a forum on the website, not visible to the public, to facilitate discussion and exchange. The link: <http://www.epdemlabs.eu/forums/lab/internal-forum/>.

After the Labs

AFTER each LAB it is recommended that there is an agreement on the following:

- **Facilitator Role and Responsibilities:** review individually and collectively their work programme on a regular basis and provide regular work progress reviews. This can be via (i) facilitator team meetings with a set agenda on progress, performance, evaluation, impact, and what needs to be changed and why, and (ii) individual meetings so that the individual is supported and their work programme reviewed.
- **Resources:** each and every LAB should be widely promoted among key stakeholders and wider networks. Therefore, it is important to assign additional members of the team who can support the promotion and awareness building process. Also, there needs to be (human) resources attached to the routine tasks of making sure that the resources and equipment needed for the LABS is readily available. Make a Checklist of things needed, including pens, flipchart, PowerPoint presentation facilities, post-it notes, and the like.
- **LAB participant retention:** to maximize the potential for retention of participants, especially young people, it will be necessary to devise, implement and monitor a communications plan – keeping those taking part informed of the outcome of the LAB event(s), more generally about what's happening on the project, and what progress is being made. Remember, it is really important to build a relationship with all participants to ensure their on-going involvement.
- Use the city forum to report upon your Labs and keep participants engaged. Further counseling will be available for you on this topic. The forums are accessible here: <http://www.epdemlabs.eu/labs/>.
- **Monitoring, evaluation and reporting:** to ensure the project maintains focus and momentum it is imperative that results and impact is captured and

reported on a frequent basis. The project's Evaluation Framework should be used to do this.

Hints & Tips

- ✓ **After EACH LAB** the facilitators should take shared responsibility to set aside some time for reflection and review of the findings from the event and evaluation.
- ✓ **Carefully scrutinize evaluations** carefully to identify learning and how this can be applied to future LABS.
- ✓ Ensure that someone takes responsibility for **sending out a “Thank you”** email to all participants.
- ✓ In the “Thank you” email you can include highlights of the LAB, details of the next one, and group actions (if there were any), to maintain interest and engagement.
- ✓ After the first LAB, if there is a young person emerging as a ‘leader’ and/or who is particularly keen to be involved, **encourage their participation** in planning and promoting the LABS.
- ✓ Linked to the above, where ever possible, ensure that the LABS for young people have their input into design and delivery. Also, you might want to consider how the **young people involved in design and delivery of the LABS get involved in the Information and Sensitization Events**, which are focused on young people and communities.

Multiple Facilitators

Multiple Facilitators

In this section, it is encouraged that you think carefully about the facilitator role and the responsibilities that they undertake across all aspects of research, planning, reporting and evaluating the EP-DeM Labs in Action!

1. Build your team of facilitators

- Each facilitator completed an Application Form and Profile Skills Audit so make sure to review these when assigning roles and responsibilities.
- Also, use both of these documents to identify which person might best lead and co-facilitate the different LABS.
- Make sure that your facilitators reflect your LAB target group and are 'up-to-speed' on key issues relating to that group. Also, it will be valuable to encourage continuous research and development in order to ensure continuous improvement, in the facilitator as a professional, but also in terms of the LAB delivery.
- Ensure that the team of facilitators are fully aware of the opportunities and challenges of co-facilitation
- Ensure that the facilitators have all the necessary 'soft skills'¹ needed to be effective.

2. Review performance and progress of the facilitators

- Build in regular facilitator team meetings so that you can review progress, engage in supported peer-review, and are encouraged to review performance on a regular basis so that decisions can be made effectively and solutions be implemented efficiently.

¹ Personal attributes that enable someone to interact effectively and harmoniously with other people.

- Ensure that group performance reviews and progress are reported formally so that lessons and effective practice can be exchanged within the partnership.

3. Encourage an exchange of methodologies between facilitators

- Foster a 'practice approach' that reflects the LAB group(s) and uses contemporary as well as 'traditional' and more 'tried and tested' approaches.
- Methodologies (for facilitating discussion) in creative ways should be exchanged between the partner organisations. Therefore, the methods should be written up and shared as resources.

4. Ensure that facilitators focus on equity within the LABS

- Recognize that there will be a need to build a trust relationship between those taking part in the LABS, in particular the 'Dual'.
- Recognize that there might be 'perceived status' and 'projected status' and that some feelings of fear or superiority might impose a higher or lower status to the group or individual. The facilitator is required to be aware of how such situations could impact on equity.
- The facilitator needs to be adept in supporting the group to reach a group consensus.
- The facilitator needs to be aware of the need to assist in improving the equity of some participants.

Using clear
communications
at all times

Using clear communications at all times

In this section, you are reminded that there is a need to communicate and use different communication methods with your LAB target groups. The methods that you will choose to use for engaging and retaining young people will be quite different from those used for those representing institutions, organisations and policy makers.

1. Know your baseline

- You will need to effectively communicate a statement of the problem/situation that the project is aiming to address.
- This will include the boundaries of the commissioning authorities.
- It will be helpful if you are aware of (programme) evaluation findings and the impact of mainstream programmes eg the Youth Guarantee Scheme/the Youth Contract, etc.
- You will need to be familiar with the young person's point of view and their journey through key transition points.
- Be clear in your understanding and presentation of the aims and outcomes of the project.
- Refer to the Action Research produced as part of the EP-DeM Labs project as a baseline.

2. Focus on building relationships

- The expectations of all those involved will need to be carefully managed.

- Build relationships with a view to sustainability in terms of shared responsibility, the need for everyone to “buy-in” to thinking ‘outside of the box’ and for influencing sustainable change on limited resources.

3. Identify the motivation for participation

- Refer to the Action Research within your own and partner countries to deepen your understanding of the motivation for participation.
- Maximize opportunities presented by on-going involvement of key stakeholders (within the LABS) and wider networks to gain a better appreciation of what motivates those involved or on the periphery of the project.
- Embed the exploration of motivation within the LABS so that this can be communicated throughout the project.

4. Use simple and accessible language

- Be mindful of the fact that some young people attending the LABS might be asking to participate in a language that is not their mother tongue/first language.
- Consider the use of plain language and avoidance of jargon or ‘street’ language within the LABS. This might be best addressed through the ‘contract’ or ‘ground rules’ that you establish with the group.
- If necessary, create a glossary for your LABS so that common words and phrases can be better understood.

Staying mindful of objectives

Staying mindful of objectives

EP-DeM Labs in Action! - EP-DeM Labs will come to life and activate a **multi-level** and **multi-stakeholder process of dialogue, participation and co-design** among the three main targets of the project: youth from disadvantaged backgrounds, education, employment and training service providers and policy makers.

EP-DeM tackles the issue of **youth social disengagement**, having consequences on their education, training and/or employability levels through an holistic approach, starting from the individual's empowerment and arriving to the systemic change in considering "the youth issue" by education and training structures, counselling and employment providers and policy makers. Aims:

- **Build evidence, experiment and scale up** the intrinsic linkages between a holistic approach, not focusing on single measures to improve educational outcomes of the disadvantaged youth, but on their participation, empowerment and engagement and on the responsiveness and flexibility of the systems themselves;
- **Develop and test a new approach** to the professional figure of the "youth worker", as a real agent of change that can influence and play an active role as model also in formal education, training and employment frameworks and not only, as traditionally is meant, in "leisure" and in tackling "anti-social" behaviours;
- **Adopt, adapt and develop innovative dialogue and self-empowerment experiences and approaches targeting excluded youth**, typically relegate to the informal and youth work contexts, to engage them in an open dialogue and co-design of education, social and employment measures targeting them;
- **Prepare and engage education and employment service providers and the relevant policy makers in VET and employment** to dialogue in a continuous manner and to structurally integrate the outcomes of the dialogue with youth in program and project design, delivery and implementation mechanisms;

- **Develop a set of innovative, sustainable and cost-effective tools** encouraging local, National and European policy makers to integrate direct voices and ideas of youth in planning and delivery of educational and employment services directed to the most disadvantaged, and to undertake a path toward a genuine and transparent evidence-based policy making.

Ultimately, EP-DeM Labs will increase the equity and effectiveness of Youth Guarantee Systems targeting disadvantaged, disengaged and excluded youth.

REMEMBER THIS!

The Appendix 7 - Journey of Change Contracts is a valuable reference to keep in mind, and to share with all participants!

Agreeing group norms

Agreeing group norms

Group Norms – unspoken and often unwritten set of informal rules that govern individual behaviours in a group. Group norms vary based on the group and issues important to the group. Without group norms, individuals would have no understanding of how to act in social situations.

- **Establishing group norms:** norm setting can only work if the group is truly able to arrive at consensus. Norms won't 'stick' if members have any reservations about them. However, once consensus is agreed the group is well equipped to perform and challenge contrary behaviours.
- **Written norms:** it will be important to produce the 'norms' as a written document – this ensures that the group has something to refer back to and feel both motivated and empowered by. The document can also enable speedy and effective assimilation of new group members.

Hints and Tips

Consider the following:

- Meetings will begin and end on time.
- All LAB attendees will listen to each other and not interrupt.
- All LAB attendees will be given the chance to speak and express their opinions/ideas.
- Everyone will adopt shared responsibility in supporting the facilitator's efforts to moderate discussions.
- Everyone will avoid ethnic or gender-based humor.
- Everyone will agree to respect one another.

- Everyone will be encouraged to bring before the group concerns regarding group cohesion.

It is advisable that the Group Norms are established at the first LAB. There are many ways to do this, however, here are some suggestions:

- Use a flip chart (or similar method) to list ALL of the ideas for norms that the group suggests.
- Allow ample time for questions and clarifications so that everyone understands what is being proposed. At this point, some of the suggestions might have to be re-worded.
- Once the list is compiled, the facilitator should encourage the group to prioritize the norms suggested. Only those that ALL the group agree to should be included.
- Ideally, the norms should be no more than 10 – if there are more then the group will need to debate which to keep and which to remove.
- The facilitator **MUST** guide the group to consensus, ensuring along the way that all group members are comfortable with the changes.
- The facilitator will guide the group to adopting the group norms.

See Appendix 3 – Ground Rules/Groups Contract and Appendix 4 – Managing Cultural Diversity.

Methods and tools

Methods and tools

In this section, the focus is on both the method and the tools that you might adopt/adapt for your LAB. Bearing in mind that there are three typologies of LABS, you might decide that one approach/method is more suited to a particular typology.

Methods and tools can also be used to carefully manage the power balance within the LABS, therefore, it is suggested that the tools used should be highly participatory.

- **Modes of facilitation:** it is imperative that the facilitators agree upon the mode of facilitation during the planning stage. You will need to consider the preferred mode chosen by your organisation / that is tried and tested by your organization. Alternatively, please refer to Handout (1) for suggestions.
- **Every group is different:** remember, that every LAB group that you will work with will be different. So, it is important to consider the mode and the tools to be used, and remember, be flexible and explain the tool before asking the group to use it.
- **Tools:** wherever possible, the tools that are used to facilitate discussions/ debate during the LABS should be both creative and innovative. However, the choice of tools is dependent on the experience and confidence of the facilitators to use them. Tools include the following:

- ✓ **Mind Mapping:** a mind map is a diagram (Tony Buzan) used to visually organize information. It is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the centre of a blank page, to which associated representations such as images, words and parts of words are added.

The mind map may be particularly useful for LAB participants to explore the “journey of change”.

- ✓ **World Café Facilitation:** drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible for

hosting large group dialogue. World Café can be modified to meet a wide variety of needs. In terms of a setting, create a “special” environment; welcome and introduction – introducing the World Café etiquette; small round groups – focusing on twenty minute rounds of conversation; questions – each round is prefaced with a question specifically crafted for the specific context and desired purpose of the World Café; harvest – each of the groups are encouraged to share their insights and these should be recorded in graphic ways.

The World Café might be best used to explore effective practice; what has not worked so well; how young people are listened to; how they are/can influence decisions.

- ✓ **Disney Method:** is a complex creativity strategy developed by Robert Dilts for work in a group, which uses four specific thinking styles. It involves parallel thinking to analyse a problem, generate ideas, evaluate ideas, construct and critique a plan of action. The four thinking styles are – outsiders, dreamers, realisers and critics. In the first thinking style the group think as outsiders to gain an analytical, external view of the challenge. They then act as dreamers to brainstorm ideal solutions. They use divergent thinking to conceive and radical issues. In the next mode the group adopt a realizer viewpoint. They act as pragmatic realists and use convergent thinking to review the ideas left by the dreamers. They select the best idea and construct a plan for it. The fourth viewpoint is that of critics. They review the plan made by the realists in order to identify weaknesses, obstacles or risks.

- ✓ **Six Thinking Hats:** is a system designed Edward de Bono which describes a tool for group discussion and individual thinking that includes six coloured hats. Six Thinking Hats and the associated idea of parallel thinking provide a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think more effectively. Six distinct directions are identified and assigned a colour:
 - ▶ **Managing** – Blue: what is the subject? What are we thinking about? What is the goal? What is the big picture?

- ▶ **Information** – White: considering purely what information is available? What are the facts?
- ▶ **Emotions** – Red: intuitive or instinctive gut reactions or statements of emotional feeling (but not the justification).
- ▶ **Discernment** – Black: logic applied to identifying reasons to be cautious and conservative; practical and realistic.
- ▶ **Optimistic response** – Yellow: logic applied to identifying benefits, seeking harmony. Sees the brighter, sunny side of situations.
- ▶ **Creativity** – Green: statements of provocation and investigation, seeing where a thought goes. Thinks creatively, out of the box.

Both the Disney Method and the Six Thinking Hats could be used effectively to explore and envision what a youth-led / equitable process for designing and delivering employability services (for young people) might look like.

Hints and Tips

- Explore the internet for tools and guides produced by others – don't reinvent the wheel. Also, refer to the **Resources** section of this guide.
- Make sure that the participatory activities are suitable for the type of LAB. For example, tools used for Organisations/Institutions/Policy Makers might include the following – World Café and Mind Mapping. For young people, the format might be quite different in the use of Case Studies (as learning tools); audio-visual material/equipment and methods to capture individual and collective stories; encourage the production of 'storyboards' to capture the "journey of change"; support the simple production of short videos using mobile phone technology.

Appendix

Appendix

Appendix 1 – Labs Activity Plan

LAB Type:

What type of LAB is this/are these activities intended for?

Date the LAB takes place:

Location of LAB:

Activity 1 - Learning Goals and Objectives

List the goals and objectives that you wish your activity to accomplish with the LAB participants. How will the activity (for young people) develop their social, participation, emotional capabilities, and citizenship skills?

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 1 - Method

This is how you will accomplish the goals and objectives, and the activities that you plan to implement.

- 1.
- 2.
- 3.

Activity 1 - Outcome

List aspects of the 'Journey of Change' to be achieved through the LAB. Also list the 'products' of the LAB, e.g. photos, audio-visual materials.

- 1.
- 2.
- 3.

Activity 2 - Learning Goals and Objectives

List the goals and objectives that you wish your activity to accomplish with the LAB participants.

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 2 - Method

This is how you will accomplish the goals and objectives, and the activities that you plan to implement.

- 1.
- 2.
- 3.

Activity 2 - Outcome

List aspects of the 'Journey of Change' to be achieved through the LAB. Also list the 'products' of the LAB, e.g. photos, audio-visual materials.

- 1.
- 2.
- 3.

Activity 3 - Learning Goals and Objectives

List the goals and objectives that you wish your activity to accomplish with the LAB participants

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 3 - Method

This is how you will accomplish the goals and objectives, and the activities that you plan to implement.

- 1.
- 2.
- 3.

Activity 3 - Outcome

List aspects of the 'Journey of Change' to be achieved through the LAB. Also list the 'products' of the LAB, e.g. photos, audio-visual materials.

- 1.
- 2.
- 3.

Evaluation/Reflection Planning

What will you observe / what do you want to see take place during this activity, and how will you know if the activity is effective? What will identify where changes need to be made / are made?

Appendix 2 – Ep-DeM Labs Project workplan and Labs Planning tool

GENERAL PROJECT WORKPLAN

WP	months	2015		2016												2017									
		nov	dec	jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec	jan	feb	mar	apr	may	jun	jul	aug	sep	oct
1	WP1 - Project management - Lead partner: P1 MetropolisNet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	Coordination and partnership management																								
	Financial and technical Management																								
2	WP2 Action-research and sensitization - Lead partner: P2 Cofe-Fp																								
	Desk review																								
	Focus groups/interviews with youth and key stakeholders																								
	Information/sensitization sessions with Youth and communities																								
	Definition of criteria on EP-Dem of practices and for Labs, city network agreement																								
3	EP-DeM Labs in cities and Europe - Lead partner: P5 Rinova																								
	Training/sensitization of facilitators + guidelines																								
	(3) EP-Dem Labs with Youth in 4 cities + Labs contract																								
	(3) EP-Dem Labs with providers/ Policy makers in 4 cities + Labs contract																								
	(2) EP-Dem Labs / Duelling mixed Labs in the 4 cities																								
	(1) EP-Dem European Lab																								
	E-dialogue (through the blog)																								
4	Monitoring and Evaluation - Lead partner: P8 Ballymun Job Center																								
	Monitoring and evaluation																								
	Impact and scalability evaluation of Labs																								
5	Dissemination and capitalisation - Lead partner: P1 MetropolisNet																								
	Website / blog (e-dialogue)																								
	Observatory on inclusiveness/equity of practices/self assessment tool																								
	Final Conference																								
	Newsletters on EP-Dem in YGS																								
6	Exploitation and scalability - Lead partner: P1 MetropolisNet																								
	(4) Reports on scalability																								
	Guidelines on EP-Dem Labs for policy makers																								
	* EP-Dem Most inclusive EU practices' award																								
	EP-Dem Youth conference																								

TOOL FOR PLANNING LABS

This is a focus on the tasks, activities and milestone concerning The Labs you will prepare and manage.

WP2	Task	Year	Month	M	N	R	2016					2017													
							July	August	September	October	November	December	January	February	March	April	May	June							
	Investigate and engage - Lead partner: P2 Cofe-Fp																								
2.4	Action research: desk, focus groups and interviews	Responsible/involved partners and staff																							
2.4	Information/sensitization sessions with Youth and communities	Cofe-Fp each partner																							
2.5	Definition of criteria on EP-Dem	Facilitators/partners																							
	Definition of criteria on EP-Dem	Cofe-Fp facilitators/partners																							
	Definition of criteria on EP-Dem	Responsible/involved partners and staff																							
WP3	EP-DeM Labs in Action Lead partner: P5 Rinova																								
3.1	Training/sensitization of facilitators	Rinova (Julie)																							
	Training guidelines draft/ consolidated																								
	Training organisation																								
	Training delivery																								
3.2	Before the Labs	Facilitators/partners																							
	Research																								
	Preparation																								
	Recruitment																								
3.2	EP-DeM Youth Labs + Labs (DURING the LABS)	Facilitators/partners																							
	EP-DeM Youth Lab 1 + reporting																								
	EP-DeM Youth Lab 2 + reporting																								
	EP-DeM Youth Lab 3 + reporting																								
3.3	EP-DeM Institutional Labs + contract (DURING the LABS)	Facilitators/partners																							
	EP-DeM Institutional Lab 1 + reporting																								
	EP-DeM Institutional Lab 2 + reporting																								
	EP-DeM Institutional Lab 3 + reporting																								
3.4	EP-DeM Labs / Duelling mixed Labs (During the Labs)	Facilitators/partners																							
	EP-DeM Mixed Lab 1 + reporting																								
	EP-DeM Mixed Lab 2 + reporting																								
3.5	EForum Management, dissemination	Facilitators/partners																							
	Online training	Met (Bene)																							
	Forum management, moderation, animation	Facilitators																							
	Website blog contribution, social media	Facilitators/partners																							
3.6	EP-DeM European Lab in Dublin	BUC, all																							
	EP-DeM European Lab in Dublin																								

Appendix 3 – Ground Rules/Groups Contract

EP-DEM LABS IN ACTION! GROUND RULES/GROUP CONTRACT

There are some basic rules to know to set before starting LAB discussions.

These must be clearly expressed and easy to remember. They can be written on a flip chart, shown to the group and put on the table or on the wall of the room.

Suggestions for inclusion:

1. WE WANT YOU TO DO THE TALKING

We would like everyone to participate. The facilitator may call on you if s/he hasn't heard from you for a while.

2. THERE IS NO RIGHT OR WRONG ANSWERS

Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions and suggestions.

3. RESPECT EACH PERSON IN THE GROUP

We recognize and celebrate difference and diversity and practice equity.

4. WHAT IS SAID IN THIS ROOM STAYS HERE

We want you to feel comfortable sharing your thoughts even when sensitive issues come up.

5. WE WILL BE RECORDING GROUP DISCUSSIONS

We want to carefully capture what you have to say and we may use audio and visual means to do this. We won't identify anyone by name in our report. You will remain anonymous.

Appendix 4 – Managing Cultural Diversity

EP-DEM LABS IN ACTION! MANAGING CULTURAL DIVERSITY

There is a fundamental requirement for running a successful LAB and that is for facilitators to be culturally aware and be confident in managing a diverse group. Therefore, it is important to implement a good practice approach.

Suggestions for how cultural diversity can be managed:

1. BE AWARE OF STEREOTYPES

Once you know who will take part in the LAB do your research and find out more about the cultural mores and norms that might be relevant. Understand the needs of the group and shape the LAB in response.

2. COMMUNICATION

Be mindful of language needs. Avoid jargon. Watch and respond to body language and gestures that might be culturally relevant. Use accessible language.

3. RESPECT CULTURAL DIFFERENCE

In relation to gender differences, education, education, ethnic background.

4. RECOGNISE STATUS

Be mindful of the individual's status. Be careful in exposing vulnerabilities. Allow those who are willing to express their vulnerabilities and deal with this carefully.

5. USE A CODE OF CONDUCT

Encourage and implement a safe environment. Be aware of your own prejudices and those of others. Set boundaries and expectations. Don't impose (your) norms on the group/recognize that there may be a prevailing norm. Implement zero tolerance when it comes to discrimination.

Appendix 5.1 – Sample ‘LAB’ Agenda (Young People)

“THE JOURNEY OF CHANGE” - THE CURRENT SITUATION

Important to recognise that all attendees are taking time out often busy schedules to attend and some will have been asked to give a brief case study of their own experience in relation to their participation.

Setting the scene

- **Explain about the project** and relevant research findings
- Introduce the **Lab Contract concept and path** (see also Appendix 6)
- **Icebreaker**/ Introductions/ short film or video clip
- Agree **Ground rules**

The current situation

- What do you know of the **current programmes** regarding training provision and employability support? What's available to you at the moment?
- What is the current situation/your own personal experience with regard to **YP having a voice in decision making** about training provision and employability support?
- YP to give their **own case study/presentation/stories** relating to their own experience could be positive or negative
- Invites **comments and questions**

The beginning of change

- How can we **change this** and influence those bodies that make the decisions?

Have an exercise here to facilitate initial **brainstorming ideas** for change. No idea is silly, be as idealistic and creative in your brainstorming as possible. This is just the beginning to get them all thinking and talking so they can go away and come back to the next lab with even more ideas.

The end of Lab

- **Group action plan:** Can each organisation **make a “pledge”** that they will go away and follow-up with an action to promote this within their organisation by the next Lab /dual Lab in xx weeks time? If they are to go away with actions we need to be very clear with them what these actions need to accomplish so that they can identify the best actions to take and be clear about what they need to feedback/bring back to the next Lab.
- Give them a clear idea of **what the focus** of the next lab is.
- Summarise and explain **what happens next** and encourage short time for networking
- **Evaluation** forms

Appendix 5.2 – Sample ‘LAB’ Agenda (Organisations/Institutions)

“THE JOURNEY OF CHANGE” - THE CURRENT SITUATION

Important to recognise that all attendees are taking time out of often busy schedules to attend. Some will have been asked to give a brief case study of their organisations experience in relation to involving Young People (YP) in participation and decision making

Setting the scene

- **Outline of the EP-DeM LABS Programme and project aims** and the objective of todays Lab; what they will create from the labs and how this will be distributed and make an impact for the future. Some comments/feedback from the Action research
- **Agree ground rules** code of conduct
- **Warm-up Exercise:** Getting to know each other - could use the question about 'How did I find a job, when I was young? Would this route be as effective today?' Share with others.

The current situation

- What is the current situation with **provision for YP** in your organisation?
- Do **your YP have a say** in how your services are shaped and what is provided? How and when does this happen?
- If it does not currently happen, **why not?** What are the **perceived barriers?**
- **Presentation/film** (A film might seem a big ask but maybe we can film their presentation to show the YP) from organisation positive, making it work
- Opportunity to ask **questions/comment**

The beginning of change

- How can we deal with the **barriers** we have identified?

A **brainstorming** exercise similar to with the young people that is as creative and free and idealistic as possible.

The end of Lab

- **Summary and explain** what happens next, thank all for participating and encourage short time for networking/exchanging of contact details
- **Group action Plan:** What actions can be/need to be completed before the next YP Lab in XX weeks time?
- **Give them a clear idea** of what we're trying to create in the labs and how their ideas can make a difference. Ask them to think about other ideas that they can bring to the next Lab.
- **Evaluation** forms

Other suggestions for exercises

- **Word game:** Equity etc. Do words mean the same to all of us?
- How can we ensure that all organisations have **YP contributing** to the decision making, planning and future provision of services that support them?

Appendix 6 – Signing in sheet



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Date:

Event:

Facilitators:

NAME	SIGNATURE	ORGANISATION	CONTACT EMAIL PHONE NO.

Appendix 7.1 – Journey of Change Contract (Young People)

BACKGROUND AND CONTEXT

The LABs for young people will offer an extremely creative setting focused on empowering, building awareness, self-esteem and aspiration. Such development is important to ensure that young people are able to fully participate.

The **profile** of young people to be engaged is as follows:

- Engage 20-30 **young people** (16-24) **'in transition'** having experienced multiple disadvantage or risk from exclusion.
- The profile of participant is the young person (a) as a beneficiary of the **Youth Guarantee Scheme/Youth Contract**, (b) **"In the system"**, (c) **NEET** (not in employment, education or training), having dropped out.
- Youth LABS should be delivered through a **programme of engaging activities** over the period of one-day each.

The Youth LABs will have **three leading themes** for questions:

- **Analysis of the current situation** in education, Vocational Education and Training (VET), employability service offer (measures and service provision).
- Distillation of the understanding of the **desired changes** to the measures/ service provision.
- Development of a concrete **Action Plan**.

THE LAB JOURNEY OF CHANGE CONTRACT

The format of the LAB aims to facilitate a 'transition curve' so that young people engaged can individually deal with change and influence a change.

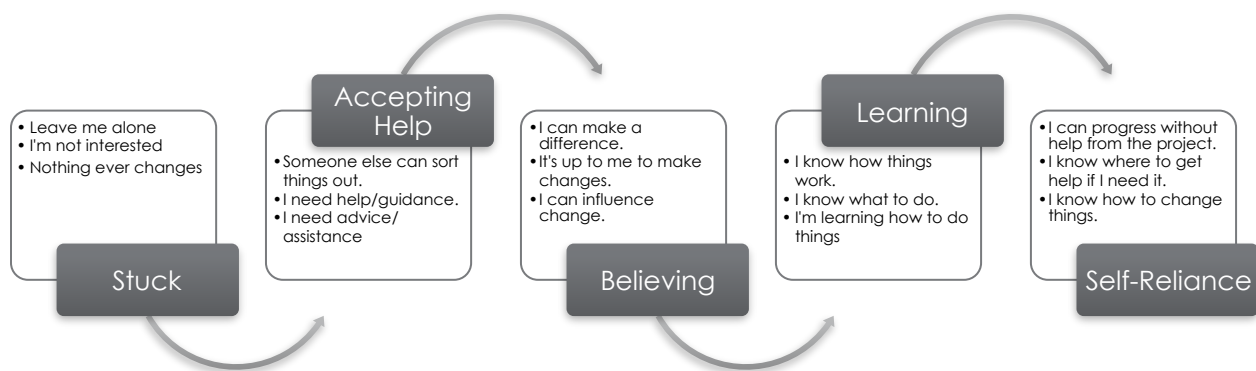
The **personal change** that the LABs for young people will affect is focused on empowerment, self-esteem, aspiration and citizenship. As they become more empowered and enabled, they are better able to influence a change to 'the system'.

The **change to 'the system'** that the LABs will affect is that young people have a more pro-active role in influencing Vocational Education and Training programmes/services, so they meet their needs more effectively.

Therefore, during the first lab it is important that the facilitators explore with the participants the **'transition curve'** with a view to identifying the 'journey of change' that needs to take place to facilitate the building of capacity to stimulate 'bottom up' innovation.

The 'transition curve' given in the **diagram** to follow can be adapted by the LAB facilitators – e.g. the questions or statements (in the white boxes) can be changed to fit with the local context. Also, the 'transition curve' can be used as a means to capture 'distance travelled' and change occurring over the course of the LAB delivery.

EP-DeM Labs Journey of Change



Appendix 7.2 – Journey of Change Contract (Institutions & Organisations)

BACKGROUND AND CONTEXT

The LABs for engaging institutions and organisations (local, national and regional authorities responsible for designing, managing, implementing and delivering education, training and employment initiatives and services. and those organisations supporting 'young people in transition' e.g. public and private providers of youth provision; practitioners; schools, and umbrella organisations.

The **profile** of Institutions & Organisations to be engaged is as follows:

- Engage **public and private organisations** responsible for supporting young people who are 'in transition'.
- **Authorities responsible** for designing and implementing programmes and initiatives for young people who are 'in transition', NEET (Not in Employment, Education or Training).
- **Vocational Education and Training Providers, Schools, Voluntary Sector, Public Authorities and Umbrella Organisations** responsible for delivering wide-ranging support for young people.
- **Trade Unions, Businesses** and other Key Stakeholders.

The Institution & Organisation LABs will have **three leading themes** for questions:

- Analysis of the **current situation** in education, Vocational Education and Training (VET), employability service offer (measures and service provision).
- Distillation of the understanding of the **desired changes** to the measures/ service provision.
- Development of a **concrete Action Plan**.

The LAB with Institutions & Organisations should be delivered over one half-day.

THE LAB JOURNEY OF CHANGE CONTRACT

The format of the LAB aims to facilitate a 'transition curve' so that young people engaged can individually deal with change and influence a change.

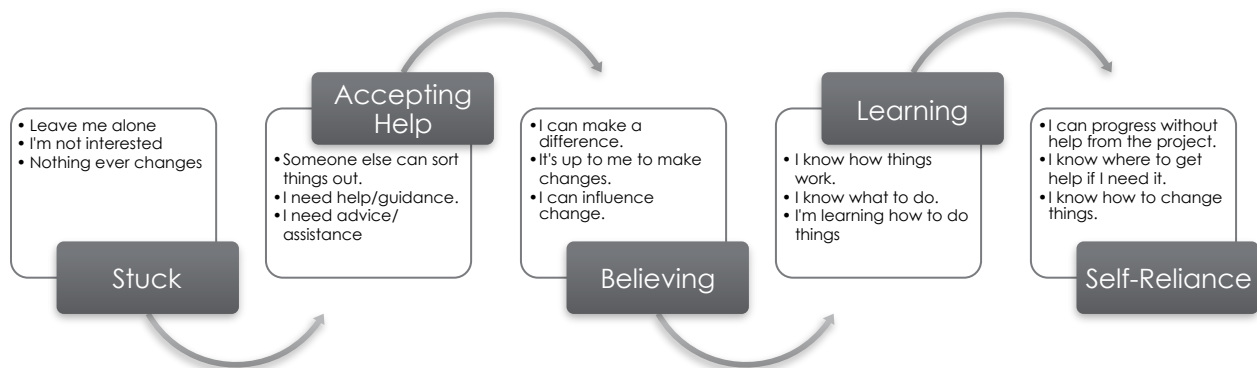
The **organisational change** that the LABs will affect is focused how they can adapt and adopt a different approach and influence a change to 'the system' within their own organisation(s).

The **change to 'the system'** by identifying effective practice, discussing successes, identifying and recognizing the 'bottlenecks' and how 'the system' might be changed to better address the needs of young people, and facilitate their inclusion in decision-making, problem-solving, and service design so that it is more responsive to need.

Therefore, during the first lab it is important that the facilitators explore with the participants the '**transition curve**' with a view to identifying the 'journey of change' that needs to take place to facilitate the building of capacity to stimulate 'bottom up' innovation.

The 'transition curve' given in the **diagram** to follow can be adapted by the LAB facilitators to fit the local context – e.g. the questions or statements (in the white boxes). Also, the 'transition curve' can be used as a means to capture 'distance travelled' and change occurring over the course of the LAB delivery.

EP-DeM Labs Journey of Change



JOURNEY OF CHANGE REFERENCES AND RESOURCES

<http://www.outcomesstar.org.uk/star-model-of-change/>

<http://talentmatchlondon.org/journey-of-change-in-animation/>

<http://talentmatchlondon.org/young-people/journey/>

http://www.google.co.uk/search?q=transition+curve&hl=en-GB&gbv=2&tbm=isch&oq=transitional+curve&gs_l=img.

[1.0.0i10i30j0i8i30.121631.125391.0.127741.18.15.0.3.3.0.189.1036.13j2.15.0....0...1ac.1.34.img..0.18.1050.wPEjdrSR8O4](http://www.google.co.uk/search?q=transition+curve&hl=en-GB&gbv=2&tbm=isch&oq=transitional+curve&gs_l=img.1.0.0i10i30j0i8i30.121631.125391.0.127741.18.15.0.3.3.0.189.1036.13j2.15.0....0...1ac.1.34.img..0.18.1050.wPEjdrSR8O4)

<http://www.businessballs.com/personalchangeprocess.htm>

Appendix 8.1 – Sample LAB ‘Action Plan’ (Young People)

As a result of taking part in today’s Discussion/Lab what action do you think that you could take to move this subject forward with any organisations that you are involved with or any young people who you could make a connection with on the topic of having a greater voice and participation in education, services and training provision?

What could we collectively achieve before the next Lab?

I could start a discussion with.....?	What was the outcome of this discussion with xx?
I could contact XX at ABC organisation to find out how/if they were successful at achieving the outcome I'm looking for?	What the outcome of this action?
I could do some research about XX organisation to find out how /if they are already doing this and report back at the next Lab	What did you find out?

Appendix 8.2 – Sample LAB ‘Action Plan’ (Organisations/Institutions)

As a result of taking part in today’s Discussion/ Lab what action do you think that you could take to move this agenda forward within your organisation?

What could we collectively achieve before the next Lab?

I pledge that I will

I could start a conversation with e.g. the head Student services	What was the result/outcome?
I could contact a similar organisation to see how they currently involve YP in their planning and decision making.	What was the outcome?
I could do some research about XX organisation to find out how /if they are already doing this and report back at the next Lab	

Name of your organisation:.....

Your Name:.....

Signed:.....

Dated:.....

Appendix 9.1 – Lab Evaluation (Young People)



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{Venue address}

{Date and time of event}

These details are optional:

Name:

Organisation:

Date:

In the questions below, which contain the scoring scale 0-5, please provide quantitative feedback as follows:

- 1 = poor**
- 2 = unsatisfactory**
- 3 = fair / satisfactory**
- 4 = good**
- 5 = very good/outstanding**

NOTE: Do alert us if any of your replies are confidential and if you prefer anything specific not to be disclosed to the wider partnership.

1. What excited/motivated you to participate in EP-DeM Labs in Action?

1 2 3 4 5

Comments Why did you want to get involved? Please describe what was particularly useful and how this helped you take part in discussions.

2. As a result of attending the event, will you now discuss the EP-DeM Labs topics with others (e.g. friends, family)?

1 2 3 4 5

Comments What do you hope to gain/achieve from taking part in the EP-DeM Labs?

3. Did the event provide an opportunity to meet others who would like to make a difference?

1 2 3 4 5

Comments Were you able to meet like-minded people and share ideas, problems and solutions?

4. What did you particularly like about how the EP-DeM Lab was delivered?

1 2 3 4 5

Comments Were there any activities that you found particularly creative or innovative?

5. Do you feel empowered by participating in EP-DeM Labs? If so, what skills do you think you've developed – problem solving, decision-making and knowledge about ethical practice.

1 2 3 4 5

Comments

6. On reflection, how will you use information gained by attending the event and what action will you take?

Comments

7. On reflection, to what extent are you interested in attending the next Lab session and the dual Lab?

1 2 3 4 5

Comments

8. Is there anything else you would like to comment on?

Comments

Thank you for your attendance at the event, and for taking the time to complete this questionnaire.

Appendix 9.2 – Lab evaluation (Institutions and stakeholders)



Co-funded by the
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of the European Union

{Venue address}

{Date and time of event}

These details are optional:

Name:

Organisation:

Date:

In the questions below, which contain the scoring scale 0-5, please provide quantitative feedback as follows:

- 1 = poor**
- 2 = unsatisfactory**
- 3 = fair / satisfactory**
- 4 = good**
- 5 = very good/outstanding**

NOTE: Do alert us if any of your replies are confidential and if you prefer anything specific not to be disclosed to the wider partnership.

1. How suitable/useful was the information that was sent out beforehand?

1 2 3 4 5

Comments Why did you want to get involved? Please describe what was particularly useful and how this helped you take part in discussions.

2. As a result of attending the event, will you now discuss the EP-DeM Labs topics, aims and objectives with colleagues?

1 2 3 4 5

Comments What do you hope to gain/achieve from taking part in the EP-DeM Labs?

3. Did the event provide networking and partnership working opportunities?

1 2 3 4 5

Comments Were you able to meet like-minded people and share ideas, problems and solutions?

4. How would you rate you/your organisation's commitment to the EP-DeM Labs in Action approach?

1 2 3 4 5

Comments Were there any activities that you found particularly creative or innovative?

5. How will you further disseminate information about EP-DeM Labs within your organization and networks.

1 2 3 4 5

Comments

6. On reflection, how will you use information gained by attending the event and what action will you take?

Comments

7. On reflection, to what extent are you interested in attending the next Lab session and the dual Lab?

1 2 3 4 5

Comments

8. Is there anything else you would like to comment on?

Comments

Thank you for your attendance at the event, and for taking the time to complete this questionnaire.

Handout 1 - Modes of Facilitation

- **The hierarchical mode.** Here you, the facilitator, direct the learning process, exercise your power over it, and do things for the group. You lead from the front by thinking and acting on behalf of the group. You decide on the objectives and the programme, interpret and give meaning, challenge resistances, manage group feeling and emotion, provide structures for learning and honour the claims of authentic behaviour in the group. You take full responsibility, in charge of all major decisions on all dimensions of the learning process.
- **The co-operative mode.** Here you share your power over the learning process and manage the different dimensions with the group. You enable and guide the group to become more self-directing in the various forms of learning by conferring with them and prompting them. You work with group members to decide on the programme, to give meaning to experiences, to confront resistances, and so on. In this process, you share your own view which, though influential, is not final but one among many. Outcomes are always negotiated. You collaborate with the members of the group in devising the learning process: your facilitation is co-operative.
- **The autonomous mode.** Here you respect the total autonomy of the group: you do not do things for them, or with them, but give them freedom to find their own way, exercising their own judgment without any intervention on your part. Without any reminders, guidance or assistance, they evolve their programme, give meaning to what is going on, find ways of confronting their avoidances, and so on. The bedrock of learning is unprompted, self-directed practice, and here you delegate it to the learner and give space for it. This does not mean the abdication of responsibility. It is the subtle art of creating conditions within which people can exercise full self-determination in their learning.

Handout 2 - About EP-DeM Labs

EP-DeM Labs seeks to **engage and enable disadvantaged youth (16-24) in transition moments** across 4 cities/regions in Europe to express their voices, co-develop and co-delivery projects and measures aimed at improving their education level and employability. The laboratories of dialogue and co-design experimented will have the ground-breaking role of permanent generators of knowledge and incubators of innovation in education, training and employment systems through the following:

- Build evidence, experiment and scale up the intrinsic linkages between a **holistic approach**, not focusing on single measures to improve educational outcomes of the disadvantaged youth, but on their participation, empowerment and engagement and on the responsiveness and flexibility of the systems themselves;
- Develop and test a new approach to the professional figure of the “**youth worker**”, as a real agent of change that can influence and play an active role as model also in formal education, training and employment frameworks and not only, as traditionally is meant, in “leisure” and in tackling “anti-social” behaviours;
- Adopt, adapt and develop innovative **dialogue and self-empowerment experiences and approaches** targeting excluded youth, typically relegated to the informal and youth work contexts, to engage them in an open dialogue and co-design of education, social and employment measures targeting them;
- Prepare and engage **education and employment service providers and the relevant policy makers in VET and employment** to dialogue in a continuous manner and to structurally integrate the outcomes of the dialogue with youth in program and project design, delivery and implementation mechanisms;
- Develop a set of **innovative, sustainable and cost-effective tools** encouraging local, National and European policy makers to integrate direct voices and ideas of youth in planning and delivery of educational and employment services directed to the most disadvantaged.

Handout 3 - Facilitator Role Description

The EP-DeM Labs Facilitator will be responsible for the design, delivery and reporting on the type of EP-DeM Labs that they have the demonstrable competency to deliver, as they are highly participative and creative workshops to address a specific policy issue by gathering a balanced group of local stakeholders dealing with this issue from various perspectives, and from different sectors.

The EP-DeM Labs will focus on three key stakeholders groups, as follows:

- **Youth:** with a focus on fostering equity and equality in improving success in learning and employment pathways through empowerment, reduced discrimination, and enhanced representation and citizenship.
- **Service Providers:** with a view to directly confronting accountability, the learning environment (local, regional, national, transnational), and especially the problems and 'bottlenecks' that impact on the learning and employment pathways for young people.
- **Decision Makers:** with a focus on improved recognition of successes and better understanding of both successes and failures in the learning and employment pathways for young people, especially looking at improved accountability, evidence-based policy making, and benchmarking.

Responsibilities

Working from a set of core values consistent with the concepts of empowerment, commitment, collaboration, learning, and partnership, the EP-DeM Labs Facilitator will use the core values and principles needed to be a 'facilitative leader'. Also, will be responsible for:

- The design and delivery of 'Labs' that will act as a source of information and/or a 'watchdog' on equity, inclusion and effectiveness.

- Reporting of outcomes and the impact of pro-actively engaging young people in equitable decision-making on 'Youth in Transition' policies, alongside Providers and Policy Makers, to address cross sector policies and interventions targeted to Youth in Transition (16-24), especially from disadvantaged backgrounds.

It is expected that the Labs become a permanent tool for allowing participating, monitoring of measures and improving local design and delivery, producing positive results for all involved. Therefore, responsibilities will also include:

- Observation, evaluation and review
- Outcome and impact reporting

Key Competences Required

The EP-DeM Labs facilitator will be a person who has key competences based on evidence of demonstrable ability in the following areas:

Demonstrable evidence of:

- **Professionalism**, self-confidence, authenticity, emotional self-control, and personal integrity.
- Effectively using core **facilitation methods**, distinguishing process from content, and being able to intuitively know what process or technique to employ in a given situation.
- The ability to use a range of **facilitation tools** to stimulate activity, illustrate a point, provide feedback, perform analysis, keep participants on track and focused, and to handle the unexpected.
- Carefully managing the **client relationship** and thoroughly scope and prepare for / respond to the unique needs of the group, and manage the group to help establish and maintain group norms and protocols.

- Effectively managing **time** and **physical space** intentionally.
- Creating a **sense of participation** by helping the group overcome any barriers to participation, including feelings of insecurity, dislike for or confusion about the topic, low level of trust, feelings of superiority, and the like.
- Being able to develop and implement **enquiry strategies**, to probe for the meaning of questions and to clarify, and to facilitate the group in discovering their own questions.
- Being able to facilitate and guide the '**group journey**', and ability to skillfully evoke participation and creativity, whilst maintaining objectivity and commitment to set measurable and challenging goals.
- How to read the underlying **dynamics of the group** with the ability to release 'blocks' or effectively overcome challenging behaviour and/or conflict.
- An ability to effectively **observe the group**, reading moods and feelings and being contextually aware.
- Producing **high-quality materials and records** of facilitated events/meetings, including realistic agendas that are clear and purposeful, there are ground rules for interaction and process, and individuals are able to understand and agree on roles and responsibilities.

A good knowledge and understanding of:

- National, Regional, and Local **labour market policy**, including those policies and strategies relating to youth unemployment, poverty and disadvantage.
- How to operate effectively within an **equal opportunities** environment.
- Equity and the importance of being **fair and impartial** and the importance of facilitating the creation of an equitable environment.
- Working with young people who are **NEET**, especially those with complex needs and who are from disadvantaged backgrounds.
- Use of **social media** as a communication tool.

Key Characteristics Required

The EP-DeM Labs facilitator will be a person who has demonstrable experience of and/or a commitment to a style of:

- Willing to spend time in **building relationships** rather than being task orientated.
- **Initiating conversation** rather than waiting for someone else to.
- **Asking** rather than telling, especially asking for other's opinions rather than having to offer their own.
- **Negotiating** rather than dictating decision-making.
- **Listening** without interrupting.
- **Emoting** but able to be restrained when the situation requires it.
- Being naturally **curious** to explore ideas.
- Being sufficiently **confident** to explore and draw decisions based on intuition rather than fact.

Resources

Resources

Useful Reports

Gatsby Foundation, Good Careers Guidance, <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

The Young Foundation, Framework of outcomes for young people. <http://youngfoundation.org/publications/framework-of-outcomes-for-young-people/>

Talent Match England, The Big Lottery UK, <https://www.biglotteryfund.org.uk/talentmatch>

Project Reports

Free Facilitaiton Guides

<http://www.workshopexercises.com/Facilitator.htm>

<http://www.seedsforchange.org.uk/shortfacilitation>

http://www.businessballs.com/experiential_learning.htm

<http://facilitatoru.com/training/the-opportunities-and-challenges-of-co-facilitation/>

<https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating>

Free Facilitation Tools

<http://www.seedsforchange.org.uk/tools.pdf>

[https://www.google.co.uk/search?](https://www.google.co.uk/search?q=facilitation+tools&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjjsXZvvrOAhXCXhoKHYstBkMQsAQIRA&biw=1095&bih=1307)

[q=facilitation+tools&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjjsXZvvrOAhXCXhoKHYstBkMQsAQIRA&biw=1095&bih=1307](https://www.google.co.uk/search?q=facilitation+tools&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjjsXZvvrOAhXCXhoKHYstBkMQsAQIRA&biw=1095&bih=1307)

<http://learningforsustainability.net/facilitation/>

[https://www.google.co.uk/search?](https://www.google.co.uk/search?q=mind+mapping&client=safari&biw=1095&bih=1307&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwi7z7n6_PrOAhXCPRoKHUcmAE0QsAQIHg)

[q=mind+mapping&client=safari&biw=1095&bih=1307&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwi7z7n6_PrOAhXCPRoKHUcmAE0QsAQIHg](https://www.google.co.uk/search?q=mind+mapping&client=safari&biw=1095&bih=1307&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwi7z7n6_PrOAhXCPRoKHUcmAE0QsAQIHg)

Culturally diverse groups

http://www.media-diversity.org/en/index.php?option=com_content&view=article&id=1063

<http://jme.bmj.com/content/28/3/143.full>

Action research

Please visit the project's website: <http://www.epdemlabs.eu/>

- [Table of criteria EP-DeM Labs](#)
- [City report Bologna](#)
- [City report Cagliari](#)
- [City report Dublin](#)
- [City report London](#)
- [City report Berlin](#)

Facilitation Tools from the Train of Facilitators in Berlin

BODY LANGUAGE ACTIVITY – STATUS AND BODY LANGUAGE

Purpose

To examine and discuss how we can use a deeper understanding of body language to help us facilitate more effectively.

Activity

The idea is to improvise short conversation role-plays, where the status order of the participants is defined by numbered post it on participants' heads. Evidently, participants don't know their own number, so they need to observe how they are treated by others. The objective of the game is to try and determine your own status number.

Rules

- Participants cannot look at their number
- Participants will move around the room and engage in 3-4 twenty-second conversations with different participants
- Participants will be given specific conversational items they can talk about
- A ding will indicate the end of a conversation and participants should then move on immediately
- Participants should not give any hints to other participants about their numbers.

Outcomes

- To determine the different body language used for low status and high status
- To discuss how it feels when the different body language is used on us
- To establish what status we need to convey as facilitators

- To examine how we can use body language to read a room

Further discussion

- Status issues that may arise in workshops
- How we can design workshops that address these potential issues
- How we can address any issues when we observe them arising in workshops
- Other issues that may arise and how they might be revealed through body language.

GROUNDING

Purpose

To ground ourselves so we are in control of our bodies and body language and free to be our natural and authentic selves

Activity

Individual guided exercises in the room conducted with participants' eyes closed

Outcomes

- To feel more grounded and able to participate and contribute to discussions
- To release performance anxiety
- To feel more centred and able to be our authentic selves

Further discussion

Other exercises that we can use for ourselves and for our workshops to help participants contribute to discussion and release performance anxiety