

RAY PART Research findings

Most important findings of each of the groups.

DOMAGOJ MORIĆ OCT 17, 2021 06:25PM

Block 1: Methods fostering participation and citizenship competence and practice

On the right side, please do find the column of your group (you will see your name and the name of the host of your Breakout room) and write your conclusions below (click on the '+' sign and the window will open which will allow you to write down the findings). If you don't see your group, please do scroll on the right and you will be able to see your names. If you will need any assistance, please do let us know (domagoj.moric@gmail.com)

Guiding questions for the discussion:

Which of the findings were surprising or unexpected? Why?

Which of the findings reflect your experiences or were as you expected? Can you provide an example of your own experience?

Can you describe any personal experiences which are not covered by these findings and could complement them? Can you add anything to the findings?

Group 1: Alex (host) and Andreas (note-taker)

Surprising findings

Here we will note any surprising or unexpected findings:

» Efficiency of online meetings might not be the decisive aspect: hugging reveals the power of

physical meetings

» Positive outcome/interpretation of outcomes of digital formats

Resonating findings

Here we will note resonating or expected findings:

- » Activeness and enthusiasm of project participants
- » Online formats did indeed work quite well
- » Taking young people seriously makes a huge difference
- » Maturity in encounters makes a huge difference

Complementary thoughts

Here we will note complementary insights and addition to the findings:

- » Role of islands as a unifying aspect of identity
- » Role of projects in encouraging youth work career paths
- » Young people with fewer opportunities not always easy to involve in digital formats
- » Digital formats have made it harder to involve young people, as in: attract them to become involved

Group 2: Susanne (host) and Johanna (note-taker)

Summary

Which of the findings were surprising or unexpected? Why?

* Online formats did work well

-> also in respect of commitment

-> organisers were pretty surprised

* Art Work:

-> surprised, that art work was one method

-> case study: Topic: Human Rights

* Effects on participation of YPFO:

-> encouraging

Which of the findings reflect your experiences or were as you expected? Can you provide an example of your own experience?

Can you describe any personal experiences which are not covered by these findings and could complement them? Can you add anything to the findings?

* Case study: Roleplay (with dresscode etc.):

- really important, was really cool, many participants found interest in politics

- told us about friends who were newcomers:

got to know how to involve themselves / didn't know a lot before the project

- a negative aspect: limited number of participants

Group 3: Helmut (host) and Andrea (note-taker)

SUMMARY

Surprising findings

1. Online discussions were assessed to work just as well as face-to-face
2. Input (providing knowledge) taken as a method. Upon second thought it makes sense because in the field of participation, young people need more knowledge that they do not acquire simply by learning by doing.
3. Asking for feedback has the side-product of making people involved.

Findings that resonate with experience of group members

1. *Reflection is key for learning about participation. Own experience: Participating young people sometimes did not realise that what they were already doing is considered participation. They, for example, did not necessarily see their teachers or their principals as key decision makers within their environment. It is key to reflect on the things that they are doing so that they understand that they can use the tools and experience they learn in the projects in the future.
2. Role-playing and working together brings people together. Own experience: theatre project in the 90s with Israelis, Palestinians and Europeans. They developed their own projects in mixed groups. It was enormously effective. This underlines that participation works in bringing people together.

RAW NOTES

Surprising

Surprising that online discussions worked as well as offline discussions, especially after learning that one of the main conclusions were that face to face meetings are irreplaceable

Own experience

Online discussions lose spontaneity and it don't measure up to face to face discussions. They may be complementary

Importance of input

In the field of participation, young people need more knowledge that they do not acquire simply by learning by doing.

Reflects own experience

Reflection is indeed key. Young people sometimes did not realise that what they were already doing is considered participation. It is key to reflect on the things that they are doing so that they understand that they can use these tools and this experience in the future.

Highlight who the decision makers in the environment of young people is important (their principals, their teachers). This can be done through reflection

Insight

Asking for feedback makes people engaged

Surprising

Knowledge input was taken as a method. In the field of participation, young people need more knowledge that they do not acquire simply by learning by doing.

Reflects own experience

How doing something together brings people together. Theatre project, Israelis, Palestinians and Europeans. One of the most effective projects. They developed their own projects in mixed groups. It was enormously effective. Underline that participation works.

Group 4: Carmen (host) and Eva (note-taker)

Findings close to reality

They represent what was rather expected, f.e. informal meetings are important

Importance of reflection

This goes hand in hand with observations during projects

Online Formats functioning as well as offline?

It was surprising, that online formats functioned as well as face to face formats; in the German Case studies that could not be observed, PP and PL had to face with many obstacles in online formats, of sure: digital formats are better than "nothing", but they didn't work like intended, there is no informal time, it is difficult to deal with conflicts

Inputs should be connected to the practise

Inputs / lectures / knowledge Transfer can be very helpful, when it is well embedded and connected to the praxis

Group 5: Adele (host) and Marko (note-taker)

SURPRISING: Online - did it really work that well?

The results said that video conferences work pretty well, but still it was considered that something was missing. The positive attitude towards video conferencing might have been due to the pandemic conditions. Would they have been that positive if meeting in-person would have been an option. Now it was the best option available. But now young people are increasingly fed up with online meetings.

Online challenge for the future

Online it is hard to take care of the individual needs of the youngsters.

Online can complement in-person, but we have to be careful in our analysis

Online cannot replace the in-person, but it can support and complement it, and provide additional value also in future. It could be used strategically, enabling things that wouldn't be possible otherwise. However, we have to be careful in our analysis of which methods work online.

Block 2: project designs, settings, methodologies fostering participation and citizenship competence and practice

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Guiding questions for the discussion:

Which of the findings were surprising or unexpected? Why?

Which of the findings reflect your experiences or were as you expected? Can you provide an example of your own experience?

Can you describe any personal experiences which are not covered by these findings and could complement them? Can you add anything to the findings?

Group 1: Alex (host) and Andreas (note-taker)

Surprising findings

Here we will note any surprising or unexpected findings:

» Thirst for challenges and fun activities vs hunger for information and desire for input: is this due to very different groups, projects, contexts?

» Need to balance these two aspects well dependent on each context, group, project might be a missing conclusion in the findings

Resonating findings

Here we will note resonating or expected findings:

We did establish that findings resonated but didn't get to specific ones here

Complementary thoughts

Here we will note complementary insights and addition to the findings:

» While participatory pedagogies have found their way into formal education as well, the context of non-formal education makes them unique (and this context has maybe not been highlighted enough)

» The power dynamics in the learning setting/environment does make a huge difference, for example

» An increasing key aspect of participation is the ability/skill to evaluate/assess the reliability/quality of information: an aspect not highlighted (enough) in the findings

Group 2: Susanne (host) and Johanna (note-taker)

Suprising findings:

* that only one out of 17 projects was dedicated to environmental issues although we know how important the topic is

-> the Corona pandemic had a big influence on this issue e.g. because a lot of projects were postponed

-> but participants bring in the topics sustainability and enviromental issus

Which findings reflect your experiences?

* shared experience from Malta:

the participants were involved very much, learned a lot, e.g. also shy participants got more active in the end

- participants had meetings with members of the European parliament, some of them were really approachable

- they created a booklet

-> maybe easier in smaller countries, on a small island

Group 3: Helmut (host) and Andrea (note-taker)

SUMMARY

Surprising findings

Surprising that youth find simulations exciting. Probably because they are now closer to the real politics happening than they were before. They involve real, current issues and real politicians who bring in questions and listen to discussion outputs.

Experiences from members

Group of second generation immigrants (from India, Pakista, Anfrica) and young Italians had to work together trying to produce policies local level. For the second generation immigrants, their ideas of citizenship were very different. Citizenship was very bureaucratically and

something they had to fight for, for the immigrants. They did not imagine that they had the voice to participate.

Comments:

There is a difference between projects that are rather educational and projects that involve participation in itself (i.e. signing a petition, participating in a demonstration, etc.). Simulation is in principle a weaker instrument. Real life participation seems to be the stronger tool, however, when it comes to political participation its very difficult to go out and do political participation in the conventional way, so the two methods are complementary

RAW NOTES

Suprising that simulations are exciting

Simulations used to be very boring. Yp would say id never go because it is boring. But now they improved the methodology: they now link closely to a political reality, for example they present their conclusions to real politicians. This seems to do a good job at making them interesting.

Understanding vs doing

Is there a difference between the case studies that are educational, help people understand what upon is and the ones that are about long people actually participating. Simulation is in principle a weaker instrument. Real life participation seems to be the stronger tool, but when it comes to political participation its very difficultt to go out and do political participation in the conventional way. In the non-conventional way it is easier: to go to a demonstration, etc. It is also somewhat more engaging. The only thing that will be even better is a youth parliament that has authority, that is taken into account by the real decision makers

Experience

the different perspective that immigrants have of participation and citizenship. Group of second generation immigrants and young Italians. They had to work together trying to produce policies local level. Their ideas of citizenship were very different. Citizenship was very bureaucratically and something they had to fight for, for the second generation immigrants. They did not imagine that they had the voice to participate. It was the first time that they understood they were Italians - they could speak to politicians, they could be

policians themselves. They took notes on what a municipality is. These immigrants were from Africa, India, Pakistan.

comment

Local communities can have very different structures in different countries

Group 4: Carmen (host) and Eva (note-taker)

Learning by experience

By sharing the experience - learning happens best

Preparation, evaluation, follow up

Sometimes the perception of PL and PP is very different, if they are included in preparation, evaluation they feel that this is their project

Follow up phase is very important

PL / organisations often forget to inform PP about follow up activities or where the results have been sent; generally, discussions have to take part where and how a follow up can happen on national, local or European level

Results are a reaffirmation of standards which are known in the field of youth work

The study is a good overview in order to develop the quality

Need of free time for participation - challenge for application

young people better know their needs, they should be engaged in the development in the planning from the very beginning, this is empowering and a learning process

Group 5: Adele (host) and Marko (note-taker)

Many things were as expected, no big surprises

Making the topic explicit

Citizenship / Participation can be strange concepts, that is why it is important to be explicit with young people.

Competence to talk about Citizenship?

How confident youth workers are to talk about citizenship? It is a difficult concept, often associated only with politics. Bringing it to the level of young people and their daily life is very difficult. Should there be more support for youth workers?

Citizenship by accident

Projects that don't directly address citizenship, might end up fostering participation by letting young people create, participate and be active.
