MYSTIC

Mobilising Youth and Youth Service Talent through Immersive Co-design

D5.3: Open Toolkit

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Abstract
This document provides Guidelines, procedures, tools and good practice examples to support the successful transferability of the MYSTIC programme itself. But more broadly, it's essentially a 'User Manual' for anyone who is interested in creating successful interventions that change young people's lives for the better.

Document History

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Statement of Originality

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About MYSTIC:

MYSTIC - Mobilising Youth and Youth Service Talent through Immersive Co-design – is a project funded by the EU Erasmus+ 'Youth Together' Programme.

At its heart, MYSTIC is a programme to help young people with fewer opportunities unlock their potential.

It does this in two ways: first, by training youth workers to acquire the skills to work more effectively with young people with fewer opportunities in their communities, secondly, by training young people themselves to contribute to 'fixing what's broken' in their communities.

MYSTIC provides a training and development course to help youth workers and young people acquire the key skills needed to become Community Mediators and Community Leaders.

It then provides an opportunity for them to put these skills into practice through 'Community Co-design Labs' that support the design and delivery of action research projects aiming to 'fix what's broken' in young people's communities.

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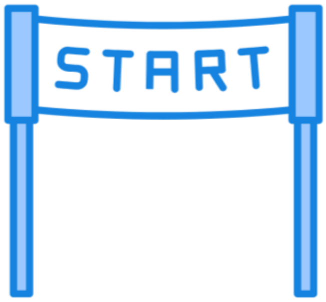

About the MYSTIC Open Toolkit

The MYSTIC Open Toolkit takes all of the learning from developing, delivering and evaluating the MYSTIC programmes and integrates it into a set of resources for organisations and individuals who work with young people 'on the margins'.

On the one hand, the Open Toolkit provides Guidelines, procedures, tools and good practice examples to support the successful transferability of the MYSTIC programme itself.

But more broadly, it's essentially a 'User Manual' for anyone who is interested in creating successful interventions that change young people's lives for the better. In this context, MYSTIC provides a template for success.

The main objectives of the Open Toolkit are:

- to inform Toolkit users of what the MYSTIC programme is about and show them which tools and practices it can provide to help design a successful intervention in the youth field
- to show users how to access the programme tools and practices
- to provide users with Guidelines, advice and tools on how to adapt the programme, and its tools and practices, to suit their own context and needs.

Who the Toolkit is for

The Toolkit is intended to be used by:

- Policy makers
- Public sector agencies, for example regional and local government actors responsible for youth and statutory youth service providers
- Civil Society organisations – for example NGOs and community groups working with marginalized young people
- Professional Youth Workers and volunteers working with at risk and marginalized young people
- Young people who want to make a difference in their communities.

How the Tookit works

The Toolkit consists of two inter-connected components:

- The MYSTIC Handbook – a step-by step guide to what MYSTIC does and how it can be adapted to deliver youth-led interventions (this document)

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- The MYSTIC Resource Catalogue – a set of online resources organised in the same way as the Handbook that provides examples of how to apply the Handbook. material to help programme users apply what's in the Handbook in practice.

  Please refer to the Open Toolkit Resources section of the website: https://mysticproject.eu/index.php/activities/open-tool-kit

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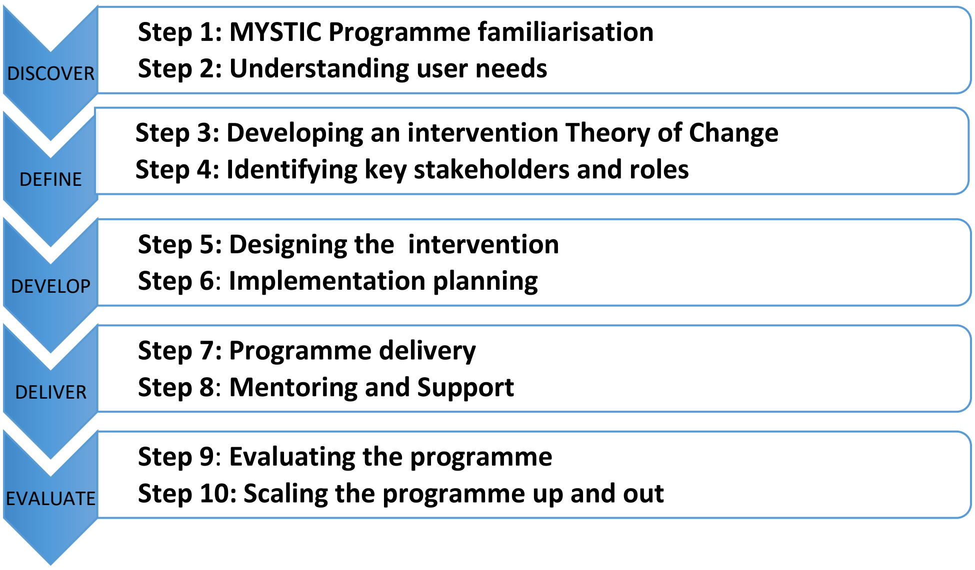
The Mystic Handbook

This Handbook takes you stage-by-stage through the process of creating and delivering an intervention to help marginalised young people realise their potential and improve their opportunities, using the MYSTIC project as a template.
It uses a 'design thinking' method. Design thinking involves a five-stage process, shown in the illustration below.

- ***Discover*** means gaining an understanding of the problem that needs to be changed and the tools available to change it
- ***Define*** involves identifying what kind of intervention will lead to the desired change, the resources needed to effect it and who needs to be involved
- ***Develop*** involves applying the results of the define stage to develop the strategy and plan for the intervention and engaging relevant end-users and other key stakeholders in it
- ***Deliver*** entails implementing the strategy and plan
- ***Evaluate*** involves testing the strategy and plan, reviewing the results and applying the results to think about how the intervention could be sustained in the future.

Each stage involves two steps that are required to successfully complete the stage, as shown in the illustration below.



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Each step involves a ‘primary task’ which in turn links to activities that are required to complete the task.
To support Toolkit users in completing the task each step provides:

- guiding principles to perform the task
- a checklist of activities to be carried out
- pitfalls and trouble-shooting tips, including good practice examples of how to carry out the task and activities successfully
- links to resources (from the ‘Resources’ folder on website) to support the task and activities.

Taken together, the Handbook sets out ‘‘Ten Steps to Transferability’ to help you adapt and transfer MYSTIC’s results to your own intervention.

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Stage I
discover

STEP 1: MYSTIC PROGRAMME FAMILIARISATION

Primary Task of this Step

The Primary Task of Step 1 is to familiarize yourself with the MYSTIC programme and the tools and services it has to offer, so you can then make decisions about how you need to adapt them to suit your own intervention.

Guiding Principles

- Make sure you and relevant people in your organization familiarize yourselves with the MYSTIC programme and the tools and services it can provide

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- Understand that the programme is designed to be flexible - its methodology and tools are adaptable to suit the needs of different kinds of organisations and young people
- Watch the MYSTIC videos provided on the MYSTIC website so you know how to run the different programmes
- Take a tour of the programmes and explore how they works

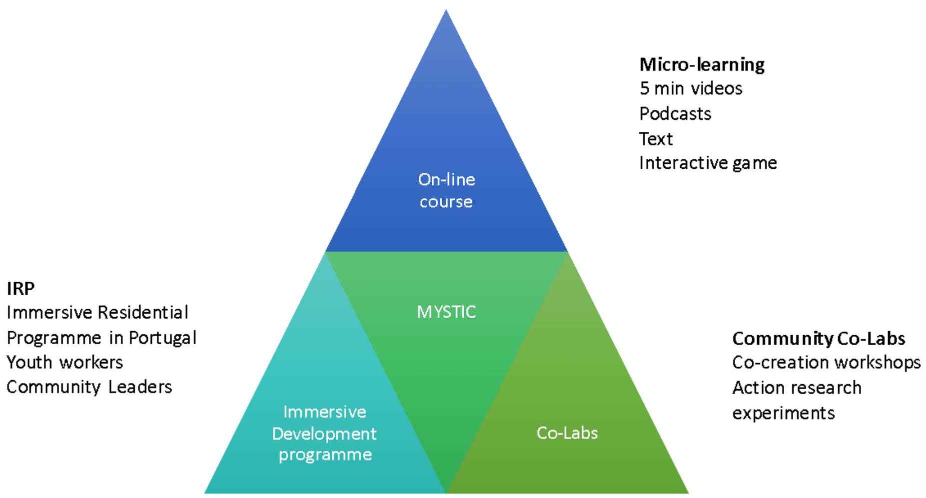
Checklist of Actions

Read the MYSTIC Programme Tour Guide below ✈
Download and read the MYSTIC User Manuals ✈
Take an online tour of the MYSTIC website ✈
List the tools and services you need and what needs to be adapted ✈

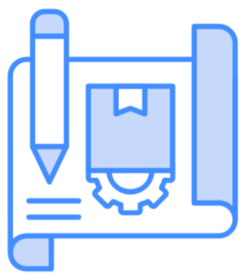
Tools to help you familiarise yourself with MYSTIC

MYSTIC Tour Guide

MYSTIC is built around three inter-locking core pillars – the MYSTIC 'trilogy' – which constitute its key outputs and tools. These are shown in the illustration below.



MYSTIC's three core pillars:



The MYSTIC learning and development journey begins with the MYSTIC Foundation Course. The Foundation Course helps course participants understand the 'landscape' of youth inclusion and the 'lived experience' of young people with fewer opportunities. They acquire the core skills to work in this landscape. The online course is designed to support the development of competences in **community mediation and community leadership.**

It is structured by the **MYSTIC competence framework,** which consists of three 'meta-domains'. Domain A – Contextual Competences - supports Community Mediators and Leaders to understand the landscape of youth work, and the lived experience of marginalised young people. It covers the use of 'collaboration intelligence' skills that are required to support co-working and sense-making across sometimes entrenched boundaries. Domain B –Core A&L Competences - supports Community Mediators and Leaders to acquire the essential knowledge and skills that will in

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turn support vulnerable young people to realise their potential. Domain C – Operational Competences - focuses on using the knowledge and the tools acquired in Domains A and B to design and deliver innovative programmes that aim to change young peoples' lives for the better.

Each domain has three competence areas, and each competence area covers three specific competences, providing 27 competences in total within the framework. The foundation course is structured around the nine MYSTIC competence areas. Each module covers the three competences in its designated competence area. The course combines three types of teaching methods and content formats, which have been selected to suit the life and work style of youth workers and young people and their learning needs: **Micro-training** - delivering knowledge through short videos (3-5 minutes duration); **Podcasting** - training content in audio format; Written **text** – 'traditional' content that mirrors the podcasts and videos.

These three methods are supported by the MYSTIC ***interactive game.***

The game presents scenarios that represent challenges for Community Mediators and Leaders in their work with young people.

The game helps them make the most appropriate decisions in these situations.

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After graduating from the foundation course, course participants are invited to join the Immersive Residential Programme in central Portugal.

The IRP provides a space for them to 'apply and analyse' the knowledge, understanding and skills gained from the foundation course to develop practices they can then use to solve problems in their communities.

The IRP aims to support youth workers and young people to recognise, explore and apply their creativity and talent. It involves critical reflection, collaborative dialogue, action learning, and co-creation, structured through a five-stage 'design thinking' process. **Each day of the five-day programme focuses on a different stage.**

The programme content aims to reinforce the competences and learning acquired from the MYSTIC foundation course.The Community Collaboration Labs represent the final stage in the MYSTIC learning and development journey. After completion of the residential programme, participants apply what they've learned in action research projects developed through MYSTIC's Community Co-Labs. These projects aim to address real issues relevant to young people in their communities, and 'fix what's broken' in these communities.

The Co-Labs provide a space to apply the practices learned through the Immersive Residential Course in community-based action research projects. In the Co-Labs, participants work to evaluate real problems not only of interest to young people, but of real importance to the community at large, and work to create solutions to these problems.

The Co-Labs use an action research methodology (Kemmis & McTaggert, 1981) that aims at creating change through 'practice', not just theoretical research. It applies a 'bottom-up' approach involving target groups as 'co-creators' of incremental change which have real-world impact, like improving a community's recreational infrastructure. It involves iterative cycles of problem-setting, planning, acting, observing and reflecting.

Kemmis, S. and McTaggart, R. 1981. The action Research Planner. Geelong, Victoria: Deakin University Press.

You can take a virtual tour of the MYSTIC programme by visiting the project public website at: https://mysticproject.eu/

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Pitfalls and how to survive them

- The programme has been specifically designed to be flexible. It provides a framework and tools to reach out to young people who have been failed by the system. You'll need to do some hard work to make sure you understand your users' needs and to adapt the framework and tools to suit them
- Don't assume your user group will welcome the programme with open arms. Young people on the margins are – understandably – suspicious of programmes and typically have been let down before by programmes that promise much but fail to deliver. It takes time to win the trust and commitment of marginalized young people. You'll need to engage them as active co-collaborators in the programme. It helps if you include within your resource group mentors, experts and creatives who have credibility with your user group and who can act as role models.
- Make sure the devices and platforms you choose to deliver the programme fit with the devices and platforms your users routinely use on a day-to-day basis. In the pilot MYSTIC programme we used YouTube as the main channel for young people to contribute. However, it turned out they were used to using Snapchat and Whatsapp.
- The programme is likely to fail unless it gets the commitment of existing networks and stakeholder groups within the community. Unless you are in the enviable position of having access to significant funding to start the programme from scratch, you'll need to get partners on board who have the resources you need – for example by offering existing premises to use as the location for a Community Lab. Use a co-creation workshop to demonstrate your programme's potential to stakeholders and raise their interest – see Step 4.

STEP 2: UNDERSTANDING USER NEEDS

Primary Task of this Step

The Primary Task of Step 1.2 is to identify the specific needs of your target group so as to better develop your intervention. This task aims to carry out a user needs assessment.

Guiding Principles

- Be clear who your target users are for the intervention and what their needs are
- Compare your user needs against what the MYSTIC programme can provide
- Develop a vision for the intervention that is user-led
- Ensure the intervention is co-designed in collaboration with your target group

Checklist of Actions

Produce a categorisation of the intervention user groups ✈

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Produce a needs analysis for these groups ✈
List the MYSTIC tools and services the groups need and what needs to be adapted ✈

Tools to help you understand user needs

Cultural Probes (Lifeworld analysis)

Cultural probes are used to create a deeper understanding of the context of the users and to map their needs within that context. With a cultural probe, participants record any information about their day-to-day activities or environment which they feel is important to them and which reflects their 'lived experience'.

Cultural probes can range from writing a diary, taking pictures, from using postcards to notebooks or cameras to take pictures of relevant moments of a user's everyday life.
The idea is to capture the 'lived experience' of the user – for example getting a young person to record a video of a week in their working life.

In MYSTIC a particular form of cultural probe we have used is based on 'Lifeworld analysis'. Its objective is to record 'descriptions of what people experience and how it is that they experience what they experience' (Patton, 1990; Schutz and Luckmann, 1995). Lifeworld analysis aimed to answer these kinds of questions:

What does it feel like to be a young person in this place and time?

What are the most difficult issues and problems young people face in their daily lives?

Would the intervention give them more voice and more power to solve some of the problems and issues they face on a daily basis?

Lifeworld analysis aims to record this 'lived experience' in terms of five constructs:

Construct	Focus
Life-world	This focuses on young people's lived experience of social exclusion.
Temporality	This focuses on how young people experience time, both in terms of their broader historical position (for example how does being young in the 21st century affect young people's attitudes to social innovation?) and in an everyday sense, as part of their experience of 'lifeworld' (for example what events are important in developing social relationships?)
Spatiality	This focuses on how young people make sense of the world through geographical structures and boundaries (for example, how does the way the neighbourhood is constructed shape a sense of territoriality, and identification with gangs?)
Embodiment	This focuses on the body and the physical space in which the body operates. On the one hand, it refers to the capacities of the human body

	- for example how young people experience 'body image'. On the other, it refers to how young people acquire 'embodied skills' - for example how young people acquire 'participation skills' by dealing with challenging situations.
Inter-subjectivity	This focuses on how the everyday, inter-subjective world is constituted - for example how living in 'crisis Europe' affects young people's social and civic participation.

Whatever the type of cultural probe used – diary, video, or even an interactive focus group – the collection of data would cover these five elements. Analysis of the results of the cultural probe will be very useful in subsequently identifying and listing the key needs of the participants in an intervention.

Co-creation workshop

The aim of co-creation workshops is to involve the programme users and other stakeholders directly as active collaborators in developing your programme.

These workshops are not just a mechanism for listening to their points of view. They are intended to involve users and stakeholders as equal partners in the design and delivery of a programme. Co-creation workshops are normally used in three stages over the life cycle of a programme:

- in the 'Empathise' stage – primarily to explore the needs of users and stakeholders
- In the 'Ideate' stage – developing 'out of the box' solutions to deliver the programme
- In the 'Test' stage – implementing and evaluating how the programme works.

There are many ways to design and run a co-creation workshop to explore and work with ***user needs.*** These include:

- Using post-it notes and flip-charts
- Presenting a visual story of ideas for the programme that can then be explored together
- Getting participants to tell stories from their own life experience
- Taking a walkabout in a particular area of the community in which the programme will operate and then discussing people's thoughts and observations.

Whatever tools are used, the format of the workshop would typically go like this:

- An introductory session
- A motivational session (what the problem the programme addresses is and how it might be addressed)
- Icebreakers and short presentation round of participants
- Production session(s) & co-design activity
- Specification of challenges
- Mapping exercises – needs analysis
- Project Vision storyboard
- Feedback
- Wrap-up and next steps

Personas

A persona is a fictitious description of an 'archetype' person who represents a user involved in the programme. The aim is to provide a vivid representation of the user, so that the MYSTIC

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programme can be developed considering these representations. The persona can be described in just a short sentence but typically includes more detail, sometimes supported by visual content, like a photograph or cartoon. Typical elements that could be included in the persona are:

- Fictional name
- Personal information (e.g., age, gender, education, ethnicity, family status, location)
- Profile (e.g., their background, their use of digital technologies)
- Motivation for getting involved in the intervention
- Concerns and needs
- Likes / Dislikes

The Table below shows an example of Personas.

	Sofia	Marcus	Elena
Background	I'm a 23 year old youth worker in a small NGO in South London. I graduated in Psychology from University of Westminster and took a postgraduate course in youth work.	I live in South London. I'm a computer programmer, professionally. I'm also a volunteer with 'Sport4Life' – a community-based organisation that works with young people who are involved in gangs.	I've lived all my life in South London. 2 years ago I dropped out of school at 16. I don't have a job and spend a lot of my time hanging out - but sometimes go to the youth centre
Motivations	I want improve my skills base and make my work more relevant to young people on the ground	I want to increase my volunteering work, and explore possibilities of moving into a more professional role in youth work	I want to get opportunities to do something useful with the skills I have and the skills I don't know I have
How I see the Community Lab	I see the Community Lab as the 'glue' that pulls together and binds different interest groups, stakeholders and service providers so there is a new and holistic approach to working with youth on the margins	For me, the Community Lab provides a voice for young people who don't have a voice. The Lab needs to be credible, and capable of gaining the trust of these young people.	I want the Community Lab to offer a vision of an alternative world that isn't selfish and profit-seeking. I want it to guide young people towards this new vision
Concerns and Challenges	I'm not sure that the Lab can bring together all of the fragmented organisations that operate in the area. Everyone's feeling the pinch. We're all competing for funding. Is there the will to collaborate?	The biggest challenge is getting the trust and credibility from young people who are not used to being listened to and who feel they've been abandoned. We also need to bring in role models who are respected by the young people	I'm worried about the possibility that gang violence and turf wars will find their way into the Lab. I'm concerned about whether the Lab can guarantee my safety

Pitfalls and how to survive them

- Over-ambition – your programme needs engagement and commitment from potential users. Make sure you factor the level of potential demand for the programme into the implementation plan.
- Relevance – no matter how well you capture the 'user experience', through using tools like lifeworld analysis and personas, an intervention relies for its success on the active engagement of users. You can model their lived experience, but you won't recruit or retain them unless they see your

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programme has relevance for their lives and their development. They need to take away skills they can use in real life and practice

Resources

Resources for Stage 1 can be downloaded from the 'Open Toolkit Resources' section of the MYSTIC website at: https://mysticproject.eu/index.php/activities/open-tool-kit

STEP 3: DEVELOPING A THEORY OF CHANGE FOR THE INTERVENTION

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Primary Task of this Step

The Primary Task of Step 3 is to define the intervention 'journey' of your intervention – from the challenge it is presented with at the start of the journey to where it hopes to be at the end.

Guiding Principles

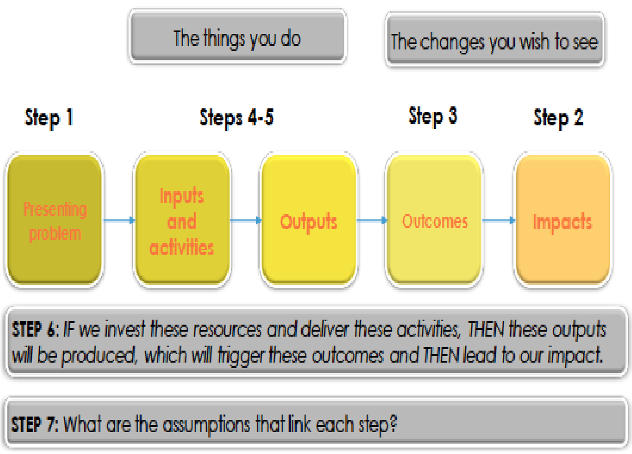
- Be clear who your target users are for your programme and what their needs are
- Compare your user needs against what the programme can provide
- Develop a vision for the programme that is user-led
- Ensure the program is co-designed in collaboration with your target group

Checklist of Actions

Define the problem you want to solve
Define the changes you expect after your intervention is completed
Specify the resources you have to make the change happen
Identify the activities that need to be carried out
Define what these activities produce – the outputs
Identify the expected changes that occur when these outputs are used
Define the things that need to be on place for these to happen

Tools to help you develop a theory of change

Theory of Change helps you define the intervention 'journey' – from the challenge it is presented with at the start of the journey to where it hopes to be at the end. Connecting the presenting challenge to the journey's end- the impacts and changes the programme hopes to make to the existing problem - are: inputs (the resources available to deliver the programme); activities (the actions carried out by the programme); outputs (things produced by these activities); immediate outcomes, (changes in awareness and knowledge); intermediate outcomes (changes in behaviour and structures). Underlying this 'change journey' are 'theories' (assumptions and hypotheses), for example a theory of what is causing the 'presenting problem'; a theory of what is needed to bring about the desired solution; assumptions that if we take Action 'X', this will produce Output 'Y', which will then lead to Outcome 'Z'.



1. Start with defining the problem you want to change
2. Describe the change you want to see to the problem – the programme impacts
3. Specify the outcomes that lead to these impacts
4-5 Work backwards to specify the resources you have, the activities that use these resources, the outputs these produce
6. Specify the causal links in each step
7. Clarify the assumptions

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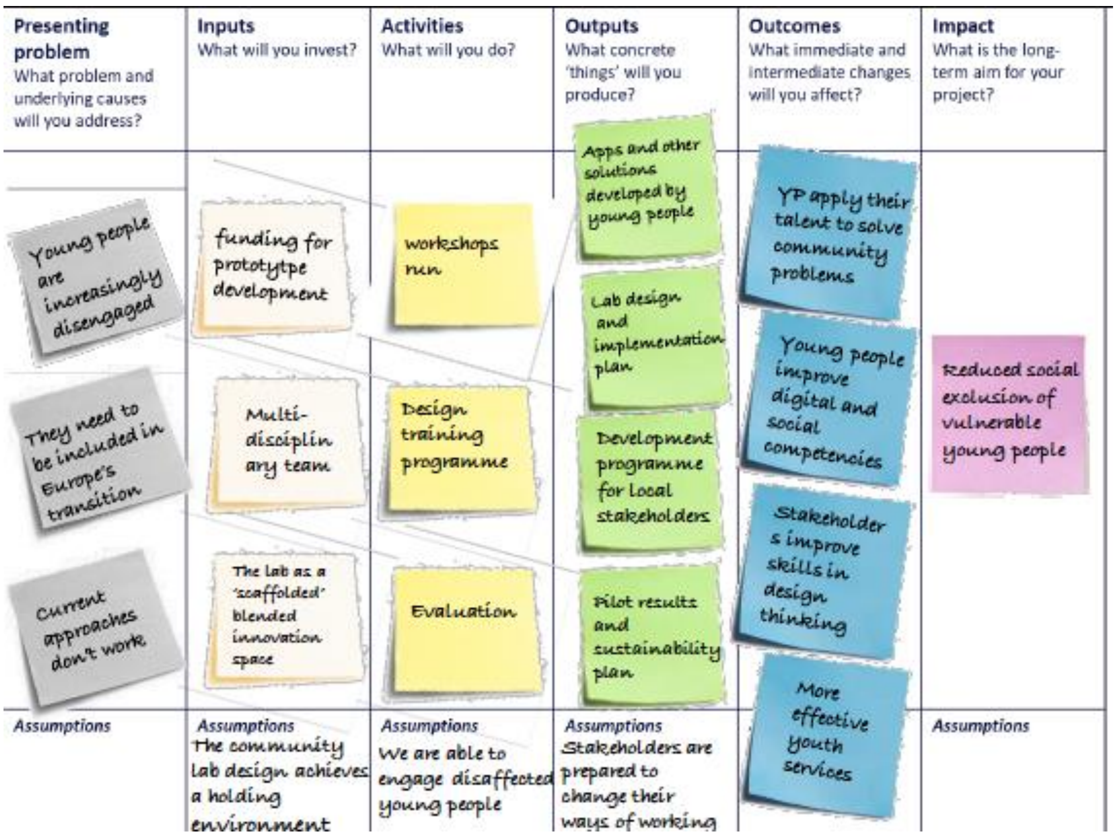
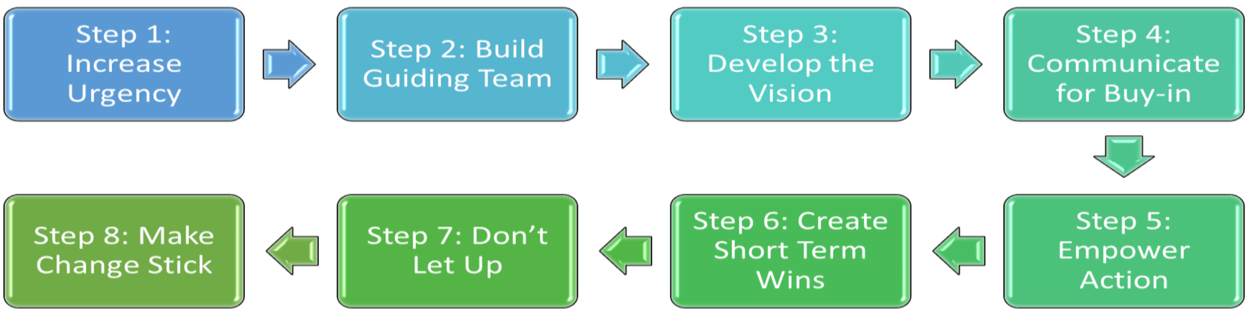
The illustration below shows how to produce a Theory of Change for a programme using a simple template filled in with 'post-it' notes.



Another way of presenting a theory of change approach is shown in the diagram below.

This focuses on the personal and organisational actions needed to deliver change.



Source: own elaboration based on Kotter (2012)

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Pitfalls and how to survive them

- Don't start with the activities you think need to be carried out – start with the presenting problem you want to change and then define the changes – impacts – you expect at the end of your project
- Don't confuse impacts with outcomes. Outcomes are the 'immediate' changes – in awareness, attitudes and skills – and the 'intermediate' changes – in behaviours and structures – that occur because of the intervention outputs. Impacts are the longer-term and broader results of these outcomes
- Don't forget to specify the assumptions behind your theory of change. These can be either 'conceptual' – the assumption that if you do 'X' it will lead to 'Y' – or 'logistical' – e.g. the assumption you have the resources to do what you need to do

STEP 4: IDENTIFYING STAKEHOLDERS AND THEIR ROLES

Primary Task

The primary task of this Step is to identify other key stakeholders – in addition to young people– whose involvement will be needed to set up and run a successful programme and to understand how they can best contribute to its implementation.

Guiding Principles

- Ensure everyone with a 'stake' in the training programme has a voice in its design and implementation.
- Understand each stakeholder groups' needs, expectations and what they can bring to the table.
- Make sure the programme is designed to reflect the profiles of the stakeholders that need to be involved and maximize their strengths and the resources (digital competences and soft skills) they can bring.

Checklist of Actions

Identify and map the key stakeholder groups	❑
Set up a stakeholder database including key stakeholder contact details	❑
Produce a categorisation of the stakeholder groups	❑
Analyse and categorize the members of the database to in terms of stakeholder type; interests; degree of influence and attitude to the programme	❑
Create a visual representation of the stakeholder population and their characteristics	❑

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The importance of stakeholders

Your intervention needs the active involvement of different people and groups to achieve its social and educational impact and, to do so, it needs different stakeholders to play different roles.

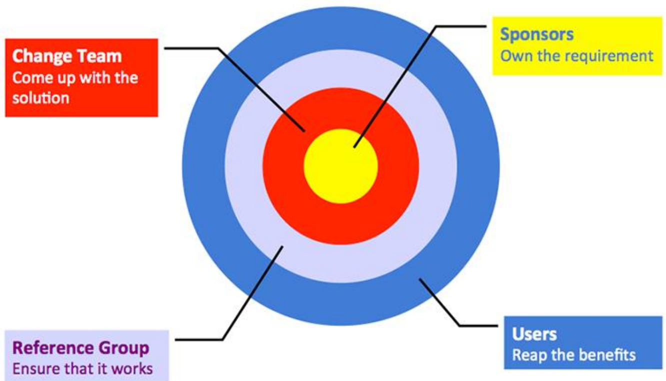
We can identify four important reasons to include Stakeholders in an intervention:

1. Increase the quality and quantity of input and reduce the chances of irrelevance.
2. Encourage ownership and involvement with the project goals.
3. Increase the chances of success.
4. Widespread consultation improves relationships and increases stakeholder self-esteem. It also reduces the chances of misinformation and complaints of lack of transparency.

Generally, when thinking about stakeholders in the context of a youth intervention people think in terms of young people and youth services. However, it is important to include other stakeholders as well: professional organizations, potential partners, competitors, community leaders, community groups, employees who take young people for work experience, volunteers, etc.

Stakeholders can be grouped into four broad types:

- Sponsors or project owners are often those who initiate change by mobilizing the resources needed and charging people with the responsibility for getting it done.
- Change Teams are those charged with the responsibility for executing the change and ensuring it happens.
- Reference Groups include those people that change teams must refer to in order to arrive at the right solution. They ensure that the change will work.
- Users are a broad group of people who benefit from the change solution. (Note: The Reference Group and some of the Change Team may also be classed as Users).



Source: Workshop bank (2023)

In education, *facilitators* delivering the programme represent another important key stakeholder group and their responsibilities include but are not limited to conducting needs investigation, devising detailed plans and schedules, organizing and supervising the delivery of activities, and conducting evaluations and follow-ups (Dudovskiy, 2013).

Tools to help you identify stakeholders and their roles

Stakeholder Mapping

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A Stakeholder Map - or actor network map - is a tool to create an overview of all stakeholders who may have an interest or a role to play in a programme. Examples cover:

- potential partners who could provide resources – e.g. premises to host the programme (platform, budgets, etc.)
- networks of organisations/people who could help raise awareness
- potential funders

This tool helps identify who these stakeholders are; what resources they could bring to the programme and the relationships between them. Stakeholder maps can be produced in a number of ways, but the most often used are either a Stakeholder Table or Network Map.

Name	Type	Assets	Role
Princess Trust	Charity	Sports Social innov Funding	Funder Activities provider
CMT	Community Trust	Premises Staff Access to YP	Community Lab host
Fight4Youth	NGO	Sports programme	Activities provider
Big Kid Group	NGO	Leadership & Mentoring	CSP provider
City Hall	Civic Auth	Political networks Funding	Funder Networking
Community Hub	Education	Learning resources	CSP provider
Market Traders Assoc	Business	Funding	Funder
Yacht centre	NGO	Watersports Staff	Activities provider

The **Stakeholder Table** shows:

- ***Names*** of key potential stakeholders in the programme
- ***Type*** of stakeholder – e.g. NGO/civil society; civic authority; Business
- ***Assets*** – the resources they could bring to the programme – e.g. funding; learning content; extra-curricular activities
- ***Role*** – the potential role they could play in the programme – e.g. contribution to the Community Labs; funding provider

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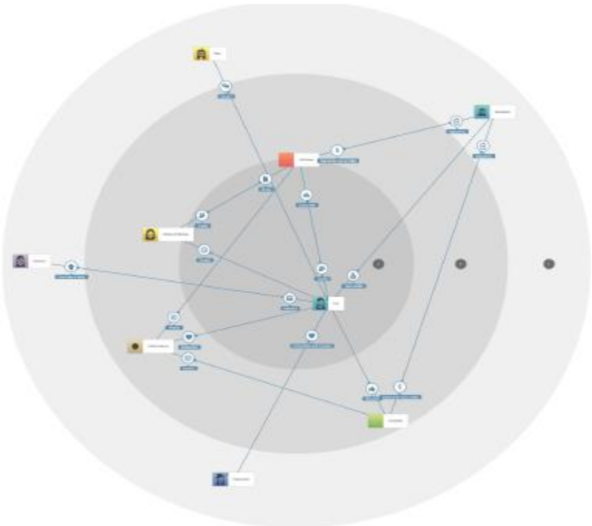


The ***Network Map*** shows a visual representation of the location in which the programme will be delivered, with the key stakeholders situated within it, in approximate distance from each other.

Each type of stakeholder can be represented by a different colour and/or symbol.

Lines show how these different stakeholders are connected.

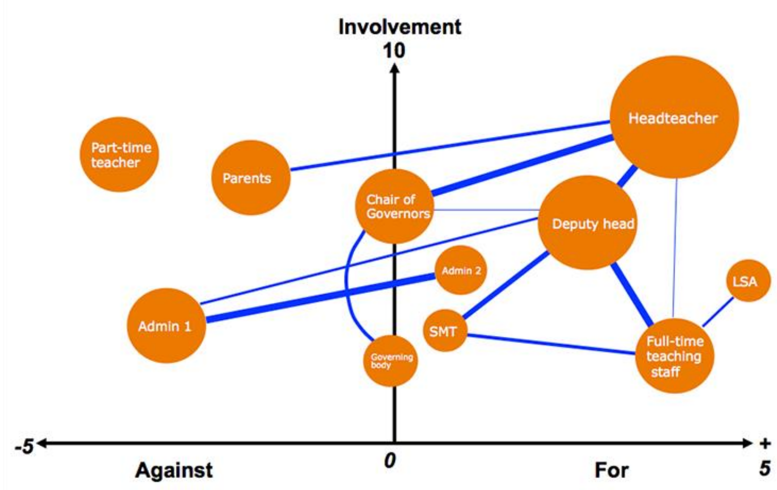
Assessing stakeholder interest and influence: the interest and influence matrix

The next step after stakeholder mapping is to assess the relative importance and influence the key stakeholder groups are likely to have on your programme. This can help to prioritise the actions that need to be taken to get them involved. You can do this using a different stakeholder map to reflect how the different stakeholder categories are positioned with regard to two indicators:

- interest – representing an estimate of the interest each group is likely to have in the programme, for example as users, content providers, funders and supporters –
- influence - representing an estimate of the degree of influence (or 'power') each group is likely to exert over the programme development and future evolution.

These maps can be based on data collected through things like stakeholder surveys, key informant interviews and literature reviews.

An example is shown below:



The X axis represents the spectrum of dispositions toward your change project; from Against at one extreme – to for at the other.

The Y axis represents the spectrum of involvement from high at the top to none at the bottom.

The Y axis intercepts at the mid-point of the X axis. This represents a position on the X axis equivalent to a neutral disposition – neither for, nor against, the change.

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The thickness of line represents the strength of relationship.

The degree to which each stakeholder can influence the change is reflected in the size of the circle used.

Pitfalls and how to survive them

- Focusing too much on funding. Although identifying stakeholders with cash is an important part of stakeholder mapping and analysis, setting up and running a successful programme requires the input of a wide spectrum of actors who represent different interests. Take account of the different perspectives and skills needed in the programme and target the stakeholder mapping and analysis accordingly. Try to provide free versions of resources so the investment in terms of cost for resources is minimum.
- Lack of good data. Stakeholder mapping and analysis needs to collect and apply information that is robust, and evidence based. To get this information requires a multi-method approach. This would likely combine desk research – e.g. consulting databases and reports to identify who the stakeholders are – surveys, focus groups and interviews.

Resources

Resources for Stage 2 can be downloaded from the 'Open Toolkit Resources' section of the MYSTIC website at: https://mysticproject.eu/index.php/activities/open-tool-kit

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Stage III
develop

STEP 5: DESIGNING THE INTERVENTION

Primary Task of this Step

The Primary Task of Step 5 is to use the results of Step 1 – 'Familiarisation with MYSTIC' – and Step 3 – Developing a Theory of Change - to adapt the MYSTIC Programme framework and tools to your own needs and the needs of your users.

In particular this Task aims to convert the overall programme vision and Theory of Change developed in Step 1 into your own specific programme design and implementation plan.

Guiding Principles

- The programme should be user-driven and co-designed in collaboration with participating young people

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- The programme should clearly incorporate the specified the needs of the user target groups
- The programme should reflect the 'lived experience' of young people in the locations in which it is implemented and focus on developing the social innovation skills young people need to 'fix what's broken' in their communities

- The programme should use a 'blended learning' approach that combines face-to-face learning with on-line learning and incorporate a programme of action research to enable participating young people to apply the social innovation skills they have learned in real projects that fix problems in their communities
- The programme should include developmental activities that take young people out of their normal routine and allow them to expand their experience and horizons – for example creative workshops, outdoor activities
- The programme should be designed to reflect the profiles of the stakeholders that need to be involved and maximize their strengths and the resources they can bring to the table

Checklist of Actions

Take into account who the stakeholder is – Step 4 ✈
Apply the results of the user needs analysis – Step 2 ✈
Use the design thinking model to develop an intervention process ✈
Use your theory of change to storyboard the intervention ✈
Review the storyboard in collaboration with users and stakeholders ✈

Tools to help you design your own programme

Design Thinking

Design thinking applies a five-stage process to develop solutions to a 'presenting problem' in 'human-centric' ways, by focusing on what's most important from the perspective of 'users' and by applying 'out of the box' and 'disruptive' ideas to address the presenting problem.

- Empathise - this involves gaining an 'empathetic' understanding of the presenting problem, through consulting experts, users and stakeholders, with the emphasis on immersion in the physical environment to gain a deeper personal understanding of the issues that affect young people
- Define - this involves synthesising the information gathered to define the problem statement in a ' human-centred manner' –e.g. defining 'what skills gaps do young people face and how can they be mitigated?'
- Ideate - this involves 'thinking outside the box' to identify new solutions to the problem statement created in the preceding stage, and looking for alternative ways of viewing the problem – this would involve young people collaborating with other key

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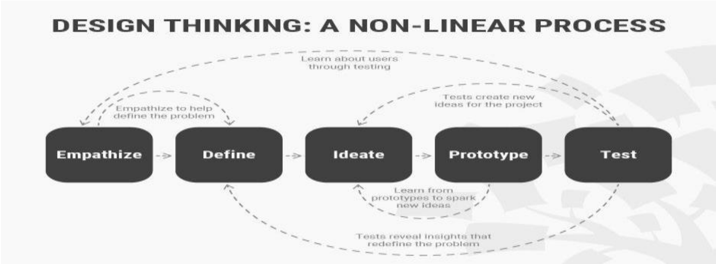
stakeholders to think of creative ways to solve scenarios through delivering your intervention

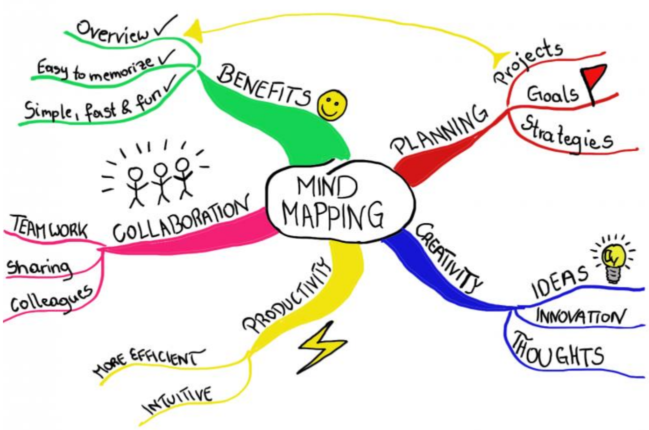
- Prototype - this involves creating a mock-up of the proposed solution to the problem, which can then be investigated by sharing with users and stakeholders
- Test - this involves validating the prototype to assess its potential effectiveness, usability and benefits.



Source: Interaction Design Foundation

Mind Map

Mind – or Concept – mapping is a graphical technique aimed at illustrating how the design and implementation plan of a programme works through showing the relationships between concepts, actors and activities. Most mind mapping approaches start with the 'problem statement' at the centre of the map. The programme design team then write ideas/solutions to the problem around this central statement, concentrating on 'thinking outside the box' to identify new solutions to the problem statement, and looking for alternative ways of viewing the problem. The ideas/solutions are then connected together using lines/curves. There are a number of software programmes available to do this – some open source (e.g. bubbl.us; www.mindmeister.com; https://coggle.it/)



The MindMap typically starts at the centre with the problem or solution (programme). Brainstorming the problem then reveals the things that need to go into the design and implementation of the programme – like products, benefits, resources – rather like in the Theory of Change. The mindmap then shows the interconnections between these things

Source: Mindmesiter.com

A mindmap for the MYSTIC programme for young people in London is shown in the illustration below.

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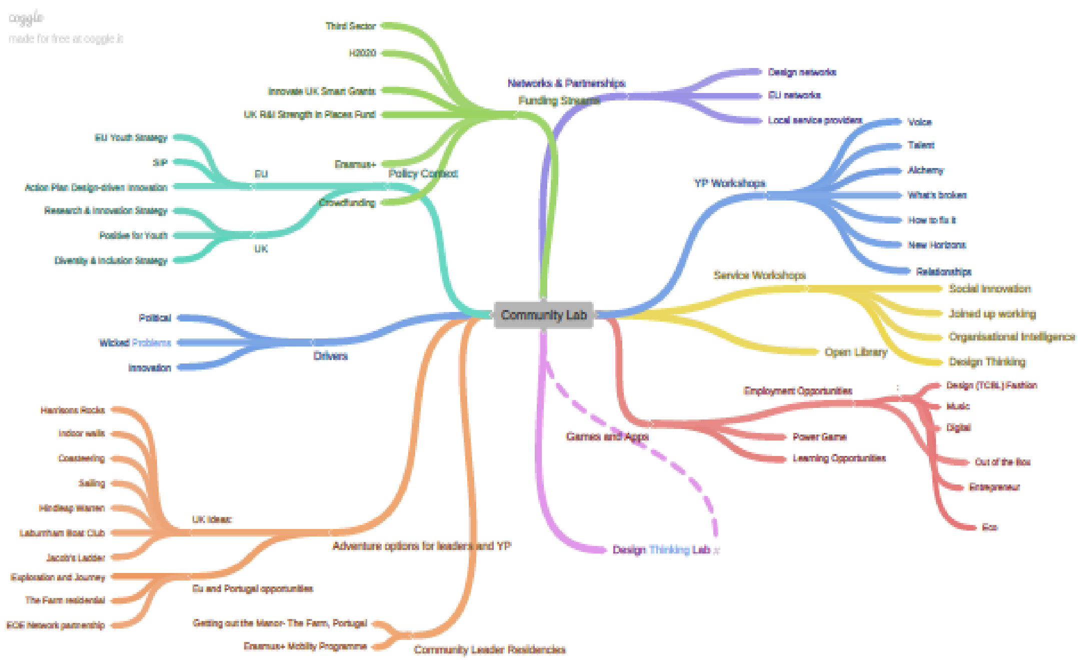
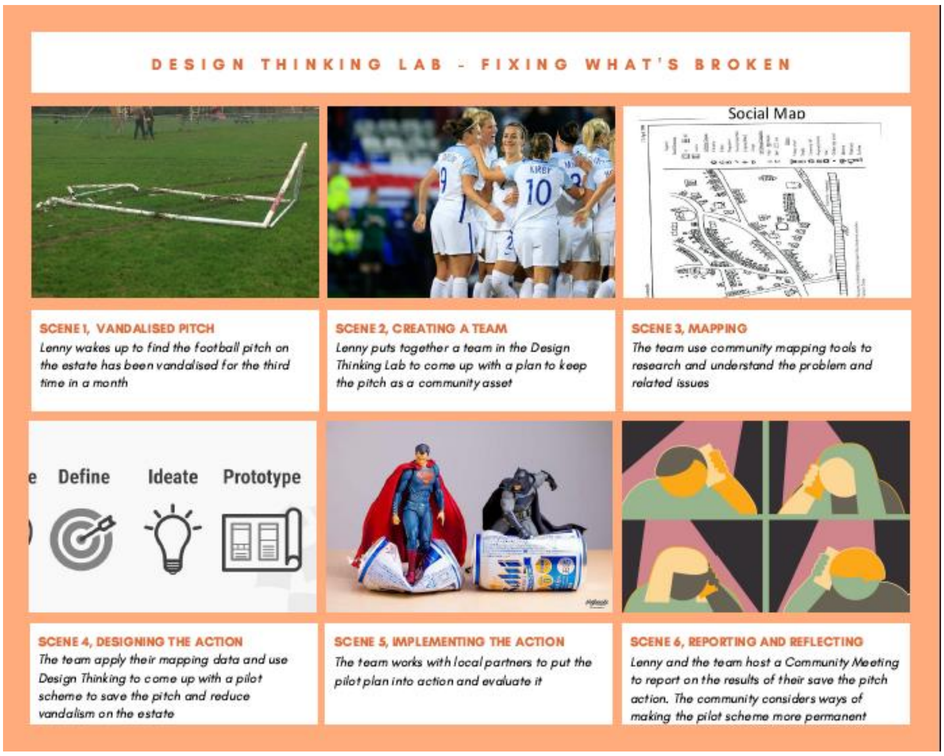


Storyboard/Journey Mapping

Storyboards represent the programme 'journey' – as described conceptually in the Theory of Change outlined above in Step 3 – as a series of key actions the programme participant takes as they progress through the programme. They help to customize the overall process of the programme to the individual needs of participants/users. You could develop different storyboards for each of the 'Personas' developed (see Step 2) so you have a clear visual picture of how different types of user progress through the programme.



The graphic shows a 'storyboard' illustrating a Community Lab in South London.

It uses a design thinking approach to show how the Lab works to fix a problem – a vandalized football pitch.

Journey Mapping is a more detailed application of the storyboard approach.

The map models the 'user experience' of a potential programme participant so the

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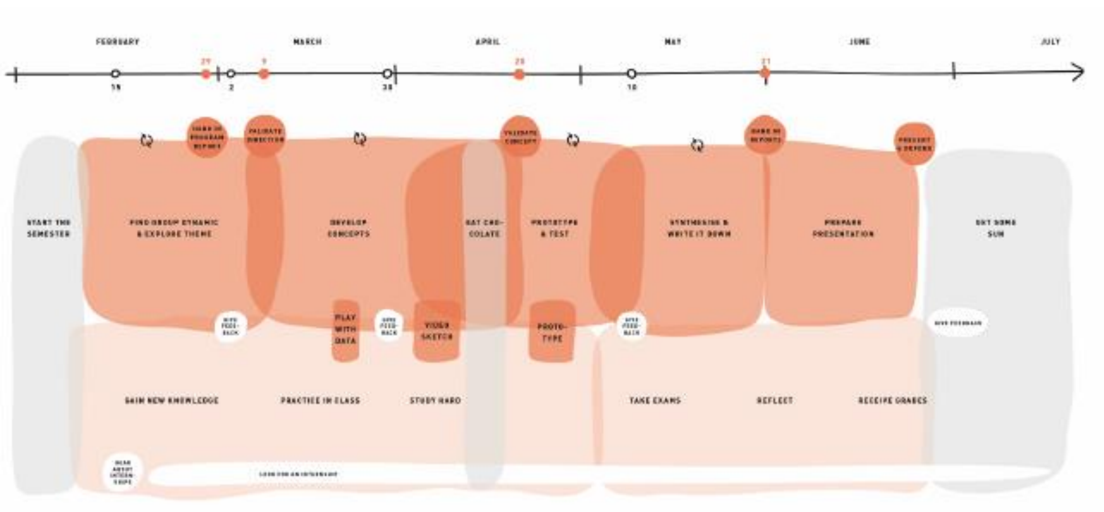
programme design can be customized to represent a step by step model of how different types of user experience the programme.

A journey map represents a sequence of events, the interaction between the user and the programme, the user's mood in each of the events delivered by the programme and the 'touchpoints' – the moments or spaces in which the user and programme interact - that support the interaction between the user and the services provided by the programme. This step-by-step description is based on the user's point of view. A journey map is a powerful tool for visualising the user experience. It helps the programme designer to understand the context of users, to identify possible gaps in the services the programme intends to provide, and a clear perspective on what potential programme users are looking for and what they want to achieve.



Source: DesignscapesToolkit

The customer journey can be used in developing a new or adapting an existing programme to ensure that different user needs are built into the programme from a user perspective and identify possible opportunities for innovation of the programme. In the example shown above, the journey map represents the student journey through a semester of a Masters course, including indications about the timing of each phase, the milestones and the characteristics of the activities.

Co-creation workshop

In Step 2 above we outlined how co-creation workshops can be used to involve the programme users and other stakeholders directly as active collaborators in your intervention. Co-creation workshops are also useful for developing your intervention and adapting the MYSTIC framework and tools to your needs. The workshop could be used to review and if necessary, revise the programme personas, storyboard, journey map and implementation plan.

Pitfalls and how to survive them

- Awareness-raising – many programmes fail because they are developed in a bubble. It's essential from the outset to engage stakeholders in the programme design and implementation plan. This means active outreach from the start. Even if you only have a sketch of the programme, get it out there – through consultation workshops, social media, informal canvassing - so you can judge the potential level of support and commitment early on.
- Risk aversion – a design thinking approach means thinking outside the box, being creative, taking risks. A lot of programmes are worthy, but unexciting. Your programme

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should aim to stretch young people by putting them in situations that challenge their ingenuity. Don't be afraid to tap into the ideas of young people themselves.

STEP 6: IMPLEMENTATION PLANNING

Primary Task of this Step

The Primary Task of Step 6 to take the programme developed in Step 5 (Designing the programme) forward by developing an implementation plan to deliver your intervention.

Guiding Principles

- Be clear about who is involved in the intervention and what their roles are
- Understand the different delivery options available for deliveing the intervention and their advantages and disadvantages
- Be aware of the obstacles you are likely to face, for example in the institutional, political and policy environment
- Ensure you have a good idea of the phases involved in setting up the intervention and implementing it, and the time scales involved
- Select the right delivery vehicle for the intervention
- Make sure the relevant people in your organization familiarize themselves with the intervention.

Checklist of Actions

Revisit your user needs and stakeholder analysis	✈
Download and read the MYSTIC Course and Game tutorials	✈
Experiment with and explore the MYSTIC foundation course and IRP	✈
Develop an implementation plan for the programme	✈
Develop appropriate management and monitoring systems	✈
Design the operational systems for running the programme	✈
Identify and specify appropriate roles and role specifications	✈

Tools to help you develop an implementation Plan

Project Implementation Tools

Project implementation tools translate your project's Theory of Change and Mind/Concept Map (Step 2.2) into an implementation plan that has a logic, a sequence of steps/activities and outputs and a timeline. Typical tools used are:

- Logic Network
- PERT chart
- GANNT chart

Logic Network

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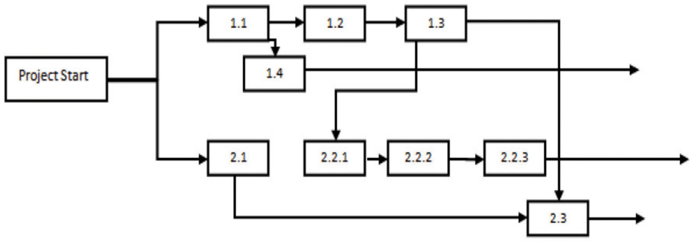
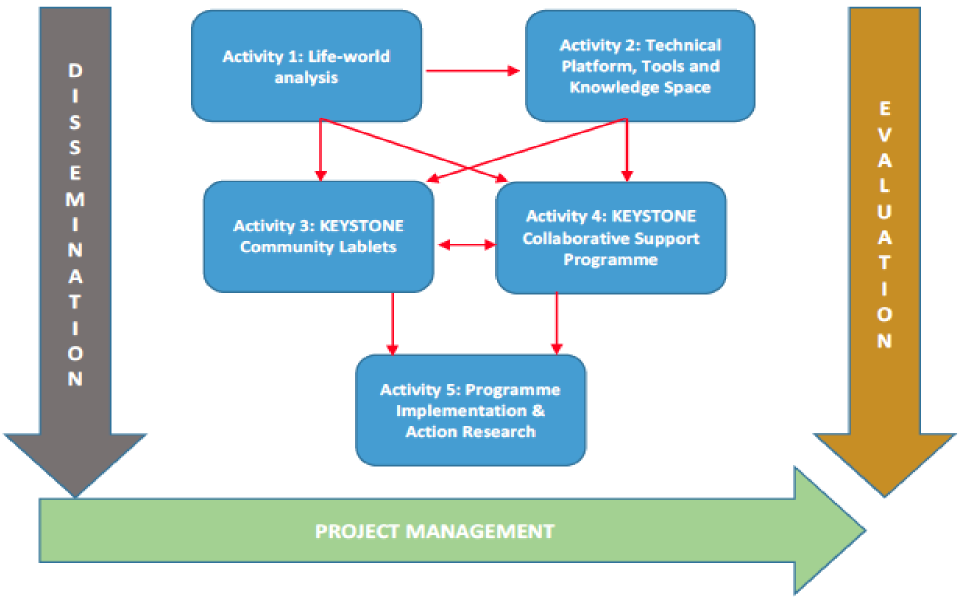


A Logic Network indicates the sequence of activities in a project over time. It shows which activity logically precedes or follows another activity. It can be used to identify the milestones and critical path of a project. It will help you understand the dependencies in your project, timescale, and its workflow.



PERT Chart

Like a Logic Network, PERT is a method for analysing the tasks involved in completing a given project, especially the relationships between tasks and their inter-dependencies. It shows which tasks need to be done first and which tasks are dependent on others.

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GANTT Chart

Work package (Task) - Month	1	2	3	4	5	6	7	8	9	10
1. Scoping and Set-up										
1.1 Pilot Study Review										
1.2 Stakeholder motivation analysis										
1.3 Co-creation workshop										
2.Lab and Programme Adaptation										
2.1 Lab migration strategy and implementation plan										
2.2 YP Blended Learning Programme										
2.3 Stakeholder Workshop Programme										
2.4 Action Research design										
3. Lab and Programme Validation										
3.1 Run Blended Learning Programme										
3.2 Run Stakeholder Workshop Programme										
3.3 Action Research experiments										
4. Evaluation										
4.1 Evaluation design and Toolkit										
4.3 Evaluation implementation										
4.4 Evaluation Reporting										
5. Scaling, Transferability and Sustainability										
5.1 Sustainability co-creation workshop										
5.2 Scaling Plan										
6. Reporting and Dissemination										
6.1 Final Report										
6.2 Dissemination workshop										
7. Project Management										
7.1 Project Management Plan										
7.2 Project Monitoring										

A Gantt chart is a project management bar chart that tracks tasks across time. It shows the phases, tasks, milestones and resources needed to deliver a programme.

The tasks are set out in linear format across the programme timeframe from start to finish, with a start and end date shown for each task.

Service Walk-through

Before publicising/Launching the programme it's worth getting a small number of users involved in the final validation of the programme by running a 'service walk through' with them. The service walk-through is a tool that provides programme designers with a way to understand the experience of a service from the user point of view. The technique uses the 'journey' through the service as a way of getting users to understand how they will experience it. You can use various ways of representing this journey. One way is using 'lego blocks' to show how the various components of the service fit together. Another way is to literally accompany users through a tour of the physical space in which your programme will be delivered.

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In this example lego blocks are used to simulate how the programme uses physical spaces to deliver its services and how they connect with each other.

Users are ‘walked through’ the service using the blocks and their observations – including potential issues raised – are recorded to feed into future service revisions.

Source: Boletsis, 2018/Designscapes Toolbox

Pitfalls and how to survive them

- Don’t venture into the land of youth interventions without being prepared. Make sure everyone involved in delivering the programme are familiar with the programme and the MYSTIC tools.
- Avoid not seeing the trees for the wood. Use MYSTIC to narrow down your searching to projects that broadly fit your project objectives and target groups
- Avoid over-ambition.
- Don’t do it alone. Use your stakeholder analysis results to engage in meaningful conversations with other people working in the field and share ideas and experiences.
- Underestimating the implementation costs. Setting up a programme inevitably entails costs. These come in several forms. Start-up and set-up financial costs; operational costs; etc.

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Step 7: Delivering the Programme

Primary Task of this Step

The Primary Task of Step 7 is to empower yourself, your delivery team and participants with the necessary skills and knowledge to effectively engage with and support disadvantaged young people, including those with diverse learning and developmetnal needs.

Guiding Principles

- Make sure you and relevant people in your organization construct arenas for dialogue and mutual learning and development, engaging in a ‘co-creative’ relationship with participants
- Explore solutions to problems that emerge and are identified by the participants and relate to their lifeworld
- Develop, implement and evaluate solutions to these issues at the local level - focusing on 'what's broken and how to fix it' - aiming to make a real contribution to social change in young people's lives and communities

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- Participants engage as drivers of social change, finding and co-designing solutions to problems identified by them
- Ensure that all programme content and interactions are accessible to a diverse range of participants, including those with cognitive disabilities or other particular needs
- Foster a sense of community and collaboration among participants to facilitate peer learning and support, ensuring that everyone's contributions are valued
- Adapt the delivery methods and content based on the evolving needs and feedback of participants with specific requirements
- Encourage participants to reflect on their experiences and adjust their approaches based on ongoing assessment and self-evaluation.

Checklist of Actions

Develop an inclusive programme recruitment strategy that actively seeks out participants with diverse needs and abilities	✈
Customise the programme registration process to gather information about any support needed	✈
Ensure all programme content is designed with universal design principles, making it accessible to a wide variety of participants	✈
Create a safe and supportive learning and development environment	✈
Provide adequate training for the programme delivery team, particularly in safeguarding and support	✈
Ensure participants are properly briefed and prepared for the programme	✈
Use an ‘action research’ methodology to enable participants to explore real problems and solutions - 'what's broken and how to fix it'	✈
Monitor and evaluate the programme outcomes (Step 9)	✈
Reflect on the outcomes and feed what has been learned into another cycle of action	✈

Tools to help you deliver your programme

The ‘Alchemic’ Model

MYSTIC takes what might be called an ‘alchemic’ approach to supporting young people, reflecting a process of combination, transformation and creation. It aims to create an environment in which the hidden, latent and possibly ‘illegitimate’ talents, creativity and potential of young people – particularly young people with fewer opportunities - can be surfaced, nurtured, validated and productively applied to community development and social innovation. In practice, this means that an effective programme needs to combine four things. ***Critical reflection*** aims to encourage participants to think about, review and reflect on key questions that describe their life, their world, their situation, their behaviours, their future. ***Collaborative dialogue*** aims on the one hand to support participating young people to exchange their perspectives and experiences with each other but more importantly aims to encourage young people and other stakeholders, like youth workers, to ‘step into each others shoes’. ***Action learning*** applies a participatory approach to problem-solving - there

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is no learning without action and no action without learning. Action learning would involve activities like experiential adventures, team games, creative group work and collaborative problem-solving. ***Co-creation*** aims to encourage participating young people to apply their talent and creativity by working with each other, participating youth workers/volunteers and the programme delivery team members to think outside the box and together design and storyboard ideas for action research projects that 'fix what's broken' in their communities.

In the MYSTIC project, the alchemic model was delivered through three interconnected programme components: the MYSTIC Foundation Course; the Immersive Residential Programme – IRP – and the Community Co-Labs,

Delivery of the alchemic model through the foundation course, IRP and Community Co-Labs follows a linear progression, with each element feeding into the succeeding element. This progression broadly follows Bloom's taxonomy of learning from 'remembering and understanding' through 'applying and analysing' to 'evaluating and creating'. The Foundation course helps MYSTIC programme participants understand the landscape of youth inclusion and acquire the core skills to work in it; the IRP provides a space for them to apply this understanding and core skills to develop practices they can use in situations in their communities to solve problems, and the Co-Labs provide a space to apply those practices in action research projects working with specific, real problems.

Action Research Methodology

The alchemic model relies heavily on an 'action research' approach to delivering youth-led interventions (Kemmis & McTaggert, 1981) that aims at creating change through 'practice', not just theoretical research. It applies a 'bottom-up' approach involving target groups as 'co-creators' of incremental change which have real-world impact, like improving a community's recreational infrastructure. It involves iterative cycles of problem-setting, planning, acting, observing and reflecting, as shown in the graphic below.

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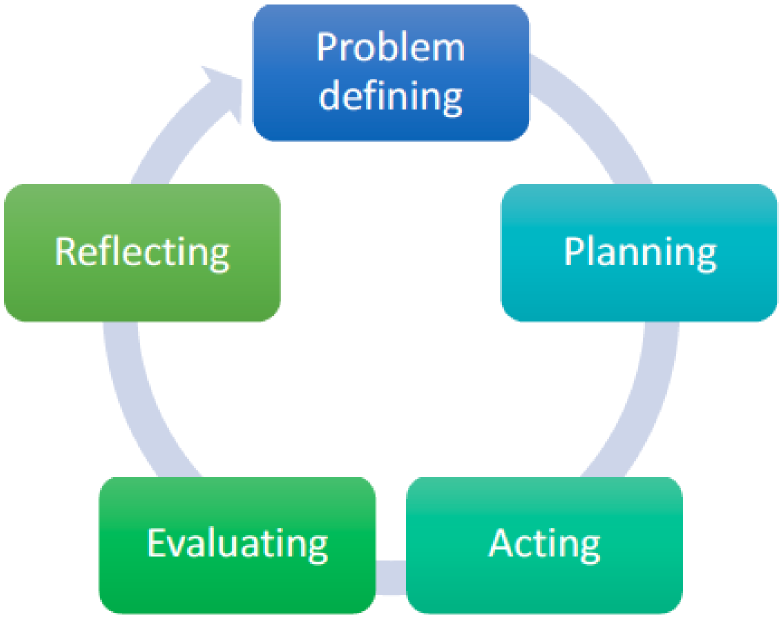
Stage 5: Review & reflect on learning from observing and evaluating. Feed results into sustainability actions

Stage 4: at end of experiment formative and summative evaluation data combined to assess outcomes



Stage 1: Problem scenarios-building through co-creation workshops. Identify 'what's broken'

Stage 2: Review ideas from Stage 1. Select most promising ideas. Design & deliver an action plan for a social innovation

Stage 3: Plan implemented through Community Lab, including evaluation systems

The graphic shows:

- **Stage 1** - ***Problem-definition*** focuses on working with the young people participating in each Community Lab to co-produce ideas on problems of interest - i.e. identifying 'what's broken', using co-creation workshops.
- **Stage 2** - Taking the ideas developed in Stage 1 and putting them firstly to a process through which participating young people, and stakeholders, critically review and evaluate the ideas. Each idea is voted on and the best idea is selected for further development. A dedicated workshop is designed and delivered to produce an ***Action Plan*** for putting the idea into practice - i.e. 'how to fix what's broken'.
- **Stage 3** - The Action Plan is ***put into practice.*** The Community Labs integrate and co-ordinate the resources available - host infrastructure; mentors, champions, social entrepreneurs, delivery team staff, community organisations, youth services - to deliver the Action Plan.
- **Stage 4** - The plan is ***observed and evaluated*** in action. At Stage 3, evaluation systems and tools are put into place to track progress on the plan - for example observation protocols, diaries, blogs. These are then applied as the action research takes place. At the end of the action research experiment, this formative evaluation data is combined with ex-post evaluation data - collected, for example, through participant surveys, focus groups and interviews to participants and stakeholders to evaluate the success and outcomes of the experiments.
- **Stage 5** – In the final stage, the learning from observing and evaluating the experiments is ***reflected on*** and triggers the next cycle of the action research 'spiral'. A Community Action Learning Set can be held to discuss how to promote the sustainability of the experiment in the future. This learning and these results can be then applied to ongoing improvement of the scale up and out of the programme.

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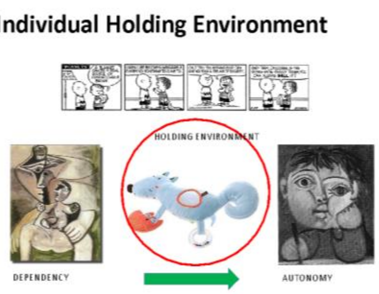
Holding Environment

A successful programme needs to create a safe space in which creativity can be supported and risks can be taken without fear of ridicule or sanction. A key component of the alchemic model therefore draws on the concept of the 'holding environment' developed by Donald Winnicott (1965). In individual development, the holding environment is a 'transitional space' – an 'in-between' space which allows the child to move from an 'idealised' state in which the child's identity is completely merged with that of its mother to a state in which the child gains its own psychic structure and concrete sense of autonomy. In the context of youth interventions, the holding environment becomes an organisational space that is receptive to the birth of new ideas that will eventually stimulate change and growth. In MYSTIC, the Immersive Residential Programme provides a physical space in which this organisational holding environment can be set up and maintained.



This requires:

- Physical spaces and working arrangements that promote democratic collaboration between members of the group
- Space and opportunities for creative risk-taking
- Rules and procedures that ensure the safety, security and emotional well-being of participants, so that everyone has a voice, and no-one is blamed or made to feel inadequate
- Clear boundary-setting and governance arrangements.

Delivery logistical tools

Programmes don't deliver themselves. They require well thought-out infrastructure, systems and processes that provide clear informative guidelines on objectives and timelines; ensure the health and safety of participants and provide post-participation feedback. As an example, the MYSTIC project provided the following logistical tools for participants.

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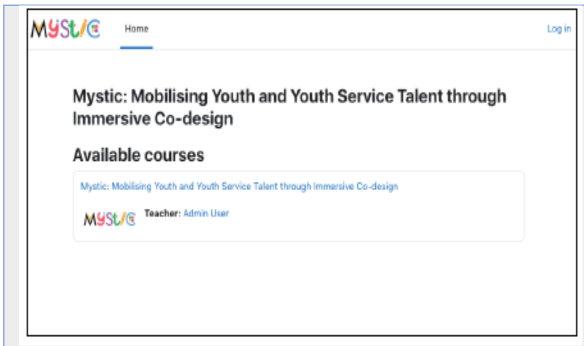
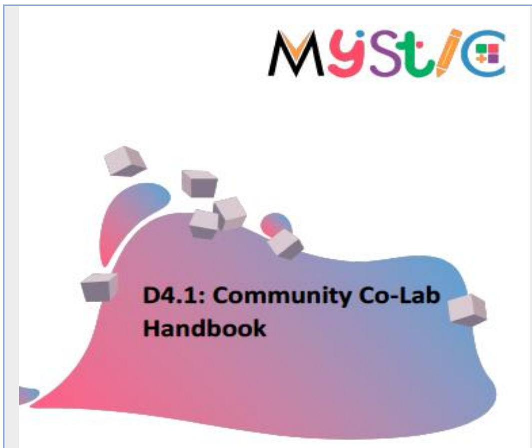


MYSTIC Course Handbook and Support Tools

This provides an introduction to the Foundation Course. It sets out the course objectives; the skills covered by the course; the learning approach applied and the expected outcomes and benefits for trainees. A 'walkthrough' section provides step-by-step guidance on how to join thecourse and how to progress through it.

MYSTIC Immersive Residential Programme Handbook and Info Pack

These two documents provide practical information on getting to the programme, the programme schedule and timetable, the accommodation, programme logistics and practical information, information on security and safety, clothing and equipment and tips and suggestions to make the experience a memorable one. They are accompanied by an IRP video



The MYSTIC Community Co-Lab Handbook

This document sets out the context for the Co-Labs, and describes the aims and objectives of the Co- Lab programme.
It describes the methodology to be applied in the Co-Labs, and provides procedures, guidelines and tools to help the MYSTIC partners and other stakeholders tasked with delivering the Co-Labs to develop and implement successful community-based action research projects.

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Pitfalls and how to survive them

- **Creating a Trustworthy and Supportive Environment:** Establish a secure and all-embracing learning and development space that fosters participants' comfort in sharing their unique experiences and concerns. Encourage a culture of open dialogue and mutual respect, supporting connections not only among participants but also between participants and instructors. This is especially vital for individuals with cognitive disabilities or other particular needs, as creating a safe space is essential for their active participation and engagement.

- **Balancing Online, Face-to-Face and Experiential Learning:** MYSTIC showed how important it is to reinforce any online training and learning delivered with face-to-face engagement, 'adventure' experiences and interactive problem-solving activities. Getting the balance right is not easy. It's also important to remember that experiential and intensive face-to-face activities are resource and time-consuming, and these costs need to be bult into the programme.

- **Catering to Diverse Needs:** Acknowledge the diverse range of learning and developmental needs that participants, including those with cognitive disabilities or specific requirements, may bring to the programme. Design the learning and development programme with inherent flexibility, enabling participants to customize their learning and development journey according to their individual pace, preferences, and capabilities.

- **Avoiding Isolation:** Counter feelings of isolation by cultivating a robust sense of community. Regular virtual meetups, peer study groups, and discussion forums serve as avenues for participants to interact, exchange experiences, and seek solace. This is particularly crucial for individuals with cognitive disabilities, who might face additional challenges in seeking assistance.

- **Addressing Varying Levels of Technology Literacy:** Recognize that participants possess varying degrees of tech-savviness, including those with cognitive disabilities who might experience unique digital challenges. Offer comprehensive technical support that spans a broad spectrum of IT and digital issues. This assistance should encompass basic troubleshooting as well as more advanced technological hurdles.

- **Continuous Support Availability:** Empower participants with the knowledge of available support channels tailored to their specific needs. Clearly outline how they can access help for not only technical difficulties but also content-related inquiries and personal concerns. This targeted support approach is particularly crucial for individuals with cognitive disabilities, who might require extra guidance (See Step 8).

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- **Monitoring and Evaluation:** Regularly oversee participants' progress throughout the learning and development journey. Gather pertinent data on engagement levels, completion rates, and participant feedback, with a heightened focus on individuals with cognitive disabilities and other particular needs. This data-driven approach informs the evaluation phase, ensuring that the programme continually evolves to better serve its diverse audience.

STEP 8: MENTORING AND SUPPORT

Primary Task of this Step

The primary task of this step is to identify the mentoring and support needs of young people participating in the programme, to select the appropriate support needed and to deliver it.

Guiding Principles

- It is fundamental that the people providing mentoring and support to young people in the programme (e.g. youth workers/youth work volunteers/social service personnel, trainers) are selected on the basis of having high emotional intelligence skills
- They must be able to understand the concept of "multiple belonging": youth belong to different communities (geographically or interest-based) and are influenced in their interests and behaviours all of them at the same time, hence they are often reconciling different influences and inputs. The MYSTIC Community Lab is one more community of belonging

- Mentors and support workers need to understand and respond effectively to the frequently changing mood of the group and evolving group dynamics
- They need to work effectively with "natural group leaders" within the target group in order to keep motivation high
- A key task in mentoring and support is to shift the perception of the learning offer from top-down to bottom-up by tailoring activities to young people’s expressed interests and/or no interests.
- It is important to make participants the "protagonists" of their learning experience, thus addressing the tendency of marginalised young people to resist ‘top-down’ learning
- The learning and development programme needs to adapt constantly to keep pace with the changing moods and needs of participants.

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Checklist of actions

Selection of programme instructors ✈
Training of programme instructors ✈
Team building between instructor and group and within group ✈
Trust building between trainer and group and within group ✈
Introduction to the programme as a community ✈
Identify problem & solution through "service design" methodology ✈
Identify group leaders and work with them ✈
Constant technical support on use of programme technology ✈
Constant pastoral support activities ✈

Tools to help you deliver mentoring and support

Understanding the needs of the target group

This target group is characterised by multiple and very complex needs. However, the MYSTIC pilots in five different European countries (Cyprus, Italy, Portugal, Greece, Romania) found similar needs:
Young people show resistance to any kind of intervention which is offered to them in a top-down manner.
They tend to distrust adults they are not familiar with and need time and significant aware effort to build a level of trust that makes it possible to work with them in a meaningful way
They need to be encouraged to try new activities.

In general, we found that young people on the margins require three types of support:

- **Learning and developmental support:** providing help to enable participating young people to tailor the learning/development programme to suit their background and needs, and to develop at their own pace
- **Technical support:** providing help regarding specific problems with a product or service, for example supporting them to access the interactive game in MYSTIC
- **Pastoral Support:** providing help and support to youth as well as providing information, advice and guidance. The aim of pastoral support in the context of your programme is to identify any concerns or issues at the earliest possible opportunity and remove any barriers to learning which may be preventing participants from participating fully to proposed activities. This fundamentally means developing positive relationships with them; responding as quickly as possible to any issues and ensuring that difficulties are discussed and resolved in the best possible way.

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Providing learning support

Marginalised young people often have a negative experience of structured educational settings. They don't adapt well to 'school-type' learning environments. They respond to learning that excites their interest, is relevant to their lives, is flexible and adaptive and which is 'scaffolded' to suit their own pace and development trajectory.

This requires considerable effort to be put into learning support.

In one of MYSTIC's original pilot Community Labs in Perugia, Italy, these principles were put into practice through a 'Community Reporting' programme. The group of participating young people were difficult to work with because they didn't show much interest in any activities and it was particularly challenging to keep them interested, engaged and motivated. It was fundamental to work on team building and creation of trust within the group and between the group and the trainers. This required much time and dedicated effort, but the effort was necessary because this work is preparatory and forms the basis of any specific activity that could be developed for them.

Following meetings based on group creation, the core of the work that was developed focused on Community Reporting. The basic Community Reporting programme was based on 5 specific areas: Identify the problem and solution through "service design" methodology; Community reporting: telling a story; Community reporting: video making/editing; Community reporting: web radio; Community reporting: organising an event.

The programme illustrates how learning support needs to reflect: co-creation and the active engagement of participating young people; the use of a 'design thinking' approach to encourage young people to 'think out of the box'; the use of 'action research' to engage young people in practical problem-solving; continual monitoring and adaptation to the group's developmental path.

In many projects working with young people, the paradox is that project partners work with young people who are generally technology-wise and have in-depth knowledge of social media tools such as photo and video-making, as well as technology-based social media. However, research – and experience – shows that marginalised young people tend to suffer 'dual exclusion' – their social exclusion is amplified by digital exclusion. This requires effort in providing technical support

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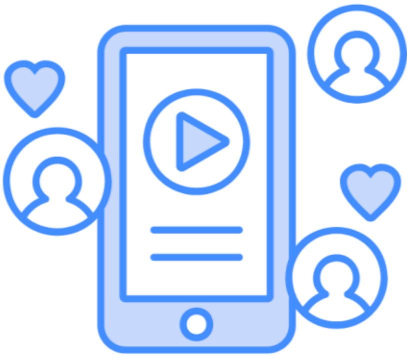
Providing technical support



The digital exclusion of young people is typically expressed in three main – and inter-connected – ways: access (e.g. limited access to high-speed broadband and digital technologies); usage (e.g. limited digital and media competences to use digital technologies); quality of use (e.g. limited opportunities to apply digital tools and competences in everyday life or to enhance life opportunities).

Technical support is needed mostly because of lack of access to digital devices; lack of familiarity with email; lack of interest in uploading personal content online, with a strong preference to use their own social media; preference to upload content as "stories", with short lifetime (e.g. Instagram stories which have a duration of 24 hours).

In practice, technical support is often provided in the following ways: providing advice on accessing digital tools through a helpdesk; adapting digital platforms to suit the routine digital behaviours of the target group – for example switching to WhatsApp and Snapchat as modalities to support collaboration; including training on digital and media skills.

Providing pastoral support

Providing marginalised young people with pastoral support means providing help, guidance and support in the following areas:

Behaviour support/management
Emotional help (including anger management and counselling)
Restorative Approaches
Peer mediation
Motivational groups
Links to specialist external agencies when needed

Pitfalls and how to survive them

- Difficulty of accessing the target group. This challenge is a general problem in working with marginalised young people, because of issues around trust, credibility, past negative experiences of participating in support programmes. It is sometimes compounded by ‘operational’ challenges – for example the resistance of parents in giving participation consent; strict rules and procedures involving young people who are ‘minors’ or who are ‘looked after’ by civic agencies.
- Significant work needs to put into building credibility and trust in the programme – for example by recruiting role models and mentors who are looked up to by participating young people. This also needs to be supported by networking - strengthening the delivery organisation's network of partners at local level and reassuring them about the "safe" nature of the activities proposed by the programme.
- Difficulty in engaging the target group. It’s one thing to recruit young people, but it’s another to retain their interest, motivation and active collaboration. Strategies to achieve this include: trust and Team Building activities; shifting the programme focus

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from a top-down training offer to a bottom-up learning opportunity; the use of a ‘design thinking’ and ‘service design’ methodology for problem and solution identification; constant and adaptive pastoral activities; the adoption of ‘community reporting’ as an engagement approach.

Resources

Resources for Stage 4 can be downloaded from the ‘Open Toolkit Resources’ section of the MYSTIC website at: https://mysticproject.eu/index.php/activities/open-tool-kit

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STEP 9: EVALUATING AND LEARNING FROM PRACTICE

Primary Task of this Step

The Primary Task of this Step is to design and implement an evaluation plan for your programme which will support progress monitoring and the collection of evidence of whether and in what ways the programme works, for whom and under what circumstances.

Guiding Principles

- Evaluation should be used not just as a retrospective tool to assess performance at the end of the programme, but should be embedded within the programme process from the start to support a cycle of continuous learning and improvement

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- This means that evaluation should be used for four main purposes: a *developmental* purpose - to support the programme design and implementation plan (ex-ante evaluation); an *operational* purpose - to help the programme keep track of how it is progressing (on-going or 'formative' evaluation); a *summative* purpose - to help the programme measure what is has achieved (ex-post evaluation); a *sustainability* purpose - to help key actors in the programme learn from their experience
- There are many different methods and tools for collecting and analyzing evaluation data. Each has different purposes and different resource and skills requirements. The evaluation design and plan should take into account 'pragmatic' considerations: the 'object' of the evaluation; the purposes of the evaluation; the resources available to carry it out; who the evaluation audience is and what are their expectations; what evaluation skills are available in the programme, or can be brought in from outside; how long is the timeframe for the evaluation and what is it likely to cost
- The evaluation should not just reflect the 'expert' view but should take a 'participatory' approach - trying to ensure that the voices of different stakeholders and their perspectives are represented – particularly those who have less power and whose voices are not often heard

- This means that as far as possible evaluation data should be drawn from different sources and from different perspectives, and compared against each other, through 'triangulation', so that the evaluation reflects a balanced viewpoint
- Youth-led interventions reflect an attempt to address an existing social problem – that is, to create some level of social change. The focus of evaluation should therefore be on assessing whether and how this change has occurred.
- The programme works – or not - by enabling participants to make different choices, so a key objective of evaluation is to capture how and why these choices are made.

Checklist of Actions

- Identify the evaluation purposes, timeframe and modes of operation ✈
- Decide on who the audiences are and what are their expectations ✈
- List the evaluation questions the evaluation will answer ✈
- Decide on the methods to collect and analyse the data ✈
- Decide on the indicators to measure results ✈
- Work out what resources you need to do the evaluation ✈
- Produce a plan to carry out the evaluation and assign tasks and roles ✈

Tools to help you evaluate your programme

Theory of Change

In Step 3 we demonstrated how Theory of Change can help to tell the story of your programme. Theory of change is also one of the most powerful tools to evaluate the programme because:

- It shows the expected programme change journey from the challenge it is presented with at the start of the journey to where it hopes to be at the end
- It sets out the programme inputs, outputs, outcomes and impacts and the connections between them

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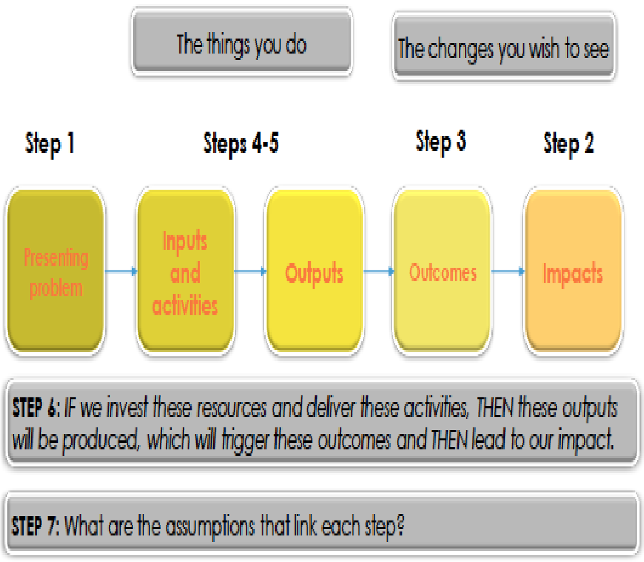
- It specifies the hypotheses and assumptions of the programme – in particular its expected 'causal chains' - if we take Action 'X', this will produce Output 'Y', which will then lead to Outcome 'Z'.

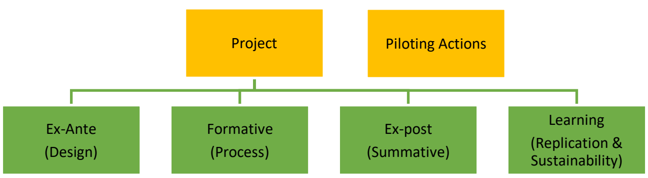
Essentially, what evaluation does is to test this Theory of Change by gathering evaluation data over the life cycle of the programme, to see whether these expected hypotheses and assumptions work, and are supported by the evidence.



Using the **Theory of Change**, you can:
Work out which 'modes' of evaluation you need to apply and when (developmental, process, summative)
Identify which activities are critical for evaluation
Work out how you will measure outputs, outcomes and impacts
Periodically use the Theory of Change to monitor how far your programme is progressing in its 'change journey'
Review the Theory of change at programme end to assess how far the programme has progressed

Evaluation Design Template

Evaluation has four main purposes. These correspond to different evaluation 'modes' and need to be applied at different stages in the programme. They are: a *developmental* purpose - to support the programme design and implementation plan (ex-ante evaluation mode); an *operational* purpose - to help the programme keep track of how it is progressing (on-going or 'formative' evaluation mode); a *summative* purpose - to help the programme measure what is has achieved (ex-post evaluation mode); a *sustainability* purpose - to help key actors in the programme learn from their experience (learning mode). These need to shape the evaluation design.



Just as the programme being evaluated has a life cycle and progresses through different stages, so does its evaluation, and the methods and tools appropriate for each stage of the evaluation differ. The key stages of the life cycle of an evaluation are:

Stage 1: Mapping and planning
Stage 2: Implementation
Stage 3: Reporting and dissemination

Stage 1: Mapping and planning

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At the outset, the evaluation needs to identify: what are the purposes of the evaluation, who are the audience, and what kinds of things need to be focused on. It also needs to consider the logistics of carrying out the evaluation: what are the settings in which evaluation will be carried out; what people are available to implement it and what skills are available; what communications channels need to be put into place. Following this initial assessment, and evaluation plan should be drawn up which will outline the evaluator's decisions on the choices available.

Sage 2: Implementation

Having developed an evaluation plan, the next stage of the evaluation will inevitably focus on carrying that plan out. The main stages involved in implementation are:

- Establishing the evaluation criteria that need to be assessed
- Deciding on what methods and techniques are to be used for data capture
- Managing and co-ordinating data collection, including analysing the results

Stage 3: Reporting and Dissemination

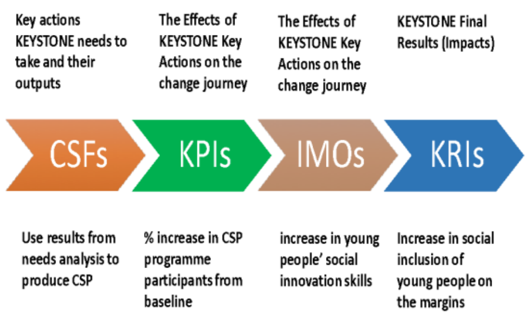
Dissemination should not be restricted to the circulation of a final report - especially in the case of 'developmental' evaluations. Different stakeholders may require different communication approaches. These might include:

- Short summaries of the evaluation, tailored to different audiences
- Journal articles for other researchers
- Topical articles in the trade press/social media/blogs
- Workshops for specific audiences
- Feedback seminars for key decision-makers.

Developing Indicators

Measures to evaluate impact require the careful creation of indicators. There are four main types of indicator:

- Critical Success Factors (CSFs);
- Key Results Indicators (KRIs)
- Immediate and Intermediate Outcomes (IMOs) and
- Key Performance Indicators (KPIs)



CSFs are the critical areas whose success is important and also the steps taken to succeed

KRIs measure the effects of these steps at the end of the programme (impacts)

IMOs measure the outcomes along the way

KPIs make the connection between the CSF's and the IMOs. They track the ***actions*** between the CSF's and the IMOs and assess progress towards final results

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The programme evaluation needs to combine all four elements in order to assess the success of the project - looking at the big 'wins' at project end; the critical success factors that are needed to make these happen and the key performance indicators that can tell us how we are progressing on the journey towards achieving the desired project results. In between we need to measure two kinds of outcomes:

- Immediate Outcomes – changes in awareness, attitudes and knowledge
- Intermediate Outcomes – changes in behaviours and structures.

The CSFs, KPIs, IMOs and KRIs need to be aligned with the project 'Theory of Change'.

An illustrative example of these indicators is shown below.

CSFs (activities & outputs)	CSF indicators	Immediate Outcomes	IMO Indicators	Intermediate Outcomes	INO Indicators	KPIs	KRIs (Impacts)
Research on user needs feeds into pedagogic framework and curriculum for the CSP.	No. of young people involved in lifeworld analysis	Increase in stakeholder awareness of CSP drivers, barriers and training needs	% surveyed stakeholders reporting increase in awareness of needs of marginalized young people	Stakeholders join the local KEYSTONE Community Lab	No. stakeholders signed up to Community Lab	% stakeholder survey target reached	Increase in quality of youth services provided in local community

Process dashboard

The Process Dashboard has four purposes: i) to enable monitoring of programme progress set against key progress indicators, or baselines ii) to provide a picture of where the programme is in relation to the 'change journey' specified in the 'Theory of Change' (and also to review whether the underlying assumptions and hypotheses embedded in the project ToC hold true or need revision) iii) to feed data into the overall summative (outcomes) evaluation of the programme iv) to stimulate review and learning as the programme develops.

The Dashboard is composed of Key Progress Monitoring Indicators – a list of baseline core outputs defined as 'evidence of success', that together build up a snapshot at a point in time of the extent to which the programme is meeting its planned operational objectives. The dashboard and associated indicators are regularly monitored and updated in line with the programme and evaluation life cycle. An integrated spreadsheet containing the process monitoring data can be uploaded to a sharing platform like Google Docs. Data entry and updating enables a 'snapshot analysis' of progress to be carried out, which provides a set of time series assessments that ultimately feed into the overall summative evaluation of the programme. In addition it should include the KPIs developed for the evaluation.

An example of a Process Dashboard is shown in the Table below.

Dimension	Indicators	Status at: (date)	Programme target
Research	No. Young people involved in lifeworld analysis		
	No. Stakeholders mapped		
Development	No. of training units completed in CSP		
	No. of Action Learning Sets implemented		
Piloting	No. Young people recruited in Lab		
	No. Young people signed up for CSP		

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Dimension	Indicators	Status at: (date)	Programme target
	Drop out rate of CSP		
Dissemination	No. visits to project website		
	No. brochures/leaflets distributed		
	No. contacts on social media		
	No. attendees signed up for seminars		
KPIs	% stakeholder survey target reached		NA
	% target YP in Lab reached		NA
	Change in website visits		NA
	Change in social media contacts		NA
	Growth in partnerships and networks		NA
	% project output target achieved		NA

NA = Not applicable. KPIs do not have targets. They measure progress towards a specified target from a particular baseline.

Pitfalls and how to avoid them

- Try not to be too 'scientific'. Everyone likes 'numbers' – particularly programme funders who typically require evidence that their investment shows value for money. However, a programme for young people is not a new anti-inflammatory drug. It's a complex social intervention. 'Experimental' evaluation methods – like randomized control trials – won't work with this type of programme. Be pragmatic and realist. Use Theory of Change.
- Know your limitations – make sure you have included in your evaluation design and plan estimates of the resources and skills required to carry out the evaluation. Be aware that some evaluation techniques – like ethnographic work and case studies – are more resource-intensive than 'cheap and cheerful' methods like surveys.
- Avoid evaluation suspicion and resentment – many programme users and stakeholders see evaluation and performance assessment as the same thing. Make sure you explain to all involved that evaluation is about learning, not performance. Get people on board by using a 'participatory evaluation' approach so all user and stakeholders 'own' the evaluation.
- Don't be afraid to measure shortcomings and to report on where the programme objectives fall short. Learning from failure is as important as learning from success.
- Choose data collection tools and design data collection instruments that will appeal to your evaluation participants. For example, if you survey young people, do it through a social media platform they're familiar with.
- Be SMART – design indicators that are Specific, Measurable, Achievable, Relevant and Time-bound.
- Produce results that are relevant and usable – the main objective of evaluation is to learn. Make sure the learning from the evaluation feeds into ongoing programme monitoring – so you can take remedial steps if necessary – and into the sustainability plan for the programme.

STEP 10: REPLICATION AND SUSTAINABILITY

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Primary Task of this Step

The primary task of this step is to plan for the sustainability of your programme by using the evidence from the programme evaluation – Step 9 – to show how the programme can be scaled up and out – i.e. expanding the programme, transferring the programme elsewhere or applying it in another context – and exploring ways of funding the programme or similar programmes in the future.

Guiding Principles

- Replication means getting evidence to show that the programme doesn't only work in one place or at one time. Although it may not be necessary to expand or transfer the programme, you may need to demonstrate that it can work for different groups of young people in other locations or in other contexts, for example to support further funding applications. This requires using the evaluation evidence from Step 9 to show what works, for whom under which circumstances.
- Stakeholders who may have an interest in providing resources to ensure future continuity of the programme need to be persuaded by strong evaluation evidence that it works and provides value.
- Sustainability means planning for this future continuity by analysing the economic, financial and social returns your programme can deliver and exploring potential sources of funding and other resources that can support the long-term implementation of the programme.
- Sustainability planning should start early on in the life cycle of the programme. Avoid bolting on a sustainability plan at the end. Planning for the future could cover identifying and networking with potential key stakeholders, ensuring robust evaluation is taking place and identifying possible future funders.
- Make sure you engage key stakeholders in the planning for replication and sustainability. The stakeholder mapping work covered in Step 4 will help you identify which stakeholders are likely to want to get involved in future programme expansion or replication.
- Sustainability planning requires skills in economic and financial analysis. You may need to bring these skills in from an external source.

Checklist of Actions

Produce evaluation report on evidence of programme efffectiveness	✈
Decide on need for scaling up/out	✈
Review stakeholder map from Step 1 to identify potential partners	✈
Carry out replication analysis	✈
Carry out economic and financial analysis	✈
Produce replication and sustainability plan	✈

Tools to support replication and sustainability

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Replication Analysis Tool

Replication can be understood as a process of taking a product, service, model or even information into a different setting (context) or to a different target group than the one it was originally developed for. This process is also sometimes referred to as 'scaling out' and is different from 'scaling up' which tends to involve increasing the volume of what is delivered.

Replication tends to be a three-stage process:

- Knowledge and awareness stage: To replicate or adopt an innovation, it needs to have been shown to meet needs, to be effective and to be known by those considering adopting it.
- Choice and decision stage: this involves relevant actors making choices about the replication destination, the process of doing this, and how it will be financed. Both of the first two stages benefit from the existence of evaluation and / or cost-benefit data.
- The final implementation stage involves taking the product, service or other innovation into one or several other contexts – e.g. adapting the programme for young migrants.

This tool supports the first stage of this process, in order to inform the next stage – helping to inform your decisions about how to scale out your project. It provides a checklist of the questions that need to be answered to assess the 'replication readiness' of your programme.

Intervention (programme) features and design	
What is the nature of the programme?	Straightforward design with a logic model and/or a manual describing it and how it should be implemented Straightforward / simple design that is well explained – but no manual Several activity strands, no logic model or manual that describes the programme and there are several hard to define components
How much do you know about what the essential parts of your programme are that make it successful?	No knowledge about which parts make the intervention successful Some knowledge (e.g. from introducing the programme into different contexts or theory of change) Strong evidence and evaluation-based knowledge about aspects of the intervention that are responsible for its impact
Will your programme work in other contexts?	The programme is culture or context specific There is some evidence of the programme working elsewhere There is strong evidence that the programme will work elsewhere
What evidence do you have that that your programme has an impact?	The impact is unknown or unclear Reasonable evidence from evaluation or other measurement Strong and rigorous evidence from rigorous evaluation relevant to the scale and nature of the intervention.
Replication plans, strategies and structures	
What is the main reason or motivation to replicate the intervention?	To increase scale: does the delivery setting allow rapid scaling? To increase financial returns: is there robust cost / benefit data? Other reasons: please specify
What is your business model for replication?	No business model Outline business model Detailed business model
How are you planning to deliver the project in another context?	Via direct delivery Via indirect delivery A third party will deliver it
Is there a clear owner of the replication project?	No Yes - there is one individual with relevant skills and experience Yes, the project owner is an experienced individual with

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	previous experience in scaling and is trusted by stakeholders.
What understanding and evidence do you have of the match between the social, economic and environmental needs of the local and replication contexts?	No understanding Some understanding In-depth field research implemented to understand differences and similarities in needs
What evidence do you have of the supply or people or organisations willing to deliver the	No interested parties or only some initial contacts There is evidence of a supply of people or organisations willing and qualified to take on the replicated programme There is strong evidence of several people or organisations eager and qualified to take on the replicated project
Organisational culture, capability, capacity	
Are the functions and organisational values necessary for replication (relating to process, systems, training, legal agreements, procedures and ensuring quality) well defined and	No Yes, a few are defined and developed Yes, most are defined and developed Yes, all are accurately defined and developed
What is the quality of staff involved in the replication effort?	They generally display a low level of curiosity, and willingness to learn. They display some degree of curiosity, and willingness to learn They display a high degree of curiosity, and willingness to learn and may have prior experience of replication
What is the seniority of staff involved in the replication effort?	mainly junior and not able to take many autonomous decisions have some degree of autonomous decision making ability sufficiently senior to work autonomously and take decisions
To what extent are organisational and programme technologies transferable to different contexts?	They are specific to the context in which they were created. With some changes, they can be used in different contexts.There is evidence to show that they can be used in a different context.
What is the nature of communication patterns within the project and with external stakeholders?	Communication is siloed and technocratic. Cross team communication is possible but not 'habitual' Individual, team and cross team communication patterns are fluid
To what extent do staff and external stakeholders support replication?	Most are hostile to replication Most are supportive of replication All are supportive of replication
Is the brand understood and valued by your audience (beneficiaries, customers, funders etc.)?	No or very little understanding Brand is partially understood and valued Brand and organisational values are clearly documented,

Source: Tavistock Institute/Designscapes

Business Model Canvas

A business model describes how an organization creates, delivers and captures value. It's a visual template that can be used to outline key elements of a business model. The most commonly used model – the 'classic' model - focuses essentially on financial aspects (Osterwalder, 2010). They show things like key partners, key activities, key resources, customers, costs and revenue streams. Other models are adapted for service delivery programmes (Jukka and Katri Ojasalo, 2015), whilst others reflect 'social returns' – i.e. benefits that may not have a purely financial value but can be 'monetised' in terms of the contribution they make to the social good including social and environmental impact (Joyce and Paquin, 2016).

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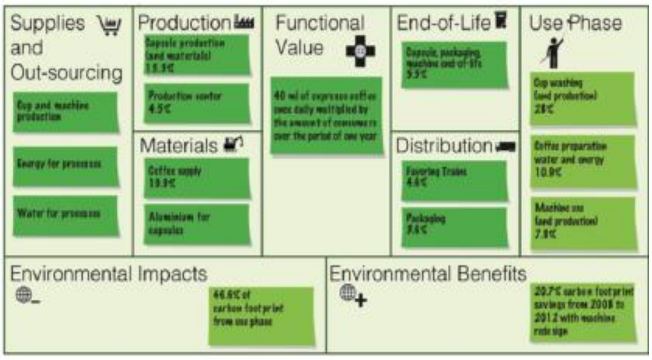

The 'triple layered' business canvas model shows not only typical financial aspects of the programme – like costs and revenues – but shows the social and environmental benefits of the programme, as well as possible negative impacts, for example its carbon footprint

Source: Joyce and Paquin, 2016

An example of a 'triple layered' business canvas model is shown for a youth programme in London in the illustration below.

<table>
<tr>
<td rowspan="2">Key Partners
Community Trust
ML Centre

They provide premises, services, access to clients and networks of other partners

These key partners are already trusted by users and already provide services</td>
<td>Key Resources Required:
Skills and Knowledge:
From us – competence in design thinking, social innovation, action research.
From partners – mentoring, creative skills (e.g. drama; film-making); adventure activities.
From users: commitment, open-mindedness</td>
<td rowspan="2">Value Proposition
The LAB expands Young People's horizons and gives them the skills to fix problems in their community.
It adds value to the offer currently being provided by youth services in the area.</td>
<td>Value Creation
The Lab addresses challenges for young people highlighted in the 'Lifeworld Analysis'.
It provides a space to surface and nurture the talents of young people.</td>
<td rowspan="2">Customer's World
Understanding of customer's world – form LWA. They need new horizons, new skills, new opportunities in a trusted and supportive space.

What does customer buy – services buy design thinking, social innovation expertise and access to new networks.
Young people buy adventure, new horizons, new skills.</td>
</tr>
<tr>
<td>Mobilising Resources and Partners
Multi-party value creation – agreement to partner with SCT/MLC – or joint venture.
Capitalise on programmes – Innovate UK grants; Strength in Places FUND; Erasmus+ Mobility</td>
<td>Interaction & Co-production
Customer co-production: Design Thinking Lab support co-production of action research programmes & Apps</td>
</tr>
<tr>
<td colspan="3">Cost Structure
Our costs: building (0 or nominal rent); staff (1 FTE youth worker - £35K p.a.; volunteers £0); fees for mentors/role models - £10k p.a.); equipment – tablets; software - £10k start-up costs); adventure activities - £10k p.a.); promotion – advertising, social media - £2k p.a.

Customer costs – young people: direct (£0); indirect – time, commitment, opportunity cost. Service providers – membership fee and/or fee paid per workshop programme activity</td>
<td colspan="2">Revenue Streams
Earnings logic: mixed-revenue generation model (grants from UK/EU programmes – - charitable donations; fees from service providers; income from innovations/Apps developed; service provider certification; crowdfunding
Other value: social return on investment (SROI). Assuming 20 young people p.a. graduate from programme, and half of these change 'NEET' status – reduction in average costs to state of £144,380.
Potential reduction in costs of youth offending/anti-social behavior: £36,200.</td>
</tr>
</table>

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	Potential reduction in costs of drug misuse: £168,940
Environmental Impacts Negligible. The Lab adapts to existing space and infrastructure. No envisaged increase in carbon footprint	**Environmental Benefits** The Lab works to provide solutions on reducing carbon footprint
Social Impacts None envisaged	**Social Benefits** Reduction in costs associated with changing NEET status, reduction in youth offending and ASB, reduction in costs of drugs misuse (based on 10 young people p.a.)=£349,520 Increase in civic and social participation of young people in the area Increase in young people's competences, adding value to their 'marketability' and increasing their life chances Increase in social capital and resilience in local communities as a result of young people providing solutions to 'what's broken' Increase in relevance, quality and effectiveness of youth services provided in the area

Pitfalls and how to survive them

- Over-ambition – many an enterprise has failed because it expanded to much and too soon. There's no absolute reason why a successful programme deserves be scaled up and out. The case for replication should be carefully examined – by assessing level of demand and user need, stakeholder interest and the support available from the external environment – before going ahead with a replication strategy.
- Lack of evidence – you need to have credible and plausible evidence of value in order to develop a replication and or sustainability plan. This highlights the importance of developing and implementing an effective evaluation effort as an ongoing feature of the programme development and implementation process.
- Lack of interest – there are many worthy and effective programmes for young people out there, which makes for significant competition. Successful replication and sustainability strategies are those that have stakeholder buy-in – not only from funders put potential programme partners and users. You need to cultivate and work collaboratively with potential stakeholders early on.
- Lack of technical resources and expertise – assessing replication readiness and sustainability potential, as well as developing a business case for a programme, takes significant technical know-how and resources. You need to ensure these are in place – either in-house or imported – to develop successful replication and sustainability plans.

Resources

Resources for Stage 5 can be downloaded from the 'OpenToolkit Resources' section of the MYSTIC website at: https://mysticproject.eu/index.php/activities/open-tool-kit

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