

# ***CITIES OF LEARNING***

***COLLECTION OF RESEARCH METHODOLOGY  
USED BY CITIES OF LEARNING NETWORK MEMBERS***

***ACTION RESEARCH INVENTORY***



# ***ACTION RESEARCH INVENTORY***

## ***CONSISTS OF***

***PART 1: MAPPING LEARNING NEEDS AND OPPORTUNITIES***

***PART 2: YOUTH CONSULTATION ON FUTURES OF LEARNING, CIVIC AND CAREER PATHS***

***PART 3: CITIES OF LEARNING STRATEGIES***



***WHY DO WE NEED CITIES OF LEARNING  
ACTION RESEARCH INVENTORY?***

# CITIES OF LEARNING NETWORK

## WHY THIS INVENTORY?

Cities, Regions and Islands of Learning is an **informal network** (further *Cities of Learning Network* or *CoL Network*) of organisations that operate in **more than 40 locations in Europe, Africa and the Caribbean.**

We **make learning open, accessible and inclusive to all** learners, especially young people in our locations. We use the **Cities of Learning online platform** and digital **Open Badges** to facilitate thriving learning ecosystems and unique recognition systems.

We aim to transform learning into open, accessible, inclusive ecosystems locally and globally. We promote **Connected Learning** that combines personal interests, supportive relationships, and opportunities. It is learning in an age of abundant access to information and social connection that embraces all young people's diverse backgrounds and interests. Our core objectives are:

- **Inclusiveness** – we strive to create opportunities for diverse learners and learning providers
- **Openness** – we promote open experience sharing and collaboration between partners locally and internationally
- **Diversity in learning** – we encourage various learning activities, ranging from public and informal spaces to non-formal or formal learning and online learning.
- **Open recognition** – we value various achievements and learning acquired through life. We use Open Badges that enable us to value and recognise diverse learning.
- **Democracy and respect for human rights** – our platform and learning opportunities provided should align with the main principles of democracy and demonstrate respect for human rights.
- **Innovation** – we strive to use the internet and the newest technologies to respond to the emerging challenges and opportunities of the 21st century.

# CITIES OF LEARNING NETWORK

## WHY THIS INVENTORY?

We mainly operate on the following 5 main areas of interest:

- **Young people's engagement:** we wish to continue engaging, connecting and empowering young people to shape local, regional, national and European youth policies, especially non-formal learning and recognition.
- **Connecting policy and practice:** we plan to strengthen our capacity and impact on policy areas relevant to young people, specifically on the topics of non-formal learning, mental health, youth participation, sustainability and inclusion.
- **Networking activities (internal and external):** we aim to increase our commitment and cooperation between Cities of Learning members and external partners, such as public authorities at local, regional and national levels and European networks, initiatives and institutions.
- **Cities of Learning platform:** we work towards boosting youth stakeholder participation in digital transformation and adopting learning technologies, specifically the Cities of Learning platform, digital Open Badges and Badge Wallet.
- **Communication and dissemination:** we continue to support the Cities of Learning dissemination of COL policy recommendations, our good practices and results among members and beyond.

Cities of Learning Network **members apply various action research methods** to consult young people about their needs, interests and capacity. We use online surveys, focus groups, participatory workshops, and mapping activities. Having a collection of such methods enables us the exchange good practices and further promotes youth participation across the CoL Network.

With the research inventory before you, we wish to **support the COL Network members** in engaging young people and expanding the capacity of youth organizations we collaborate with. **The main benefit** of this action research inventory, comprising diverse methodologies and good practice examples, is the facilitation of collective learning and knowledge exchange. By pooling together various research approaches and successful case studies, we wish for the inventory to empower partners to identify effective strategies and replicate best practices. This collaborative learning process promotes innovation and continuous improvement, enabling the network to tackle complex challenges and fostering a culture of adaptability and responsiveness, as partners can draw on a range of methodologies tailored to specific contexts, enhancing the overall effectiveness of the integration network's initiatives.

# CITIES OF LEARNING NETWORK

## WHY THIS INVENTORY?

The action research inventory before you consists of 3 main parts:

- **PART 1: Mapping learning needs and opportunities in Cities of Learning** is a sort of Cities of Learning "StarterKit", which supports organisations in building their City of Learning. It is based on the learning and experiences of partners who started developing Cities of Learning in our territories. [Download the source guide.](#)
- **PART 2: Youth consultations on new learning, civic and career pathways in Cities of Learning** is a guide suggesting the main steps for preparing, carrying out and concluding youth consultation activities. [Download the source guide.](#)
- **PART 3: Developing your City of Learning strategy** will help you build your city's specific strategy and explain how to map existing learning opportunities and gaps. [Download the source guide.](#)

So, we invite you to explore further and discover a wealth of invaluable insights and transformative methodologies within our action research inventory, meticulously curated through an integration network of partnerships, offering a gateway to collective learning and innovation for tackling challenges head-on.

Cities of Learning Network Management trio



Co-funded by  
the European Union

Project 101121757 Cities of Learning Network.

Funded by the European Union. Views and opinions expressed are, however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



***PART 1: MAPPING LEARNING NEEDS AND OPPORTUNITIES***

***PART 2: YOUTH CONSULTATION ON FUTURES OF LEARNING, CIVIC AND CAREER PATHS***

***PART 3: CITIES OF LEARNING STRATEGIES***



# ***PART 1: MAPPING LEARNING NEEDS AND OPPORTUNITIES***



# MAPPING LEARNING NEEDS AND OPPORTUNITIES

## HOW TO PLAN MAPPING YOUR TERRITORY?

### Mapping steps

To map your territory, you may need to take several steps:

**STEP 1.** Start with research to identify young people's learning needs and interests in your place and community.

**STEP 2.** You decide what is most needed and appreciated as a learning experience based on your research.

**STEP 3.** Remember that the leading target group will be young people from your City of Learning; engage young people in all the developing and maintenance actions through participatory research methods.

**STEP 4.** Map learning spaces and places with young people on your City of Learning map, and start your work by promoting ideas to learning providers and stakeholders.

**STEP 5.** After mapping the learning spaces, needs of young people and trends, it is time to decide what your strategic focus and priorities will look like.

### A Strategic focus could be, for example:

- increasing a healthy lifestyle for everybody in your city;
- more young people engaged in international volunteering;
- better employability skills for young people at risk;
- supporting immigrants to learn the national language;
- increasing digital and technical competences for better job opportunities;

When you have selected a strategic focus and priorities, connecting with the target group's preferences, passions, and interests is vital.

**STEP 6.** Create an adequate communication strategy for your City of Learning.

The next part will give you some ideas for how mapping can be done, those are the tools that were used by the Cities of Learning Network but is not a must to do, if you have your research methods and ways and have an idea of how it will work better in your City of Learning then you can do it your way!

# MAPPING LEARNING NEEDS AND OPPORTUNITIES

## HOW TO RESEARCH YOUR TERRITORY?

### Start from research

The main **objectives** of carrying out the research are:

- To shape priorities and the design of learning programmes for a territory by collecting **learner insights**
- To establish priorities, agree on locally relevant sectors and skill domains, and map learning opportunities across the territory by involving **relevant stakeholders**.
- To gather relevant inputs for building a territory-based **communication strategy**

### RESEARCH FOCUS

The research should focus on **three main areas**:

1. How to establish a broad coalition/network of vital actors who can support, be involved in and promote the implementation of your City of Learning in a territory.
2. How to establish the necessary conditions for using an online platform for a City or Region of Learning activities in a territory for:
  - a. mapping interests and opportunities
  - b. designing learning pathways
  - c. validating and recognising learning
3. How to create appealing communication content and resources to promote a City of Learning in a territory.

### RESEARCH GROUPS

The research is designed to involve relevant target groups. Below are recommendations for planning and designing the involvement of research groups:

Recommendations for involving **learners**:

- Define specific age groups (e.g. 13 to 17, 18 to 25) - usually, their learning needs, interests, and learning pathways differ.
- Ensure a good representation of the age, gender, and profile of learners.
- Include both learners actively involved in the formal education system and those outside of formal education or who have struggled with traditional instruction (including, for example, those in the care system).
- Combine conventional research methods (e.g. surveys, focus groups) and interactive activities (e.g. workshops, [Kahoot! sessions](#), [World Cafe](#), [Actionbound](#)).
- Use opportunities to reach learners where they are (e.g. educational settings, learning programmes, more significant events and activities).

You can go ahead and design your research tools based on what we recommended. Please be sure to look for more research tool examples in the original version of the

[StarterKit](#).

# MAPPING LEARNING NEEDS AND OPPORTUNITIES

## HOW TO RESEARCH YOUR TERRITORY?

Recommendations for involving **relevant stakeholders**:

- Define specific groups of stakeholders who have influence and/or are influenced by developments of the City of Learning in a territory. Potential groups:
  - educators, non-formal educators, youth workers,
  - parents and guardians
  - NGOs, civic and cultural organisations
  - administrators and decision makers of education, training and youth work/non-formal education
  - researchers and academics
  - business representatives and employers
  - Incubators, start-ups, co-working spaces
  - other
- Ensure a good balance and give equal value to inputs collected from various groups of stakeholders.
- When feasible, involve various groups of stakeholders in collaborative co-design sessions to identify priorities and map learning opportunities in a territory.
- Stakeholders may be busy and choose effective and efficient methods to collect their input.

## RESEARCH METHODS

To carry on with the user research, you may choose one or a combination of the following methods:

- **Surveys** - A series of questions asked to potential users of the CoL platform will help them learn about the people visiting the site. **Recommended** for reaching more comprehensive numbers of learners and educators in the territory. Answers to the questions should enable the researchers to collect quantitative information.
- **Focus Groups** - Moderated discussions with a group of people to learn about their attitudes, ideas, and desires for the platform and implementation of the City or Region of Learning. **Recommended** for researching with groups of people who share some attributes (e.g. role in learning, age group, etc.).
- **Individual Interviews** - One-on-one discussions to learn how an individual thinks and perceives the platform and idea of a City or Region of Learning. They enable one to get detailed information about people's attitudes, desires, and experiences. **Recommended** for use with harder-to-reach stakeholders or experts who are rather busy.
- **Participatory research methods** - Group-based interactive activities or workshops (Kahoot! sessions, World Cafe, Actionbound) to learn attitudes, ideas, and desires for the platform and implementation of the City of Learning. You can apply Youth-led

# MAPPING LEARNING NEEDS AND OPPORTUNITIES

## HOW TO MAP LEARNING OPPORTUNITIES

participatory action research by making young people participate and actively participate in the research (YPAR). Youth-led participatory action research is an approach to scientific inquiry and social change grounded in principles of equity. It engages young people in identifying priorities relevant to their lives, researching their preferences, and advocating for adaptations based on research evidence. **Recommended** for use with harder-to-reach learner groups who otherwise would not respond to conventional research methods

- **Personas** - creating a representative user based on the available data and user interviews. Though the personal details of the persona may be fiction, the information used to generate the user type is not. **Recommended** to use with the staff directly involved in developing the City of Learning.
- **Future Trends Mapping.** What is a trend? Trends are observable developments that indicate changes in society (and, therefore, also in the future). Dive into trends in the behaviour of young people and learning. To create a sustainable City of Learning, it is essential to keep an eye on trends and new developments in your community, among young people, and about how young people learn. And design your short and long-term strategy with these trends in mind.

### Mapping learning opportunities

Three essential terms play a role during the mapping process:

- An **Organiser** is an organisation, a group of people or just a person who suggests learning opportunities in the city or region.
- **A learning space** is a place where learning happens. This can be a building like a community centre, museum, school, sports hall, business, church, etc. But a learning place can also be a spot without a visible construction like a park, a digital space, or, for example, a group of friends that organises activism events.
- Related to the learning space is the **Learning activities**. The learning providers offer these, take place at a learning space, and are shown on the learning map. Therefore they are a central component of the CoL platform.

Mapping Learning Spaces and Activities in your City of Learning means that you will conduct an investigation or inspection to obtain a precise overview of the potential Organisers of the learning activities in your city; you will define your community's situation. This mapping will establish the condition or value of your City of Learning.

Before you start mapping, you should decide whether you want to support the Organisers by putting them on the online map at the platform or whether you will let them know about the opportunity of showcasing their space and learning activities on the online platform of your city.

# MAPPING LEARNING NEEDS AND OPPORTUNITIES

## HOW TO MAP LEARNING OPPORTUNITIES

The information from Organisers that can be conducted:

- Availability information (name of organiser, description of organiser, country, preferred language, address, telephone number, email, website, contact persons, Twitter, Facebook, logo image)
- Type of learning activity; event, internship, volunteering, digital experience, project, open space, course, workshop.
- Which interests do learners address; Technology and Computers, Sports and Active lifestyle, Career and Job Readiness, Crafts and Making, Civic Engagement, Creativity and Design, Experience abroad, Arts and Culture, Life Skills, International and Intercultural?
- Do they have a specific target group, can you programme activities, and which methods do they use?
- What opportunities do they provide for young people?

When starting a City of Learning, you want to showcase existing and new learning opportunities from your city. The [Cities of Learning platform](#) supports this need. Learning providers in your place can publish activities and learning pathways and issue Open Badges. A learning provider can be any organisation, a group of young people, a business, formal education, a sports club, or a municipality offering an educational activity.

The Cities of Learning platform supports flexible or fixed learning pathways. We call them Learning Playlists. We recommend co-designing and co-creating new learning, civic and career pathways involving young people and adult learners.

Check other Cities of Learning Guides for participatory research methodologies:

- **Guide on conducting [Youth consultations on new learning, civic and career pathways in Cities of Learning](#).**
- **Guide on developing [Cities of Learning strategy](#).**



***PART 1: MAPPING LEARNING NEEDS AND OPPORTUNITIES***

***PART 2: YOUTH CONSULTATION ON FUTURES OF LEARNING, CIVIC AND CAREER PATHS***

***PART 3: CITIES OF LEARNING STRATEGIES***



***PART 2: YOUTH CONSULTATION ON FUTURES  
OF LEARNING, CIVIC AND CAREER PATHS***

# ***YOUTH CONSULTATION ON FUTURES OF LEARNING, CIVIC AND CAREER PATHS***

***THIS PART OF THE ACTION RESEARCH INVENTORY IS DIVIDED INTO 3 MAIN PARTS ...***

**PART A: YOUTH CONSULTATIONS FRAMEWORK** will help you learn about new learning, civic and career narratives in the lives of young Europeans. The created framework will guide you through the main steps:

- Preparing for youth consultation activities
- Carrying out focus groups with young people
- Organizing participatory workshops
- Concluding and publishing the report

**PART B: VISUAL REPORT OF YOUTH CONSULTATIONS** is a graphic recording of the international research results conducted between 2020-2021 as a part of the COL KA3 project "*Youth co-design learning, civic and career pathways*" and led by project partners from 8 European countries and involving 10 cities and/or regions of learning (Breda, Rotterdam, Tilburg, Cagliari Metropolitan, Ljubljana, Lorca, Novi Sad, Saxony-Anhalt, Vestfold og Telemark and Vilnius).

In the following sections, you will find out how to **plan and present the results of qualitative research of learning, civic and career narratives by young people living in Cities of learning.**

We **adapted methodology and tools** from "Global Youth Skills" (created by the Institute for the Future) and carried out youth consultations and workshops with the purpose of better understanding young people's narrative on learning, civic engagement and career possibilities in the future whilst also exploring their role and power in the creation of the future they envision. The **research involved over 600 youngsters from 8 European countries**: Lithuania, The Netherlands, Germany, Italy, Slovenia, Serbia, Norway and Spain.





***PART A:***  
***YOUTH CONSULTATION FRAMEWORK***

***PART B:***  
***VISUAL REPORT OF YOUTH CONSULTATIONS***



# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***LEARN ABOUT NEW LEARNING, CIVIC AND CAREER NARRATIVES IN THE LIVES OF YOUNG PEOPLE IN YOUR COMMUNITY***

This **framework will guide** you through the main steps:

- Preparing for youth consultation activities
- Carrying out focus groups with young people
- Organising participatory workshops
- Concluding and publishing the report

In this **part of the document, you will find** the following:

- Reasons for choosing the Global Youth Skills framework
- Worksheets for focus groups, online and individual consultations
- Worksheets for participatory workshops
- Tips for facilitators
- Questions for debriefing
- Report template

### ***GLOBAL YOUTH SKILLS***

We believe that every young person deserves an opportunity to develop skills needed in the 21st century. Institute for the Future forecasts that the **following skills will be in demand soon**: making yourself known, befriending the machines, building your crew, making sense, keep it going (Global Youth Skills Report, 2019).

We chose to use this skills framework due to the following reasons:

- It was developed with clear input from young people.
- It covers skills needed for learning and working in the future and, to some extent, includes the **civic dimension**.
- It has recommendations and tools for educators to innovate with learning.

We recommend that your team get familiar with the Global Youth Skills report and tools.

# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***FOCUS GROUPS WITH YOUNG PEOPLE***

The objective is to learn about and better understand young people's narratives on learning, civic and career pathways.

Focus groups should involve at least 15 young people aged 16 to 30 in places where they live, learn, work and participate (e.g. in their homes, co-working spaces, maker spaces, offices, bookstores, and cafés). If conditions do not allow hosting focus groups in person, you should consider doing them online with smaller groups.

We suggest you include a certain percentage (*up to 30 %*) of young people with fewer opportunities. You may apply extra support measures to involve young people in consultations, e.g. individual interviews, translation costs, additional support staff, etc.

### ***SUGGESTED STRUCTURE:***

#### **Welcoming and onboarding**

- Who is who, about the project, goals and structure of consultations, consent

#### **How ready are you for the future?**

- Activities built around Worksheet 1.1 and debriefing

#### **Which future skills are vital to you?**

- Activities built around Worksheet 1.2 and debriefing

#### **Which future person inspires you?**

- Activities built around Worksheet 1.3 and debriefing

#### **Closing reflection and next steps**

- Invitation to a participatory workshop and other activities of the project

If meeting in a group, the focus group may last 3-4 hours with break times. If online, the focus group may last 1,5-2 hours with break times.

# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***PARTICIPATORY WORKSHOPS***

Participatory workshops should amplify the focus group results.

Participatory workshops should involve groups of young people aged 16 to 30 (the same people can participate from the previous step) as well as grassroots organisations and other key stakeholders to explore the local future skills landscape and the learning ecosystems that help young people to build skills for learning, civic engagement and (future) careers.

If conditions do not allow for implementing participatory workshops in person, you should consider doing them online with smaller groups.

We suggest you include a certain percentage (up to 30 %) of young people with fewer opportunities. You may apply extra support measures to involve young people in consultations, e.g. individual interviews, translation costs, additional support staff, etc.

### ***SUGGESTED STRUCTURE***

#### **Welcoming and onboarding**

- Who is who, about the project, goals and structure of the workshop, consent

#### **Presentation of the intermediate results of youth consultations**

- For new people: Getting familiar with the archetypes (see Worksheet 1.3)

#### **What are your skills for the future?**

- Activities built around Worksheet 2.1 and debriefing

#### **What is your learning path to the future?**

- Activities built around Worksheet 2.2 and debriefing

#### **Closing reflection and next steps**

- Invitation to other activities of the project

If meeting in a group, the focus group may last 3-4 hours with break times. If online, the focus group may stay 1,5-2 hours with break times.

# YOUTH CONSULTATION FRAMEWORK GUIDE

## COMPLIMENTARY CONSULTATION ACTIVITIES

For various reasons, your team may decide to **implement complimentary consultation activities** involving young people.

- Breakthrough from the Netherlands conducted pilot consultation activities with young people using the **adapted Global Youth Skills questionnaire version**. Get familiar with their youth consultation framework.
- TiPovej! Institute from Slovenia conducted pilot consultation activities using an **online survey method** partially built on the Global Youth Skills report and previous youth consultation experiences within the Connected Spaces of Learning project. Get familiar with their youth consultation framework.

Your team may choose to implement these complimentary consultation activities when you need to deepen your understanding of youth narratives and when you need to increase your reach, ensuring the involvement of young people with fewer opportunities (e.g. follow the Breakthrough approach) or you need to have a wider reach (follow the TiPovej! Institute approach).

## REPORTING AND USING OUTCOMES

We invite you to **produce a report** on narratives of learning, civic and careers in the lives of "your" young people. Creating a local account in your local language would be beneficial to expand on the youth realities with learning, civic engagement and careers. There is no specific requirement for report structure or format.

If interested, we also **invite you to create an English version** of your local report so we can include it in youth policy recommendations for our Cities of Learning Network. For this, please **follow the structure of the international report**.

Check other Cities of Learning Guides for participatory research methodologies:

- **Guide on mapping [Learning needs and opportunities in Cities of Learning](#)**.
- **Guide on developing [Cities of Learning strategy](#)**.

# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***LIST OF TOOLS***

For the youth consultations step 1 - **focus groups**:

- Worksheet 1.1: self-assessment checklist. How ready are you for the future?
- Worksheet 1.2: self-assessment checklist. Which future skills are important to you?
- Worksheet 1.3: archetypes to inspire the future. Which future person inspires you?

For the youth consultation step 2 - **participatory workshops**:

- Worksheet 2.1: sweet sport for future skills. What are your skills for the future?
- Worksheet 2.2: build your learning stack. What is your learning path to the future?

For the outcomes to be included in the **international report**:

- Report template

# YOUTH CONSULTATION FRAMEWORK GUIDE

## LISTS OF TOOLS

### WORKSHEET 1.1: SELF-ASSESSMENT CHECKLIST (1)

According to the Institute for Future, lead learners often see distinctive personal futures for themselves. Likewise, they have distinctive, even unique, ways of building their work+learn paths to those futures. But they also have many common patterns that unite them across geographic borders. These patterns give us an early view into the future of working and learning.

Do you share some or many of these future-ready patterns? Use this checklist to see what you have in common with today's lead learners and how you might jump-start your future-ready path.

I AM READY	I WANT TO GET READY!	
<input type="radio"/>	<input type="radio"/>	<b>Learners will continuously reinvent informal learning</b> , repurposing today's tools to drive ongoing innovation and disruption in the work+learn world
<input type="radio"/>	<input type="radio"/>	<b>Learners will not depend solely or even primarily on traditional institutions</b> as the primary path to learning and working
<input type="radio"/>	<input type="radio"/>	<b>Learning AND teaching will be socially sourced</b> , as teaching becomes a universal work path for everyone
<input type="radio"/>	<input type="radio"/>	<b>Learners will craft their work+learn paths</b> by reworking their values, resources, and behaviors in intergenerational conversations—sometimes through a process of "reverse mentoring" of their elders
<input type="radio"/>	<input type="radio"/>	<b>Startup ventures will be the classrooms</b> for learners of the future, as rapid prototyping and learning-by-failing help people adapt to a world that's constantly changing
<input type="radio"/>	<input type="radio"/>	<b>Celebrity will perhaps be the new credential</b> , and it will be conferred by millions of followers more than by well-regarded institutions
<input type="radio"/>	<input type="radio"/>	<b>Smart mobile devices will be the learner's best friend</b> , and their functionalities will grow to increase access to work+learn resources for nearly everyone
<input type="radio"/>	<input type="radio"/>	<b>Learners will forge a new global citizenship</b> as their work+learn paths connect them to people everywhere
<input type="radio"/>	<input type="radio"/>	<b>Learners will learn for the future</b> —their own futures and the future of their communities, their country, and ultimately the planet

# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***LISTS OF TOOLS***

### **WORKSHEET 1.1: SELF-ASSESSMENT CHECKLIST (1)**

#### **Tips for facilitators:**

- You may decide to simplify statements and formulate them from an “I” perspective.
- If meeting in a group, you may use a “Step forward” method.
- If online, use Zoom poll.
- If individually, you may ask young person to complete check-list or go together and mark answers.

#### **Questions for debriefing:**

- Which are the most important patterns for developing your future pathways? Why?
- Which are the most common patterns you observe in your peers?
- Which are the areas which you want to develop more? Why?
- Which are the lacking patterns in your peers behaviour?
- Where in your city and how can young people develop lead learner patterns in your city?
- What is lacking in your city to be able to develop lead learner patterns?



# YOUTH CONSULTATION FRAMEWORK GUIDE

## LISTS OF TOOLS

### WORKSHEET 1.2: SELF-ASSESSMENT CHECKLIST (2)

Institute for Future predicts that our future learning and work pathways will need to be built on skills in five key areas. Some of these will be more important for you than others, but all of them will be part of your path.

Which are the most exciting or inspirational or important to you? Check one or check them all!

- **MAKE YOURSELF KNOWN** with skills for managing your reputation and identity.
- **BEFRIEND THE MACHINES** to curate, create, and simulate our complex world.
- **BUILD YOUR CREW** with startups, communities, and networks.
- **MAKE SENSE** with storytelling, frameworks for action, and ecosystem thinking.
- **KEEP IT ALL GOING** with skills for caring, sharing, and evolving human capacities.

#### Additional questions:

Which other skills do you think will be needed for your **learning path** in the next 10 years? Which other skills do you think will be needed for your **civic path** in the next 10 years? Which other skills do you think will be needed for your **career path** in the next 10 years?

#### Tips for facilitators:

- You may need to explain further the meaning of these five key areas. Use the [Future Skills Map](#).
- If meeting in a group, you may spread the five key areas across the space, invite young people to walk and explore and then choose to mark specific skill sets.
- If online, use Zoom poll. If individually, you may ask young person to complete check-list or go together and mark answers.

#### Questions for debriefing:

What are your reasons for choosing specific key areas of skills? How do you explain your choice when thinking about your future pathways? Which are the areas which you want to develop more? Why? How would your peers choose? Which are the lacking skills that your peers do not possess? Where in your city and how can young people develop these skills? What is lacking in your city to be able to develop skills needed for the future?

# YOUTH CONSULTATION FRAMEWORK GUIDE

## LISTS OF TOOLS

### WORKSHEET 1.3: ARCHETYPES TO INSPIRE THE FUTURE

**Archetype:** 1) a guiding example, 2) a mythic character who embodies an essential truth or life path, 3) a model for action.

As humans, we often organize our lives around guiding images. The fireman or doctor or accountant of the past not only inspired us to learn but also told us how and what we should learn. Those are archetypes that shape our lives, and today, we need a new set of archetypes to guide our work+learn paths in a very different future. The Global Future Skills study provides nine such archetypes.

Now choose one or two or even three of the archetypes that most closely match who you are or who you want to be.

#### **CONTESTANT**

The future is a contest—or a whole lot of contests and challenges, online and off, that are growing more complex every day. Contestants recognize that collaboration is the winning strategy for both learning and earning the jackpot prizes, and they're just as good at assembling global teams as they are at creating winning solutions.

#### **CLIMATE CHANGER**

Climate Changers are the first responders to climate change events: wildfires, floods, droughts, food crises, and all the human displacement such events produce. Wired with things like sensors and high-resolution tools for analyzing the environment, they build the science of climate action while helping humans adapt to the challenges of 21st century life.

#### **STARTUP ARTIST**

Startup Artists understand that startups are all about finding new business models that can scale up to something big. They continuously launch all kinds of new startup organizations and turn them into classrooms for themselves and for others, too. And someday soon, they will get credit for all their learnings and even failures.

# YOUTH CONSULTATION FRAMEWORK GUIDE

## LISTS OF TOOLS

### WORKSHEET 1.3: ARCHETYPES TO INSPIRE THE FUTURE

#### **AUTOCONSCIENTE**

In Spanish, autoconsciente means someone who is self-aware. Autoconscientes place a premium on self-knowledge, tapping both science and personal experience to understand the human mind, body, and future as a foundation for everything else they do in life.

#### **SPEEDRUNNER**

In the world of electronic games, a speedrunner is someone who beats the game by playing rapidly through all levels in record time. In real life, Speedrunners turn their lives into work+learn paths.

#### **TRANSITIONIST**

Transitionists are practical futurists: they see both the challenges and opportunities in the current global transition to a new economy and society. As masters of change, they help individuals, organizations, and especially cities design workable, learnable paths to the future.

#### **DJ**

DJs are skilled at curating culture—especially pop culture—to create meaningful experiences for groups of people, large and small, online and off. They help others achieve celebrity through their own celebrity.

#### **GLOBAL CITIZEN**

As humans figure out how to become a truly global society, Global Citizens are learning what it means to act globally and locally at the same time. And they're working to create, build, and teach the new rules and structures that will allow everyone to participate with equal opportunity in a new global work+learn economy.

#### **ECO-MAKER**

Eco-makers blend the DIY culture of the "maker" with a passion for the future of the planet. They learn and earn by making the most efficient use of resources, including waste materials. They also make efficient use of human resources with co-ops and socially sourced online instruction.

**Do not find yourself in any of these?** Create your own! Specify the name and main qualities of your personal archetype ...

# YOUTH CONSULTATION FRAMEWORK GUIDE

## LISTS OF TOOLS

### WORKSHEET 1.3: ARCHETYPES TO INSPIRE THE FUTURE

A work+learn archetype is a guiding image that feels true to who you are and shapes your actions as you earn and learn.

Global Youth Skills toolkit has nine archetypes—fictional stories about exemplary young people in the work+learn world of 2030. Yes, each one is a possible future you! The archetypes all have different paths for each of the five peak performance zones that fit their backgrounds, their passions, and their goals. They have different learning stacks: the key resources that stack up to support their peak performance skills.

Play with the archetype cards. Explore the stories. Look at the different paths that the archetypes have built in their peak performance zones. See how their learning stacks support their paths.

#### Tips for facilitators:

- If meeting in a group, you may hang the nine archetypes in a poster gallery, invite young people to explore and mark the ones that are dear to them.
- If online, use Padlet with a short description of archetypes.
- If individually, you may ask young person to complete check-list or go together and mark answers.

#### Questions for debriefing:

- Explain reasons for choosing specific archetypes
- Where in your city and how can young people develop towards these future personas?
- What is lacking in your city to be able to develop towards these future personas?

# YOUTH CONSULTATION FRAMEWORK GUIDE

## LISTS OF TOOLS

### WORKSHEET 2.1: SWEET SPOT FOR FUTURE SKILLS

Each **peak performance zone** has its own **spectrum of skills**, and where you perform at your best on this spectrum will help you figure out your work+learn path. Look at the spectrum's for the archetypes you've chosen. See where they are at their peak of performance.

Then **mark your own sweet spot** for each zone—your winning position. It's the spot where you can imagine building skills for a lifetime. For example, to Build Your Crew, you might find that your sweet spot is somewhere between local communities and a more global network that can extend your reach.

Once you've found your sweet spot for all the zones, **compare them to your archetype's profile**. Does your profile look a lot like the archetype you've chosen? If not, compare your profile to some of the other archetypes. You might be surprised at the future that awaits you.

Finally, **make up a name** for your performance zone strategy that describes how you're going to build up your skills in that zone.

**Use your chosen archetype** (or archetypes) **as a guide**, but make the path your own.

**MAKE YOURSELF KNOWN: Where is your strength?**

celebrity

visibility

self-knowledge

YOUR STRATEGY: How will you develop these skills?

**BEFRIEND THE MACHINES: Where is your strength?**

curation

creation

simulation

YOUR STRATEGY: How will you develop these skills?

# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***LISTS OF TOOLS***

### **WORKSHEET 2.1: SWEET SPOT FOR FUTURE SKILLS**

**BUILD YOUR CREW: Where is your strength?**

**startups**

**communities**

**networks**

YOUR STRATEGY: How will you develop these skills?

**MAKE SENSE: Where is your strength?**

**storytelling**

**frameworks for action**

**ecosystem thinking**

YOUR STRATEGY: How will you develop these skills?

**KEEP IT GOING: Where is your strength?**

**caring**

**sharing**

**evolving**

YOUR STRATEGY: How will you develop these skills?

# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***LISTS OF TOOLS***

### **WORKSHEET 2.1: SWEET SPOT FOR FUTURE SKILLS**

#### **Tips for facilitators:**

- You may need to explain further the meaning of these five key areas. Use the Future Skills Map.
- If meeting in a group, you may give individual time for everyone to complete this worksheet and then invite people to pair up and present to each other.
- If online, you may give individual time for everyone to complete this worksheet and then invite people to break out rooms to present in pairs.
- If individually, you may ask young person to complete check-list or go together helping to complete this worksheet.

#### **Questions for debriefing:**

- What was the most easy/difficult for you in this task?
- What did you discover about yourself?
- What do you need for your skills development strategy to become a reality?
- Where in your city and how can you develop skills needed for the future?
- What is lacking in your city to be able to develop skills needed for the future?

# YOUTH CONSULTATION FRAMEWORK GUIDE

## LISTS OF TOOLS

### WORKSHEET 2.2: BUILD YOUR LEARNING STACK

Look at your **archetype's learning stack**. What resources is your fictional counterpart in the future using to build peak performance? Do you have access to the same resources? Can you get access to them? Do you have other **resources** that your archetype doesn't have?

Start to list the resources you think are most important for your work+learn journey. Put a check mark next to those that you can use right away to build the skills in your peak performance zone. Put a star next to those you need to add to your learning stack in order to achieve peak performance. By **mapping out a path like this**, you'll discover partners, resources and new ways of learning and earning to aid you on your journey. Remember, this is just a starting place—your **learning stack will grow throughout your life**.

#### **INCENTIVES**

What motivates you on your path?

#### **INSTRUCTION**

The people who help you and the places you find them?

#### **CREDENTIALS**

The way you demonstrate your skills?

#### **CURRICULUM**

The learning materials that help you know what you need to know?

#### **INFRASTRUCTURE**

The tools and platforms that make your path possible?

#### **STANDARDS**

The accepted targets for success?



# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***LISTS OF TOOLS***

### **WORKSHEET 2.2: BUILD YOUR LEARNING STACK**

#### **Tips for facilitators:**

- You may need to adapt terminology to your target group.
- If meeting in a group, you may give individual time for everyone to complete this worksheet and then invite people to pair up and present to each other.
- If online, you may give individual time for everyone to complete this worksheet and then invite people to break out rooms to present in pairs.
- If individually, you may ask young person to complete check-list or go together helping to complete this worksheet

#### **Questions for debriefing:**

- What was the most easy/difficult for you in this task?
- What did you discover about yourself?
- What do you need for your learning path to become a reality?
- Where in your city and how can you realise your learning path?
- What is lacking in your city for you to be able to realise your learning path?

# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

***REPORT TEMPLATE***

## **INTERNATIONAL REPORT FOR CITIES OF LEARNING**

***Note: Report length should not exceed 5000 characters (approx. 2 pages)***

**Partner organisation:** \_\_\_\_\_

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

**A summary of a youth narrative on learning, civic and career pathways** (incl. 2-3 quotations):

# ***YOUTH CONSULTATION FRAMEWORK GUIDE***

## ***REPORT TEMPLATE***

**5 new ideas for learning playlists for your city:**

- ...
- ...
- ...
- ...
- ...

**5 insights to be addressed in policy recommendations for your city/region/country:**

- ...
- ...
- ...
- ...
- ...

**5 insights to be addressed for European policy developments:**

- ...
- ...
- ...
- ...
- ...

*For concrete example of international report please see PART C: INTERNATIONAL REPORT AND POLICY RECOMMENDATION within this Chapter.*



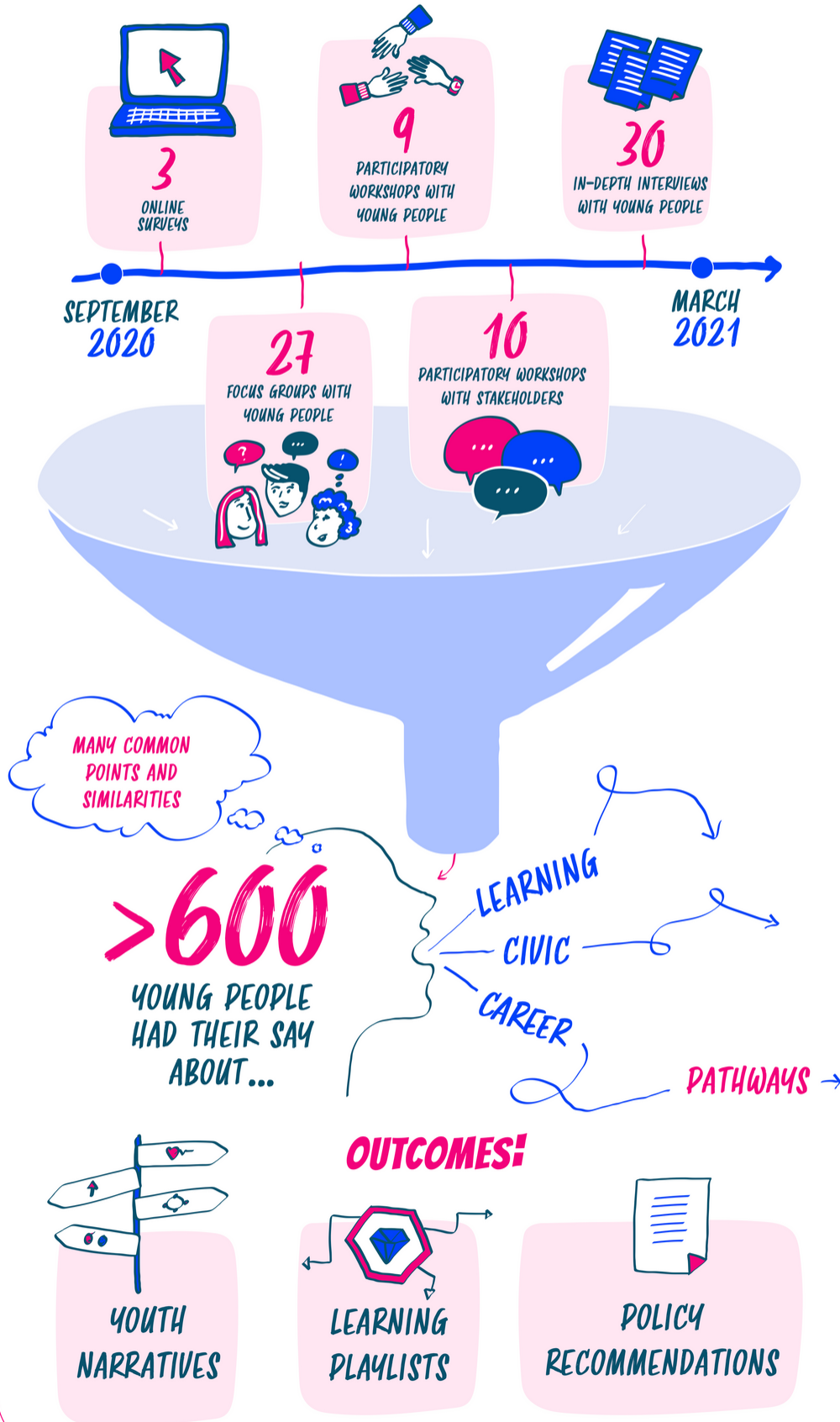
***PART A:***  
***YOUTH CONSULTATION FRAMEWORK***

***PART B:***  
***VISUAL REPORT OF YOUTH CONSULTATIONS***



# YOUTH CONSULTATIONS

## INTERNATIONAL REPORT



# POLICY RECOMMENDATIONS FOR CITIES OF LEARNING

LEARNING SHOULD  
HAPPEN BEYOND  
SCHOOL

SHOW VARIOUS WAYS  
TO LEARN FOR  
YOUNG PEOPLE

SUPPORT YOUR  
ONLINE LEARNING  
COMMUNITIES

## THEMES AND OPPORTUNITIES!

### NON-FORMAL LEARNING RECOGNITION

campaigning  
cooperation with schools



### PHYSICAL EDUCATION

practicing from home  
staying on track



### MENTAL HEALTH

address and support



### RE-CREATING LEARNING SPACES

online and offline  
create with young people



### REACH OUT TO THE UN-REACHABLE

higher involvement of  
vulnerable youth groups



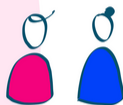
### EQUALIZING STARTING POINTS

provision of digital devices  
equal opportunities



### INTERGENERATIONAL COLLABORATIONS

learning and cooperation  
outside peer groups



### INTERACTIVE MAPS

info on learning opportunities  
more learning providers



### TRAINING TRAINERS AND POLICY MAKERS

reform school methods  
adapt to needs of 21st  
century



### RECALCULATING BUDGETS

better management  
makes the difference



### CITY INCUBATORS

mentorships  
support project ideas



# POLICY RECOMMENDATIONS

## FOR EUROPEAN POLICY DEVELOPMENTS

WE ARE ON THE  
RIGHT TRACK!



HIGHER RECOGNITION OF  
NON-FORMAL LEARNING



PROVIDE DIGITAL ACCESSIBILITY  
AND LITERACY



POLITICAL EDUCATION FOR  
YOUTH



REACH OUT TO YOUTH WITH  
FEWER OPPORTUNITIES



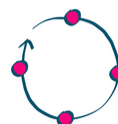
SUPPORT QUALITY AND  
CONTINUOUS PROGRAMS



FOCUS ON THE COMPETENCES  
OF THE FUTURE



PROMOTE CIVIC PARTICIPATION,  
SOCIAL INCLUSION, INTERCULTURAL  
COOPERATION





***PART A:  
YOUTH CONSULTATION FRAMEWORK***

***PART B:  
VISUAL REPORT OF YOUTH CONSULTATIONS***

***PART C: INTERNATIONAL REPORT AND POLICY  
RECOMMENDATIONS***





# ***INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS***

## ***PURPOSE OF THE RESEARCH AND ITS EXPANSION***

One of the first steps within the COL KA3 "Youth co-design learning, civic and career pathways" project was **in-depth, qualitative research of learning, civic and career narratives by young people** living in participating partner cities and regions. Partners adapted methodology and tools from "Global Youth skills" and carried out youth consultations and workshops, with the purpose of better understanding young people's narrative on learning, civic engagement and career possibilities in the future whilst also exploring their role and power in the creation of the future they envision.

We decided to reach further and involve not only the planned 240 young people aged 14 to 30 through the planned **16 focus groups meetings and another 16 participatory workshops**. Due to exceptional circumstances, we expanded our research and adjusted our methodology, adding surveys, personal interviews and online activities on the cities of learning platforms.

We **reached over 600 youngsters from 8 European countries**: Lithuania, The Netherlands, Germany, Italy, Slovenia, Serbia, Norway and Spain.

Almost all research activities were performed online, while for the partner countries where COVID-19 restrictions allowed it participatory workshops and focus groups were also conducted in person.

## ***LET'S TALK NUMBERS***

Within September 2020 and March 2021, we conducted the following activities with **total of 667 young people**:

- 3 online surveys that reached 319 young people.
- 27 focus groups with 258 young people.
- 9 participatory workshops with 193 young people.
- 10 participatory workshops with relevant stakeholders.
- 33 "in-depth" interviews with young people.

# ***INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS***

## ***PROFILE OF PARTICIPANTS***

Young people who participated were **aged from 14 - 30**, mostly living in and around the cities of learning as well as in more rural areas just outside the cities. Some participants are already connected to the initiative, others not at all. Young people are mostly coming from **two different groups**. Those who are **actively involved in non formal learning** and have experiences and have even taken part in international mobilities, are volunteers or regular participants of NFL programs the partners offer, but there is still a large group of youngsters who came in contact with youth organisations and **this kind of participation for the first time**.

Many participants are involved in some sort of formal educational system, while others, due to early school leave, are currently unemployed or getting their first labor experience and trying out one or more fields of the labor market.

Up to **30% of the participants were young people with fewer opportunities** or part of vulnerable groups such as: member of low income families, immigrants, members of LGBTQ+ community and special needs to name a few.

# **INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS**

## **YOUTH NARRATIVES (1)**

Young people who participated in the research activities found the topics discussed quite interesting and relevant, they showed **readiness for the future of learning, work and civic engagement**. While some youth narratives differ from country to country, there were **many common points and similarities**. Most of them are already aware that learning is happening (in a large part) outside of formal educational institutions. They pointed out the **importance of non-formal learning recognition** and lack of recognition for youth organisations, apprenticeships, volunteering, international mobilities and other youth programs and learning opportunities they participate in. Besides **differentiating types of learning** they are also very much aware of **different learning spaces and communities** - both offline and online, local and global.

While talking about **skills for the 21st century**, young people pointed out creativity, critical thinking, empathy, flexibility and various soft skills, competencies and opportunities that will help them to adapt to a fast changing world, work and lifelong learning. Whilst debating how to acquire those competences, the debate often took turn over to **“building” a variety of learning spaces** for young people. And the same goes for **learning opportunities**. Especially because **many don't feel prepared** (both at an educational and personal level) **to enter the labor market** since they **lack practice and “real life” experiences** which they feel could be gained through formally stated activities and programs together with their peers, co-creating and learning together.

The **need for intercultural and especially inter generational dialogue** in all aspects of life was voiced. Especially for communities with a higher percentage of elderly people who can pass on old traditions and skills. **Reverse mentorship** was also discussed, with young people being both apprentices and mentors. They said that *“The diversity of friends is more important than the number of friends in order to encourage one's own tolerance and to be regularly confronted with other points of view”*.

# ***INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS***

## ***YOUTH NARRATIVES (2)***

Many participants expressed a clear **need for better access to digital resources**, as well as to learning opportunities specifically related to **ICT competences and foreign languages**. **Digital tools** have an important role in young people's lives. They use them to find like-minded people online and also for their independent learning but they see the danger in "false" friends and fake news, too. They would like to have digital tools more **integrated in the school system** to know how to use them best for learning, find reliable sources and be aware of the dangers. In their experience, digital tools are helpful for the learning of things they have already been taught about but it is more difficult with totally new topics as it is difficult to find guidance in this process.

For their **personal, civic and career pathways**, young people talked about the importance of **personal development, communication and social skills**. But while setting goals and reaching for success some pointed out the importance of understanding popularity as only one of measures for success. Young people are worried that popularity is often based on traits and values that aren't always a good indicator of someone's trustworthiness and authority on different subjects.

Young people are also very aware of the importance of **health and a healthy environment**, so they stated that working on stress management, preventing burnout and improving **mental health** is important, as well as **caring for the environment** and being aware of different threats present in that area.

# **INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS**

## **YOUTH NARRATIVES (3)**

**Relevant stakeholders**, namely members of local organizations active in the youth and non-formal education sector, **expressed similar needs** to those mentioned above: more common spaces, easier access to digital resources, more ICT skills and more inter generational dialogue.

They noticed **young people needing more skills related to** or being more often interested in **media literacy and sustainability**, as well as **all things digital and regarding foreign languages**. Some even pointed out that **they themselves feel the need for additional education** since they sometimes feel that they are preparing young people for a world they themselves do not even know what it will look like. *“If the changes of the last 20 years have been rapid, the changes of the next 20 years will be even greater. The leap in technological progress may be most noticeable, but major changes will take place in the environment, social and political systems, as well as in individuals themselves”*. They believe life will become more and more chaotic, views of the world, our thoughts and also the upbringing and education of children and adolescents will be changed.

At the same time, youth workers pointed out that the *“youth sector”* has proved its readiness for the future during the pandemic. *We quickly adapted to the new situation and proved in practice that the synergy of live and digital is possible*” and **will stay a powerful actor and support pillar in the future of Europe**.

Speaking with stakeholders and experts from the youth work field, they do not want to let young people alone, instead they **want to support young people on their learning pathway, especially in new and innovative ways**. Unfortunately, they face some **urgent problems** to complement their visions (finances, reaching young people from vulnerable groups, ...) which is why a **need for even better cooperation between youth organisations and schools and schools** was pointed out.

# **INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS**

## **IDEAS FOR NEW LEARNING PLAYLISTS**

There is a **solid need to think about a broader understanding of learning**. With the fast digitisation of the youth sector and learning itself, ensuring equal access and arranging digital tools and devices is a must. There is a **need for revitalizing education, not only for young people but also for educators**. We cannot teach about the future if we are not equipped with research and information on the critical 21st-century changes and skillsets. Promotion of the intergenerational dialogue can also lead to the empowerment of different communities and age groups and the exchange of knowledge and ideas that lead to constructive tackling of challenges and innovative solutions.

### **Some possible future playlist will be:**

- **I Know myself:** Skills and techniques for personal reflection and growth.
- **Build your tribe:** How to build a community and research the importance of “belonging”.
- **Get Future Fit:** Overall playlists to look at the future and based on 5 global youth skills.
- **Digitalize me:** IT skills and digital competences (focus on use of social media and digital marketing).
- **Active citizen 101:** How to take initiative and take ownership of community spaces.
- **Re/Up/cycle your life:** How to incorporate sustainability and eco-friendly lifestyle into your everyday life.
- **There is no health without mental health:** Personal care, stress management, resilience, mindfulness and emotional stability with actual tools young people can use.
- **EU Green Deal:** What does Europe do and what can I do to “rescue” our climate.
- **Meet the (CoL) family:** What are cities/regions of learning and how can I interact with young people from other territories.
- **Ask grandma:** Inter generational communication and skill exchange with elderly.
- **Keep going:** Resilience and personal learning pathways.
- **Sustainable is the way to go:** The Sustainable development goals (SDG´s) and how young people in Europe can contribute to them.
- **Political literacy:** What is democracy, how did we “get” it, what protects it and what does being an “active citizen” really mean?

# ***INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS***

## ***POLICY RECOMMENDATIONS FOR CITIES OF LEARNING (1)***

When asking about learning, most young people think directly about learning in formal education, for lifelong learning young people need to know that **learning has to be broader than only something that happens at school.**

Cities of learning are a big family in a unique position and with power to change the mindset of both young people, stakeholders, decision-makers and politicians, showing them the opportunities our platforms and initiative offers, offering a helping hand when entering into the future, today. Also when asked about the best way to learn, most young people name 'plunging' which means that you dive into learning facts by head. With our initiative we can **show young people how to be aware of all ways to learn** (doing, practising, evaluating, reflecting, looking at others, learning with others and more) and making those ways natural too.

We have shown that **online communities can be just as powerful as offline ones.** During the pandemic, we gathered and offered young people from all around Europe that we can connect, belong, participate, learn and work online. In the next steps of our work we will continue our work and help young people with topics and opportunities below:

- **Mental health:** Mental health issues raised during COVID-19 crisis and how to address them, where to look for help.
- **Physical education:** Lack of physical activities and practising healthy lifestyle within young people and how to be active at home as well as how to get "back on the horse".
- **NFL recognition:** Active work and campaigns for recognition of youth sector and emphasising the importance of cooperation between schools and youth organisations as well as the employers.
- **Re-creating idea of learning spaces:** Lack of common (public) spaces for gathering and creating together, both online and offline and always creating them with young people not for them

# ***INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS***

## ***POLICY RECOMMENDATIONS FOR CITIES OF LEARNING (2)***

- **Equalize starting points:** Not enough resources accessible to all young people (e.g. stable public wi-fi, ITC equipment) and therefore provision of digital devices/ arranging access to digital tools for ensuring accessibility for young people equally.
- **Interactive maps:** Information about opportunities for young people and expanding learning providers on our platforms.
- **Recalculating budgets:** Better management of the resources already available that can make a huge difference.
- **Training's for trainers and policy makers:** Reform school methods and learning formats to adapt to needs of 21st century skills
- **Inter generational collaborations:** Provide framework/support for non-formal learning scenarios which support inter generational exchange or learning outside the usual "peer" group in more diverse settings.
- **City incubators:** mentorship and support for project ideas of young people which help develop and revitalise their own communities.
- **Reach out to the un-reachable:** even higher involvement of vulnerable groups and young people who are not yet a part of non formal learning.
- **Connecting diverse learning spaces:** cities and regions of learning need to become a part of formal (learning) structures because for lifelong learning young people need to know that learning has to be broader than only at school.
- **Rethinking role models:** Young people don't have role models to be inspired for career and life in 2030.



# ***INTERNATIONAL REPORT AND POLICY RECOMMENDATIONS***

## ***POLICY RECOMMENDATIONS FOR EUROPEAN POLICY DEVELOPMENTS***

We are on the right track, but there is still some work ahead of us. And the cities of learning will strive towards:

- Higher **recognition of non-formal learning** with COL platforms offers learning opportunities and digital open badges as a tool for recognising and recording.
- **Re-balance resources** to provide digital literacy and ensure digital accessibility of all, equally with the expansion of the COL family and new initiatives.
- **Political education** for youth enables them to voice their demands and join or build groups and communities on an EU level by reporting their narratives and inviting them to create communities of young ambassadors and young leaders who co-design COL.
- Higher **reach out, and youngsters with fewer opportunities and special needs** reach out to young people who are not yet a part of non-formal learning activities.
- Support for **quality and continuous programs of youth work** with continuation and even upgrade our initiative and open invitation to join us.
- Be aware that **role models** to be ready for the future of career and life are not yet well enough visible for young people
- Focus attention on **competences of the future**, helping to change the mindsets and perspectives towards new learning opportunities, new areas of employability, supporting innovation in learning and work as well as openness for positive change.
- **Social inclusion of all** young people and help create structures to provide information on (international) education and training opportunities tailored to young people's needs and interests
- **Motivate young people for civic participation and equip them with essential skills** (flexibility, problem solving and teamwork to name a few) for confident and sovereign entry into the labour market and active contribution to society.
- Promote the **power of intercultural cooperation and collaboration.**

# ***LOCAL REPORTS AND POLICY RECOMMENDATIONS***

**I think it would be good to add a short text (half page) about how we conducted the research and what it lead to ... yes in detail we write this in part C, but still I believe the visuals need a short introduction.**

**Or just shortly explain why we did it and that in the following chapter they can read our results.**

**Plus invite them to to the same research and share results with us in this report template. It could be cool to have at some point this report from every city of learning ;)**

**Partner organisation:** Nectarus

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

We involved 35 young people in consultations. 15 of them can be considered having fewer opportunities due to their social status, access to quality education, and living in smaller towns. Most young people study or work. Some are actively involved in volunteering and youth work activities.

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

We carried several consultation activities:

- We hosted three online 2 hours focus groups exploring Global Youth Skills.
- We also created a learning playlist built on five Future Youth Skills activities.
- We followed focus groups with a series of online workshops (2 hours each, 12 in total) involving young people and learning providers to develop innovative ideas to respond to youth and society needs. We used "Innobox" methodology to support participants in developing their ideas.
- We extended online workshops with four more playlists building on "Innobox" activities.
- Participants of consultations and workshops received badges for completing learning playlist activities

**A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):**

Most young people who participated in the focus groups and completed online activities of the learning playlist recognise lead learner traits in their character.

Young people mentioned some of the possible barriers to engaging in learning. Sometimes one can not join learning opportunities due to work or study. Many opportunities for volunteering exist, yet it is not always easy to find a place.

Young people give higher priority for being able to work in teams (highlighting teamwork online), creativity (especially being better than machines), digital skills, personal skills (such as communication, empathy), motivation, especially to continue.

Youth recognise that their peers lack the courage to take initiative, be now and here (without phones), going out of their comfort zone, abilities to communicate with people in person and empathy, lack of motivation (e.g. do not care about the future).

Vilnius city already offers many and diverse opportunities for young people to pursue their interests outside the traditional educational institutions. Companies offer training for careers. There are organizations providing training on coding. Employment services and other organizations offer online learning opportunities. It seems there are a lot of offers and often it is difficult for young people to make a choice.

*Continuation on next page.*

## A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):

### Youth quotes:

- “Acquire new learning and keep continuously learning alongside work. Ability to master machines which will make work instead of us - programming and similar. Ability to be sincere and committed, accept reality and be happy”, young person.
- “Some will overlap. Creativity, understand self, own thoughts and being able to express them to others, learning to learn, never be closed for innovation and have doubt in about everything”.

Participants chose all diverse personas with four receiving the most preference: Global Citizen, Autoconsciente, Transitionist, Climate Changer+Eco Maker.

When identifying their strengths and areas for development, some young people experience difficulties in self-assessing their skills and building their unique strategy. Some also mentioned the importance of having the inner motivation and supportive team and environment in achieving their goals.

Young people expressed similar needs for motivation and supportive people to be able to make and realize their learning pathway. Participants see many opportunities for learning and development, for example training activities, volunteering, learning online and using different apps and platforms.

## 5 new ideas for learning playlists for your city:

- Creating playlist towards most popular personas.
- A playlist on how to better know self, set goals, prioritize and select learning opportunities.
- Playlist promoting international and global opportunities.
- Playlist with a focus on climate change.

## 5 insights to be addressed in policy recommendations for your city/region/country:

- Recognising the importance and include climate change and global education agenda
- Paying more attention to self-assessment and support for learners autonomy
- Allowing to learn during the “official” study and work time
- Better support for learning, life and career choices
- Learners must have a say about the quality of learning opportunities

## 5 insights to be addressed for European policy developments:

- Support for more flexible learning pathways to gain life and work skills
- Importance of climate change and global education agenda
- Opportunities to connect like-minded people across borders
- Online learning opportunities, platforms and apps

**Partner organisation:** Associazione Interculturale Nur

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

We involved a total of 41 participants through an online survey, of which 25 also took part in focus groups, all aged 17 to 30; stakeholders representing 9 local organisations active in the non-formal education sector were also involved through another online survey. Most participants come from the Metropolitan City of Cagliari, but around 15% of them live further away and in more rural areas of Sardinia. Most participants are high school or university students, a smaller percentage are no longer in the education system. Most participants have had non-formal learning experiences and even taken part in international mobilities before. The vast majority of the group can be considered as having fewer opportunities due to geographical obstacles (living on an island and often in rural detached areas). As for inclusion and accessibility, we often had more than one participant join our meetings from a single device and so we made sure to adapt all activities so that they would be able to follow and participate. We also made sure to translate all materials we used in order for young people who don't know English well to participate actively.

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

We conducted an online survey aimed at young people (November 2020 - March 2021) that focused on learning about the social, educational and intercultural background of participants, and was centred around worksheet 1.1 of the framework. We did 4 focus groups with young people (Dec 4th & 9th 2020, February 4th & 15th 2021). Due to COVID restrictions, three of them were held completely online, but the last one was done in a blended format: the young people participated together from the same physical room, while the facilitators connected remotely. Focus groups followed mainly worksheets 1.2 and 1.3 of the framework, reorganising them in interactive ways and adapting them to a virtual context, using digital tools and role playing to discuss the topics and record participants' insights. After trying to organise 2 workshops we finally switched them with another online survey aimed at local stakeholders in March 2021 due to the pandemic. We asked questions based on which competences the local organisations would like to develop, which ones they see the young people most interested in and which resources for education and personal development they believe are lacking in our area.

**A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):**

Young people have voiced the need for more intercultural and especially inter generational dialogue: living in a region with a very high percentage of elderly people who can pass on old traditions and skills, they feel that we should "prioritise this exchange of competences in order to retain our cultural identity" and going into the future without alienating a vast majority of the population. They generally don't question the importance of formal education, but they point out how many skills learnt outside of the school system are becoming much more prominent and useful for their career pathways. The lack of formal recognition for skills learnt in a non-formal setting is considered an issue and something to solve soon.

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## A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):

They expressed their interest in a platform such as COL, because they feel the need for a single container of information about the learning opportunities as well as a system for recognising their learning efficiently, although they don't "trust" online badges too much yet and they don't see how they could really use them. One of the main issues they voiced concern about is the lack of common spaces where young people can meet and "build their own crew": the need for more networking and more civic involvement is felt deeply. Almost all participants expressed a clear need for better access to digital resources, as well as to learning opportunities specifically related to ICT competences and foreign languages, especially English. They recognise that making oneself known does not come easy to most of them, but that having a social following is important. Most of them feel that they're not yet ready for the future and that the education they receive does not truly prepare them for it.

Relevant stakeholders, namely local organisations active in the youth and non-formal education sector, expressed similar needs to those mentioned above: more common spaces, easier access to digital resources, more ICT skills and more inter generational dialogue. They noticed young people needing more skills related to or being more often interested in media literacy and sustainability, as well as all things digital and regarding foreign languages. They believe that they too need to develop their digital and communication competences, in order to "catch new trends and be able to engage with younger generations".

## 5 new ideas for learning playlists for your city:

- ICT skills & digital competences/How to social media like a pro.
- Active citizen 101: how to take initiative and take ownership of community spaces.
- How to be better at languages (especially English).
- Sustainability and eco-friendly lifestyle.
- Being flexible, adaptable and good at problem solving.

## 5 insights to be addressed in policy recommendations for your city/region/country:

- Lack of common (public) spaces for gathering and creating together.
- Not enough resources accessible to all young people (e.g. stable public wi-fi).
- Promoting inter generational dialogue/exchange of competences is crucial.
- Information about opportunities for young people is not always easily accessible.
- Better management of the resources already available would make a huge difference.

## 5 insights to be addressed for European policy developments:

- Not all young people have access to enough resources to develop ICT competences,
- Inter generational and intercultural dialogue should be a priority,
- Soft skills need more space to be developed as they are often more useful than a degree,
- Information about opportunities does not yet reach those who live in rural areas,
- More recognition for non-formal learning,

# LOCAL REPORT: SACHSEN-ANHALT region of learning

**Partner organisation:** EJBM/ GOEUROPE!

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

The 61 individual young people who participated in the focus groups/participatory workshops are from the region of Saxony-Anhalt and are 15-25 years old. The participatory workshop in February was implemented with 14 stakeholders and professionals (youth-workers) from 10 organisations from Saxony-Anhalt. Out of the total involved 61 young people, 36 are eligible for the criteria of fewer opportunities. The original consultation framework including its worksheets and foreseen steps, was, even though it was translated to German language, still too complex and required too much advanced knowledge for young people facing educational difficulties. In order to still enable an active participation in the process we were translating/reconcepting the framework once more towards an easy language approach under the title “future workshop” and also coached support persons, which were assisting the young people in the focus groups by providing additional help and explanations in smaller groups.

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

All 6 focus groups were done in person and only the 2 participatory workshops needed to be done online, due to covid-19 restriction/preventive measures. The conception was structured in a way that each special focus part would last for one hour. At the beginning we were introducing the topics and its background by short presentations and information and then gave space for young people to discuss them. Therefore we used different methods such as silent wall, open discussion, circle training and presentation to each other. At the end of each focus part, we were handing out the worksheets to sum up the results. Our focus group consultation took place in September and October 2020 (4 consultations on 19. and 20.10. In Halle), while our participatory workshops were implemented on 18th of February (with 14 youth workers) and 27th of March (with 9 young people) 2021. In our first focus group consultation (on 25. & 26.09.2020 in Magdeburg with 11 young people) we were testing the consultation framework “futur-workshop”. The 6th consultation took place in Magdeburg on 31.10.2020 with 9 young people.

**A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):**

Young people from Saxony-Anhalt think that traditional learning environments are somehow a good basis for learning but need to be reformed and can't be the only places for learning. Some of the young people already know how to find new ways of learning, such as online groups, apps, education centres, but many of them do not know where and how to find them. They criticise a lack of information about the offers that already exist (cities) and a lack of offers itself (rural areas). Speaking with stakeholders and experts from the youth work field, they do not want to let young people alone, instead they want to support young people on their learning pathway, especially in new and innovative ways. Unfortunately, they face some urgent problems to complement their visions, e.g. to reach young people from all backgrounds or to implement projects for/ in rural areas.

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# LOCAL REPORT: SACHSEN-ANHALT region of learning

## A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):

At this point, digital methods can also work as a bridge if there's no other way of participation (yet). Youth workers also pointed out the importance of the connection between schools and youth organizations. Young people like and do learn from and with other people, online and offline. They say that "The diversity of friends is more important than the number of friends in order to encourage one's own tolerance and to be regularly confronted with other points of view". They would like to have more exchange between generations, e.g. multi-generational projects - not only to learn from the older, but also to "update" them about the interests and needs of the younger generations. Digital tools have an important role in young people's lives. They use them to find like-minded people online and also for their independent learning but they see the danger in "false" friends and fake news. They want digital tools to be more integrated in the school system and learn how to use them best for learning, find reliable sources and be aware of the dangers. Using the internet for research and other ways of learning will be more and more important in the future. For this, not only guidance is necessary but also the access to devices and a stable internet connection. This is a challenge especially in rural areas again. Youngsters in Saxony-Anhalt find it important for the future to be open minded and emphatic and to have good communication skills, including to speak other languages. They see their roles in society and relationships with others next to digital and robotic improvements, as even more important. But also the collaboration with machines seems to be essential for young people in the future. And while more than half of the young people are inspired by the "global citizen", even more find it important to speak more languages than only the mother tongue to be able to communicate with people all over the world. Additionally, they feel the need to be more flexible and ambitious in the future. In times of COVID-19, young people are really aware of the possibilities they have and don't have and what must be changed. Learning is not happening in schools anymore and independent learning suddenly is an important skill in their life.

## 5 new ideas for learning playlists for your city:

- "Mental Health" - Take care on yourself in times of Covid-19.
- "EU Green Deal" - What does Europe do and what can I do to "rescue" our climate.
- Cities/ regions of learning: How can I interact with young people from other territories?
- E-Sports: Introduction into "mainstream games" and and interactive tournament.
- "I go Insta": Tipps and Tricks for social media content - and dangers to be aware of.

## 5 insights to be addressed in policy recommendations for your city/region/country:

- Reform school methods and learning formats to adapt to needs of 21st century skills.
- Arranging access to digital tools for ensuring accessibility for young people equally.
- Provide framework for more non-formal education places with access for everyone.
- Support for NFL with inter generational exchange or learning outside the usual "peer" group in more diverse settings.
- Media education and literacy for everyone (social media, fake news, data protection).

## 5 insights to be addressed for European policy developments:

- Creating structures that provide information on (international) education and training opportunities for all young people equally.
- A right to take part in international projects for young people.
- Political education for youth - enabling voicing of their demands and join/build groups also on EU level.
- Inform and reach all young people, especially with fewer opportunities/ special needs.
- Support children's and youth councils, involve younger children in (international) politics.



**Partner organisation:** TiPovej!, Institute

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

Young people who participated are aged from 14 - 30, mostly living in and around the city. Most of them are not involved in non formal learning and were reached through schools. Around 20% can be called as having fewer opportunities (low income families, balkan immigrants, ...). Youth workers and stakeholders who participated in one PW mostly live in Ljubljana and have been actively involved in the youth sector since they were students. Number of participants: 155 participated in the online survey, 61 participated in the focus groups, 47 participated in the participatory workshop and an additional 114 participated individually through the city of learning activity on the platform (113 in FG activity and 1 at the PW activity). Around 25% of our participants come from marginalized social groups with fewer opportunities and an additional 10% were young people with physically handicapped and/or blind or visually impaired.

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

Early fall 2020 we sent out an online survey with the purpose of reaching young people to start to explore their learning and civic pathways as well as invite them to participate in our project. We also conducted 3 online focus groups (15. 10. 2020 and 9. 11. 2020) with young people and 4 participatory workshops (two on the 13. 1. 2021, 16. 2. 2021 and 18. 2. 2021) with young people and relevant stakeholders. During implementation of consultation activities we also created a playlist on the platform where young people could participate individually.

**A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):**

Young people of Ljubljana are aware of the importance of inter generational and intercultural cooperation. They themselves are encountering reverse mentoring, where young people monitor and teach older generations. They also stressed the importance of digital literacy, which exceeds the level of knowledge of ICT and other digital tools that we acquire during the educational process. Participants are generally of the opinion that most young people are not future thinkers and lack competencies of the 21st century. They are "held back by the limiting beliefs of previous social systems that dictate life expectancy (eg. school, college, work, marriage, house, children), which we can no longer follow in today's changing and (un)safe environment".

Youngsters emphasised the lack of recognition of NGO programs, youth organisations, cultural institutions and other programs where they acquire a variety of soft skills. Many of these organisations are still unrecognised among large numbers of young people and "are found only by active individuals who independently research and seek diverse learning opportunities". They call for the acknowledgement of non-formal and informal education and its recognition by employers and all important stakeholders in the labour market. They themselves state that "the prerequisite for this is a change in mentality and awareness of the value of all learning experiences and the diversity of knowledge, skills and abilities we possess".

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## LOCAL REPORT:



### A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):

However, they admit that unifying the value of related informal programs will be a challenge. They see the solution in practical selection procedures and experiential activities, in which each individual can clearly use competencies and express their knowledge. At the same time, at least half of participants shared mostly positive experiences with employers (outside the public sector) who recognise and appreciate the work experience and additional training that young people attended. They said that “the market and workers itself will help companies that respond to the economic flows of the future from those that are not ready for change”. When speaking about archetypes “global citizen” and “practical futurist” were among the most popular, together with “autoconscience”. However, a few young participants talked about exiting the social system and returning back to nature. We had a chance to meet young people who are founding new communities where they live modestly, green and self-sufficient, giving them the opportunity to “go back to simpler times precisely because of the fast rhythms in the demands of life”.

As for the educators and stakeholders, they believe that they are preparing young people for a world they themselves do not even know what it will look like. “If the changes of the last 20 years have been rapid, the changes of the next 20 years will be even greater. The leap in technological progress may be most noticeable, but major changes will take place in the environment, social and political systems, as well as in individuals themselves”. Life will become more and more chaotic, views of the world, our thoughts and also the upbringing and education of children and adolescents will change. At the same time, youth workers point out that the “youth sector has proved its readiness for the future during the pandemic. We quickly adapted to the new situation and proved in practice that the synergy of live and digital is possible”.

### 5 new ideas for learning playlists for your city:

- “Know yourself” skills and techniques.
- How to build a community and research the importance of “belonging”.
- IT skills for the professions of the future.
- Recycle and up-cycle opportunities and/or lifestyle.
- Mental health.

### 5 insights to be addressed in policy recommendations for your city/region/country:

- Mental health issues raised during COVID-10 crisis.
- Lack of physical activities and practising healthy lifestyle within young people.
- More integration of formal and informal education.
- More recognition of the youth sector and non formal education.
- Education for the educators - fear of preparing young people for a world they can't imagine.

### 5 insights to be addressed for European policy developments:

- Higher recognition of non formal education.
- Focus on the competences of the future and the 21st century
- Development and promotion of new areas of employ-ability.
- Internet access for all (digital competency).
- Social inclusion of all young people.

# LOCAL REPORT: **NOVI SAD** city of learning

**Partner organisation:** BalkanIDEA Novi Sad

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

123 young people (15-30) filled in the online survey, 81 (65.9%) identified as females, 37 (30,1%) as male and 5 (4,1%) as others. In addition, 30 young people participated in consultations through focus groups and workshops. We made efforts to reach out to young people of different age groups through a survey and focus groups. In focus groups we had the most difficulties in including high school students (15-19 y.o.), and in the survey we had only 20 of them responding (16,3%). Additional efforts were taken to include young people from outside of the Novi Sad metropolitan area, so we organised one focus group in Sremski Karlovci, a small municipality outside of the city. In the survey, we had 25 (around 20%) responses from young people living in small municipalities near Novi Sad (Temerin, Beočin and Sremski Karlovci) and rural areas that belong to the city. It's difficult to assess what other types of fewer opportunities our participants might have. We've organised one focus group with 7 young people who are activists or users of the program of association for LGBT youth.

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

Focus groups were organised from November 2020 until February 2021:

- 1st focus group (young people 25-30 y.o.) 14/11/2020.
- 2nd focus group (young people 20-25 y.o.) 28/11/2020.
- Focus group with volunteers and users of Center for youth work 21/12/2020.
- Focus group with volunteers and users of Group "Izadi" 23/12/2020.
- Focus group in Sremski Karlovci 28/2/2021.
- Workshop with stakeholders was organised on 11th of March 2021.

All activities were done online, using Zoom, except for a focus group in Sremski Karlovci, which was implemented in person. Online survey was published in the beginning of November 2020 and was open and promoted until the end of March 2021.

**A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):**

Young people who participated in focus groups found the topics discussed quite interesting and relevant, they showed readiness for the future of learning, work and civic engagement. Most of them are already aware that learning is happening outside of formal institutions, they are using mobile devices for learning, which is something that the pandemic only enforced. They are quite aware and conscientious about their communities (physical and online) and feel the benefits of connections globally, while trying to learn from their peers from around the world. The only point they contested was the popularity being the measure of success and great discussions came from that. Young people are worried that popularity is often based on traits and values that aren't always a good indicator of someone's trustworthiness and authority on different subjects. The survey showed that young people are mostly interested in personal development, communication and social skills.

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## A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):

It is interesting that personal development is among the most important areas of interest also in terms of career development. When it comes to future skills they want to improve, they vary significantly, depending on their interests and formal education. Except for skills connected to their (future) career, they recognised a lot of essential skills, like communication, problem solving, empathy, team work, etc as important for their work. For some of them, the startup way of thinking and learning was interesting, as well as exploring possibilities of digital and online tools for learning. In the civic path, young people mostly see the importance of making and keeping connections with community and stakeholders, mastering the skill of communication with different stakeholders, especially institutions, decision makers, learning about how institutions work and how to approach "boomers" and create allies among older generations. Additional skills they would like to work on are critical thinking and media literacy, empathy and understanding of diversity and inclusion. Young people are quite aware of the importance of health and a healthy environment, so they stated that working on stress management, preventing burnout and improving mental health is important, as well as caring for the environment and being aware of different threats present in that area. Young people mostly like to learn through experience and practical application, while discussing and exchanging ideas with others, through games and artistic expression, etc.

## 5 new ideas for learning playlists for your city:

- Stress management and burnout.
- Media and information literacy/critical thinking about media content.
- Inter-generational communication.
- Communication.
- Team work.

## 5 insights to be addressed in policy recommendations for your city/region/country:

- Making spaces for learning accessible for young people with fewer opportunities.
- Informing young people about possibilities for learning in the city.
- Creating opportunities for young people to take initiative for their own learning and for creating space for others to learn (becoming lead learners).
- Supporting organisations to offer learning tailored to young people's needs and interests.
- Supporting continuous programs of youth work which include learning of essential skills and preparing young people for civic participation.

## 5 insights to be addressed for European policy developments:

- Supporting organisations to offer learning tailored to young people's needs and interests.
- Supporting continuous programs of youth work which include learning of essential skills and preparing young people for civic participation
- Supporting innovation in learning ...

**Partner organisation:** Cazalla Intercultural

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

We have involved young people from Lorca through the collaboration we have with local high schools. We have involved 2 classes of youngsters, in total 30 persons, aged between 16 and 18 years old. They are all studying and they do come from different backgrounds. The participants do not all speak English, so we had all materials translated in Spanish. Some of them have participated before in non formal education activities, but not all of them.

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

Due to the COVID-19 we have launched an online survey based on the Global Youth Skills and contacted high schools to help us realise the focus groups. We conducted 2 online focus groups and used the online survey as a tool to reflect, work through the questions, discuss and debate the necessities of the youngsters, while also gathering their insights on these topics. Because we couldn't go to the high schools, the youngsters were in class (they divide the class in 2, one half have online school and the other from home and then they switch) and we were facilitating through Google Meet. It was a bit difficult not being able to be present and to discuss in more depth with the youngsters, but their feedback at the end of each session was very positive, they enjoyed having a different perspective of looking at their learning process and necessities. We have planned to do the 2 participatory workshops with the same groups of youngsters, as a follow up activity and to ensure a continuity in the process, but unfortunately they are in Easter holidays and they have some exams afterwards, but the teacher is trying to find a date and set it for the workshops, so we are in close communication to finish this.

**A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):**

From the meetings with the youngsters, one of our main goals was to identify their needs regarding learning in Lorca, now and in the future. Given the situation of COVID-19 and all the changes happening at all levels, the common necessities were related to learning and give more attention to emotional intelligence, learning more life skills, things that don't study in schools, how to face different life situations, more support for the learning process, opportunities for personal, technological, cultural and professional development in a common, constant environment, where people show interest and initiative for learning and sharing, opportunities to practice and learn about self-defence, public speaking, effective and sexual relationships, gender equality classes, classes against homophobia, racism, xenophobia, etc. From this, we noticed that the needs vary and cover a lot of fields, the needs of the youngsters are more and more urgent, because something they identified was the common idea that they finish high school, but they don't feel prepared, at an educational and personal level, to get into the labour market, they don't feel they have all the information when it comes to choosing what to study in University and so on. Also, given the situation in Lorca, and in Spain in general, right now, the youngsters do need more public spaces for doing activities, for socialising, for learning, spaces that are not from the high schools, libraries, or other institutions. Sports facilities were also one of the common necessities, given that not everyone can afford to pay for a gym.

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## A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):

Quotes from young people:

- "In my ideal city, they would add new subjects that teach us other kinds of things that we will need to be able to face in life, such as learning to manage our emotions, the different career paths..."
- "In my ideal city one of the things that would help us to have more knowledge and discover new skills would be to include in the institutes of Lorca new subjects in the first courses that really serve us for the baccalaureate we want etc.. Or include electives in cooking, dancing, singing ... where that activity will be performed specifically"
- "I would like to improve my emotional intelligence, my artistic skills and have more willpower to achieve my goals."
- "I would like to contribute my bit in every way I can, I would like to improve my self-confidence, communication skills, language skills, planning, commitment with yourself towards whatever you are doing, I would like to enhance my independence..."

## 5 new ideas for learning playlists for your city:

- Playlist focused on learning English.
- Playlists for developing digital competences.
- Playlists related to coaching/how to learn easier.
- Playlists on active participation/citizenship.
- Playlists on multicultural dialogue.

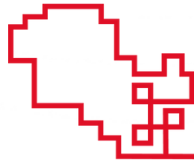
## 5 insights to be addressed in policy recommendations for your city/region/country:

- Facilitate access of young people to computers/internet.
- Open more public spaces for activities.
- Youngsters need more spaces for sports activities outside of schools.
- Support initiatives of young people that are not part of an NGO.
- Promote volunteering opportunities in Lorca, open more places where young people can be volunteers in their own city.

## 5 insights to be addressed for European policy developments:

- Inclusion and equity for young people who don't have access to digital tools for learning or developing digital competences.
- More recognition from employers of learning in non-formal projects, especially for young people with fewer opportunities at the moment of entering labour market.
- Giving more visibility to international internship opportunities, especially in rural areas
- Offer more support from a European level for young people in rural areas or with fewer opportunities when they want to open a start-up or a local business
- Promote more opportunities about programmes or projects on the topic of multiculturalism in areas where racism is very high and support local organisations that work in this field

## LOCAL REPORT:



## VESTFOLD- OG-TELEMARK region of learning

**Partner organisation:** Vestfold og Telemark

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

We performed 4 activities total: Vestfold og Telemark regional youth council, 22nd of February 5 participants of the age 17-19; Student councils in upper secondary school, 10th of March 5 participants of the age 16 - 19; Local youth councils, 10th of March, 5 participants of the age 15 - 18 and a follow up service, (NEETs) 26th of April with 5 participants of the age 18-20.

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

We used the framework as inspiration to work out from and create something suitable for the Norwegian youngster. The questions have varied from learning in spare-time activities to where they want to be in the future just like the framework did. Since the consultations had to be on a digital platform we wanted to use smaller groups to make everyone feel comfortable. Therefore, we held the meetings on zoom. Duration was around 3 hours with breaks of 10 minutes. First of all, we chose to start every interview with general information about the project and the platform itself and the possibility to ask questions. We got to know each other and started the process. The structure is based on the past, present and future. Therefore we start with values and background and end up where they would like to be in 10 years time. That gave us in-sight on who the youths are in addition to making them reflect upon how regions of learning can be a tool for them. We ended with evaluation of the session and regions of learning as a whole. List of questions:

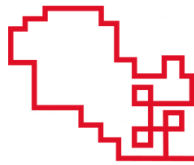
- Values: What are your values? What made you who you are today
- Learning: What do you do in your spare-time? Are there other activities you learn from? What do you learn from it?
- Skills: What skills do you have? When do you use your skills? Do you have proof of your skills? Do you get recognition for your skills?
- Motivation: What motivates you? What would you like to learn more about?
- Future: Where do you see yourself in 10 years? What would you like to work with?
- Conclusion: How can badges help you with reaching your goals? How can you use badges in your daily-life? What are your thoughts on badges after this session?

**A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):**

We discovered that there is no particular difference between the youths in or outside of school. Questions asked about their values, attitudes and background the value of respect has been repeated. They say that it is the people around them and what they take part in that gives experience and allows them to be who they are. This tells us that the value of respect is fundamental when talking about learning and evolving. The general perception is that the youths are able to give a higher level of reflection on their situation and how badges can help them. Questions on the topic of learning, spare-time activities and skills Our impression is that the youths are active in many different fields and have broad knowledge. The activities vary from watching documentaries on Netflix, voluntary-work, leading a band and gaming.

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## LOCAL REPORT:



## VESTFOLD- OG-TELEMARK region of learning

### A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):

There is a broad spectrum of interest and that shows the diversity and how adaptive Regions of learning should be. In this part we also asked the youths if they have any evidence of the skills and participation in these activities and learning. The answers vary from no documentation at all to some having a detailed diploma from different activities. However, most of them say they “lack documentation on soft-skills” and their competence outside of the formal structures. When asking about motivation the main reply was recognition. They say that they “need validation for what they have achieved”. Whether it be a job, school or in the daily-life this motivates you to keep going. Dreams and interests are also mentioned. What is interesting here is how the youths connect their motivation to how they get recognition in their daily life. Some talk about earning a new level in a game or Duo-lingo. While others say they are hoping to get their next belt in karate. This also transfers to the importance of meeting youths with something that feels useful to them and that there is much motivation in both validation and recognition. In the last part they reflected upon their future and how badges could be a useful tool for them. Everyone has been positive about how it could work as an attribute to their future. Most think it can help them in the present to reach their goals and get a new job. They also think regions of learning could be a good social platform, organiser of activities and for employment. Some say they do not need it now, but think it could be useful later in life. In addition, the youths think “the platform is blend” at first sight and wish for it to be more aligned with the concept of gamification. Even though they are positive, some are worried about the perception in society. They say “it is crucial that public administration as well as employers accept and support this type of validation”. The endorsement is important for the project to give results.

### 5 new ideas for learning playlists for your city:

- The Sustainable development goals (SDG's).
- The Avengers Playlist.
- Mental health tools.
- Mindfulness.
- Democracy.

### 5 insights to be addressed in policy recommendations for your city/region/country:

- Cities of Learning need to be a part of formal structures (e.g. school). Then everybody has a chance to learn what it is and use it.
- Badges needs to be recognized by employers.
- Local and regional politicians need to be aware of this opportunity for young people to learn needed future skills ...

### 5 insights to be addressed for European policy developments:

- All participants shared that they learned a lot from thinking and reflecting about these questions and Cities and Regions of Learning could be a needed platform for recognition of non-formal learning.
- Cities of Learning could be a useful tool for engaging young people either in education or employment; to higher their self esteem and their belief in the future.



**Partner organisation:** Breakthrough

**Profile of participants** (incl. number, age, background, % of fewer opportunities and details on how inclusion was ensured):

Profile of participants interviews: Young people aged from 17 - 27 who have a connection with Tilburg City of Learning. Some young people are living due to studying in another city but still go to their parents home or friends in and around Tilburg. We have tried to have a broad group of interviewees by connecting with different organisations who were working with different target groups. We were not specifically asking interviewees if they had belonged to the target group with fewer opportunities or special needs. Number of participants interviewed: 5 young people in test interviews, 28 participated in the in-depth interviews, duration average 2 hours each, taken by 3 young interviewers. Participants with special needs and/or fewer opportunities: Knowing via which connections we recruited, we can assume that around 60% of our participants have special needs or with fewer opportunities.

**Consultation activities** (incl. dates, formats and changes from the consultation framework):

All of our interviews were due to COVID-19 conducted online, in October, November and December 2020. Preparation interviews: Chosen is to use the interviews created by Institute for the Future, translate them in Dutch and create a slideshow to support different types of learners. 3 young interviewers first experiencing the interview themselves, interviewed by a senior youth worker. After experiencing the interview, the young interviewers hold 3 test interviews with 5 young people. The outcomes from the test interviews are not used in this report. After evaluating these test interviews there were changes in language used, role model cards were made, questions were analysed and some were prioritised and others only used when the interviewer would think that a specific question was relevant. Per interview was 1 interviewer and 1 note taker. Each interview would have max 2 interviewees. In this way the interviewees could learn from each other's answers and experiences and for each person would be enough time to be heard. Each interview is recorded as video and in written text. Each interview had 3 layers:

- The personal learning and career path from upbringing and the interviewees themselves.
- The 5 peak performance zones nowadays, where are they good in, challenged by, what distracts their learning and career path right now and how to solve those distractions
- Necessary competences for the future in 2032, which competencies do they need, strategies to reach the competences and which future archetypes will inspire them and advice for a young person living in 2032.

Followed up with a short evaluation about how the interviewees experienced the interview.

**A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):**

We spoke with 30 young people living in The Netherlands. Their narrative about Learning to Learn and the 5 Global Youth Skills will become visible in this section. Learning to learn: 23 years old young person: "My twin brother is not learning, he prefers to do things with his hands and works already for one and a half years." Many young people answer questions about learning only in connection with formal education. Make yourself known: Young women feel more than young men in this skill zone. 26 out of 30 young people are consciously busy with development of this skill zone. There is awareness that you need to show who you are and what your talents and skills are. 11 out of 30 young people say they are doing quite well already in this skill zone.

*Continuation on next page.*

## A summary of a youth narrative on learning, civic and career pathways (incl. 2-3 quotations):

Young person: "I am in the process of discovering myself. I am still young and can learn and discover so much more." Make sense: Young person: "With this skill I immediately thought of 'what do you do with the information you receive'. At first I received a lot of information and I thought it was important to remember everything I get. Now I am more concerned with filtering what is important to me and I am much more looking for specialist knowledge." Young people are wondering quite often which part of the information that they receive is true. This makes them critical to what they see and open towards the future. Subjects such as climate change, supporting others and technology are mentioned in the interview. Not knowing what the future will look like and which skills are necessary give uncertainty. Young people are giving others the space to have a different opinion about things that matter. Befriend the machines: Many young people say that they are familiar with working and understanding digital technologies. Technology is interesting for personal and professional life. To keep up with technology there is still very much to learn. Some mention robots as still something to get to know. Young person: "I believe that improvements are always achievable. I'm always working on technology, in music and stuff." Build your tribe: 5 out of 30 young people feel insecure or say they are just starting with creating a reliable network. They are receiving help from teachers or internship bureau to build their network. So 25 out of 30 feel quite or very comfortable with their 'tribe-in-development' and know how to get support from their network. Young person: 'In the past four years I have created quite a network. In the beginning I thought what do you need a network for? You have to do it yourself right? Now that has changed for me. You are only as strong as your network.' Keep going: Young person: This skill zone is getting the highest score from young people. 15 out of 30 share that they are almost or completely fit in this skill zone. Though there are big differences in answers. From young people who are experiencing COVID-19 as very challenging and do not yet know how to cope with it, to many who share that they are learning from the challenge and keep going due to intrinsic motivation. "I think it's mainly a matter of mindset. Everything, including COVID-19, opens new doors and opportunities. Keep looking at the possibilities and respond to them."

## 5 new ideas for learning playlists for your city:

- Places where you learn, what is learning/Learning to learn.
- Get Future Fit (overall playlists to look at the future and based on 5 global youth skills).
- Global youth skills.

## 5 insights to be addressed in policy recommendations for your city/region/country:

- Young people don't have role models to be inspired for career and life in 2030.
- Learning has to be understood as something broader than only what happens at school.
- Young people need to be aware of all ways to learn (doing, practising, evaluating, reflecting, looking at others, etc + learning with others) and make those ways natural too.
- Young people need support to develop themselves, grow self-esteem, and lower the pressure they feel.

## 5 insights to be addressed for European policy developments:

- Be aware that role models for future careers and life are not yet well enough visible for young people.
- Awareness about learning happening outside formal education + its recognition.
- While on one side many young people say that they learn by plunging, almost everybody said that their best skills have been taught by somebody they know. There really needs to be more awareness about non-formal education and the role your network plays in everything you know



***PART 1: MAPPING LEARNING NEEDS AND OPPORTUNITIES***

***PART 2: YOUTH CONSULTATION ON FUTURES OF LEARNING, CIVIC AND CAREER PATHS***

***PART 3: CITIES OF LEARNING STRATEGIES***



# ***PART 3: CITIES OF LEARNING STRATEGIES***

# ***GUIDELINES FOR PARTNERS ON PRODUCING A CITY OF LEARNING STRATEGY***

The methodology of building City specific strategy and mapping existing opportunities and gaps is based on combining several layers.

## **LAYER 1: CORE SKILLS FOR 21ST CENTURY:**

This links knowledge, skills and values/attitudes to developing young people's competencies for the growth of autonomy, resilience and coping with a changing world.

Through the work in the Cities of Learning context and also the international youth work context, we will mainly combine **3 frameworks for 21st-century skills** and they are (1) Revised Key Competences for Lifelong Learning; (2) Global Youth Skills and (3) World Economic Forum Top 10 skills in demand for 2022.

## **How to approach the competence models?**

How the 21st-century skills competence frameworks within your activities and open badges can support your youth work:

- Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for workplace success and potential measurement criteria for assessing competencies.
- A competency framework can support communication about gained skills that are recognised by the young person, the organisation, formal education, government and business field.
- It can support your youth work organisations to recognise which behaviours young people need to require, value, recognise and reward.

## **What to do in practice?**

- Do you, as an organisation, want to use a national or international competence framework? What makes sense for your organisation?
- Do research among young people, non-formal education, formal education, governmental institutions and/or business fields in which they will recognise the framework and support for the life of young people.
- What is vital for your City of Learning platform?

Decide how you will approach the 21st-century skills frameworks. Which framework will you use? What is your reasoning? Why did you choose that particular framework? Use the pre-set list of 21st-century competencies. Customise them to the specific needs of your organisation or young people or create a 21st-century framework yourself.

# ***GUIDELINES FOR PARTNERS ON PRODUCING A CITY OF LEARNING STRATEGY***

**LAYER 2: CITY SPECIFIC LAYER:** This means analysing strategies and services available for young people and identifying gaps by reviewing youth work, non-formal and formal education strategies, inclusion strategies and practices in your specific municipality.

**Below we share some possible information sources:**

- Check the website of your regional administration, youth and education fields. Look for specific strategies or action plans for your municipality.
- Could you check with your municipality officers responsible for youth and education? They should know the latest information about strategic policy documents and statistics.
- Could you check the national youth policy-related organisation website or call responsible people? They might know about the latest youth research from your region or a city.
- Contact youth researchers who implemented some recent youth research - it can give insights into the situation of young people, their needs, education and youth work services, etc.

**What should you look for?**

- Could you identify your area's most recent youth policy strategic priorities, if any?
- Cross-check with other related fields like education, employment, health, etc. Look for specific priorities concerning young people and check if these have any links with 21st-century skills (check the list above).
- Identify core focus in terms of skills to be developed, stakeholders' needs and skills gaps in the field of youth.
- 

The data from city documents will help you map 21st-century skills and opportunities and design your survey and interview questions with youth and youth work organisations in your area.

You can check with them if the gaps identified are essential for their work or for the area that young people live in.

# DEVELOPING CITY OF LEARNING STRATEGY

**LAYER 3: TECHNOLOGICAL LAYER:** This is where you identify the level of young people's digital skills, access to smart devices and the internet, active communities or websites where young people learn. This will allow identifying how platforms and Mobile App can serve the needs of the young population in the area.

When conducting a survey or an interview, include questions about access to the internet, devices, and digital infrastructure for learning in your area. Explore how young people use the internet for learning and which websites they use to access information in the area. It will help you to consider the best strategies to promote the Cities of Learning platform and your learning playlists on 21st-century skills.

## Mapping the learning ecosystem in your area:

This step will be done by conducting desk research, surveys and interviews with key stakeholders in your area. The aim is to explore and identify the following stakeholders.

**GROUP 1:** Main providers of 21st-century skills development programmes in your area: (1) Youth work and non-formal education; (2) Formal education providers; and (3) Other.

**GROUP 2:** Employers interested in people with 21st-century skills (potential endorsers of badges and learning playlists).

**GROUP 3:** Decision makers: (1) Councils of youth/ youth work organisations; (2) Municipal councils/ administration; (3) Regional or national policymakers if they make an influence on a regional level and (4) Other.

You will need to arrange online or in-person meetings with municipalities to get access to existing databases of organisations and services for young people. You will need to meet with some key decision-makers to understand how different actors interact and where their focus is.

## Now, could you zoom out your map ...

- When you zoom out your area mapping?
- What does it tell you about the 21st-century skills development of young people?
- Which 21st-century skills are not covered yet? Where are the gaps? Does this map resemble a bunch of separate bubbles, or does it resemble a forming ecosystem?

# DEVELOPING CITY OF LEARNING STRATEGY

## And zoom in again ...

- What main domains do you wish to focus on in your territory based on the strategy and gap analysis from the 1st step?
- Are there some subdomains of your focus (e.g. local volunteering/ national volunteering/ volunteering in the digital media area and volunteering in the social space)
- Who are potential delivery partners who can provide 21st-century skills development opportunities for young people?

## Next steps after completing your strategy:

- **Network building:** Start from the informal network building of organisations interested in increasing their capacity in digital youth work and using the Cities of Learning platform and Badge Wallet mobile app. Facilitate online and residential meetings with local organisations to present opportunities and consult them on ways to use the platform to publish their activities there.
- **Promotion and communication production:** develop communication products and use the most relevant ways to promote the strategy and opportunities.
- **Creation of learning opportunities:** Create activities and playlists on the City of Learning platform focused on 21st-century skills. Support other learning providers using the City of Learning platform and offering playlists on 21st-century skills.

## Activities by your local partners and learning providers:

Co-creating (with young people) own activities and learning playlists, issuing badges for achievements using the Cities of Learning platform. Supporting participants of their programmes in using the City of Learning platform.

## Activities by young people:

- Young people are signing up and using the platform.
- Completing activities and learning playlists on the 21st-century skills
- Earning and sharing open digital badges representing their learning and achievements.

## Activities by employers and formal education providers:

**Endorsing activities and playlists** on the City of Learning platform. You need to consider several steps to achieve endorsement from employers:

- Presenting the goals of promoting learning and recognising opportunities for 21st-century skills.



# ***DEVELOPING CITY OF LEARNING STRATEGY***

- Explaining the value of endorsement to the employers, organisers and young people
- Developing together what extra value could be added by providing an endorsement.

**Providing their branded 21st-century skills activities and playlists** in collaboration with the local learning providers. Employers can also create their badges or offer specific activities on the platform, alone or in cooperation with local organisations.

Check other Cities of Learning Guides for participatory research methodologies:

- **Guide on mapping [Learning needs and opportunities in Cities of Learning](#).**
- **Guide on conducting [Youth consultations on new learning, civic and career pathways in Cities of Learning](#).**



**TARGET GROUPS**

# VILNIUS CITY OF LEARNING STRATEGY

**LEARNING PROVIDERS, LEARNERS & EMPLOYERS**  
**01**

Vilnius City of Learning partners use the platform to promote and facilitate various and quality learning opportunities to develop 21st century skills and competences locally, internationally and online

**SHORT TERM IMPACT (2-4 YEARS)**

1. Variety of opportunities on 21st century
2. Educational opportunities matches agreed quality standart
3. Number of international opportunities
4. Number of online opportunities
5. An increasing number of learning providers using the platform to promote and facilitate learning
6. An increasing number of learners using the platform to find and join opprtunities

**KEY PARTNERS**  
**02**

New offers todevelop 21st century skills and competences locally, internationality and online are developed to respond to 21st century skills gaps in close cooperation with Vilnius City of Learning partners

1. Young people have chances access the platform and develop competences through activities not offered elsewhere.
2. Increasing number of young people accessing the platform and able to find relevant learning opportunities

**KEY STAKEHOLDERS & DECISION MAKERS**  
**03**

The city and stakeholders value and recognise the 21st century skills and competences across education and learning domains using features available on Vilnius City if Learning platform

1. Key stakeholders in Vilnius know and use the platform for creating and accessing educational opportunities linked to the 21st century skills
2. The numbers of activities linked to the 21st century skills are increasing on the platform

**YOUTH WORK & EDUCATION ORGANISATIONS**  
**04**

Youth work and education sectors make use of digital transformation, especially features available on Vilnius City of Learning platform

1. Constantly increasing online learning opportunities on the platform
2. Organizations have skills to extend their educational programmes to the online spaces and in particular in Vilnius City of Learning platform.

**IMPACT (ABOVE 5 YEARS)**

## VILNIUS CITY OF LEARNING AIMS AT CREATING LEARNING ECOSYSTEM BY PROVIDING QUALITY LEARNING OPPORTUNITIES AND FOSTERING RECOGNITION OF ACQUIRED COMPETENCES

**OUTPUTS (ACTIVITIES)**

1. Mapping and involving relevant partners
2. Creating and facilitating new opportunities
3. Developing and agreeing on quality of educational activities
4. Applying and displaying quality on the platform
5. Involving partners providing international activities
6. Developing awareness about making content and activities using multimedia
7. Importing online learning opportunities from other platforms



**VILNIUS**  
city of learning



Erasmus+

**21st**  
ONLINE 21ST CENTURY SKILLS EDUCATION



**TARGETS**

**IMPACT (ABOVE 5 YEARS)**

**SHORT TERM IMPACT (2-4 YEARS)**

**OUTPUTS (ACTIVITIES)**

# BLACKPOOL CITY OF LEARNING STRATEGY

**LEARNING PROVIDERS, LEARNERS & EMPLOYERS**  
**01**

Embracing new and existing partners in using the platform to promote and facilitate quality learning playlists. Realised locally, nationally and internationally through online and face to face engagement

1. Variety of opportunities on selected 21st century skills
2. Available educational opportunities match agreed quality standard
3. Increased number of international opportunities
4. Number of online opportunities available and taken up
5. An increasing number of learning providers using the platform to promote and facilitate learning
6. An increasing number of learners using the platform to find and join opportunities

1. Mapping, recruiting and involving relevant partners
2. Creating and facilitating new learning opportunities
3. Developing and agreeing on quality of educational activities
5. Increased involvement of partners providing international activities
6. Developing awareness about making content & activities using multimedia strategies
7. Importing online learning opportunities from other platforms

**KEY PARTNERS**  
**02**

To have embedded an ongoing programme of new development opportunities for both young people and partner providers

1. Young people have additional opportunities to access the platform and develop competences through activities not offered elsewhere
2. Increasing number of young people accessing the platform and so being better able to find and take advantage of relevant learning opportunities

1. Development of approximately ten learning playlists by the Think Forward team and other local partners. These are based on identified skill gaps and new learning opportunities
2. Information and promotion of opportunities offered on the Cities of Learning platform

**KEY STAKEHOLDERS & DECISION MAKERS**  
**03**

For a substantial cohort of young people across the Fylde Coast to recognise value and register with the Blackpool City of Learning platform

1. Key stakeholders in Blackpool are increasingly aware of, and use, the platform for both creating and accessing educational opportunities linked to 21st century skills
2. To have created and promulgated a strategic 'marketing' campaign to promote the learning opportunities on the platform to young people.

1. Meetings with key stakeholders to showcase the potential of the platform for showcasing their educational activities or strategies
2. Aligning our strategy with other learning developments in Blackpool

**YOUTH WORK & EDUCATIONAL ORGANISATIONS**  
**04**

Youth work, education and employment sectors value and recognise the benefits of Blackpool City of Learning as a vehicle for competency development for digital transformation as essential skills for the future

1. Constantly increasing online learning opportunities on the platform
2. Organisations have developed skills appropriate for extending and adapting their educational programmes to the online spaces and in particular to Blackpool's City of Learning platform

1. Building community of informal learning practitioners willing to develop digital youth work and / or online learning opportunities
2. Providing training opportunities in developing the skills necessary to use and manage the platform for providing learning opportunities

**PROMOTING AND FACILITATING VARIOUS, QUALITY LEARNING PLAYLISTS AND ACTIVITIES TO DEVELOP YOUNG PEOPLE'S 21ST CENTURY SKILLS LOCALLY, NATIONALLY AND INTERNATIONALLY**





ONLINE 21ST CENTURY SKILLS EDUCATION

21st



**TARGETS**

**CLUJ-NAPOCA CITY OF LEARNING STRATEGY**

**LEARNING PROVIDERS, LEARNERS & EMPLOYERS**  
**01**

**KEY PARTNERS**  
**02**

**KEY STAKEHOLDERS & DECISION MAKERS**  
**03**

**YOUTH WORK & EDUCATION ORGANISATIONS**  
**04**

**IMPACT (ABOVE 5 YEARS)**

**CLUJ-NAPOCA CITY OF LEARNING, INCREASING EMPLOYABILITY SKILLS AND VISIBILITY FOR YOUNG PEOPLE WITH DISABILITY (VISUALLY AND HEARING IMPAIRMENT)**

Young people with disability (age 16-30) from Cluj-Napoca will know and use the platform

Encourage partners from the metropolitan area of Cluj-Napoca to create and implement 21st century opportunities of quality formal and non-formal education offers

Involve cross-sectoral stakeholders (public bodies like the city hall, private sector, companies etc.) in order to capacitate and support educational institutions to develop quality educational pathways

Empower youth workers and youth organizations (NGOs) to use 21st century digital tools to create inclusive activities, projects and programs on local, national and international level

**SHORT TERM IMPACT (2-4 YEARS)**

1. Increase number of young people with disabilities from Cluj-Napoca that access the platform
2. Increase the number of activities and playlists accessed and accomplished by the young people with disabilities on the platform
3. The platform gets visibility
4. Increase the number of international activities on the platform
5. Increase of chances of employability of youngsters with disability

1. Increase the number of activities and playlists offered by partners on the platform
2. Partners will get information and adapt to the real requirements of the labor market

1. Create links between various stakeholders having interest in supporting educational institutions to develop formal and non-formal alternative learning opportunities
2. Encourage private companies to involve in order to develop entrepreneurial skills for disabled youngsters
3. Engaging and encouraging them to contribute to the development of the Cluj-Napoca City of Learning platform

1. Increase number of digital tools adapted to be used in work with disabled youngsters in order to increase their social, digital and entrepreneurial skills
2. Support and encourage youth workers and NGOs to use 21st century inclusive digital tools in their own activities and projects involving disabled youngsters, on local, national and international level

**OUTPUTS (ACTIVITIES)**

1. Mapping and identifying the target group of possible youngsters with disability ready to use the platform
2. Monitoring and evaluating the quality of activities and playlists present on the platform

1. Developing at least 10 playlists with local partners on the needs and gaps of the targeted group to increase and encourage the employability of young people with disability
2. Activities for promoting and increase visibility of opportunities offered by the platform Cluj-Napoca City of Learning

1. Meetings with new partners or potential partners locally, nationally or internationally to develop new methods of educational pathways to implement 21st century skills for people with disabilities
2. Meetings with new partners or potential partners to explore the platform and the functionality of the platform, as well as its results and benefits to encourage its involvement in the future

1. Transfer of information on the use of 21st century digital skills, abilities and tools during youth exchanges and training courses we will have
2. Increasing a network of youth workers and NGOs in Cluj-Napoca willing to share, develop and implement the use of digital opportunities for persons with disability

# THESSALONIKI CITY OF LEARNING

powered by:



TARGETS

**01** LEARNING PROVIDERS, YOUTH ORGANISATIONS, & KEY STAKEHOLDERS & DECISION MAKERS

IMPACT  
(ABOVE 5 YEARS)

Youth organisations, educational and job providers, municipality and relevant stakeholders get to know the platform, understand the benefits and start using it to promote learning opportunities and develop 21st century skills of young people they work with

SHORT TERM  
IMPACT  
(2-4 YEARS)

Increased number of learning providers that use the platform to promote learning opportunities for 21st skills development. Identify and organise different learning opportunities for young people, according to their learning needs. Increased number of learners increasing international cooperation and international learning opportunities for young people.

OUTPUTS

Promotional activities with the cooperation of partners and relevant local stakeholders. Learning playlists, new cooperation and project development at local, national and international level.

ACTIVITIES

Mapping, informing and involving relevant partner organisations and stakeholders (presentations, information meetings). Creating and facilitating quality learning opportunities (activities & playlists) according to young people needs.

YOUNG PEOPLE

**02**

Young people of Thessaloniki and beyond, identify the areas that they wish to develop and they start using the platform to discover and experience learning opportunities

Young people improving their digital skills by using the platform.

Young people can identify their own learning needs.

Young people engage in activities offered in their city.

Young people meet their peers and engage in community learning.

Research with all results from surveys and focus groups.

Learning playlists and learning activities that addressing young people's needs.

Mapping young people's need and skills that wish to develop by creating surveys and focus groups / analysing results.

Creating and facilitating quality learning opportunities for young people (activities & playlists).

YOUTH WORK & EDUCATION ORGANISATIONS

**03**

Youth work and education sectors recognise the value of the platform and make use of its features to support their digital transformation

Increasing awareness of the importance of non-formal learning for competence development for young people.

Youth organisations identify young people needs in their local communities.

Increasing online learning opportunities on the platform.

Empowering local youth work through cooperation.

Development of playlists and activities by cooperating with Kids in Action team and local partners with the use of the platform.

Building a stronger community of youth work practitioners willing to develop innovative youth work services and digital or online learning opportunities.

Training for the use of platform provided by Kids in Action to youth organisations of Thessaloniki city.

Meetings and open discussions within youth work providers to develop a common strategy.

JOB PROVIDERS & JOB SEEKERS

**04**

Local stakeholders, youth organisations, educational providers, value Non Formal Learning, the 21st century skills and recognise the benefits of Thessaloniki City of Learning and Badges as tools for development and for digital transformation of their services

Introduce Open Badges, 21st Century Skills life competences.

Highlight the importance of recognition and validation of life competences.

Young people start using mobile application as a skill wallet to support their professional development.

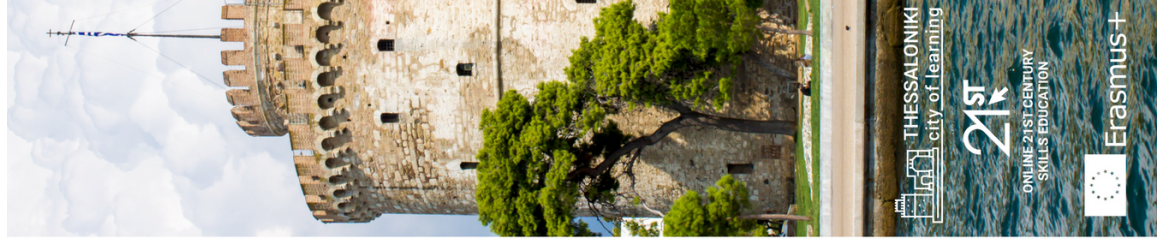
Presentation of the platform and Open badge for recognition and validation of 21st century skills.

A mobile application.

Presentation/ information meeting.

Round table discussions.

## THE PLATFORM IS A CREATIVE TOOL FOR YOUTH ORGANISATIONS AND STAKEHOLDERS TO PROMOTE LEARNING ACTIVITIES AND SUPPORT YOUNG PEOPLE TOWARDS THE DEVELOPMENT OF 21ST CENTURY SKILLS





# TURIN METROPOLITAN CITY OF LEARNING

## YOUNG PEOPLE 01

## NON-FORMAL LEARNING AND TRAINING PROVIDERS 02

## FORMAL EDUCATION 03

## EMPLOYERS 04

### THE PLATFORM BECOMES A TOOL TO SUPPORT YOUNG PEOPLE'S DEVELOPMENT OF TECHNOLOGICAL AND SOFT SKILLS, SUCH AS LEADERSHIP, EMOTIONAL INTELLIGENCE, RESILIENCE, CREATIVE THINKING AND MANAGEMENT

TARGETS

IMPACT (ABOVE 5 YEARS)

SHORT TERM IMPACT (2-4 YEARS)

OUTPUTS (ACTIVITIES)

#### Young people experience learning as playful and useful.

1. Lifelong learning becomes a natural habit
2. Young people see benefit in participating in non-formal learning activities and their learning achievements are recognized
3. Awareness of the importance to develop 21st century skills
4. Easy accessible learning opportunities connected with interest of young people

#### Non-formal education is a legitimate instrument to develop 21st century skills.

1. 21st century skills development is seen as unconditionally for personal wellbeing and careers
2. All non-formal learning activities contribute implicitly and explicitly to the development of the 21st century skills
3. Establishment of a community for connected learning
4. Competence based approach in non-formal learning is connected to 21st century skills

#### Formal education providers know better how they can connect via Cities of Learning Platform.

1. Inclusive learning paradigm / integration (non)formal education
2. Open Badge are recognized by training providers, municipalities, public services, employment service and career counselor
3. Students are using the platform to find exclusive learning opportunities
4. Schools test the validation of learning achievement through city of learning platform

#### Employers recognize the value of open badge.

1. Highlight the limits of formal systems of recognition and validation of competences
2. Employers and HR see benefit in interviewing young people that are using the platform to demonstrate their skills
3. Promote the development of a local system network for the enhancement of recognition and validation of skills through the digital Open Badges tools
4. Certificate & learning playlist are used by young people for competence development

1. Young people recognize their learning achievement through the platform
2. Young people provide feedback on the use of digital tools to support their learning
3. Young people are involved in mapping learning opportunities in the territory
4. Young people are engaged in the selection of experiences relevant for the development of 21st century skills

Learning playlists

#### MAPPING, ENGAGING & TESTING

1. Overview of Possible formal and non-formal learning activities
2. Non-formal education organisers know better how to create inclusive, open and diverse 21st Century learning activities on the Cities of Learning platform
3. Easy accessible platform for engaging, empowering and connecting young people
4. Awareness of the importance of integrating the development of 21st century skills in their activities

Learning playlists; new cooperation and project development at local, national and international level

#### MAPPING, ENGAGING & TRAINING

1. Overview of Possible formal and non-formal learning activities
2. LifeComp & EntreComp are competence framework recognized by formal and non-formal education local stakeholders
3. Non-formal learning opportunities for 21st century skills development are integrated in formal/institutional curricula
4. Awareness of the importance of integrating non-formal education for competence development for young people

Pilot activity with Secondary schools, VET and University

#### OPEN DISCUSSION TABLES

1. Work on bias and information mismatch about labour market
2. Cooperate with other network and stakeholders for the recognition of non-formal learning
3. Introduce Open badge in "active labour policy" projects i.e. youth guarantee, GOL
4. Young people looking for job opportunities are using mobile application to support their professional resume

Presentation of the platform and Open badge for recognition and validation of 21st century skills

#### OPEN DISCUSSION TABLES



**TARGETS**

# DUTCH CITIES OF LEARNING STRATEGY

**YOUNG PEOPLE**  
**01**

**NON-FORMAL EDUCATION**  
**02**

**FORMAL EDUCATION**  
**03**

**EMPLOYERS & EMPLOYEES**  
**04**

**IMPACT**  
(ABOVE 5 YEARS)

## DUTCH USERS OF CITY OF LEARNING EXPERIENCE AN INCLUSIVE, OPEN AND DIVERSE LEARNING EXPERIENCE TO BECOME 21ST CENTURY READY

1. For young people that are using Cities of Learning Lifelong Learning has become a natural habit  
2. Young people using Cities of Learning see formal and non-formal learning outcomes as equally valid for their personal and career pathways

1. Organisations using the Cities of Learning Network see 21st century skills development as essential for personal wellbeing and careers  
2. Non-formal learning organisers using the Cities of Learning Platform know better how to validate non-formal learning activities relevant to formal education and employers

1. Formal education organisations taking part in Cities of Learning are also offering bits of their curriculum so their learning pathways become more fluid and easier to blend with non-formal education  
2. Formal education organisations taking part in Cities of Learning grow towards more integration of non-formal education and see them as equally valid

1. Employers and employees have created personal learning paths that support them in fostering more sustainable careers and relationships within their organisations.  
2. Employers and employees are aware of the skills development possibilities via open badges and foster (demand) new learning opportunities for their new needs as a result of the changes in future work

**SHORT TERM IMPACT**  
(2-4 YEARS)

1. Young people using Cities of Learning are aware of the importance to develop 21st century skills  
2. Young people using Cities of Learning take part in easy accessible learning opportunities that are connected with their interests and preferences  
3. Young people feel a space of belonging within the Cities of Learning network

1. A network of non-formal education organisations is a relevant community for Cities of Learning  
2. Non-formal education organisers know how to create inclusive, open and diverse 21st Century learning activities on the Cities of Learning platform  
3. Cities of Learning platform is an easy accessible platform for engaging, empowering and connecting learners within formal and non-formal learning  
4. Cities of Learning organisations are aware of the importance of integrating the development of 21st century skills in their non-formal learning activities

1. Formal education organisations can more easily blend non-formal learning opportunities into their curriculum and acknowledge learning achievements of their students  
2. Formal education teachers are increasingly inspired to use and integrate learning pathways in their educational activities / curriculum.

1. Employers and employees recognise how they can support each other to get into lifelong learning via Cities of Learning  
2. Social entrepreneurs can use Cities of Learning 21st Century skills learning pathways to develop their entrepreneurial skills  
3. Employees looking for job opportunities are using open badges to support their professional resume  
4. Employers and employees are able to easily identify relevant learning opportunities which foster (lifelong) learning via Cities of Learning

**OUTPUTS**  
(ACTIVITIES)

## IN 50 % OF THE DUTCH LEARNING ACTIVITIES ON THE CITIES OF LEARNING PLATFORM 21ST SKILLS ARE RECOGNIZED

## DUTCH CITIES OF LEARNING PROVIDES EXPERTISE AND EXPERTS IN LIFELONG LEARNING THAT IS AWARE OF THE LEARNING PARADIGM SHIFT



## ***CONTACT***



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