



CITIES OF LEARNING

Learning, civic and career narratives in the lives of young Europeans

Part One: International report and policy recommendations

PURPOSE OF THE RESEARCH AND ITS EXPANSION

One of the first steps within the “Youth co-designs cities of learning 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 240 young people aged 14 to 30 through 16 focus groups meetings and another 16 participatory workshops. Due to exceptional circumstances of last year, 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 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.



PROFILE OF THE 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 organizations 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 labour experience and trying out one or more fields of the labour 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.

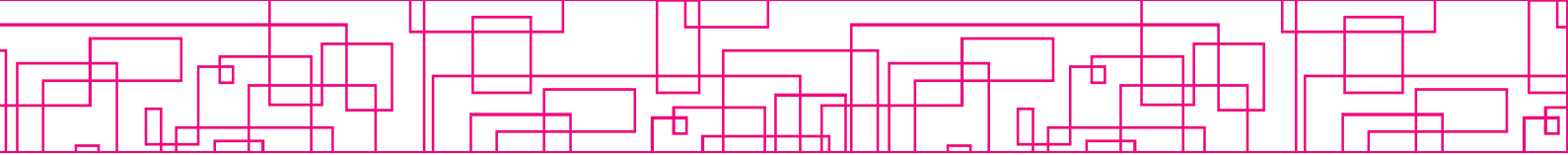
YOUTH NARRATIVES

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 organizations, 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 labour 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 intergenerational 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”*.

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 pathway, 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.

Relevant stakeholders, namely members of 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 intergenerational 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"*. 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 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 an even better cooperation between youth organizations and schools was pointed out.

IDEAS FOR NEW LEARNING PLAYLISTS

There is a solid need to think about a broader understanding of learning. With the fast digitalization 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:** Intergenerational 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.

POLICY RECOMMENDATIONS FOR CITIES OF LEARNING

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, practicing, 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:

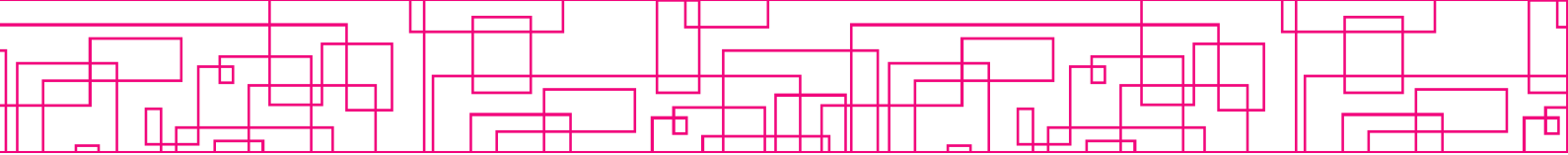
- **Mental health:** Mental health issues raised during covid-10 crisis and how to address them, where to look for help
- **Physical education:** Lack of physical activities and practising healthy lifestyle within young people and how to be active at home as well as how to get “back on the horse”
- **NFL recognition:** Active work and campaigns for recognition of youth sector and emphasizing the importance of cooperation between schools and youth organizations 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
- **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

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- 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
 - **Trainings for trainers and policy makers:** Reform school methods and learning formats to adapt to needs of 21st century skills
 - **Intergenerational collaborations:** Provide framework/support for non-formal learning scenarios which support intergenerational exchange or learning outside the usual "peer" group in more diverse settings
 - **City incubators:** mentorships and support for project ideas of young people which help develop and revitalize 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

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 recognizing and recording.
- Rebalance 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

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- 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 labor market and active contribution to society.
 - Promote the power of intercultural cooperation and collaboration

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 the following skills will be in demand in the near future: making yourself known, befriending the machines, building your crew, making sense, keep it going (Global Youth Skills report, 2019). We made a choice to use this skills framework due to the following reasons:

- It was developed with a clear input of young people
- It covers skills that are needed for learning and work in future and to some extent includes the **civic dimension**
- It has recommendations and tools for educators to innovate learning

For deeper understanding we recommend you to familiarise yourself with the Global [Youth Skills report and tools](#).

Part Two: Local reports and policy recommendations



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 organising providing training on coding. Employment service and other organisations offer online learning opportunities. It seems there are a lot of offers and often it is difficult for young people to make a choice.

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 realise their learning pathway. Participants see many opportunities to 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, prioritise 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 TiPovejl, Institute for creative society

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 intergenerational 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 emphasized the lack of recognition of NGO programs, youth organizations, cultural institutions and other programs where they acquire a variety of soft skills. Many of these organizations are still unrecognized 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 acknowledgment of non-formal and informal education and its recognition by employers and all important stakeholders in the labor 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"*. 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 their

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 recognize 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 upcycle 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
- Developing and promoting new areas of employability
- Internet access for all (digital competency)
- Social inclusion of all young people

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 highschool 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 centered 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 roleplaying 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 in CMCoL have voiced the need for more intercultural and especially intergenerational 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 "prioritize 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. 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 recognize 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 intergenerational 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 intergenerational 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
- Intergenerational 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

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 and participatory workshops are from the region of saxony-anhalt (from different cities) and are between 15 and 25 years old. Additionally, the participatory workshop in february was implemented with 14 stakeholders and professionals (youth-workers) from 10 organisations from saxony-anhalt, who are active in the field of international youth work in saxony-anhalt, as well as the youth council from saxony-anhalt. (Kinder- und Jugendring Sachsen-Anhalt). The young people were coming mostly from two kinds of groups. Few of them are part of a local and voluntary youth team, which engages as ambassadors of our organisation, especially in the KA3 project. The other young people are volunteers, who are currently doing a national voluntary service at the german red cross in saxony-anhalt. Most of them graduated from the formal education field only by reaching lower educational levels and left school at the early age of 16 - 17 years. They are doing the voluntary service (in hospitals, kindergartens, etc) now as a kind of gap year for getting first labour experience and trying out one or more fields of the labour market in hope to be able to get an apprenticeship afterwards. Due to the early school leave, most of them are not having access to higher education institutions. Out of the total involved 61 young people, 36 are eligible for the criteria of fewer opportunities. As the chance for a national voluntary service is often used, when young people need more preparation for the labour market and for getting an apprenticeship, out of this 36 young people with fewer opportunities do face educational difficulties directly followed by social and geographical obstacles. Due to that, it was necessary to take additional measures during the research phase. 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)

We were going for the approach to apply as many as possible activities of this consultation in presence and only move towards an online alternative, when it is absolutely not possible in a different way. Following this approach, we managed to run all 6 focus groups as in presence meetings/workshops and only the 2 participatory workshops needed to be done online, due to covid-19 restriction and preventive measures.

For the focus groups, we translated the framework into German language and developed a concept, how to work on those topics in the focus group. The conception was structured in that way, that each special focus part would last for one hour, so the whole consultation was going on for three hours. At the beginning of each of those 3 sessions, we were introducing the topic 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 special focus part, we were handing out the worksheets to sum up the results.

Our focus group consultation took place in september and october 2020, while our participatory workshops were implemented in february and march 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" mainly by focussing on module 1 (readiness for future) and shortly by touching the other modules 2 (skills) and 3 (future persons). After this test we rearranged the material based on the feedback of participants. The consultation 2- 5 took place in the city of Halle on 19th and 20th of october 2020, working each time on all 3 modules of the "future workshop" and were supported by 2 support coaches/persons:

Consultation 2 (19.10.2020 in Halle 09:00 - 12:00 CET; 12 young people)

Consultation 3 (19.10.2020 in Halle 13:00 - 16:00 CET; 12 young people)

Consultation 4 (20.10.2020 in Halle 09:00 - 12:00 CET; 11 young people)

Consultation 5 (20.10.2020 in Halle 13:00 - 16:00 CET; 09 young people)

The 6th consultation took place in Magdeburg on 31.10.2020 with 9 young people, which were partly the same ones as in the first (testing) consultation. As it was the renewed concept, it was still a really fruitful session and enabled me to work more on the modules 2 and 3, which have been touched only roughly previously. Besides the youth-worker, a support person was also here assisting people with fewer opportunities.

The first participatory workshop was implemented on 18.02.2021 in an online format with 14 youth workers and stakeholders from different organisations in saxony-anhalt. The previously achieved have been presented and afterwards discussed from the youth-work perspective. Hereby we have been using the methodology of modules 4 (skills 2nd part) and 5 (learning path) as a base for an open discussion, after we gave a brief overview on the content and results of the focus groups so far. At the end of this session, we asked involved people about possible recommendations. Another workshop with stakeholders was planned for 25.03.2021 but needed to be moved to a later stage in the project due to the low interest of stakeholders in this topic and almost no registrations for this event. Instead of this we arranged a light version of this workshop as an online meeting with 9 young people on 27.03.2021 lasting for 5 hours by working on the modules 4 and 5 and in this way finalising the results from the future workshops. These young people have been already taking part in the consultation activities. We started this session by introducing the results from the focus groups and finished it by also collecting ideas for political recommendations out of the thoughts and discussions of this session.

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

Looking at the current situation in Saxony-Anhalt, the majority of young people are optimistic about the future. Two thirds would like to stay in the region as long as they get a secure job. However, more than half of the young people assume that they will have to leave their region for a job later (Saxony-Anhalt's 7th Children and Young People's Report). They're wondering about questions like "Will "my job" still be needed (here) in the future? Will there be innovations and developments in the future that will make me unnecessary? Should I consider this when

choosing my personal learning path?”.

Young people from Saxony-Anhalt think that traditional learning environments are somehow a good basis for learning but on the one hand need to be reformed and on the other hand 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 criticize a lack of information about the offers that already exist (which is more the case in the cities) and a lack of offers itself (more in the rural areas). Especially during the time of Covid-19, where more learning experiences are happening online, young people experience the need for new methods. Some of them also earn self-esteem in independent learning as there's no other option at the moment: "School is definitely not the only basis for my personal development. Especially in times of Corona, I have learned that I can (and must) educate myself very well without teacher contact and school".

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. As mobility in rural areas is a major challenge for youth work in Saxony-Anhalt, it should be maintained and secured especially in rural areas, among other things by means of mobility concepts and the expansion of networking structures and mobile offers. At this point, digital methods can also work as a bridge if there's no other way of participation (yet).

The youth worker and stakeholder also pointed out the importance of the connection between schools and youth organisations. Communication and working together will be essential to solve problems, e.g. reaching out to young people with different backgrounds.

The 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". This happens more or less between young people in the same age. Therefore they would like to have more exchange between generations, which is only for their personal, civic and career pathway, young people king part inside of their families at the moment. They wish to have more multi-generational projects for that in Saxony-Anhalt, 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, 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 already got taught about but it is more difficult with totally new topics as it is difficult to find guidance in this process: "Perhaps there is an overabundance of information on the internet. This means that you learn a lot at certain points, but you don't get to know the whole context and the different aspects. In books, for example, this is presented in a much more structured way".

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.

in Saxony-Anhalt find it important for the future to be open minded and empathic 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: "Since I don't know exactly what I want to be when I grow up, I'm not sure which competences will be important for me personally. But I assume that working with machines will definitely be one of them."

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, for the personal learning pathways, young people in Saxony-Anhalt feel the need to be more flexible and ambitious in the future: "I think I will need ambition and self-confidence to achieve my goals." While these are important and helpful skills without doubt, the need for these skills might be a result of the fact that non-formal learning opportunities are still hard to find, especially for young people with special needs." Saxony-Anhalt's 7th Children and Young People's Report emphasizes the lack of organisation, as young people communicate the need for more youth clubs and societies in their region - regardless if they live in the city or countryside.

Especially for the learning civic pathway, young people in Saxony-Anhalt find tolerance as an important skill for the future: "I think the combination of building communities and moving on is the most important, because a community with positive minds is the best foundation for a positive future". This shows again, working together with the community will be important for them in a digital and mechanical world.

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.

Experts are trying even more to find solutions and to reach as many young people as possible to support them in their learning pathway. This seems very important as one of the young people asked: "People meet less to learn together, because more and more learning happens on the screen. Are we losing something because of this?"

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 (alternative title: 1,5 degrees - how can we save the climate)
- What is cities/ regions of learning and how can I interact with young people from other territories
- E-Sports: Introduction into "mainstream games" and an 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
- Provision of digital devices/ arranging access to digital tools for ensuring accessibility for young people equally
- Create/ provide framework for more non-formal education places with access for



everyone (both online and offline)

- Provide framework/ support for non-formal learning scenarios which support intergenerational 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**

- Create structures to provide information on (international) education and training opportunities for all young people equally
- A right to take part in international projects for young people (for exchange, e.g. between generations, about school system, ...)
- Provide political education for youth and enable them to voice their demands and join/build groups also on european 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, e.g. international youth council structures/ involvement into legislative process



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 coronavirus situation we have launched an online survey based on the Global Youth Skills and contacted highschools to help us realize 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 highschools, 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 goal was to identify their needs regarding learning in Lorca, now and in the future. Given the situation of covid 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-defense, public speaking, affective 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 highschool, 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 socializing, for learning, spaces that are not from the highschools, libraries, or other institutions. Sports facilities were also one of the common necessities, given that not everyone can afford to pay for a gym.

- “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 organizations that work in this field



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 organized 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 organized 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 organized 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 Centre for youth work 21/12/2020
Focus group with volunteers and users of Group "Izađi" 23/12/2020
Focus group in Sremski Karlovci 28/2/2021
Workshop with stakeholders was organized 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. 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 recognized 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
- Intergenerational 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 organizations 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 organizations 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 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:

1. The personal learning and career path from upbringing and the interviewees themselves.
2. 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
3. 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 skillzone. 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."

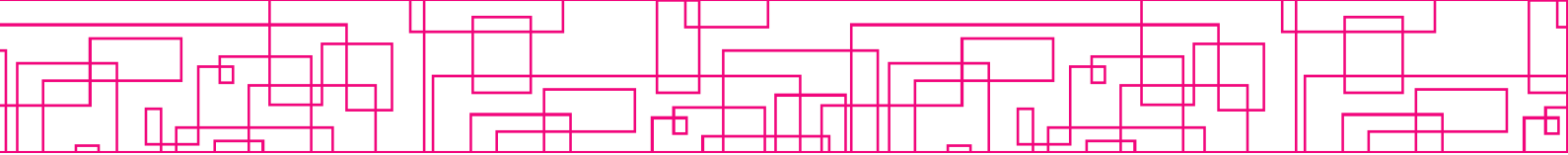
Skill zones in order of importance for young people: Keep it going -> Make yourself known/Befriend the machines/Build your tribe (equal score) -> Make sense. Best skills within those zones mentioned are: using technology, being social, keeping calm and staying up to date. Almost all young people say that their best skills have been taught by somebody they know. Only 1 young person said that it has been taught by formal education.

3 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: Make yourself known, Making sense, Befriend the machines, Build your tribe, Keep going.

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
- 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 at school
- When asking about the best way to learn, most young people name 'plunging' which means that you dive into learning facts by head. Young people need to be aware of all



ways to learn (doing, practicing, evaluating, reflecting, looking at others, etc + learning with others) and make those ways natural too.

- At the questions “*What are the obstacles to getting fit in this zone? What’s in the way?*” Almost all young people are answering that they are their own obstacle. Please support young people with developing themselves, growing self-esteem, and lowering the pressure they feel.
- All young people shared that they learned a lot from thinking and talking about the 5 global youth skills zones and never have thought about these skills as they have done in this chat.

3 insights to be addressed for **European policy developments**

- Be aware that role models to be ready for the future of career and life are not yet well enough visible for young people
- Awareness about learning happening outside formal education is very needed to address young people. And recognition of this learning needs to be prioritised.
- 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

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. 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 duolingo. 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](#)

- CRoL needs to be a part of formal structures; such as 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 CRoL could be a needed platform for recognition of non-formal learning
- CRoL 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.

Part Three: Methodology of youth consultations

FOCUS GROUPS WITH YOUNG PEOPLE

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

Focus groups in each country were conducted with at least 30 young people aged 14 to 30 in places where they live, learn, work and participate (e.g. in their homes, co-working spaces, maker spaces, their offices, bookstores, and cafés), during the months of September 2020 to March 2021. When the conditions did not allow hosting focus groups in person, they were conducted in smaller groups, online.

In **total 27 focus groups** were conducted, with **more than 250 young people** participating. Up to 36% of participants were young people with fewer opportunities.

The activities and topics of the focus groups centered around pre-prepared framework, using specific methods and tools:

- How ready are you for the future?
- Which future skills are important to you?
- Which future person inspires you?
- Closing reflection and next steps

PARTICIPATORY WORKSHOPS

Participatory workshops were set out to amplify the focus group results.

Participatory workshops involved groups of young people aged 15 to 30 (sometimes the same people participated 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 helps young people to build skills for learning, civic engagement and (future) careers.

Most partners also conducted participatory workshops during November 2020 and March 2021. When conditions did not allow implementing participatory workshops in person, we organised them online with smaller groups. In **total 19 workshops** for young people and/or relevant stakeholders were held. Out of young people involved, up to 36% of participants were young people with fewer opportunities.

During the participatory workshop we followed the following structure of work:

- Presentation of the intermediate results of youth consultations
- What are your skills for the future?
- What is your learning path to the future?

- Closing reflection and invitation to join training for you

COMPLIMENTARY CONSULTATION ACTIVITIES

For various reasons some partners decided to implement the complimentary consultation activities involving young people with the purpose to either deepen the understanding of youth narratives or to increase the reach and involvement of young people.

- **One partner**, Breakthrough conducted pilot consultation activities with young people using the adapted version of the [Global Youth Skills questionnaire](#). They conducted **30 interviews** with young people aged 16 to 30.
- **Three partners**, TiPovej!, NUR and BalkanIdea 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. **In total 319 young people** aged 14 - 30 participated in the surveys.

REPORTING AND USING THE OUTCOMES

Every partner created an individual local report in the local language on their youth realities with learning, civic engagement and careers. There was no specific requirement for report structure or format. Individual teams decided on the most appropriate solutions for their local reality.

We also integrated the outcomes of youth consultations in the form of narratives into youth work practice (e.g. through creating new learning playlists on Cities of Learning platform) and included them into youth policy recommendations for our cities and Europe.