Erasmus+

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GUIDELINES FOR PARTNERS ON PRODUCING A CITY OF LEARNING STRATEGY

The methodology of building City specific strategy and mapping existing opportunities as well as gaps is based combining several layer.
You can see an example of how a city of learning strategy (based on the theory of change) may look like here.

1. Layer no 1. Core Skills of 21st century

-> **Core Skills of 21st century** - This links knowledge, skills and values/attitudes to the development of young people competencies for the growth to autonomy, resilience and coping with a changing world;

Overview of 21st Century Skills
We refer in the application to 21st century skills, which we see as a broad set of knowledge, skills, work habits and character qualities for young people in ensuring well-being, civic engagement and employment. Through the work in Cities of Learning context and also the international youth work context, we will mainly **combine 3 frameworks for 21st century skills**: Revised Key Competences for Lifelong Learning, Global Youth Skills, and the World Economic Forum Top 10 skills in demand for 2022.

Mapping and linking similar skills and competence areas

World Economic Forum Top 10 skills in demand for 2025	Revised Key Competences for Lifelong Learning	Global Youth Skills Spectrum of Skills	Specific global youth skills
Leadership and social influence	Social competence	Build Your Crew -startups	The ability to tap networks of "friends, family, and fools" to launch new small-scale enterprises in order to create significant returns on investment
	Literacy competence	Make Yourself Known - visibility	The ability to make oneself accessible to the people and organizations that one needs to collaborate with in order to build a desired work+learn path
Active learning and learning strategies	Learning to learn competence	Keep It Going - by building resilience in extreme environments	The ability to grow one's own intellectual, emotional, and physical capacity, using AI, neuroscience, and experiences of failure, in order to pivot rapidly to a new path
Creativity, originality and initiative	Cultural awareness and expression competence	Make Yourself Known -celebrity	The ability to stand out from the crowd in one's field of endeavor and leverage one's name recognition in order to make an impact in the world

Resilience, stress tolerance and flexibility	Personal competence	Make Yourself Known - self-knowledge	The ability to know one's own mental, emotional, and physical strengths and weaknesses in order to bring one's authentic self into life's projects
Reasoning, problem-solving and ideation	Entrepreneurship competence	Make Yourself Known - with the art and science of reputation management	
		Build Your Crew - networks	the ability to connect people and resources in distributed, node-based systems of value creation or social impact in order to amplify the ability of individuals to learn and earn throughout their lives
Analytical thinking and innovation	Entrepreneurship competence	Make Sense - ecosystems	The ability to visualize and manage whole systems in order to coordinate an ever growing set of subsystems for the benefit of whole
		Befriend the Machines - creation	The ability to create innovative content, resources, tools, or experiences, using digital media and even building AI as needed in order to amplify creativity
Complex problem-solving	Citizenship competence Multilingual competence	Build Your Crew - communities	The ability to create collaborative spaces, from simple scenes to structures such as learning co-ops or digital and place-based projects such as disaster relief, in order to create new value in the community
Critical thinking and analysis	Entrepreneurship competence		
Technology use, monitoring and control	Mathematical competence and competence in science, technology and engineering	Make Sense - narratives	The ability to convert complexity, whether it arises from the growth of digital data or the human experience, into brain-friendly stories in order to motivate and guide human effort
		Befriend the Machines - simulation	the ability to build digital models of oneself, one's environment, and one's future in order to test possibilities and make the better decisions about one's individual and shared realities
Technology design and programming	Digital competence	Befriend the Machines - curation	the ability to find, interpret, and apply digital resources to the task at hand and to share those resources with

			others in order to create new value
		Make Sense - operational frameworks	The ability to create simple recipes for complex activities in order to support both human and machine collaboration and value creation

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 success in the workplace as well as potential measurement criteria for assessing competencies.
- A competency framework can support communication about gained skills that is 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, recognize and reward.

STEP 1

1. Do you, as an organisation, want to use a national or international competence framework? What makes sense for your organisation?
2. Do research among young people, non-formal education, formal education, governmental institutions and/or business fields which framework will be recognised by them and supportive for the life of young people.
3. What is important 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 certain framework?
   - use the pre-set list of 21st century competencies described above,
   - Customize them to the specific needs of your organisation or young people,
   - Or create a 21st century framework yourself.

2. Layer no 2. City-specific layer

STEP 1
How to map city strategies in your area?
-> City-specific layer - 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

Information sources:
- Check the website of your regional administration, youth and education fields. Look for specific strategies or action plans for your municipality.
- Check with your municipality officers responsible for youth and education. They should know the latest information about the strategic policy documents and statistics.
- 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 to look for?
- Identify the most recent youth policy strategic priorities for your area, if there are 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 the 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 in mapping 21st century skills, opportunities and designing your survey and interview questions with young people and youth work organisations in your area.
You can check with them if the gaps identified are important for their work or for the area that young people live in.

3. Layer no 3. Technological layer

-> Technological layer: identifying the level of young people's digital skills, access to smart devices and 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 the access to internet and devices as well as digital infrastructure for learning in your area. Explore how young people are using the internet for learning, which websites do they use to access actual information in the area. It will help you to consider best strategies to promote Cities of Learning platform and your learning playlists on 21st century skills.

4. Mapping learning ecosystem in your area

How to map stakeholders 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:
   a. Main providers of 21 century skills development programmes in your area:
      i. Youth work and non-formal education
      ii. Formal education providers
      iii. Other
   b. Employers interested in people with 21st century skills (potential endorsers of badges and learning playlists)
   c. Decision makers:
      i. Councils of youth/ youth work organisations
      ii. Municipal councils/ administration
      iii. Regional or national policy makers if they make influence on regional level
      iv. 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 in order to understand how different actors interact and where their focus is.
If physical meetings are not feasible, what can you do online?

You can create a digital map by using simple tools like http://coggle.it or similar.

Zoom out your map
   ● When you zoom out your area mapping - what does it tell you about 21st century skills development of young people?

- Which 21st century skills are not covered yet? Where are the gaps?
- Does this map look like a bunch of separate bubbles or does it resemble a forming ecosystem?

Zoom in
- What are the main domains that 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 digital media area/ volunteering in social area)
- Who are potential delivery partners, who can provide 21st century skills development opportunities for young people?

5. Foreseen activities and outputs

Now you have a lot of data about the learning ecosystem: skills, providers, decision makers, technology and resources. Now go through activities, which you need to undertake. Number of activities are already planned within this project. If your organisation takes part in other programmes or projects, include activities which can create synergies in building a learning ecosystem enabling young people to access opportunities to develop their 21st century skills.

5.1 Activities by you as a project partner

1. Network building.

Start from the informal network building of organisations interested in increasing their capacity in digital youth work and usage of Cities of Learning platform and app.

Facilitate online and residential meetings with local organisations to present the opportunities and consult them on ways to use the platform to publish their activities there.

2. Promotion and communication production.
Creativitas team will consult partners on communication products and most relevant ways to promote the project and opportunities. Partners will provide needs, Creativitas will produce shareables and media products to be adapted for each partner local context.

3. Creating your own activities and learning playlists on the City of Learning platform (part of Intellectual output 2)

5.2 Activities by your local partners, learning providers

Co-creating (with young people) own activities and learning playlists, issuing badges for the achievements by using Cities of Learning platform

Supporting participants of their programmes in using the City of Learning platform

5.3 Activities by young people

Young people 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

5.4 Activities by employers, formal education providers

Endorsing activities and playlists on the City of Learning platform. You need to consider several steps to achieve the endorsement from the employers:
* Presenting the goals of the platform and the project
* Explaining the value of endorsement to the employers, organisers and young people
* Developing together what extra value could be added by providing an endorsement. It can range from just stating that the competence X is important for the labour market and can go to options like providing few hours or days of internship, courses, discounts for services, etc.

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 educational organisations.

Survey questions to organisations

Part 1:
Name of Organisation

Lead contact of Organisation (the person completing this survey)

Email of lead contact:

Type of Organisation: Select from list

Part 2:

What age group of young people do you work with?
12-16/16-21/21-25/ 26-30

Do we want to know more about the young people's profile, especially if they work with inclusion groups?

Main focus of work? Short description?

What 21st Century Skills do you deliver at present within your formal curriculum
List of 21st Century Skills

What 21st Century Skills do you deliver at present outside of your curriculum
List of 21st Century Skills

Part 3:
Is your organisation interested to partner and engage with 'local name' City of Learning focused on the 21st century skills development and delivery for young people?
Yes, no, it depends (if yes the following questions, if no, thank you for your input, if depends, possibility to describe conditions and then proceeding to the following "yes" questions)

If yes, the following questions:

What are your most important challenges related to delivery of 21st century skills programmes?
- Programme planning and design
- Promotion and participants recruitment
- Managing learning (e.g. administration)
- Monitoring learning progress (e.g. seeing where every learner is, group overview, etc.)
- Identifying skills and learning outcomes
- Recognising learning (e.g. certification, validation, external recognition)
- Reporting on learning activities
- Other:

How can the local name City of Learning partnership and the platform be beneficial to your organisation?
- Support in planning and designing our programmes
- Help promoting our 21st century programmes
- Provide training and support on managing learning by using technology
- Offering tools to monitor learning progress
- Offering tools to identify skills and learning outcomes
- Giving access to solutions to recognise learning
- Offering tools to providing up to date reporting
- Other:

How would you like to contribute to partners with 'local name' City of Learning?

If you want to be informed about future opportunities to develop 21st century skills, please agree on being on our mailing list of 'local name' City of Learning.

Survey questions to young people

Part 1:

First Name (GDPR is it needed?)

Age: 12-16/16-20/21-25/ 26 - 30 (select)

Regional Post Code of present Address:

Country:

Part 2:

What access do you have to online technology?

Item	Own	Can Access	None
Smart Phone			
Tablet/Laptop			
Computer/PC			

What Access to the Internet do you have?

Internet Type	Always	Regularly	Occasionally	Sometimes	No
4-5 G with Phone					
Internet at Home					
Wifi at play of stay					
Wifi at organisation					
Wifi through a friend					

What online learning platforms/systems/apps etc do you access for your own development?
- ?
- ?
- ?
- ?

What social media do you regularly access and engage with?

- Facebook
- Instagram
- Twitter
- Snapchat
- TikTok
- Other

How many hours per week do you spend online?
- Less than 2 hours
- 2-5 hours per week
- 5-10 hours per week
- 10 +

What do you feel you are missing to be socially and digitally engaged and active?

Part 3:

Where have you done most of your development and learning?
- School
- College
- University
- Youth Club/Project
- At Work
- With family and/or friends
- Member of organisation (sports, hobby etc)
- Self directed online?
- Other?

Which 21st Century Skills do you feel you have at present?
- Resilience - able to overcome difficulties
- Routine - positive programme of activities and balance
- Digital Competences (accessing, application, understanding)
- Ability to work with others
- Ability to work on own initiative
- Ability to work internationally and across cultures
- Confidence in a variety of settings
- Confidence with a range of roles and tasks
- Ability to deal with ambiguity
- Express own ethics and values
- Ability to apply mathematical and science
- Ability express oneself through written word
- Ability to take responsibility
- Ability to apply entrepreneurial thinking
- Belief in self and others
- Embrace learning to learn
- Socially proactive
- Ability to identify solutions for challenges
- Building of positive habits
- Ability to lead others

Which 21st Century Skills do you feel you are missing?
- List?

Where are you likely to go to gain the missing 21st Century Skills?
- List of places

Part 4:

If you would like to receive a copy of the results please share your email address.

Many thanks for taking your time to complete the survey.

If you want to be informed about future opportunities to develop 21st century skills, please agree on being on our mailing list of 'local name' City of Learning.