

Work package 1

YOUTH CONSULTATION FRAMEWORK

to learn about new learning, civic and career narratives in the lives of young Europeans

Lead partners: Nectarus (info@nectarus.lt) and TiPovej! (urska@tipovej.org)

This framework will guide you through the main steps of:

1. Preparing for youth consultation activities
2. Carrying out focus groups with young people
3. Organising participatory workshops
4. Concluding and publishing report

In this document you will find:

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

GLOBAL YOUTH SKILLS

We believe that every young person deserves an opportunity to develop skills needed in the 21st-century. [Institute for the Future](#) forecasts 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 with learning

We recommend your team to familiarise with [Global Youth Skills report and tools](#).

FOCUS GROUPS WITH YOUNG PEOPLE

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

Focus groups should involve at least 15 young people aged 16 to 30 in places where they live, learn, work and participate (e.g. in their homes, co-working spaces, maker spaces, their offices, bookstores, and cafés).

You are expecting to organise at least 2 focus groups during September-December 2020.

If conditions do not allow hosting focus groups in person, then you should consider doing them online with smaller groups.

Up to 30% of participants should be young people with fewer opportunities. You may apply extra support measures to involve young people in consultations, e.g. individual interviews, translation costs, extra support staff, etc.

Suggested structure:

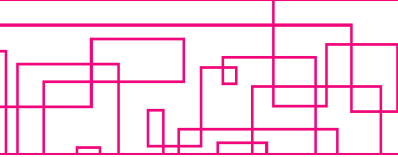
- **Welcoming and on-boarding**
 - *Who is who, about the project, goals and structure of consultations, [consent](#)*
- How ready are you for the future?
 - *Activities built around the Worksheet 1.1 and debriefing*
- Which future skills are important to you?
 - *Activities built around the Worksheet 1.2 and debriefing*
- Which future person inspires you?
 - *Activities built around the Worksheet 1.3 and debriefing*
- Closing reflection and next steps
 - *Invitation to participatory workshop and other activities of the project*

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

PARTICIPATORY WORKSHOPS

Participatory workshops should amplify the focus group results.

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



You are expecting to organise at least 2 participatory workshops groups during September-December 2020.

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

Up to 30% of participants should be young people with fewer opportunities. You may apply extra support measures to involve young people in consultations, e.g. individual interviews, translation costs, extra support staff, etc.

Suggested structure:

- Welcoming and on-boarding
 - *Who is who, about the project, goals and structure of the workshop, [consent](#)*
- Presentation of the intermediate results of youth consultations
 - *For new people: Getting familiar with the archetypes (see Worksheet 1.3)*
- What are your skills for the future?
 - Activities built around the Worksheet 2.1 and debriefing
- What is your learning path to the future?
 - Activities built around the Worksheet 2.2 and debriefing
- Closing reflection and next steps
 - *Invitation to other activities of the project*

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

COMPLIMENTARY CONSULTATION ACTIVITIES

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

- **Breakthrough** conducted pilot consultation activities with young people using the adapted version of the [Global Youth Skills questionnaire](#). Get familiar with their [youth consultation framework](#). Contact Sandra for more info svdkraak@gmail.com.
- **TiPovej!** conducted pilot consultation activities using an online survey method partially built on the Global Youth Skills report and previous youth consultation experiences within Connected Spaces of Learning project. Get familiar with their [youth consultation framework](#). Contact Urška for more info at urska@tipovej.org.

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



REPORTING AND USING OUTCOMES

We are expecting to produce an international report on new narratives of learning, civic and careers in the lives of young Europeans. Teams of Nectarus and TiPovej! will conclude local reports and will prepare the international report.

Every partner is expecting local reports in local language on youth realities with learning, civic engagement and careers. There is no specific requirement for report structure or format. Your team may take the most appropriate solutions for your local reality.

You are expecting to integrate 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 include them into youth policy recommendations for our cities and Europe.

See the structure of the international report to be ready to provide new narratives of learning, civic and careers in the lives of young people in your city.

LIST OF TOOLS

For the youth consultations step 1 - focus groups:

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

For the youth consultation step 2 - participatory workshops:

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

For the outcomes to be included in the international report:

- Report template

How ready are you for the future?

WORKSHEET 1.1: SELF-ASSESSMENT CHECKLIST

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

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

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



Tips for facilitators

- *You may decide to simplify statements and formulate them from an “I” perspective. See [Nectarus’s example](#) which we used in the piloting phase.*
- *If meeting in a group, you may use a “Step forward” method*
- *If online, use Zoom poll*
- *If individually, you may ask young person to complete check-list or go together and mark answers*

Questions for debriefing

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



Which future skills are important to you?

WORKSHEET 1.2: SELF-ASSESSMENT CHECKLIST

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

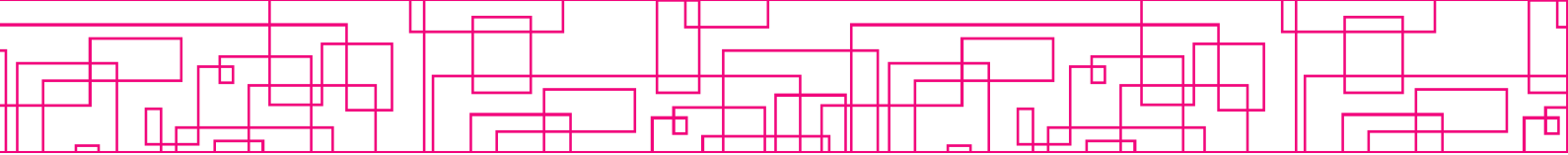
Which are the most exciting or inspirational or important to you? **Check one or check them all!**

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

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

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

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



Tips for facilitators

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

Questions for debriefing

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

Which future person inspires you?

WORKSHEET 1.3: ARCHETYPES TO INSPIRE THE FUTURE

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

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

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

CONTESTANT

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

CLIMATE CHANGER

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

STARTUP ARTIST

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

AUTOCONSCIENTE

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

SPEEDRUNNER

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

TRANSITIONIST

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

DJ

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

GLOBAL CITIZEN

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

ECO-MAKER

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

OTHER, SPECIFY

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

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

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

Tips for facilitators

- *If meeting in a group, you may hang the nine archetypes in a poster gallery, invite young people to explore and mark the ones that are dear to them.*
- *If online, use Padlet with a short description of archetypes. See [Nectarus's example](#) which we used in the piloting phase*
- *If individually, you may ask young person to complete check-list or go together and mark answers*

Questions for debriefing

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

What are your skills for the future?

WORKSHEET 2.1: SWEET SPOT FOR FUTURE SKILLS

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

Then mark your own sweet spot for each zone—your winning position. It's the spot where you can imagine building skills for a lifetime.

For example, to Build Your Crew, you might find that your sweet spot is somewhere between local communities and a more global network that can extend your reach.

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

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

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

MAKE YOURSELF KNOWN: Where is your strength?

celebrity

visibility

self-knowledge

YOUR STRATEGY: How will you develop these skills?

BEFRIEND THE MACHINES: Where is your strength?

curation

creation

simulation

YOUR STRATEGY: How will you develop these skills?



BUILD YOUR CREW: Where is your strength?

startups

communities

networks

YOUR STRATEGY: How will you develop these skills?

MAKE SENSE: Where is your strength?

storytelling

frameworks for action

ecosystem thinking

YOUR STRATEGY: How will you develop these skills?

KEEP IT GOING: Where is your strength?

caring

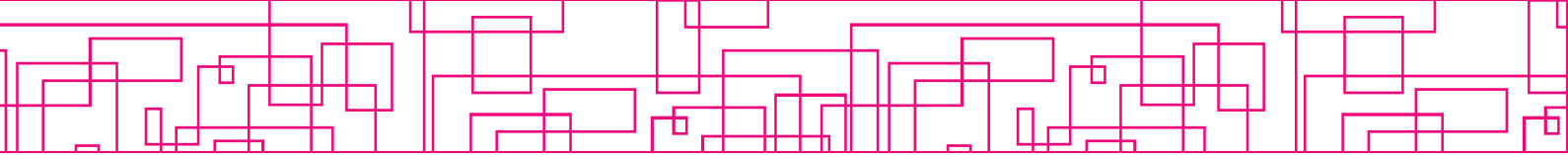
sharing

evolving

YOUR STRATEGY: How will you develop these skills?

Tips for facilitators

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



Questions for debriefing

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



What is your learning path to the future?

WORKSHEET 2.2: BUILD YOUR LEARNING STACK

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

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

INCENTIVES

What motivates you
on your path?

INSTRUCTION

The people who help you
and the places you find them

CREDENTIALS

The way you demonstrate
your skills

CURRICULUM

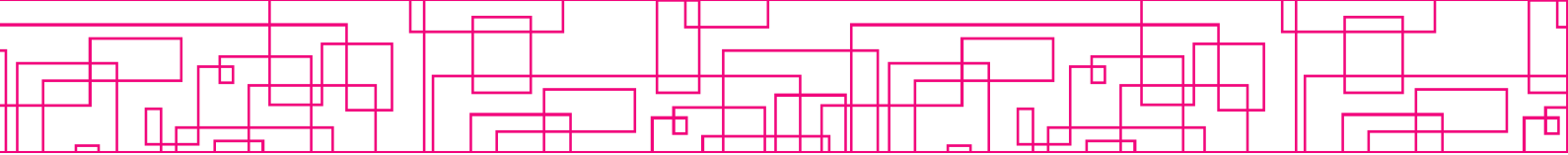
The learning materials that help
you know what you need to know

INFRASTRUCTURE

The tools and platforms that
make your path possible

STANDARDS

The accepted targets
for success

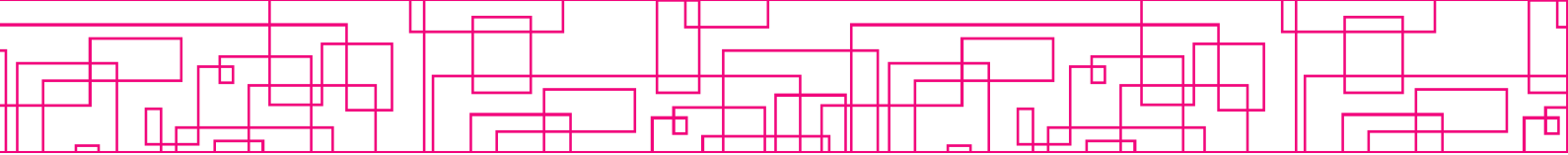


Tips for facilitators

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

Questions for debriefing

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



Youth narratives on learning, civic and career pathways

REPORTS FROM CITIES OF LEARNING



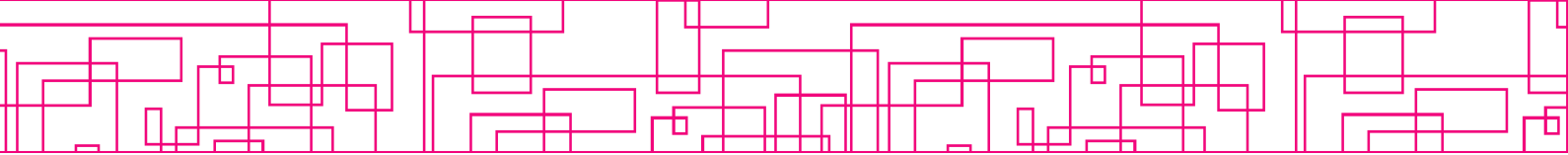
Report length should not exceed 5000 characters (approx. 2 pages)

Partner organisation Nectarus

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

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

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



5 new ideas for learning playlists for your city

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

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

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

5 insights to be addressed for European policy developments

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