BREDA CITY OF LEARNING

01 LEARNING PROVIDERS, LEARNERS AND EMPLOYERS	02 SOCIAL ORGANIZATIONS AND NGOs	03 TRIPLE HELIX ORGANIZATIONS	04 EDUCATIONAL ORGANIZATIONS

IMPACT (ABOVE 5 YEARS)

INCREASING INCLUSION AND PARTICIPATION OF ALL CITIZENS OF MUNICIPALITY OF BREDA FOR BEING MORE RESILIENT, SUSTAINABLE AND A STIMULANT FOR LIFELONG LEARNING

Breda City of Learning partners use the platform to promote and facilitate various, quality learning opportunities to develop 21st century skills and competences locally, (inter)nationally and online	Together with one or more participating partners within the local programs, more social organizations will be positively involved within the programs	The Municipality of Breda and one or more partners within the triple helix initiatives value and recognize the 21st century skills and competences across education and learning domains using features available on the platform	Within the Youth-program Urban Living Lab Breda participants make use of digital transformation tools, especially the features available on Breda City of Learning platform.

SHORT TERM IMPACT (2-4 YEARS)

1. To create a variety of opportunities on different 21st century skills frameworks 2. The offered educational opportunities match the agreed quality standard and follow local needs for specific skills 3. Create interest for international opportunities 4. Increased number of online opportunities 5. Increased number of learning providers 6. Increased number of learners	1. Young people have more chances to access the platform and take part in different activities to develop specific competences that are not mentioned in other programs 2. Increasing number of young people accessing the platform and can find relevant learning opportunities	1. Key stakeholders and one or more partners in the broad prosperity program in Breda know and use the platform for creating and accessing educational opportunities linked to the 21st century skills 2. The numbers of activities linked to the 21st century skills are increasing on the platform	1. Constantly increasing online learning opportunities on the platform 2. Platform users within the program have the right skills to extend their educational programs to the online spaces and on the Breda City of Learning platform

OUTPUTS (ACTIVITIES)

1. Identify and involve relevant partners 2. Create and facilitate new opportunities 3. Actively work on the quality of educational activities 4. Apply and display quality on the platform 5. Provide platform users with the right knowledge on how to use the platform and to create qualitative activities 6. Import and translate suitable online learning opportunities from other platforms	1. Meetings with participating organizations within these programs and to explain the potential of the platform for their educational activities or strategies 2. Create more possibilities to inform and to promote the possibilities of the platform to the participating organizations.	1. Be part of the community of te Human Capital Agenda and their program. Specifically, within their need for qualitative non formal learning activities, by showing and validate the separate project activities 2. Actively talk to all participating organizations explaining our possibilities and how to apply them within their new and existing developments	1. Development of approx. 10 playlists by Skills-Connect team and other partners 2. Actively look for joint opportunities in using the platform, being supportive to their need and development of learning pathways. Especially for measuring the impact of an activity 3. Involving partners providing international activities where possible

INPUTS

1. New actions to take part in the early school leavers agenda of the Municipality Breda 2. Find participants for connected organisations for practical learning pathways	Create learning pathways for positive health for youth, combined with the learning of 21st century skills	To expand cooperation in local projects to other organizations using the "Verbeter Breda" network	To support current and upcoming projects to visualize their activities and to support impact monitoring in learning pathways

21ST
ONLINE 21ST CENTURY SKILLS EDUCATION

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THESSALONIKI CITY OF LEARNING

TARGETS

| 01 LEARNING PROVIDERS, YOUTH ORGANISATIONS, KEY STAKEHOLDERS & DECISION MAKERS | 02 YOUNG PEOPLE | 03 YOUTH WORK & EDUCATION ORGANISATIONS | 04 JOB PROVIDERS & JOB SEEKERS |

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

IMPACT (ABOVE 5 YEARS)

Youth organisations, educational and job providers, municipality and relevant stakeholders get to know the platform, understand the benefits and start using it to promote learning opportunities and develop 21st century skills of young people they work with	Young people of Thessaloniki and beyond, identify the areas that they wish to develop and they start using the platform to discover and experience learning opportunities	Youth work and education sectors recognise the value of the platform and make use of its features to support their digital transformation	Local stakeholders, youth organisations, educational providers, value Non Formal Learning, the 21st century skills and recognise the benefits of Thessaloniki City of Learning and Badges as tools for development and for digital transformation of their services

SHORT TERM IMPACT (2-4 YEARS)

Increased number of learning providers that use the platform to promote learning opportunities for 21st skills development. Identify and organise different learning opportunities for young people, according to their learning needs. Increased number of learners Increasing international cooperation and international learning opportunities for young people.	Young people improving their digital skills by using the platform. Young people can identify their own learning needs. Young people engage in activities offered in their city. Young people meet their peers and engage in community learning.	Increasing awareness of the importance of non-formal learning for competence development for young people. Youth organisations identify young people needs in their local communities. Increasing online learning opportunities on the platform. Empowering local youth work through cooperation.	Introduce Open Badges, 21st Century Skills life competences. Highlight the importance of recognition and validation of life competences. Young people start using mobile application as a skill wallet to support their professional development.

OUTPUTS

Promotional activities with the cooperation of partners and relevant local stakeholders. Learning playlists, new cooperation and project development at local, national and international level.	Research with all results from surveys and focus groups. Learning playlists and learning activities that addressing young people's needs.	Development of playlists and activities by cooperating with Kids in Action team and local partners with the use of the platform. Building a stronger community of youth work practitioners willing to develop innovative youth work services and digital or online learning opportunities.	Presentation of the platform and Open badge for recognition and validation of 21st century skills. A mobile application.

ACTIVITIES

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Mapping, informing and involving relevant partner organisations and stakeholders (presentations, information meetings). Creating and facilitating quality learning opportunities (activities & playlists) according to young people needs.	Mapping young people's need and skills that wish to develop by creating surveys and focus groups / analysing results. Creating and facilitating quality learning opportunities for young people (activities & playlists).	Training for the use of platform provided by Kids In Action to youth organisations of Thessaloniki city. Meetings and open discussions within youth work providers to develop a common strategy.	Presentation/ information meeting. Round table discussions.

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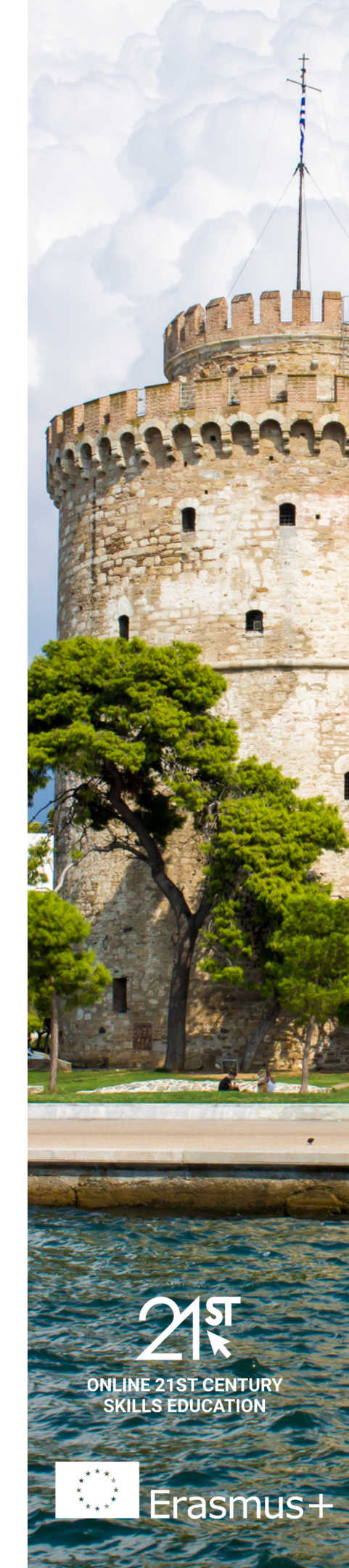
TURIN METROPOLITAN CITY OF LEARNING

TARGETS

YOUNG PEOPLE 01	NON-FORMAL LEARNING AND TRAINING PROVIDERS 02	FORMAL EDUCATION 03	EMPLOYERS 04

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

IMPACT (ABOVE 5 YEARS)

Young people experience learning as playful and useful. 1. Lifelong learning becomes a natural habit 2. Young people see benefit in participating in non-formal learning activities and their learning achievements are recognized 3. Awareness of the importance to develop 21st century skills 4. Easy accessible learning opportunities connected with interest of young people	**Non-formal education is a legitimate instrument to develop 21st century skills.** 1. 21st century skills development is seen as unconditionally for personal wellbeing and careers 2. All non-formal learning activities contribute implicitly and explicitly to the development of the 21st century skills 3. Establishment of a community for connected learning 4. Competence based approach in non-formal learning is connected to 21st century skills	**Formal education providers know better how they can connect via Cities of Learning Platform.** 1. Inclusive learning paradigm / integration (non)formal education 2. Open Badge are recognized by training providers, municipalities, public services, employment service and career counselor 3. Students are using the platform to find exclusive learning opportunities 4. Schools test the validation of learning achievement through city of learning platform	**Employers recognize the value of open badge.** 1. Highlight the limits of formal systems of recognition and validation of competences 2. Employers and HR see benefit in interviewing young people that are using the platform to demonstrate their skills 3. Promote the development of a local system network for the enhancement of recognition and validation of skills through the digital Open Badges tools 4. Certificate & learning playlist are used by young people for competence development

SHORT TERM IMPACT (2-4 YEARS)

1. Young people recognize their learning achievement through the platform 2. Young people provide feedback on the use of digital tools to support their learning 3. Young people are involved in mapping learning opportunities in the territory 4. Young people are engaged in the selection of experiences relevant for the development of 21st century skills	1. Overview of Possible formal and non-formal learning activities 2. Non-formal education organisers know better how to create inclusive, open and diverse 21st Century learning activities on the Cities of Learning platform 3. Easy accessible platform for engaging, empowering and connecting young people 4. Awareness of the importance of integrating the development of 21st century skills in their activities	1. Overview of Possible formal and non-formal learning activities 2. LifeComp & EntreComp are competence framework recognized by formal and non-formal education local stakeholders 3. Non-formal learning opportunities for 21st century skills development are integrated in formal/institutional curricula 4. Awareness of the importance of integrating non-formal education for competence development for young people	1. Work on bias and information mismatch about labour market 2. Cooperate with other network and stakeholders for the recognition of non-formal learning 3. Introduce Open badge in "active labour policy" projects i.e. youth guarantee; GOL 4. Young people looking for job opportunities are using mobile application to support their professional resume

OUTPUTS (ACTIVITIES)

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Learning playlists	Learning playlists; new cooperation and project development at local, national and international level	Pilot activity with Secondary schools, VET and University	Presentation of the platform and Open badge for recognition and validation of 21st century skills
MAPPING, ENGAGING &TESTING	**MAPPING, ENGAGING & TRAINING**	**OPEN DISCUSSION TABLES**	**OPEN DISCUSSION TABLES**
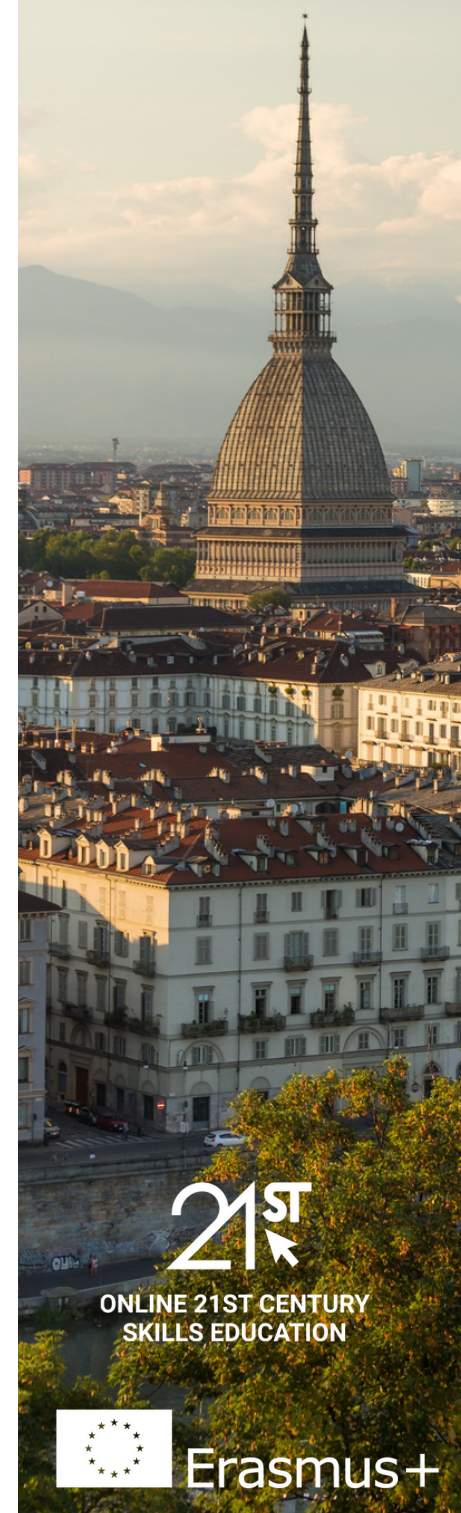
CLUJ-NAPOCA CITY OF LEARNING STRATEGY

TARGETS

LEARNING PROVIDERS, LEARNERS & EMPLOYERS 01	KEY PARTNERS 02	KEY STAKEHOLDERS & DECISION MAKERS 03	YOUTH WORK & EDUCATION ORGANISATIONS 04

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

IMPACT (ABOVE 5 YEARS)

Young people with disability (age 16-30) from Cluj-Napoca will know and use the platform	Encourage partners from the metropolitan area of Cluj-Napoca to create and implement 21st century opportunities of quality formal and non-formal education offers	Involve cross-sectoral stakeholders (public bodies like the city hall, private sector, companies etc.) in order to capacitate and support educational institutions to develop quality educational pathways	Empower youth workers and youth organizations (NGOs) to use 21st century digital tools to create inclusive activities, projects and programs on local, national and international level

SHORT TERM IMPACT (2-4 YEARS)

1. Increase number of young people with disabilities from Cluj-Napoca that access the platform 2. Increase the number of activities and playlists accessed and accomplished by the young people with disabilities on the platform 3. The platform gets visibility 4. Increase the number of international activities on the platform 5. Increase of chances of employability of youngsters with disability	1. Increase the number of activities and playlists offered by partners on the platform 2. Partners will get information and adapt to the real requirements of the labor market	1. Create links between various stakeholders having interest in supporting educational institutions to develop formal and non-formal alternative learning opportunities 2. Encourage private companies to involve in order to develop entrepreneurial skills for disabled youngsters 3. Engaging and encouraging them to contribute to the development of the Cluj-Napoca City of Learning platform	1. Increase number of digital tools adapted to be used in work with disabled youngsters in order to increase their social, digital and entrepreneurial skills 2. Support and encourage youth workers and NGOs to use 21st century inclusive digital tools in their own activities and projects involving disabled youngsters, on local, national and international level

OUTPUTS (ACTIVITIES)

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1. Mapping and identifying the target group of possible youngsters with disability ready to use the platform 2. Monitoring and evaluating the quality of activities and playlists present on the platform	1.Developing at least 10 playlists with local partners on the needs and gaps of the targeted group to increase and encourage the employability of young people with disability 2. Activities for promoting and increase visibility of opportunities offered by the platform Cluj-Napoca City of Learning	1. Meetings with new partners or potential partners locally, nationally or internationally to develop new methods of educational pathways to implement 21st century skills for people with disabilities 2. Meetings with new partners or potential partners to explore the platform and the functionality of the platform, as well as its results and benefits to encourage its involvement in the future	1. Transfer of information on the use of 21st century digital skills, abilities and tools during youth exchanges and training courses we will have 2. Increasing a network of youth workers and NGOs in Cluj-Napoca willing to share, develop and implement the use of digital opportunities for persons with disability
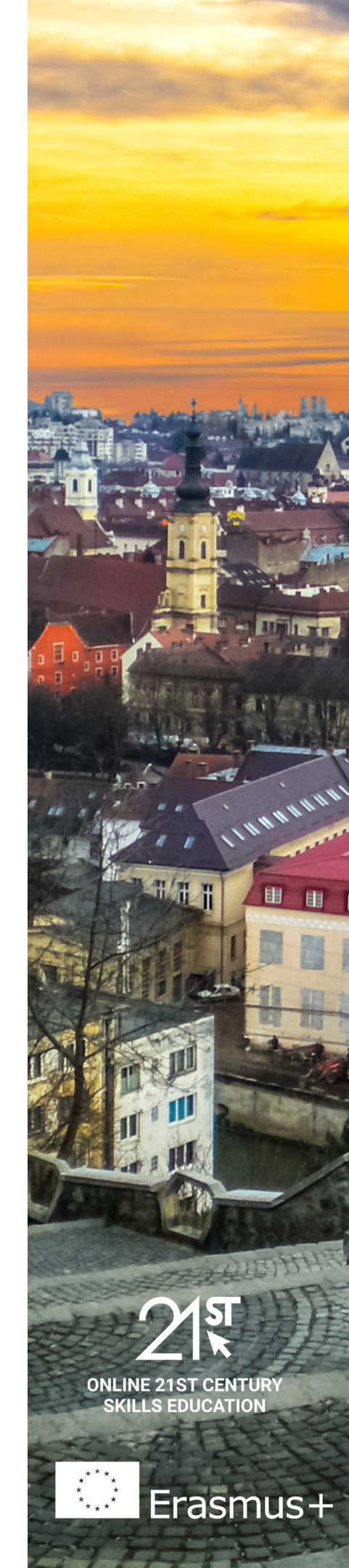
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VILNIUS CITY OF LEARNING STRATEGY

TARGETS

LEARNING PROVIDERS, LEARNERS & EMPLOYERS 01	KEY PARTNERS 02	KEY STAKEHOLDERS & DECISION MAKERS 03	YOUTH WORK & EDUCATION ORGANISATIONS 04

IMPACT (ABOVE 5 YEARS)

VILNIUS CITY OF LEARNING AIMS AT EMPOWERING LEARNERS WITH 21ST CENTURY SKILLS BY PROVIDING QUALITY LEARNING OPPORTUNITIES, FOSTERING RECOGNITION, AND SUPPORTING DIGITAL TRANSFORMATION

Vilnius City of Learning partners use the platform to promote and facilitate various and quality learning opportunities to develop 21st century skills and competences locally, internationally and online	New offers todevelop 21st century skills and competences locally, internationally and online are developed to respond to 21st century skills gaps in close cooperation with Vilnius City of Learning partners	The city and stakeholders value and recognise the 21st century skills and competences across education and learning domains using features available on Vilnius City if Learning platform	Youth work and education sectors make use of digital transformation, especially features available on Vilnius City of Learning platform

SHORT TERM IMPACT (2-4 YEARS)

1. Variety of opportunities on 21st century 2. Educational opportunities matches agreed quality standart 3. Number of international opportunities 4. Number of online opportunities 5. An increasing number of learning providers using the platform to promote and facilitate learning 6. An increasing number of learners using the platform to find and join opprtunities	1. Young people have chances access the platform and develop competences through activities not offered elsewhere. 2. Increasing number of young people accessing the platform and able to find relevant learning opportunities	1. Key stakeholders in Vilnius know and use the platform for creating and accessing educational opportunities linked to the 21st century skills 2. The numbers of activities linked to the 21st century skills are increasing on the platform	1. Constantly increasing online learning opportunities on the platform 2. Organizations have skills to extend their educational programmes to the online spaces and in particular in Vilnius City of Learning platform.

OUTPUTS (ACTIVITIES)

1. Mapping and involving relevant partners 2. Creating and facilitating new opportunities 3. Developing and agreeing on quality of educational activities 4. Applying and displaying quality on the platform 5. Involving partners providing international activities 6. Developing awareness about making content and activities using multimedia 7. Importing online learning opportunities from other platforms	1. Development of approx. 10 playlist by Nectarus team and with local partners, based on the identified skills or opportunities gaps. 2. Information and promotion of opportunities offered on the Cities of Learning platform	1. Meetings with key stakeholders to showcase potential of the platform for their educational activities or strategies 2. Alligning our strategy with the new developments in Vilnius, linked to education	1. Building community of non-formal learning practitioners willing to develop digital youth work or online learning opportunities 2. Providing opportunities to develop skills to use the platform for providing learning opportunities

VILNIUS city of learning

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21ST ONLINE 21ST CENTURY SKILLS EDUCATION

DUTCH CITIES OF LEARNING STRATEGY

TARGETS

YOUNG PEOPLE 01	NON-FORMAL EDUCATION 02	FORMAL EDUCATION 03	EMPLOYERS & EMPLOYEES 04

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

IMPACT (ABOVE 5 YEARS)

1. For young people that are using Cities of Learning Lifelong Learning has become a natural habit 2. Young people using Cities of Learning see formal and non-formal learning outcomes as equally valid for their personal and career pathways	1. Organisations using the Cities of Learning Network see 21st century skills development as essential for personal wellbeing and careers 2. Non-formal learning organisers using the Cities of Learning Platform know better how to validate non-formal learning activities relevant to formal education and employers	1. Formal education organisations taking part in Cities of Learning are also offering bits of their curriculum so their learning pathways become more fluid and easier to blend with non-formal education 2. Formal education organisations taking part in Cities of Learning grow towards more integration of non-formal education and see them as equally valid	1. Employers and employees have created personal learning paths that support them in fostering more sustainable careers and relationships within their organisations. 2. Employers and employees are aware of the skills development possibilities via open badges and foster (demand) new learning opportunities for their new needs as a result of the changes in future work

SHORT TERM IMPACT (2-4 YEARS)

1. Young people using Cities of Learning are aware of the importance to develop 21st century skills 2. Young people using Cities of Learning take part in easy accessible learning opportunities that are connected with their interests and preferences 3. Young people feel a space of belonging within the Cities of Learning network	1. A network of non-formal education organisations is a relevant community for Cities of Learning 2. Non-formal education organisers know how to create inclusive, open and diverse 21st Century learning activities on the Cities of Learning platform 3. Cities of Learning platform is an easy accessible platform for engaging, empowering and connecting learners within formal and non-formal learning 4. Cities of Learning organisations are aware of the importance of integrating the development of 21st century skills in their non-formal learning activities	1. Formal education organisations can more easily blend non-formal learning opportunities into their curriculum and acknowledge learning achievements of their students 2. Formal education teachers are increasingly inspired to use and integrate learning pathways in their educational activities / curriculum.	1. Employers and employees recognise how they can support each other to get into lifelong learning via Cities of Learning 2. Social entrepreneurs can use Cities of Learning 21st Century skills learning pathways to develop their entrepreneurial skills 3. Employees looking for job opportunities are using open badges to support their professional resume 4. Employers and employees are able to easily identify relevant learning opportunities which foster (lifelong) learning via Cities of Learning

OUTPUTS (ACTIVITIES)

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

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

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BLACKPOOL CITY OF LEARNING STRATEGY

TARGETS	**LEARNING PROVIDERS, LEARNERS & EMPLOYERS** 01	**KEY PARTNERS** 02	**KEY STAKEHOLDERS & DECISION MAKERS** 03	**YOUTH WORK & EDUCATIONAL ORGANISATIONS** 04

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

IMPACT (ABOVE 5 YEARS)	Embracing new and existing partners in using the platform to promote and facilitate quality learning playlists. Realised locally, nationally and internationally through online and face to face engagement	To have embedded an ongoing programme of new development opportunities for both young people and partner providers	For a substantial cohort of young people across the Fylde Coast to recognise value and register with the Blackpool City of Learning platform	Youth work, education and employment sectors value and recognise the benefits of Blackpool City of Learning as a vehicle for competency development for digital transformation as essential skills for the future
SHORT TERM IMPACT (2-4 YEARS)	1. Variety of opportunities on selected 21st century skills 2. Available educational opportunities match agreed quality standard 3. Increased number of international opportunities 4. Number of online opportunities available and taken up 5. An increasing number of learning providers using the platform to promote and facilitate learning 6. An increasing number of learners using the platform to find and join opportunities	1. Young people have additional opportunities to access the platform and develop competences through activities not offered elsewhere 2. Increasing number of young people accessing the platform and so being better able to find and take advantage of relevant learning opportunities	1. Key stakeholders in Blackpool are increasingly aware of, and use, the platform for both creating and accessing educational opportunities linked to 21st century skills 2. To have created and promulgated a strategic 'marketing' campaign to promote the learning opportunities on the platform to young people.	1. Constantly increasing online learning opportunities on the platform 2. Organisations have developed skills appropriate for extending and adapting their educational programmes to the online spaces and in particular to Blackpool's City of Learning platform
OUTPUTS (ACTIVITIES)	1. Mapping, recruiting and involving relevant partners 2. Creating and facilitating new learning opportunities 3. Developing and agreeing on quality of educational activities 5. Increased involvement of partners providing international activities 6. Developing awareness about making content & activities using multimedia strategies 7. Importing online learning opportunities from other platforms	1. Development of approximately ten learning playlists by the Think Forward team and other local partners. These are based on identified skill gaps and new learning opportunities 2. Information and promotion of opportunities offered on the Cities of Learning platform	1. Meetings with key stakeholders to showcase the potential of the platform for showcasing their educational activities or strategies 2. Aligning our strategy with other learning developments in Blackpool	1. Building community of informal learning practitioners willing to develop digital youth work and / or online learning opportunities 2. Providing training opportunities in developing the skills necessary to use and manage the platform for providing learning opportunities

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