Youth Foresight Workshops

Workshops in Celje Youth Centre



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Project Title: **For Youth Information**

Project Number: **2024-1-SI02-KA220-YOU-000251355**

Report Title/Title of a local workshop: **Local Foresight Workshops in MCC**

Date of Implementation: **27–28 January 2026**

Duration: **7 hours**

Location: **Celje Youth Centre**

Prepared by: **Celje Youth Centre**

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1. Executive Summary

The Local Foresight Workshops implemented at the Celje Youth Centre aimed to introduce young people to structured future thinking (foresight), strengthen their ability to imagine alternative futures, and support them in creating realistic development scenarios for young people.

Through interactive and participatory activities, participants explored key societal trends, uncertainties and future possibilities affecting youth. They worked collaboratively to create plausible future scenarios and reflect on their role in shaping future outcomes.

The workshops successfully increased participants' understanding of foresight concepts and strengthened their future-oriented thinking, collaboration and planning skills. The pre- and post-assessment comparison demonstrates a 29.96% relative improvement in knowledge of foresight, exceeding the project target of at lexast 20% improvement.

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2. Workshop Objectives and Context

The workshops were implemented as part of the project *For Youth Information*, which aims to strengthen young people's competences in future thinking, participation and informed decision-making.

The specific objectives of the local workshops were:

- to introduce young people to foresight and future-oriented thinking,
- to help them identify key trends shaping youth futures,
- to enable them to develop plausible future scenarios,
- to strengthen their confidence in planning and shaping their own futures,
- to support active participation and collaborative reflection.

The workshops contribute to the broader project goals by generating youth-driven insights, important in the next phase of the project, when creating Policy Recommendations, supporting the creation of a digital community where young people co-design solutions relevant to their lives, and strengthening young people's competences and skills by supporting them in developing their future literacy.

3. Workshop Description

The workshops were implemented using non-formal education and participatory foresight methods. Activities were structured in several phases:

Introduction and activation

Participants were introduced to the concept of foresight and explored different possible futures through interactive discussion and icebreaker activities.

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Exploration of signals and trends

Participants identified signals of change affecting young people and grouped them into broader trends such as technology, work, environment and mental health.

Scenario development

Working in groups, participants developed future scenarios using narrative scenario building, 2×2 matrix and backcasting methods. Each group created clear and structured future scenarios for young people in 2040.

Presentation and reflection

Groups presented their scenarios and discussed which futures were desirable, likely or avoidable. The workshops concluded with collective reflection and evaluation.

Detailed Agenda for the Workshops is part of the Annexes chapter.

4. Participants

A total of 90 young people participated in four separate workshops. Participants were secondary school students aged 17–19. Out of 90 total participants, 86 submitted the pre-questionnaire that collected basic demographic info, such as gender.

Gender distribution (N = 86):

- Female: 55.8%
- Male: 38.4%
- Other/prefer not to say: 5.8%

Participants with fewer opportunities (N = 86):

- Yes: 24.4%
- Prefer not to say: 9.3%

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Although the initial target was 30%, the inclusion of participants with fewer opportunities reached nearly one quarter of participants, with additional participants choosing not to disclose their status, totaling in 33.7% of those who consider themselves participants with fewer opportunities or do not want to disclose this information. This confirms strong inclusiveness and accessibility.

Completion rate of participants who attended the workshop was 100%, exceeding the planned 80% participation target.

5. Main Results and Outputs

The Local Foresight Workshops resulted in a set of concrete, youth-generated outputs that reflect young people's perceptions of possible futures and their role in shaping them. Participants actively engaged in structured foresight exercises and collaboratively developed multiple future scenarios addressing social, technological and personal development trends affecting young people.

The workshops resulted in:

- several clearly defined future scenarios for young people, ranging from highly positive and community-oriented futures to more critical and cautionary scenarios;
- identification of key trends and uncertainties shaping youth futures, particularly related to digitalisation, artificial intelligence, education systems, social relationships, and mental well-being;
- increased understanding of foresight concepts and the ability to imagine alternative futures;
- improved collaboration, communication and future planning competences among participants.

Participants demonstrated strong engagement and ownership of the process throughout all activities. They actively contributed ideas, reflected critically on possible developments and collaboratively built scenarios based on their own experiences and

expectations. The visual scenario templates, backcasting cards and 2X2 matrixes enabled participants to structure their thinking and connect present-day decisions with long-term consequences.

The workshops also produced tangible outputs in the form of completed scenarios, which include descriptions of future worlds, key trends, risks, opportunities and proposed actions. These materials represent authentic youth perspectives and will be used as qualitative input for further project development, especially in preparing Policy Recommendations, as well as digital dissemination.

6. Proposed Future Development Scenarios

The aim of the workshops was to create plausible scenarios of future development based on the ideas and perspectives of young people, ensuring that results remain relevant and authentic. This process supports the broader project goal of developing a digital community where young people jointly design practical solutions and plans related to their own needs and expectations.

Participants developed multiple future scenarios exploring both positive and challenging directions of development.

Scenario cluster 1: Technology-driven futures and artificial intelligence

Many groups focused on the increasing role of digital technologies and artificial intelligence. Some scenarios described highly digitalised societies where AI and automation take over many work tasks, requiring young people to adapt through new skills and continuous learning. Participants noted that technology could make life more efficient and connected, but also raised concerns about over-reliance on digital tools, reduced human interaction and potential loss of critical thinking skills.

Key characteristics:

- strong presence of AI and automation in daily life and work,

- increased digital learning and remote collaboration,
- concerns about excessive screen use and reduced real-life interaction,
- need for digital literacy and responsible technology use.

Proposed actions included strengthening digital and critical thinking skills, regulating technology use and ensuring that technological development supports human well-being.

Scenario cluster 2: Education and learning futures

Several scenarios addressed the transformation of education. Some groups imagined schools without phones and with greater focus on concentration, reading and critical thinking. Others described more flexible and technology-supported learning environments.

Key characteristics:

- greater emphasis on practical knowledge and skills,
- balance between digital tools and traditional learning methods,
- need for better preparation for real life and employment,
- importance of critical thinking and information literacy.

Participants suggested improving teaching methods, promoting responsible technology use in schools and strengthening links between education and real-life skills.

Scenario cluster 3: Mental health, well-being and social relationships

Participants frequently highlighted mental health and social connection as key issues for the future. Some scenarios described positive futures with strong community support, healthy relationships and inclusive environments. Others presented more concerning futures characterised by social isolation, digital dependence and reduced face-to-face interaction.

Key characteristics:

- importance of emotional support and community,
- risks of social isolation and excessive online engagement,
- need for safe and supportive environments for young people,
- value of friendship, cooperation and mutual support.

Proposed actions included strengthening community spaces, encouraging offline interaction and providing more support for mental well-being.

Scenario cluster 4: Youth participation and responsibility

Several scenarios emphasised the role of young people as active agents of change rather than passive observers. Participants expressed a desire for greater involvement in shaping their communities and futures.

Key characteristics:

- young people as active contributors to society,
- need for responsibility and critical decision-making,
- importance of cooperation and dialogue,
- awareness of long-term consequences of present actions.

Participants suggested creating more opportunities for youth participation in decision-making processes and supporting youth initiatives at local level.

Scenario cluster 5: Balanced and sustainable futures

Some groups described balanced futures where technology, well-being and social relationships are harmonised. These scenarios emphasised responsible use of technology, strong communities and inclusive societies.

Key characteristics:

- responsible and balanced technology use,
- strong social networks and cooperation,
- inclusive communities and equal opportunities,
- focus on sustainable and healthy lifestyles.

Across all scenarios, participants reflected on how present-day choices influence future outcomes and identified practical steps that could help create more positive and inclusive futures.

7. Policy Implications and Recommendations

The youth-generated scenarios provide valuable insights for policy development in youth work, education and local governance. They highlight both opportunities and concerns that young people perceive when thinking about the future.

- **Future literacy and education**

Participants clearly expressed the need for stronger support in developing skills related to future planning, critical thinking and responsible technology use. This suggests the importance of integrating future literacy and foresight approaches into formal and non-formal education.

Policy implication:
Education systems and youth programmes should include structured opportunities for young people to explore future scenarios, develop critical thinking and reflect on long-term societal changes.

- **Responsible digital and technological development**

Young people recognise both the benefits and risks of digitalisation and artificial intelligence. They emphasised the importance of balance between technological advancement and human interaction.

Policy implication:
Policies should promote digital literacy, responsible technology use and safeguards that protect young people's well-being in increasingly digital environments.

- **Mental health and social connection**

Many scenarios emphasised the importance of mental well-being, social support and community belonging. Participants expressed concerns about isolation and excessive digital engagement.

Policy implication:
Local and national youth strategies should strengthen mental health support systems, create safe spaces for social interaction and encourage community-building activities.

Youth participation and agency

Participants repeatedly highlighted the importance of being actively involved in shaping their future. They want more opportunities to contribute ideas and influence decisions that affect them.

Policy implication:
Youth participation mechanisms should be strengthened at local and national levels, ensuring that young people are meaningfully involved in decision-making and future planning processes.

Long-term planning and intergenerational dialogue

The workshops demonstrated that young people are capable of reflecting on long-term societal developments and proposing constructive solutions when given appropriate tools and space.

Policy implication:
Foresight-based youth engagement should be further developed as a tool for inclusive and forward-looking policy design.

The Local Foresight Workshops confirmed that young people are highly aware of emerging societal challenges and are motivated to actively shape their futures. Their

scenarios and reflections provide authentic and valuable input for youth policies, educational innovation and community development initiatives at local and European level.

8. Evaluation of the workshop

8.1 Learning Outcomes and Competences Developed

Here, the basic summary of learning outcomes and competences developed is provided. For a more detailed description of learning outcomes, please refer to Annex 10.4, where comprehensive analysis of pre- and post-questionnaires is provided, along with statistics and data interpretation.

The key finding is that baseline data showed low familiarity with foresight concepts (mean score 2.17/4; 54.36%). After the workshops, understanding increased significantly (mean 3.53/5; 70.65%).

This represents:

- +16.28 percentage points increase
- 29.96% relative improvement in knowledge

Exceeding the project target of at least 20% improvement.

Focusing on the competences and skills developed, participants reported improvements in:

- ability to imagine future scenarios,
- planning steps toward desired futures,
- collaboration and co-creation,
- awareness of personal agency.

Over 74% of participants reported high satisfaction with the workshop, and trainer evaluation averaged 4.42/5.

8.2 Key Insights and Lessons Learned, Youth Reflections and Testimonials

Participants showed strong interest in discussing future challenges and opportunities affecting young people. Many initially had limited knowledge of foresight but expressed curiosity and openness to learning.

Key success factors:

- interactive and participatory methods,
- group work and scenario creation,
- safe and inclusive learning environment,
- clear facilitation and guidance.

Suggested improvements:

- slightly improved time balance,
- clearer structure for some activities.

Overall feedback confirmed strong engagement and relevance.

Participants were also asked about their expectations and about new knowledge gained from the workshop. The reflections were made face-to-face, in a group setting, and gathered as answers to an open-ended questions in the post-assessment questionnaire.

Reflection insights show that many participants had no clear expectations at baseline but expressed curiosity about the future, hoping to gain new knowledge, perspectives, and clarity about what lies ahead. Specifically, their impressions can be grouped into certain thematic blocks:

- **Knowledge and Information:** expectations about gaining new knowledge, new information, or something new in general *("new knowledge", "new skills for [building/shaping] the future", "new skills for quality communication with my peers", "new techniques of future planning").*
- **Future Planning and Prediction:** expectations regarding learning about the future, predicting the future, planning the future, and understanding how one can influence the future *("ideas for the future", "that I will know how to plan going forward", "something about how to imagine my own future", "new ways of thinking about the future").*
- **Personal Growth and Direction:** expectations about gaining motivation, new experiences, self-confidence, or a sense of direction on how to proceed in life *("motivation", "career", "a lot of new experiences", "a little more trust in myself", "being more confident/sure about my future", "a good vision of the future in which I'm successful and feeling/experiencing a lot of beautiful moments").*
- **Uncertainty/Low Expectations:** a significant number of responses express uncertainty *("I don't know", "I'm clueless", "I'm not sure", "expecting unexpected") or low/no expectations ("nothing", "not a lot", "I really don't have any ideas, but I'm sure it will be good/am excited to find out").*

This confirms that participants entered the project in an exploratory learning phase, open to new approaches but lacking prior structure and understanding. After the workshops, many participants pointed out some common themes:

- **Group discussions and collaborative reflection were the most valued elements: m**any participants highlighted group discussions and collective reflection as the most interesting and useful part of the workshop. They appreciated the opportunity to exchange opinions, compare perspectives and reflect together on future issues. [*"I liked sharing ideas about the future with my peers"; "when we sat together in a circle"; "I liked team work"*]. These activities helped participants feel more engaged and allowed them to explore different viewpoints about possible futures.
- **Future planning and scenario thinking as key learning outcomes:** a significant number of participants reported that they gained new insights related to

planning for the future [*"I liked creating a plan"*; *"creating future scripts"*], thinking positively about the future [*"Going forward, I will think about the future in more positive and not negative ways"*], understanding long-term consequences of decisions , expressing their ideas and opinions more clearly [*"I liked the exercise, where we expressed our agreement or disagreement about the future scenarios"*, *"presenting our visions of the future and discussing"*]. Some participants stated they learned how to think about their future more concretely, how to create plans and consider different possibilities, and how to reflect on important life decisions. This confirms that the workshops supported the development of future-oriented thinking and personal reflection.

- **Increased confidence in expressing opinions and collaboration:** several responses highlighted improved confidence in expressing opinions in front of peers, participating in discussions, and working collaboratively on shared ideas. Participants emphasised that working in groups and sharing ideas helped them become more comfortable voicing their thoughts and listening to others.

- **Positive atmosphere and engaging methods:** participants frequently described the workshop as interesting and interactive, different from regular school lessons, and engaging due to discussions and creative activities. They appreciated the participatory approach and the opportunity to actively contribute rather than only listen.

A smaller number of responses indicated low expectations or uncertainty about learning outcomes, which is consistent with the exploratory nature of the topic and the initial low familiarity with foresight.

Participant feedback shows that the workshops were perceived as engaging, reflective and relevant. Young people particularly valued discussion-based methods, collaborative work and opportunities to think about their own futures in a structured way. The testimonials confirm that the workshops successfully created a safe and participatory learning environment and supported the development of future-oriented thinking, self-reflection and collaboration among participants.

9. Conclusions and Next Steps

The Local Foresight Workshops in Celje successfully strengthened young people's future thinking competences and contributed to project objectives. The measurable increase in knowledge and high satisfaction rates confirm the effectiveness of the methodology.

Results will be disseminated through the project digital platform and communication channels. Youth-created scenarios and insights will inform further project activities, such as Policy Recommendations creation, and support the development of practical tools for youth work and participation.

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