GLOBAL OPPORTUNITY
YOUTH NETWORK: BOGOTÁ
EL FUTURO ES JOVEN
aspen institute

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NARRATIVE CHANGE

GOYN Bogotá - Barranquilla

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Narratives that

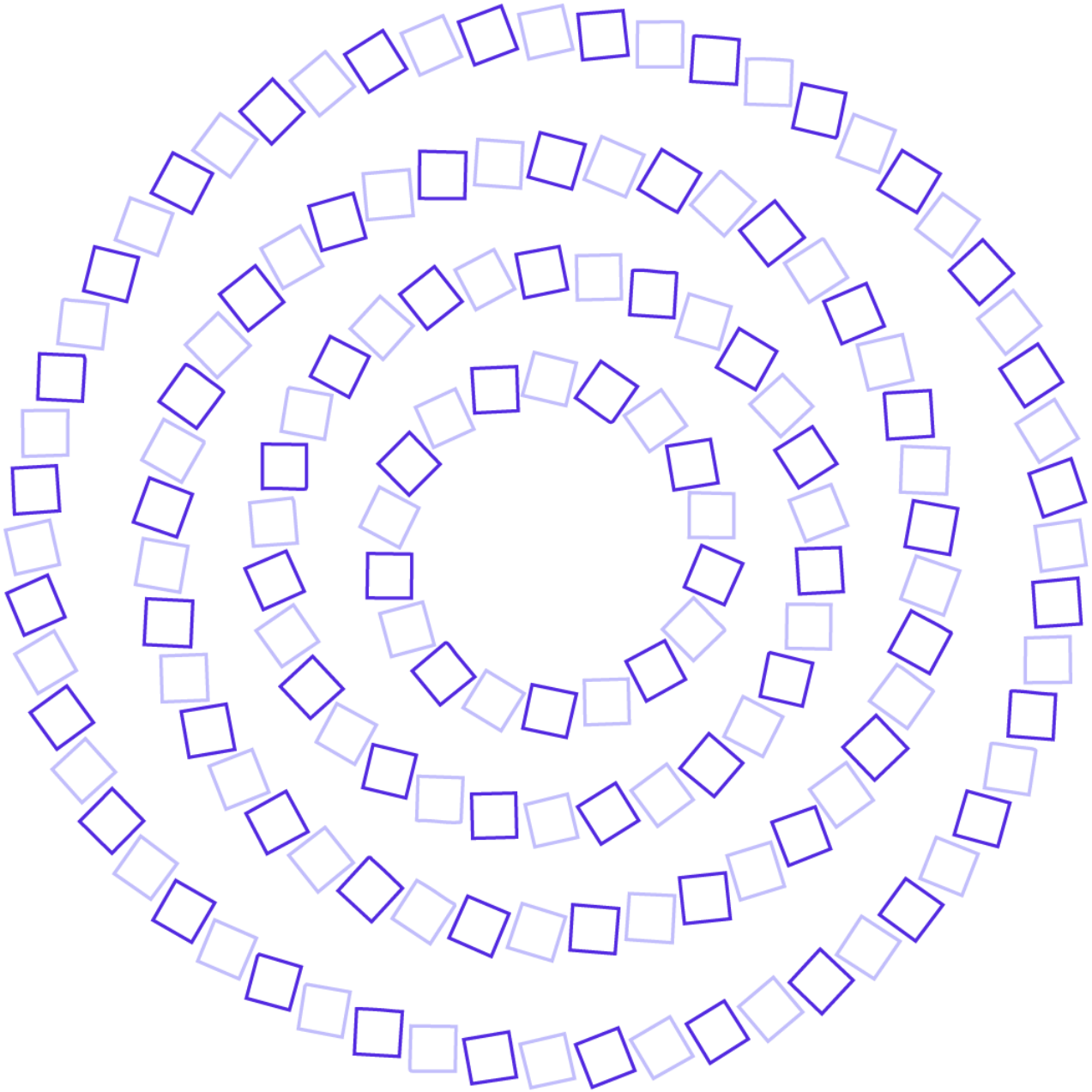
TRANSFORM

Measuring the intangible



IS REALITY

what it seems?



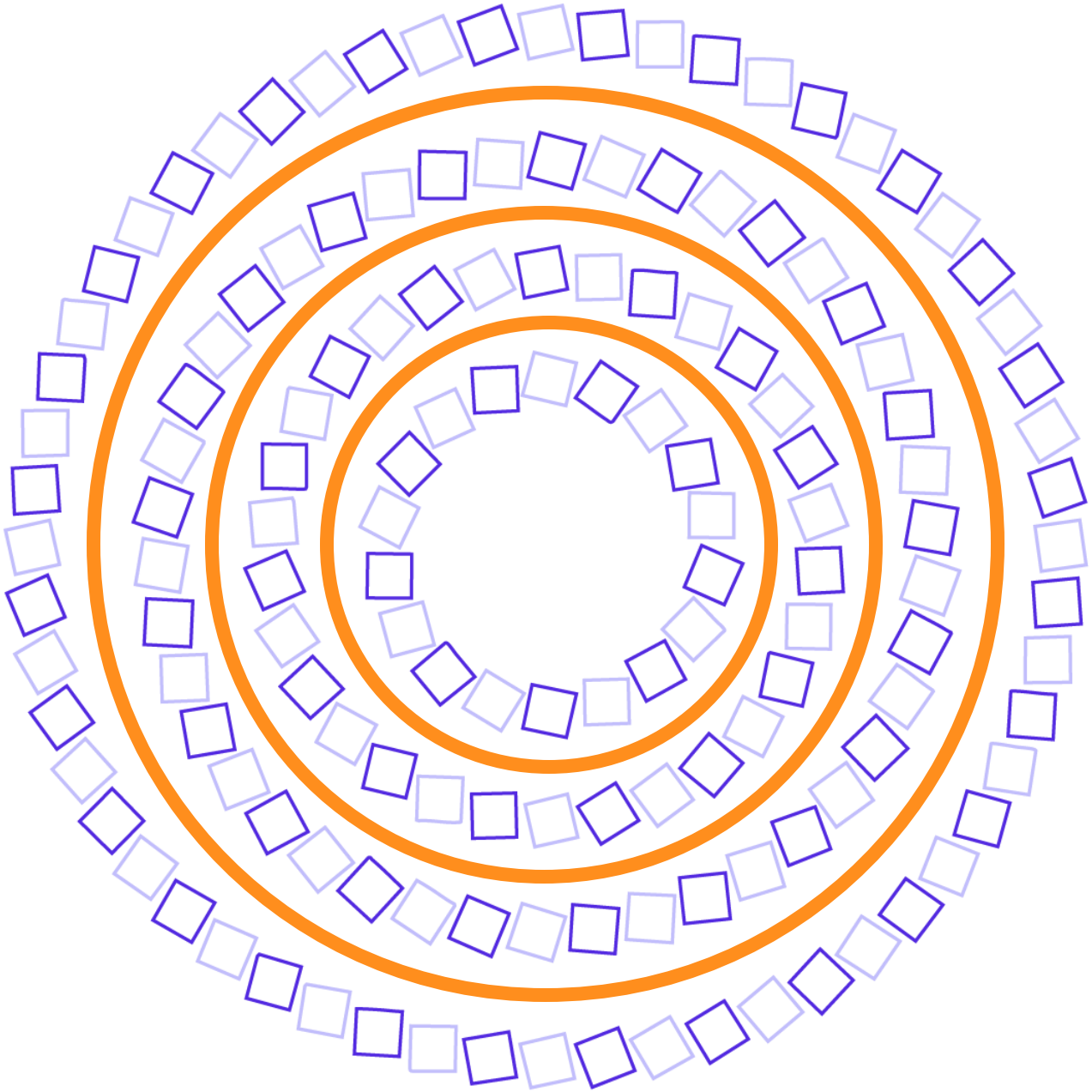
¿?

How many turns

does the spiral make?



NONE!



They are

INDEPENDENT CIRCLES

Sometimes the environment can give new meanings to the same phenomenon.

False interlaced
Baingio Pinna



They are

INDEPENDENT CIRCLES

Sometimes the environment can give new meanings to the same phenomenon.

False interlaced
Baingio Pinna

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This doesn't

HAPPEN TO PEOPLE

(Said someone)

QUICK ROUND

Answer only

AGREE *or*

DISAGREE



Black people's

LIVES DON'T MATTER

History has not always been this way



BLACK LIVES MATTER

From a local movement to a global call for racial justice



TRAYVON MARTIN– (2012)

Murdered at 17 for "looking suspicious"



GEORGE FLOYD – (2020)

Murdered in an act of police brutality.

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A question came up

Could this

HAPPEN WITH YOUTH AS WELL?



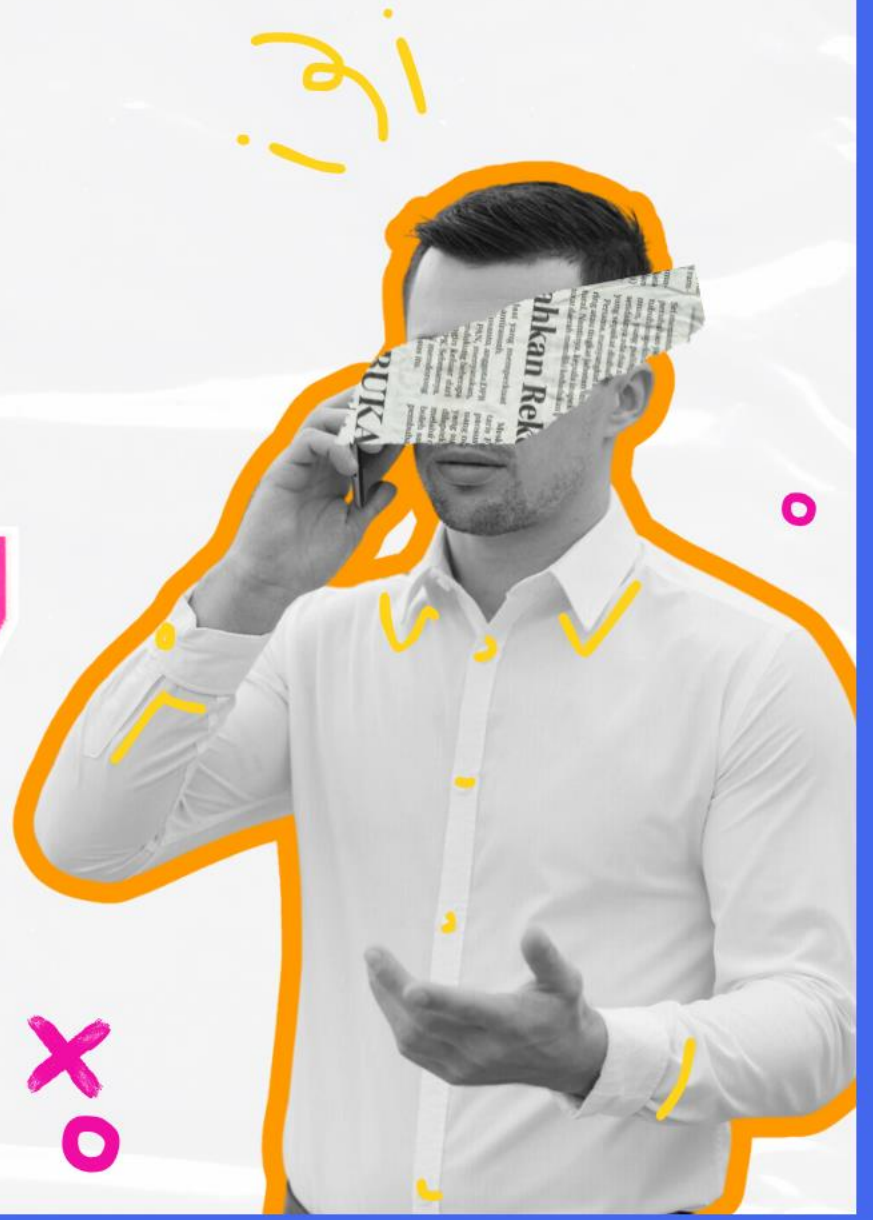


I’m not going to invest in those lazy people

Said a potential partner once

I’m not going to hire her because she has a baby; she’ll probably keep asking for time off.

Said a hiring department once





He doesn’t know what he wants; he’s lost. It’s better if he doesn’t study and just gets a job.

Said a parent once

Young people no longer want to be employees.

Said a newspaper once



It was

HAPPENING TOO



Now the slogan of the lost generation has become popular. The precarious, the indifferent. And those who neither study nor work have been called the NEET generation. Young people between 16 and 29 who neither study nor work.

85% of young people in Colombia had difficulty finding a job, according to study

Youth well-being is faltering in the country's main cities

CAREER

Why do young people no longer last so many years in a company?

74% of young people say that adults accuse them of a lack of effort

"I eat a good breakfast and do nothing else"

"The youth of our country find themselves in a labyrinth where poverty, the low rate of educational success, labor informality and unemployment are preventing them from building an autonomous life project". (Miniati)

More than 70% of young people in Colombia have had their mental health affected by the covid-19 pandemic

SOCIAL X-RAY OF COLOMBIA >

60% of Colombians believe that young people will live worse than their parents

Stealing from young people

Lack of self-confidence and communication skills

"As a young student, the process has been daunting. I don't think I have much of a chance of aspiring to a decent salary"

"This becomes a routine of sending and sending resumes and waiting for a response, which most of the time is negative"

In this context, young people have been **losing hope.** They do not believe in institutions or political groups. They do not trust the government and much less the control entities. The scenario is extremely concerning.

36% of young workers show signs of anxiety

Neither one nor the other: the alarming number of young people who are neither employed nor in school in Colombia



Youth employment most affected by the effects of COVID-19

Colombia, the country with the second highest number of young people who neither work or study

A generation that doesn't want to work?

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THAT'S A HALFWAY

told story

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30%

of the young population in Bogotá is **OY (Opportunity Youth).**



556.036

young people are **disconnected** from formal educational and employment opportunities.

**GOYN 2024 Report*

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40%

of the young population in Barranquilla is **OY (Opportunity Youth).**



197.276

young people are **disconnected** from formal educational and employment opportunities.

**GOYN Barranquilla 2024 Report*

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A story that

deserves to be

TRANSFORMED

A transformation

THAT DRIVES SYSTEMIC CHANGE

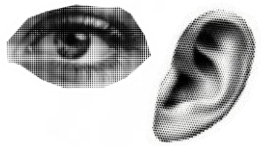
NEXT STEP

Research initiative to identify and characterize key narrative elements of OY that can influence their connection to opportunities

FOCUS: YOUTH EMPLOYMENT

WHAT IS A NARRATIVE?

Stories, discourses, and representations that a society or a group with common cultural characteristics build and share about certain topics, groups of people, or situations.



What I hear, read, and consume



What I believe



What I do



Phase #01

THE RESEARCH

Research

METHODOLOGIES





Metodology 1

Semantic Trees

Representation and graphical analysis of concepts



Metodology 2

Role-Playing Game

Qualitative research methodology through playfulness



Metodology 3

Virtual Surveys

Interactive digital tool designed to simulate conversations with users.



Metodology 4

User Experience Map

A tool used to visually represent and analyze an experience.

01. SEMANTINC TREES

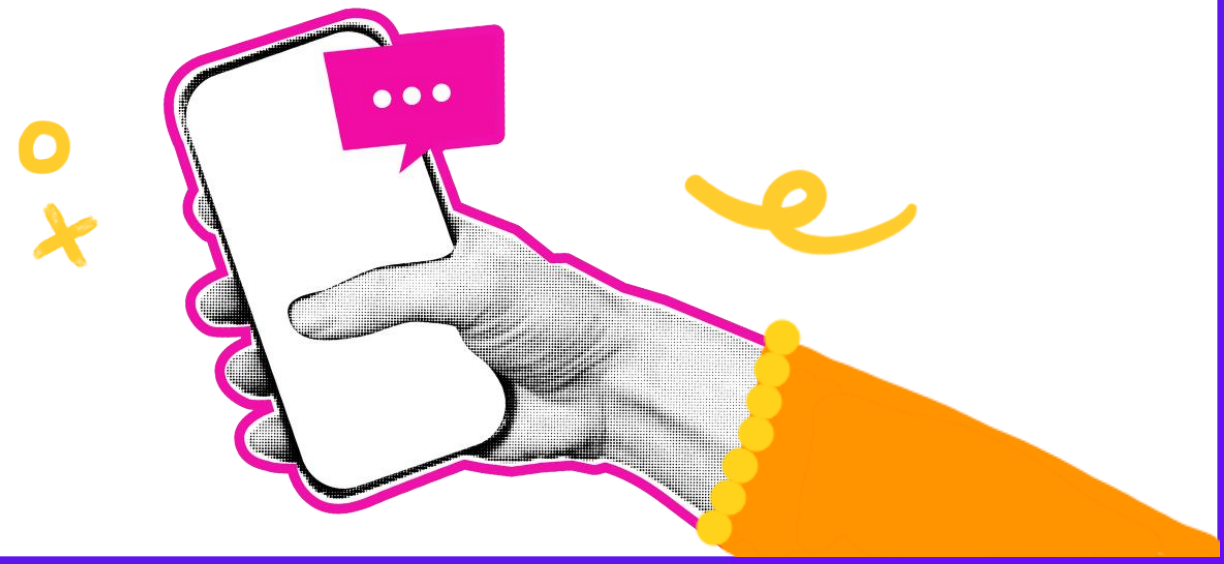
In numbers

We processed 8.456 data points from news articles and social media conversations during the period 01/01/2020 - 08/19/2024.

Data capture was performed using **web scraping**, a technique that automates the extraction of information from web pages. This allowed us to quickly collect large volumes of text from news and social media.

Information sources:

- **Digital media:** El Tiempo, El Espectador, Semana, La República, Portafolio, Infobae.
- **Social media**: Twitter (X), Facebook, Instagram, TikTok, LinkedIn.
- **Alternative news platforms:** La Silla Vacía, Cuestión Pública, Vorágine.
- **University media outlets.**



02. ROLE-PLAYING GAME

“Connecting contexts”



Through GOYN Barranquilla and Bogotá, **we organized 3 sessions for 3 different groups**: one made up solely of young people, one solely of organizations' representatives, and one mixed group.

03. VIRTUAL SURVEYS

Situation 1:

A young person explores options to fulfill their dreams and goals

01 Demographic Questions at the Beginning

Characterization of the population answering the survey, allowing for analysis of the total information based on demographic data.

02 Questions About Dreams and Goals in Personal and Professional Development

- Ideals of Youth with Potential (OY), sectors of the economy in which they feel they can develop themselves professionally, economically, and personally.
- Allows analysis of how well the city's potential job offers align with the motivations of OY.
- Provides insight into the intrinsic motivations of OY to access the labor dimension.
- Self-perception regarding their skills and abilities.

03 Questions About Interest in Types of Employment

- Perceptions about the labor offers that motivate OY.
- Analyzing the types of offers that motivate and interest OY vs. the actual offers in the city.
- Economic sectors where OY feel most comfortable.
- Perceptions, emotions, and mental schemes of OY regarding their ability to access jobs they are interested in vs. the actual offers in the city.
- Identifying potential approaches companies should have when offering job openings.
- Identifying the types of job profiles in which OY would feel most comfortable.

04 Questions About Perception of Requirements and Skills

- Self-perception of the abilities OY have regarding their possible professional development.
- Obstacles OY perceived in relation to the requirements and job profiles offered by the city.
- Technical, interpersonal, and intrapersonal skills OY perceived in themselves vs. the actual job offers in the city.
- Perceptions, emotions, and narratives about companies in the city.
- Confidence that OY have in the city's institutions.
- Knowledge or lack of it about the employment ecosystem in their city.
- Perceived barriers to access related to their perceptions and emotions about the available offers.

03. VIRTUAL SURVEYS

Situation 2:

The person responsible for hiring in an organization seeks to integrate new talent into the company.

01 Demographic Questions at the Beginning

Characterization of the population answering the survey, allowing for analysis of the total information based on demographic data.

02 Questions to Build the Job Posting for the Selection Process (DEMOGRAPHIC)

- Ideas, biases, and hidden profiles that institutions may have when selecting candidates.
- Emerging elements about the skills and attitudes of young people when accessing job offers.
- Emerging elements (preconceived ideas, biases) about selection processes related to the possibilities of hiring young people in organizations.

03 Questions About Willingness to Hire Young People

- Knowledge of differential approaches in hiring processes.
- Biases and paradigms regarding the youth population in employment ecosystems.
- Emerging elements that show how young people are perceived in the employment ecosystem.
- Barriers to access from organizations.

04 Questions About Imaginaries of Hiring Processes

- Ideas and emerging elements about the selection processes carried out in the city.
- Identifying biases about the potential hiring of young people in organizations.
- Narrative elements from both young people and organizations about the feasibility of hiring young people in their teams.
- Barriers that may arise in selection processes based on ideas and prejudices.

04. EXPERIENCE *maps*

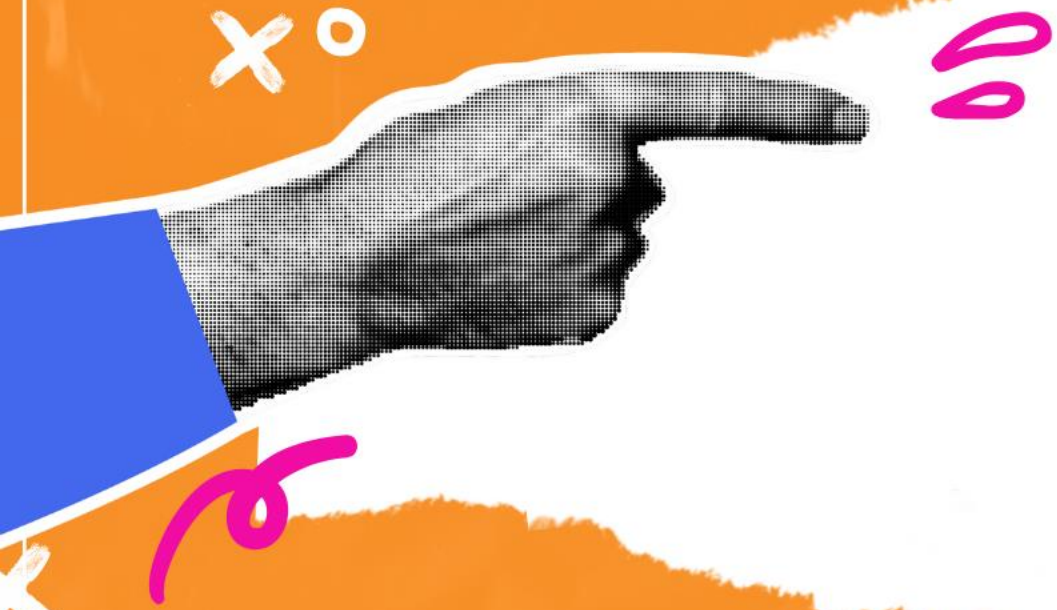
WHAT ARE THEY?

Experience maps, also known as journey maps, are a methodological tool used in qualitative research to visually represent the experience of an individual or group throughout a sequence of interactions, processes, or activities. This methodology focuses on understanding and analyzing the emotions, thoughts, actions, and touchpoints that people experience in a given context, such as when using a product, service, or in their daily life within an organization.



WHY DO WE USE THEM?

- **Comprehensive Visualization of the Experience:** Experience maps allow researchers and organizations to clearly see how a person interacts with a system, product, or service, from the first contact to the final resolution. This includes key moments and associated emotions.
- **Identification of Critical Points:** They help identify areas where users may be experiencing frustrations or barriers, which enables continuous improvement. By making these friction points visible, efforts can be focused on optimizing the experience.
- **Empathy and Deep Understanding:** They foster empathy by allowing teams to see interactions from the perspective of others. This tool is key to understanding the moments of satisfaction and frustration of the user, helping in decision-making that is centered on the human experience.
- **Process Improvement:** Experience maps are useful for improving processes, products, or services as they provide a clear picture of opportunities for innovation or enhancement of the user experience.



RESULTS

of the narrative research

How We Organized

THE RESULTS

01

Findings that answer the general hypotheses

General overview and by city

02

Predominant narrative connections:

An Analysis from the Semantic Trees

03

Experience maps in the job placement process of young people and organizations



FINDINGS THAT ANSWER THE *hypotheses*

There are 6 MAIN FINDINGS

01

Disconnection between organizations and young people.

02

Organizational stereotypes that marginalize young people.

03

Lack of visibility in organizational decisions perpetuates youth exclusion.

04

Barriers to access to education limit job opportunities for young people.

05

Personal networks determine access to employment, excluding young people without connections.

06

Hiring practices limit labor market entry in emerging sectors.

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NARRATIVE

connections

The Narratives We Identified

Narrative 1:

Education as the Only Way

Formal education is perceived as the sole route for young people to succeed. There is intense social pressure on youth to pursue higher education as an indispensable requirement for being valued in the labor market.

Behavioral Perspective: This reinforces dependency on academic validation as the only means of progress, excluding other forms of personal and professional growth.

Cultural Enabler: Families and educational institutions are seen as the guardians of this narrative, perpetuating a continuous cycle that limits labor market flexibility.

Narrative 2:

Responsibility and Respect

Young people are viewed as citizens in training who must learn to respect established norms and take on responsibilities.

Cultural Barriers: Power dynamics between generations reinforce this narrative, conflicting with the perception that some youth challenge authority, making organizations see them as difficult to manage. This limits opportunities for young people to be considered by organizations.

Narrative 3:

Frustration and Fatigue

Young people feel that the labor system does not allow them fair access to opportunities, leading to feelings of exhaustion and lack of motivation.

Behavioral Impact: This sentiment drives disengagement from the labor market and the pursuit of nontraditional paths, such as informal work or entrepreneurship..

Narrative 4:

Easy to Inlfuence

Young people are perceived as malleable and easily swayed by trends or fashions, which undermines the credibility of their opinions and decisions.

Behavioral Impact: This stigma is reinforced by older generations, who assume that young people's lack of experience makes them less reliable for leadership roles.



How do we use this

RESEARCH



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01



Research report with **key findings.**

Access here

02



Library of **60 theoretical documents** on narrative change.

Access here

03



Methodological guide with step-by-step instructions for replication in other contexts.

Access here

04



Baseline style and tone manual to talk about OY

Access here

05



Training session for knowledge transfer.

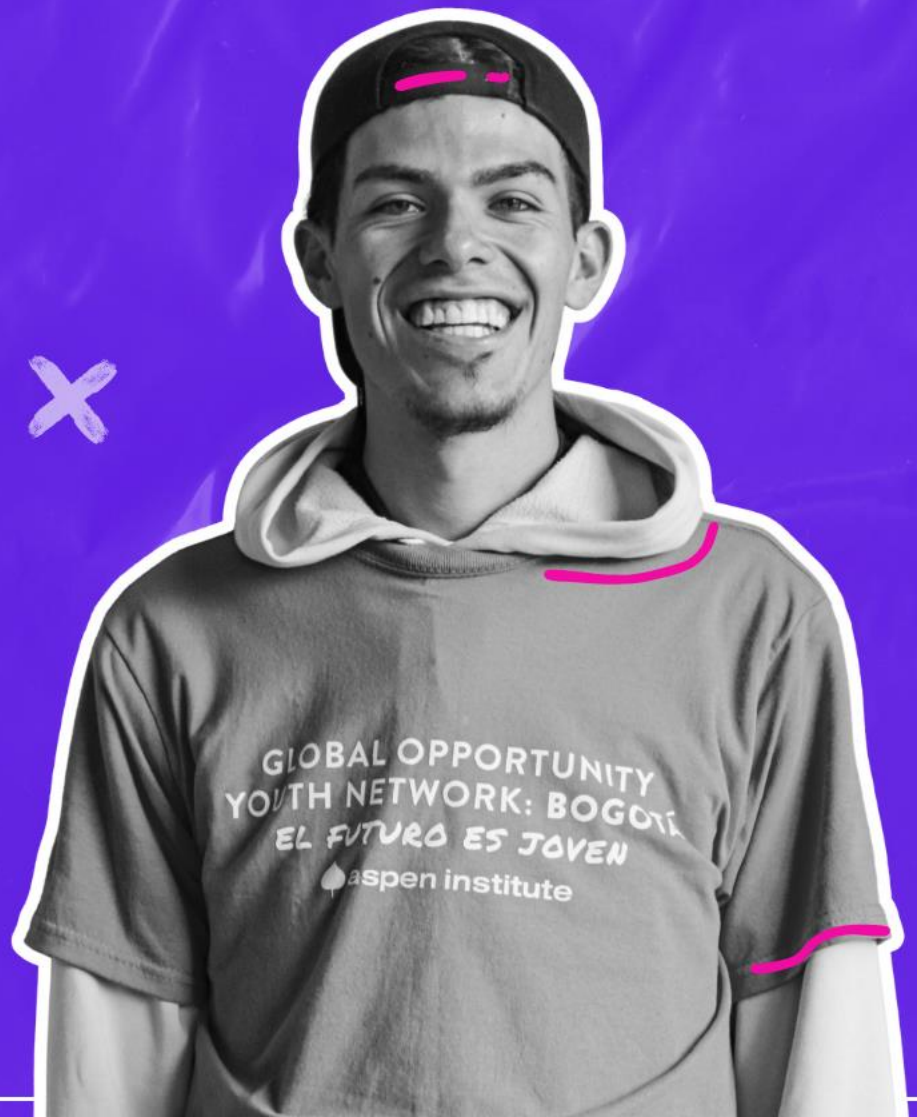
Access here

What are these **resources for?**

We aim to facilitate the process of analysis and social intervention with a focus on narrative transformation for those who wish to contribute to building fairer and more enabling discourses. These narratives should recognize and amplify the contributions of young people as agents of change in their communities.

They are available for the ecosystem!

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Measuring
NARRATIVE CHANGE

Why measure **narrative CHANGE**

01 Narratives are symbolic structures that influence beliefs, behaviors, decisions, and public policies.

02 In contexts such as youth employability, narratives can reinforce stigmas (“lazy youth”) or open up opportunities (“opportunity youth”)

03 Measuring narrative change allows us to understand whether we are transforming perceptions that act as structural barriers

04 It also enables us to design better interventions, adjust communication strategies, andc reate evidence for decision-making

What is not measured cannot be sustained or improved

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Dimensions of analysis for

CHANGE

Dimensions of CHANGE

01 Identity Building

Narratives influence how people see themselves and their group.

How to measure it?

- Youth self-perception
  "I feel capable of..." "I feel like I can contribute"
- Words or phrases used to describe themselves before and after the intervention
  Shifting from "insecure," "inexperienced" to "persistent," "prepared"
- Sense of belonging or pride in their generational group
  "My generation is changing things"

Dimensions of CHANGE

02 Building beliefs and values

Narratives shape what we consider right, desirable, or possible.

How to measure it?

- Changes in beliefs about employment, the future, or effort
  Shifting from "it's impossible to get a job without connections" to "there are spaces where I can try and be valued for what I can do"
- Identification of dominant values in discourse (meritocracy, stability, growth)
  Frequent use of terms like "stability," "dignity," "autonomy" in collected narratives
- Evaluation of what is considered valuable or necessary for a dignified life
  Youth mention fair wages and work-life balance, not just "having a job"

Dimensions of CHANGE

03 Perception of other groups

Narratives shape how we see and treat others (companies, institutions)

How to measure it?

- Phrases that express stigma or prejudice: “young people today don’t want to work” Shifting from “young people don’t stick around” to “young people need work environments that consider their needs, expectations, and barriers”
- Level of empathy and trust among ecosystem actors
  “It takes the young people in my company two hours to get to work—we could make adjustments, so this is no longer a barrier”
- Changes in mutual representations between youth and employers
  In a roleplay exercise, youth first describe employers as cold, later as demanding but necessary

Dimensions of CHANGE

04 Decision-Making and Behavior

Narratives influence how we act and what options we choose.

How to measure it?

- Changes in decisions regarding job or educational opportunities
  Increase in applications after reframing the employment narrative: "this is for me too"
- Active participation in job-seeking processes
  More youth attend job fairs or opportunities after affirmative narrative campaigns.
- Acceptance or rejection of opportunities depending on how they are presented
  Youth accept formal job offers after reinterpreting ideas like "a formal job is exploitative"

Dimensions of CHANGE

05 Mental Health and Wellbeing

Narratives impact self-esteem, sense of possibility, and resilience.

How to measure it?

- Emotions reported before and after an intervention (hope, fear, frustration, motivation)
  An emotion scale shows that hope increases from 2/5 to 4/5 after a narrative workshop
- Changes in self-worth or confidence to take action
  “Before, I didn’t feel ready for interviews; now I see myself as more confident”
- Narrative wellbeing indicators
  Youth write “I see myself working in something I enjoy” in future visioning exercises

Dimensions of CHANGE

06 Influence on Norms and Collective Decisions

Narratives also shape what becomes policy, law, or tradition

How to measure it?

- Changes in institutional, media, or programmatic discourse
  Using terms like “opportunity youth” instead of “inexperienced youth”
- New internal policies or practices that reflect a shift in perspective (changes in hiring processes, language in opportunities)
  Inclusion of competency-based selection criteria in recruitment processes
- Incorporation of affirmative approaches in public or private strategies
  Employability campaigns that promote realistic and diverse success stories

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What we want to measure in

THOSE DIMENSIONS

FACTOR	WHAT TO MEASURES?	EXAMPLE
Social representations	Sharing mental images about social groups	Youth seen as unstable or uncommitted.
Biases and prejudices	Automatic judgments that reinforce stereotypes.	Companies assuming inexperienced youth are unreliable.
Collective emotions	Feelings generated around a group or situation.	Mutual frustration or distrust between youth and employers
Social norms	Implicit rules that regulate acceptable behavior.	“In this company, we don’t hire youth without a university degree”
Individual beliefs	What people think about themselves and others.	Youth who believe “a company will never take me seriously”

LET'S PUT IT INTO PRACTICE!

Implemented cases

01

Youth Employment Pilot

02

First Job Intervention

03

Partner Training

This project is currently under development, we don't have final results yet, but this is a sample of the work done so far.



1. Youth employment

PILOT

01. YOUTH EMPLOYMENT PILOT

What is it?

A replicable exercise designed to be implemented either in a particular company or in spaces focused on the employment sector. It involves pairing a company with a young person and, through a game, knocking down “narrative cards” to reveal hidden messages and propose new narratives. The aim is to **transform narratives around youth employment, for both young people and employers.**

What did we explore?

01 **Play** as a tool to uncover hidden biases

02 **Use of metaphors** (reading between the lines, tearing down narratives, rewriting messages) to engage participants

03 Leveraging the exercise to **replicate the methodology** in other contexts

04 **Collaborative work** through youth + employer pairings

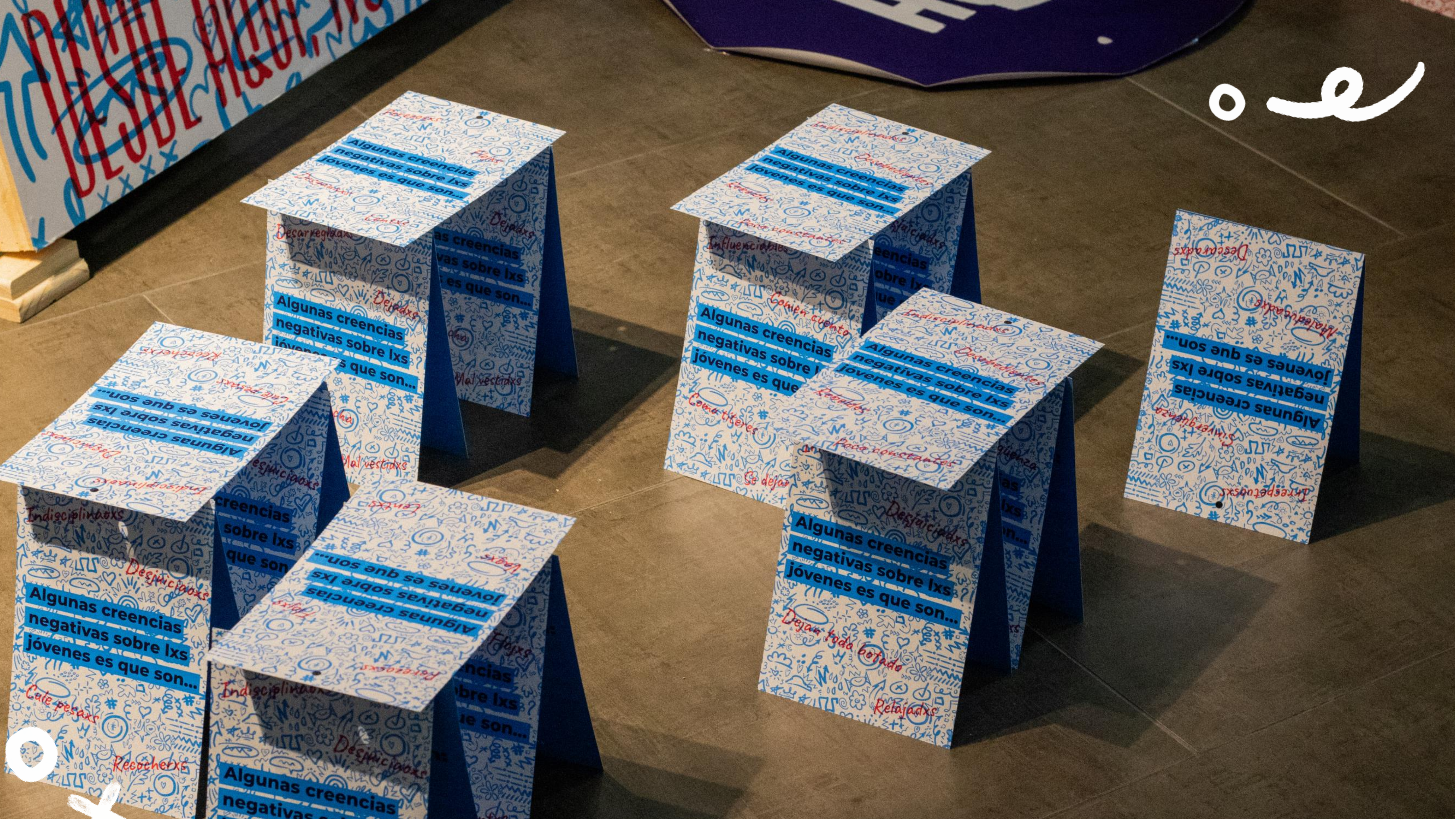

PARA CONSTRUIR UN MEJOR FUTURO
ALLÁ






En realidad
los jóvenes son:
Algunas creencias
negativas sobre las
empresas es que son...


El potencial de lxs jóvenes
En equipo
El potencial de las empresas
¡Démosle la vuelta a estas creencias! Veamos el lado positivo...
En realidad lxs jóvenes son:
Arriesgados
Capaz si tienen un líder que guía
No tienen miedo
Resistentes
En realidad lxs jóvenes son:
Soñadores
Innovadores
Responsable
Creativos
Empatia
En realidad lxs jóvenes son:
oportunidades de cambio y crecimiento
En realidad lxs jóvenes son:
Tienen Flash | Pasión
Construir Proyecto Social
Aliados



Algunas creencias negativas sobre lxs jóvenes es que son...
Indisciplinadxs
Desarregladxs
Influenciadxs
Desjuiciadxs
Mal vestidxs
Relajadxs
Dejan todo botado
Recocherxs
Descaradxs
Irrespetuosxs

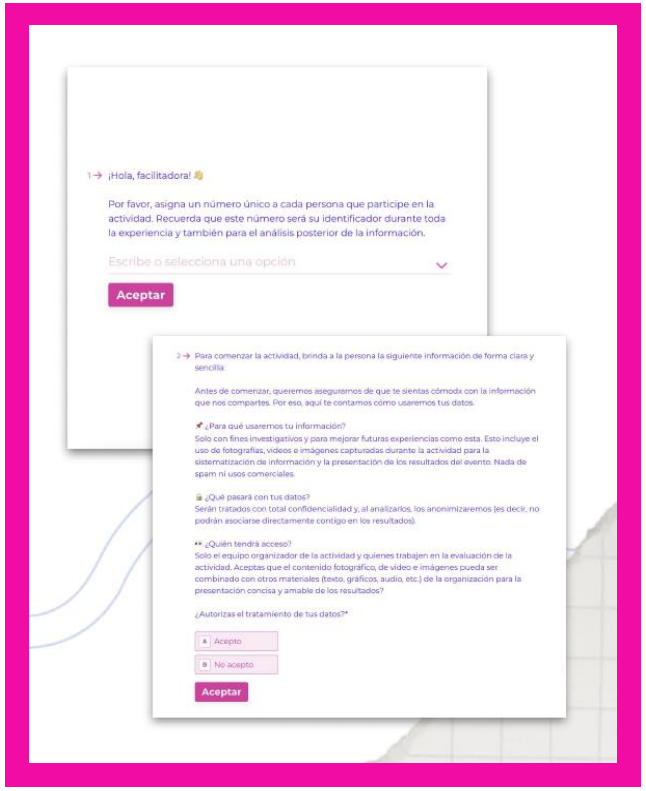

#JÓVENES
PARA CONST

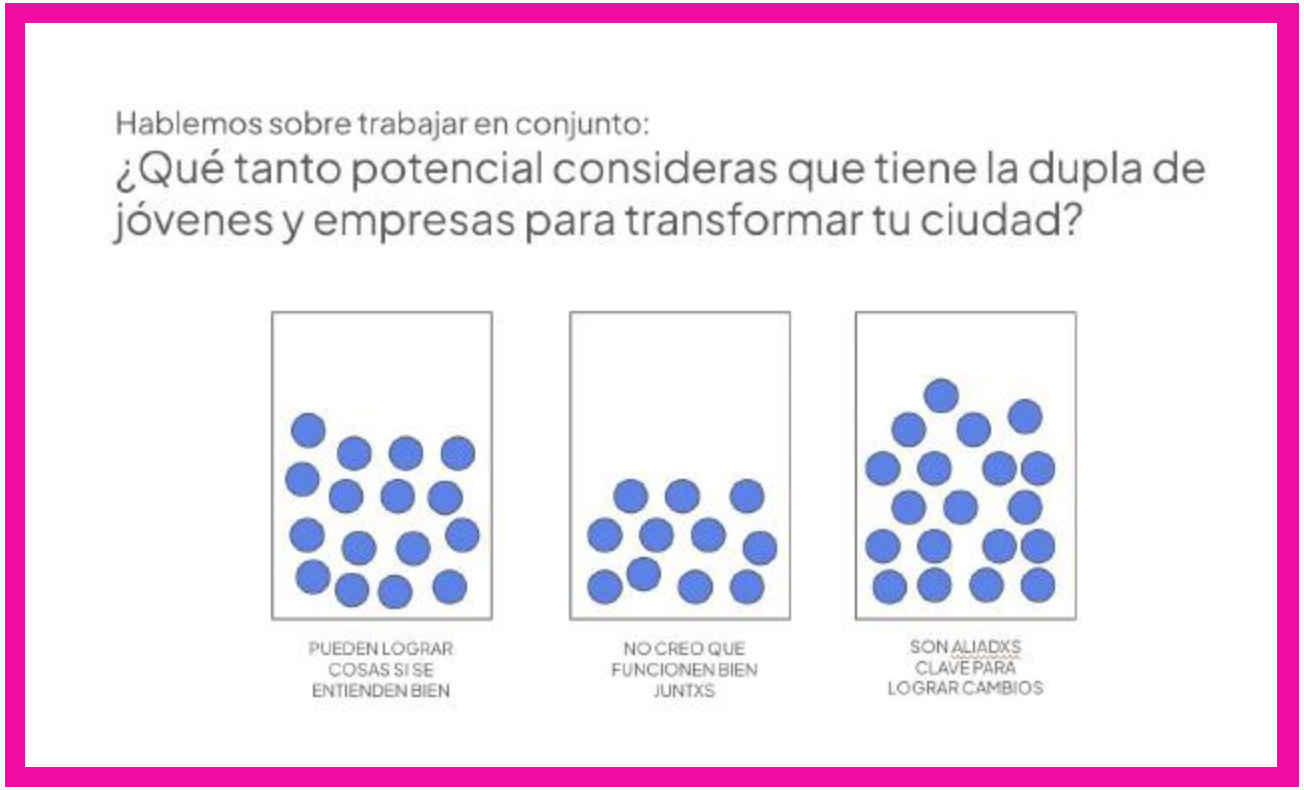

SALIDA


Securitas

Measurement **TOOLS**

Entry survey: measures willingness to participate and initial perception of collaboration potential

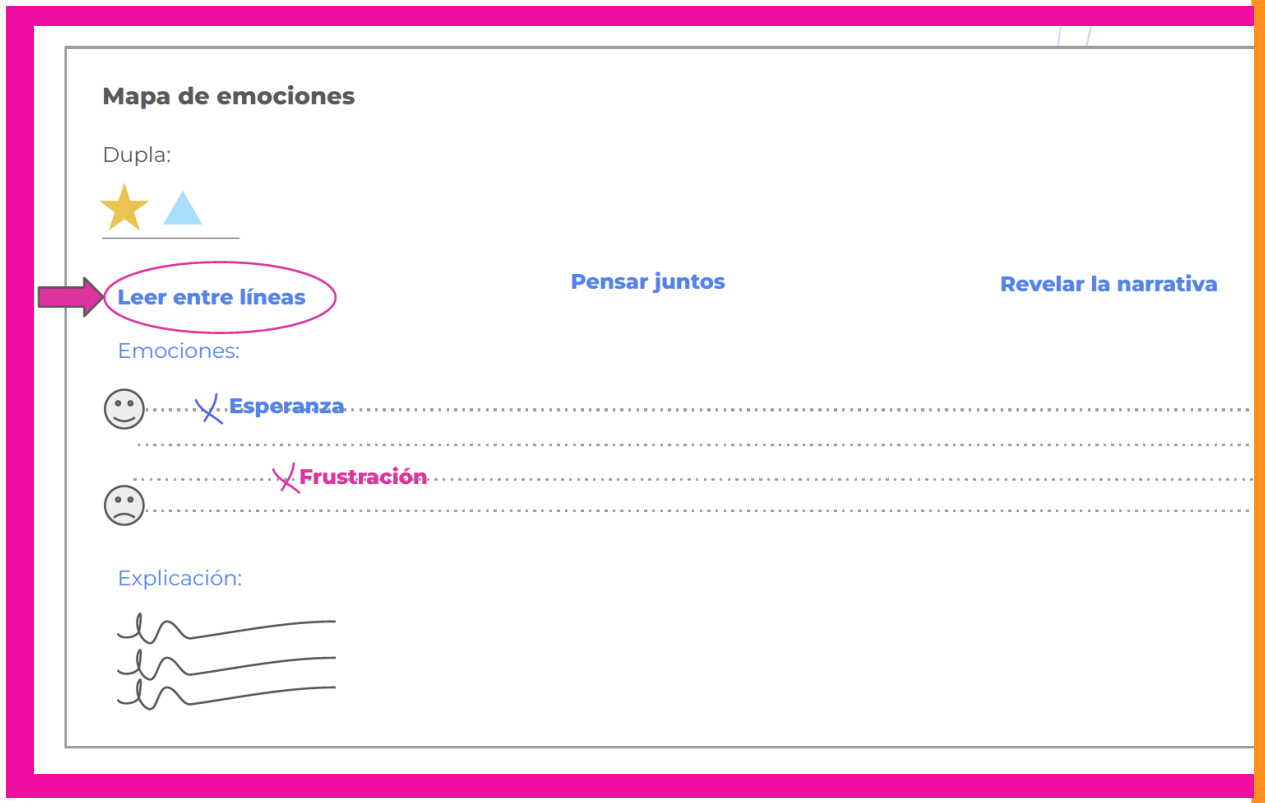




Measurement
TOOLS

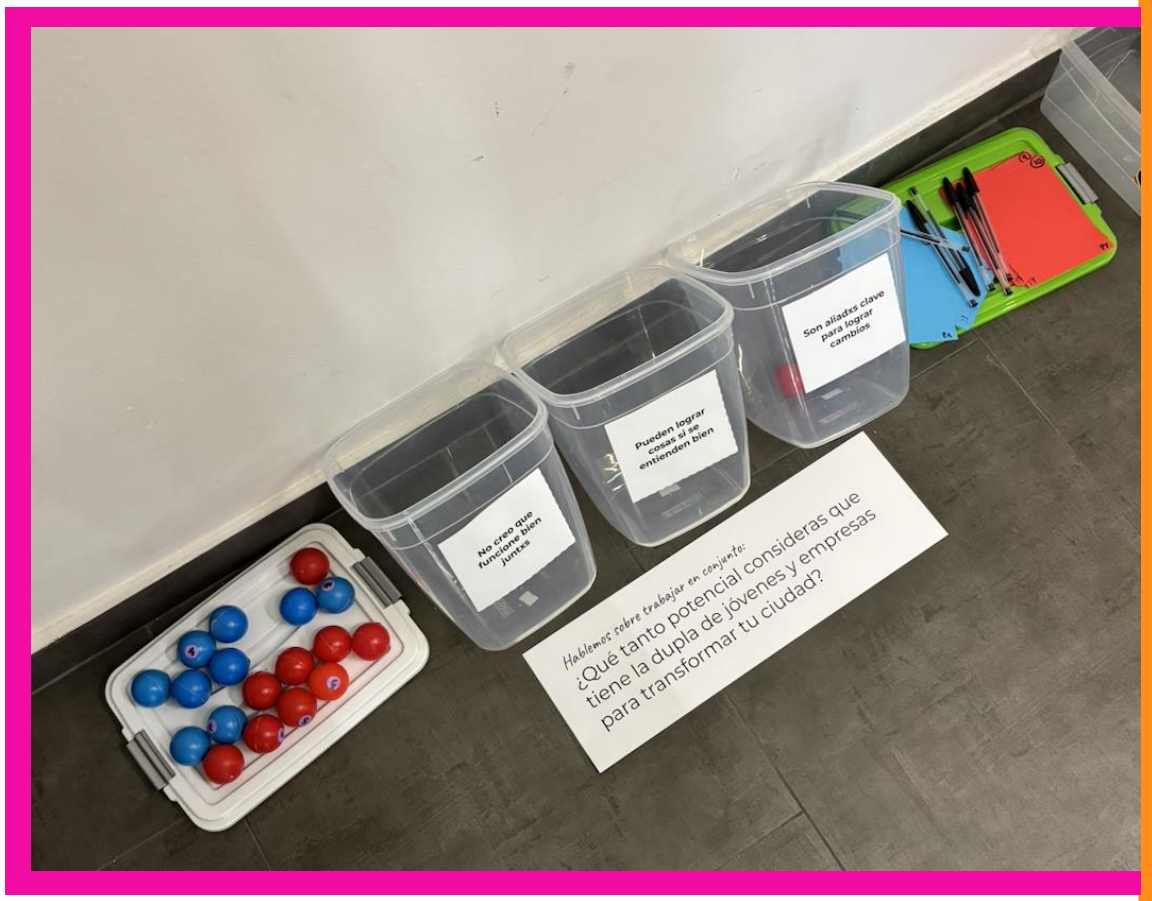
Cross-cutting observation: Measures the extent to which company representatives and youth recognize each other as allies.

Emotion map: Assesses how much both groups identify negative beliefs about the other and acknowledge the need to reframe them.



Measurement
TOOLS

Exit survey:
Measures the extent to which company representatives and youth identify and express their final perception of the collaboration potential between both groups.





RESULTS

01 Entry and exit surveys
02 Interactive tools
03 Audio recordings
04 Evidence logs
05 Photographs
06 Learning journal
07 Systematization matrix



2. *First job*

INTERVENTION

02. FIRST JOB INTERVENTION

¿Qué es?

A public space intervention that uses soccer to raise awareness about first job opportunities for youth. How many talented young people are left out, not because they lack ability, but because they lack access?

This initiative focuses on **transforming perceptions about the potential of young people** and the importance of believing in them to create better environments.

www.sinconvocar.jovenesconpotencial.com

What did we explore?

01 **Mobilizing conversation** through interaction in public spaces

02 **Using metaphors** (soccer, the field, entering the game) to connect with participants

03 Exploring **unconventional communication formats** to spark conversations, challenge stereotypes, and shift social perceptions

04 **Driving traffic** from physical engagement (street intervention) to digital platforms (social media and landing page)


ACCEDE AQUÍ
TRANSFORMACIÓN NARRATIVA
GLOBAL OPPORTUNITY YOUTH NETWORK: BOGOTÁ
EL FUTURO ES JOVEN
aspen institute
Conoce más aquí:


Cruz Verde
TIO MAO
VALTO PETS
FedEx
Centro de Envío
envia
Mensajería y Mercancías
RAPIDISIMO
COPIAS BOGOTA
Z10-7247




SIN COCA


OTRA


JAMES
10
SIN CONVOCAR
10
SIN CONVOCAR

Measurement **TOOLS**

01. SURVEY

- **Entry survey:** measure the favorable attitude toward offering first opportunities to youth
- **Exit survey:** measure the favorable attitude toward offering first opportunities to youth after the activity

02. INTERVIEWS

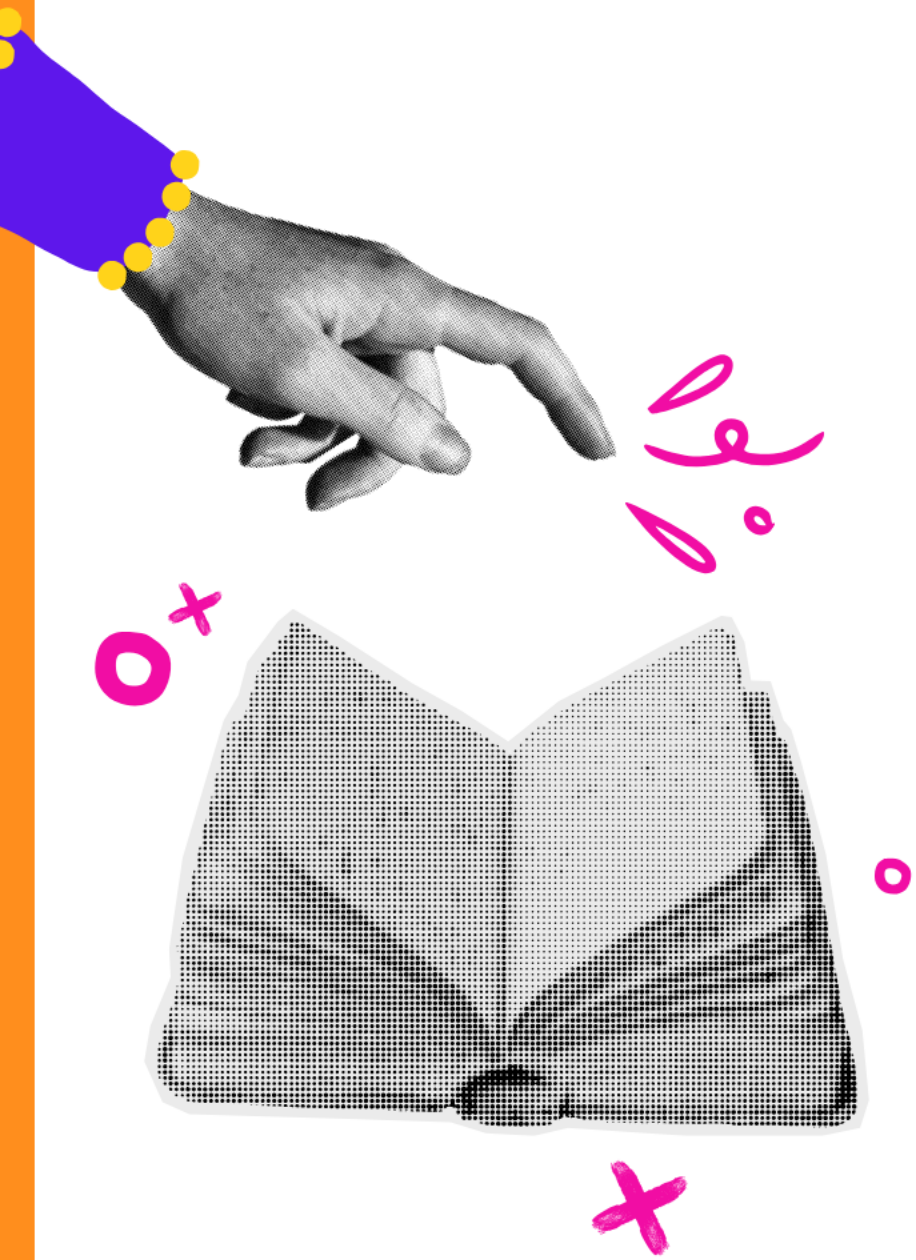
- Assess participants' social representations, biases, and beliefs

03. WEBSITE METRICS

- # of visits to the webpage and Time spent (in seconds) by users on the site

04. SOCIAL MEDIA METRICS

- # of people who view the teaser videos, # of people who interact with the teaser videos, # of people who view the recap video of the activity, and # of people who interact with the recap video



RESULTS

01 Development of a logical framework to understand the transformation

02 Entry and exit surveys

03 Interviews and videos

04 Website and social media metrics

05 Photographs

06 Learning journal

07 Systematization matrices

3. Partner

TRAINING



03. PARTNER TRAINING

What is it?

We are developing **training sessions for partners and allies** interested in promoting transformative narratives in their messaging. The training is designed for communications and technical teams. **The goal is to build hope and motivate participants to become narrative change agents**, complementing broader strategies

What did we explore?

01 Engaging with difficult audiences who may not believe in transformation or who hold deeply rooted biases

02 Measuring potential transformation after a training session

03 Identifying doubts or barriers these audiences may have




¿Qué contiene el juego?
La narrativa
Cambio narrativo
Pregunta semilla
Valores en juego


#JÓVENESCONPOTENCIAL
03. RÉPLICAS E INTERVENCIONES PARA EL CAMBIO
INTERVENCIONES GOYN
INTERVENCIONES EMPLEOS VERDES
INTERVENCIONES QUIERO SER DIGITAL
GOYN BOGOTÁ


NARRATIVA
DESAFÍO



Measurement **TOOLS**

Entry survey: measure participants' level of hope for transforming narratives

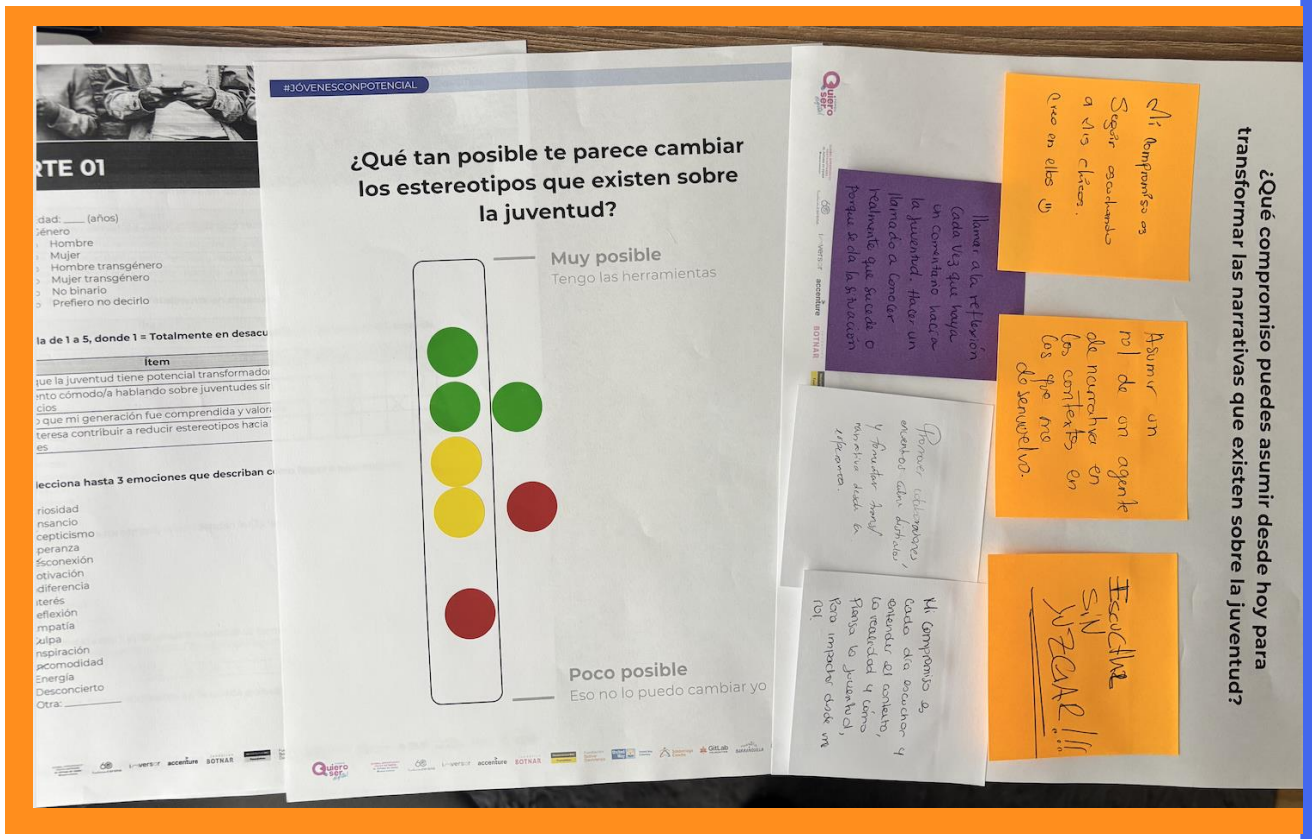
Practical identification exercises: Measure participants' ability to personally identify with the narratives faced by youth

Exit survey: measure level of hope and potential for future action

Possibility scale: Measure how possible the audience believes it is to change a narrative

Commitment perceptions: Identify new messages they're willing to put into practice in their daily work

Board game: Measure the potential to create narratives rooted in hope





RESULTS

01 Entry and exit surveys
02 Photographs
03 Board game
04 Learning journal
05 Systematization matrices

LEARNINGS

01

There are multiple tools for measurement, the key is to experiment and consider **the needs of each exercise.**

02

Interactive tools connect better with the audience than traditional ones (like surveys).

03

While we often want to turn everything into numbers, **qualitative analysis is essential in these exercises** and cannot be omitted.

04

Some insights **only emerge through on-site conversations** with participants, not necessarily through formal tools.

05

Measurement tools must be agile and simple. People don't want to spend much time or effort on them.

06

Measuring transformation is a long-term effort. These exercises help identify early signs of change, but real impact is only visible over time.

*When we change what is said about Opportunity Youth, we also change what becomes **possible** for them*

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CHANGE IS HAPPENING

let's keep building

NEW NARRATIVES

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NEW STORIES

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REPRESENTATIONS

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CHANGE IS HAPPENING

Regarding what it means to be

A YOUNG PERSON in the world

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