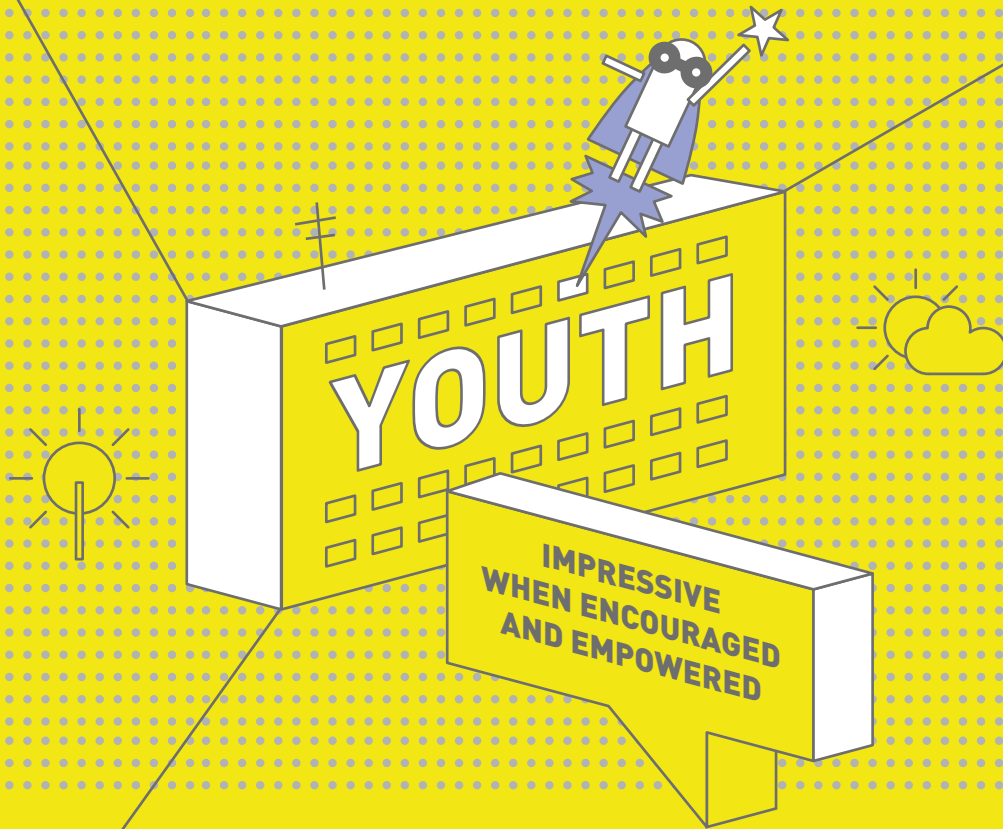


**PRACTICAL  
HANDBOOK**



**METHODS FOR INVOLVEMENT,  
ENTREPRENEURSHIP AND COMMUNICATION**

## #explore

Our “folded square thingies” are a way to discuss topics/questions in a fun way.

Our “folded thingies” are not yet folded, the final step is up to you (check our Facebook page if needed).

Ask someone to choose a number, open and close the “thingy” that many times. Pick a colour and discuss that question.

# LOCAL ACTION YOUTH

A practical handbook for local action groups, youth workers and all those interested in supporting involvement in decision-making, entrepreneurship, communication and cooperation.

**Explore for practical methods, suggestions and information!**

**GET INSPIRED, ADAPT, USE!**

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# INTRODUCTION

How can we increase the involvement of youth in rural development?  
How can we improve our ability to support and communicate with youth?

With an interest to learn and improve, local action groups (LAGs) "Pierigas partnership" (LV) and "Ravakka" (FI), and the Municipality of Olaine county (LV) created **the project LOCAL ACTION YOUTH:**

- 
- To share experience, best practice and methods in youth work;
  - To increase cooperation between LAGs and youth workers;
  - To improve competences and develop youth work in the topics: **involvement in decision-making, entrepreneurship and communication.**
- 

The project was approved by the Agency for International Programs for Youth in Latvia through the Erasmus+ programme as **a strategic partnership for the exchange of good practices**. The total grant of the project is EUR 24 385,00.

Main activities:

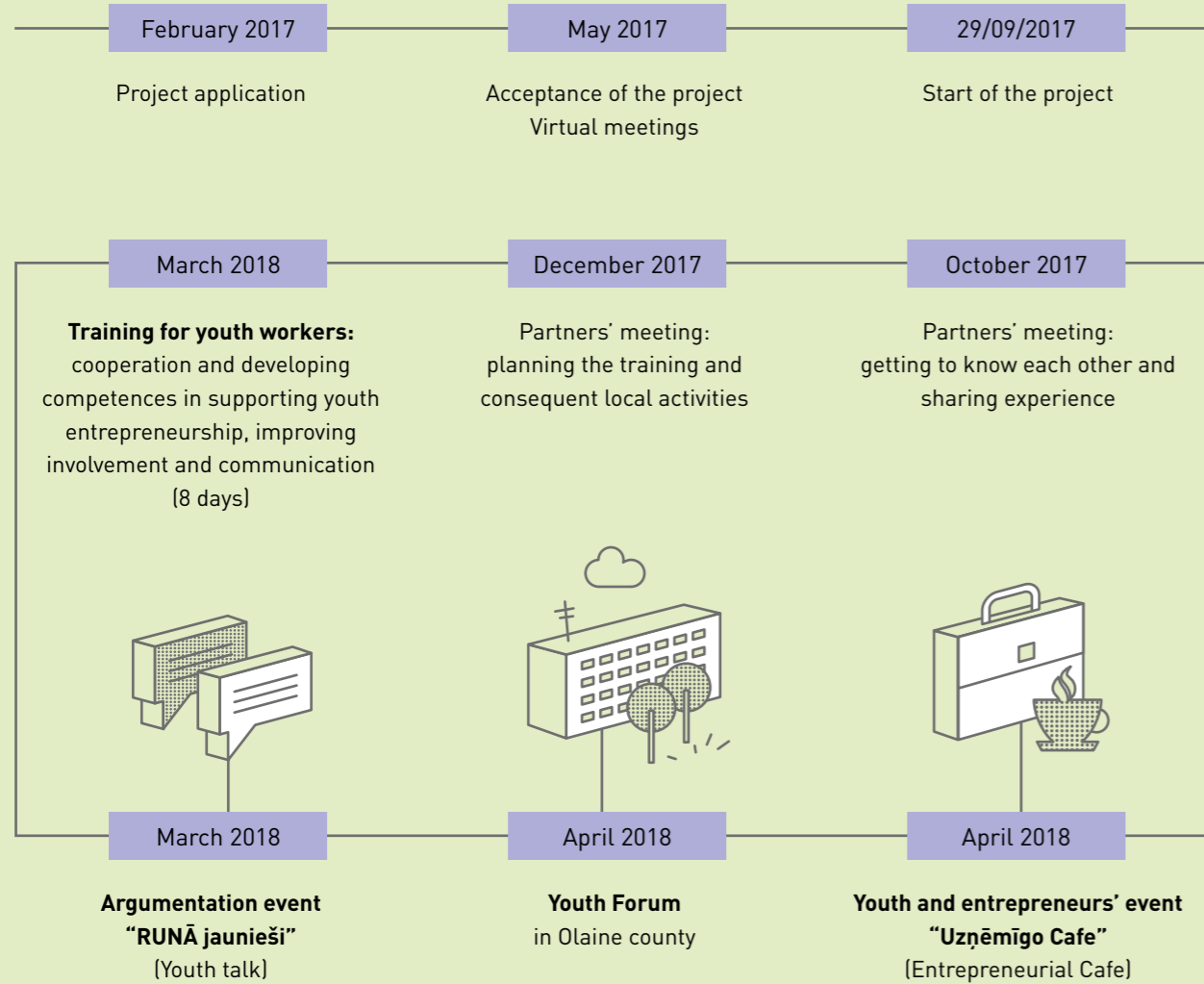
- **Partners' meetings.** Dedicated to sharing experience and planning the project. Actual collaboration of all partners is highly valued. Different methods were already used to generate ideas and get the best out of the planning process.
- **Youth workers' training.** Organised for youth workers (in a broad sense) to improve competences, share experience and methods (included in this book). It focused on participants' self-directed learning process and learning from each other.
- **Local activities.** Activities boosted youth work for organizations and gathered various methods for further use.
- **Developing methods book.** Different activities were tried throughout the project that we suggest others to try out. They are combined in this book for you.

This is our experience. A practical handbook with lots of ideas and activities to gain inspiration from and to try. Take it, adapt, share, change and use!

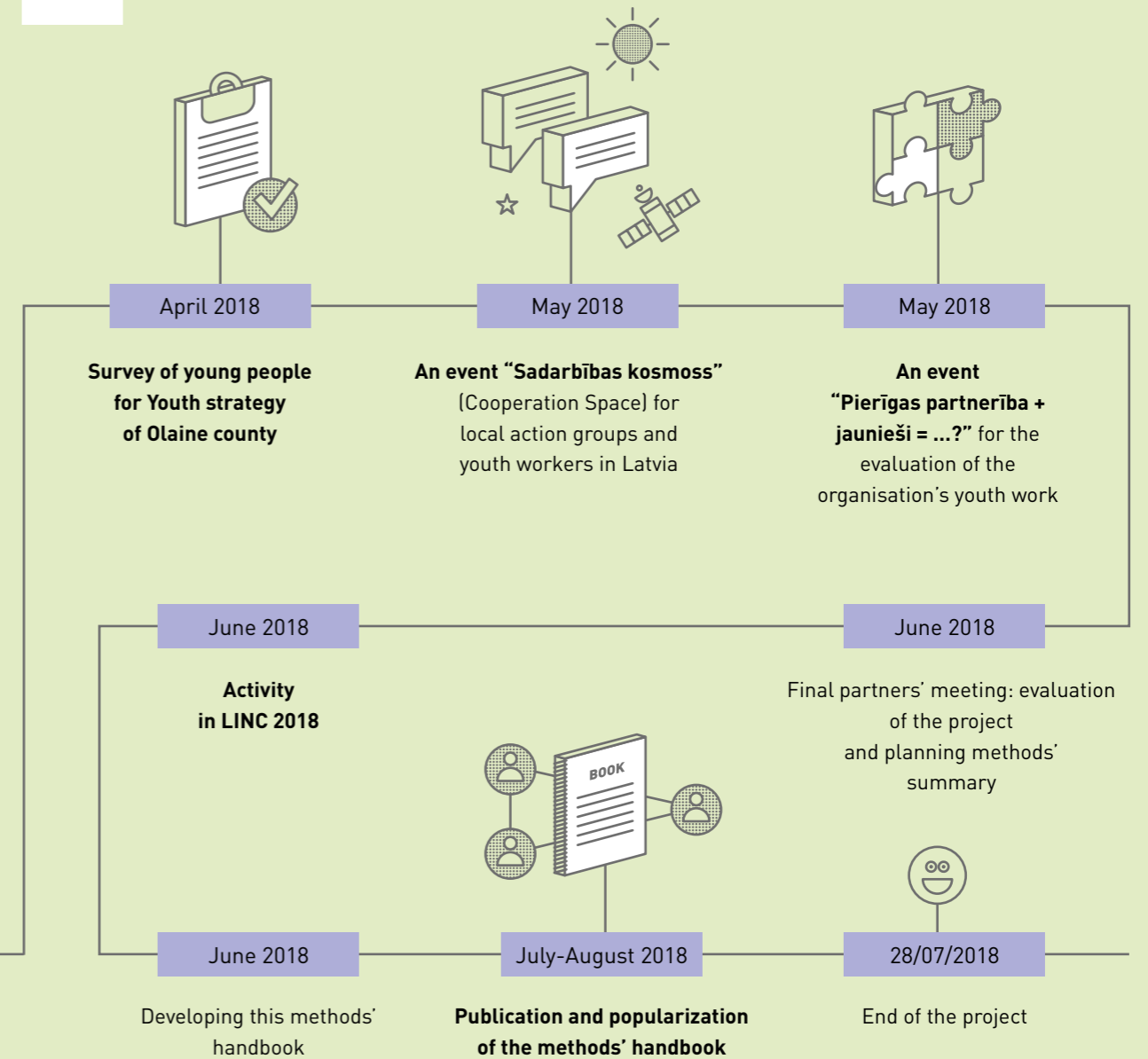
But the most important thing—have fun! Cooperate, involve, improve youth work and learn from each other!

# PROJECT ROAD

8



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# WHO IS WHO

## YOUTH

Is it just age? Is it a mindset? Should we support youth? How can we avoid stereotypes and discrimination? Why emphasize them as a separate group?

**Aaron Toland**, project team member

I think youth are extremely flexible and can adapt to many different situations and this needs to be encouraged. Youth can be impressive when engaged and empowered.

- **Finland's** Youth Act (2006) and Youth Decree (2006) define **youth** as those **under 29 years of age**.
- According to the Youth Law **young people in Latvia** are persons from **13 to 25 years of age**.
- In the EU, **young people are persons 13-30 years old** overall. This age is used both by the European Commission and the Council of Europe.

Don't get your hopes too high – we don't have all the right answers.

But, youth is **a valuable and formative period of life**. **We need to support their development** (as with any other group of society).

Another important thing to emphasize is **the need to avoid stereotypes** and "putting people in boxes". Let's focus on the people first, not their possible labels – age, gender, occupation, ethnicity!

**Liene Linarte**, participant of the training

Youth should not just learn from adults, but also vice versa – youth are not afraid to think and dream bigger. It helps to create something new and get new experiences.



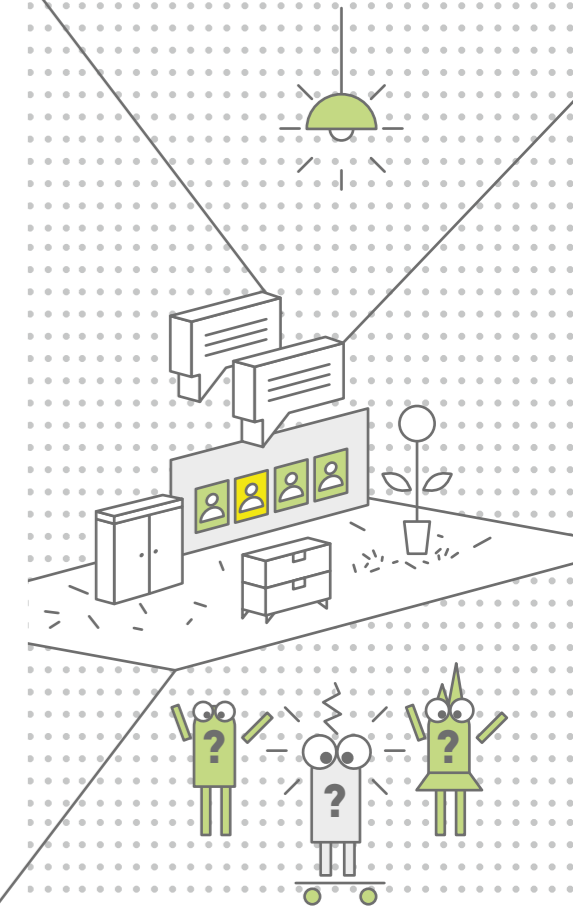
## ACTIVITY

To talk about what youth means for the participants is highly important, especially if you are just starting to work in the youth field. We have several activities to offer for this aim, they are not exhaustive.

Prepare photos of young people that participants don't know. Depending on the aim, you can challenge participants and choose pictures with youth that can be typically subjected to stereotypes (we chose a girl of North-African ethnicity, a guy skateboarding, a girl wearing clothes associated with metal music).

1. Divide participants into groups of 3-4 and give out the pictures.
2. Ask them to prepare a (possible) description about the person: name, age, occupation, hobbies, dreams and needs!
3. Groups then present their conclusions and others comment.
4. Summarize the conclusions and ask:  
Who are youth? Are they different from children and adults?  
If yes, then how? What is common?  
Do we need to separate them as a group? When is it needed?

**Talk about the stereotypes and assumptions** we tend to make in our daily lives! Share examples, statistics and research!



# YOUTH WORK

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## YOUTH WORK

In this project local action groups and youth workers came together to share perceptions and experience in youth work from different perspectives.

The European Commission states that “youth work helps young people to reach their full potential. It encourages **personal development, autonomy, initiative and participation in society.**”

Essential characteristics of it are:  
Young people choose to participate;  
The work takes place where the young people are;  
The young person and the youth worker are partners in a learning process.

**Brigita Medne**, project manager

Working with youth has emphasized the value of learning for me, it helps me focus on the importance of involvement and participation in the development of an area. It is also just fun—you can be more open-minded and creative as a youth!

**Alina Lukjanceva**, LAG administrative manager

As we work with the involvement of the community, youth work is important for us—we encourage youth to become more proactive and to take responsibility for the area where they live, study and work.

## LOCAL ACTION GROUPS (LAG)

They are **public-private partnerships** at a local level. Municipality, entrepreneurs, associations, local inhabitants—a wide variety of participants are involved in LAGs for the development of the region. Together they establish a joint planning document, **community-led local development (CLLD) strategy**. The local action group is responsible for implementing it.

This approach allows communities to define their needs, aims and plans. The community can then submit and implement LEADER projects, that local action groups are consulting on. A wide diversity of actors are then evaluating the projects. Local action groups are also working with transnational and inter-territorial cooperation in different fields.

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## ACTIVITY

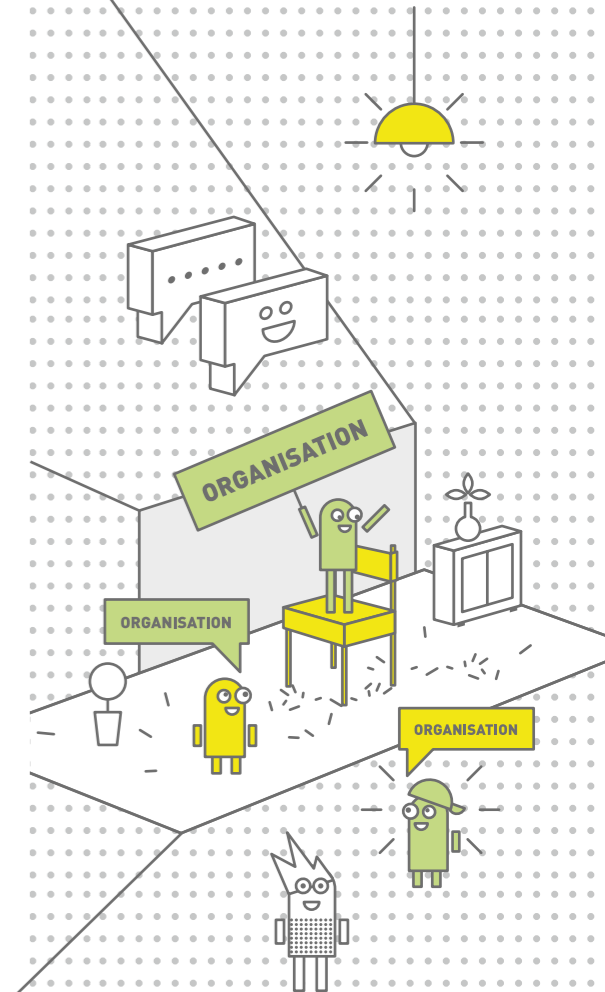
To understand the meaning of organisations, the relationships between them and their connection with youth, use the physical space and participants' own knowledge!

- Prepare labels with the different organisations and people involved in youth work and LAGs! (Include organizations that not all participants are familiar with!)

We included a youth council representative, LEADER project implementer, Ministry of Education, Ministry of Agriculture, Agency for International Programs for Youth, local action group etc.

- Spread the roles among participants. Ask them to find their place symbolically in the group depending on the role they are given (they can stand on a chair if they feel powerful; they can look away from everybody else; they can look at a specific person).
- Discuss the meaning of these organisations, their relationships with each other and importance for youth work!

USING THE PHYSICAL SPACE CAN ENCOURAGE PARTICIPANTS TO OPEN UP, UNDERSTAND THE IMPORTANCE OF ROLES AND REMEMBER THEM!



# KEY CONCEPTS

In this project several key concepts were kept in mind as each activity was planned. These concepts are vital to both successful youth work and involvement of people in general.

By keeping these concepts at the forefront of our decision making, we have (hopefully) ensured consistency and quality across all of our activities.

## LADDER OF PARTICIPATION

A model developed by Roger Hart (1992), designed to encourage people to think more closely about the nature and purpose of children's and youth participation in community activities.

The level of involvement depends on the situation, needs of the groups and other factors, but it is important to acknowledge—**the higher we are on the ladder, the better for both the process and the result.** This concept can be applied to the involvement of other target groups, not just youth.

### YOUTH INITIATED, SHARED DECISIONS WITH ADULTS

Projects or programs are initiated by youth and decision-making is shared.

### YOUTH INITIATED AND DIRECTED

Youth initiate and direct a project or program. Adults are involved only in a supportive role.

### ADULT-INITIATED, SHARED DECISIONS WITH YOUTH

Projects or programs are initiated by adults but the decision-making is shared with youth.

### CONSULTED AND INFORMED

Youth are giving advice on projects or programs designed and run by adults. They are informed about how their input will be used.

### ASSIGNED BUT INFORMED

Youth are assigned a specific role and informed about how and why they are being involved.

### TOKENISM

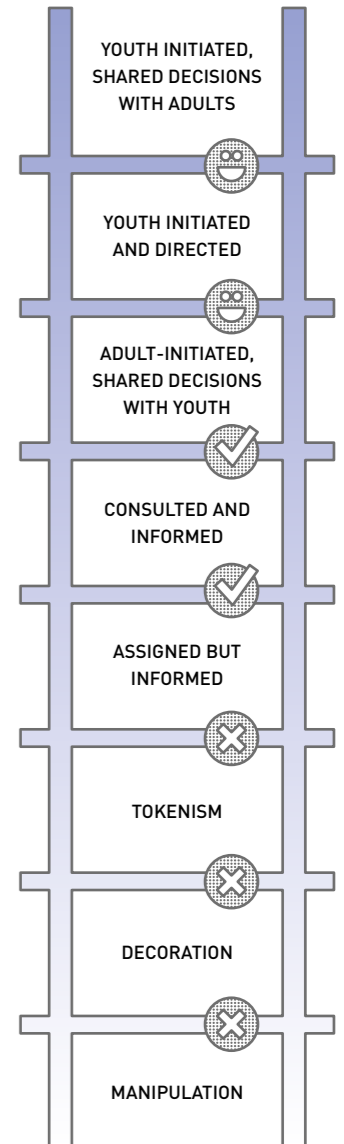
Youth appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

### DECORATION

Youth are used to help a cause in a relatively indirect way, adults do not pretend that it is inspired by young people.

### MANIPULATION

Adults use youth to support causes and pretend they are inspired by youth.





# NON-FORMAL LEARNING



What does learning mean for you?  
How important is learning for each of us?

Non-formal learning is a learner-centred and experience-based process. The values of it have been at the forefront of all project activities, as we see the project and its parts primarily as **a learning experience** for both participants and organisers.

Some principles are kept in mind: **learning by doing, learning to be, learning from each other, learning to learn and to be with others.**

The learner's responsibility, self-directed learning process, importance of reflection, leader's role of creating an environment for learning (methods, space, questions, sense of purpose etc.) are elements that we keep in mind during activities.

The glossary of the European Knowledge Centre for Youth Policy states that:

**"Non-formal learning is purposive but voluntary learning** that takes place in a diverse range of environments and situations"

**Sintija Lase**, Erasmus+ trainer

Non-formal learning is a way to look at things from different perspectives. You can see that we have more and can do more than we thought before. I think the real power comes when non-formal education goes out of the youth field and involves other sectors as well.

**"Non-formal education** is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the **skills, abilities and dispositions** needed to adapt to a continuously changing environment."



## ACTIVITY

To reflect on the learning process, we developed **"learning diaries"**.

- Participants started by creating the cover-drawing, gluing pictures from magazines etc. They kept in mind that the cover represents them, their feelings about the upcoming learning experience, their expectations and learning aims.
- They then found a **"learning buddy"**—a person who will help them to reflect on their learning.
- The learning diary initially included several questions to return to (these are not exhaustive):  
How do I learn best? How can others help me? What is the first thing I remember learning? How did I do it? What else would I like to learn?
- After every substantial part of the learning activity they returned to their learning diaries, reflected on their feelings and achievements individually and in pairs.
- Some ideas, conclusions and aims can be then shared in a group. It is important to emphasize that these, as other diaries, are mainly for the learners themselves. Encourage them to fill, draw and write in a way that they don't have to show it to others!

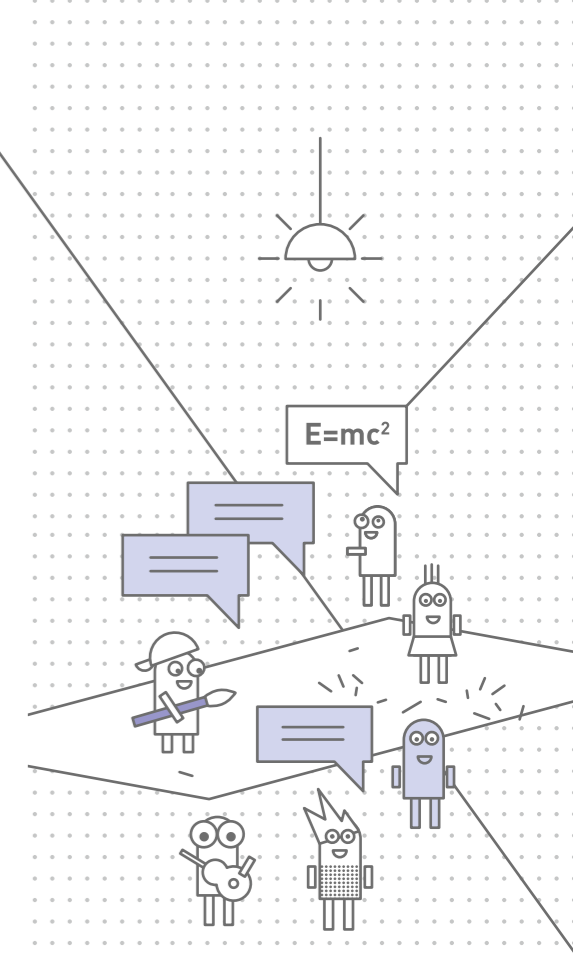
## ACTIVITY

To emphasize the self-directed and learner-centred process, we gave a task for participants **to learn something in a set amount of time.**

We provided materials such as origami instructions, guitar, crochet equipment, dictionaries, juggling balls, but the main emphasis was:

- For participants to choose their own learning aim, style, and expected results.
- To use all the available resources—videos, descriptions, pictures, people that can help them learn.

After we reflected on their choice of aims, activity and means and we shared the conclusions in the group.



What are your learning aims for an activity? How do you learn better? What have you learned during this activity and how? Pay attention to these questions for participants, organisers and volunteers—for everyone involved.

# DESIGN THINKING

**Empathy.** The first step is to gain an empathic understanding of the problem you are trying to solve. Observe, engage and empathize with other people to understand their experiences and motivations!

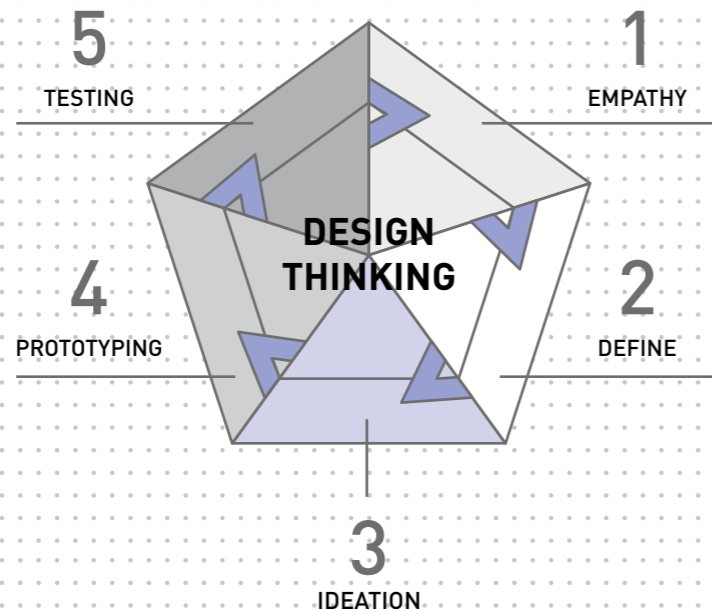
**Define** (the problem). Put together the information from the “Empathy” step in order to define a core problem. It should be a problem statement in a human-centred way.

**Ideation.** Mentally it represents “going wide” with regards to concepts and outcomes. It is characterized by divergent and convergent thinking.

**Prototyping.** Making ideas tangible, producing inexpensive versions of the product/service in order to investigate the solutions. These are then shared and tested within the team.

**Testing.** Test the product/service with the target audience! It is the final stage, but should result in going back to previous steps to make changes and improvements.

Design thinking, first put forward by Herbert Simon (1969), is a human-centric way of thinking and a strategy that is used in the creation of a product/service/idea. It is a non-linear process with 5 steps that feed back into each other.



This was developed with business and social enterprises in mind, but it can be applied to almost all walks of life. Throughout this project, we have used this framework to design workshops, events, organising a space, and even writing this book.

**Take this concept into all aspects of life and see the results!**

# KEY-WORDS WALK



These concepts have coloured every action taken in this project. We encourage you to think about the key values of your activities and remind participants about them!

## WHY?

To encourage participants to share their thoughts and understand the key concepts of the activity.

All these words can be interpreted differently. Instead of saying a definition for each concept, encourage participants to share their thoughts and perceptions!

- We spread the keywords all around the territory
- Participants were divided in pairs
- They had to find all the keywords and talk with each other about them, as they searched for the next word
- After an hour of walking and talking we came back together and shared our impressions.

This activity took place in the training. To help participants to get to know each other better and to emphasize the multicultural dimension, they were divided in pairs from different countries.

**Choose a way how to divide them into pairs—it depends on the aim of your activity!**

**Aaron Toland**, participant

...it was nice to take our time and discuss what these words mean for us. It's a perfect method for intercultural teams where words might mean different things in their mother tongues.

Use these cards and give them out to the group.  
Adapt them depending on your needs. Be creative!

NON-FORMAL LEARNING

YOUTH WORK

YOUTH

LOCAL ACTION GROUP

VOLUNTARY WORK

ENTREPRENEURSHIP

COMMUNICATION

INVOLVEMENT  
IN DECISION-MAKING

# TIME, SPACE AND PLACE

How people interact with a location influences their experience and participation hugely. When organising any kind of activity, keeping in mind time, space and place is important.

## TIME

- Time of the year, time of the day and week—it all influences the attendance, participants' interest and the process
- Think about the timing within your activities

How much time is needed?  
How should I divide up the time?  
Why am I doing this?

- Use the time creatively! (i.e. some events can take place overnight as well)
- Don't forget about time for breaks and informal interactions
- Keep in mind the size of the group—that changes how much time each activity will need

## SPACE

- How does the learning space influence the participants? What is the attention focused on? Think about the visuals (posters, projector, proximity to others) that can help or distract participants from their learning
- How is the space arranged? Is it practically comfortable and is it connected to the aim of the activity (e.g. sitting in a circle for discussions can symbolise equal voices)?

## PLACE

- Choose the place according to the aim of your activity! Keep in mind the physical boundaries (geographical location, transport, accessibility)!
- Assess the capacity of the place and the facilities. Is it big enough for my needs? Does it have the things I need?
- Check and test the place beforehand!

# COMMUNITY-LED LOCAL DEVELOPMENT

According to the European Commission  
"it is a **bottom-up approach** starting from communities and local actors to develop responses to the **social, environmental and economic challenges** we face today. The approach requires time and effort, but it can have a marked impact on people's lives, **generate new ideas** and the **shared commitment.**"

As our project is closely concerned with the involvement of society and youth as a part of it, this is an approach we can learn from. It operates on the principles of **participation, local empowerment** and **enhanced local capacity.**

## COMMUNITY-LED LOCAL DEVELOPMENT KEY ELEMENTS

**FOCUS ON A SPECIFIC SUB-REGIONAL AREA**

**BOTTOM-UP APPROACH**

**PUBLIC-PRIVATE PARTNERSHIP / LOCAL ACTION GROUP (LAG)**

**LOCAL MANAGEMENT**

**MULTI-SECTORAL INTEGRATION**

**INNOVATION**

**NETWORKING AND COOPERATION**



## LEADER

It stands for 'Liaison Entre Actions de Développement de l'Économie Rurale' – **'Links between the rural economy and development actions'**.

It has been used for 20 years to engage local actors in the design and delivery of strategies, decision-making and resource allocation for the development of their rural areas.

In the rural development context, LEADER is implemented under the national and regional Rural Development Programmes (RDPs) of each EU Member State, co-financed from the European Agricultural Fund for Rural Development (EAFRD).

In the 2014-2020 programming period, the LEADER method has been extended under the broader term – **community-led local development (CLLD)**.

### ACTIVITY

#### Encourage project applicants to involve the community!

LEADER is widely known all across Europe in rural areas by the projects implemented.

We offer a method to evaluate the involvement of youth in these projects:

1. Choose several actual LEADER projects, summarize information about them
2. Give them out to participants. In our case there were both youth and LAG representatives participating
3. Ask participants to grade these projects with the criteria
  - **Youth involvement in planning and submitting the project**  
(Were they provided with an opportunity to express their opinion, to write the project?)
  - **Youth involvement in the implementation of the project**  
(Were they participating in documentation, choosing the providers and practical aspects of the project?)
  - **The benefit for youth after the implementation**  
(Can they enjoy the result? Who can participate? Can they continue implementing ideas and developing the project?)
4. Compare your conclusions, discuss the reality and process of project evaluation.

"Industry, researchers, practitioners, knowledge providers, civil society and public authorities must work closer together to better exploit and share opportunities arising from scientific and technological progress."

(Cork 2.0 declaration)



# METHODS AND ACTIVITIES

In this section we offer some inspiration in the form of actual methods and activities to work with the topics: **entrepreneurship, involvement in decision-making, communication.**

ADAPT, CHALLENGE, CHANGE, TRY!

## GETTING TO KNOW EACH OTHER

Getting to know each other in any type of event is a crucial part in order to generate ideas and work together. Especially in events such as meetings with decision-makers or entrepreneurs and youth, it is important to break the barrier, to create a safe environment to express an opinion and for participants to connect on a personal level. It also helps to set the tone for the event to follow.

### SOCIAL MEDIA PROFILES

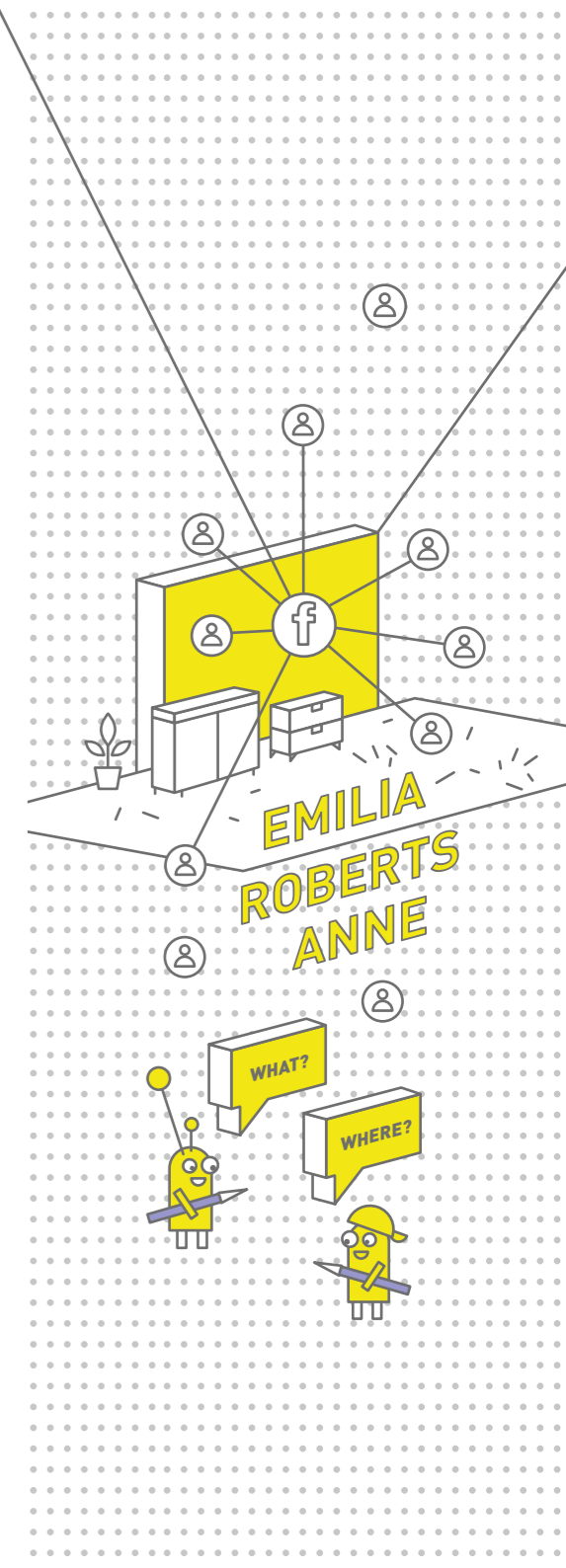


Using a Facebook profile as inspiration, participants start by writing their name and drawing their own portrait (profile picture) on a piece of paper. They then move around the room as music plays, finding another person when the music stops. They then answer each of these questions in turn, each time moving to a new person. (These questions are just examples, adapt them for your needs)

- Where is your favourite place on earth? (cover picture)
- Where are you from?
- What do you do on a daily basis (work, study etc.)?
- What do you 'like'?
- What is one interesting fact about you?

The "profile" can be written or drawn. Encourage participants to discuss their answers, not just write and wait for the music to start again!

These "profiles" can be put on walls around the room afterwards to allow people to read them, finding common aspects with participants who they didn't speak to.





## SPEED-DATING

Arrange participants in two equal lines facing one another and label the lines A and B.

Participants are then given time (1-2 minutes) to talk to the person opposite them about specific questions.

After the time line B moves one person to their left. They are given a new question and the time starts again.

Repeat this and adapt the format as needed.

Questions start from "What is your name?" and can end with questions connected with the topic of your event.

2

## YES-NO CORNERS

This activity aims for participants to show their opinions on specific questions/statements.

Assign one side of the room as 'YES' and the other as 'NO'.

Read out various questions/statements and ask the participants to choose which answer applies to them.

Encourage participants to discuss their choices within their groups and with others.

Questions should start off light-hearted at the beginning to allow participants to relax and discuss (e.g. "Coffee is better than tea", "Cats are better than dogs") and move to more relevant questions.

3

## SHIELDS

In this activity participants get into pairs and draw a shield. It represents you and what protects you from the world—it is your coat of arms.

Divide it into 4 sections. These are:

- **People**  
(who are the important people in your life?)
- **Place**  
(what places are special to you?)
- **Dream**  
(what do you dream about?)
- **Happy**  
(what makes you happy?).

Choose topics depending on the aim of your activity and the group. Speaking to each other, they draw what represents the answers for the other on the partner's shield. They then present their partners' shield, explaining each section. They can also share just the most interesting thing from the shield.

4

# ENTREPRENEURIAL CHALLENGE

In this activity participants test their entrepreneurial skills with real people in a real environment using design thinking. This challenge is useful in order to know how to support new entrepreneurs.

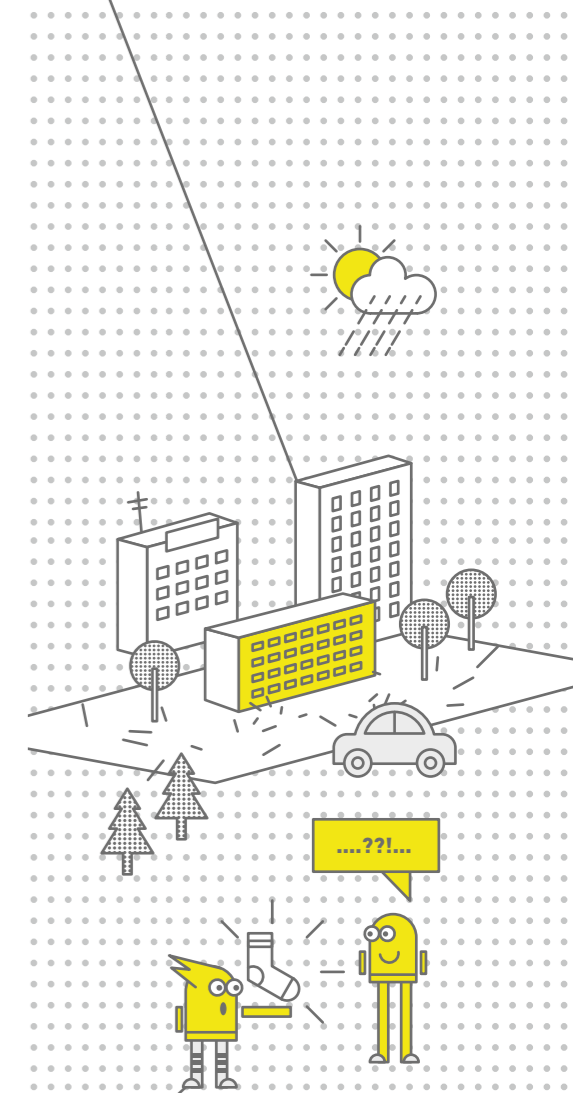
- Explain shortly the concept of design thinking (e.g. a video "How to solve problems like a designer")
- Emphasize the process of Observation, Ideation, Prototyping, Testing, Conclusions & Improvements
- Split them into groups of 3-5
- Give them the task to create an idea for a product/service or project idea
- Ask them to make a prototype of it
- Give them a clear timeline and logistics for the task (maps, local information etc.)
- Afterwards participants go out, in town, meet potential clients, present their ideas/products and collect feedback
- At the end they prepare a presentation sharing their experience, learning outcomes and conclusions
- Close the activity with a discussion about the method and the value of checking the product with clients before you launch it.

### WHAT MAKES IT A "CHALLENGE"?

It isn't easy to create a product/service with limited time. To ask random people for feedback on your creation is scary!

### RESOURCES

You don't need any professional materials to create a basic prototype—whatever is available to you! The prototype should be rough, but real!



Try giving the task to the participants in the afternoon—they have an evening to prepare for the next day.

# SIMULATION GAME

## HOW TO DEVELOP A TOWN?

Participants are encouraged to think about the development of an area in a creative and hands-on way.

### WHY?

- To pay attention to the influence of the physical space on the development of any area;
- To provide an alternative, creative approach for the planning of development;
- To encourage the participation and involvement of different social groups.

### 1. BUILDING A TOWN

- **Discuss what are the “ingredients” of a town!**  
This step prepares participants for the building process. Sharing different perceptions of a town is welcomed. It can be done individually or in groups.
- **Invite participants to build an actual town from the available materials**  
Encourage them to plan the town first, but it is up to participants how tasks are split and the time is used. Prepare diverse materials and encourage them to use everything available. Use the space.

### 2. HOW DO I FEEL IN THIS TOWN?

- Spread out their roles. We have listed some possible roles for you to use. Create additional roles as needed!
- Encourage them to think about how they feel in that role. Their task is to step into the shoes of that person—what does this person need, want, do? What are the challenges they face?
- Give them additional challenges to embrace the diversity in the town.



In the middle of the building process you can provide an additional challenge—“resource crisis”, meaning that no more resources from this moment on are available.

**Aleksandrs Hrisanfovs**,  
participant of the training  
It was my favourite method—we tried to solve real-life problems by role-playing. I think we should all be more active in our lives.



### 3. MODELLING DEVELOPMENT

Discuss what a strategy means and how to develop a good strategy. The task is to plan the development of this town and to create a strategy, keeping in mind all roles and challenges.

### 4. REFLECT

- Discuss the process, result, their ideas and feelings regarding the development
- Connect it to the actual planning of towns and discuss the benefits of involvement of different groups. Discuss what could be learnt from this and improved in their own living areas
- Discuss stereotypes and discrimination, both in reality and during the task
- Generate ideas for the improvement of the actual development planning processes
- Think about the influence of the physical space on accessibility of the area, on the ability of different groups to participate

YOUTH	HAS FIVE CHILDREN
YOUTH WORKER	IS UNEMPLOYED
ENTREPRENEUR	IS FROM A MINORITY
OLDER PERSON	HAS A DISABILITY
PARENT	HAS AN ADDICTION
POLITICIAN	DOESN'T SPEAK THE LOCAL LANGUAGE
YOUTH	IS POOR

There are some figures, roles and challenges created for you. Those are not exhaustive—use all the available resources (papers, board games, chairs, etc.) and adapt as needed!

We have prepared some examples of “ingredients” of a town for you. Use them to plan a town in meetings, events and learning activities! Use other available materials as well! Encourage participants to physically build the town, using these “ingredients” as labels.



CHALLENGES

ROLES

CHALLENGES

ROLES

CHALLENGES

ROLES

CHALLENGES

ROLES

CHALLENGES

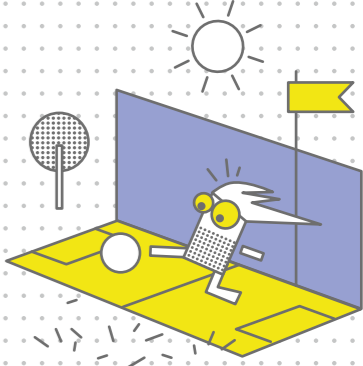
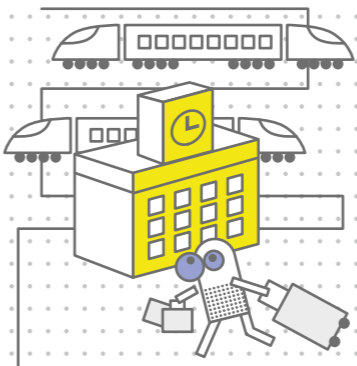
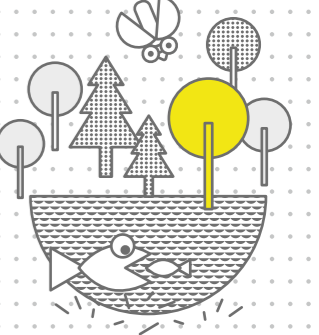
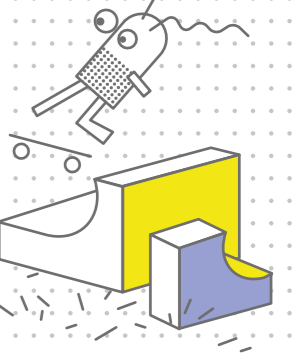
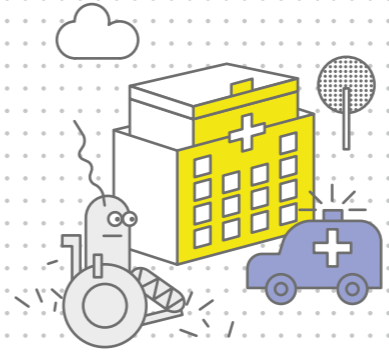
ROLES

CHALLENGES

ROLES

CHALLENGES

ROLES





SKATEPARK

#LocalActionYouth

KINDERGARTEN

#LocalActionYouth

MEDICAL CENTRE

#LocalActionYouth

POND

#LocalActionYouth

POLICE STATION

#LocalActionYouth

MONUMENT

#LocalActionYouth

SPORTS FIELD

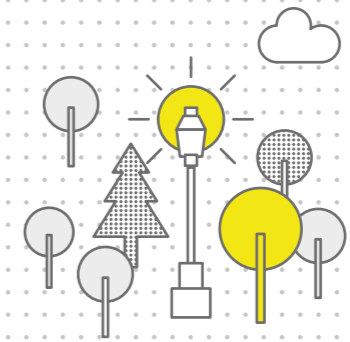
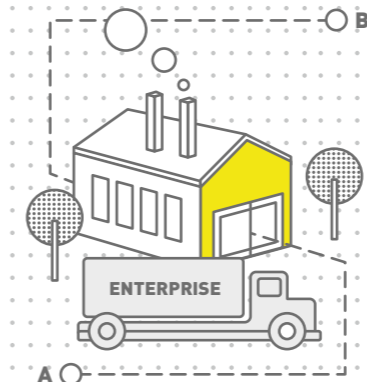
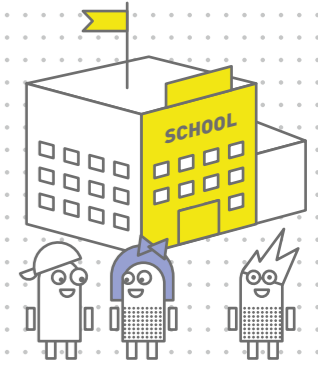
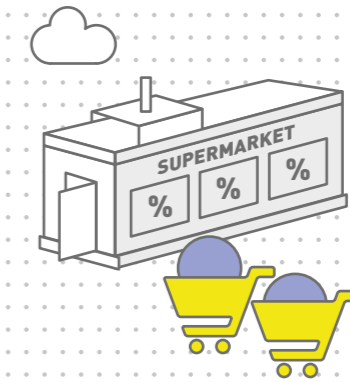
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YOUR CHOICE

#LocalActionYouth

TRAIN STATION

#LocalActionYouth



SCHOOL

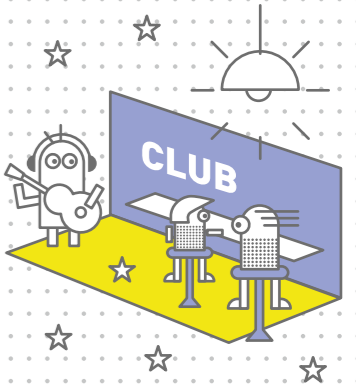
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SHOP

#LocalActionYouth

BUS STATION

#LocalActionYouth



PARK

#LocalActionYouth

TWO-STOREY HOUSE

#LocalActionYouth

CAFE

#LocalActionYouth



YOUR CHOICE

#LocalActionYouth

TREES

#LocalActionYouth

ENTERPRISE

#LocalActionYouth



CLUB #LocalActionYouth	YOUR CHOICE #LocalActionYouth	YOUTH CENTRE #LocalActionYouth
TOWN HALL #LocalActionYouth	APARTMENT BUILDING #LocalActionYouth	CHURCH #LocalActionYouth
YOUR CHOICE #LocalActionYouth	BANK #LocalActionYouth	MUSEUM #LocalActionYouth

# BUILDING AN ARGUMENT



## ELEVATOR PITCH

A way to understand the value of simple and easy communication. **Imagine you meet someone in an elevator on the top floor of a building—you have until the bottom to get your idea across to them!**

1. Split into pairs or groups
2. Prepare a speech (1 min) about a topic (depending on your aim)

What should be improved in my municipality?  
How should we organise the event?

3. Keep in mind: short and easily perceivable message, CRE model, your target audience
4. Consequently participants present their speeches and others analyze.

Would you agree to support the idea? What should be improved?

Being able to express and explain your ideas is extremely important and valuable to communicate your needs. Developing argumentation skills is crucial for anyone to participate in decision-making.

An argument is a reasonable statement comprised of a **claim**, **reasoning** and **evidence**. This CRE\* model can be used to defend and express your ideas.

**Claim—a statement**; it should be short and concrete.  
**Reasoning—why** the statement is true and **how** it is related to the topic.  
**Evidence**—examples or other ways to illustrate that the claim and reasoning is true.

**\*ARGUMENT =  
CLAIM +  
REASONING +  
EVIDENCE**



Give feedback on each other's speeches! If sufficient number of participants, each can concentrate on a different aspect of the speech: body language, content, arguments, voice etc.

# ENTREPRENEURIAL CAFE

An event using World Café method was organised to raise entrepreneurial competence with the overall approach:  
**“We can learn from each other and develop ideas together!”**

## WHY?

- To develop cooperation and experience exchange between local entrepreneurs and youth;
- To improve entrepreneurial competence;
- To generate new ideas for the development of enterprises and the area in general.

Youth, entrepreneurs and anyone interested were invited to:

- discuss **actual scenarios and challenges** of local entrepreneurs in three topics: **TEAM, CLIENT** and **PRODUCT/SERVICE**;
- find new ideas and solutions for these challenges;
- generate ideas on the development of the entrepreneurial environment in the area.

**Aija Ozola**, LAG worker

I enjoyed this activity most—for youth it was an opportunity to meet local entrepreneurs in an informal setting, to hear their advice and mistakes. But for entrepreneurs it was a chance to hear different ways to solve or change their daily challenges.

## PROGRAMME

- **Introduction.** Introduce the project, place, participants, idea and main principles of the event.
- **Speed-dating.** Getting to know each other and talk about the topics already.
- **Group work.** Groups work on one topic and several scenarios for 15-20 minutes. They choose the best solutions for challenges and then move to the next topic. Moderators shortly present what has been discussed and the group continues generating ideas and solutions. In the end of every group work, they choose the best solutions.
- **Reflection.** After all the three group work rounds, all solutions are explained shortly and each participant chooses their favourites by putting a “like”. They then reflect on their learning and connect it with their actual daily life.

## BREAKING THE ICE

Pay attention to **ensure discussions on an equal level** and encourage ideas!

We started with “speed-dating”. Participants talked with each other about themselves, their aims and expectations of the event and then discussed:

- What is necessary for you as a client and a team member?
- What support systems for entrepreneurship do you know?

## INVOLVEMENT

Local entrepreneurs were invited to participate in the planning of the event, ensuring the quality and providing actual challenges.

Ensure the involvement of youth in the planning process as well!

Involvement increases the quality of the activities and makes the process more interesting!

## MODERATORS

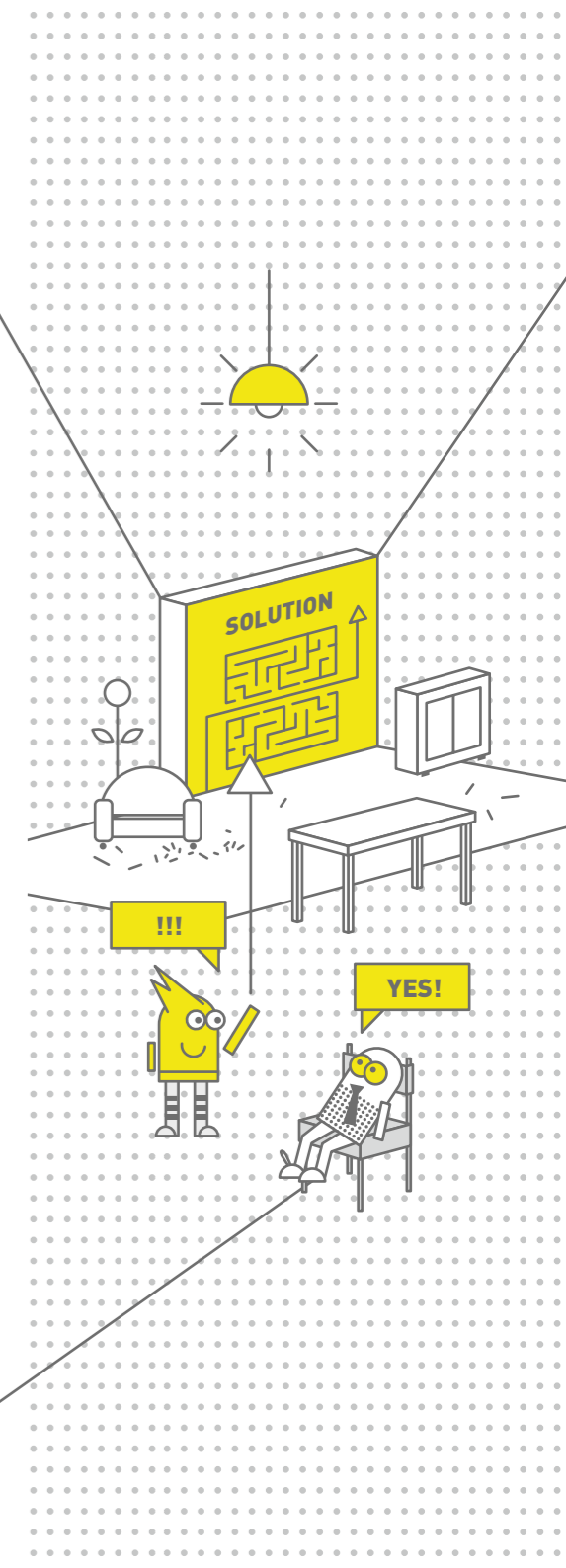
Moderation of groups is essential for successful discussions.

Involve moderators in the planning process, discuss the aim of the event with them, and emphasize the necessity of providing a safe and creative environment within the groups!

For example, an interesting and thought-provoking input we had from one of our moderators—illustrating scenarios and ideas visually.

## RESOURCES

- Papers, pens, blue tack, markers, flipchart etc.
- Creative space (keywords, posters, spaces to leave ideas etc.)
- Space—appropriate size, suitable for group work and amount of participants.



# SEVEN STEPS OF VIDEO MAKING

By emphasizing the process of reason/idea/planning, not just the technical filming, participants should value the reasons behind wanting to make a video.

## WHY?

To learn the steps needed in making a video, thereby gaining an appreciation for all the aspects and their value.

- 1 REASON
- 2 RESEARCH
- 3 IDEA
- 4 PLANNING
- 5 FILM IT
- 6 EDIT
- 7 PUBLISH

- Place the seven steps around the room. In pairs/groups, tie participants together at the ankles
- Participants then walk to find one of the steps
- Then as groups, they arrange themselves in the order they think the seven steps should be in (don't inform them of the correct order yet)
- In their groups, they find a space and discuss what their step means for them. They can present this information in whatever format they want—dance, song, acting, paper etc.
- They then present their thoughts to the other groups
- Arrange the steps in the correct order and walk through them, explaining why they are in this order (emphasize that each step is an equal and vital part of the video making process)

The ideal number of participants range from 14 to 35. One person leads the activity—they should pay attention to the physical space and clarify, not explain the steps before showing the correct order.

## RESOURCES

- Ropes to tie ankles together
- Pieces of paper with the steps written
- Paper & writing materials for people to brainstorm



Create interesting and appealing visuals for the 7 steps. It allows participants to feel creative and engaged when discussing.

# PRACTICAL VIDEO CHALLENGE



Teams are given a specific aspect to focus on (e.g. sound) and make a video with this in mind. The task also focuses on teamwork, planning a video, filming and sending files.

## WHY?

To give participants some practical experience in the technical aspects of video making in a light-hearted way.

- Divide participants into small groups (max. 5 per group)
- Each group takes a piece of paper from bowl A and bowl B
- Bowl A contains technical aspects of video such as lighting, sound etc.
- Bowl B has some additional fun challenges such as making a person appear giant etc.
- The aim is to record two videos, one for each task
- They have 40 minutes to do both tasks and send it to the facilitator via email, Facebook Messenger etc.
- Once sent, the groups watch the videos together. Each group explains their process and others give constructive criticism/ask questions

## RESOURCES

- Laptop/Projector
- Cameras, phones, tripods, etc.
- Pots/bowls for A&B
- Papers with different challenges on them



Focus on the specific aspects in their A+B. If they have 'sound', then don't criticize the lighting. Emphasise the whole process of planning, deciding roles, recording, sending files etc.

LIGHTING

SOUND

STABLE VIDEO

RULE OF THIRDS

MAKE A PERSON APPEAR GIANT!

MAKE SOMEONE DISAPPEAR!

FILM SOMETHING IN SLOW MOTION!

SHOW THE PASSAGE OF TIME!

A

A

A

A

B

B

B

B

# TOP TEN TIPS

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**Aaron Toland**, workshop moderator

I adapted and shared this method, inspired by a workshop in a training course “Professional Video Positive Impact 2”, as the visual and informal delivery really appealed to me and helped the tips stick in my mind.

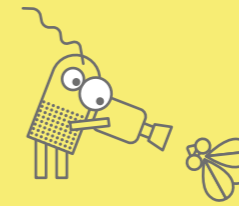
## WHY?

To give informal tips to keep in mind when making a video; for video making to be less scary. Anyone can be a video maker!

Use a board/wall with 10 pieces of card. Stick nice symbols to it with the text facing down. Flip over and discuss each in turn.

These are the tips we used. Adapt depending on the experience/needs of the group!

- **Light**  
Use natural light as much as possible. Be aware of light behind the subject, be aware of using phones in low light conditions
- **Sound**  
Vital for immersion in a video. Record vocals on a phone to ensure quality, add sound effects (e.g. leaves crunching as someone walks)
- **3 shots**  
To allow easier editing, get a wide shot, mid-range shot and close-up of same thing—it allows more variation
- **Rule of thirds**  
Divide the frame into thirds both horizontally and vertically. The most important things in the frame should fall on these lines and/or where they cross
- **Battery/Memory**  
Make sure everything is charged and there’s enough memory on the cards. Charge and transfer as often as possible



Allow questions!

It’s a conversation, not a lecture. Create an informal space to share some personal experiences and tips. Make the 10 tips visually appealing and simple. Simple graphics/text explain the tip on its own.

- **Horizontal**

Film horizontally on a phone, not vertically! Otherwise there is the wrong aspect ratio when transferred to computer screens etc.

- **Story**

Focus on the story! Camera quality comes second to the story—the story is supreme!

- **Flexible**

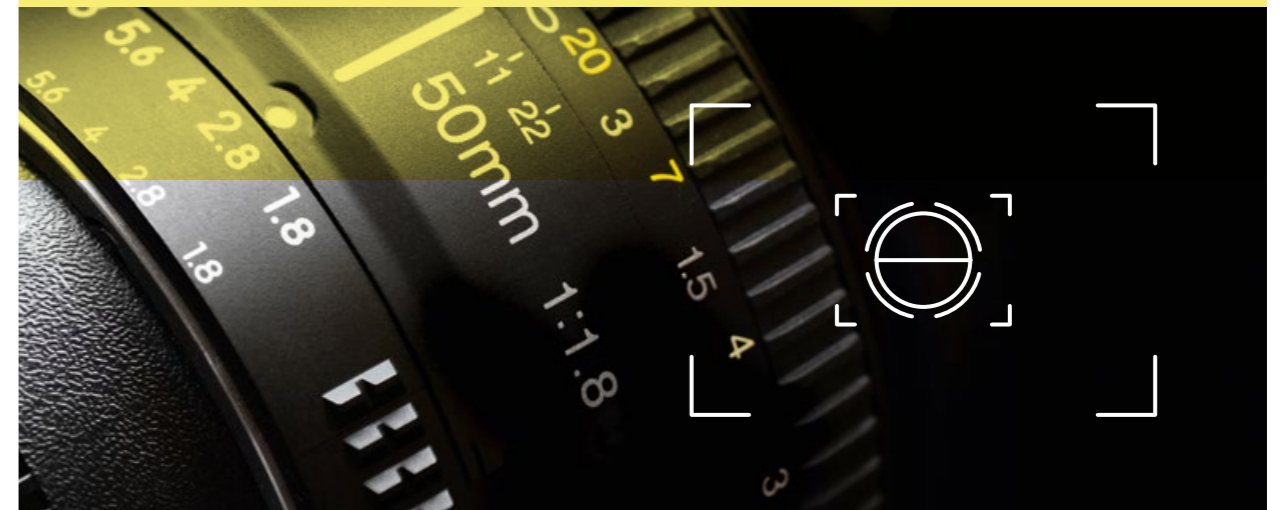
Improvise! Use what you have to hand—a toilet roll tube can become a tripod for a phone (Google it, it really works!)

- **Steady**

Place the camera on a steady surface, use a tripod if possible, this ensures steady footage

- **Breathe, Think, Go**

Relax, enjoy it, take your time, breathe, think what you need. Then go and do it!



# LOGICAL FALLACIES

A logical fallacy is an error in reasoning. Different types of judgement can sound true, even though they are not logically sound. Logical fallacies are used to identify mistakes and refute arguments or claims. Below is a list of some (there are many more!) of the most common logical fallacies with specific examples. Think about some examples from your own everyday life or work.

LEARN HOW TO AVOID THESE FALLACIES IN ARGUMENTS AND HOW TO SPOT THEM WHEN TALKING TO OTHERS!

LOGICAL FALLACY
<p><b>APEAL TO AUTHORITY</b> You say that because an authority thinks something, therefore it must be true.</p>
<p><b>BLACK OR WHITE</b> You present only two possibilities, when in fact more possibilities exist. You present either A or B when C, D, E...exist.</p>
<p><b>FALSE CAUSE</b> You presume a real or perceived relationship between things means that one caused the other. Correlation does not equal causation.</p>
<p><b>SLIPPERY SLOPE</b> You say that if we allow A to happen, then Z will eventually happen, therefore we should/should not allow A to happen</p>
<p><b>AD HOMINEM</b> You attack your opponent's character or personal traits in an attempt to undermine their argument.</p>
<p><b>APEAL TO EMOTION</b> You attempt to manipulate an emotional response in the place of a valid or compelling argument.</p>
<p><b>ANECDOTAL</b> You use a personal experience or an isolated example instead of a sound argument or compelling evidence.</p>
<p><b>BANDWAGON</b> You appeal to popularity or the fact that many people do something as a form of validation of your argument.</p>
<p><b>STRAWMAN</b> You misrepresent someone's argument to make it easier to attack. This is by exaggeration, misrepresentation or completely fabricating someone's argument.</p>

EXAMPLE FROM YOUTH WORK/LOCAL ACTIVITY	YOUR EXAMPLE
The head of another municipality says that the youth centre is not needed. We agree because they are the head of a municipality.	
There are two types of youth-active youth who attend after school clubs and learn, and inactive youth who stay at home playing computer games.	
Youth are studying worse because they are participating in a lot of out-of-school, non-formal education projects.	
If we don't create a youth centre, the youth will become drug-addicts.	
You don't have children, so your opinions on what's best for youth in our town are irrelevant.	
Other organisations and municipalities are not offering such opportunities. We have to be thankful that we at least have these and should participate.	
Two years ago we involved one young person in our council and they were not interested in expressing their opinion. Therefore, youth are not interested in our organisation.	
All other organisations are involving volunteers and just assigning tasks to them, therefore it is a good idea, we should too.	
A: We need buses more often from our village to the county centre. B: Oh, so you are not appreciating any of the improvements we have done in the village!	

# SURVEY OF YOUNG PEOPLE

A quantitative survey of young people was carried out, defining and achieving a representative sample of the inhabitants of the county of Olaine.

## WHY?

To identify young people's opinions, assessments and needs. An essential requirement for the implementation of evidence-based youth policies and youth work. It gives an opportunity to assess the areas in which youth work is already successful and what improvements are needed.



During the development phase, youth were involved in the testing of the questionnaire. This helps to avoid the possibility that questions are confusing or differently interpreted, as well as to determine if the questionnaire is too long.

The survey was conducted online, achieving a sample of 339 young people. It is crucial to reach **the widest sample** of the **target group**. The most important challenges were **to inform** young people about the survey and **motivate** them **to participate** and **express** their views. As the target group is very diverse, a lot of time and thought is needed to activate young people—Involving schools, youth NGOs, youth centres, social networks etc.

1. To obtain representative data, the most important requirement is to reach all the target groups of young people—different ages, genders, residences, social status, etc.
2. It is essential to reach the statistically necessary sample size so that the data can be referred to all young people living in the municipality.
3. An important consideration is to create a questionnaire as short and simple as possible.

An online platform for questionnaire programming is required. In this case, the website [www.webanketa.com](http://www.webanketa.com) was used, but it is possible to use any similar platform.

# DEBATING



Debates are useful for both youth and youth workers to practice building an argument, defending their opinion and developing knowledge and understanding.

## WHY?

- To develop argumentation and public speaking skills;
- To understand different possible positions and identify your own position.

The approach that we chose focuses on developing argumentation skills on the spot. Positions "YES" and "NO" on different statements are randomly picked by the participants and they have some small time to prepare.

Try out different ways to structure the process:

- All participants can be involved in a circle, each defending a position YES or NO in sequence
- British parliamentary debates—four teams (two per each YES and NO), two participants per team.

## CHOOSE AN APPROPRIATE STATEMENT!

**Some of our examples are listed below.**

Should youth be involved in decision-making?  
Should a youth centre be created in our municipality?  
Should young entrepreneurs be additionally supported?  
Should our organisation have an Instagram account?



Think of examples from your experience and based on your needs!

YES

NO

YES

NO

YES

NO

YES

NO

YES

NO

YES

NO



## 2

## PICK A POSITION!

YES and NO positions are randomly picked by participants. You can first pick a position and then reveal the topic or vice versa.

## DEBATE!

Choose a way depending on the number of participants and aims of the event.

- **Circle.** In a circle each participant defends their position—they have to listen, refute the previous person's argument and create their own.
- **British parliamentary style.** Roles and tasks are determined for every participant. There are four teams (two teams for each YES = A, C and NO = B, D) with two participants each.

A1 (YES) defines the motion, develops the case

B1 (NO) accepts the motion, refutes the case, constructs more arguments

A2 (YES) refutes the case, rebuilds the case of the 1st proposition

B2 (NO) continues refutation, may add new arguments

C1 (YES) defends the general direction, develops a new argument

D1 (NO) continues general refutation, provides new arguments

C2 (YES) summarizes the whole debate from the proposition, does not provide new arguments

D2 (NO) summarizes the whole debate from the opposition, does not provide new arguments

## REFLECT

on the process and share your actual opinions! Keep an open mind!

**Search more** for different ways how to debate: British Parliamentary style debates, Oxford Style debates, spontaneous argumentation etc.

## YOUTH FORUM



Since 2013 the Municipality of Olaine county has been organising an event called "Coffee with politicians". This platform for non-formal discussions is a chance for youth to get to know more about the municipality's work, to tell their opinions and ask questions, whereas politicians and other decision-makers can get to know youth's opinion. Different methods, such as World Cafe and open discussion, can be used.

"Coffee with politicians" has had a remarkable influence on the development of Olaine county for youth, e.g. in the development of the youth centre.

## WHY?

- To improve cooperation and communication between youth, NGOs, decision-makers and employees of the municipal institutions
- To evaluate the results of previous work and to discuss future priorities for the youth strategy (2019-2025)
- To strengthen the role and capacity of the youth council

## THE PROGRAMME

## INTRODUCTION

- Registration and several interactive elements (keywords of the project, ladder of participation etc.)
- Getting to know the plan for the day
- Speech from the municipality representatives, assuring the importance of youth's opinion and encouraging critical thinking and involvement
- Feedback about the current progress and achievements of youth participation from "Coffee with politicians"



**GROUP WORK**

When applying, youth chose to join in topics such as entrepreneurship, healthy and secure lifestyle, opportunities outside the county centre, education, communication and information.

In each of the groups they had a similar work structure:

- **Evaluating the current reality**  
There are papers with “Agree”, “Disagree” and “Not sure” put around the room. Specific statements are prepared by the youth council and moderators about the existing situation. Participants choose their position on each statement by going to the relevant paper. They discuss their opinion and the moderators take notes.
- **Modelling ideal reality**  
Group discussion—what needs to be done for youth to feel satisfied regarding the topic? The ideal reality is dreamed of to encourage participants to think of bigger improvements and suggestions
- **Designing future steps**  
Using three different post-its, participants are asked to think of improvements on three levels: with existing resources, with some additional resources, with unlimited resources. This is done individually or in small groups.  
After this they choose the three most important improvements and answer: “What has to be done, why and who has to do it?”
- **Reflection**  
Is this topic a priority for youth to feel good in Olaine county in the long term?  
What is the most important issue that has to be solved?  
What is the most effective form of youth involvement?

**CONCLUSION**

- Groups present their recommendations to the other participants
- Allow 6 minutes for the recommendations and 4 minutes for questions, answers and suggestions from others
- Our activity was concluded by an inspirational speech
- Participants were asked to evaluate the Forum and aspects of it with one word for each aspect.

**PARTICIPANTS**

90 youths and 25 decision-makers (politicians and specialists) were participating. It is important to pursue a fair power balance and diversity of participants.

**TOPICS**

It is important to choose topics relevant for youth and let experts include questions to get feedback about existing plans or struggles. This ensures that the discussion is not just a formality, but all people involved can feel the value of their opinions and their ability to influence real decisions.

**MODERATORS**

It is important to have moderators who are experienced in leading group discussions. Understanding and knowledge of the topic can help, but it is less important than the competence to lead the group process. It is necessary to ensure a fair power balance between youth, politicians and decision-makers, to facilitate the group work and provide an environment for everybody to express their opinion.

**Agnese Kalniņa, youth affairs specialist**

These meetings with decision-makers are a magical tool – solutions are found together, when meeting over a cup of tea or coffee, talking about a certain topic and listening to each other.

**PLANNING AND INVOLVEMENT**

One of the key aspects in successful implementation of the activity was the involvement of the youth council. They, together with an expert, were working on both the structure and content of the Forum:

- How the space should be organised to be youth-friendly?
- What activities should be there?
- How to use the space to inform youngsters about other options to participate in the local community? What information and how should be given to participants who attend the Forum?

Youth formulated questions for every group, informed participants about topical examples in every theme and worked as moderator assistants (providing help and also learning to lead the group process).

**RESOURCES**

- Papers in several sizes, markers, pens, pencils, colourful post-its;
- Resources for additional activities to create the space;
- Space (appropriate size; separate rooms for group work), time—at least 2 hours for the group work.

# SUPPORTING IDEAS

52

## YOUTH LEADER

Providing funding and support for implementing ideas ensures high level of youth involvement in the development of an area. It provides youth with a **learning experience**, brings **new ideas**, livens up the social life of the area and **solves some issues** seen by youth. The key difference from other funding opportunities is **the simplicity in the application** of the project and **the support** provided during the writing and implementation.

The LEADER approach is connected with **supporting community-initiated ideas** for local development. Additional contests, specifically for youth, have been developed by Ravakka and other Finnish local action groups.

This contest is financed by the association's own funding. Project ideas are evaluated by the organisation's staff and it focuses on **youth-initiated projects**. The application form is very simple and filled out **electronically**. Applicants under 25 years old are eligible. They can apply for funding up to 500 EUR.

Attention to **clear and visual representation** of the opportunity was paid to during this project, seeing the importance of attractive communication.

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## YOUTH PROJECT CONTEST OF THE MUNICIPALITY OF OLAINEN COUNTY

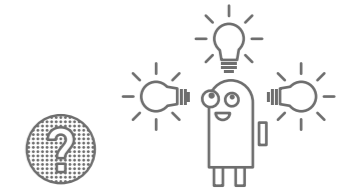
It is an opportunity for youth to realise their ideas - a maximum of 600 EUR is given for ideas connected with quality leisure time, environment, integration, security, the development of Olainen county etc.

The municipality sees it **as a win-win situation**—it is an opportunity for youth to develop their competences in writing and implementing a project, while for the municipality there are new ideas and events created. It also increases the sense of responsibility and local patriotism of youth.

The **application process** of the project is **simple**—applicants have to describe their idea in short and add a simple budget.

Applicants **are supported** by a youth worker or some other municipality worker—the funding is given through an institution of the municipality. Applicants aged **13-25 years**, living or studying in Olainen county are eligible.

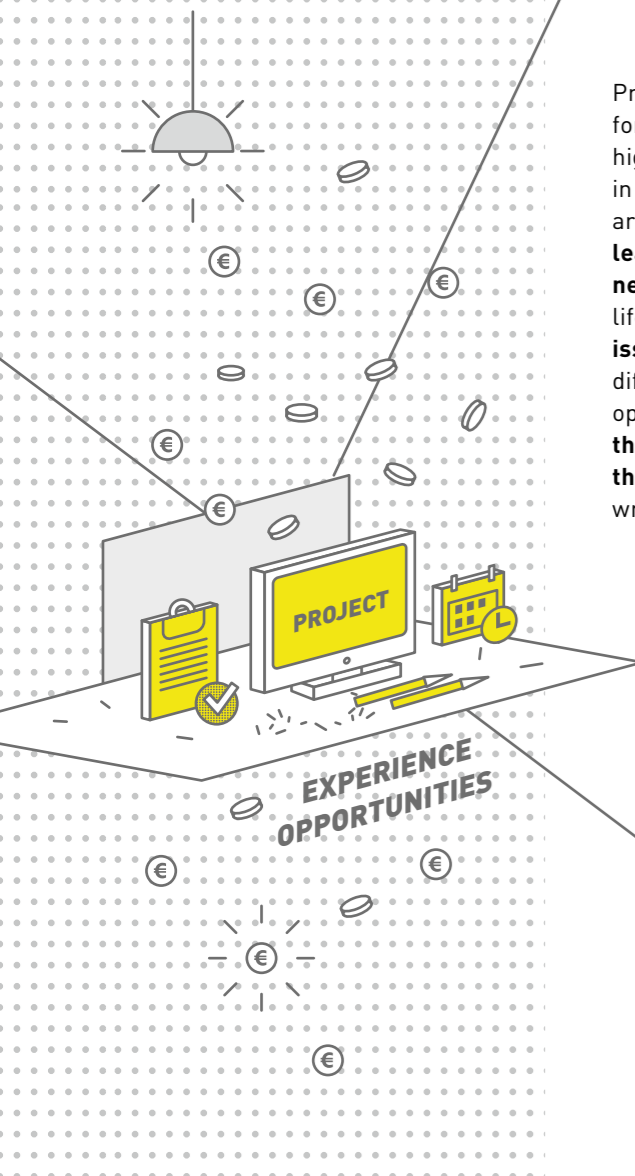
It is possible for the applicant to learn also about the reporting system and dealing with finances. The evaluation is organised by a commission created, mainly consisting of municipality employees.



When organising an opportunity for youth to implement their ideas, make sure that the involvement is real. They can be involved not just in implementing their own ideas, but also in planning of criteria, evaluating projects, disseminating the information and so on.

Project partners created some funding opportunities for supporting youth ideas.

WHY NOT  
CREATE YOUR  
OWN?



# LADDER OF PARTICIPATION

For each step of the ladder, we imagined and followed the possible examples of involvement of the target group in the project.

**The level of involvement can be assessed in any event, project, meeting etc.**

Here is an example of a LEADER project\* "Popkorna skvērs" – realised **with and for** youth. "Popkorna skvērs" is a square near the youth centre "Popkorns" for youth to spend time outside, to organise events, to make the city more attractive etc.

Think about activities from your experience and measure people's involvement against the following tool!



How do you involve and participate?  
How can we improve the involvement?

## MANIPULATION

The project and activities are planned already by adults. Involvement of youth is mentioned in the project **just to get extra points** in the project approval.

## DECORATION

A meeting with youth is organised but not planned properly. As a result, **youth don't have the opportunity to express their opinion.**

## TOKENISM

A meeting to get to know the opinion of youth is organised. Youth are given some already made decisions to choose from. They have some chance to express their opinion but there is **no opportunity** for youth **to actually influence** the project.

## ASSIGNED BUT INFORMED

Youth **are assigned** a specific task for an event in the project. They are informed it is because they have better skills. They are assigned these roles and **have no choice** on the content and implementation.

1

2

3

4

## CONSULTED AND INFORMED

Youth **are asked for advice** on how the square should look and what events should be organised there. But the project and events are still organised by adults. Youth are informed how their suggestions will be used.

## ADULT-INITIATED, SHARED DECISIONS WITH YOUTH

The creation of the square is **initiated by adults**, but all the decisions are made and implemented together on an equal level.

## YOUTH INITIATED AND DIRECTED

The creation of the square is **initiated by youth**. They are given appropriate support by adults, but youth are responsible and they are working by themselves on all the project and events.

## YOUTH INITIATED, SHARED DECISIONS WITH ADULTS

Youth have come up with an idea to create a square for their activities. **Both youth and adults** are making decisions and working **together** on the application, implementation of the project, further activities etc.

5

6

7

8



### ACTIVITY

**Talk about this concept with your colleagues and participants in events and meetings!**

- Ask them to share examples from their experience and discuss how involvement can be improved!
- Discuss the concept in another form:  
Spread the steps to participants! Ask them to stand in a narrow line and then to find the correct order without talking (without moving away from the narrow line)!  
You can also prepare papers with steps and separate papers with the descriptions. Spread them out to participants and ask them to find the match!

Physically moving around the room, sharing a small space among participants or having to fill the task without talking can open up other forms of communication and make the experience and the concept more memorable!

# A STRATEGY FROM ANOTHER PERSPECTIVE

## WHY?

To increase a community's involvement in creating and evaluating planning documents in diverse ways.

Strategies are an essential part of developing any area, group or company. Visions, aims and relevant tasks are present in any development.

Planning is important for inhabitants of an area. Decision-makers and specialists in any field can use it to understand and reflect on the direction of their actions.

**But should we involve the community in the planning process? If yes, then how?**

We believe that this is yet another area where the involvement of youth can improve both the result and process.

To ensure that the involvement is not just a formality, different methods and creation of a space to actually think and express an opinion can be used.

We suggest a few of those—adapt and improve!

## MINI-INTERVIEWS WITH YOUTH

Strategies are often written in a long and imperceptible form. For youth to be able to participate better in the evaluation of it, some easier and/or visually perceivable statements can be taken out of the documents and discussed with the target group.

1. Read through the planning documents and search for priorities/statements/aims/tasks—whatever is important for you to be evaluated at that moment. Some of the statements we found in our CLLD strategy and youth strategies:
  - There are not enough free time opportunities in the region
  - Youth work with youth older than 18 is not developed
  - There is a lack of support for disadvantaged youth
  - Cooperation between counties has to be improved in the youth field etc.
2. Turn them into simple, perceivable criteria
3. Create an “evaluation” form and ask participants of the activity to go out and discuss those statements with the target group, in this case—youth. They can call somebody, go to a skatepark or visit some youth events etc.

The main idea is for them to:

- Give grades on how developed this specific topic is and its importance for youth
- Discuss **what should and could be done** in this case and **who should do it**

## MÖLKKY FOR STRATEGY

The traditional Finnish game was used to evaluate strategy and to define priorities in a playful way. In this game a wooden pin is used to knock over other wooden pins that have numbers written on them. The pins are initially in a tight group: 1st row - 1, 2; 2nd row - 3, 10, 4; 3rd row - 5, 11, 12, 6; 4th row - 7, 9, 8.

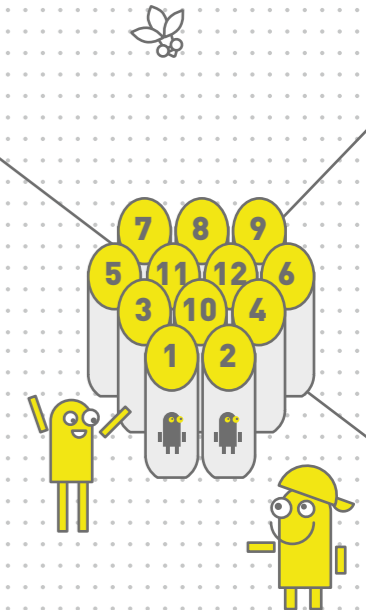
To use it for evaluating or planning a strategy:

- create a list of 12 things—aims or tasks that already are or could be included in the future planning document;
- ask participants to choose a thing from the list that is most important for them for the development of the area;
- ask them to “approve” their choice by throwing the pin and trying to knock down that number.

It can also work the other way—let them throw the pin, see what they have knocked down and then talk about the result—are they satisfied with this?

This method can be adapted by changing what the pins represent, e.g. amount of budget dedicated to specific fields. You can use different materials to create the pins. Similarly, the game of darts can be turned into a priority deciding/discussing game and so on.

THE ASPECT OF PLAYFULNESS IS OF IMPORTANCE HERE



Encourage participants to talk with diverse youth. Remind them of active listening and to avoid their own bias (**don't try to get your respondents to agree with you**).

You can inform youth about some opportunities they have but **it should not influence** the interview.

# REFLECTION AND CONCLUSIONS

## LIKES

To reflect on the process and results is very important in any type of activity. It is important **for organisers and trainers** to evaluate their actions, **for participants** themselves to “say goodbye”, to close the process and to keep the event memorable. As our events were primarily **a learning experience**, the reflection was crucial for understanding the outcomes and results of each participant’s learning.

**Reflect on the feelings, learning and results** of various activities, also meetings, everyday process and the general direction of the organisation!

This activity helps to remind participants of the importance of communication and social media and to summarize the results, by collecting “votes”.

Print out actual “likes” (you can use colourful stickers, pins instead)!

Ask participants to “vote” with their “like” for:

- What suggestions should we put forward?
- What did you like the most?
- What new things did you learn?
- What is the best solution for this challenge?
- What conclusions would you like your friends and colleagues to see?

You can also add “share” and “comment”.

## ONE WORD

For a short and concise reflection, ask participants to put the experience they’ve taken from the activity in one word.

Split the activity in parts and ask participants to reflect on each part: practicalities, group work, atmosphere, lectures etc.

It is difficult but it can show the overall feeling about the activity. It can encourage participants to summarize their thoughts and keep their attention for the closing part.

Different digital tools can be used for this where you can collect these words in a cloud and they are represented by their size in how often they are used.

## POSTCARDS

Visuals can help a lot throughout the event in different forms—to inspire, to create the atmosphere, to support learning and to encourage thinking. As we often concentrate on verbal information, visuals can open up imagination and help formulate opinions.

In this case visuals in the form of postcards are used to reflect on the experience and the learning outcomes of the activity.

- Collect postcards or some visual materials, such as Dixit (be creative—they can also use natural materials around them to express their thoughts)
- Ask participants to choose a card that represents their feelings/ learning outcomes/results. Encourage them to share!
- They can write a message on the other side of the postcard for themselves, as a reminder for the future about the outcomes of the activity
- Visuals can also be used to get to know each other, to analyze activities or to express an opinion



# YOUTH WORKERS' TRAINING

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One of the main activities in the project was a training for youth workers from Latvia and Finland. The aim was to share experience and to develop youth workers' competences in the topics: supporting and encouraging **entrepreneurship**, increasing **youth involvement in decision-making**, and improving **communication**.

## LEARNING IN FOCUS

The training was a non-formal learning experience: **learning from each other, learning by doing, learning to learn**. Defining learning aims and reflecting on results by participants themselves is an essential part of this type of learning. Attention was paid to participants' own involvement and **responsibility for their learning** process. Keep in mind that there are **different learning styles**. Spend time for participants to reflect on their learning preferences and for organisers and trainers to get to know that. A lot of our methods are **learning from experience**—practical tasks beforehand and reflection on the experience afterwards. Pay attention to discussing the practical tasks they experience, not just doing them with no reflection afterwards.

## PLACE

Attention was paid to the atmosphere, space and creating **the full learning experience** (keep in mind all the senses when planning methods and practical aspects). The training took place over 8 days in one location. This was essential as there is a unique atmosphere and group dynamic created when participants eat, stay for the evenings, sleep at the same place (informal evenings influence the process as well). It is important to create the same conditions for local and non-local participants. Participation in all days is important for being able to connect the knowledge between days and for the group to experience the process as a whole. By creating this shared experience, participants were able to fully immerse themselves in their learning.

## LEADING THE PROCESS

It was led by two trainers. The trainers' role was more **to create the environment for learning** rather than give specific knowledge as lectures. This type of training focuses on participants' own experience and the sharing of knowledge, and specific methods are used for that. There were several guests for specific topics such as **argumentation, social media** and **video making workshops**, who also included interactive elements.

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## TRAINING PROGRAMME

### 15.03.

Introduction. Getting to know each other. Team-building  
Learning diaries

### 16.03.

Expectations, fears and potential outcomes  
Youth, youth work and local action groups in Latvia and Finland  
Keywords Walk  
Ladder of participation—youth involvement  
Simulation game—building a town

### 17.03.

Simulation game—roles and challenges  
Outcomes and conclusions—how to develop a town together?  
Argumentation and logical fallacies  
Non-formal learning stations

### 18.03.

Digital tools and social media  
7 steps in video making  
Design thinking  
Entrepreneurial challenge: ideation and prototyping

### 19.03.

Entrepreneurial challenge: going to town and testing ideas  
Best practice of youth entrepreneurship: business lunch  
Visiting local business incubator

### 20.03.

Entrepreneurial challenge: evaluation and reflection  
Support for entrepreneurship in my area  
Planning and developing local activities  
Public communication workshop  
Developing additional activities based on participants' need

### 21.03.

Coffee with politicians  
Practical video challenge  
Social media—creating FB posts and learning about Instagram

### 22.03.

Self-reflection videos  
Final evaluation



Dedicate time for informal activities, team building, getting to know each other and reflection on the process and learning! Encourage participants to take responsibility for their own learning and the programme and leave time for self-organized activities of participants!

**Suggestions for self-organized evenings:** international culture nights, board games, "FuckUp nights" (sharing stories about participants' failures and learning from them), getting to know each other story nights and other activities that add to the content and the learning experience in a fun and more relaxed way.

# SPREADING THE MESSAGE IN LINC 2018

LINC—Leader Inspired Network Community—is a European LEADER conference which combines an exchange of experience with sports events and European cuisine. In 2018 the LOCAL ACTION YOUTH project team went to the event to share results of the project, to gather new ideas and to spread the value of youth involvement.

Participating in this event was important for us: to emphasize the importance of **youth involvement, to suggest our methods and to learn from participants!**

Our project is confident that personal engagement with the topic and according environment can improve the learning. Therefore, we paid attention on creating the atmosphere and tasks for participants themselves.



- When spreading the message, keep in mind:
- What do you want to talk about? Why?
- How will you create the space?
- How will you interact with participants? How would you like to engage them?

## RAIN OF INSPIRATION

We gathered the main activities and methods from the project that we suggest others to try. We put them on “raindrops” in different colours and hanged them for participants to be able to “walk through” and read. Additional raindrop templates were prepared for participants to write their methods in the project topics. Ideas such as using Minecraft for youth involvement in planning came up at the event.

## LADDER OF PARTICIPATION

This concept has become very important for us throughout the project, and we spread the importance of it in our activities. For local action groups it is especially relevant, because they are working with community-led development. IN LINC 2018 we illustrated the ladder on a 8-level shelf, showing the gradient from red to green steps.

## KEY WORDS

All around the place we spread the keywords important for our project and encouraged participants to find and discuss them!

## FOLDED THINGIES

Throughout the project our “folded thingies” are used. “Fortune tellers” that participants can take, interact with and talk to each other about topics. The task was to play, talk with each other about the questions and to post their answers on social networks.

## ADDITIONAL INFORMATION

Posters, as well as videos about Erasmus+ values and principles, our videos from the youth workers’ training and local activities were shown.







Fun, emphasis on learning, creative methods, silly energisers, cooperation, learning from each other, change—these and many more are combined in the Erasmus+ programme.

## ERASMUS+ PROGRAMME

Erasmus+ is one of the EU programmes **to support education, training, youth and sport** in Europe. The aim of it is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training.

It aims to:

- Reduce unemployment, especially among young people
- Promote adult learning
- Encourage young people to take part in European democracy
- Support innovation, cooperation and reform
- Reduce early school leaving
- Promote cooperation and mobility with EU partner countries

**Erasmus+: Youth in Action** encourages the increase of competences and participation of youth, improve the quality of youth work, implement policy reforms at a local, regional and national level and to improve the international dimension. It is an opportunity for all—individuals, organisations, youth workers and youth. As in our project, **it is an opportunity for different sectors to come together, learn from each other and develop for the best!**

Projects are submitted and implemented under 3 key actions:

- **Key Action 1**  
Mobility of individuals (youth exchanges, mobility of youth workers, international voluntary work)
- **Key Action 2**  
Strategic partnerships (cooperation for innovation and the exchange of good practice)
- **Key Action 3**  
Support for policy reforms (structured dialogue—meeting of youth and decision-makers)



Keep in mind the aim and potential activities of your idea and search relevant support! Different organisations and programmes, Erasmus+, transnational LEADER cooperation projects—it is all there for you to improve work with youth!

# LET'S COOPERATE

## PARTNERS OF THE PROJECT

**The association "Pieriga partnership"** is a local action group composed of representatives of public and private organisations from region of Babite, Marupe and Olaine.

The objectives are: to develop local development strategy for this region, to motivate local residents to implement projects for local development and to promote a positive image of the area.

[www.pierigaspartneriba.lv](http://www.pierigaspartneriba.lv)

**Municipality of Olaine county** was established in 2009, according to Administrative territorial reform in Latvia. It includes the town of Olaine and the rural territory. It is situated near the capital of Latvia, Riga. The development of youth field is important for the municipality. The priorities of existing Youth strategy of Olaine county (2012-2018) are: youth participation, awareness, formal and non-formal education, leisure time, health, security and social inclusion, employability and systemic improvement of youth work.

[www.olaine.lv](http://www.olaine.lv)

**Leader Ravakka** is a local action group for rural development in south-western Finland. Members of the organisation are municipalities, local associations, companies and individuals. The main objective for rural development action is to create possibilities for comfortable rural living conditions and better prerequisites for operation for livelihoods. The local development strategy is called 'Loisto 2014-2020'. There are four target themes: employment for the people, active daily life, the environment in which we live in and intangible capital and the meeting of cultures.

[www.ravakka.fi](http://www.ravakka.fi)

Local action groups and youth workers collaborated in this project to improve youth work. This project was implemented under Erasmus+ KA2 Strategic partnerships.



**Let's improve our competences and youth work by cooperating and learning from each other! How could we collaborate in future?**



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This publication reflects only the author's views, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



