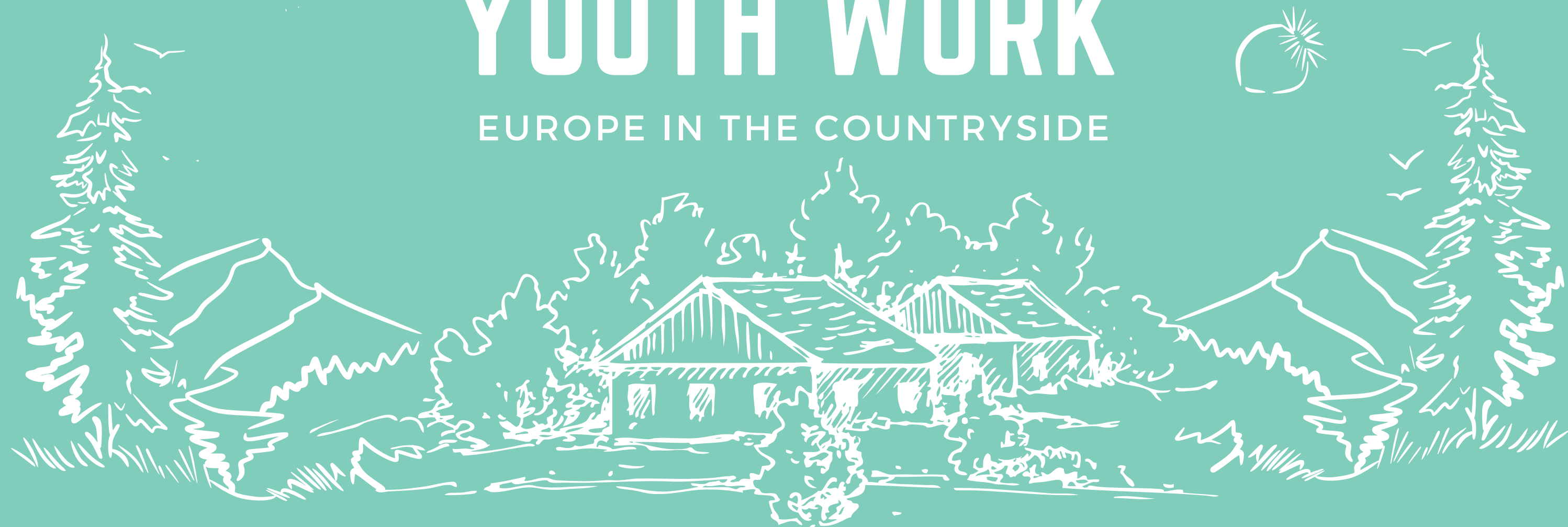


HANDBOOK TO RURAL YOUTH WORK

EUROPE IN THE COUNTRYSIDE



A SHORT INTRODUCTION

This Handbook was created under the Erasmus+ project “Europe in the countryside” during a seminar held for youth workers.

The goal of this handbook is to support the work of youth workers and peer educators in rural areas, especially the newcomers who have just started their missions.

The aim of this publication and the activities presented in it is to contribute to the organisations’ work with youth and giving them new tools for the successful involvement and engagement of youth in their local communities.

The feelings of it all. From the first day we understood that this will not be just another meeting of peers. What we created along with this handbook was friendships that kept on going no matter the distance between us.

We all wanted to form something helpful that came out of our experience, may it be less or more. The activity did not stop even after the set time, we kept on talking around a campfire about different topics, discussing what is important and what is out of the subject. For days we have moulded this handbook in what it is today.

We are more than thankful for this experience and wish for anyone who will use this handbook to feel the positive energy and knowledge that was put into it.

WALK AND TALK

TEAM BUILDING EXERCISE



WALK AND TALK IS AN INTERESTING AND FUN ICE BREAKER AND INTRODUCTORY ACTIVITY FOR ANY SIZE OF GROUP

What is the Walk and Talk:

For the Walk and Talk pairs are formed. These pairs each get a set of written down questions which they can ask during the walk. While walking through the local environment the pairs both ask and answer one of their own questions and their partner's question. Once the pair have finished their question, they change partners and create a new pair. They can ask the same question of this new partner or select a new one. This activity allows the young people to get to know each other in a low-key way.

Why is the Walk and Talk important?

- During the Walk and Talk the young people get to know the local environment which can make them feel safer and more comfortable at the place they are staying.
- Walking is a physical exercise and therefore the brain is subconsciously working on that physical movement. This allows the participant to talk and share easier.
- There is not really an intense eye contact during the Walk and Talk that would be present when talking in a one on one situation. The pair are walking, enjoying the environment, trying not to stumble over their own feet or the like. This allows for deeper conversation without the stress of someone looking at or analysing the conversational partner while they are forming an answer.
-

The questions should cover a wide variety of subjects and there should be at least 2 questions per participant. Examples of the questions can be:

- Do you prefer coca cola or pepsi?
- What was the most scary nightmare you ever had?
- Who has been your biggest inspiration in your life and why?
- What would be the title of your autobiography?
- Describe love to a 3 year old child!

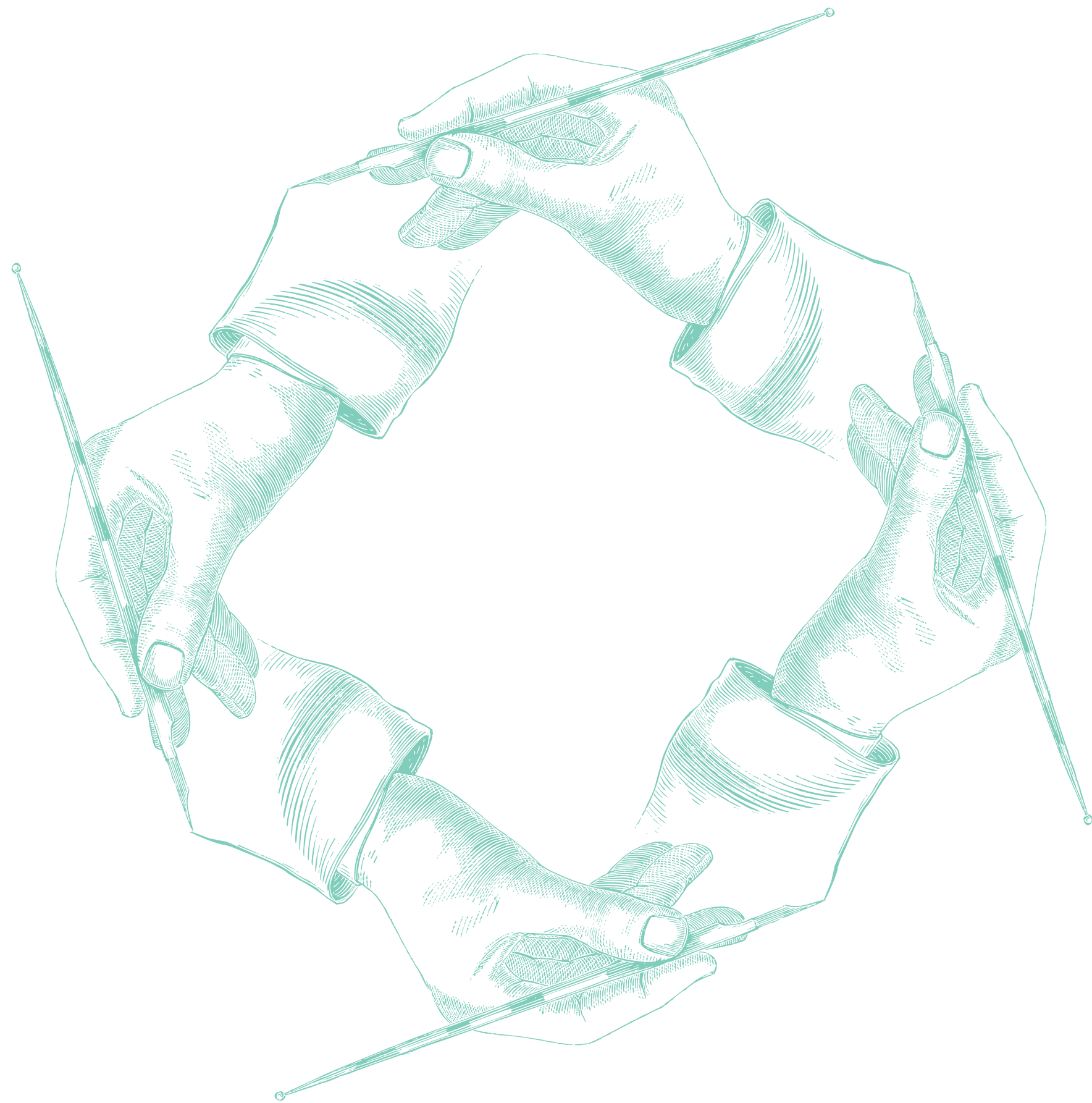
Tips and tricks of what you can do to organise this activity yourself:

- Write a series of questions with a variety of subjects. Some light, others a bit deeper. Think about your target group and their cognitive level.
- Plan a route participants can walk that is not too crowded or noisy. Keep in mind that it needs to be a relatively easy route to walk that takes about 60 minutes maximum.
- When the group is present, form the pairs. Preferably on a randomised basis.
- During the walk encourage the pairs to change their partners fairly regularly.
- When the walk is over, review the activity with the entire group.
 - How did they experience the activity?
 - How did they like the questions?
 - What did they learn about themselves and about the group?
 - etc.

Quote:

“We did the walk and talk on the first day in the morning, walking through the forest next to the hostel where the event was hosted. It was for me a pleasant way to get to know other participants and the trainers because the questions were already made and I didn’t need to think about what I could ask to someone I don’t yet know. {Mark}”

ENGAGE & LEARN



THIS ACTIVITY IS A USEFUL INTRODUCTION ACTIVITY FOR GROUPS WHO ARE BEGINNING A TRAINING COURSE, A SEMINAR, A YOUTH EXCHANGE OR OTHER ACTIVITY THAT IS LONGER THAN A SINGLE DAY.

The room is divided into stations, in this example there are four, more can be added as appropriate according to what the organizers or youth workers want to include. In this example, two tasks are individual and two need to be resolved as a team of two or three people.

- **Station 1: Programme**

The programme needs to be in a large format on the wall. In pairs, the participants approach the programme and in their pair discuss what they see and understand what is in the programme. They write down their expectations and any questions they have regarding the programme on pieces of paper and stick them to the relevant session or workshop in the programme or if more generic they stick them next to the programme.

At the end of the activity the youth worker or facilitator should elaborate on the programme and respond to as many of the questions as possible - if there are a lot of questions select only a few of the key ones.

- **Station 2: Three Questions**

This station has three questions, one each on large pieces of paper. The young people need to answer the three questions in the given order to explore their reasons for taking part in the activity:



The questions...

1. Why are you here?
2. Why are you really here?
3. For whom are you here?

- **Graffiti Wall**

Place between 2 and 4 blank flip charts on a wall, they should be connected together to make a large single block. Write the theme of activity in the middle of the large block of paper, for example “Youth Work”. The young people are asked to write or draw the first thing that comes to their minds when they see these words. This is about word association and is a graffiti wall so anything goes. They can also respond to things already written.

- **Aim and Objectives**

In pairs the young people each receive a copy of the aim and objectives. They are asked to find a space to sit down together, read the aim and objectives and write down the key words from the aim and each objective on separate pieces of paper with the aim or objective number written on it. They can also write down any questions they have regarding any of the aim and objectives.

The activity closes with the youth worker or facilitator summing up the different stations and responding to questions. This should not be an extended and long input, the group will probably be tired and concentration will probably be low.

YOUTH WORK BAROMETER



IF YOU ARE WORKING WITH OTHER YOUTH WORKERS THIS IS AN INTERESTING ACTIVITY FOR DISCOVERING THE LEVEL OF EXPERIENCE THAT THEY HAVE IN YOUTH WORK, AND HOW THEY PERSONALLY EXPERIENCE YOUTH WORK.

This can help the group to get to know each other and help them think about different views on youth work.

Each question has a different number of responses so it is not a typical “barometer” exercise. Some are linear, others are with 4 points or even 5.

Clear a space in the room and ask the participants to stand in the middle. Place the papers on the floor (the placement and number will vary according to the question). Ask the question and the participants should place themselves along the line or within the shape, according to how they feel their response to the question.

Once the participants have placed themselves, the trainer / facilitator can ask different individuals why they have placed themselves in that spot and what their reaction is to that question. Sometimes a discussion can start between the participants, this can also mean that some may want to change position and this is absolutely OK. Limit the number of people you ask to 3 or 4 for each question and try to get a broad cross-section of opinions according to the positions they have chosen.

In this version of the barometer it is important that the participants have the choice to place themselves where they want, either at the extremes or somewhere between.

Conversations can develop naturally so let them. Participants may share their backgrounds, and go through various aspects of their youth work such as their target groups, methods and general motivation.

Conversations can develop naturally so let them. Participants may share their backgrounds, and go through various aspects of their youth work such as their target groups, methods and general motivation.

Examples of questions for the youth work barometer:

- Linear: “How long you’ve been involved with youth work?”
 - “Just started” at one end and “Feels like forever” at the other.
- Square: “How do you feel about youth work?”
 - On each corner - “Rewarding”, “Challenging”, “Difficult” and “Exciting”
- Square: “How do you identify yourself in youth work?”
 - On each corner - “Youth worker”, “Activist”, “Volunteer” or “Other”
- Linera: “What age group do you work with?”
 - “10 years” at one end and “30 years” at the other end.
- Pentagon: “What is your favourite part of youth work?”
 - “Guiding the learning”, “One to one”, “Informal socialising”, “Workshops”, “Games”.

Tip: You can easily use this activity for many other purposes too. For example, make the questions and options on the floor about hobbies, personal feelings about a topic, experiences with a certain organisation, etc.

Tip: One of the dangers of the barometer is that the trainer or facilitator often has a lot of questions and tries to get through all of them, meaning the activity can go on for 40+ minutes very easily. In reality, participants (young people and adults) get bored and uncomfortable with standing after about 20 to 25 minutes.

DEFINING KEY TERMS



“ANYTHING CAN BE YOUTH WORK, BUT NOT EVERYTHING IS”

NIK PADDISON

This activity can be for youth workers, young leaders and young people themselves. The aim is to define three different aspects of youth work.

- Youth work
- Youth worker
- Learning in youth work

The source of information for this activity is the website **FOCUS learning** hosted by **SALTO** Training and Cooperation Resource Centre. Under the section “The Learning Materials” there can be found videos, podcasts, cards, posters, the publication and blog posts.

Task 1

The group is divided into pairs, each pair is given a card with type of material that they will explore. Where the group is bigger than 20 people, some pairs can have the same type of material to explore. Where the group is smaller, the publication chapters are the easiest to cut out.

- Posters
- Videos
- Cards
- Blog Videos
- Blog Written
- Table Talks
- Chapter 1 (unavailable at time of writing)
- Chapter 2
- Chapter 3
- Chapter 4

Each pair should explore their type of material, looking for references to Youth Work, Youth Worker and Learning in Youth Work. As they explore they should make notes under these three headings.

- For youth work they are looking to make a general definition.
- For youth worker they are looking for information about the role, behaviour, skills, etc.
- For learning in youth work they are looking for what this entails and how does it happen.

Tip: In some parts the amount of information is huge, it should be emphasised to the group that they are not expected to read, listen or look at everything, they should skim read or listen, where there is text they should look at headings and subheadings in order to find the relevant information.

Task 2

Once each pair has completed the first task and has a set of notes, they need to summarise their findings into a 2 or 3 sentence definition / explanation.

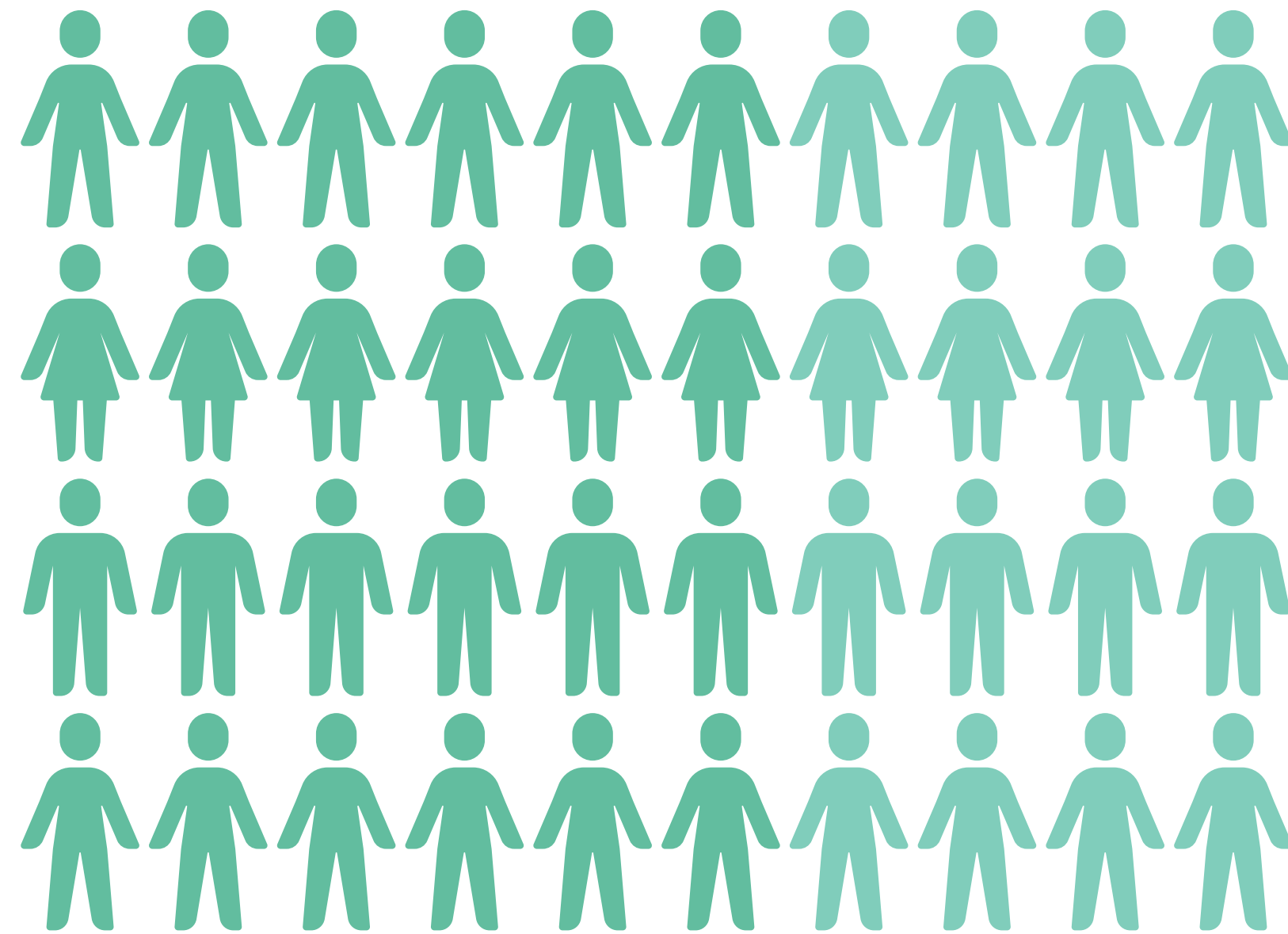
Task 3

The pairs share their findings with the other participants - this needs to be visualised in some way since simply listening to a definition / explanation is not very effective for actually taking in the information. This can be done online, digitally projected or written out.

Task 4

Hold an open discussion with the group to explore further what they have discovered.

WHAT IS NOT YOUTH WORK



“ANYTHING CAN BE YOUTH WORK, BUT NOT EVERYTHING IS”

NIK PADDISON

Background

This activity is a way for participants (youth workers or young people) to explore the concept of youth work by looking at what is and what is not youth work. The activity does this by asking the participants to research and define different professions that work with young people.

It is important to set a basic framework of what is and what is not to be considered youth work. There are many professions and sectors that come to mind where young people are involved; mentoring, teaching, social work, psychology, coaching, community work, after school clubs, arts clubs, religious clubs, and more. All these are examples of working with young people. However, this does not automatically mean it is youth work.

Voluntary Participation:

One of the key elements of youth work is voluntary participation within the process. To give an example of this, for young people, attending school is mandatory. At least until a certain age and therefore not voluntary. When young people go to a youth centre or talk with youth workers on the street (detached youth work), it is a decision young people make for themselves. For youth workers this means they should not force themselves or obligate others to have this interaction. For obvious reasons this is not the same as being passive and not initiating the interaction. However a young person has to be able to choose whether they want to proceed with a certain interaction, activity or process. This is not necessarily the case with other professions.

Hierarchy:

Teaching, social work, police see a strong hierarchical relationship with the young people they work with. There is a definite vertical power structure. Strict rules are applied and punishments are made if the rules are broken. In youth work it is not the job of the youth worker to be “friends” on a horizontal level with the young people they work with, there is still a hierarchy involved, however, the hierarchy is much closer to horizontal and the importance of the relationship is very strong.

Building a Relationship:

Many professions that work with young people are under enormous pressure to fulfil certain criteria related to young people. For example: getting a certain number of young people into employment in a fixed time period, rehabilitating a certain number of young people, getting them back into school, getting them off the streets, etc. This means that many of the professions that work with young people are unable to have a lot of time with the young people and therefore there is often little depth to the relationship that is built up. In youth work, the youth worker has more flexibility to spend time with the young person and is able to learn about the young person and through this relationship support and challenge the young person in their growth and development as a young person.

Personal and Social Development:

Another important aspect of youth work is the goal. Sometimes a youth worker can facilitate a place to have fun just for the sake of having fun. Besides that a youth worker is aiming to shape and guide the personal and social development of the young people they are working with. A sports coach by example can be a great mentor to a young person or young athlete. But even though this coaching can greatly affect someone’s personal development, in the end their objective is to maximize the athletic performance of that young person.

Activity - Reverse Framework

In this activity the group is divided into pairs to research and define different professions working with young people. This provides the participants with a better perspective on what something is about and what is closely related to it. By understanding where there is overlap between things and what something is specifically not about, the participants get a broader understanding of their main topic.

The person leading the activity should keep in mind that this activity requires a lot of basic knowledge on the topic and a good amount of preparation time.

How to perform the activity:

1. Divide the participants into pairs.
2. Place papers on the floor, each paper having the title of one profession on it (see below for a list of possible professions that can be used).
3. Each pair chooses 2 of the professions.
4. Each pair has to research information about the professions they chose and to describe in a few sentences the role and involvement of that profession within the life of young people. Basically they are defining the profession in the context of the young person. Provide a good amount of time for this.
5. Once the time has passed, invite each pair to prepare a presentation of their research results. This can be in any chosen form: digital, beamer, papers on a wall or washing line, etc.
6. Each pair presents their definition - keep the time allocation very short, 30 to 60 seconds per definition.
7. Once all the presentations have been made facilitate a discussion with the participants, asking them to share about their reactions and new understandings.

Examples of professions that can be used for the activity:

- Teaching
- Social work
- Pedagogy
- Councillor
- Probation
- Sports coaching
- Mentoring
- Arts club
- Psychology
- Community work
- Social work
- Community work

**THIS SECTION IS A
SUMMARY OF
INFORMARATION
ABOUT**

1.YOUTH WORK

2.YOUTH WORKER

3.LEARNING IN YOUTH WORK

1. YOUTH WORK

Much of the information came from online sources, most notably www.focus-learning.eu. Resources such as this can be incredibly valuable in providing new ideas, perspectives and techniques you can apply in your work. These resources are definitely worth checking out. There are tons of personal stories, practical examples, ideas and experiences online. So hop online and give it a search!

What is Youth Work!

Youth work is all about helping young people discover themselves: their identity, their wishes, their values, and how they can work towards achieving these. It's about helping them grow as people: having them learn by doing things themselves, and learning without even realising it while having fun. They need a space of trust and openness, where they can freely express themselves and grow. A trustworthy bond with a youth worker is essential in creating this.

One of the keys of youth work is to build a strong relationship between the adult and the young person, based on mutual respect. The youth worker needs to be open minded and open to any type of person (and their story) to build a trustful space. No two people are ever the same, and that includes young people. Everyone's experiences, stories, past, identity, beliefs, feelings, thoughts, they are all unique. But at the same time, the setting where the young people live can provide a common ground. For example in a rural setting all young people will have something that unites them. Even if they have all experienced it differently or feel about it differently, there's a common ground in their surroundings. That can be a point of connection between the young people, or between you and them

“Punishment”? Or Support?

Society mainly punishes and belittles young people that do something “wrong”. A youth worker, on the other hand, should not be punishing. Instead, they need to

listen, show understanding and make sure the young person knows they are being heard. They need to be actively listening and trying to create dialogue. It is important to understand the young person's behavior in its context so they can be a point of support. This way, the young person can understand and discover by themselves why what they did was wrong or offensive or hurt someone.

So what do you do when someone does cross a line? A great technique to use, especially in rural areas, is restorative justice: “I did X wrong, what can I do to make it right (or as right as possible)?” If they did something in the area, what can they do to fix it? For example, if someone tagged a wall, perhaps they could repaint it themselves? Keep in mind of course there will be a lot of denial and avoidance of responsibility, but it's not about immediate results. Every small step is a step, and for the young person it can be huge.

Communication

Have you ever noticed that you find it difficult to make it clear to others what youth work is about? Perhaps when trying to reach parents, politicians or people in the neighborhood, you feel like your message does not come across well! Different (groups of) people communicate differently. You may talk to young people or other youth workers in a way that people in the neighborhood will not understand, with specific words and terms for example.

If you recognise this, you could try creating different communication for different people. For example, use modern language and stylish design for material for young people, while making flyers for parents make them more straightforward with short, clear descriptions using accessible language (tip: highlight what you're working to achieve). It takes some work, but could be totally worth it when it engages everyone in the area with your work.

2. YOUTH WORKER

A **youth worker** is a person that actively works with young people to help them grow and find their place in society. One of the most important jobs is to build good relationships with the young people and help their learning process, foster their understanding and coordinate related activities. A youth worker builds a relationship rooted in trust, listens and supports the young people they are working with and is open to listening to anyone regardless of background and idea.

There is a lot of facilitation work that comes with being a youth worker, and you can get lost in that. That's a risk: the main focus should always be on the young people. The youth worker needs to be open minded and has to be open to any type of person (and their story) to build a trustful space and a good connection by understanding the needs and background of that young person. That is the main goal that you have to keep in mind if you want to be a good youth worker.

3.LEARNING IN YOUTH WORK

A learning environment is not just a physical space, but rather a feeling of safety, security, belonging, desire to grow, etc. for the young person. There needs to be a form of non-formal learning (workshops, other activities, etc.), and there needs to be space to just have fun. When sufficient conditions are provided, the creation process, aka the learning, can take place.

This means creating opportunities, creating new ideas, creating skills, creating new pathways, creating new questions and creating life! However, learning as a word often has negative associations (school, obligations, difficulties, boring, failure, etc.) due to various reasons. Therefore one can (and obviously SHOULD) redefine learning as something positive. When learning is creating, it gives sense and perspective.

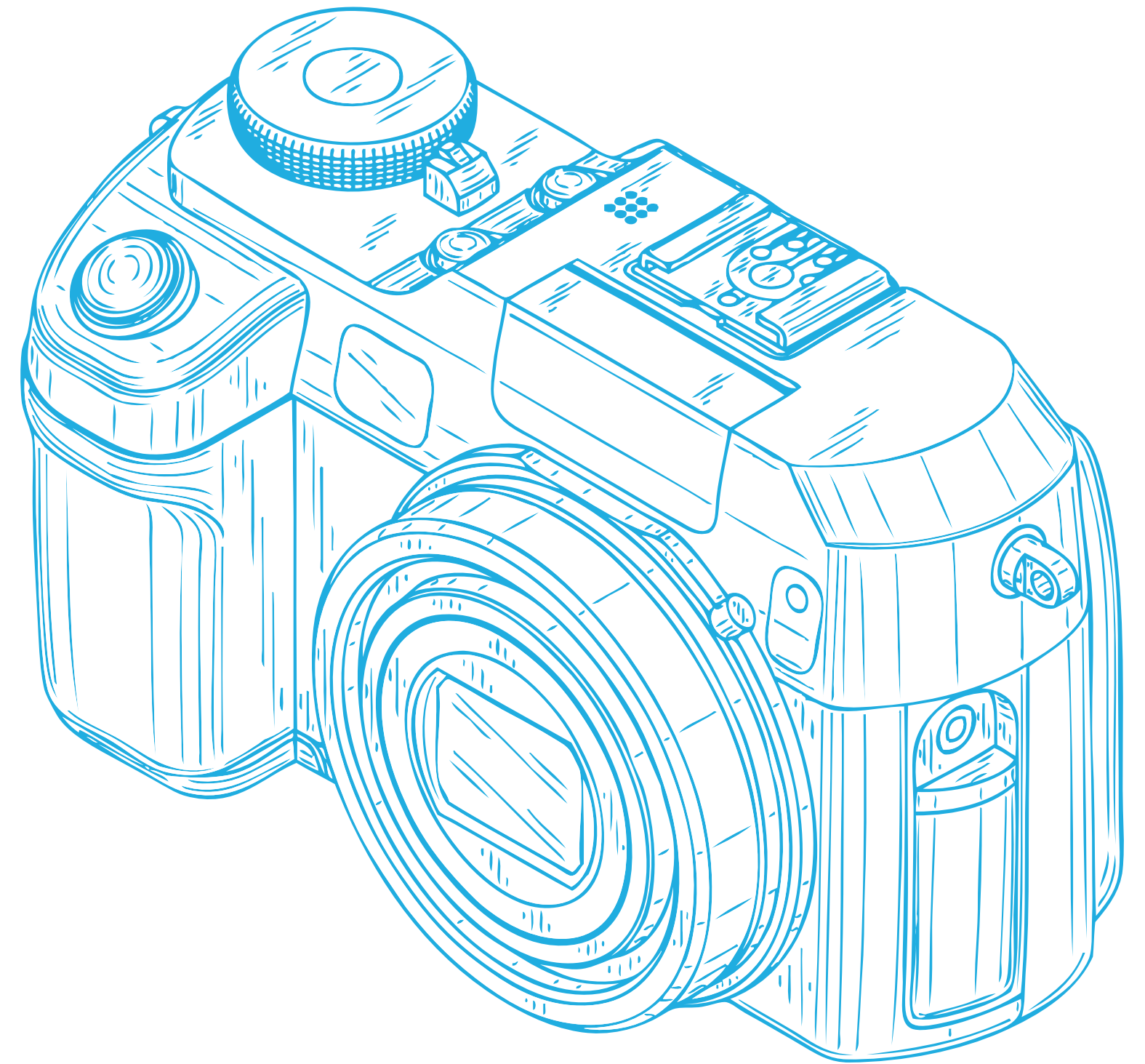
Through youth work, young people can learn useful skills for daily life and come to the realisation that they have learned something, enjoyed it and feel valuable. In the learning process, they also learn to reflect; they can step back and look at themselves. It offers young people the space to both express their negative experiences with learning, and help them develop a more positive view of it.

It's a common saying that the way to learn is to just do something. This is especially true in youth work. Let young people try things, organise things, handle things. They may do great or they may mess up, that's OK. But if they enjoy it, they may end up learning without even realising it. This makes learning fun. A beautiful quote from FOCUS learning: "Learning is creating".

“Learning in youth work is a recognition that youth work provides a learning environment for young people.”

“Learning is not about sugar and feathers; it's about creating your own life, sweet and light!”

ONE ON ONE INTERVIEW



THIS ACTIVITY IS BASED ON THE 'HUMANS OF NEW YORK' PROJECT, CREATED BY BRANDON STANTON.

This activity is based on the 'Humans of New York' project, created by Brandon Stanton. It tells the personal stories of everyday people you might not hear otherwise. You can use it within your team of youth workers, with participating young people - international setting or local setting. YOu can do it with other people from outside that are involved in a project you are undertaking or even directly with members of the public.

The goal of the activity is to get to know something about another person or persons, learning about them, learning about their story and learning how to tell their story.

The activity can be done simply as meeting someone and discovering their story or adding a theme and finding the story of that person connected to that theme. For example, themes could be; being an active citizen, being a youth worker, being a rural young person, etc.

Provide a short input on the different techniques they will need to become competent in.

INTERVIEWING



- Everyone has a story, something interesting about them, the interviewer's job is to find that story?
 - Keep it loose and take notes (don't try to write everything they are saying, keep as much eye contact as is comfortable, help them feel they are being listened to)
 - Start with general questions, who are they, where do they live, what do they do, what makes them special or different or unique?
- In every interview the person will say something that can become their story, once you spot that thing keep the focus on asking questions about that thing, learn as much about it and them as possible. (single parent, started own business, dropped out of school, works as a volunteer, travelled the world, makes model airplanes, plays video games, collects something...)
 - The interview should not be less than 10min and could be much much longer.

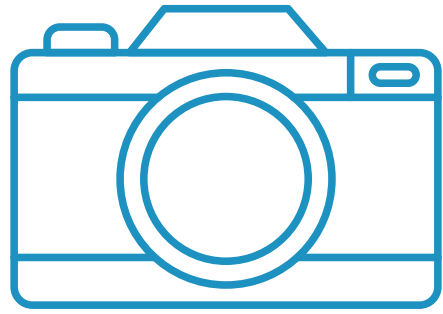
Writing the text before or after the photo is up to you, follow your gut instinct.

WRITING



- The text should be between 50 and 400 words, no more - more people will read a short text.
 - This is not a dating profile, tell the story, don't waste words telling the age, nationality, gender, etc. of the person.
 - Find the story - don't try and write about everything they shared in the interview, one story well told is better than 4 or 5 not told properly - identify the story you want to tell.
 - Write a draft, just write, feel the story, write too much.
- Leave it for 10min and then come back to it and edit till you are happy with it.
- It's not about exaggeration, it's just telling their story.
 - It needs a beginning, a middle and an end.
 - Make it minimal and make it interesting.

PHOTO



The photos will be printed along with the text to make an exhibition so it is important for participants to adjust their phones to black and white (if you want and have the ability to print in colour you don't need to do this).

- The portrait needs to be something posed but not overly so, it is not a dating app and it is not a social media selfie.
- Think of the background, the setting, the story itself...
- Consider framing.
- What about the background.
- How does it link to the story.
- It can be a close up, a figure in the distance, or a part of their body.

The Activity

Divide the group into pairs - this is the same if the group will create text and photos of each other or if the activity is done with people externally - the public.

Each pair will do five tasks:

- They will make an interview either with each other or with someone outside of the group.
- Based on the interview, participants will write the story about the person they interviewed. The story should be between 50 and 400 words long.
- The participants will take a photograph of the person they interviewed. This photograph should depict the person in a way that connects to their story.
- Type the story into a Word doc and add the photo - Picture at the top and text below (it has to fit on one page).
- Email the finished product to the team member responsible for formatting and printing.

When all stories and pictures are done, they are all printed out and hung along a wall. Make sure they're all styled in the same way. Once all stories are up, the participants may come in and take about 15 minutes to read their own story and the stories of others.

Important detail: if the Humans of... activity is being done within the group, it is better if the person being written about does not get to see their story until it is hung on the wall and the exhibition opened. Who knows, you may read something you didn't expect, or you might be touched by how the other person perceived you.

Afterwards, the participants discuss their experiences. How did they feel about their stories? What did they feel when they read other people's stories? How did they feel when writing?

Value

This task is a great way to get to know your teammates better. It allows you to discover things about each other you might not have learned otherwise, which also helps strengthen the bond between the group. It also allows the participants to learn more about each other's talents, values and backstories, perhaps allowing for people to connect and work together on subjects they share an interest in. This activity also somewhat forces participants to show their vulnerable sides and confront them, which is valuable for youth workers to be able to do.

Variations

This precise execution might be too confrontational for some young people, you can also make a lighter variant. For example, tell them to take a photo, write a one-sentence description and add three hashtags like an Instagram post.

Another alternative could be to get the participants to write a poem about the person they are paired with.

JUST FEW WAYS OF REPRESENTING THE ‘HUMANS OF NEW YORK’ INTERVIEW



Cody Rozema

Our protagonist started his active citizenship life quite early. “I tend to be stubborn and cheeky, and have always been super curious about how things work and why. Always fancied being “included” and forming an opinion – even when I shouldn’t have”.

He organised his school Halloween party at the age of 12, involving close to 200 youngsters from the neighbourhood. Interestingly ‘Halloween’ is not a “celebrated thing” in the Netherlands. Meanwhile, he entered the scout’s, where over the years he established a firm presence and advanced himself to become a scout leader, organising the camps for children between the ages of 6 to 17. This meant a lot of responsibilities and enabled him to learn how to take care of others and manage processes, while volunteering for the community.

All in all, Cody likes to understand how things work and wants to make them better. He generally does not care about making material profits but rather “fighting for the cause”. Although, the entrepreneurial mindset helps him achieve the goals efficiently. “Creating value and doing good can exist next to each other.”



Marijana Lucic

Some say that when things don’t go right, you should just go left. But some people, when things don’t go right, decide to do whatever they can to make it go right. People like Marijana. Hailing from Kikinda, Serbia and currently residing in Pignola, Italy, organises youth exchanges, training courses and more, while having ideas and wishes to help even more people in the future. An admirable amount of ambition, rooted in her ideals.

One principal resides at the core of these: rights. The rights of people, everyone. When she sees people being abandoned, suffering and their rights being violated, she can’t just sit idly by. She always does what she can to help. This can be a heavy burden to carry sometimes, but she always gives to those who need her. Those who need someone. When she talks about the people she’s seen and helped, you can feel how much heart she puts into it. The emotion was all over her face, which to me is a sign of strength, character and care.

If I had to summarise her in one sentence, I’d say she has a big heart and even bigger ideals. Or perhaps the other way around? I’ll leave that up to you.

Lucian Daniel Sanovician

Sometimes you have known your entire life what you want to do, but other times, opportunities hit you randomly and force you to reevaluate everything you had planned. Lucian, who had been studying engineering, change his path after joining the student league of his university. In 2003, they established the "Casa de Cultura Studenteasca" a youth center for students.



Together with two other members they planned various events for the students, such as seminars, sports competitions, or cultural activities in order to give students the chance to become more involved and active within their community. As Lucian developed a passion for social work, he never left the institution and works there until today. "I want to help young people discover themselves, help them grow and make them active citizens as well," he says.



Gergő Pálffy

In every human life there are some moments where an open mind and a willingness to step out of your comfort zone can completely change your life.

When the Hungarian young man Gergő Pálffy got invited to his first youth exchange, he was only a 17-year-old high school boy. “I felt lucky because people told me they wish they would have known about Erasmus+ at my age”. As expected, it was an amazing and impressive experience. After this exchange, he was totally into the concept and in the following 2 years, he participated in no less than 10 national and international projects.

At the age of 19, he started his bachelor’s in international business. Around that time, Gergő also decided it was time to level up. He had gained much experience with international projects and wanted to offer others the same opportunities.

If you look at Gergő today you will see someone who is very involved in the EU and the Erasmus+ project and contributing to his local community. A realist who tends to be opportunistic but knows how to make things work from a holistic perspective. And, probably, you will see a person who knows first-hand that saying yes to opportunities with an open mind really can change your life.

KEEP IN MIND THAT THERE IS NO LIMIT IN THE DESIGN

COLLAGE

AS A METHOD FOR VISUALISING
A SOLUTION OR A PROBLEM TO
A QUESTION



MAKING OF A DIGITAL COLLAGE

A collage is a visual representation of something made out of pictures, drawings or similar forms, about a particular subject. The concept is to make a message without using words - or limiting the amount of words used. This activity is suitable for any kind of group.

This activity can be done in two ways. The traditional way would be cutting photos and/or images from magazines, newspapers etc. and glueing them onto a big piece of paper. The alternative way is to do it digitally, finding images on the internet and pasting them together on a Word doc or other suitable programme.

Tip: If you decide to do a digital version, keep in mind that if you are planning to share the collages publicly online the participants should keep in mind to use copyright free images only (using google filters or a special website).

The topic for the collage can be anything, “the problems young people face because of living in a rural area”, “a visualisation of culture”, “discrimination faced by girls and young women”, “the concept of youth work”, etc. literally any theme or topic within your project / activity can be collaged.

Physical Format

What you need:

- A bunch of magazines, newspapers and other printed media sources.
- A big poster paper to make the collage on for each participant or small group.
- Glue/tape.
- Scissors.
- Any additional arts & crafts supplies to spice things up (markers/rope/any decorations).

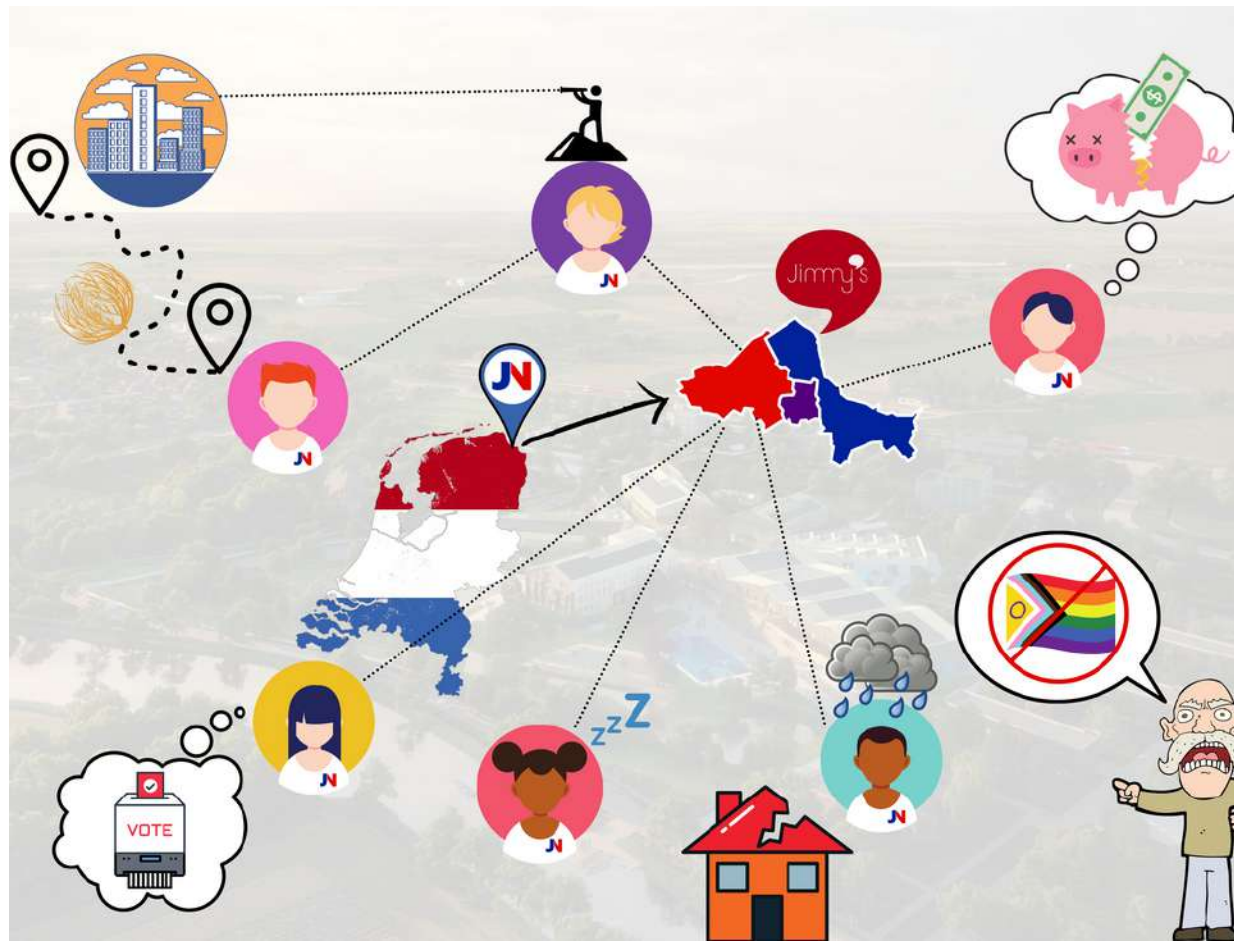
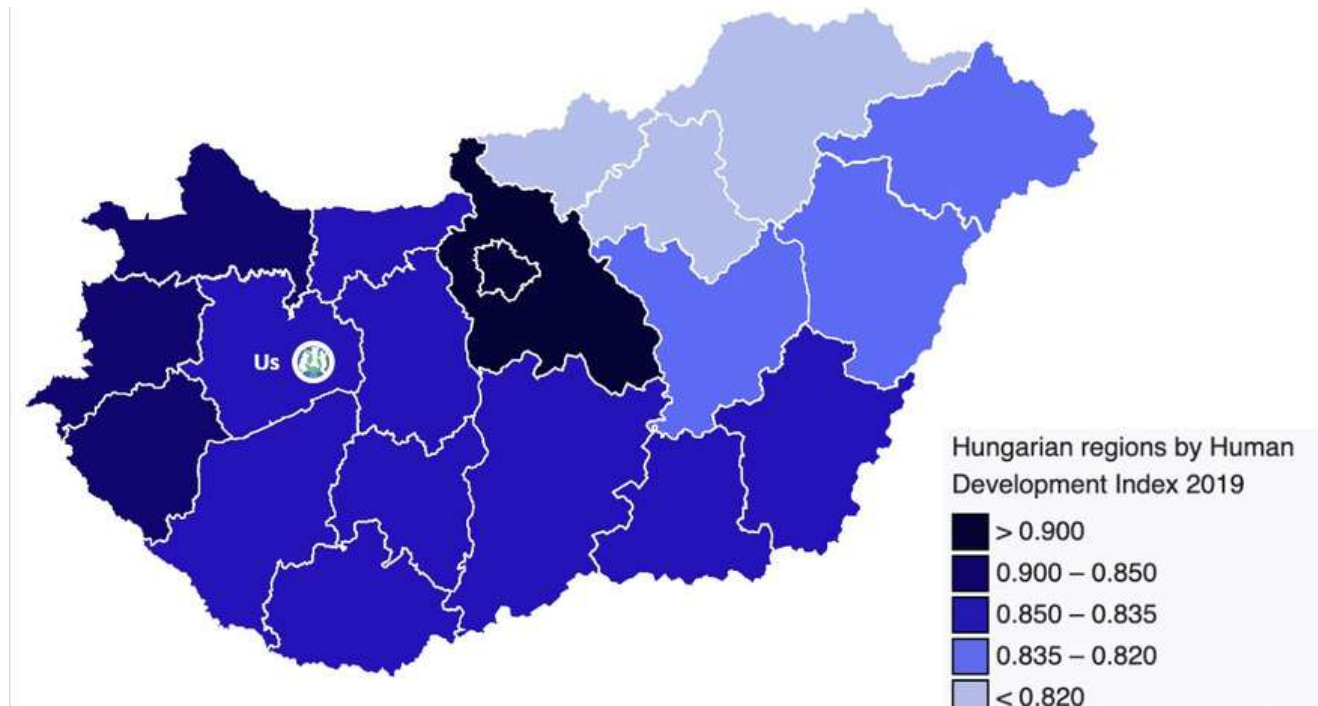
Digital Format

What do you need:

- Good internet access.
- A computer that is connected to the internet.
- Some software that allows you to create or adjust photos and/or images.
 - Word / PowerPoint / Canva / Paint / etc.

The steps to go through this assignment:

- Create small groups of participants with a maximum of four people for the physical version and two people for the digital version.
- Explain what a collage is and what tools they have to make it.
- Inform them of the exact topic.
- Inform them how much time they have.
- Encourage them to discuss the topic and / or research it before finding images.
- Encourage them to use their creativity to make the collage as informative as possible.
- When the time has finished, get the group back together.
- Let every group present their collage / poster.
- Provide a short amount of space for the other participants to ask questions and to seek clarification for anything that was unclear.



SOME EXAMPLES OF COLLAGES

PARTICIPATION THEORY AND ACTIVITY



These are 2 useful activities for youth workers who want to promote and encourage the participation of young people in youth work and in society.

In this activity youth workers explore the progressive model of young people's involvement in youth work by John Huskins.

- The participants are split into groups of 5 or 6.
- Seven A4 papers per group are necessary for this activity.
- Each of these sheets has one of the seven steps written on it - without the explanation - and the participants are required to arrange them in the order they believe is correct.
- Once completed one person from each group presents the order of the steps that group has decided on.
- After each presentation the trainer can ask questions and ask for any needed clarification.
- It is important to note that while there is a correct answer - that of the actual model itself - each group will have viable points of view as to why they put things in the order they did, therefore in essence none of the answers are incorrect if they are logical.
- After all the groups have presented, the trainer reveals the actual model and explains the different steps.

RMSOS

In this activity youth workers explore a theory that supports youth participation in society. It is from the Council of Europe's publication "Have Your Say!", Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life.

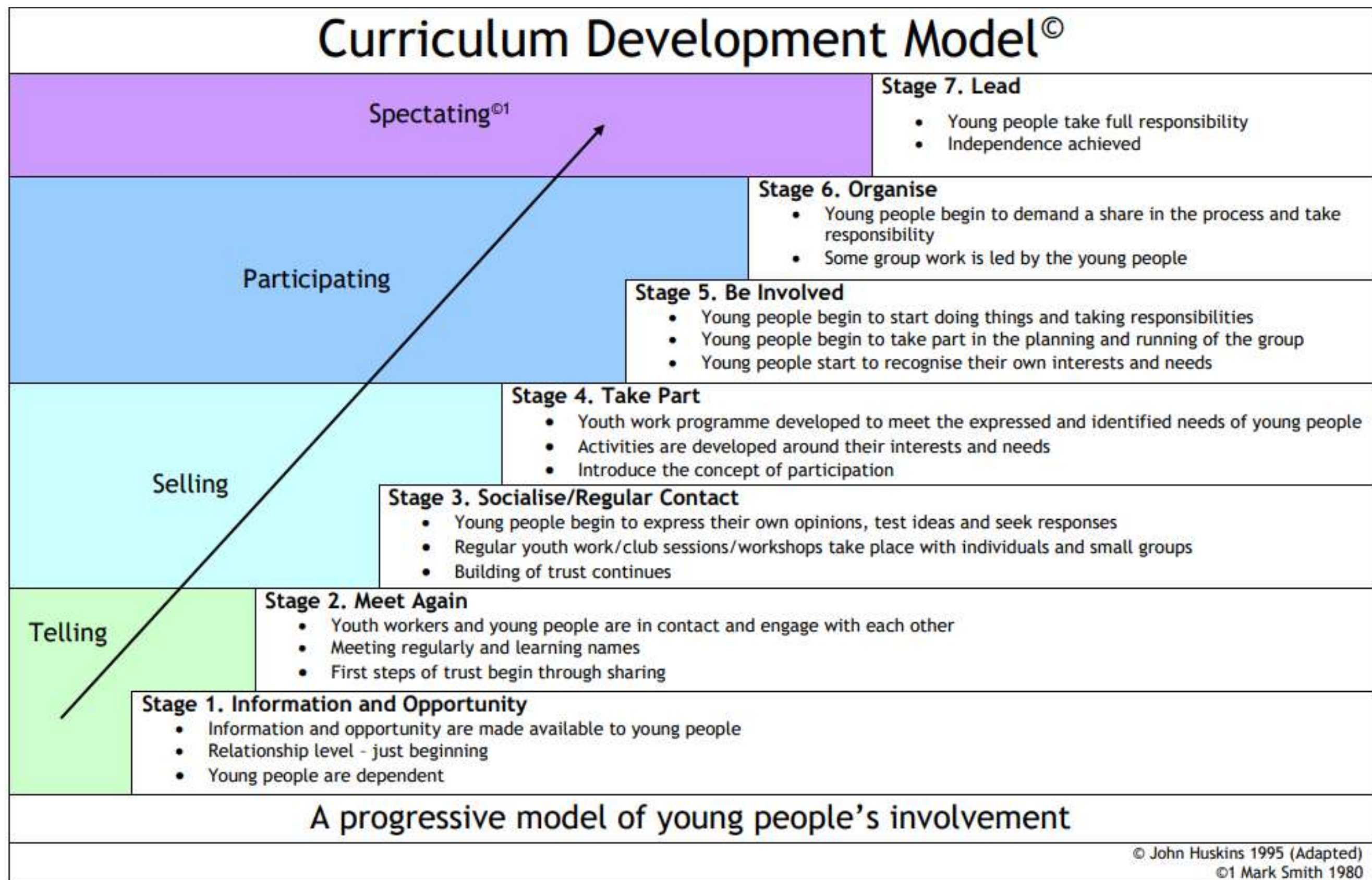
- Five A4 papers are necessary for this task, on which the main factors are displayed (Right, Means, Space, Opportunity, Support).
- Pairs are formed whilst sitting in a circle.
- The trainer reveals the first word and the participants discuss what they think it means in relation to "participation".
- After about a minute or so of buzzing, the trainer calls order and asks some of the pairs what they think it means.
- The pairs share their viewpoints.
- After a few inputs and short discussion, the trainer provides the official explanation for each term.

The terms are:

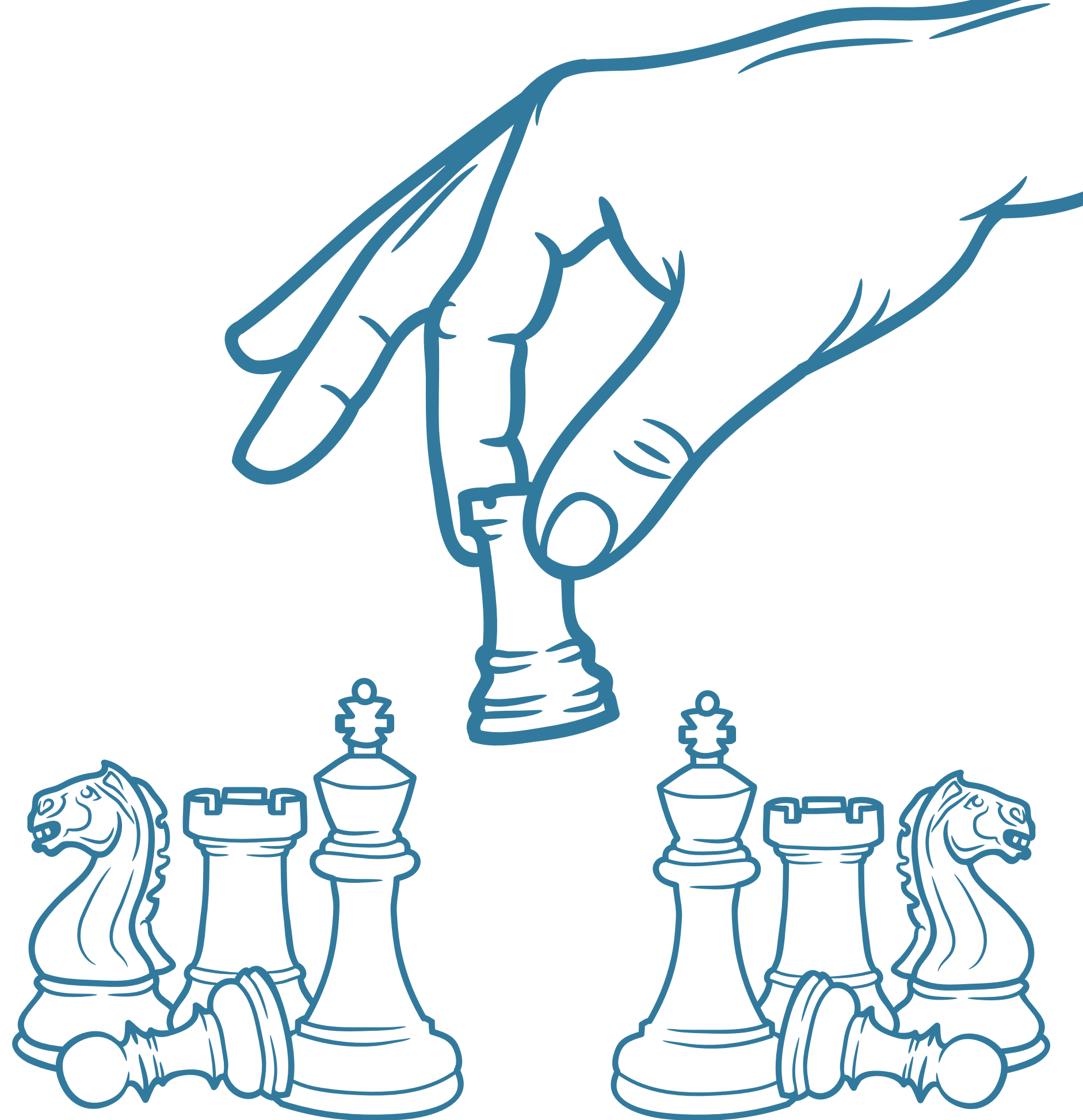
- Right: participation as a civil right
- Means: basic needs have to be met
- Space: space to participate within the institutional framework of policy making
- Opportunity: providing young people with opportunities
- Support: financial, moral and institutional support

Have Your Say!

<https://rm.coe.int/16807023e0> pp38-43



EUROPEAN YOUTH STRATEGY



EU Youth Strategy 2019 to 2027

Long time ago... In a far-far away galaxy...

Around 50,000 young people took part in a Europe-wide survey in 2018. Based on this survey, the 11 Youth Goals were formulated with concrete sub-goals under scientific supervision. All EU countries were involved in the development of the Youth Goals and support them. The Youth Goals have been included in the EU Youth Strategy.

The aim of the 6th cycle of the “EU Youth Dialogue - Youth in Europe: What’s next?”, which took place in 2017/2018, was to collect the voices of young people and contribute together to creating the EU Youth Strategy 2019-2027. As a result, eleven European Youth Goals were developed. These goals reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue:

- 1.Connecting EU with Youth
- 2.Equality of All Genders
- 3.Inclusive Societies
- 4.Information & Constructive Dialogue
- 5.Mental Health & Wellbeing
- 6.Moving Rural Youth Forward
- 7.Quality Employment for All
- 8.Quality Learning
- 9.Space and Participation for All
- 10.Sustainable Green Europe
- 11.Youth Organisations & European Programmes

The 11 European Youth Goals summarise the issues that affect young people in Europe and the political priorities that are important to them. The Youth Goals show in which areas change still has to happen so that young people in Europe can use their full potential.

The EU Youth Strategy should contribute to realising this vision of young people by mobilising EU-level policy instruments as well as actions at the national, regional and local levels by all stakeholders.

You can visit the following websites for further clarification:

Youth Strategy

Youth Goals

YOUTH GOALS

#1 Connecting EU with Youth



Foster the sense of youth belonging to the European project and build a bridge between the EU and young people to regain trust and increase participation.

#2 Equality of All Genders



Ensure equality of all genders and gender sensitive approaches in all areas of life of a young person.

#3 Inclusive Societies



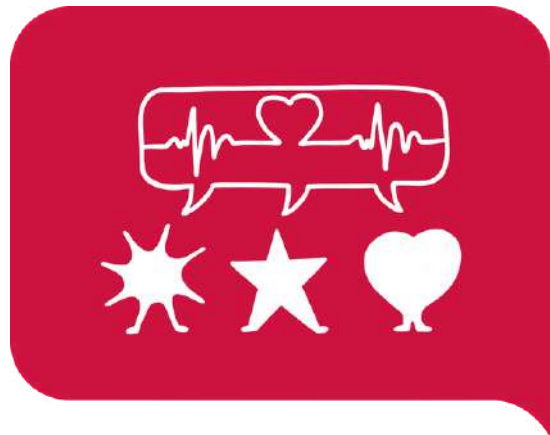
Enable and ensure the inclusion of all young people in society.

#4 Information & Constructive Dialogue



Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue.

#5 Mental Health & Wellbeing



Achieve better mental wellbeing and end stigmatisation of mental health issues, thus promoting social inclusion of all young people.

#6 Moving Rural Youth Forward



Create conditions which enable young people to fulfil their potential in rural areas.

#7 Quality Employment for All



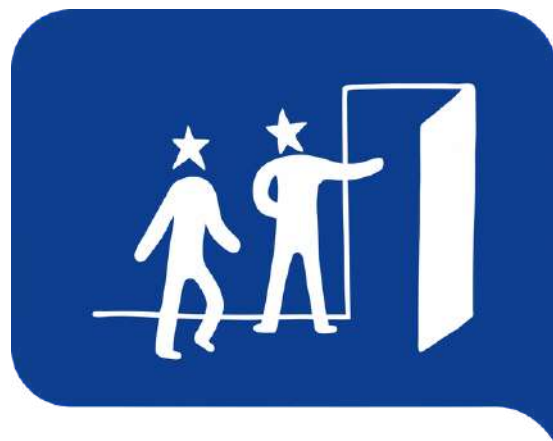
Guarantee an accessible labour market with opportunities that lead to quality jobs for all young people.

#8 Quality Learning



Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.

#9 Space and Participation for All



Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

#10 Sustainable Green Europe



Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

#11 Youth Organisations & European Programmes



Ensure equal access for all young people to youth organisations and European youth programmes, building a society based on European values and identity.

These youth goals are very valuable to be aware of as a youth worker. These different goals all represent important aspects of the lives and experiences of young people. You can incorporate these into your youth work. They are something to be aware of when interacting with young people to help you better identify parts of their experiences. They can also serve as aspirations to help them work on, work through and improve those aspects of their lives.

It's also valuable to make young people aware of these goals. It can make them more aware that they have rights and deserve to be treated properly, and if they are denied that they have a right to stand up for themselves and get them.

Start with a short introduction to the EU Youth Strategy.

- Where it has come from and how it is related to the youth.
- It consists of 3 core areas: Engage, Connect and Empower.
- It consist of 11 Youth Goals

For full information about the key areas and 11 goals see the Youth Strategy Information page and EU Youth Strategy

The Activity

Prepare the numbers 1 to 11 on pieces of paper, each number on a separate paper.

Also prepare the letters A to K on pieces of paper, each letter on a separate paper.

Tip:

This activity can be done in pairs or individually depending on the size of the group. If the group is very large then you can double the numbers and letters (two sets of 1 to 11 and two sets of A to K). If the group is very small you can ask each person to take 2 numbers and 2 letters - you will need to extent the amount of time for them to create two presentations!

Ask each participant or pair to pick one number and one letter.

Each number refers to the corresponding Youth Goal and each letter refers to a methodology they must use to present that goal to the rest of the group:

- 1.Connecting EU with Youth
- 2.Equality of All Genders
- 3.Inclusive Societies
- 4.Information & Constructive Dialogue
- 5.Mental Health & Wellbeing
- 6.Moving Rural Youth Forward
- 7.Quality Employment for All
- 8.Quality Learning
- 9.Space and Participation for All
- 10.Sustainable Green Europe
- 11.Youth Organisations & European Programmes

A. a poster

B. a logo

C. a cartoon of up to 6 slides

D. a pictogram

E. a sculpture

F. an instagram reel or tiktok (30 or 60 seconds)

G. a social media post with images

H. a photo montage

I. a newspaper front page

J. a poem

K. a word cloud

Once each participant or pair has chosen a number and a letter, reveal what each letter stands for and pass them the link to the EU Youth Strategy so they can find out what their number represents.

Give them 40 min to research their Goal and create their art form to represent and present their Goal.

Each individual or pair has 2min to present their Goal.

Provide a short time after each presentation for other participants to ask for clarification - this should primarily be provided by the presenter but the trainer should be prepared to step in if something incorrect information is being shared because of the presenter misunderstanding something about their Goal.

Tip:

You need to have internet.

The Goals can be accessed on both laptops and phones.

Provide a short time after each presentation for other participants to ask for clarification - this should primarily be provided by the presenter but the trainer should be prepared to step in if something incorrect information is being shared because of the presenter misunderstanding something about their Goal.

Tip:

You need to have internet.
The Goals can be accessed on both laptops and phones.

Tip:

Once they have their letter and number you can share some useful tools that they can use to develop the presentation, such as Canva for logos or posters, Piktochart, Visme, Prezi for pictograms and newspaper front page; Kinemaster for videos; and Worldclouds for wordclouds. Keep in mind that participants may know or be aware of other tools, let them be free to express themselves in the best way possible!

Tip:

In the case of digital output, it would be great to have a common drive that the participants can access and share their own works, both for the presentation but also for future activity;

A POEM MADE DURING THE ACTIVITY

Space and Participation for All

Space.

We all started to participate,
Fourteen billion years we create.
Suns and galaxies have shaped the fate,
Still, we are here, long road to take.

Around seventy years ago, no fight...
The EU finally got the green light.
We all started to participate,
Seventy-one years we would create.

Even though a lifetime, we are still young,
Our future is the youth to become.
Therefore, we need them to participate
In something we all work on to create.

But good work demands spaces to provide,
Democratic youth is destined to rise.
The ones must get the influence they need,
To represent themselves for the deed.

Equal access is crucial to have,
Decision makers requested to act.
Support EU youth, don't let them fall,
Make Space and Participation for All!

EXAMPLES OF WORK DONE ON GIVEN TOPIC

#2 Equality of All Genders



Equal pay for equal work



Tackle discrimination



Embrace diverse gender identities



End gender-based violence



POSTERS



NEWS/COMIC

QUALITY LEARNING



- GUARANTEE UNIVERSAL AND EQUAL ACCESS TO QUALITY EDUCATION AND LIFE-LONG LEARNING.
- ENSURE THAT ALL YOUNG PEOPLE HAVE ACCESS TO ADEQUATELY FUNDED NON-FORMAL EDUCATION AT ALL LEVELS, THAT IS RECOGNISED AND VALIDATED.
- PROMOTE OPEN-MINDEDNESS AND SUPPORT THE DEVELOPMENT OF INTERPERSONAL AND INTERCULTURAL SKILLS.
- CREATE AND IMPLEMENT MORE PERSONALISED, PARTICIPATIVE, AND COOPERATIVE LEARNER-CENTERED METHODS IN EVERY STEP OF THE EDUCATION PROCESS.
- INCORPORATE METHODS WITHIN FORMAL AND NON-FORMAL EDUCATION SETTINGS THAT ENABLE THE LEARNER TO DEVELOP PERSONAL SKILLS INCLUDING CRITICAL AND ANALYTICAL THINKING, CREATIVITY AND LEARNING.
- ENSURE THAT YOUNG PEOPLE HAVE ACCESS TO CITIZENSHIP EDUCATION TO PROVIDE THEM WITH SOLID KNOWLEDGE ON POLITICAL SYSTEMS, DEMOCRACY AND HUMAN RIGHTS, ATTAINED ALSO THROUGH COMMUNITY-BASED EXPERIENCES IN ORDER TO PROMOTE ACTIVE CIVIL PARTICIPATION.

POST/LOGO

EUROPEAN YOUTH GOALS

INFORMATION & CONSTRUCTIVE DIALOGUE

PARENTS AND ALL THOSE INVOLVED WITH EDUCATING AND TRAINING YOUNG PEOPLE SHOULD BE EQUIPPED WITH MEDIA AND DIGITAL LITERACY SKILLS



ENSURE EASY ACCESS TO UNDERSTANDABLE YOUTH-FRIENDLY INFORMATION THAT FOLLOWS CODES OF ETHICS AND QUALITY STANDARDS.

ENSURE YOUNG PEOPLE HAVE THE ABILITY TO RECOGNISE AND REPORT HATE SPEECH AND DISCRIMINATION ONLINE AND OFFLINE.

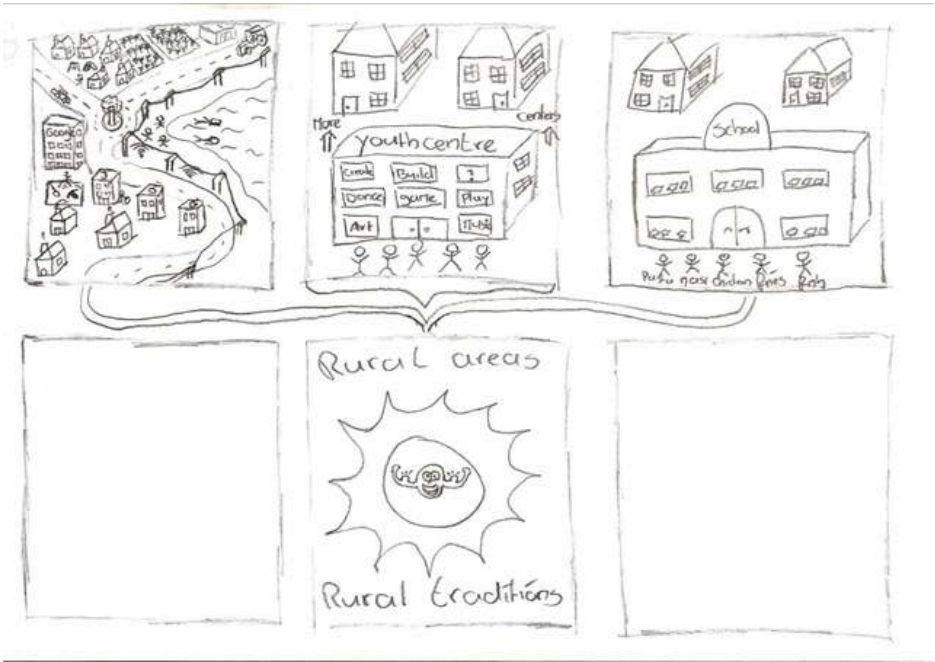


ENSURE YOUNG PEOPLE HAVE THE ABILITY TO RECOGNISE AND REPORT REPEATEDLY MISLEADING NEWS AND VERIFY THE ACCURACY OF NEWS SOURCES USED.

ENSURE YOUNG PEOPLE CAN ENGAGE IN RESPECTFUL, TOLERANT AND NON-VIOLENT DIALOGUE, ONLINE AND OFFLINE.



EMPOWER YOUNG PEOPLE TO BE CRITICAL AND RESPONSIBLE USERS AND PRODUCERS OF INFORMATION.

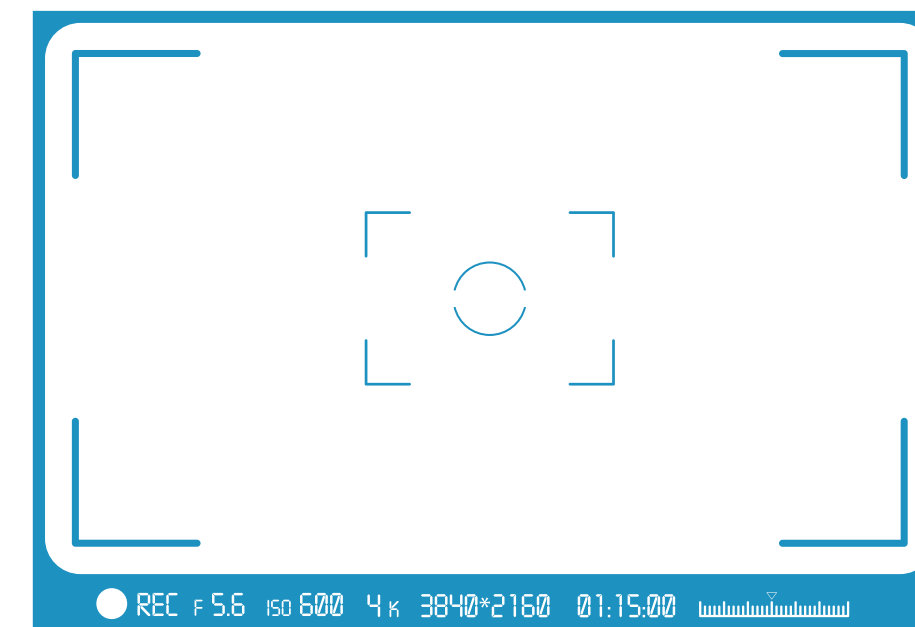




POETRY



SOCIAL VIDEO



EUROPE IN THE COUNTRYSIDE PARTNERS

