

How To work with Young People in Rural Area

**Methodology for Knowledge Transfer
for Successful Engagement and Motivation of Young
People in Rural Youth Work**



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1. Learning Goals	2
2. Guidelines	2
3. Modules	3
● Module 1: Introduction to Rural Youth Work	3
● Module 2: Understanding Rural Youth Engagement Challenges	6
● Module 3: Motivation Techniques for Rural Youth	9
● Module 4: Developing Programs for Rural Youth	15
● Module 5: Practical Implementation Strategies	20
● Module 6: Evaluation	25
● Module 7: Case Studies and Best Practices	30
4. List of Resources	34





1. Learning Goals

The learning goals are targeted at competence development, gaining knowledge, understanding of how to do rural youth work, and practical applications:

1. Enhance skills and competences for successful engagement and motivation of young people in rural youth work
2. Deepen the understanding of rural youth work in rural and mobile youth work.
3. Learn effective methods to motivate young people in rural areas.
4. Learn ways to apply gained knowledge and skills in rural youth work.

2. Guidelines

The methodology presents guidelines, following them will increase the success of engaging and motivating youth from rural areas for youth work.

The key aspects to follow are:

1. Encourage active participation through discussions, feedback, and group activities.
2. Offer support channels for questions and assistance.
3. Provide a schedule outlining daily activities and deadlines for tasks.
4. Engage participants through interactive activities rather than passive learning.
5. Emphasize practical exercises that require participants to apply concepts in real contexts.
6. Encourage participants to reflect on their learning and how it applies to their specific youth work challenges.
7. Provide timely and constructive feedback on assignments and contributions.
8. Offer resources beyond the training period, such as a repository of articles and a network of peers for ongoing support.
9. Create safe space for the most impactful learning.



3. Modules

The table refers to the content of the Curriculum, developed to educate and train youth works:

- **Module 1: Introduction to Rural Youth Work**

This module provides a comprehensive overview of the field of rural youth work. It explores the unique **characteristics, needs, and potential of youth work with focus on rural areas**, and discusses the **role of youth workers** in supporting and empowering this demographic. To gain the understanding of rural local communities and its importance to **young people in rural settings**.

Session 1:

Name of the session:	Where do you stand
Duration	90 min
Group size	10-20
Objectives	● To create a common understanding of terms and elements of youth work.
Materials	Post its, pen, presentation.
Preparation (if any)	Take two post its, on one write AGREE and the other DISAGREE. Put the post its on the opposing sides of the room.
Instructions, methodology and timing (Practical Exercises)	Preparation 5' Participants are given a brief intro about the topic of the session (that we want to create a common understanding on key terms related to youth work as it is sometimes misunderstood and misused) They get instructions about the activity. They are explained that they should get up and form a group in the center of the working space. They will get statements and they should move to one or the other side of the room according to the level of agreeing or disagreeing about the statement. Then they get the chance to explain their stance. The rule of the microphone is introduced as well, that only the person with it can speak (mic can be a simple pen). After each discussion participant might decide to change their stance, especially those that are not sure and are placed in the middle. Statements up to 60' 10 statements are prepared. The statements can be presented on a screen or just read. 1. Youth workers are young people. 2. Youth work is a profession. 3. A 5 day training course is a youth work programme.



	4. Youth programmes are open to children and young people. 5. Internship is the same as volunteering. 6. Valentina is volunteering at a big commercial festival. She is working at the bar, pouring beer. She gets the festival ticket, a sandwich per day and a place to sleep (camping place). 7. Formal education is more important than Non-formal education. 8. Non-formal education is a planned process of learning. 9. Youth clubs and youth centers are the same thing. 10. Youth clubs need to have employed youth workers. *Some topics will be more engaging/interesting to participants than others. Feel free to choose if you are spending more time on one of the statements and maybe not using some of the others. When the activity ends, participants are asked to sit back on their chairs.
Debriefing and evaluation	Defining the terms and discussion up to 30' The statements are covering some of the key topics and elements of youth work: 1-4 are directly connected to youth work; 5-6 are connected to volunteering (often used in youth work programmes); 7-8 are connected to life long learning; 9-10 are connected to youth spaces, where often youth work is implemented. More about the statements can be found here - link. It is important to clarify each of the statements and to give some background about it. You can prepare the presentation or just have a discussion. After clarifying each of the statements you can give space to participants to give feedback or to connect it to their experience. You can talk about the statements at the end or after each block.
Handouts (if any, please add them here OR below)	Additional explanations for the debrief of the statements - link Youth work - Youth work essentials - Youth Portfolio Volunteering - T-Kit 5: International Voluntary Service - Youth Partnership

Session 2:

Name of the session:	Map jam
Duration	90 min
Group size	10-20
Objectives	To map out local stakeholders in rural youth work.



Materials	Flip chart paper, presentation (laptop & TV).
Preparation (if any)	/
Instructions, methodology and timing (Practical Exercises)	Preparation 10' The participants are first divided into groups. If they are coming from the same local community/country then they should be divided into those groups. If not, random division is ok. Each group gets a flip chart paper and instructions to fill in a template. They are instructed to try and find as many as possible informations online or through their own experience. Instructions for the template: - What is the population of the municipality (if they are coming from a rural area, what is the population of the area)? How many young people are there? - Who from the municipality is in charge of youth policy and young people (is there someone in the local government in charge of youth, is there a department in charge of youth, is there a youth office). - Does the municipality have a youth council or an equivalent? - Are there any local youth strategies (or other strategies where young people are mentioned)? - What is the total budget of the municipality? Is there a budget for youth policy (or any other public call where young people can benefit)? What is the percentage of the budget for youth? - Are there any youth spaces? What is being implemented there? - Are there any youth organisations or organisations for young people? What is their focus and are they active? - Are there any high school / student parliaments? Implementation of the activity 45' They are given the instruction to find out this information and make a poster that they will present later on.
Debriefing and evaluation	Presenting 25' Once they finish they have 5' to put up the presentation around the space, like a mini gallery. Each group has 5-10' to present their poster and answer the questions. The trainer also gives feedback to the posters. Discussion 15' The participants are invited to come back to the circle and to discuss the activity, which questions such as what new thing have you learned, what surprised you the most? What was hard to find out and why? How can this help you in your future work?
Handouts (if any, please add them here OR below)	/

● Module 2: Understanding Rural Youth Engagement Challenges

Delving into the specific obstacles that hinder youth engagement in rural areas, this module covers issues such as **geographic isolation**, limited **access** to resources, and **socio-economic barriers**. To learn to identify and analyze these **challenges**, and develop strategies to overcome them, ensuring more effective and inclusive youth engagement.

Session 1

Name	Vision board
Duration	90 min
Group size	15-20
Objectives	To identify advantages and disadvantages of young people in rural areas.
Materials	Old newspapers, stickers, coloured paper, scissors, glue, scotch tape, markers, flip chart papers.
Preparation (if any)	/
Instructions, methodology and timing (Practical Exercises)	Instructions 10' The participants are divided into 4 random groups. Groups 1 and 2 get the first two questions and groups 3 and 4 get the last two. They get the task to create a collage which will visually present their answers, by using provided materials. The questions are: 1. What is a rural area and its characteristics? 2. What is an urban area and its characteristics? 3. What would be the advantages of living in a rural area for youth? 4. What would be the disadvantages of living in a rural area for youth? Implementation of the task 40' Presentations 20' Each of the groups briefly presents their vision boards.
Debriefing and evaluation	Feedback from the trainers and the group 20' Through feedback present the key characteristics of rural areas, with focus on young people.
Handouts (if any, please add them here OR below)	www.napor.net/sajt/images/Dokumenta/Under the Loupe - booklet-



	final.pdf https://www.coe.int/en/web/youth/-/young-people-from-rural-areas-must-have-better-access-to-rights-and-essential-services-more-actively-participate-in-economic-social-and-political-life-council-of-europe-says
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Session 2

Name	Network of inclusion
Duration	90 min
Group size	15-20
Objectives	• To identify challenges and solutions when involving rural youth • To create common understanding of who young people with fewer opportunities are
Materials	Flip chart paper or presentation (laptop & TV), rope. Materials for the roles - blindfolds, a chair, tape
Preparation (if any)	Before the beginning of the exercise, a net of rope is made which divides the space in two. The net is made so that it has holes of different sizes, most of them being big enough for a person to go through it. Each available space between the ropes can be crossed either 2 or 3 times (depending on the size of the group and the space where the activity takes place). The trainer should mark the spaces that can no longer be crossed (after 2 or 3 crossings). <i>An example of a net is in the additional materials. You can adjust the number of spaces according to the number of participants.</i> Link - Module 2 session 2



Instructions, methodology and timing (Practical Exercises)	Introduction 10' The exercise starts by trainers explaining the rules to the participants. They are explained that they take part in a simulation. Some of them will have certain roles. Their task is to successfully engage young people in restoring a youth space for their needs. They are accomplishing this by going from one side of the net to another (the exercise is successfully accomplished the moment when each participant crosses the other side). While crossing through the net participants are not allowed to touch the rope. If they do, they must come back to the starting position. The ones who are on the other side, can't come back. The simulation 55' The participants get 10' to think on a strategy to fulfill the exercise, and are told that they will get one further explanation. Last instructions are following: There are several roles to be given to the certain participants during the exercise (<i>you do not have to use all</i>) 1. Organisers of the activity x2 2. Person who is not interested to take part 3. Person with its legs tied up and is sitting on a chair 4. Person with its hands tied up 5. Person with who does not like to be touched 6. Person who will not speak if he/she is not asked to 7. Person with visual impairment 8. Person with hearing disability The rest do not have any roles. They have 45' to do the task.
Debriefing and evaluation	Debrief 25' After the activity the trainers ask everyone to get out of their roles. First set of questions should be related to how and why they felt during the activity, to recollect what happened during the activity and what roles everyone had. Afterwards, the participants are asked if they can find any similarities with what the young people are facing in rural areas and how they would respond to the those challenges. Encourage if anybody has real life examples to share. In the end they are presented with definitions of young people with fewer possibilities and an overview of challenges that young people face in rural areas in Europe.
Handouts (if any, please add them here OR below)	https://pjp-eu.coe.int/documents/42128013/106317733/Rural-youth-study.pdf/1fde9ee6-48ce-a2f7-2985-124b44ae46e7 https://pjp-eu.coe.int/en/web/coyote-magazine/issue-30 https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionoffenders/InclusionOffendersWho/ (first part of the document)

● Module 3: Motivation Techniques for Rural Youth

This module focuses on various **techniques** and **approaches** to motivate rural youth. It covers **theories of motivation, practical tools, and real-life examples** to inspire and sustain the interest and participation of young people in rural communities. Participants will be equipped with skills to foster enthusiasm and **long-term engagement** in their youth work.

Session 1:

Name of the session:	Role-playing motivational challenges
Duration	120 minutes
Group size	15-20 participants
Objectives	● To explore at least three common motivational challenges faced by rural youth, based on a group discussion and brainstorming session. ● To practice empathy and develop potential solutions. ● To make a concrete plan to address one motivational challenge specific to rural youth, with at least two actionable strategies.
Materials	Room with enough spaces, large sheets of paper or a flipchart, markers or pens, sticky notes, scenario cards describing motivational barriers (e.g., low self-esteem, social stigma).
Preparation (if any)	Prepare a brief overview on motivation challenges commonly faced by rural youth. Prepare the scenario cards handout. In case there are more participants you can create more scenarios making sure they reflect rural youth experiences. Set up a workspace with writing materials and space for participants to collaborate. Note! If the target group is not confident enough with acting, the methodology of the session can be adapted. In this case, the scenario cards can be discussed in small groups, and each group can work on identifying the motivational challenges and proposing possible solutions, which will then be displayed on flipchart paper using key words, drawings etc.



Instructions,
methodology and
timing (Practical
Exercises)

Introduction 10'

Begin with a brainstorming on the motivational challenges faced by rural youth. Ask the question: What can demotivate rural youth? Highlight why understanding motivation is essential for effective rural youth work.

Scenario Assignment 20'

Explain the concept of role-playing and its purpose in understanding motivational challenges. Divide participants into equal small groups according to their number. Assign each group a scenario card with a motivational challenge.

Role-Playing 45'

Each group acts out their scenario, with persons portraying the rural youth and the others portraying mentors or peers. After each scenario is presented, ask questions about the experience and feelings.

Group discussion 25'

After all groups present, discuss common themes and solutions. Encourage participants to suggest additional strategies based on their own experiences.



Debriefing and
evaluation

After the activity ask participants 15'

1. How did the role-playing activity help you understand the challenges rural youth face in terms of motivation?
2. What was your emotional reaction during the role-play? Did it change how you view the struggles of rural youth?
3. How can personalized support make a difference in addressing the unique needs of young people in rural areas?
4. Did any specific scenario resonate with you? How might you apply the insights gained in your own work with youth?

End the debriefing with conclusions and a short evaluation of the activity.





Handouts (if any,
please add them
here OR below)

Handout for the scenarios:

Card 1: Low self-esteem due to limited opportunities

Description: Sarah, a 17-year-old from a small rural town, struggles with low self-esteem. She feels that her future is limited because there are few educational or career opportunities nearby. She compares herself to peers from urban areas who have access to internships, extracurricular activities, and mentorship programs. Sarah often feels that she is not capable of achieving her dreams because she has never had the chance to experience the things her urban counterparts have.

Card 2: Social stigma and stereotypes

Description: Tom, a 16-year-old from a rural farming community, has always been passionate about art and dreams of becoming a professional artist. However, he faces constant discouragement from his peers and family, who believe that pursuing a career in art is impractical in their small town. He is often told to focus on more "realistic" jobs like farming or working in a local shop. This social stigma around his passion makes him feel ashamed of his interests and afraid to share them with others.

Card 3: Geographical isolation and limited access to resources

Description: Emma lives in a remote rural area where access to technology and educational resources is limited. The local school doesn't offer advanced courses or after-school programs, and there are no youth centers or extracurricular activities. Emma is eager to learn more about technology, but the lack of internet access and modern resources leaves her feeling disconnected and isolated from the opportunities that many of her peers have in cities.

Card 4: Economic constraints

Description: Lucas, a 16-year-old high school student, comes from a low-income family in a rural area. His parents can barely afford to pay for his school supplies, let alone extracurricular activities or courses that could help him build new skills. He has a passion for coding but cannot afford to attend a computer programming workshop or buy a laptop. Lucas dreams of a career in technology, but the financial constraints of his family limit his ability to pursue his interests.



Card 5: Cultural and community expectations

Description: Maria, a 17-year-old from a rural town, feels pressure to conform to the traditional roles expected of her by her family and community. In her culture, young women are often encouraged to focus on family responsibilities, and there is little emphasis on career or educational advancement for women. Maria is interested in becoming a teacher and wants to attend university, but her family discourages her from pursuing further education, as they believe it's unnecessary for her to leave home.



Session 2:

Name of the session:	Motivation in action - designing engagement strategies
Duration	90 minutes
Group size	6-20 participants
Objectives	• To apply theories of motivation in creating activities for rural youth. • To develop practical strategies to engage and motivate rural youth. • To foster collaboration and creative problem-solving.
Materials	Flipcharts or large sheets of paper, markers or pens, scenario cards of from the previous activity, handouts summarizing motivation theories (Self-determination theory, Maslow's hierarchy theory)
Preparation (if any)	Prepare the scenario cards handout. In case there are more participants you can create more scenarios making sure they reflect rural youth experiences. Use the Motivation Theory handout summarizing motivation theories for reference.



Instructions, methodology and timing (Practical Exercises)	Introduction 10' Briefly review key motivation theories (Self-determination theory, Maslow's hierarchy theory). Explain that the activity will involve applying these theories to real-world challenges. Group Work 60' Divide participants into small groups of 3-5 and assign each group a scenario. Ask them to brainstorm strategies to engage and motivate the rural youth described in their scenario. Encourage them to use the motivation theories as a framework. Each group will create a simple plan outlining their strategy, including specific activities, expected outcomes, and how the chosen motivation theory supports their approach. Presentation and Feedback 20' Groups present their strategies to the larger group. Facilitate a discussion, providing constructive feedback and drawing connections between the proposed strategies and theoretical principles.
Debriefing and evaluation	Reflect with the group on: What was the most challenging part of designing the strategies? Which motivation theory felt most applicable? Why? How can these strategies be adapted to different rural contexts?
Handouts (if any, please add them here OR below)	Motivation theories: https://docs.google.com/document/d/1e4TFft0tQ_VNZ1YjZf16_fnHjTgRSgbN/edit?usp=drive_link&ouid=111404768226495843082&rtpof=true&sd=true

● **Module 4: Developing Programs for Rural Youth**

This module teaches about how to **design and implement effective programs** tailored to the needs of rural youth. This includes understanding the key components of **successful**

programs, leveraging **local resources**, and ensuring **cultural relevance**. The module emphasizes creativity and adaptability in developing programs that resonate with and benefit rural youth.

Session 1

Name of the session:	World Cafe
Duration	60'
Group size	20+
Objectives	To understand the elements of effective program in rural areas.
Materials	Round tables (4 or 5 people to a table), 4 or 5 chairs per table, flip chart paper for group graphics and one or more sheets on each table for participant drawing/notes/doodles, markers for each table, roll of paper, tape, pins, bell, coffee, tea, water, music, variety of sizes of post-it notes Rolling white boards, flip chart or flat wall space for the paper or posting table doodle sheets. Optional: microphones - portable hand held style, flower vase and flowers (small) for each table, votive candle and holder for each table, tablecloth for each table
Preparation (if any)	Create a “special” environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional “talking stick” item. There should be four chairs at each table (optimally) – and no more than five. Pay special attention to the questions you ask. The questions below are informational in nature and can be adapted to meet the needs. Use an open question to encourage open conversation.
Instructions, methodology and timing (Practical Exercises)	The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease. The process begins with the first of three or more twenty-minute rounds of conversation for small groups of four/five people seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round. Each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. Use an open question to encourage open conversation. The same questions can be used for more than one round, or they may build upon each other to focus the conversation or guide its direction.



	• If you had unlimited opportunities, what would you change first for young people in your community? • What should a rural youth space look like where we feel at home, creative, and connected? • How can young people be involved in creating new opportunities for work and life in rural areas? • How included do young people feel in community life? When do we feel excluded? • Who matters most as support for young people – family, friends, teachers, associations? • How could adults listen to young people better and include them in decision-making? • What skills would help you most in finding a job (e.g., digital, entrepreneurial, communication)? • How can rural youth get more opportunities for internships, volunteering, or work in the local area? • What would motivate you to stay and work in your community – or to return after studying? • What barriers do young people face when looking for jobs in rural areas (too few employers, poor transport, lack of information...)? • Where would young people need more support for mental health (e.g., counselling, safe spaces, someone to talk to)? • What causes you the most pressure or worries when living in a rural area? • How can the community ensure that no one feels isolated or overlooked? • Where do young people in your community feel welcome and safe? Where not? • What makes transport, free time, or access to cultural and sports activities most difficult in rural areas? • How important is nature in your everyday life? Do we use it enough as a space for relaxation and connection? After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.
Debriefing and evaluation	The moderator summarizes everything that has been written, referring to three periods: what is done before, during and after the program design. The moderator supports participants during debriefing with graphic recording. Lastly, asks the participants if somebody is interested in the analysis results and their further usage and collects the email addresses of interested participants.
Handouts (if any,	https://theworldcafe.com/tools-store/hosting-tool-kit/



please add them here OR below)	https://theworldcafe.com/wp-content/uploads/2015/07/Tool_Kit_CheckList.pdf https://www.dpc.sa.gov.au/responsibilities/community-engagement/engagement-tools/world-cafe
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Name of the session:	Nature path
Duration	100-120
Group size	10-20
Objectives	● to understand how to effectively use local resources ● to gain skills of using tools for outdoor education
Materials	A basket (made out of natural materials), empty tote bag or a small linen bag, papers & markers, small mirrors (ideally 13x9 cm but it can be any other similar size), blindfolds, plastic or paper cups, various coloured stones, gems or similar, cardboard frames (cardboard plates can be used as well), double sided tape
Preparation (if any)	Take 10 pieces of paper and write the following on each of them: ● opportunity – challenge ● independence - dependence ● empowerment - marginalization ● inclusion - exclusion ● resilience – vulnerability ● participation - apathy ● accessibility - inaccessibility ● preservation - progress ● isolation - connection ● staying – leaving Tape the double-sided tape on the cardboard frames. Choose an outdoor space, ideally that has fully grown trees at some part.
Instructions, methodology and timing (Practical Exercises)	Entrance ticket 5' Before entering the area of the activity, participants are asked to find a "ticket", something they can find around them that can fit into a small bag. You keep the tickets for later. Opposites 10' Participants are divided into couples and are given papers with opposites written on them. It is their task to find two things in nature that best



describe what is written on the paper. Once they find it, they all come back in a circle and place their objects in front of them, while the others are trying to guess what the objects represent. Participants are encouraged to touch the objects and make a guess based on this. The opposites should be printed, since the terms are more abstract than original.

Option 1

- rough - smooth
- fresh - dried
- big - small
- light - dark
- alive - inanimate
- sharp - rounded

Option 2

- opportunity – challenge
- independence - dependence
- empowerment - marginalization
- inclusion - exclusion
- resilience – vulnerability
- participation - apathy
- accessibility - inaccessibility
- preservation - progress
- isolation - connection
- staying - leaving

Tree tops 10'

Participants form a line, standing one behind the other, with each person placing one hand on the shoulder of the participant in front of them. They hold the mirror in the other hand, right under the level of their eyes. The first person in the line leads the group beneath the treetops and cloudy sky.

Blindfolds 10'

Participants are divided in couples; there are two rounds, first one of the participants gets blindfolded and guided by the partner to the tree; person with blindfold gets some time to touch the tree and is afterwards guided back to the starting point; afterwards, they try to guess without blindfolds what their tree is; the roles reversed in the second round

Silence, 5'

Participants are asked to find their comfortable spot in nature, relax there and be silent for at least 2 minutes.

Perfume - 10'

Participants get a cup each and they are instructed to make a perfume with what they find in nature. Afterwards they smell each other's perfumes.

Rainbow 10'

Participants are told that there was a rainbow yesterday that fell apart around the area, but you managed to collect parts of it. They are given the stones/gems and told to find in nature things that are of similar colour.



	Painting 20' Painting - participants are given little frames (papers with double tape) and get the task to make their own painting by sticking things they found around them on it. Closing 10' Participants are asked to stand in a circle with their hands behind their backs. The entrance tickets are out of their hands and they should move them in the right/left direction without looking at them until they find their own ticket. Once they do, they go out of the circle and this continues until all have found their ticket.
Debriefing and evaluation	• What do you think was the objective of this program? • Is it relevant to rural youth and how? • What are the resources used? (Facilitator can encourage the discussion with more questions on this topic - funding, spaces, inclusivity, stakeholders...) • What needed to be done before the design? • Is the program adaptable and if so, how? • How did you like the activity? Have you learned anything new? • How applicable is this activity in your communities? • Can you connect this activity with other relevant topics in your rural community? • How would you modify the activity for future use? Which location would be used?
Handouts (if any, please add them here OR below)	https://drive.google.com/file/d/1h1LT9Z1kkhCEB5baSrNg14XPbu2KJ0ko/view

• Module 5: Practical Implementation Strategies

Focusing on the practical aspects of executing youth programs, this module provides strategies for effective implementation. Participants will learn about **project management, resource allocation, stakeholder engagement, and sustainability** with the aim to equip them with the skills needed to bring their program ideas to fruition and achieve lasting impact.

Session 1:

Name of the session:	Planning youth activities in rural areas
Duration	120-180'
Group size	10-20 participants



Objectives	• To introduce participants to project management principles. • To guide them in developing a step-by-step plan for a youth activity.
Materials	Flipchart or whiteboard, markers, sticky notes, printed project planning templates (including timeline and task breakdown).
Preparation (if any)	Prepare a sample project plan to show participants. Arrange seating in a way that facilitates group collaboration.



Instructions, methodology and timing (Practical Exercises)	Introduction to project management 20' Begin with a short presentation on key project management concepts: defining objectives, creating timelines, defining activities, delegating tasks, and monitoring progress. Highlight the relevance of these skills in organizing youth activities. Group activity: planning a mock activity 60' Divide participants into small groups of 4-5. Assign each group the task of planning a mock youth activity, such as a "Rural youth skills workshop." Provide templates for project planning and sticky notes for brainstorming tasks. Groups should outline: • Objectives of the activity. • Key tasks and deadlines. • Roles and responsibilities. • A brief timeline for execution. Presentations and feedback 30' Each group presents their plan to the larger group. Facilitators and peers provide constructive feedback. Wrap-up discussion 10' Highlight the importance of flexibility and contingency planning in real-world projects.
Debriefing and evaluation	Ask participants the following questions to reflect on the experience: • What was the hardest part of planning the activity, and how did your team solve it? • How did dividing the tasks among your group help you work better as a team? • What part of the planning process did you enjoy the most, and why? • How can the way you worked together today help you organize other activities in the future?



Handouts (if any, please add them here OR below)	Activity planning template https://docs.google.com/document/d/1_tWlqclURT_9aU7XTwGu1aMTxg0wnsE_/edit?usp=drive_link&oid=111404768226495843082&rtpof=true&sd=true A project outline https://docs.google.com/document/d/1PWsXr3r687MlobmGSYsinga1MdGgjPcg/edit?usp=drive_link&oid=111404768226495843082&rtpof=true&sd=true
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Session 2:

Name of the session:	Mapping resources and engaging stakeholders
Duration	60-90 minutes
Group size	10-20 participants
Objectives	• To learn how to identify and map resources for youth activities. • To develop strategies for stakeholder engagement and partnership building.
Materials	Large sheets of paper or poster boards, markers, pens, and sticky notes, resource mapping template handouts
Preparation (if any)	Prepare examples of local resources and stakeholders that participants might consider, applicable for the local community young people are belonging to. Arrange the room to encourage small group collaboration.





**Instructions,
methodology and
timing (Practical
Exercises)**

Introduction 15'

Explain the concept of resource mapping and its role in program sustainability. Provide examples of resources (e.g., local schools, non-profits, businesses) and stakeholders (e.g., community leaders, parents, youth organizations).

Creating a resource map - group activity 30'

Divide participants into small groups. Ask each group to brainstorm and list potential resources and stakeholders for a hypothetical youth activity (e.g. a sports day for rural youth, a digital skills training for rural youth, a community clean-up initiative for rural youth etc) or they can choose the previously developed activity from Session 1. Groups arrange their ideas on a large sheet of paper, visually connecting resources and stakeholders to their activity's needs.

Stakeholder engagement strategies 30'

Each group identifies key stakeholders and discusses strategies for engaging them (e.g., presenting mutual benefits, arranging meetings, or building long-term partnerships).

Presentation and discussion 15'

Groups share their resource maps and engagement strategies with the larger group. Facilitators provide feedback and suggest additional resources or approaches.





Debriefing and evaluation	Ask the following debriefing questions: • What was your experience like when identifying resources and stakeholders? Were there any surprises during the brainstorming process? • How did your group work together to create the resource map? What strategies helped the most in organizing your ideas? • What challenges did you anticipate when thinking about engaging stakeholders, and how would you approach them? • How can the skills and insights gained from this activity help you in planning real-world youth activities?
Handouts (if any, please add them here OR below)	/

• **Module 6: Evaluation**

The final module covers the essential practices of **evaluating youth programs**. Learning about various evaluation methods, tools for measuring impact, and techniques for gathering feedback. This module highlights the importance of continuous improvement and accountability in rural youth work, ensuring programs are effective and beneficial for the target demographic.

Why:

- To identify the strengths and weaknesses of youth programs in order to purposefully figure out which path to take in order to work on the needs and obstacles of the youth community.
- To understand target groups by analyzing in detail the youth community with fields of interest, needs and skills.

How to do it:

- Understand target groups by analyzing in detail the youth community with fields of interest, needs and skills.
- Periodic meetings with decision makers and youth community (reformulate EASW method).

Tools:

- Podcasts about the project to disseminate it to the youth community and gather information and feedback based on these podcasts.



Using methods:

- Structured dialogue,
- qualitative and quantitative field survey.

Resources for evaluation:

- Add references.

Session 1

Name of the session:	Evaluation of youth programs
Duration	90 minutes
Group size	4-5 per group (max 5-6 groups)
Objectives	• To understand the importance of evaluation through all stages of project implementation. • To learn how to identify the most appropriate research questions for evaluating a youth program. • To figure out which metrics to use and how to collect data to calculate them.
Materials	Whiteboard (or flip chart white board), markers or pens, sheets of paper, projector.
Preparation (if any)	Set up a proper workspace with stationery and space for participants to discuss and write down ideas. Prepare the introductory presentation.





Instructions, methodology and timing (Practical Exercises)	Introduction 10' Begin with an introductory presentation on the importance of evaluation through all stages of project implementation: <i>process evaluation</i> and <i>outcomes evaluation</i>. Activity 30' Divide participants into small groups of 4-5 and provide them with paper and writing materials. Based on a mock youth activity program (<i>it can be the mock youth activity used in the previous modules</i>) participants are asked to identify: • the main research questions (what do we want to know?), • the metrics by which to evaluate the questions (how do we measure it?), • the data collection methodologies (how do we collect the data?). Sharing and Discussion 30' Each group shares its outcome with all the participants explaining their choices, while a facilitator takes notes on a board. Then a discussion begins to select the most relevant questions. Facilitators give comments and provide feedback and corrections on metrics and methods if needed.
Debriefing and evaluation	After the activity ask participants: • Why do you think it is important to evaluate a program throughout its development and not only at the end? • What difficulties did you encounter in identifying the questions and their related metrics? • Did the metrics you initially identified turn out to be appropriate after group discussion?
Handouts (if any, please add them here OR below)	Strategies for Evaluating Youth Programs EVALUATION TEMPLATE



Name of the session:	Stakeholders evaluation
Duration	90 minutes
Group size	4-5 per group (max 5-6 groups)
Objectives	• To learn practical methods of evaluation. • To identify key stakeholder to be involved in the evaluation.
Materials	Whiteboard (or flip chart white board), markers or pens, sheets of paper.
Preparation (if any)	Set up a proper workspace with stationery and space for participants to discuss and write down ideas.





Instructions, methodology and timing (Practical Exercises)	Introduction/ warm up activity 20' Begin with a warm up activity and ask participants to respond verbally to the following general questions based on the previous module: • What do you think a qualitative analysis is? What is the difference with a quantitative one? • Who are the main stakeholders whose level of satisfaction we need to assess when evaluating a youth program? Facilitators moderate the discussion and take notes on a board, providing constructive feedback and adding possible important points that did not emerge from the group discussion. • Group Work 30' Divide participants into small groups of 3-5 and assign each group a category of stakeholders (citizens and families, municipality, business owners/shopkeepers, volunteers and associations) Ask them to develop a questionnaire (minimum 3 questions) to be handed out before and after the activities to the specific stakeholder group. • Presentation and Feedback 20' Each group presents their questionnaire to the larger group, explaining the reasons for their choices. Then there will be a time for discussion where everyone can propose additions or changes.
Debriefing and evaluation	Reflect with the group on: • What is the biggest challenge when it comes to evaluating a youth program? Why? • Which approaches do you suggest to better involve stakeholders in the evaluation phase?
Handouts (if any, please add them here OR below)	Strategies for Evaluating Youth Programs



- **Module 7: Case Studies and Best Practices**

This module presents a series of case studies and examples of **best practices in rural youth work from around the world**. Analyzing successful initiatives, learning from the experiences of others, and gaining insights into innovative approaches and effective solutions to common challenges in rural youth engagement.

- Street debate as an example of survey in the rural area (BYP in Albania).
- Padel (EASW), Consulta Giovanile di Ruffano as Case Studies of how this tool works.
- Luoghi comuni network in Apulia.
- Case studies in Slovenia, Serbia, Romania.

Session 1

Name of the session:	Presentation of Case studies and best practices
Duration	90 minutes
Group size	6-20 participants
Objectives	● To analyse successful initiatives by learning from the experiences of others. ● To gain insights into innovative approaches and effective solutions to common challenges in rural youth engagement. ● To understand how to adapt them to the specific context.
Materials	Whiteboard (or flip chart white board), markers or pens, sheets of paper, projector.
Preparation (if any)	Prepare a presentation outlining the selected case studies (max 3-4). Please note: choose examples that you have experience on, and/or are relevant in your context. Set up a proper workspace with stationery and space for participants to discuss and write down ideas



Instructions, methodology and timing (Practical Exercises)	Introduction and presentation of case studies 40' Present the case studies, outlining the context and how the related projects were conducted. Participants take notes. Group Discussion 30' Ask participants to think about their local community and respond verbally to these questions: • What insights would you take from the activities presented? • What, on the other hand, would be difficult to apply in your communities? Why? • How would you adapt the approaches presented to make them useful in your own context?
Debriefing and evaluation	After the activity ask participants: • Which approach would you not have thought of, which one seems the most innovative to you?
Handouts (if any, please add them here OR below)	<u>Case Studies and Best Practices</u>



Session 2

Name of the session:	Best practices: focus on <i>Street debate</i> and <i>Structured dialogue</i> methodologies
Duration	120 min
Group size	6-20 participants
Objectives	• To explain how to implement: - street debate, - structured dialogue with PaDeL (EASW) Methodology.
Materials	Flipcharts or large sheets of paper, markers and pens, projector.
Preparation (if any)	Prepare a presentation on street debate and structured dialogue methodologies. Set up a proper workspace with stationery and space for participants to discuss and write down ideas.





Instructions, methodology and timing (Practical Exercises)	Street debate 50' Present what a street debate is, when to use it and how to perform it, also showing participants photos from others experiences. Debate and questions: participants are free to express their thoughts, doubts, and ask questions about the methodology Structured dialogue with PaDeL (EASW) Methodology 50' Present what PaDeL methodology is, when to use it and how to perform it, also showing participants photos from others experiences. Explain how to divide participants into interest groups; how to identify areas of intervention and to formulate SWOT analysis. Debate and questions: participants are free to express their thoughts, doubts, and ask questions about the methodology.
Debriefing and evaluation	Reflect and discuss with the group on 20' • How can you adapt this methodology to your local context? • Which part of the methodologies applied today did you find interesting? Why?
Handouts (if any, please add them here OR below)	Case Studies and Best Practices Padel toolkit



4. List of Resources

ADD Articles, research papers, and case studies on rural youth engagement.
add existing Video lectures or webinars on effective youth work strategies.

About youth work:

- Youth work essentials, Council of Europe, <https://www.coe.int/en/web/youth-portfolio/youth-work-essentials>.
- The History of Youth Work in Europe, Youth Partnership, <https://pip-eu.coe.int/documents/42128013/47261623/PREMS-096319-History-7-WEB.pdf/bb1f0438-5184-836a-fed3-27f793900bad?t=1579617475000>
- Educational programmes in Cultural institutions for youngsters, Napor, https://www.napor.net/sajt/images/Dokumenta/MELTING_POT/Educational_Programmes_in_Cultural_Institutions.pdf.
- T-Kit 10: Educational Evaluation in Youth Work, Council of Europe, <https://pip-eu.coe.int/en/web/youth-partnership/t-kit-10-educational-evaluation-in-youth-work>.

Volunteering:

- <https://pip-eu.coe.int/en/web/youth-partnership/t-kit-5-international-voluntary-service>

Young people with fewer opportunities:

- Who are we talking about?, Salto, <https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionoffenders/InclusionOffendersWho/>.
- Rural Youth Europe, <https://www.ruralityoutheurope.com/>.
- Young people in rural areas: diverse, ignored and unfulfilled, Youth Partnership, <https://pip-eu.coe.int/documents/42128013/106317733/Rural-youth-study.pdf/1fde9ee6-48ce-a2f7-2985-124b44ae46e7>.
- RURALINK, a documentary about rural Youth in Europe, Citizens For Europe, Fondo Natural and Bridging Europe, <https://www.youtube.com/watch?v=MTCRSauLItQ>.
- Mapping rural youth realities: How are they moving forward?, Coyote Magazine, Youth Partnership, <https://pip-eu.coe.int/en/web/coyote-magazine/issue-30>.
- Give a Way to Youth! Strengthening, rural youth participation in Latvia, project Rural Pact, https://ruralpact.rural-vision.europa.eu/good-practice/give-way-youth-strengthening-rural-youth-participation-latvia_en#section--resources;tab_id=overview.



Rural youth work:

- Framework providing definitions, review and operational typology of rural areas in Europe, project Sustainable Hub to Engage into Rural Policies with Actors (SHERPA), https://rural-interfaces.eu/wp-content/uploads/2020/04/SHERPA_D3-2_Framework-rural-definition.pdf.
- A step towards better rural youth work, project Under the Loupe - Rural Youth Work! [https://www.napor.net/sajt/images/Dokumenta/Under the Loupe - booklet-final.pdf](https://www.napor.net/sajt/images/Dokumenta/Under_the_Loupe_-_booklet-final.pdf).
- Rural Youth Work 101 Toolkit, RYE study session, <https://www.ruralityoutheurope.com/wp-content/uploads/2024/07/Rural-Youth-Work-101-Toolkit.pdf>.
- Rural youth work in Ireland, National Youth Council of Ireland, <https://www.youth.ie/wp-content/uploads/2019/11/NYCI-youth-work-in-rural-ireland-draft-v18aw.pdf>.
- Routes to Success: Rural Youth Work, National Youth Agency, <https://www.youtube.com/watch?v=jn6WUyjo9U>.



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TURIZEM IN MLADINO BREŽICE**



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