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ToolKit

Creating Prospects in Peripheries

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Methods to Create Prospects in Peripheries

The PIP Toolkit

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Content

Good [facilitators] make people feel that they're at the very heart of things, not at the periphery.

based on Warren G. Bennis

Part I: Background

1 Introduction: What are Peripheries?

5 Our Regions: Challenges, Utopias and Solutions

Part II: Tools for Peripheries

15 Our Methods for Peripheries

17 A Toolset for every Challenge

Part III: About us

50 The Prospects in Peripheries Partnership

Part II: Tools for Peripheries

A Toolset for every Challenge

		Contributing Partner:
Challenge 1: One Sector Job Market	TOOLSET 1: Empowerment through Sustainable Entrepreneurship.....p.17	Crossing Borders
Challenge 2: Lack of Participation	TOOLSET 2: Creating Social Innovation by Attracting Funding....p.21	University of Eastern Finland
Challenge 3: Social Exclusion	TOOLSET 3.1: Social Inclusion through Mentoring.....p.24	IMAGINA
	TOOLSET 3.2: Lifelong Learning for Active Citizenship.....p.30	Kainotomia
Challenge 4: Border Community	TOOLSET 4:. Generating Intercultural Participation.....p.35	Comparative Research Network
Challenge 5: Lack of Innovation	TOOLSET 5: Regional Networking for Economic Development....p.40	CSRMP
Challenge 6: Place Attachment	TOOLSET 6: Art as Medium of Participation.....p.45	Mine Vaganti NGO

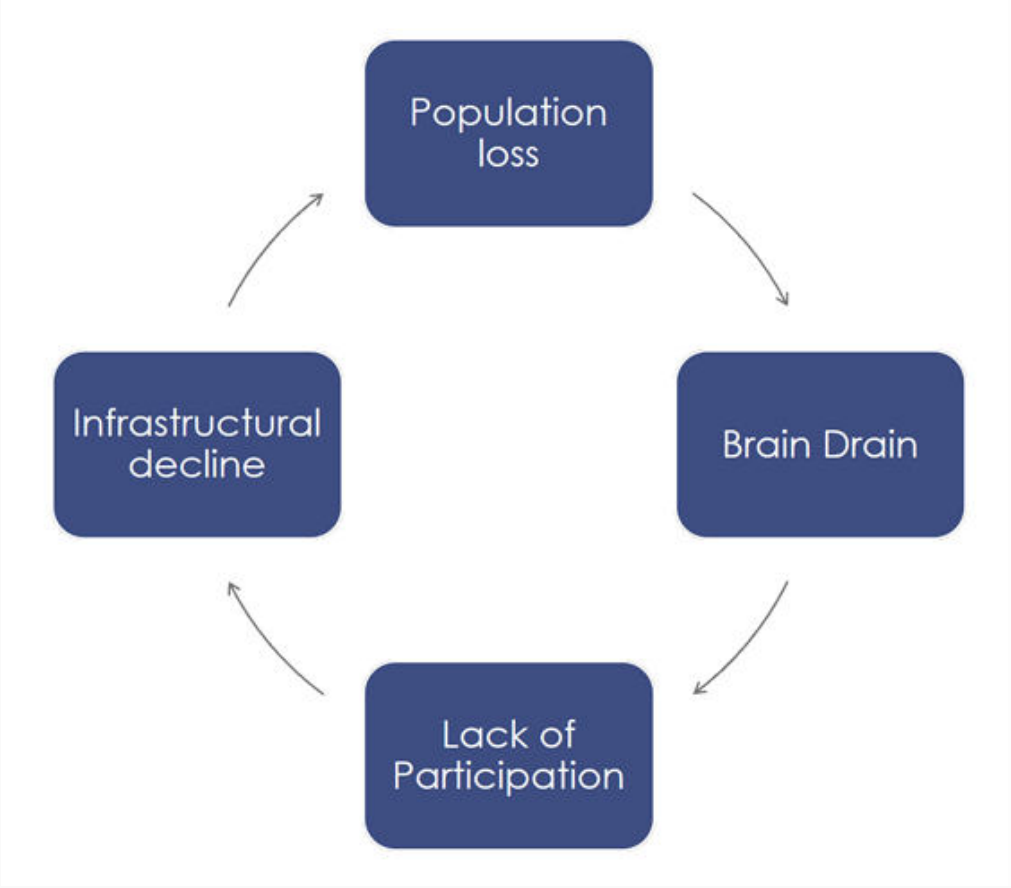
Introduction

What are peripheries

The word periphery means an outside part of something, a hinterland. Thus, when we think of a peripheral region, we imagine a territory that lies outside a core region. We define one by contrasting it with the other. Because we distinguish between the core and the periphery, they must be different. Indeed, being the 'engine of growth', the core should also provide benefits for the peripheries. However, in practice, the effect does not reach peripheral areas, which is why they are often nicknamed as places 'left behind'.

While all regions, even those in the core, come with their own place specific spectrum of challenges, the core challenges of Lack of Participation, Infrastructural Decline, Population Loss and Brain Drain are almost omnipresent in peripheries and often take the form of a vicious circle as they multiply each other.

There are three types of inner peripheries depending on what challenges are predominant locally.



Vicious Circle of Challenges in Peripheries.

Types of Peripheries

Type 1

Economy

The main weakness lies in infrastructure connecting the periphery with neighbouring business centres.

Type 2

Wellbeing

Residents have restricted access to services (e.g. social and care services), due to region's low population or cost cutting policies.

Type 3

Community

Local actors do not work together and their networks are poor, e.g. because of complicated local power relations.

Type 1 and Type 2 are typically rural or mountain areas. Type 3 can often be found in more urban areas. Peripheral regions mapped by the PIP project represent all three types. Our regions are introduced in the next section.

Our Regions

Potential

With tons of natural resources and a clear goal to make the island run on 100% renewable energy by 2030, the potential for prosperity is promising.

Remoteness

Though Lieksa is a compact municipality, the distance to larger cities restricts access to extra opportunities.

Gap

The location near the Polish-German border highlights a gap in language, income, education and housing prices , bringing challenges as well as opportunities to the area.

Our Regions

Sardinia

Isolated

Sardinia is isolated even though it is close to the mainland. Prices for public transport are too high.

Czestochowa

Depopulation

Depopulation is the biggest problem in Czestochowa, as young people migrate to other cities and abroad, so the region is ageing really fast.

Guadalhorce

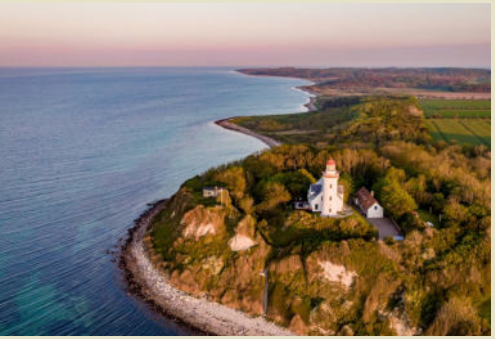
Roots

In Guadalhorce, there is a need to connect and to be closer to the territory, to the small commerce and the local sustainable economy, to develop a sense of community and mutual help, to create solidarity and social economy.

Our Regions: Shared & specific challenges

Peripheral regions face several interconnected challenges. If one of these challenges worsens, it affects the others, causing a vicious cycle effect. For instance, when a region offers too few services, residents may decide to move to a region with better services. This out-migration then leads to the loss of tax revenue and new downsizing measures. Local authorities are thus forced to cut down services even more, impacting more people and driving them out of the region.
While attempts are made to improve the position of peripheries, these efforts may backfire, causing a negative 'pump effect'. In other words, an investment that was meant to improve the periphery's position, actually weakens it.

For example, while a new road shortens travel time between the periphery and more economically vibrant centres, it also invites potentially stronger competitors from these centres. Therefore, peripheries need policies that also aim at developing local capital, such as skills, networks, business opportunities and so on. Investing in infrastructure alone is not enough.



Samsø

What makes Samsø an interesting periphery is the paradoxical nature of its public image. On the one hand, it is pictured as a progressive paradise with green initiatives, yet it still suffers from the normal prejudices that other peripheral regions also encounter. It is often showcased as a cure for peripheries to follow yet remains bounded by the constraints that living in a periphery often entails.

Lieksa

Challenges in North Karelian Lieksa are typical for an isolated region. Many young people leave the town to start higher education or pursue more diverse employment opportunities. Because of long distances, daily commuting is not an option. The average age of residents is rising, which creates demand for specialised care services. As in any small place, belonging can take extreme forms: from a close knit community to loneliness.

Our Regions: Shared & specific challenges

Vorpommern

Western-Pommerania is a typical periphery that has had continuous out-migration for a long time. Special to this region are the **history of the German Reunification** and its transborder character. While the Reunification has aggravated the economic decline, unemployment and depopulation, the **border community overlap** comes with opportunities of repopulation. East-West migration could revive local infrastructure, but the new population set up requires tackling xenophobia and cultural gaps.

Larissa

In Larissa, there is a **lack of job opportunities**, education providers, as well as cultural and social activities targeted for young people. In the region there are **no youth centers** or specialized activities for young people. This is especially unique for a large city like Larissa with a large amount of young people.

Sardinia

In Sardinia rural areas are way less developed than cities, and this is also reflected by the unequal distribution of business activities, which account for 30% in Sassari and 32% in Cagliari. This affects demography, as population migrates to cities in Sardinia (or to other regions and Countries) to find a job. Searching for jobs is not an easy task in any case, as **unemployment is a problem that affects 2/3 of population**. Revitalizing rural areas by increasing business activities and creating jobs, represents the opportunity to cope with above mentioned issues.

Our Regions: Shared & specific challenges

Czestochowa

Our region has typical challenges such as **depopulation** (ageing of society) and social inclusion of people, including immigrants from other countries. Our unique challenge is an **untapped potential** for multidirectional development, as stakeholders don't cooperate with each other.

The Guadalhorce Valley

The Guadalhorce Valley is a region with a privileged location in the province of Malaga. Being close to the capital and the coast, the region has **valuable natural resources** such as fertile land for agriculture, favorable climate and unbeatable natural settings for the development of sustainable tourism. However, this situation of privileged proximity also harms us by making many young people feel more attracted to living in nearby cities, where they find more job opportunities. Therefore, our peripheral region continues to depopulate, suffers from **brain drain** and a lack of diversity culture, as well as lacks youth and innovative entrepreneurship initiatives.

Our Regions: The Utopia

Typically, we juxtapose peripheries against core territories. These two places often seem like negative others – for example, peripheries offer limited employment prospects, whereas cities offer more diverse career opportunities. **As peripheral regions face numerous challenges, one should not forget that they also have unique assets**. To paraphrase one of the residents from the PIP regions, 'a periphery is a state of mind'. Therefore, a 'bright future' for a periphery does not mean turning it into a city. A smart development plan must preserve the assets that peripheries already have, such as a sense of belonging in a place, proximity to nature, peacefulness, and a sense of safety for one's family.
For peripheral communities, a **'bright future' means connecting with other regions to boost local potential**. It means using the full potential of digital technologies and becoming an arena of social innovation. It also means a close-knit community of local actors who support each other's activities.

Samsø

For Samsø, the best direction for the future appears to be to unlocking the potential of the ambition and drive youth in the region can provide, as well as **using the islands nature and community spirit to an advantage**. For us this lies in sustainable entrepreneurship. This would be a place where individuals and businesses come together to form networks, share knowledge to create new opportunities for growth, all whilst sticking to the principles that makes Samsø unique. By understanding what the island has to offer, as well as what possibilities there are to create new and exciting opportunities, Samsø can address some of the issues it faces as a periphery. The toolkit can serve a purpose to help achieve this through a combination of methods, where networks can be formed, goals can be set, and knowledge can be exchanged to truly work towards the goal of Samsø as a utopia.

Lieksa

When the corona crisis hit, many city dwellers in Finland decided to wait it out in their summer cottages in rural and remote places. Thanks to the growing popularity of remote work, small towns like Lieksa could attract those who live in the city only because of their job. **As matters of wellbeing become more important for the society, "sleepy" towns promise a life-work balance**. With smart-shrinking policies, small towns can manage their resources in a more sustainable way, without compromising their residents' wellbeing.

Our Regions: The Utopia

Vorpommern

The region has embraced bi-linguality as a way of life. Not only is the border not an obstacle in daily life, but the divide between newly arrived settlers from Poland or other regions in Germany are accepted as an organic component of the local population. **Although it has been a difficult process of letting go of old habits of scapegoating and East German Isolationist history, villages are now coined by multicultural associations, businesses and even public institutions like bi-lingual schools and kindergartens**. The new generation of job starters has many more options in the region as not only businesses are thriving, but the employment market on both sides of the border is open to them now.

Larissa

In the next five to ten years, Larissa could be transformed to a youthful city with employment opportunities in the field of agriculture, as well as social opportunities for young people. Moreover, **Larissa could be a multicultural center of the central Greece through initiatives that promote inclusiveness**.

Sardinia

Rural areas are revitalized as more agritourisms, high quality enogastronomic enterprises arise, and there is a **more structured, unitary tourism governance**. The latter will enable locals alongside tourists to make use of regional natural, architectural and cultural sites, which will be easier to reach thanks to more efficient intra-regional connections.
The role of the toolkit may be that of rising the locals' awareness about environmental, architectural and cultural capabilities of Sardinia. In the next 10 years, more people, specifically local youngsters alongside emigrated youngsters, will be empowered to envision ways to valorize hidden peripheral areas, and to say their opinions on how to make these changes by conversing with Sardinian decision makers at all levels of governance.

Our Regions: The Utopia

Czestochowa

Possible direction is just to give our region chance to adopt all challenges and face them as one. It needs to involve all stakeholders in phase of planning of development. Each stakeholder as local authorities, universities, entrepreneurs, associations, society of elderly people and society of young people need to address their needs and future vision of our region. It's very important no to margin anyone and present our region as homeland of everyone, and with resources and methods involved in this Toolkit make everyone look in the same direction of development. Then it's necessary to do trainings and workshops in to **keep people engaged and to think about their personal development** in identified area of needs. It's possible to achieve it using this toolkit.

Guadalhorce Valley

The measures to prevent the depopulation of rural areas and to enhance the value of peripheral areas have especially influenced **the young generations in the Guadalhorce Valley,** who value the positive aspects of being from rural areas and are aware of the potential of their territory.

This has led to the generation of youth movements, entrepreneurial initiatives in the territory that respond to social and environmental challenges, which allows more and more young people to see their **work and personal future in the region**, especially taking advantage of the territory's natural resources. When we stay in the territory, and people develop a sense of growth and mentalities open, there is a more diverse cultural offer, more services are offered and we also have more clout to demand necessary services and infrastructure from public administration and policy makers.

Our Regions: Solutions

Samsø

Despite its small population and size, Samsø has managed to become world-renowned for its efforts, methods, and results when it comes to energy sustainability and transformation. This was achieved through Samsø winning a competition which saw them be granted state sponsorship to achieve the goal of becoming a green energy island. Thanks to a genius bottom-up approach, in 2007 **Samsø's inhabitants were able to declare their island 100% energy self-sufficient**. In order for this to take place Samsø has used the island itself to work towards the issues it faces. Further, the island is characterized by having a very strong community and entrepreneurial spirit and it would appear that exists is a lot of informal bonds, which can facilitate opportunities and capacity building amidst private, public and civil spaces on the island. The main facilitator of courses and offers on the island is the Samsø Energy Academy. It is a project-based organization focused on the **consequences of climate change** and acts as a physical gathering place concerning subjects such as: education and research, including courses and exhibitions about energy, climate change, and sustainable resources. Clearly for the island the nature and community serve as the best tools for future development.

Lieksa

Lieksa is a peaceful community, located among forests and natural lakes. Although the town is small, the community is active and organizes activities for residents of all ages. The town is compact: it has all necessary basic services at hand. Being a safe place, Lieksa attracts families who want to raise their children away from noise, traffic and other city problems. **Residents believe that the local nature and wildlife is one of the community's greatest assets**. Apart from serving the locals, natural attractions could attract tourists and help boost the local economy. In fact, Lieksa already houses one of the most famous landmarks in North Karelia – The Koli National Park and a tourist resort. According to the locals, surrounding nature is the town's biggest untapped resource. Climate is also a local resource. Cold snowy winters can attract enthusiasts of winter sports and extreme tourism, while mild summers can be alluring to those who do not do well in scorching heat.

Our Regions: Solutions

Vorpommern

Vorpommern's biggest resource are the people. As an upside of a long history of outmigration, the current population has maintained or developed a strong bond with their home area. While this bond also creates closed communities that are hostile towards outsiders from Poland or other regions in Germany, **the dedication to the region offers a high incentive for co-creation of the communities**. Economically, the Polish immigration offers big opportunities, as many middle-class Poles are moving to the German part due to substantially lower house prices. This population has the potential to drive the local economy and revive the village communities through their high-level needs for local services and institutions. **Polish speaking or bi-lingual services and institutions would have the highest chance of attracting the funds of both these newcomers and the next generation of locals**. As for natural resources, the typically flat landscape frames the everyday experiences of the rural population. Here many engage in outside activities like running, hiking, riding or hunting. Natural reserves have been established to use the depopulation to an advantage for nature. The coast of the Baltic Sea offers many touristic opportunities that create seasonal economic infusions that could be invested on building infrastructure for tourists and locals alike.

Larissa

The region of Larisa is benefited from the **climate and the geographical location**, as it is located in the centre of Greece and is basically an agricultural area. A fact that could be really helpful for the increase of the number of young people who are working in the field of agriculture.

Our Regions: Solutions

Sardinia

Sardinia has several places of environmental and cultural value that may enhance its attractiveness for tourism. Based on a study conducted by scholars from the University of Sassari, the touristic competitiveness of the region can be improved (1). The island has many untouched green areas and natural pastures, although the protected surface is lower than the national average. The environmental heritage consists of 3 national parks, several regional parks, protected marine areas and a plethora of coastal areas.

As far as cultural capital is concerned, **21% of small and very small enterprises are artisan enterprises**. Sardinia has potential for developing food and wine tourism, as it is ranked below the national average. Quality restaurants and touristic farms are scarce. This leaves Sardinia with margins of improvement by converting conventional catering to recognized, how quality catering.

Finally, by comparing the spread of relevant cultural goods with the number of museums and similar institutions, there is an evident room for improvement. Although Sardinia houses 5% of Italian cultural sites (mostly ethnographic and archeologic), these resources are seriously underused. Nevertheless, several „borghi" (architecturally relevant villages) spread throughout the Island are certified within a national net of recognition, **leaving hope that with a coordinated strategy these destinations may attract tourists**.

Czestochowa

The biggest issue is lack of cooperation within region. Educational entities as schools and universities don't answers for need of entrepreneurs and young people after education look for workplace outside our region. Also entrepreneurs need to clarify their needs, update them periodically and send to education. Second challenge is lack of cooperation of Czestochowa city and local communities in peripheries. **It should be cooperation not only for infrastructure development as roads and sanitary reservoirs, but also in human capital development, recreation and workplaces**. The third biggest challenge is social inclusion and integration of people. As our society is ageing, many immigrants have come to work and live in our region. Their integration can be a opportunity for region's development but also is the challenge to do it.

Our Regions: Solutions

The Guadalhorce Valley

Despite the fact that **ecological agriculture and social innovation** could be the main engine of development, the Guadalhorce Valley continues to have many limitations in terms of administrative barriers, the lack of basic infrastructure (care services, hotel offer, internet and new technologies, etc.) and communications and the few resources of public transport.

This leads to fewer job opportunities in the territory, which leads to both structural and seasonal unemployment, which is why young people go away looking for better jobs, a **wider cultural offer** and more freedom in their lifestyles (brain drain). This has repercussions on the perceived value of rural areas and their resources, the lack of vision of opportunities in the territory, an individualistic style of thought and the abandonment of the infrastructure and basic services that every population needs for its development.

PART II:
Tools for Peripheries
PROSPECTS AN PERIPHERIES

Our Methods to create Prospects in Peripheries

Partners from seven peripheral regions in Europe came together to collect and design methods that tackle the typical and not so typical challenges of peripheries. We want to offer you tools to target social, cultural and economic conditions in your regions – as we believe their combination will increase opportunities sustainably.

To make the methods accessible to those, who want to make change in their region happen, we have grouped them by the challenges that they meet as well as by scale of the actual method – **from long term strategies to shorter exercises**. Given the comprehensive and intertwined issues displayed in all regions, we decided that intricate combinations of large scale strategies, medium scale trainings and small scale exercises would fare best as an offer for initiating and sustaining change.

Strategies

These different levels of methods work by bringing stakeholders together in strategies with a broader aim & collective impact. Strategies are designed to effect change over a longer period of time. Visions for the future of the regions are negotiated via networks of stakeholders over several events, platforms and trainings.

Trainings

The methods offered as trainings within the PiP Toolkit are characterised by a specific aim and group impact on theit participants and beyond. Trainings last a shorter period of time (a day, a weekend or a week) than strategies and are composed of exercises, more focused to one topic.

Exercises

Our last group of tools, the exercises supply an individual impact on the participants. As they aretypically, not standalone, but serve a function in larger events, such as trainings. Exercises last an even shorter period of time (minutes to few hours).

The following tools were selected by participating regions for their particular set of challenges. In the compilation of this tool kit they were tested and modified for adaptability beyond their geographical origin as well as online and offline application.

Combating Challenge 1: One Sector Job Market

Limited job opportunities with the consequence of inhabitants leaving en masse at the job entrance age is one of the most widespread phenomena of peripheral regions. Especially in regions dependent mainly on tourism, the variability of employment fields is extremely limited. Stemming from the Danish Islands our first toolset for this challenge empowers young people to increase the bandwidth of industries and businesses through entrepreneurship with a regional focus on environmental sustainability.

TOOLSET 1: Empowerment through Sustainable Entrepreneurship

Contributed by Crossing Borders for the Danish Island of Samsø.

Main Challenge: #one sector job market
Related Challenges: #unemployment #youth outmigration #sustainability

Strategy 1: Sustainable Entrepreneurship through Personal Goal Realization

Duration: min. 6 month

This strategy is designed to visualize and create long-term entrepreneurial plans for individuals and thereby enhance sustainable economic and demographic development of the region as a whole.
A series of talks, trainings and reflections will allow participants and stakeholders to recognize the potential of the region and of themselves, highlighting how they can stay and enhance their region whilst minimizing brain drain. This can help educated people be attracted to the region, while further enhancing the region itself.

Strategy 1: Sustainable Entrepreneurship through Personal Goal Realization continued

Stakeholders

Local NGOs, public institutions and businesses are involved as stakeholders, thus creating a lasting network that supplies future entrepreneurs with the resources and support and existing structures with fresh input from young minds.In a series of talks, trainings and reflections different methods and aims are combined to create a rich and diverse learning environment.

Participants

Young people at the last stage of their school education, school leavers and university students from the region are invited to further the skills in sustainable entrepreneurship adapted for implementation in everyday life in the community of the peripheral region.

Result

- increased community directed entrepreneurship by the periphery's young inhabitants
- increased place attachment by linking own self-development with regional development
- attracting educated people to the region through new jobs and initiatives
- brain drain is reduced

Training 1: Personal Goal Mapping and Implementation Plan

Duration: 3 -7 days

The seminar will train participants to visualize, develop and apply their goals in context of the issues that occur in their region in practice. It allows participants to recognize the potential of the region and of themselves, highlighting how they can stay and enhance their region whilst minimizing brain drain.

The training consists of a series of exercises, which aim to create a targeted training opportunity for peripheral places that suffer from a lack of entrepreneurial opportunities. Making use of the structure of ‘mixed learning opportunities’ the training includes exercises, talks and reflections in which presentations from stakeholders and participatory workshops are combined.

Training 1: Personal Goal Mapping and Implementation Plan continued

Three stages of the training

- personal goal mapping and visualization
- applying practical steps and resource plans to personal goals
- success stories/reflection of ideas

A detailed training plan is available online.

Crossing Borders

General Impact

On the participant

- awareness of own skills and potential used for furthering job opportunity
- giving an opportunity to those that may want to work in the peripheral regions
- but may not have the knowledge to do so

On the local community

- showcase diverse talents present in the region
- attract more people to region or prevent extensive outmigration
- potential of creating new industries and jobs
- making the local environment and conditions work for the community

On key indicators:

Participation in society

Participants will get to form a network to inspire each other, along with this and the knowledge acquired through trainings, participants will hopefully take this knowledge into their peripheral regions, this will then hopefully be used to create ways for sustainable entrepreneurship.

Awareness as citizen

Participants will become aware of the issues that they may face and how to overcome such issues.

Place Attachment

Participants will be able to see how they can unlock the potential of the nature, environment to create potential industry experience.

Empowerment

Participants are empowered, to take charge of the potential issues affecting them and turning this into opportunity for themselves and the region.

Exercise 1: Treasure Mapping

Duration: 1 – 2 hours

The main objective of the activity is to encourage participants to link their personal skills to entrepreneurial goals in a practice oriented way.
The offline version of Treasure Mapping includes a trainer who guides participants through exercises dedicated to personal goal mapping and growth. Participants would be anyone interested in learning personal goal mapping within a sustainable entrepreneurship context. The online version differs in that it would be conducted over zoom, but the methods and exercises would remain the same.

Instructions

The facilitator will guide participants to do the following:

- Clarify the goal they want to work towards and visualize what it looks like.
- Write down the goal and visualization in detail.
- Consider and visualise the outcomes of achieving personal goals.
- Create a visual representation of what achieving the goal looks like and put it on the treasure map.
- Consider the steps required to reach the goal and consider the process in a retrospective pattern, working backwards from achieving said goal. Create a visual manifestation on the treasure map of the process.
- Align and connect all images on the map.

Example of a Treasure Map for Exercise 1

This exercise will utilize trainers with knowledge of success stories from the peripheral region and will involve discussions, reflections and presentations from participants of their treasure maps and plans.

Combating Challenge 2: Lack of Participation

Every place has its potential. Why can't we appreciate it? Peripheral communities can be vibrant, despite limited access to resources. Often the participation potential in peripheries can be tapped into through the PIP activation methods. In Toolset 2 our partners from the University of Eastern Finland support participation by empowering citizens to develop and implement their own projects in their community.

TOOLSET 2: Creating Social Innovation by Attracting Funding

Contributed by University of Eastern Finland for the city of Lieksa.

Main Challenge: #lack of participation
Related Challenges: #unemployment #youth outmigration #lack of regular cultural activities

Strategy 2: Facilitating social innovation from within

Duration: min. 6 month

This strategy promotes grassroots initiatives in peripheral regions. By equipping peripheral citizens with tools to turn ideas into real-life projects, the strategy strengthens the region's capacity for innovation in the face of peripheral challenges.. it offers support to carry out residents' own initiatives, while communicating to the residents that local challenges can best be addressed by local initiatives. The strategy brings citizens closer to institutions and resources needed to implement their ideas.

Training 2: Projects in Peripheries

Duration: 1 day to a week

By equipping peripheral citizens with tools to turn ideas into real-life projects, the modular seminar strengthens the region's capacity for innovation in the face of peripheral challenges - all the while furthering employability and place attachment of the participants.

Three Stages of the Training

A detailed training plan is available online.

- from inspiration to a project idea
- from vision and mission to the filled in application
- test your project in a community event (e.g. exhibition of ideas, project market)

General Impact

On the participant

- self-development by acquiring new skills and balancing own ideas with opportunities in the region
- better mental health
- skills for employability / entrepreneurship
- increased place attachment

On the local community

- increasing young individuals participating in the local community
- creating or extending social networks in the region
- increased attractiveness of region through resulting cultural projects and services
- increased capacities of community members
- attract more people to region or prevent extensive outmigration / brain drain
- potential job creation from successful projects

On key indicators:

Participation in society

More young individuals participating in society by creating cultural projects that respond to local needs

Awareness as citizen

Participants will become aware of the issues that the region faces and how to overcome such issues through their own actions.

Place Attachment

Participants will be able to see how they can unlock the potential of their region to create opportunities. This helps to visualise the future of the region and their own as one entity.

Empowerment

Participants can become empowered, to take charge of the potential issues affecting them and the region and turning them into opportunity.

Exercise 2: Mission and Vision

Duration: 30 mins

In this exercise, participants start concretising a project by identifying their mission and vision statements.
The exercise can be implemented face to face, as a discussion or a brainstorming session, using regular classroom tools (e.g. a whiteboard, posters & markers etc.). The activity can also be implemented via video conferencing tools. It is advisable to use power points or an online whiteboard as a visual aid. If the activity is delivered as group work, the participants should use a tool that allows shared access and editing rights for multiple users (e.g. Miro or Google Docs).

Instructions

The facilitator will instruct the participants through:

- Introduction to the two concepts "mission & "vision".
- 'Mission' is a sentence about the concrete activity that the project offers. It is concise and focused. 'Vision' is a sentence about the future change that this activity is meant to bring. It is inspiring but realistic.
- Writing mission and vision statements to help identify the project's core objectives and goals. It is always a good idea to revise the statements when the plan is ready to make sure that the project plan sends a clear message of what will be done, how and why
- Prepaing the two statements for their specific project idea

Vision & Mission of a Project developed with Exercise 2.

The activity does not have to be documented. It is rather the process of formulating vision and mission statements, that will help the participant fill in their project proposals and applications.

Combating Challenge 3: Social Exclusion

Issues of social inequality, unemployment and lack of cultural activities typically associated with peripheries weaken social cohesion and multiply social exclusion. In Toolset 3.1 our partners from Imagina contribute a method, that counteracts this vicious circle by giving citizens of their region the tools they need to succeed in their lives while making a positive impact on their region as a whole. Kainotomia confront marginalisation tendencies through methods that create inclusive learning environments throughout their city.

TOOLSET 3.1: Social Inclusion through Mentoring

Contributed by Imagina for the region of The Guadalhorce Valley, Andalucía, Spain.

Main Challenge: #social exclusion Related Challenges: #unemployment #youth outmigration #lack of regular cultural activities #lack of digital infrastructure #lack of participation

Strategy 3.1: MEDIANDO

Duration: min. 1 year | In the Guadalhorce Valley mediando has been running for 15 years

This strategy is mainly oriented to promote mediation as a tool to solve conflicts at young ages and in the educative system (peer to peer mediation), but also promotes active citizenship, entrepreneurship, knowledge and value of the region.

The MEDIANDO network organises a non-formal curriculum preparing youths for future challenges and employment opportunities. Students are trained as "mediators" share it with the rest of the school community through a "Mediation club" and participatory workshops in their schools with the topics learnt in the trainings (f.e. how to solve conflicts in a peaceful way, how to know yourself better, creativity workshops, emotional management, etc.). The preparation of the strategy needs to follow a specific "protocol" to organize logistics, content of the trainings, methods used, best practices shared, number of students, certifications, etc. The variety of trainings and exercises are designed to share best practices and support each other in a network of cooperation.

Strategy 3.1: MEDIANDO continued

MEDIANDO has a direct effect on the creation of opportunities in the territory, enhancing entrepreneurship and answering to the main need of the territory of job opportunities for young people.

Stakeholders

- Schools and social work services are stakeholders as they benefit from the trainings provided
- Local businesses benefit by receiving more skilled employees.
- Government agencies benefit as the programme prevents further youth unemployment.

Participants

- Young people at the last stage of their school education are the participants of the trainings, exercises and events.
- Teachers and social workers are involved as trainers and facilitators.

Result

- increased skills and knowledge in the local community:
- local resources, local entrepreneurship, innovation, soft skills, creativity
- active participation
- networks in the region are created or extended
- brain drain is reduced
- youth unemployment is prevented
- young entrepreneurship is facilitated

Participants of MEDIANDO have proven to be more open to go out their comfort zone, open their minds to new opportunities and value their territory.

More information: http://mediandoenelvalle.blogspot.com/

Training 3.1: IMPULSA Entrepreneurial Learning

The training will open the mind of participants toward the value of the region and the different opportunities of it in terms of local resources, possible opportunities for entrepreneurship, different jobs or career paths.
Students with fewer opportunities will get inspired by representatives of the region in the field of entrepreneurship, associations and social initiatives, and share their knowledge with the rest of the educational community through different channels (posters, articles, podcasts, videos...).

The training is structured through "active tasks" that guide participants to ask specific questions, while visiting entrepreneurs and NGOs and afterwards - thus internalising the learning contents better.
In teams they need to create "journalistic reports" using different digital tools (videos, articles, posts in blogs, social media, etc.).

Thanks to these tasks, they need to ask specific questions and they interiorize better the learning contents.
Then this is a way to share the results with the rest of the educative community as well as with other youngsters through digital tools.

Three stages of the training

- visiting and interviewing local entrepreneurs and NGOs
- create media material of success stories (posters, articles, podcasts, videos)
- disseminate the created material

A detailed training plan is available online.

Training 3.1: IMPULSA Entrepreneurial Learning continued

General Impact

On the participant

- creating awareness of own skills and potential used for furthering job opportunity
- developing skills for employability / entrepreneurship
- empowerment, sense of initiative and entrepreneurship,
- creating awareness of local resources and opportunities, open mind towards innovation in entrepreneurship

On the local community

- creating or extending networks in the region
- potential of creating new industries and jobs / diversifying the labour market
- highlighting the role of entrepreneurs and local companies in economic development
- attracting educated citizens to the region

On key indicators:

Participation in society

Companies and entrepreneurs participate in educating young people. Students are trained receiving the good examples of companies/entrepreneurs that invest in the local region.

Awareness as citizen

Youngsters are more aware of challenges and opportunities of their region and have develop their initiative skills and sense of entrepreneurship

Place Attachment

Youngsters are more aware of the value of the local resources, give value to traditions, local products, natural resources and develop a better attachment to the region.

Empowerment

Youngsters are more aware of the value of their own skills and capabilities. Entrepreneurs and NGOs get recognised for their social and economic contributions.

Exercise 3.1: Out of the Box - Creative Workshops

Duration: min. 2 hours

The main objective of the activity is to open the minds of young people or people with fewer opportunities to career paths in crafts by doing a artistic activity (e.g. cooking, craft, pottery). The exercise develops skills in creative professions that is grounded in the strengths and traditions of the territory - thus motivating youths to mix tradition and innovation in future initiatives.

Participants will have the opportunity to meet with and learn from a local person that earns his/her living with a creative activity. The students/youngsters have the active role of reproducing the activity during the exercise, for example by cooking a meal or making a ceramic pot. Through learning by doing, they will have the skills to share the activities with their peers in the future.
The exercise can be embedded and combined in a longer training on entrepreneurship in the region, but as standalone exercise is to give a practical insight into craft as a career.

Instructions

The facilitator will have to prepare by:

- selecting of professionals, artists or entrepreneurs that can teach and share their craft with the youngsters.
- selecting the "artistic/innovative" activity to experience
- preparing the means/materials/places needed

Creative Workshop with a Local Musician

Exercise 3.1: Out of the Box - Creative Workshops continued

This exercise is not easy to adapt online since the goal of it is to do a creative and handy activity. The way to adapt it to an online version of it would be to:

- Send a list of materials to use at home while doing the exercise online (ex. pottery, painting or other).
- To do the activity via video call (zoom, teams, google meets...)

In contrast to the offline version the experience of visiting the work place, talking to and learning from a local artisan is limited. Online the goal would be to make a short creative activity just to let know about the activity itself and then to focus on talking about the opportunities of the activity in the region.

Creative Workshop with a Local Chef

TOOLSET 3.2: Lifelong Learning for Active Citizenship

Contributed by Kainotomia for the Municipality of Larisa.

Main Challenge: #social exclusion
Related Challenges: #unemployment #youth outmigration #social cohesion

Strategy 3.2: Larisa Learning City

Duration: min. 1 year

"Learning Cities" is an innovative project that aims to dynamically intervene in the level of Lifelong Learning. As of January 2016, the city of Larisa is the first Greek city to become a member of the UNESCO Global Network of Learning Cities (UNESCO).

The Municipality of Larisa, which undertook the initiative in 2015, tries to offer to the local community educational programs to support vulnerable social groups affected by the crisis and at the same time pushes the members of the local community in an interesting process of lifelong learning and personal development. Local conferences and global web conferences for the formation of active citizenship frame a diverse set of training activities for citizens of all ages.

.In this way the strategy promotes lifelong learning, increase job prospects, supplement professional competence and address several issues of the city of Larisa. Through the increased knowledge, the strategy seeks for promoting personal growth, connecting with a broader range of people and active citizenship and active thinking.

Furthermore involved citizens get to know the strengths and weaknesses of their city. They are feeling an active and determinant factor of their future. In combination with the training sessions and seminars offered, the bonds among them and their city are fostered and strengthened.

Strategy 3.2: Larisa Learning City continued

Stakeholders

- Municipality, Regional Authority of Thessaly, Youth Council of the Municipality of Larissa, Larisas Labor Force Employment Agency
- Other Public Entities: Equal Society Center, public (KEK OAED) Foundation for Youth and Lielong Learning (I.NE.DI.BI.M), National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP))
- private adult education institutions (IEK OMIROS, KEK EUROPROODOS)
- local channels (larissa net)
- local associations (Association of workers in the municipality of Larissa, Association of Thessalian Entreprises–STHEV)

Participants

- Local citizens, who are willing to improve their skills and upgrade their educational background will be able to participate in a variety of activities.
- Through a great variety of activities with different educational themes, a great number of participants will be engaged according to their interests.

Workshop in the framework of Larisa Learning City

Result

- establishment of inclusive learning from basic to higher education
- revitalization of learning in families and communities
- promotion of learning in the workplace
- expansion of the use of modern learning technologies
- improved quality and excellence in learning
- nurtured lifelong learning culture

Training 3.2: How to build Priority Hubs

Duration: 1 day

Central goal of this training is to prevent social exclusion of several groups of people within a modern society which promotes respect, understanding and empathy for others. Furthermore the activities of this training promote respect, understanding and feeling empathy for others.
In a three day training process - leading from theoretical knowledge over spatial mapping of areas at risk of marginalization to conflict resolution participants will be triggered to help reform established behaviours adopted in these areas to create a more inclusive community.
The theoretical and practical activities enhance the ability of participants to recognize such behaviours and accordingly boosts their inner power to combat them.

The resources are based on scientific research, while the activities rely on non-formal educational strategies, like group activities in real-time. Citizens and local businesses will be able to participate, in order to reform the ideas established and the behaviours adopted in their areas, creating more inclusive communities.

Three stages of the training

- theory on social exclusion and marginalisation
- mapping and visualisation of areas of risk in the community
- role play and conflict resolution

KAINOTOMIA
κέντρο διά βίου μάθησης

A detailed training plan is available online.
Further material available here.

Training 3.2: How to build Priority Hubs continued

General Impact

On the participant

- improved knowledge of marginalization and social exclusion
- promoted respect, understanding and empathy
- enhanced ability of participants to recognize social exclusion mechanisms
- boosted capacity to combat marginalisation

On the local community

- increased capacity of citizens
- increased number of active citizens
- prevention of exclusive behaviours
- increased empathy and understanding among citizens

On key indicators:

Participation in society

Participants will be equipped with theoretical and practical knowledge regarding radical behaviors happening in modern societies. After the completion of this training, participants will be able to recognize and combat incidents that happen in their community and are opposed to human rights.

Awareness as citizen

As a citizen, the participant will be able to understand the impact of his/her actions on other people and thus, deeper relationships will be created among citizens.

Place Attachment

Through the mapping of areas of marginalization, participants and citizens can identify the areas of their community that need to be reformed.

Empowerment

Participants will be empowered and enabled to recognize and combat incidents of marginalization to other people in areas of their communities. In this way, they will contribute to an inclusive community based on human rights and acceptance of diversity.

Exercise 3.2: Power Mapping My Community

Duration: 2-3 hours

The exercise contributes to the promotion of integration and cooperation among all citizens regardless of their differences of gender, ethnicity, sexuality etc. The engagement of participants in activities that are to a certain extent customized to the needs of their region, enables them to identify the risks and impact of marginalization and social exclusion.
Citizens, NGOs and Public Institutions will be the direct or indirect participants of this exercise, so as to be able to correspond to everyday challenges of their community.

The central objective of this exercise is to promote integration and cooperation among all citizens regardless of their differences of gender, ethnicity, sexuality etc. The application of this method expects to enable citizens-especially youth- to take part as active members of the local community.
The exercise is based on spotting and visualising the different areas of the community that need to be improved in mutual cooperation of citizens of the community. The exercise can also be conducted online through platforms like Zoom with an online map of the community. Using the annotate and the stamp functions of the Zoom platform, the facilitator can easily apply this exercise in the framework of a training. The interactive character of the exercise is maintained and the cooperation among learners is enhanced in both, the online and the offline version.

Instructions

The facilitator

- will gather a small number of learners, provide them with a map of their community and let them spot the areas for improvement.
- promotes dialogue through the learners in order to explain the reasons for choosing these areas.
- together with the learners could explore these areas by having a walk around different neighborhoods of the community or by sharing photos and reports about these areas in the online version.

Combating Challenge 4: Border Community

Geographic peripheries, situated at the edge of a country, are often faced with a similar set of challenges and opportunities: On the one hand receiving less attention from central governments and economic stakeholders, while on the other hand the border position gives access to transborder encounters of the social, cultural as well as economic sphere. Our partners from CRN contribute methods inspired by methods tested in the Polish-German border region by the long running project perspektywa (RAA).

TOOLSET 4. Generating Intercultural Participation

Contributed by Comparative Research Network for the Region of Vorpommern.

Main Challenge: #border community
Related Challenges: #lack of participation #youth outmigration #ethnic divide #social cohesion #place attachments

Strategy 4: Intercultural Community Building

Duration: min. 1 year

"Intercultural Community Building" is a animation strategy for border areas that benefits citizens, businesses and communities by channelling the strength from both groups into joint participation. The aim is to form a community across border lines and/or ethnic groups, that is capable of tackling regional challenges together through social, economic and cultural activities.

In a cascade of networking events, participatory seminars and engaging public events, resources and methods of local stakeholders from both sides of the border are combined effectively to revive local communities through active intercultural participation. In the first phase networking events can include round tables of stakeholders, in the activation phase trainings directed at active and inactive local citizens increase visible local participation, in the final phase public display of the created activities is enforced through media and events. All events are bilingual or feature simultaneous translation to aid the minimisation of the language barrier in the region.

Strategy 4: Intercultural Community Building continued

Stakeholders

- A network of stakeholders from social, economic and cultural institutions and businesses across a border region are mobilised over a period of 6 month before the first participatory event takes place.

Participants

- local citizens, that were or are active in initiatives and associations in the cross border region
- so far inactive local citizens from both sides of the border

Result

- increased joint activity of individuals, associations and companies in local intercultural communities
- activation of local citizens for community participation
- increased place attachment by linking own self-development with regional development
- attracting migration to the region through increased attractiveness of social and cultural life
- decreasing racism and discrimination
- raising tolerance and intercultural understanding

More information: https://www.perspektywa.de/

Training 4: Intercultural Labyrinth

Duration: Preparation: 1 month - Training: 1 day - Exhibition: 1 Week

"Intercultural Labyrinth" is an innovative training that aims to activate social, economic and cultural life across ethnic lines in a village of a border community. By diagnosing the current and past activities from different ethnic groups in a village or area of the community the training (re)connects and motivates already active local actors as well as new or culturally inactive residents from different ethnic groups to form or revive the local community. The effect radiates beyond the participants of the training by including a public and interactive display of the result in the two bordering languages.

Preparation: 1 month

- Research of current and past local activities and associations by the facilitator, collection of picture and print material for the labyrinth walls
- inviting initiators of past cultural activities in the village or group of villages (at least 3, max.15)
- requesting them to bring photos and print materials of the events

Stages of the training

- facilitating exchange of experiences with past activities between the active citizens
  - Warm Up with narrative methods (Facilitator acts as interviewer)
  - Show and tell of brought materials
  - Confront the participants with collected materials / photos of past cultural events
  - Initiate Labyrinth Building Process
- creating a public display of past cultural activities in the village in labyrinth form in the two border languages
- holding a week long public exhibition of the labyrinth with an interactive section for future ideas and a sign up sheet for activation of citizens.

A detailed training plan is available online.

Training 4: Intercultural Labyrinth continued

General Impact

On the participant

- re-activating participation among the co-creators of the labyrinth
- activating participation among the public recipients
- forming or stabilizing a network of local actors
- empowerment for social and cultural participation through knowledge & communication
-

On the local community

- activated joint participation of different ethnic groups along a border
- increased intercultural capacity of citizens
- increased number of active citizens
- prevention of exclusive behaviours
- increased empathy and understanding among citizens of different origin
- activation of intercultural community

On key indicators:

Participation in society

Local networking events, that bring together public involvement of active and inactive citizens

Awareness as citizen

All the activities are directed at creating awareness of existing social and cultural infrastructure and their gaps.

Place Attachment

The emotional bond between person and place is strengthened through citizens getting to know the strengths and weaknesses of their community better and relating them to their own interests and needs.

Empowerment

Activating citizens to co-create the future of the community intertwines their identity with the place they are living in.

Exercise 4: We Are All Migrants

Duration: 10 minutes

The exercise is innovative, and multifunctional while requiring no preparation and minimal resources. It visualizes migration and diversity as forming part of society. The central objective of this exercise is to create self-awareness as a part of diverse society. It can function in many trainings from serving as an innovative introduction / icebreaker in any training / event to laying ground work for a topical training on integration / diversity / community.
The exercise is based on lining up the participants origin throughout the generations on a world map represented by the training room.

Online Version

The exercise can be conducted online through platforms that allow for spatial representation like kumospace.com. However, it loses the icebreaking character of the offline exercises as verbal and non-verbal communication between participants flows less freely in an online setting.

Instructions

The facilitator...

- asks the participants to imagine the room as a world map, identifying north, south, east and west in the room
- first requests that all participants move to the place on the map, where they were born
- leaves time for everyone to perceive the movements and locations represented in the group
  (this can be supported by asking all or some participants to name the place they were born in, or motivate the participants to talk to their neighbour (depending on group size)
- next requests that all participants move to the place on the map, where their mother was born
- leaves time for everyone to perceive the movements and locations represented in the group
- finally requests that all participants move to the place on the map, where their maternal grandmother was born
- invites a group discussion on the meaning of migration and diversity in their community

Combating Challenge 5: Lack of innovation

Many peripheries are faced with a lack of innovation. Innovation in the economic sector can be fostered by mobilising and professionalising entrepreneurs. The connection between stakeholders and citizens needs to be nurtured to form social networks and communities that work together towards this common goal. CSRMP fosters these connections in Poland through the following strategy, training and exercises.

TOOLSET 5: Regional Networking for Economic Development

Contributed by CSRMP for Czestochowa and the Region of Silesia.

Main Challenge: #lack of innovation
Related Challenges: #unemployment #youth outmigration #place attachment

Strategy 5: Diversifying the Regional Value Chain

Duration: min. 6 month

Diversifying the regional value chain utilises the power of social network capital to foster innovation by connecting individuals, companies and work related institutions in a region.

Stakeholders from each sector of economy and society will be involved. All of them will be interested in development their area and their value chain. A set of online and offline multiplier events and trainings is designed to create a common picture of a development strategy for the region. By formulating action plans all stakeholders agree to contribute their part in fulfilling the shared strategy. Action Plans should include possible hard results, e.g . number of initiatives to be done, number of scholarships. Involvement of stakeholders should be balanced and active for proper preparation of final document.

After agreeing on an action plan each organisation offers trainings that involve participants in the innovation process by framing their skills and interests in the aims of the development plan. Trainer(s) and prepared curricula need to involve stakeholders and participants from different social groups.

Strategy 5: Diversifying the Regional Value Chain continued

Preparation

The preparatory of this method is crucial for effectiveness. Organizers need to establish a network of stakeholders that share the interest of diversifying and developing the region economically. Furthermore rules of work, periods of works and period of participants contribution need to be agreed upon. It need fixed curricula as formal base for method.

Stakeholders

- Businesses
- Public Institutions
- NGOs

Participants

- Citizens, who live in rural and/or peripheral areas, especially young people in search of a career or a business idea.
- Participants should be fitted to context and marginalised groups in the region of application.

Result

- establishment of an extended network of local stakeholders that share the wish for innovation
- initiation of co-creation of change for the development of the region
- promotion of entrepreneurship and employment in the region
- empowerment through capacity building
- increased participation in the local community / community building
- nurtured place attachment / identification with the region

Training 5: Follow the Change

Duration: 1 day

Follow the Change empowers young entrepreneurs who lead businesses in rural areas (peripheries) to be more economically efficient. The activity is going in line with strategy and action plans to use a region's potential and local resources. Simulating real world conditions and decision making in business is really important for future. It's based on a simulation environment of real market conditions.

Follow the Change workshops need to be prepared by reviewing current problems in specific sector or social group and prepare short exercises using online tools. Activity can be organized offline and online. Online adaptation needs to choose correct collaboration tool and prepare very strict simulation rules.

Four stages of the training

- selection of young entrepreneurs with businesses in rural areas
- each young entrepreneur prepares a resume of their "experience"
- selection of simulation criteria
- preparation of the tool with participants
- conducting the simulation

A detailed training plan is available online.

Training 5: Follow the Change continued

General Impact

On the participant

- improved knowledge and understanding of local market
- increased identification with and attachment to the region
- enhanced development of economic diversity
-

On the local community

- activated joint participation of different ethnic groups along a border
- increased intercultural capacity of citizens
- increased number of active citizens
- prevention of exclusive behaviours
- increased empathy and understanding among citizens of different origin
- activation of intercultural community

On key indicators:

Participation in society

Local networking events, that bring together public involvement of active and inactive citizens

Awareness as citizen

All the activities are directed at creating awareness of existing social and cultural infrastructure and their gaps.

Place Attachment

The emotional bond between person and place is strengthened through citizens getting to know the strengths and weaknesses of their community better and relating them to their own interests and needs.

Empowerment

Activating citizens to co-create the future of the community intertwines their identity with the place they are living in.

Exercise 5: Let's Surf

Duration: app. 1 hour

This exercise supports young entrepreneurs and young people willing to be entrepreneurs with improvement of skills regarding e-commerce, organizing marketing campaigns services and presenting products according to regional needs. Let's surf enables participants to learn from faults made by other local businesses before by utilizing real life case studies.

Online Version

This activity can be done online and offline. Online platforms like zoom can be an assistive tool for the conduction of this exercise. The facilitator will share the screen and all learners can watch the presentation. Online meetings are recorded and the report is prepared by trainer. Offline activities are 'recorded' on whiteboards and report is prepared by trainer.

Preparation

The facilitator...

- chooses young entrepreneurs with businesses in rural areas.
- needs to have knowledge about the region and the strategy.
- selects and prepares the tool to make the interview with participants.
- prepares fixed curricula, that include the elements specified under "instructions" below.

Instructions

The facilitator...

- conducts interviews with all participants
- prepares a resume of the "experience" of each participant
- shares case studies of good and bad examples with the participants
- guides the participants to formulate an alternative, more successful path the actors in the case studies could have taken

Combating Challenge 6: Place Attachment

Art does not simply open a space for recognising and re-thinking how rural communities perceive themselves, their contexts and histories so that they can create a vision for the future. It can also trigger a process of creative questioning and an exploration of potential, based on both inherited and new inputs – and it can communicate what those processes of innovation might give form to.[2]

TOOLSET 6: Art as Medium of Participation

Contributed by Mine Vaganti NGO for the Island of Sardinia, Italy.

Main Challenge: #place attachment Related Challenges: #unemployment #youth outmigration #rurality

Strategy 6: Participatory Art in Rural Areas

Duration: min. 6 month

Participatory Art in Rural Areas utilises creativity and arts to foster a connection between individuals and the (rural) place they live in. By embedding the activities in the specific contexts of the rural area, local artists create their own piece of art and connect with their area and its people.

Within this strategy, "art" is considered a "diagnostic" instrument for analysing the surrounding environment, detecting issues and co-designing potential solutions. A great effort of networking and cooperation of all relevant stakeholders is necessary in order to maximize the impact as well as the inclusion of disadvantaged target groups as participants (e.g. people with disabilities, elderly people, young people). Participants are engaged not only in the realisation of the (art)works (e.g. the photos) but also in the organisation and advertisement of the following event (e.g. the photo exhibition) or publication (illustrated book or blog), thus gaining some art as well as community management skills which they could apply in the future in employment or even starting their own projects or businesses.

Training 6: PhotoVoice - Participatory Photography

Duration: min. 3 days – max. 2 weeks | Depending on extent of the photo projects and group size

Photovoice is a participatory and collaborative method, invented by Caroline Wang and Mary Ann Burris in the early 1990s. In our training the method is applied to empower youth with fewer opportunities, adults at risk of exclusion, people with mental / physical disabilities, member of minority groups, and marginalised groups.
By enabling the unheard gain a voice, record and reflect on their experiences and their communities' conditions, both positive and negative, this trainingencourages critical consciousness. Choosing, discussing, and reflecting on the subjects of their photographs, the participants come to a clearer understanding of their circumstances and the economic, social, psychological, and political forces that shape them. Finally, it brings about change that will improve conditions and enhance lives by reaching and influencing policy makers.
Participatory photography workshops strongly rely on analysis of the surrounding reality, identification of shared problems and discussion. This makes participants feel directly involved and improves the likelihood that the project will be continued after its end. Certainly, an important factor is the overall duration of the workshop, which allows for the creation of more or less strong relationships among participants and between participants and organizers. To increase the activation effect participatory photography projects can include a call to action to ne fulfilled after the project has ended.

Four stages of the training

- Introduction to Participatory Photography
- Developing a photo project that represents an aspect of the community
- Reflecting on the local community through the photo projects of the group
- Call to Action (optional)

A detailed training plan is available online.

Training 6: PhotoVoice - Participatory photography continued

General Impact

On the participant

- improved knowledge and understanding of local social issues
- increased identification with and attachment to the region
- promoted respect, understanding and empathy of other local citizens
- enhanced development of personal and social identities
- boosted social capital and competency

On the local community

- increased capacity of citizens
- increased number of active citizens
- improved dialogue and communication between citizens and policy makers
- increased cultural activities

On key indicators:

Participation in society

Participants are activated as they perceive themselves as co-creators rather than victims of the local circumstances.

Awareness as citizen

Change of perspectives and goals in ways that make it possible for participants to improve their lives and their region with or without policy changes.

Place Attachment

PP projects make participants reflect on their community and their place within it.

Many participants in this kind of project state that participating in photovoice led them to think about their community for the first time, both on the positive and negative aspects.

Empowerment

Participants will viewing themselves and their region in a different and more positive light.

Participants will start thinking about alternative futures for themselves and their region.

Exercise 6: Speak Out Creative Lab

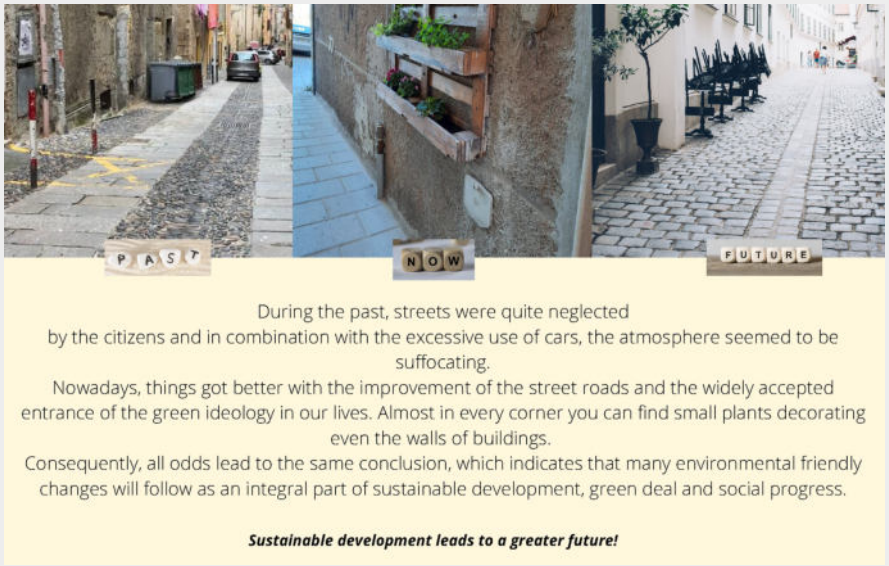
Duration: min. 2 hours

The aim of the exercise is for the participants to reflect on the meaning of belonging to a community, and more specifically to reflect upon their community, what and how to change it. This exercise connects a photo retrieved through the participatory photography method to the meaning of community and the individual's role as an active citizen in the different spheres of participation and the experienced, lived, everyday life of the citizens. It can be done with a short theoretical explanation as a stand alone exercise or be adapted to workshops of diverse topics.

In the Erasmus+ KA2 project "Digital participation", the exercise was implemented with a group of adults with a disadvantaged background and it helped them to express the difficulties they encountered in their community and society on a daily basis. The same thing can happen with a target group of young people, with or without a disadvantaged background.

Online Version

Online platforms like zoom can be an assistive tool for the conduction of this exercise. The facilitator will share the screen and all learners can watch the presentation in which a theoretical introduction to the exercise and explanation of the template is given, together with an explanation of the Zoom platform. Through the explanation, the facilitator can engage learners in order to participate in the exercise. Apart from the use of an online platform the offline and online version of the exercise are identical.



Exercise as conducted in "Digital participation"

Exercise 6: Speak Out Creative Lab continued

Preparation

The facilitator familiarizes themselves with materials on

- Theory behind participatory photography:
- Photovoice
- Photovoice Manual
- Transi Tales Guide,
- Participatory Photography
- Participatory Photography Project Guide
- The role of the Spheres of Participation / Active Citizenship on Communities.

Exercise 6: Speak Out Creative Lab continued

Instructions

After a theoretical input on participatory photography, the facilitator invites the participants to

- share a picture of which they would like to change the story.
- to imagine what was happening a year before the photo was taken and what will happen a year after the photo.
- use words, drawings, collages or any other mean they are invited to create a college representing the past, present and future of that photo
- reflect on how being actively involved in a community can help change their story.
- consider the roles of different spheres of participation on their story.

Mine Vaganti NGO

Crossing Borders

imagina

PART III

The Erasmus+ Partnership "Prospects in Peripheries" (PiP)®

Mine Vaganti NGO

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COMPARATIVE RESEARCH NETWORK:

About us

Crossing Borders (CB)

Crossing Borders is a non-profit, civil society organization. Crossing Borders educates and empowers young people to become active global citizens. Across cultures and professions, we provide platforms for young people to cross-fertilise ideas and form global associations, networks, and communities worldwide. In a learning environment where all participants are encouraged to grow and learn from one another, we enable youth to share their best ideas, best products, and best practices.

In 1999, Crossing Borders started out as a project to support dialogue in the Middle East, and in 2004 it was registered as an NGO.

Crossing Borders

Comparative Research Network:

The ***Comparative Research Network*** was founded in 2007 and worked since then in the field of non-formal adult, youth and VET education and research.
CRN's activities are divided in three vertical fields: research, education and publication.

The three columns are connected with two horizontal initiatives – the CRN Participatory Lab, combining research, education and publication of civic education and the CRN Peacebuilding Programme, which is performing research and training on civic dialogue, conflict management and peacebuilding in the Euromed, Eastern European and the Balkans.

The publication service of CRN is dedicated to publish OER, free-licence training materials, handbooks and support research publication. All books receive an ISBN and are featured in the Archives of the German National Library.

About us

Karelian Insititute
University of Eastern Finland

Founded in 1971, the Karelian Institute is a unit in the Faculty of Social Sciences and Business Studies at the University of Eastern Finland. Staff consists of 6 professors, 30-40 researchers and 8-10 doctoral students. The Karelian Institute engages in basic and applied multi-disciplinary research in the humanities and social sciences. Within the framework of its project activities, it supports the supervision of postgraduate studies and researcher training, and participates in undergraduate teaching. It also carries out commissioned research in connection with the university's societal service mission. The Institute is engaged in research in three overlapping thematic areas:

Regional and Rural Studies
Ethnicity and Culture
Borders and Russia.

UNIVERSITY OF EASTERN FINLAND

imagina

The **Asociación de Desarrollo Social Participativo IMAGINA** is a non-profit organization whose mission is to increase an inclusive development of our territory in the interior the province of Malaga. This is done through the participation in the social and public life of the citizens, especially promoting the inclusion, equality of learning and mobility opportunities to young people in our territory.

IMAGINA was first established in May 9th of 2017. It was created due to the necessity of a group of young people to develop ideas and projects to work with young people about important themes such as the inclusion of people with functional diversity, gender equality, fight against racism and xenophobia through innovative and educational tools. The focus in the value of the resources of our region and the learnship through non formal education methodology and allow to develop key competences such as cultural expression, creativity, entrepreneurship and language learning.

About us

Mine Vaganti NGO is a non-profit organisation established in Sardinia in 2009, whose services encompass Education and Training, Project Design and Development, Thematic Research, International Mobility, and Consultancy - in Youth, Adults, Education and Sport sectors.

The organization has 3 offices divided between 3 cities of the northern Sardinia (Sassari, Olbia and Tempio-Pausania) and reaching out with its operational branches to many other regions in Italy, around Europe and beyond.

MVNGO promotes intercultural dialogue, social entrepreneurship, social inclusion through Sport, Formal and Non-Formal Education including disadvantaged targets as migrants and people with disabilities.

The core services proposed by MVNGO at local, regional and European level for public and private bodies are Training, Project Design and implementation, Thematic and Desk Research, International Mobility and Consultancy.

Czestochowa Small Business Development Association is a non-profit organisation established in order to actively fight against unemployment, societies development and entrepreneurship development in the Silesia.

The Association conducts various training, workshops and advisory and conference activities. In order to support local involvement.

The Association also supports activities for the youngest inhabitants of the region, for which there are colonies, semi- colleges, junior colleges, international youth exchanges and training in the field of occupational health and safety in agriculture. It is involved in youth policy activities and is a member of the Rural Development Network.

About us

KAINOTOMIA

κέντρο διά βίου μάθησης

KAINOTOMIA is a Center for Lifelong Learning (I.C.L.L) in Greece, operating in the field of Vocational education and training.

KAINOTOMIA has implemented more than 60 continuous vocational training programs targeted at unemployed people, educators of all education levels, students of higher education, employed/self-employed persons and vulnerable social groups, for the development of professional opportunities and their promotion and integration into the labour market and the society in general, through innovative close to market programs.

KAINOTOMIA has been participating in co-funded national projects under the name of “local development plans and entrepreneurship for unemployed based on specific local needs and growth potential”. Furthermore, it has participated in EU projects, under Erasmus+, as a coordinator and partner.

Together we are the **transnational partnership "Prospects in Peripheries" (PiP)** - PiP aims to counter uneven development which increasingly marginalises the peripheral regions across Europe. The peripheries, which are less favored over urban centers, as a result often have fewer opportunities in terms of (among others): youth migration; declining learning and training opportunities; fewer cultural events; loss of socioeconomic capital. Narrow labour markets and business opportunities, few cultural events and learning opportunities can lead to further marginalisation and radicalisation of youth that stay behind in peripheries, while those with sufficient social or economical capital move to more central regions.

PiP PROSPECTS IN PERIPHERIES

www.peripheries.eu

PIP deploys innovative educational methods to involve NEETs in the job market, creating for them various tools that, at the same time, can promote entrepreneurship, especially of sustainable ideas in the partners' cities: this means that the project "PIP" contributes to building the prospects and economies of the periperipies.

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