



Erasmus+



AKTIV UNGDOM

Young Eyes

YE Guidelines

Updated after discussion at Warsaw

28 January 2015

Introduction

After this short introduction the Guidelines are divided into two parts. The first part sets out general principles and explains the rationale of the project. It provides a short explanation of the key concepts (“governance”, “identity” and “attractiveness”) and shows how they are inter-related. Part 2 then looks at the timetable for implementing the project, and provides some suggestions for methods and techniques.

A draft of the Guidelines was prepared in January 2015. This was then the focus for an intensive two-day workshop in Warsaw (21-22 January), in which the partners worked together with a facilitator to improve the draft and adapt it to both their local and their shared situations.

Aims of the Guidelines

The YE Guidelines are intended to help the partners to develop and share a common methodology that will be applied to deliver the project. Guidelines are something to be followed in broad terms, they are not non-negotiable requirements. It is up to each partner to interpret the guidelines in relation to their own situation.

The project proposal described the guidelines as follows:

“a window into the world of public planning and decision making, place branding and promotion work. Explaining some key words and terms and explain some key roles, obstacles and possibilities. The text document/leaflet will explain how the project groups can work and what kinds and levels of outputs there may be. It will also explain roles in project work and how international cooperation will be organized. Basically the leaflet will be 10-25 pages.”

These Guidelines do not address the creation and uploading of videos to YouTube or articles on Facebook. The project proposal promised that there would be at least 200 of these in all, with all partners contributing.

Migration – a common concern

Although YE is primarily about active learning amongst young people, one common concern amongst the partners is migration and its impacts locally. This can provide a recurring reference point through the project.

PART 1

GENERAL PRINCIPLES, KEY CONCEPTS

What do we want to achieve in YE?

The following aims were agreed in the Warsaw meeting:

1. To provide the youth with range of experience.
2. International exchange of experience / learning from each other.
3. Show our place to other young people: make them aware of it and how it looks through “Young Eyes”.
4. Help Youth see how local activity can have an impact locally.
5. Keep the youth participants interested.
6. Show that international cooperation is an opportunity for development.

Principles for delivering the YE project

Some general principles were agreed in Warsaw which should shape how the YE project is delivered. These are summarised in Box 1.

Active youth involvement

- The youths should be part of the project from the beginning.
- Let the youths decide how to run the project, and spend time talking to each other.
- The young people should have an active part in the local delivery of the YE project, with opportunities to do some thinking by themselves.
- There should be regular feedback from the young participants throughout the project.

Communication

- Communication amongst the youths is important.
- There should be communication between the leaders from the different partner regions.
- It is important to establish a Facebook page for YE. This could also help sustain interest and contacts after YE finishes.
- While Twitter does not have universal involvement, YE should use it and should use hashtags (#) to start discussions.

A shared approach

- YE partners should share issues and concerns.
- YE partners already have relevant experiences; these should be shared and used in the project.
- Seek to bridge the gap between young people and politicians.
- The main age group expected to be involved is 14-15 year olds, though there are also likely to be some older than that.

Box 1: Principles to build into the project

The ideas that underpin the project

The project proposal highlights ideas that are the building blocks of the project. In particular, we are dealing with three things – **governance, identity and attractiveness**. Youth participation and entrepreneurial learning drive the project. It is also important to remember that YE is an Erasmus+ project, not a regional development / INTERREG project. The central concern is with the learning and development of the young participants. In this sense it is about **process** and **learning outcomes**, rather than achieving direct impacts on development and local policy making.

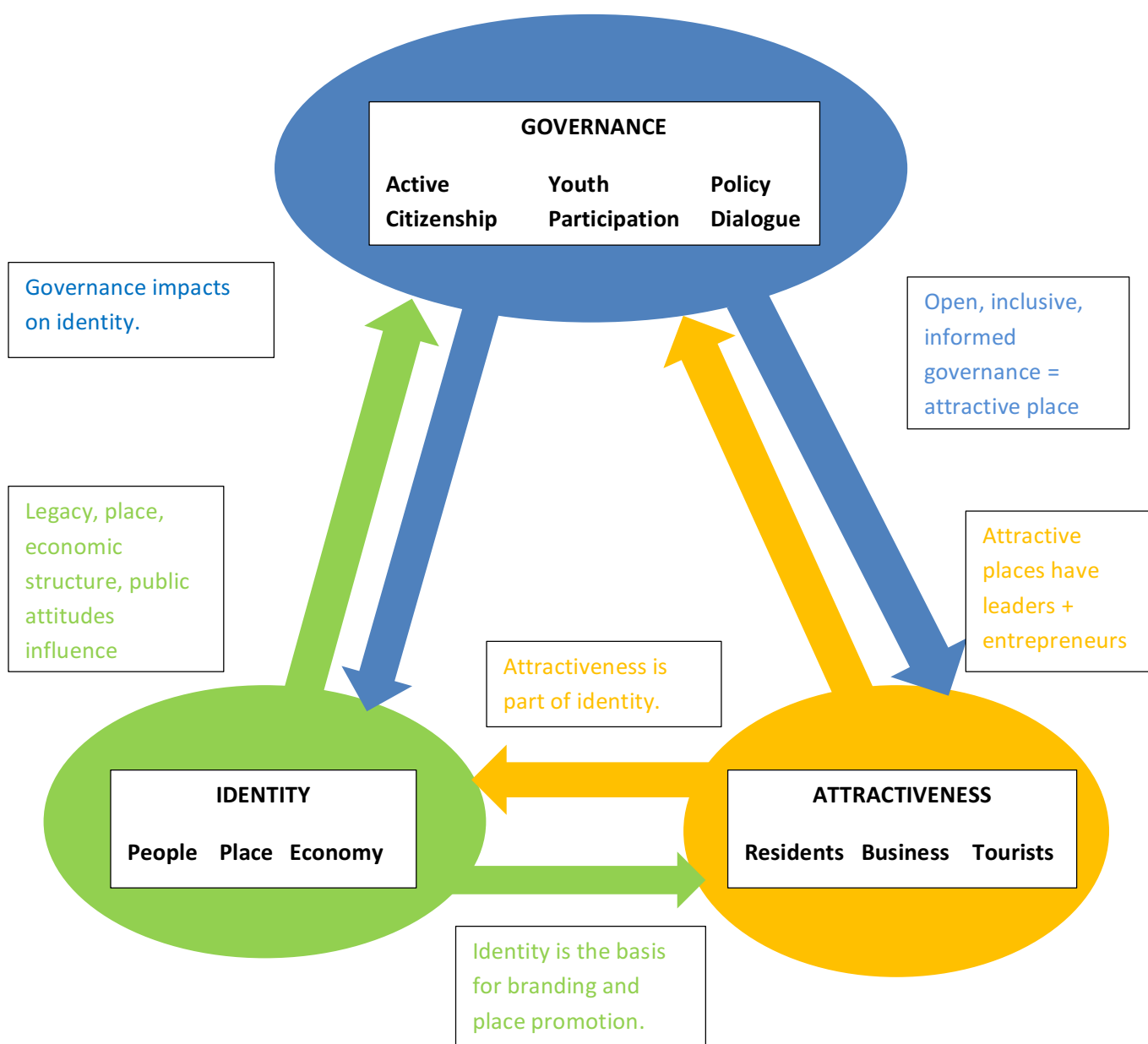


Diagram 1: Key concepts and their inter-relationship

Making the connections

The evaluation of the project proposal made the point that cross-sectoral links need to be strengthened and there needs to be strategic co-ordination. The connections between governance, identity and attractiveness can be illustrated as in Diagram 1, and these are then built into the methodology for the project as a whole. The common theme, as the project proposal stated, is “hometown attractiveness”. Diagram 1 tries to show that this is a product of the town’s identity and governance, while attractiveness also influences both of these.

The project is therefore about developing the understanding, attitudes and skills of young participants in relation to Diagram 1. This is to be achieved through an active learning approach, in which the participants learn through doing things and reflecting on their experiences.

Two stages

The proposal identified two main groups of actions. These were “Roots and change” and “Branding and promotion of the local communities / towns”. These can usefully be seen as two stages: understanding the “Roots and changes” should be done before the work on branding and promotion. This is because branding and promotion will only be successful if it is based on an understanding of the town’s identity and of the forces driving change. Branding is more than creating a logo: it needs to be built upon analysis.

Thus the sequence of the YE project should be:

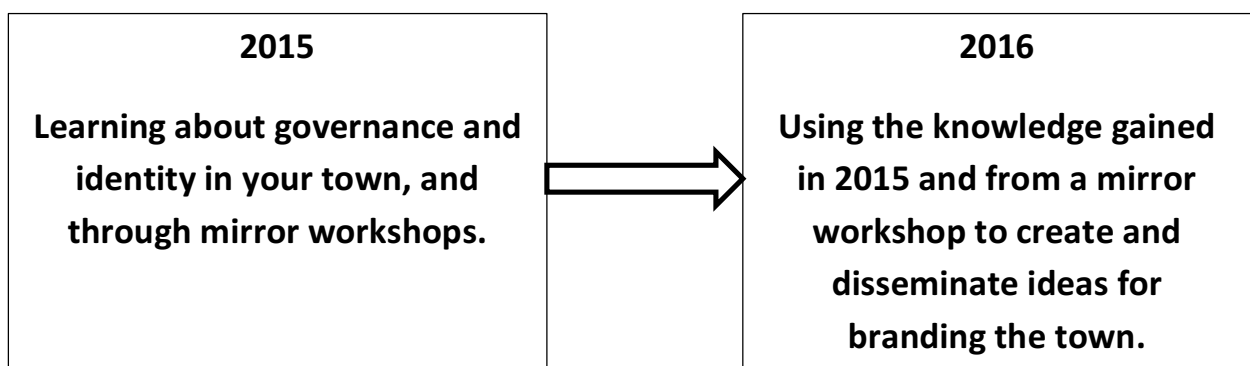


Diagram 2: The broad sequence for the YE project.

The sequence of learning should have a clear logic and structure. Diagram 2 suggests that a focus on governance and identity should come before work on branding. Each partner could start by looking at governance, as this sets the context for the involvement of youths.

Governance

As indicated in Diagram 1, three aspects of governance are identified in the project proposal: active citizenship, youth participation and policy dialogue. However, the concept of **governance** will need to be introduced. ‘Governance’ does not mean the same as ‘government’. ‘Governance’ is about how decisions are made and implemented (or not implemented). It is about who is involved in decision-making and how they interact with others. It is about a process.

Table 1 explains the differences between ‘government’ and ‘governance’.

| Government | Governance |
|---|---|
| Central / regional / local governments have strong powers. | Central / regional / local governments have more limited powers. |
| Central / regional / local governments directly provide many services. | Most services are provided by the private and voluntary sectors. |
| Central / regional / local governments work in isolation from the private sector. | Public/private partnerships are common. |
| Elected members take decisions based on advice from their professional and technical experts. | There is consultation with stakeholders in the process of making decisions. |
| Policy-making is routine, rolling forward existing programmes and budgets each year. | Policy-making is strategic, and involves analysis of efficiency and effectiveness. |
| Governments aim to make universal, standard provision – treat everyone the same. | Diverse needs in a diverse society, so provision reflects choice and difference is not standardised. |
| Formal structures that are stable and visible – e.g. constitutions, boundaries of council areas, departments within a council, elections etc. | Informal, shifting processes involving formal and informal actors – e.g. short-term partnerships, local initiatives, coalitions, media influence, networks etc. |

Table 1: From Government to Governance.

The innovation Circle produced a learning pack on go ‘Changing the culture of Governance’, which can be made available. Table 1 came from that pack. The pack includes Self-Assessment Exercises, which can be used as a basis for activities or discussions with the young people. For example:

Look at Table 1 again. Does it adequately describe changes that you have seen in your own country? Make a note of examples that you are familiar with which illustrate the shift from ‘government’ to ‘governance’.

The pack also shows the government / governance differences in diagrammatic form (see Diagrams 3 and 4).

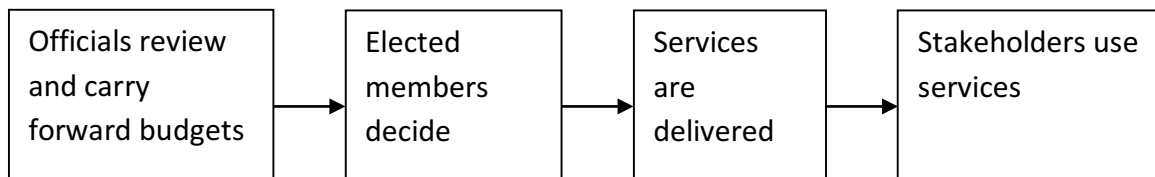


Diagram 3: The 'Government' model of policy-making and service delivery

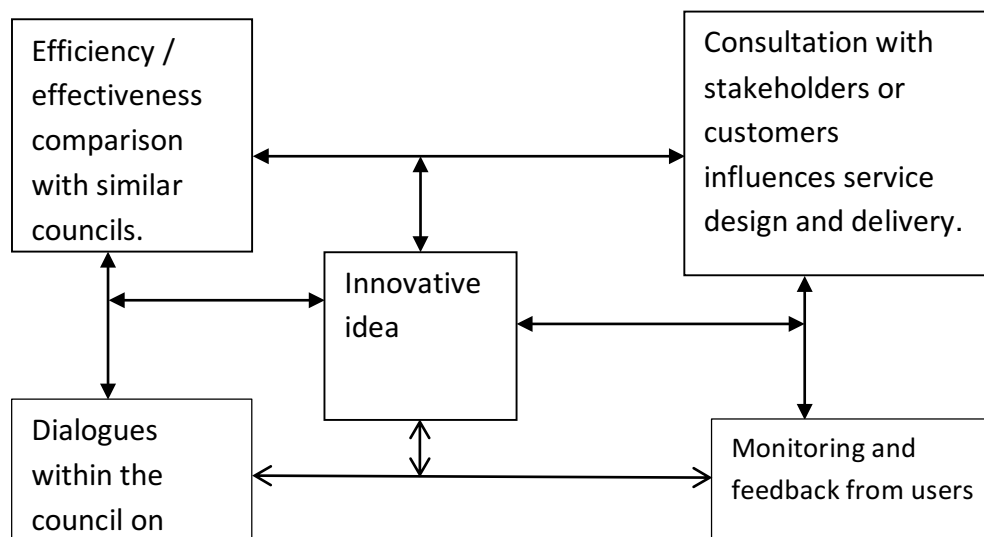


Diagram 4: The 'Governance' model of policy-making and service delivery

The EU's White Paper on *Governance in the EU*, which can be found at <http://europa.eu.int/comm/governance/> identifies 5 factors as 'principles of good governance'. These are openness, participation, accountability, effectiveness and coherence. It also stresses the idea of subsidiarity. Subsidiarity means that responsibility for functions of government should be at the lowest level at which the function can be undertaken in an efficient manner.

Citizenship implies that people have rights but also responsibilities. What those are could be a basis for group discussion, leading to discussion of what actively exercising those rights and responsibilities might mean.

"Active citizenship is concerned with more than learning 'the rules of the game' and how to participate within existing models and structures.... Active citizenship should be defined more broadly to encompass active learning for political literacy and empowerment, addressing structures and relations of power and working to change these, where necessary, in the pursuit of social inclusion and social justice agendas (Lister 1997). It also relates to how people can promote community cohesion and social solidarity, thereby

strengthening civil society as well as empowering individual citizens.” From www.nw.wea.org.uk

Box 2: Definition of active citizenship.

The website <http://www.teaching-resources-uk.com/lessons/citizenship/KS4-Active-Citizens-lesson-plans-worksheets/> provides downloadable resources developed in England for teaching 14-16 year olds about active citizenship.

The idea of **participation** is often discussed in relation to power. A distinction can be made between tokenism, information collection, consultation, participation in the actual taking of decisions, and transfer of decision-making power to communities.

One issue is the relation between participation and representative democracy. There can be tension between elected politicians who are accountable to an electorate, and the wishes expressed through unaccountable individuals or groups through “participation”. between

The final component of the Governance theme is **policy dialogue**. The essence of a policy dialogue is that the policy making process is informed by different perspectives. It can be a way of bringing new insights into policy making and building consensus. It is a form of conflict resolution. See, for example, <http://www.beyondintractability.org/essay/policy-dialogue>.

“A Policy Dialogue involves people from different interest groups sitting around one table to focus on an issue in which they have a mutual – but not necessarily common – interest. It assumes that people in different positions will have different perspectives on the same problem. For example:

- A person providing a service may have a more complete level of information about the services available than an informal worker seeking out the service.
- A person from the municipal department responsible for public transportation may have a different judgment about the quality of a service than a person working far from the centre of the city who must rely on public transport.
- A female informal worker may have different health needs than a male informal worker.

Policy Dialogue is a vehicle through which people can be helped to see problems from each other’s perspectives. This can improve a policy or programme. Power differences between different stakeholders are acknowledged. The Policy Dialogue tries to identify areas and spaces where it is in the best interests of all to make improvements and reforms.” (<http://wiego.org/wiego/policy-dialogues>)

Box 3: Policy dialogue

Place Identity

Although the project talks about place identity, most places have more than one identity. They may be a tourist town, but also are the home town; they may be a historic town, but also a town that is welcoming and inclusive.

Place identities are formed through a mix of meanings, experiences, memories and actions. While ultimately they are personal - the meaning of a place to each of us depends on our own experience of it – they are also fashioned by social structures and shared experiences. Place identities are also shaped by power relations and the identity of a place may well be contested: at the very least there are likely to be a number of different identities for any one place, with different social groups (e.g. young people, old people, long term residents, new residents etc.) seeing the same place in different ways.

Place identity can be probed by asking not just “what is the identity of this place”, but “who is defining that identity?” and “how is it being done?”. Media (e.g. local newspapers), politicians, planners and architects, business groups, tourist bodies or history societies are examples of institutions that typically seek to define identity for a place. Their definitions will be shaped by their own interests and values. “How?” is likely to vary between such actors, but can include websites, manifestos, tourist brochures, plans, the content of local museums, signs on the road as you enter the town, etc.

Place identity in the end is about “what kind of place is this, and what do we want it to be?” Place identity implicitly underpins much of policy making, whether at European level, national, regional or local level. If there is consensus about place identity (the end), it is easier to agree on policy (the means to get to that end). Policy dialogue to reconcile and harmonise what might well be conflicting views on place identity can therefore be an important aspect of governance.

Attractiveness

As indicated in Diagram 1, place attractiveness is best disaggregated to consider attractiveness to residents, to tourists and to businesses. Attractiveness is often seen as a precondition or essential part of place competitiveness. Attractiveness is strongly related to the qualities of a place, including its identity but also to its governance. But the relationship is not just one way; a loss of attractiveness, due for example to a declining local economy and out-migration of skilled and creative people, is likely to impact on identity and even on governance. Similarly, a place that is attractive may also find that its identity is changed: a small village becomes a dormitory town for commuters and new housing and shopping developments follow. The capacity of the governance system to mobilise local assets and manage change is an important part of sustaining attractiveness.

The findings from a recent European research project are summarised in the Box 4 below. The study found that the regions of the partners in YE were all below the European average in retaining 15-24 year olds and 25-49 year olds and about average in retaining 50-64 year olds in the first decade of the new millennium.

Flows by age groups show some distinctive characteristics with regards to where they are occurring. Capital cities remain attractive in terms of having the average net effect of pulling in large numbers of younger and middle-aged adults but having a net outflow of older aged adults. In contrast non-capital city regions, on average, have a net inward attraction for all these three age groups.

A “silver age drain” seems to be occurring from the north-east to the south west of Europe, also at the level of individual countries, towards regions offering higher place amenities, a better climate, and convenient properties, or inland regions well-known for their amenities, whereas the urban powerhouses of Europe emerge as places from where many workers are more likely to leave when they retire. The mobility drivers for this group are different from those of the younger working age group.

With some exceptions, the attraction of a non-conventional form of medium-term mobility such as student exchanges seem to favour “amenable areas” rather than places with the most famous and established universities. (http://www.espon.eu/export/sites/default/Documents/Projects/AppliedResearch/ATTREG/FR_20130123/ATTREG_FR.pdf).

Box 4: Patterns of attractiveness across Europe.

Much writing and policy about place attractiveness over the past decade has been led by the idea that the “creative class” should be the key target group. This term refers to people who are working in creative industries such as design, the arts, advertising and also professors, scientists and engineers, and those who work in software development etc. The “creative class” is a controversial concept, and the evidence seems to be that these kinds of jobs are generally to be found in and around the metropolitan centres, rather than in the types of places represented in YE.

Thus in thinking about attractiveness an important question is who you want to retain/attract and why, and how these aspirations relate to the assets that a place can offer. **Residents** and potential residents are likely to be attracted (or not) by housing, security, environment, access to jobs and the quality of schools, for example. While **tourists** might also be attracted by environment and want to feel safe, schools, local jobs and housing will matter less than things like hotels or local restaurants or things to do and see around the area. **Businesses** may well have quite different concerns, such as access to labour with the right skills, availability of suitable premises, transport links to suppliers and markets, local business taxes etc.

Branding is not the same as place identity, though it is closely related, and needs to be informed by an understanding of that identity. A brand is a message to others who may not know the place and its identity. However, the brand must have some basis in reality – consistency is essential for any brand. It is also important to remember that if a place has poor facilities and a poor image, a new brand by itself will not solve the problems. Any place marketing exercise needs to take account of the “offer”, the target market and the competition. “Differentiate or perish” is the advice from marketing professionals. A place needs to show what it has that is special, what makes it different from its competitors?

Branding implies a conscious attempt to market a place to a target audience through a consistent message that is transmitted through a variety of media. While branding strategies often target external audiences such as investors or high-spending migrants, they also need to be credible and acceptable to internal audiences as well, i.e. to existing residents and their identities of the place.

Design and iconic buildings or spaces may be used to shape identity and to promote branding or re-branding. Major new developments, called “flagship projects”, may be seen as the way to re-brand a place, e.g. creation of a major art gallery designed by a leading architect as a way to change the image of a run-down former industrial town.

Learning Diaries and Youth Pass certificates

Each partner should help each young participant to build and maintain a record of what she/he has done and learnt through the duration of the project. Conscious reflection is important in learning by doing; without it the risk is that the “doing” dominates but can then become just a sequence of events that do not have a lasting impact on learning.

A Learning Diary is a systematic record of what has been learned. It is owned by the individual completing it, but can be shared with others in the project. Learning Diaries can be a great source of evidence to use in the evaluation of the YE project. Getting the young participants to understand the value of this approach can also contribute to the sustainability of the learning. This would address one of the weaknesses that the evaluators of the proposal pointed to. The diaries could also be the basis for the award of the Youth Pass certificates.

| Name: | | Partner: | | |
|-------------|-------------|-----------------------------|----------------------|--------|
| Week / date | What we did | What I learned | | |
| | | Knowledge and understanding | Attitudes and values | Skills |
| 1 | | | | |
| 2 | | | | |
| Etc. | | | | |

Table 2: Possible template for a Learning Diary.

A common template should be adopted for the Learning Diaries. This will make it easier to share experiences internationally, and to integrate the findings in the evaluation at the end of the project. Table 2 sets out a possible template.

Reports to Councils and Promotional Materials

The project proposal stated that there would be: “Delivery of one or several reports with a short list of recommendations for change to the local decision makers/council. These reports should be accurate and properly made, so they can make an impact. There may use drawings, boards, posters, Powerpoint, videos or other materials to illustrate proposals.” It remains the choice of each partner just what to produce and when. However, as is described later in these guidelines, the aim is that each partner creates a Local Plan for Action in 2016, and disseminates it locally.

The proposal also promised 50-100 pieces of branding and promotional actions per partner. It adds “This may be external branding actions at regional, national and international arenas, articles in newspapers, magazines, social media and videos at YouTube and elsewhere.” It is not clear whether this refers to promotional actions and branding about the YE project, or promotional actions / branding for the places. ERASMUS+ probably are more interested in the former than the latter.

PART 2

TIMETABLE, METHODS AND TECHNIQUES

Structure and sequence of the project programme

In Warsaw it was agreed that all partners would follow a broadly similar sequence of activity, that would lead up to and be punctuated by the four “mirror workshops”. Table 3 shows this schedule.

| | |
|-----------------------|---|
| February 2015 | Launch of the project and first meetings of local groups. Launch of logo design competition. Start of work on governance. |
| March 2015 | Logo designs submitted by 1 March, and winners chosen by PAS. Facebook page set up. Governance topic continued. |
| April-May 2015 | Governance project work continues. Preparation for first mirror workshop. |
| June 2015 | First mirror workshop held in Suwalki (15-19 June). Report back from the workshop to each local group. Work on identity introduced and project work on identity begins. |
| July 2015 | Young participants work on place identity. Preparation for second mirror workshop |
| August 2015 | Second mirror workshop held in Rauna (10-14 August). Report back to local groups. Completion of work on identity. |
| September 2015 | Start of work on attractiveness and branding. Transnational meeting in Edinburgh (23-25 September). |
| October-December 2015 | Work on attractiveness and branding continues. |
| January 2016 | Transnational meeting in Riga (January 20-22). |
| February 2016 | Preparation for third mirror workshop. |
| March 2016 | Third mirror workshop in Jelgava. Report back to local groups. Start of work on Local Action Plans. |
| April 2016 | Work on Local Action Plans |
| May 2016 | Local dissemination / promotion of Local Action Plan. Preparation for final mirror workshop. |
| June 2016 | Final mirror workshop in Robertsfors (30 May – 3 June). Report back to local groups. Final meetings and completion of Learning Diaries. Issue of Youth Pass certificates. |
| July 2016 | PAS do the project evaluation. |
| August 2016 | Final Transnational meeting in Oslo (17-19 August). Evaluation report presented. |

Table 3: The timetable for the YE project.

It was agreed that local groups would generally meet on a monthly basis.

As Table 3 shows, there are broadly four main topics / work activities. These are in sequence: governance; identity; attractiveness and branding; and then the Local Plan for Action. They build on each other in a logical sequence. Understanding governance is the platform from which identity can be explored, and this then informs ideas about attractiveness and branding. Then the Local Plan for Action is a way to synthesise all the work and promote the ideas locally.

The following sections of the Guidelines give ideas and suggestions about possible activities in relation to each topic and stage of the project.

The Kick-off Meeting (February 2015)

At the first meeting it will be necessary to explain the project to the participants and also to get them discussing what they hope to learn from participating, and what knowledge and skills they bring to the project. This could feed into the Learning Diaries.

The design competition for the project logo needs to be introduced and explained. PAS will provide partners with the relevant information. The deadline for entries is 1 March 2015.

At the first meeting it might be possible to introduce some data on demographic trends in your municipality / region/ country and also to identify local issues that might be relevant to the project (e.g. job opportunities, vacant land/buildings, local facilities for young people etc). If the demographic data can be sent to PAS it could be used to scope the similarities and differences between the partners. We know that in terms of total population, Rauna is roughly 4,000, Robertsfors 7,000, Jelgava 25,000 and Suwalki 64,000, but it would be interesting to have more on the trends and the male/female and age profiles, as well as on the travel time to the nearest main centre for jobs and entertainment.

Another output from the first meeting could be examples of existing youth involvement in each partner to share with others, e.g. Youth Council / Youth House; “Coffee with Politicians”; “Young Placemakers”.

Governance (February-May 2015)

The examples of existing youth involvement can be put on the Facebook page and be a focus for discussion in the local group. Are there good ideas in other partners that might be copied?

The idea of subsidiarity could be the basis for an exercise with the group. Table 4 (modified as desired) could be used to get the young people to ‘vote’ using stickers and then discuss the findings and compare with who actually provides what in your municipality.

Citizenship can be approached through a discussion of migration. What rights and responsibilities do citizens have, whether as EU citizens or as citizens of their own village / town? Citizenship can be connected to different scales – from the local neighbourhood up to the idea of global citizenship. There is scope for discussion on what difference scale makes to a person’s ability to be an active citizen. Table 4 can be used to get each participant to put stickers on giving their own view, allowing the group to see the overall pattern and provide a basis or group discussion.

| | | | | |
|--------------------|---------------------|---------------------|------------------|---|
| Primary schools | | | | |
| Higher education | | | | |
| Bus services | | | | |
| Community halls | | | | |
| Hospitals | | | | |
| Libraries | | | | |
| Water and Sewerage | | | | |
| | National government | Regional government | Local Government | No tier of government – should be private or voluntary sector |

Table 4: Which tier of government should provide the following public services?

This could be the basis for an exercise undertaken by all the groups in their different municipalities. **“Take me to the person who decides”** could encourage the youths to select an issue of concern to them, and then set out to find out who is the person(s) who can really decide on that issue. It is important to remember that not all power is local or in the formal political system; sustaining a local school, for example, might be influenced by out-migration linked to international markets and EU policy on free movement of labour.

The young people might go out and interview active citizens or have an active citizen come to make a presentation to the group. Together they might compile a list of active civil society organisations in their municipality.

There could be some discussion of the scope for **youth participation** in schools: an exercise might get the students to work in small groups and produce a charter for their school setting out what rights and responsibilities pupils should have, and considering possible forms of pupil participation (these could range from being given information, being consulted via questionnaires, having class representatives on some form of school board etc.).

The group might also discuss what are the barriers to youth participation? Also how they can use the YE project to overcome some of these. There might also be an opportunity to explore formal arrangements for youth participation, such as youth parliaments, including the European Youth Parliament (www.eyp.org).

Role play is a good way to teach **policy dialogue**. It might be possible to choose a topical and controversial local or national issue and assign participants to “play” different interest groups. The participants could either be briefed about the concerns of their group, or be asked to research those concerns ahead of the “game”. The leader may take on the role of a neutral party whose task it is to ensure that everyone is listened to, and to steer discussion to seek areas of agreement. It is important at the end of the exercise to spend a little time with the group examining what the lessons were: what facilitated or blocked agreement, how did power differences affect the outcome, what skills were used by different players?

Mirror Workshop in Suwalki, 15-19 June 2015

The first Mirror Workshop should have some link to the governance theme, since that is what the youth will have been working on. It can be a way of sharing and comparing the learning that has been undertaken, or is still in progress.

The partners are all in relatively remote locations, and many participants will need a day to travel to the workshop venue, and another day at the end to travel home. Thus the pattern of each workshop is expected to be as shown in Table 5.

| | |
|-------|--|
| Day 1 | Travel. Welcome social event in the evening. |
| Day 2 | Ice-breaker to help the youths to get to know each other. Introduction to the theme. First working sessions and presentations of work by partners. |
| Day 3 | Possible visits to sites or meetings with people or survey work (as appropriate to the workshop theme). |
| Day 4 | Presentation of findings. Farewell social event in the evening. |
| Day 5 | Breakfast; shared farewell meeting (5 key messages from the workshop), then travel. |

Table 5: Outline for a Mirror Workshop.

For the first workshop, the content for days 2, 3 and 4 might be as set out in Table 6.

| | |
|--|--|
| Day 2: 16 June 2015 9.15 9.30 9.45 | Welcome from host. Ice-breaker introduced by facilitator. Possible ice-breaker: “Names” of governance concepts or institutions (e.g. “youth parliament” or “pressure group”) are put on people’s backs and they have to ask questions of other participants to try to work out “who” they are. Introduction to the themes and timetable. |
|--|--|

| | |
|------------------------|--|
| 10.00 | 5-10 minute presentations by each partner's youth about what they hope to learn from the project and what they have done so far. |
| 11.00 | Coffee |
| 11.30 | "Governance: Roots and Change" session 1. The history of the host town and its administration, and how that influences its governance. Presented by host youths. |
| 12.30 | Lunch. |
| 13.30 | "Governance: Roots and change" session 2. Guided walks around the town led by the host youth, and focussing on institutions of governance and local issues. |
| 15.00 | Tea |
| 15.30 | "Governance: Roots and change" session 3. Group work to produce "Pro-/con-" flip charts on free movement of labour in the EU. |
| 17.00 | End of session. |
| Day 3: 17 June 2015 | |
| 09.00 | "Governance: Roots and change" session 4. Presentations and discussion of findings from "Take me to person who decides" exercise in each partner municipality . |
| 11.00 | Coffee. |
| 11.30 | "Governance: Roots and change" session 5. Social Power game (see Appendix 1). |
| 13.00 | Lunch. |
| 14.00 | "Governance: Roots and change" session 6. Website comparisons. Groups analyse and then compare the content of the municipal websites for the partners. What information is presented – and what is missing? Who is the website addressing? What message does the design and layout of the website communicate? |
| 15.30 | Tea. |
| 16.00 | "Governance: Roots and change" session 7. How does governance influence identity and place attractiveness? Expert presentation and discussion. |
| Day 4: 18 June 2015 | |
| 09.15 | Recap' on messages from Days 1 and 2 and briefing for Day 3. |
| 10.00 | "Governance: Roots and change" session 8. How might we make the host municipality more attractive to young people and mitigate the impacts of out-migration and demographic ageing? Work in international groups and preparation of presentations. |
| 13.00 | Lunch. |
| 14.00 | Presentation of proposals to a panel of local and international experts. |
| 16.15 | Summing up of the workshop and looking ahead to the next stage of YE. |
| 16.30 | Finish. |
| Evening | Farewell social event. |

Table 6: Possible structure for the first mirror workshop.

Identity (June-August 2015)

The idea of multiple identities might be introduced by getting the young participants to think about their own personal identities and how they are formed – as brothers and sisters, or through their school or neighbourhood.

One exercise that could be used is to give them a map stretching from the Arctic to north Africa and from the Atlantic to the Urals and ask them to draw on it the boundaries of Europe. Results can be compared and also discussion can be developed on the theme of how far identity implies a differentiation from “others”. A similar exercise can be undertaken at municipality/neighbourhood level, possibly with the participants inviting local people to draw their own boundaries then analysing the results.

Participants’ own sense of the identity of their town/neighbourhood can also be explored. This can be done by asking them to list words or to draw. Results should be discussed by the group, and can be connected to the overarching theme of out-migration and rural change.

Having developed an understanding of the concept, the group might turn to consider the three aspects of identity picked out in Diagram 1, people, place and economy. This can be done either by dividing the group up and assigning one of these topics to each sub-group, to work on in parallel, or by working through each of them in sequence in the group as a whole. The decision can be shaped by numbers and training resources, and experience so far with the group.

An analysis of the place identity can be done through interviews with **people**. Depending on time and resources this can be done through questionnaires or through extended interviews with a smaller number of people, or through a focus group.

Questionnaires need to be designed, and should not include “leading” questions that by their phrasing are likely to lead respondents to a particular answer. Thus, a question like “Which of these words do you associate with this town?”, followed by a list of words, should not be the first question. For identity, more open questions are likely to work better, such as “Which three words would you use to describe this town?”. However, analysis of open questions can be time consuming.

A questionnaire should also collect some basic information about the interviewee, so as to enable some analysis and categorisation of findings. Age, gender and whether the interviewee lives in the town are probably the most obvious.

If the young participants know people who have moved away from the town (e.g. relations or friends) it might be possible for them to have discussions with those people about the sense of identity they have with their home town.

Given the title of the project “Young Eyes” there should be a special emphasis on collecting evidence on the ways young people see the town, and comparing it with the perspectives of other groups. Focus groups are probably the best way to do this, but need careful preparation and recording and the analysis takes time and some skill. One approach used in another project was to get pupils at schools to write an essay about their town, and then analyse the content. With younger children it may be possible to get them to make drawings about their town and analyse those.

PAS has a project called “Place, Work, Folk” in which young people did recorded interviews with old people in their town. It might be possible to apply this approach. Similarly, PAS has developed approaches to getting children and young people interested in their place. IMBY explores issues around the natural and built environment, how land is used and what for and, most importantly, what influences decision making. It is for 9-11 year olds. See <http://www.pas.org.uk/wp-content/uploads/2013/10/IMBY-Info-Sheet-130910.pdf>, and there is also a pack for teachers.

Culture and history are often unifying elements that connect people of a **place** to tradition and help them to define their distinctiveness. Institutions like local museums and local history societies are important in place identity because they tell a story about what the place is. It is important to recognise that the past may well have been divisive, and has the potential to continue to be so.

To work on this aspect of identity, the young people could visit local museums and try to describe and analyse the identity it relates for the town. It might also be possible to interview people at the museum, and to talk to a local history society or civic society.

It might be possible to get a local architect or planner to talk about the way that the town’s identity is reflected in the built environment and possibly in its landscape setting. If this kind of help is available, the group might be able to do some work mapping the story of the town as seen through its built environment. Remember this is more than the buildings; it includes the spaces, and the streets, railways, canals etc. It should also be possible to find out from the local planning department which buildings and monuments are given special protection, and why, and to discuss the extent to which these contribute to place identity. It should be possible to photograph and discuss which buildings/spaces etc. give the place identity and why. Are any of the buildings under threat, e.g. because they are now empty and needing maintenance?

The study of place should also look at intangible heritage and cultural identity. Are there local traditions, events, institutions, dialects etc. that contribute to identity. Which and how?

Economic activity is likely to be a key part of place identity, both the legacy of traditional practices but also current enterprises. To explore the contribution of the **economy** to the identity of the place, the group could access or create a directory of local businesses, and talk to the local Chamber of Commerce or similar organisation. Which firms identify strongly with the town (e.g. by having it in their name or by making the place explicit the goods or services that they offer)? Are there any distinctive local / regional products that contribute to identity? Do businesses have views about the identity of the place? Do they want to keep it or change it? How do their views compare with those collected from other groups in the town (see the earlier suggestions about “people”)?

It might also be possible to interview businesses to find out about the networks that they operate within. Where do their workers live – in the town or elsewhere? Where do they sell their goods / services? Are there any links into a local business supply chain or even a cluster (e.g. local farm produce being used in local cafes and restaurants and linked to promotion of local specialities)?

To synthesise the findings from the different strands of work on identity, the group might seek to map, and combine the different “narratives” of identity that they have found. Another exercise would be to create a set of interpretive markers that could be placed around the town to help embed and provoke thoughts about its identity.

The fact that identity is being covered over the summer months presents some difficulties. Holidays may mean that group work is not easy to co-ordinate, and so individual tasks may work better. Thus each individual might be asked to create something expressing “**My place**”. This could be done by drawings, photos, words, video, poems, quotes from interviews – whatever the person thinks works best for her/him. This could be a basis for presentations in the mirror workshop in Rauna, if completed in time.

Mirror workshop in Rauna (10-14 August 2015)

The detail of the mirror workshop must be shaped by the place where the host partner is based, and should also take account of the lessons from the first mirror workshop – what worked and what did not? As a general outline, a suggestion for the three working days in Rauna is set out in Table 7.

| | |
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| Day 2: 11 August 2015 9.00 | Ice-breaker introduced by facilitator. Possible ice-breaker: Participants are each given the name of a town or city. They circulate and collect one word |
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| 9.20 | from each other participant that defines how that person views that place. Welcome from host. |
| 9.30 | Introduction to the themes and timetable. |
| 9.45 | 5-10 minute presentations by each partner's youth of their "My Town" project work. |
| 10.45 | Coffee |
| 11.15 | "Identity: Roots and Change" session 1. Welcome to our town – walking tour led by host youths. |
| 12.30 | Lunch. |
| 13.30 | Session 2: Using photography to capture identity and change. Undertaken in pairs, taking digital photos to express identity. |
| 15.00 | Tea |
| 15.30 | Presentations of 5 photos per pair to capture identity of the host town. Discussion of results by panel of local politicians, officials and activists. |
| 16.30 | Finish. |
| Day 3: 12 August 2015 | |
| 9.15 | Briefing for the next sessions by an expert. Session 3: Place surveys. The participants are put into groups of 5-6 and each group is assigned to an area of the town. They are asked to undertake a place survey (see Appendix 2). |
| 10.00 | Groups commence their surveys. |
| 12.30 | Lunch. |
| 13.30 | Surveys continue then preparation for presentations. |
| 17.00 | Finish. |
| Day 4: 13 August 2015 | |
| 09.15 | Session 4. Each group presents their findings using whatever media they think appropriate. 10 minutes max. per group followed by questions and discussion. |
| 11.00 | Coffee |
| 11.30 | Presentations continue. |
| 12.30 | Lunch. |
| 13.30 | Session 5. Scenarios and visioning – introduction by an expert. |
| 14.00 | The town in 20 years time. Group work to brainstorm what might be, addressing issues of in and out-migration, ageing population, changing technologies etc. and relating these to the areas covered in the survey work by all the groups. |
| 15.00 | Tea. |
| 15.30 | Presentations by groups, maximum 10 minutes each. |
| 16.30 | Summary of workshop. |
| 16.45 | Finish. |
| Evening | Social event. |

Table 7: Possible structure and content for Rauna workshop.

Attractiveness and Branding (September 2015-February 2016)

An early exercise for the group could be to compile an inventory of the assets of the town/region. If these are categorised under the following headings it should help to make connections back to previous work but also open up new ideas:

- Environmental capital
- Economic and human capital
- Built environment and infrastructure
- Socio-cultural capital
- Institutional and governance capital.

Work on attractiveness for **residents** could again involve questionnaires or focus groups with residents, remembering to take account of the different requirements of young, middle-aged and more elderly groups. House prices and trends in them can give some indication of residential attractiveness. Interviews with local house builders and with those who deal in property could be undertaken. Quality of schools is often an important factor in attracting people with young families. Accessibility to centres of employment also matters for those in working age groups. It should be possible to build on the analysis of the different types of capital to identify the target groups to which the town is most likely to be attractive – and to identify gaps that need to be filled to attract other types of people.

Tourists are another group that can be studied. Interviews with people working in local tourism and hospitality sectors can again give new insights. What age are the tourists, how far do they travel, how long do they stay, what do they do? The group might also do an analysis of the content of marketing materials aimed at tourists, e.g. leaflets and websites.

Last but not least, the group should look at the attractiveness of the place to **business**. What do local businesses find attractive about the place, and what would make it more attractive to them? Generally, businesses need premises that suit their operation at a reasonable cost, and access to materials, labour (maybe with particular skills) and markets. How well does the area meet these requirements? It would be worth talking to professionals involved in local or regional economic development agencies to hear about how they promote the place to existing and potentially new business. Starting up a business is a risky proposition and this is a stage where the public sector is often helpful, e.g. in providing premises that can be easily accessed and are affordable. There may be advice available for making business plans. EU funds may also be used to promote the area and make it attractive. These are all things that can be looked at by getting in speakers or sending groups of young participants out to do interviews.

A look at **branding** can help to pull together the different aspects of the attractiveness topic. Remember that branding should consider what a place has to offer, what is the market for that offer and what is the competition? The branding should address both content and the form of communication of the message (e.g. the language and visuals used, maybe even the font). It may involve a logo and a strap line. This could be the focus for Mirror Workshop 3.

Suggestions for Mirror Workshop 3 in Jelgava (13-18 March 2016)

Ideas for a possible approach to a mirror workshop on this theme are set out in Table 8.

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| Day 2: 14 March 2015 | |
| 09.00 | Icebreaker – Use some well known commercial brands –each person wears one brand and asks others what 2 words they associate with that brand. |
| 09.20 | Welcome from host |
| 09.30 | Expert presentation on principles of place promotion. |
| 10.00 | Panel discussion amongst local actors (e.g. politicians, officials, Chamber of Commerce) on the ways in which the town is currently promoted. |
| 11.00 | Coffee. |
| 11.30 | Walkabout to experience the “offer” of the town. |
| 12.30 | Lunch. |
| 13.30 | Group work on the “offer” – what is its point of parity (i.e. the general category or categories that define the offer of the place)? Is it one shared with other towns in YE or the IC? What might they learn from each other? What is the point of difference – i.e. what is it that makes this town special amongst all the others in the same category? |
| 15.00 | Tea. |
| 15.30 | Group discussion on who should be the target group for marketing the place? One strategy aimed at one key group, or multiple strategies for different groups, or one positioning strategy for the whole market? |
| 16.00 | Reviewing and revising your brand – from Planning Aid for Scotland to PAS. Presentation by PAS on how they went about rebranding. Questions and discussion. |
| 16.45 | Finish. |
| Day 3: 15 March 2016 | |
| 09.00 | Introduction to the day and the tasks. |
| 09.15 | Presentation by Suwalki on their work on re-branding their town. Questions and discussion. |
| 10.00 | Group work on developing a strap line for the town. |
| 10.30 | Groups review existing web site for the town – what image does it portray to whom and how? |
| 11.00 | Coffee. |
| 11.30 | Presentation by graphic artist on visual techniques that can be use din developing logos. |

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| 12.30 | Lunch |
| 13.30 | Groups work on designing logos. |
| 14.15 | Presentation of logos and discussion. |
| 15.15 | Tea. |
| 15.45 | Entrepreneurship and the qualities of entrepreneurs. Presentation by an expert. Questions and discussion. |
| 16.45 | Finish. |
| Day 4: 16 March 2016 | |
| 09.00 | Introduction. |
| 09.15 | Social enterprises: what are they and how do they work? Presentation by PAS. Questions and Discussion. |
| 10.00 | What kind of new business might operate successfully in this town? Group work. |
| 10.30 | Coffee. |
| 11.00 | How to write a business plan. Expert presentation. |
| 12.00 | Group work exercise on writing a business plan for the proposed new business. |
| 13.00 | Lunch. |
| 14.00 | Presentation of business plans. |
| 15.00 | Tea. |
| 15.30 | How to run a Charrette – presentation by PAS. |
| 16.30 | Finish. |
| Evening | Farewell social event. |

Table 8: Possible programme for Mirror Workshop 3

Local plans for Action (April-May 2016)

This final stage of the project could involve each youth group (or sub-groups) in preparing a Local Plan for Action. This might make use of the *Charretteplus*[™] method developed by PAS and presented at the Jelgava mirror workshop. It links spatial planning to community planning. It is focussed on place, and links design, action and delivery, while making use of scarce resources. In thinking about recommending action, the groups need to give some thought to costs – both capital (e.g. construction) costs and revenue (running) costs. How can proposed development be made sustainable, economically as well as environmentally or socially?

Again the theme of migration is relevant here. If population continues to decline, how does that affect the viability of possible developments? Conversely, does population decline create opportunities, e.g. by creating cheap floorspace in a settlement?

The focus of the Local Plan for Action would be chosen by the youths. It might be a proposal for a building or empty plot, or for a town centre or a whole village / town. The key things are that it is a challenge and the youth are interested in it.

The Plans need to be linked to dissemination and presentation. Of course in the spirit of active citizenship and participatory governance, the plan might be produced through a participatory process, being refined as the work progresses. A more conventional approach would be to make the plan and then disseminate it amongst local residents and decision-makers. Again this raises possibilities to choose from a variety of media – meetings, videos, posters, even “happenings” on a street or on a site.

The final Mirror Workshop in Robertsfors (30 May-4 June 2016)

The final mirror workshop might focus on presentations of the Local Plans for Action and ways that they have been disseminated. The workshop might seek to deliver a “day of youth action” in Robertsfors, in which the local and international youth undertook intensive campaigning on an issue.

APPENDIX 1

The Social Power game (Mirror Workshop 1).

Each partner's group has a flip chart. They put the name of their municipality on it.

They are asked "Who are they key people in your community?" They create a set of rows on the chart, with one generic name (i.e. not personal names) in each line (e.g. "the police", "local business leaders", "municipal officials", etc.). Then get them to create a matrix by adding 3 vertical columns.

They are then given coloured stickers (3 red, 3 blue, 3 green, 3 orange, 3 yellow, 3 black), or 6 different colour marker pens.

They are then asked which of the "key people" they trust most. They label the first column "Trust" and put their 3 red stickers in the boxes for those they trust most. They can put 2 or even all 3 stickers in just one if they trust one group especially strongly.

Next they put the 3 blue stickers in the "Trust" box of those they trust least. Again more than one can be put in one box if there are strong feelings.

Then put "Power" at the top of the next column, and repeat the exercise, with green for those who they see as having power and orange for those without power.

Finally repeat the process in the third column which should be headed "Links", and where yellow will signify those they feel they have (yellow) a relationship with, and black for those for whom they feel quite cut off.

The patterns that emerge can then be used for discussions and comparisons.

APPENDIX 2

Place Survey methodology (Mirror Workshop 2).

Each group should have a map of its area.

On the map and in notebooks they should address the following questions:

Does the area have any distinct identity of its own? If so what is it and what makes it?

Does the area contribute to the identity of the town as a whole? If so, how, and if not, why not?

What is the relation of the place to the landscape? Are there views into and out of the area? What feelings does the landscape setting create about the place?

STREETS AND PLACES

Describe how you experience the use of the streets and public open spaces.

How do you feel that traffic and parking influence the way people use the area?

Does it feel safe to walk here?

Is there any provision for cyclists?

Is it easy to reach the area by public transport?

Does the area have any public open spaces where people can meet, where?

What should be done to improve the quality of spaces?

Which streets and spaces should be improved?

Which do NOT need to be improved?

How do people use the area?

Where do they relax and enjoy themselves?

Do you feel it should be improved – if so: how?

BUILDINGS

Describe the character of the buildings in the area – volume, shape and form, materials and colour.

Do the buildings have any common features? What are they?

Which buildings have an impact on the identity of the place (i) 'positively' and (ii) 'negatively'?

Are there any empty buildings or empty plots of land? What might have been their previous use? What might be a potential future use?

SIGNAGE AND ADVERTISING.

What is your opinion about the signage (street signs, traffic signs etc) and advertising?

What are the good examples that you feel make the place attractive? Describe why.

What are the bad examples? Describe why.

TREE PLANTING AND VEGETATION.

How do the trees contribute to the quality of the visual environment in the town centre?

Which trees are the most important – and why?
Should more trees be planted – where and why?