CHLaYdoscope
European Creative Hub Leaders
developing community-based Youth Leadership

Learn how to become

Youth Community Leader

Training Package

Issued in October 2023
Elaborated by: Warehouse hub
Project Result 2 of the CHLaYdoscope Project

Available also in:

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I. Youth Community Leadership

Transforming society toward equitable and sustainable futures requires leadership. But what kind of leadership?

A new generation of leaders is needed to face the great challenges of the contemporary world, such as the climate emergency, the health crisis, the transformation of urban centres, conflict management, digital transition, gender equality, youth unemployment, among many others. This new generation of leaders must have a strong sense of awareness, be highly trained, and **capable of stimulating collective action, creativity, and connections.** With the leadership skills of these new professional profiles, connected to the territories, aimed at different relationships and new ways of working, local communities would be able to better respond to their own needs and resolve issues themselves.

Unlike individual leadership, youth Leaders in a given community are understood by the CHLaYdoscope project as youths that are not isolated figures, but they always have a community of reference against which their work makes sense, and they get their influence not on the basis of any official position of authority, but rather because they possess certain traits and competencies that enable them to represent their locality and drive progressive social change.
These traits, that are key **knowledge, attitudes, and skills** which the CHLaYdoscope project helped to identify, are apt to facilitate the active participation of youths in groups, local organisations, working teams, allowing them to facilitate and enhance processes of collective, social, cultural, and economic growth.

Community leaders do not dictate what the correct path should be. They accompany and facilitate processes; they stimulate new ways of doing things. Their priority is to enable the common good, beneficial for all.
In the CHLaYdoscope project, we put forward an idea of Community Leadership that has little to do with positions of power within organisations or virtual communities on social media. Youth community leaders move in the real world, they share with their communities geographically defined spaces on a daily basis, and act as participants rather than authority figures.

Youth Community Leaders have a series of personal qualities and skills that, further developed, can allow them to facilitate processes of change through initiatives of territorial promotion and action, inclusion, and collaboration.

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II. CHLaYdoscope target group

The CHLaYdoscope project targets young people who are active players in their communities, working within nonprofits and with volunteer groups, creative and social entrepreneurs in the fields of art and culture. These Youths, possibly having had the opportunity to gain experience abroad, are eager to share their knowledge with others and enable development in their hometowns.

Young people can make invaluable contributions to communities and empower themselves when they participate.

The CHLaYdoscope project aims at supporting effective participation of youths and developing key skills, awareness and knowledge that can help them to act upon challenges and opportunities that really affect their lives, and imagine solutions that create **shared value**.

An evident personal and collective drive emerges from the analysis of the applications that many youths sent to take part in this pilot project. Young people who responded to the CHLaYdoscope project call, living in Italy, Portugal, Slovenia, Greece, and The Netherlands, expressed the need to see concrete changes take place in their environments: changes that see them as protagonists. Their tasks are both challenging and exciting and the CHLaYdoscoope project wants to help these youths to develop the range of expertise necessary for all these tasks: they should increase their capacities in the domains of understanding self and decision-making skills; in implementing new collaborative and participative approaches; in imagining and planning new responses to complex problems; in generate resources, when they are lacking; in learning how to manage projects in different fields: social, cultural, tourism, employment, and environment.

The CHLaYdoscope project aspires to support **new responsible and creative leaders that prioritises the common good.**

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III. What range of expertise do community leaders need?

The kaleidoscope, referred to by the acronym name of the project, symbolises precisely the set of skills that enable a creative person to see things from different points of view and imagine unexpected solutions.
The CHLaYdoscope project, in fact, contributed to identify a “kaleidoscope” of nine areas of expertise, **nine horizontal competencies**, which define the profile of a Youth Community Leader and are the leadership traits needed both in organisations and in our communities today.

The competencies researched under the Project Result 1, with the contribution of both experts and youths, and acknowledged as key traits for Youth Community Leaders are:

1. **Ability to understand the community:** the capacity to observe and bring out the community’s collective motivations, needs, talents and potential, and recognizing their own impulses, strengths, and weaknesses in doing so.
2. **Communicating meaningfully with others:** the capacity to listen effectively and facilitate an open and effective dialogue with their community members and with local stakeholders.
3. **Promoting and supporting youth initiatives:** the capacity to facilitate individual and collective growth.
4. **Providing inspiration and encouraging participation:** the capacity to encourage other community members to have an active role in society.
5. **Being changemakers:** the capacity to facilitate and support processes of change.
6. **Supporting individual and group learning:** being aware of the importance, for them and their peers, to continue to educate themselves throughout life.
7. **Display intercultural competences:** the capacity to build positive relationships with young people from different (cultural, social, economic, geographic) backgrounds.
8. **Display creative competencies:** the ability to trigger creative processes and facilitate the design of innovative solutions to face complex challenges.
9. **Networking, advocacy, and generating resources:** the ability to create connections and deploy resources for processes of participation and change.

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IV. The CHLaYdoscope Training Package

The CHLaYdoscope Training Package’s main objective is to provide Youth Community Leaders with a complete range of knowledge, skills, and tools that should allow them to develop key community leadership traits.
The contents enclosed in this training tool should support them in the activation of their communities, and in the promotion, implementation, and management of concrete initiatives for social, cultural, and environmental aims.
This book presents a structured, yet flexible and adaptable methodology and toolkit, based in non-formal learning and design approach, for the development of the key competencies identified in the CHLaYdoscope Competency Profile researched in this project (Project Result 1).
This guide brings together the experience of all the European Creative Hubs and youth Organisations partners in this project, and their leaders.

Specifically, this training book has been developed thanks to:

- The European Creative Hubs Leaders’ know-hows, and their capacity to activate their communities - youth groups, creative people, freelancers, and micro enterprises within the cultural and creative industries’ sector.
- The Young Europeans are active in their communities, determined to employ their experience and expertise with effort and creativity to benefit the future of their living contexts and to create positive changes.

This Training Package brings together:

- Methodologies, resources, and tools already tried on by different partners both with their respective communities and with the target group during the two-year pilot project.
- Recommendations, tips and hints for the facilitation of practical workshops apt to develop community leadership skills, and to work with a community.

This book has been built around shared evidence among project partners: young people can be effective change-drivers in our society.

The CHLaYdoscope training package can be considered an important resource for youth organisations, youth workers, and young people concerned with organising and leading local, national, and international youth activities. The focus is placed on active participation, local development and commitment in communities, and wider society, for the creation of a better future.

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Through this training package, young people have the opportunity to come out of their comfort zones, acquire awareness around important issues, effectively accompany participatory processes and deliver targeted initiatives in their communities.

The CHLaYdoscope Training Package consists of two parts:

- **Part I, Growing competencies for effective Community Leadership.**

Part I of this book includes 6 modules, alongside 19 workshops, covering a selection of topics apt to help young people grow and succeed as community leaders and activators. The Modules included are:

1.Growing as a Community Leader
2.Understanding my community
3. Participation, advocacy, and networking
4. Inspire, Influence, Motivate
5. Creativity as a competence
6. Supporting change

The contents range from self-awareness to in-depth knowledge of one's own communities; from the ability to analyse problems, to the capacity to identify innovative solutions; from gaining important insights into the values of participation, diversity, and inclusion, to discovering techniques to effectively communicate with others, to unleash creativity in participatory design processes, and to plan actions for change.
Each module is linked to the other and the skills that are practised in different workshops are also complementary to each other.
Modules were designed by a team of experts from Partner Organizations

Each training module contain the following components:

- The proposed core contents for community leadership development.
- The expected learning outcomes.
- The competencies trained through each workshop, referring both to the competencies identified in the Chlaydoscope Competency Profile for youth community leaders, and to the Entrecomp Competency Framework the "entrepreneurship" competency framework developed by the European Commission to help people be more creative, more proactive, more opportunity-oriented and more innovative. EtreComp is taken as a reference framework in this manual because the creative hubs involved in this project have worked extensively with this reference standard, creating and testing non-formal education pathways for the development of key entrepreneurial competences for young people working in the European cultural and creative industries.
- The workshops suggested to train the specific skills

Part 1 of the training package also contains the references and links to the project's web site, where the training material prepared for the pilot workshops has been published.

- **Part II, Youth Local Labs: engaging stakeholders in local challenges.**

This second part of the Training Book includes an additional Module, Module 7, which describes possible methodologies and tools that can be used by Youth Community Leaders to plan, organise and facilitate a one-day multi-stakeholder workshop on a local challenge, with the participation of relevant local stakeholders, therefore contributing with ideas and solutions to concrete issues that impact their lives.

The contents of CHLaYdoscope Training Package have been co-designed by all Partners in this project: Materahub (IT), Generazione Lucana, GL (IT), Warehouse Hub (IT), Association for Culture and Education, PINA (SLO), The European Creative Hubs Networks, ECHN (GR), Dypall Network (PT) and The Artist and the Others, TAATO (NL).
The partner responsible for leading the co-design process was the Creative hub **Warehouse Hub**, an innovative start-up with social vocation specialised in the design of training programs for the development of transversal and entrepreneurial skills in youths.

The Design of the Training has relied on an iterative process all along the project:
a first training program was created, with its modules and training activities; the project team revised it in different sequential steps after receiving the feedback of experts for partner organisations.
Furthermore, the contents of the training were tested with the community of participants during the second year of the project, in the occasion of:

- six on-line workshops held with the youths beneficiaries of the project
- one intensive Training of Trainers Week which took place in Slovenia, with the participation of 12 trainers from different Partner Organisations
- one intensive International Youths Academy Week, which took place in Portugal, with the participation of 18 prospective youth community leaders selected among a wider group of participants.

The contents were then revised for the final version, embracing also the feedback provided the participants themselves, after each training session.

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PART1

Growing competencies
for effective
community Leadership

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MODULE 1

GROWING AS A COMMUNITY LEADER

Co-designed by:
TAATO, ECHN, GL

1.1 Introduction to the Module

Community leaders are embedded in the community, they are usually chosen by the community and have a relationship of mutual dependency with their community (Boehm et al, 2010). But they must also work with other members, with professionals, politicians, and other stakeholders for the well-being and improvement of their community. So, growing as a community leader means enhancing social and interpersonal skills.
Many successful leaders started without confidence or skills. But community leadership horizontal skills can be trained and built step-by-step.
No matter what your skills are right now, you can become a better leader if you work at it!

This first module is a key building block of the CHLaYdoscope training package.
It will help you to grow as a community leader in your context, to become aware and map out some key competencies, attitudes, and tools that you might bring along from your previous experiences and learn new capabilities and methodologies which can help you to get to know your community members, and to guide and develop your organisation.

Much of the influence of community leaders on others is emotional and depends on your ability to identify and harness people's motivations and strengths, to draw on others' values to inspire collective action for a change, by focusing on core beliefs and aspirations.
Dutch people have a saying 'vooruitzien is regeren'. It translates to 'to foresee is to rule'. When taking it literally, you might think you have to become a fortune teller or mathematician to predict certain scenarios. Both are wrong.
To foresee is to understand. And it is exactly that the focus of this first module: **leading is understanding. Understanding yourself, understanding the other and understanding your environment.**

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MODULE 1: Growing as a community leader

Understanding yourselves, asks for self-awareness.
A first and foremost trait that makes for a great quality community leader is *self-awareness.* Community leaders should be self-aware about their own competencies, abilities, strengths and weaknesses, inclinations, motivations, before they can lead, motivate, and inspire others.
This Module starts presenting in **Workshop 1** methodologies and tools which allow Community Leaders to better **understand themselves, as part of understanding the community**. Self-awareness describes your ability to not only understand your strengths and weaknesses, but to recognize your emotions and the effect they have on you and your community members' performance.

Understanding 'the other', asks for empathy
Empathy is the ability to identify and understand other people's emotions and it is also a critical skill for leaders. It increases trust, communication, and a sense of worth for community members. **Workshop 2** in this Module aims at helping prospective community leaders **to become aware of their own community** as a human group that occupies a definite geographical area, whose members have common interests, activities, and experiences, but also different perspectives and backgrounds.
Participants to this workshop are invited to practise **empathy**, the capacity of understanding other persons' experiences and emotions, and to learn how **to display intercultural competence**, the ability to communicate effectively with people from other cultures, **valorising diversity** and building positive relationships with their peers.

Understanding 'your environment', the community context, where your community members come together to take collective action and generate solutions for a change, asks for analysis skills and adopting a collaborative problem-solving approach. Developing the capacity to analyse problems and inequities, to take a perspective and unleash creativity in a collaborative way, allows you and your community to devise innovative answers to complex problems.
Workshop 3 of Module 1 helps community leaders to **set a safe environment for collaboration** within the community and to work on the capacity to assess **a problem by taking a perspective**, by adopting also another person's point of view.

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1.2 Expected Learning Outcomes

The aim of this module is to equip participants with the proper understanding, tools, and mindset to grow as a community leader, helping them to reach the following learning outcomes:
Participants are aware of the main differences between traditional leaders and community leaders.

- Participants get familiar with the Competency framework related to the CHLaYdoscope Community Leader Profile.
- Participants are aware of the fundamental attitudes, skills, and knowledge they need to develop to enable community development.
- Participants understand better and delve into their own leadership style
- Participants explore the main components of emotional intelligence (Self-awareness; Empathy; Social awareness) and diversity.
- Participants know some methodologies, techniques, and tools to develop self-awareness, empathy, and the capacity to take others' perspective.

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MODULE 1: Growing as a community leader

1.3 Competencies trained

CHLaYdoscope Competencies

- UNDERSTANDING THE COMMUNITY (the capacity to observe the reality of your community using various techniques, to create meaningful relationships with community members, and to identify the needs of the group).
- COMMUNICATING MEANINGFULLY WITH OTHERS (the capacity to listen actively, to be empathetic, to clearly express thoughts and emotions, to be diversity aware).

EntreComp Competencies:

- SELF AWARENESS (the capacity to develop a deep understanding of your interests, values, skills, limitations, feelings, and motives).
- EMPATHY (the ability to understand another person's emotions, experiences, and values).
- ENGAGEMENT (the ability to stay involved and motivated while performing activities' Framework).
- WORKING WITH OTHERS (the capacity to work together and cooperate with others.

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1.4 Workshop 1. **Define your leadership style**

Duration (2-4 hrs)

Suggested trainer profile, hints, and tips

The trainer is savvy on community leadership and is familiar with the CHLaYdoscope Competency framework: in this workshop the trainer will focus on the competencies which are embodied in the profile of Youth Community Leader investigated by the project.

The trainer understands self-awareness as a key competence and is familiar with the DiSC® model, which has long been recognized as a great foundation for building leadership skills. The bottom line of this model is that great leaders can be any style: the trainer should emphasise that each person has a different starting point, skillset etc. so each person will give their own twist to the definition, hence 'define your leadership style and personal vision'.

Topics

Definition of leadership

- What is leadership?
- Definitions of youth leader and youth leadership
- Different leadership styles
- Foundations of a youth community leader *vision, values, skills, support, challenges, inspirations*
- Self-awareness: *personal assessment with DISC/SWOT analysis*
- Exercise: define your leadership style/ describe your vision

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MODULE 1: Growing as a community leader

Methodologies, tools, and workshop outline

The foundations of leadership [30 min]

- Introduction to Chlaydoscope Competency Profile
- 'Foundations of a hub leader' (Creative Hub Leader's Toolkit, Nesta p.36): presentation of a tool apt to help Youth Community Leaders to reflect on personal drivers, skills, and aptitudes for leading their community

Self-awareness [45 min]

- Exercise: Self-reflection framework (p.40) [10 min]
- Short presentation DISC [15 min]
- DISC-Personality and behavioural Assessment tool [20 min]

Define your leadership style

- SWOT analysis (personal level)
  - Brief presentation
  - Fill in SWOT personal
- Define vision and leadership style
  - Connect with presentation
  - Trainees can use DISC and/or SWOT as their base to use for the exercise.

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Why use these tools?

CHLaYdoscope competency Framework

Learners will have to get familiar with this framework revealing key community leadership competencies and it is a fundamental tool in all this training package.

Foundations of a youth leader (leadership)

What does it mean to be a youth leader?

Looking inward and knowing your personal values, the skills you have and those you want to develop is vital to achieving your goals as a leader.

DISC - tool

Who am I? (Starting point of self-awareness and self-regulation as a youth community leader)

Self-reflection framework

What do you do with failures?

This tool helps you to spell out some of your unique qualities, consider what you need to develop in yourself and where to get inspiration or assistance. By considering actions, consequences and what they have learned they can adapt their leadership approach.

SWOT & confrontation matrix

Overview strengths & weaknesses based on DISC. Improve strengths and opportunities or develop or combine new stronger skills to tackle weaknesses.

Vision and leadership style

Exercise to define their leadership style and a vision based on the gained knowledge and skills in this workshop. It will create a good starting point/ foundation for the rest of the toolkit.

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How do these tools help you?

Through the tools presented in this workshop, youths will be able to identify their professional attitude, learn about leadership, leadership styles and how to use them.
The exercises proposed in workshop 1 help develop pivotal skills for leaders such as Self -awareness and Empathy and allow youths to test themselves within different challenging situations.

How to use these tools?

1. Self-reflection framework
2. DISC profile - assessment
3. Make SWOT analysis (overview of the strengths & weaknesses)
4. What is community leadership, what it entails, and the leadership style connected to the personal vision
5. Foundations of a hub leader as a tool to investigate the foundation of a community leader (with or without example: challenge/need)

References and Training Material

DISC profile - Registered trademark of Wiley
Seth Godin - Leadership course
Daniel Goleman - The emotionally Intelligent leader
Jo Owen- how to lead
Harvard Business School Online
SWOT analysis

The contents of Workshop 1 *"Define your Leadership Style"*, as designed and tested in the pilot, are available on the CHLaYdoscope Web Site

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1.5 Workshop 2. **Self-concept and social self**

Duration (2-4 hrs)

Suggested trainer profile, hints, and tips

The trainers are savvy on Emotional Intelligence and conflict management. They are able to create a supportive and open working environment, both online and offline, where everyone can feel welcomed, valued and heard. They know how to guide learners in keeping overview and being analytic; they understand behaviours, get insights and share new stimuli.

Topics

Definition of leadership

- Understanding the community from different perspectives is an important part of sustainable problem-solving and agenda-setting. Taking part in a community is a key to understanding and discovering yourself
- Understanding the identity as a person's sense of self, established by unique characteristics, affiliations, and social roles.
- Conflict as one way of expressing someone's identity which occurs when goals and behaviour are incompatible
- Types of conflicts
- The power of assumptions
- Principles of dialogue
- Questioning skills
- Emotional intelligence and conflict management overview

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MODULE 1: Growing as a community leader

Methodologies, tools, and workshop outline

- **Johari window** (30 min)
- **The blind men and the elephant** (30 min)
- **Judge and Creator** (30 min)

Why use these tools?

- **The Johari window** is a technique designed to help people better understand their relationship with themselves and others and understand the value of sharing more about themselves and receiving feedback from others.
- **The blind men and an elephant** introduce the idea that all of us have a piece of the puzzle and there is value in the many different perspectives we view the world.
- **Questioning is a key ingredient for meaningful communication and personal change.** When we ask ourselves questions, we can either take the position of a judge or a position of a creator (inquiry and discovery).

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How do these tools help you?

- By using the *Johari window*, participants explore the idea that all of us have hidden and visible parts of our identities and cultures. The model is used to enhance the individual's perception of others. This model is based on two ideas- trust can be acquired by revealing information about you to others and learning yourselves from their feedback.
- *The blind man and an elephant* explore how assumptions drive our behaviour. Reflecting on assumptions is focusing on how they impact us as individuals and cause our accomplishments and conflicts.
- A *'judge question'* is judgemental of the person being asked the question, a 'creator' question demonstrates curiosity and is framed in a positive way. In noticing the kinds of questions it's important to shift the focus of questions from a problem mode to an affirmative inquiry mode – from judge to creator.

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MODULE 1: Growing as a community leader

How to use these tools?

- Through the Johari window participants brainstorm visible and hidden parts and consider how this has an impact on their lives, behaviour, and interaction with other people.
- After telling the "The blind men and an elephant" story, allow the group to share their thoughts, introduce the concept of perspectives. Explore the value of different perspectives and how they might be revealed – by sharing knowledge and experience and asking questions of others.
- Ask participants to write 2 questions, 1 for themselves and 2 for the other participants. Ask participants to pair 'judge' questions or a 'creator' question they have written.
- Ask participants to think of two "creator' questions to inspire motivation, commitment, and creative thinking 1. for themselves 2. amongst other participants.

References and Training Material

The Johari window Model

The Blind Man and the Elephant

The contents of Workshop 2 *"Community as a Source of Diverse Identity"*, as designed and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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1.6 Workshop 3. **The Inclusive Challenge**

Duration (2-4 hrs)

Suggested trainer profile, hints, and tips

The trainers play in this workshop the role of facilitators, and to create a safe environment, where everyone can feel free to express themselves. Here are some useful hints and tips for them to effectively un workshop:

- Provide a definition of inclusiveness and how this can be applied in different social contexts.
- Provide examples of the main obstacles to inclusiveness (for example discrimination)
- Stimulate empathy and validate the point of view of each member.
- Give the right time to everyone: intervene to mediate only when necessary. In this way, the group can work independently and create relationships

Topics

- Social skills, self-awareness, empathy
- Debate mediation and co-planning
- Teamwork

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MODULE 1: Growing as a community leader

Methodologies, tools, and workshop outline

GL Café is a methodology implemented by the Partner in this project Generazione Lucana, a local youth collective born in 2018 in Basilicata Region (Italy) to strengthen youth development and active citizenship in the South of Italy. The approach is used for cultivating self-awareness, understanding the community, and creating engagement. It helps to:

- reflect on your performance as a community leader
- keep track of your own development within your community
- assess the value of your community
- celebrates the wins, strengths, and new ideas which originate from your community members

This methodology is presented in the pilot workshop linked here below together with the Problem-Solution Tree, a tool presented in Module 2, to deeply analyse problems in a participative and inclusive way.

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Why use these tools?

GL Café is a methodology to brainstorm solutions to a challenge; it is an informal way to create a safe space (both off-line and online) where everyone can express themselves.

How do these tools help you?

GL Café stimulates teamwork, promotes divergent and critical thinking, and gives to the participants different ways of looking at the same problem. The methodology also offers the opportunity to unleash creative problem-solving as a little structured innovation processes and encourage exploring open-ended solutions.

How to use these tools?

- Start from creating an informal open environment: this will help you to create a ‘’safe space’’, where everybody can share their point of view.
- The trainer asks the group one simple question: **“Which are the main challenges which prevent your city from becoming a youth friendly city?**
- Youths are facilitated by the trainers to debate and analyse the origins of the main problems and encouraged to explore solutions

References and Training Material

GL’S Cafè A methodology to understand the community, create engagement and cultivate self-awareness.

The contents of Workshop 3 *“A local challenge”*, as designed and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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MODULE 2

UNDERSTANDING MY COMMUNITY

Co-designed by:
PINA, ECHN, GL

2.1 Introduction to the Module

An integral part of the community leader's identity is the community itself: community leaders should acquire the knowledge, methodologies and tools which can help them to understand the different talents, values, interests, struggles, and needs of their community members, and see if members are concerned about the same things the leader is concerned about.

An important step to start understanding your community is to assess and map its talents and existing resources, and to incorporate these strengths into your community development actions and projects.
Approaching individuals within your community from an asset-based mentality empowers them to recognize their own strengths and capacities and to grow a system of vital and generative relationships.
Talent mapping is an internal assessment to understand your community and evaluate its readiness against future developments: new projects, the implementation of initiatives or solutions to some identified challenge.

Workshop 1 in this Module gives you the opportunity to delve into the importance of **mapping talents** and resources within your community and to study and replicate a best practice developed by Generazione Lucana, the southern Italy youth collective, partner in this project.

In **Workshop 2** of Module 2, youth community leaders are introduced to the **Design Thinking** method: **Persona Design**. This is a tool which can help community leaders to develop empathy and step into the shoes of their group's members.

Persona Design is a tool and a methodology, borrowed from marketing, that allows you to deeply understand your community members' cultural background, needs and motivations and to co-design actions for change that includes different voices.
Just as individuals have problems, communities have community problems.

A specific community will want to address problems and solutions that are unique to them. However, as it was confirmed in this pilot while testing methodologies and tools with youths from different countries, there are common challenges in youth communities all around the globe and working together, with people from different cultures and backgrounds, can lead to unexpected and very creative solutions.

When communities try to solve a problem, they must start reflecting and analysing the issue to help come to a solution. But, before discussing solutions, problems must be identified and

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MODULE 2: Understanding my community

analysed. The community leader should be able to facilitate this process.
First, what is the problem? It can be a lot of things. A problem might be just the feeling that something is wrong and should be corrected. You might feel some sense of distress, or of injustice. Stated most simply, *"a problem is the difference between what is, and what might or should be".*

Workshop 3 in this Module presents to youth leaders and their communities a very useful tool to understand complex challenges in the community and envision tangible solutions: **The Problem-Solution Tree.**

This methodology can significantly help you to understand complex problems in your community and to facilitate the process towards finding appropriate solutions, by mapping out the causes and effects of each issue in detail.

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2.2 Expected Learning Outcomes

The aim of this module is to help future youth community leaders to reach the following learning outcomes:

- Participants know how to map talents and resources in their communities
- Participants know how to create empathy for community members' experience
- Participants learn how to delve into community members needs and struggles
- Participants understand the use of methodologies to facilitate the crafting of solutions, actions, and pivotal decisions with their community

2.3 Competencies trained

CHLaYdoscope Competencies

- UNDERSTANDING THE COMMUNITY (the capacity to observe the reality of your community using various techniques, to create meaningful relationships with community members, and to identify the needs of the group).
- DISPLAYING INTERCULTURAL COMPETENCE (the capacity to effectively communicate with people from different cultures, value diversity and build positive relationships)

EntreComp Competencies

- EMPATHY (the ability to understand another person's emotions, experiences, and values).
- ENGAGEMENT (the ability to stay involved and motivated while performing activities' Framework).
- WORKING WITH OTHERS (the capacity to work together and cooperate with others).
- CREATIVITY (the capacity to develop several ideas and opportunities to create value, including better solutions to existing and new challenges; to explore and experiment with innovative approaches; to combine knowledge and resources to achieve valuable effects).

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2.4 Workshop 1. Mapping your community: The Talent's Map

Duration (2-4 hrs)	
Suggested trainer profile, hints, and tips Trainers should know about asset mapping as an effective way to map the skills, talents, abilities, and passions of individuals, and to discover the strengths, networks, and resources of communities and organisations. They should have experience in participating in and in building networks, being passionate about strengthening communities, leadership capacity, building community resilience and supporting community members to take action.	**Topics** • The WHY, The HOW, and The OUTCOMES of talent and asset Mapping • Presentation of the talent's map: an online tool and best practice created by GL or any other tool to map talents • Focus group: talent mapping • Tips and tricks for a functional map

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Methodology and tools

The Talent's Map

Why use these tools?

Mapping your community generates a huge value for a community itself and for each one who is involved in this process. It creates a space for people to meet like-minded peers and share knowledge.

Often, we fail to put our skills into practice as we would like, for many different reasons: lack of opportunities, inexperience in the topic we deal with, not having the right team or the right motivation.

One of the solutions to this problem is knowing your community. Ideas and solutions are fostered by this kind of peer-to-peer connection.

The GL's talent map was created as an online community of young talents: a digital platform where youths can register, make their skills and knowledge available.

This map aims to create a database of young talents scattered around the world, helping us to build a picture of their skills, their potential contributions to projects in a specific territory.

How do these tools help you?

Sharing our experience with the talent map could stimulate participants to:

- create their own talent's map
- reflect on their talent and how it can relate to others
- motivate teamwork and development of soft skills
- Be ready against the design of new initiatives or solutions to some identified challenge.
- understand other's point of view

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How to use these tools?

- Introduce the topic of mapping the talents in your community and talent management
- Presentation of GL's talents map and how it works throughout an example: Marcella's story.
- Stimulate discussion and sharing of similar experiences: all the participants can be given the opportunity to provide a personal definition of "talent" and refer to their experience on how different talent can create value
- How to build an ''offline talent's map'' throughout the Talent's Model.
- Talent's Canvas: a tool that ask question about
  - Your assets and knowledges
  - Your skills
  - Your expertise
  - your community
  - your purpose/ challenge/struggle
- Each participant fills the model and exchanges it with others.

References and Training Material

- My Talent Map
- Mapping your community: The GL's Talent Map

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2.5 Workshop 2. Understanding your community and the value of heterogeneity: Personas Design

Duration (2-4 hrs)

Suggested trainer profile, hints, and tips

The trainers should have knowledge in design thinking process for solving problems by prioritising the end users' needs above all else: in particular, they should have experience in facilitating such workshop with the specific tool presented in this workshop: Personas Design Canvas

Topics

- What design thinking is? How is it relevant to better understand the community we are living in?
- Focus on Human-centred design as a tool for social impact that leverages the knowledge and innovation of the community the solution is being designed for.
- Develop empathy for change: the first phase of Design Thinking encourages to empathise with the need for change and the new initiatives that need to take place
- Persona Design Canvas and connections with identifying the stakeholders
- Step by step Persona Development Canvas
- Finding similarities between groups, empathising, and raising awareness of intercultural competences

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MODULE 2: Understanding my community

Methodology and tools

Design Thinking and Personas Design

Why use this tool?

Design Thinking is a methodology which puts the end user in focus, enabling people from various backgrounds to work together to solve community problems. Setting context and getting a clear understanding of the users' needs and challenges is imperative when exploring ideas and solutions.

The tool youth leaders will learn to use in this workshop is Personas Design. Personas Design is a process which allows to drive a human centred change, to incorporate the voice of different targets within your action for change, and to visualise the experience, the needs, the motivations, and the dreams of your different community members. Community members Personas summarise the members you serve, based on relationships with real people, which help you understand the community better and make all your community decisions.

How does this tool help you?

Personas Design is used to give your community 's members a face and name and make it easier to step into their shoes. This tool lets you delve into the behaviours and motivations of your group or other stakeholder groups. Through Personas design, you can build a detailed story of each group to explore how well you are serving their needs and how you might improve. Personas can be useful substitutes for real stakeholders when designing or reviewing the activities you would like to change or implement. Community member personas are essential since they allow you to do three things:

1) Create empathy for members' experiences;

2) Envision unique programs/actions for your members to meet their needs;

3) To craft and test calls to action and other pivotal decisions about your community.

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How to use this tool?

- Prior of the workshop, have the information on the level of knowledge of Design Thinking among your participants
- Based on the previous point, present the concept of Design Thinking
- Present the steps of design thinking – (empathise, defining, ideating, prototyping and testing) and link it to a challenge
- Present the Personas Development Canvas
- Present the challenge and the context where your community personas are active (In workshop 2 of this pilot, linked in the references here below, we divided participants into 6 groups, working on 6 Jamboards, and asked them to work on at least 3 different personas for each given scenario: we presented them 6 different possible contexts scenarios)
- Group work on Personas Development Canvas:
  - starting by completing the four sections on the left-hand side of the canvas – the personal characteristics for this group.
  - moving to the two top-right sections and consider why this group wants to connect with you (e.g. to access space or engage in the services you offer) and why they might not (e.g. no access to transport, lack of finance).
  - Finally, move to the two bottom-right sections and consider the enablers and barriers to this group reaching their goals. You now have a deeper
  - Once complete, review the persona and critique it honestly – is it credible?
  - Debate / finding the connections between groups and personas

References and Training Material

- Design Thinking
- Persona Canvas
- Creative hub Leader's toolkit (Persona Development, Pag. 64)

The contents of Workshop 2 "Community as a Source of Diverse Identity", as designed and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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2.6 Workshop 3. Understanding your community and the value of heterogeneity: Personas Design

Duration (2-4 hrs)

Suggested trainer profile, hints, and tips

The trainer should be able to facilitate the workshop keeping the safe space for everyone, a space where participants manage to take their masks off and connect on a deeper level with themselves and their community; and environment (virtual of physical) which is apt to bring participants to authentic solidarity, and support without judgement, agendas, or strings attached. The trainer should be a problem solver and skilled enough to facilitate the process of the whole group using the proposed tool: The Problem Solution Tree

Topics

- Identifying and dealing with present challenges in the communities of youth community leaders
- Presentation of the challenge: Which are the main problems which prevent your city from becoming a youth friendly city?
- Transforming the problem tree into a solution tree, possible actions and project objectives starts to be realised

Methodology and tools

The Problem/Solution Tree

Why use these tools?

The problem-solution tree analysis is a tool which helps you to understand complex challenges, and to find appropriate solutions by mapping out the cause and effect of each issue in detail.

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How do these tools help you?

The heart of the Problem-Solution Tree is the opportunity for a discussion, debate and dialogue focussed on complex challenges. Carrying out the analysis with relevant internal and/or external stakeholders can be effective in improving understanding of the local context, challenges, and opportunities, providing opportunities to share different perspectives, consider problems in new ways and consider alternative solutions.

How to use these tools?

- Problem/Solution Tree
- Define the core challenge
- Identify the causes of the challenge Stage
- Identify the consequences of the challenge
- Develop a solution tree
- Use the solution tree to identify opportunities and support project design

References and Training Material

- Problem Tree Analysis
- Step Up Glasgow: Problem Solution Tree Analysis

The contents of Workshop 3 “A local challenge”, as designed and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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MODULE 3

PARTICIPATION, ADVOCACY AND NETWORKING

Co-designed by:
DYPALL, PINA, ECHN

MODULE 3: Participation, Advocacy and Networking

3.1 Introduction to the Module

In 2018, as a result of a *Structured Dialogue* with young people, decision-makers, and other stakeholders, the European Union developed the EU Youth Strategy 2019-2027. This youth strategy set out to achieve eleven European Youth Goals. These aim to overcome main challenges that young people face in their daily lives and **present a vision of Europe that empowers young people to reach their full potential.**

Promoting the **active participation of young people** in decisions and actions at local and regional level is essential if we are to build a more democratic, inclusive, and prosperous society. Active citizenship is understood as **participating** in life with the main purpose of **playing an active role in the development of society** and contributing to the improvement of the well-being of its citizens.

To foster the participation of youth leaders and their communities at a local and regional level, it is very important that, as a first step, they become aware of their identity as a community, and learn how to identify the main goal and mission their communities have, so that they can keep focused and clearly communicate it to relevant stakeholders and wider networks when advocating for an idea or a cause they care about.

Workshop 1 in Module 3 "Building a strong community culture" encourages youth leaders and their communities to reflect on the vision, mission and on the values that shape their communities, fundamental aspects when making decisions and participating with other stakeholders.
The mission and vision statements describe what your community aspires to and the change you want to create. At the same time the discussion on the main values, principles and beliefs that guide your behaviours and decision-making create a consistent experience in the relationships you nurture and in the different contexts where you participate.
Participation as a giant umbrella that covers many ways of being involved. All forms of advocacy done by young people can be defined as youth participation, but not all forms of youth participation are considered advocacy.

In Workshop 2 and 3 in this Modules youth leaders are guided in understanding the topics of **advocacy and participation** with the support of "must know" resources.

Young people are increasingly involved in 'alternative forms' of participation, including youth activism, community volunteering, online activism, or youth social movements such as the climate activism movement and others. Youth communities are in a time of transition, moving from being based around structured hierarchical models of representation and participation to a more networked and diverse approach. To be aware of these new models and levels of being involved helps youth community leaders to plan their participation in decision making processes with new approaches, apt to enhance their inclusion and to open to new and equal possibilities for all.

This is the focus of **Workshop 2** in Module 3. The second Workshop presents the Youth Participation Toolkit, and in particular a focus on the modules **"Promoting participation for all"** and **"Young people leading projects"**, that help to develop awareness about how participation can be accessible, inclusive and **sensitive to the diversity** and how young people through meaningful participation can open up opportunities for the groups they represent. While the focus of **Workshop 3 is on Community Advocacy**. Advocacy entails doing something to support, recommend or implement actions linked to an idea of a cause you care about. It involves the capacity to represent your community's rights and needs to the level of institutions best able to respond. Best practice advocacy begins with a clear and realistic 'ask' supported by evidence. That "asking" is most effective when it represents community sentiment and its culture. Generally, advocacy strategies and campaigns aim to influence, funding and resources, policy change or process change.
At this point, to have a clear perception about the different players and stakeholders that, in a specific area, might have an influence or power to help you to implement actions linked to your idea, or might be affected by the initiative you propose, is a prerequisite for implementing sound projects and initiatives. **Workshop 4 in this Module presents a focus on how to accurately map your stakeholders.**

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3.2 Expected Learning Outcomes

The aim of Module 3 is to help prospective youth community leaders to reach the following learning outcomes:

- Participants know about the EU Youth Strategy 2019-2027 and the Eleven European Youth Goals
- Participants know how to guide community members to reflect on, and to identify, crucial aspects for the success their initiatives: the mission, the vision and the values that shape their community culture
- Participants know about the meaning and the importance of participation and advocacy to play an active role in the development of society
- Participants know different levels and main components of youth participation
- Participants know how to identify an advocacy objective and set an advocacy campaign
- Participants know how to identify and to map key stakeholders
- Participants learn how to develop their community and resources through networking

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MODULE 3: Participation, Advocacy and Networking

3.3 Competencies trained:

CHLaYdoscope Competencies

- GENERATING RESOURCES, NETWORKING AND ADVOCACY (capacity to mobilise financial and non-financial resources; to involve stakeholders and advocate for youth initiatives)
- PROVIDING INSPIRATION AND ENCOURAGING PARTICIPATION (capacity to raise awareness, encourage participation, promote a clear sense of purpose)
- PROMOTING AND SUPPORTING YOUTH INITIATIVES (capacity to map stakeholders and analyse the ecosystem of the local youth action; know the resources available to support youth initiatives; capacity to involve young people in the planning execution of projects and initiatives)

EntreComp competencies

MOBILISING OTHERS (ability to work together and cooperate with others to develop ideas and turn them into action; ability to persuade others; demonstrate effective communication, persuasion, negotiation skills).

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3.4 Workshop 1. **Building a Strong Community Culture**

Duration (2-4 hrs)

Trainer profile, hints, and tips

The trainers should have experience in working with groups and facilitating activities to establish their vision, mission, and values. Vision, mission, and values really help to connect people, and are important ingredients for collaborative team working and performance at community level.

Topics

- Focus on vision, mission and values meaning
- Gather input on the meanings of these concepts from the participants
- Present the two Canvas indicated in the references: the Vision-Mission Canvas and Building you Hub Culture Canvas
- Group Work

Methodology and tools

The Canvas the Creative Hub Leaders use when working with their communities on these topics are contained in the Creative Hub Leader's toolkit (British Council, Nesta).

In this case, to support youth community leaders in engaging their community in the definition of these important aspects, the Canvas are modified keeping the focus in the Community and not in the Hub. The two tools are:

The Vision/Mission Canvas (Pag 20)

Building your Hub Culture (Pag 30)

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MODULE 3: Participation, Advocacy and Networking

Why use these tools?

The Community culture can be thought of as the character of the community shaped by shared values, beliefs, and behaviours.
Creating a Culture can really help you in keeping your community well-structured, to attract new people, and to mobilise others with the same values for the same aim.

The first tool presented in this workshop, the Vision/Mission Canvas, helps you as a community leader to ensure each community member is aligned and can motivate others to reach your goals. Your vision statement describes what your community aspires to and the change you want to achieve. Stating your mission and vision allows you to look forward and consider what success looks like.
A vision is aspirational, a statement on where the community wants to be in the future; the mission is the core purpose of your community; it is why your community exists.
A reflection on the values, beliefs, ways of behaving and seeing the world is very important as well. Values and principles represent how your community act and do things.

How do these tools help you?

Community visioning is a collaborative process that helps community members to have a say about what they want their community to be like in the future.

Broadly, community visioning helps reflect on:

- the things people love about their community and want to retain
- the challenges and issues they want to address and solve
- new aspects they'd like to see become a part of their community fabric.

Through this process, a community might imagine what it wants to be like in a few years or it might look ahead to 5-10 years and even beyond.

The shared reflection about the key elements that shape a community culture, help community members to reflect on the values that drive their behaviours, their ethics, and their way of working. There are some really nice things you can do in workshops to help your participants to define shared values. The tool proposed helps to support a process which is functional to resource mobilisation since without a culture it is impossible to take coherent actions and create connections, which are the key elements to generate and mobilise resources.

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How to use these tools?

Vision Mission Canvas

- Start with the vision.
- Ask your participants to imagine your community 3, 5 or 10 years from now: use the questions on the tool to guide your thinking or the facilitation technique called WIFI *'Wouldn't it be fantastic if…'* Ask your participants to work in small groups to complete the statement *'Wouldn't it be fantastic if…'* as many times as they can, focusing on things that they would be able to influence, or control, or create. You could ask *'Wouldn't it be fantastic if, in one year…, three years…, in five years…'* and invite them to write as many different statements as they can for each time horizon. *'Wouldn't it be fantastic if…'* is so simple, but surprisingly powerful. It opens possibilities and positive thinking.
- Guided by your answers, draft your 'Vision' statement in one or two sentences.
- Now consider how you will achieve this vision and who will benefit.
- Use the questions on the tool to guide your thinking.
- Draft your 'Mission' statement in a few sentences: the core purpose of your community. Don't worry if it's not perfect. It can take many attempts to find the right wording.

Building your Hub Culture

- Invite small teams within your community to create a poster which depicts them working at their very best, when they are really on fire, performing brilliantly, everything is going well. Ask members to create this in images and then as a next stage add in some keywords that describe the values in action.
- Youth community leaders can reflect on the values of their community also answering the following prompted questions: How would you describe your sense of belonging to this community? How would your stakeholders describe your community? Does this fit with your principles? How should the people in the community behave?
- Diversity, Equity, Inclusion, Belonging could also represent topics related to this open discussion while reflecting on the people of the community:
  - What are the members looking for? Why are they here?
  - What kind of people are they?
  - What is a good community space for them?
- Filling the six elements of the tool (or re-adapt them in case some of them are not relevant for the specific community). It is important to go in details as much as possible
- Discussion on if the people would be attracted by the cultures created and if they satisfy some of their needs
- Remember: there are no rules, but principles

References and Training Material

- Creative Hub Leader's toolkit (British Council, Nesta), Vision and Mission (Pag 20)
- Facilitation Ideas for Mission Vision Values by Dr Jo North

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3.5 Workshop 2. **Youth Participation**

Duration (2-4 hrs)	
Trainer profile, hints, and tips	**Topics**
The Trainers should know, understand and/or have a direct experience in practices of democratic citizenship and active participation with youths' communities; they should understand and be capable of facilitating participatory process and have knowledge of the EC Program and resources to support young people's participation. It's important to share European opportunities with youths so they can become aware of the opportunities the EC offers them to develop their leadership and intercultural competencies together with other important skills. You can tell young people to check Erasmus+ and opportunities for starting a youth participation activity. They can sign as participants or initiate youth exchange on the topic of their interest. Show them also the European Solidarity Corps and opportunities for participating or implementing other solidarity projects and/or volunteering activities. You can also show them the opportunities offered by the Eurodesk platform, the European Youth Portal and the opportunities for participation in the EU youth dialogue.	• YCLs develop awareness on how to make their voices heard and incorporated into decision-making through participation = how participation can effectively contribute to transform ideas into actions and projects that can have an impact their lives • Defining Participation • Present the Ladder of youth Participation and degrees of participation (The ladder metaphor is borrowed from Sherry Arnstein, 1969) • Present the RMSOS Model supporting young people's participation • Defining Inclusion and Diversity • Present example where participation can concretely take place • Present Eu Opportunities for participation in leadership and entrepreneurship development projects

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Methodology and tools

The Youth Participation Toolkit is for all those that enable and foster youth participation and are interested in doing so through the EU youth programmes. This workshop, in particular, proposes to participants the Module 3: **Promoting participation for all** and the Module 5: **Young people leading projects**. It also suggests the Manual "Have your say", where youth workers and young people can find educational and practical tools to support and initiate youth participation. Specifically, Youth Community Leaders are introduces to the RMSOS Model and the Laboratorial session is an open discussion on all the aspects included in the RMSOS framework, that can help to discover whether young people have the Right, Means, Space, Opportunities and Support (RMSOS) within communities, in other words, whether they have all the elements necessary for their meaningful participation.

Why use this tool?

This Toolkit provides information, tools, and access to further reference material about participation as being intended by the European Commission, it presents EU youth programmes and opportunities the EC offer for enabling and fostering youth participation, and it has been developed by the youth sector experts in the consultation process with the young people, youth workers and users of the EU youth programmes, as well as National Agencies and their participation officers.

Presenting the RMSOS Model youths are introduced to the five keywords that represent the main factors having an influence on youth involvement at local level. Each of them focuses on a different support measure, but they are closely interrelated, and they all must be fulfilled for young people to be able to participate fully in the activities or decisions that interest them.

How do these tools help you?

You might be the leader of a youth group, of a start-up team, a youth worker in a youth centre, a leader on the board of a youth organisation, a peer educator, the representative of other young people, a trainer or simply someone working to get other young people involved in an active way in their communities. The toolkit, and especially the modules and models presented in this Training, are for those people interested in developing and understanding youth participation theory and concepts, improving the quality of the thinking and practice on youth participation and additional information about youth participation in the context of the EU youth programmes.

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How to use these tools?

- Present and explain the relevant content from Module 3 presented in the Toolkit (15 min) with special focus on participation and different levels of participation
- Introduce the RMSOS Model without presenting at first the meaning of each element
- Workshop: divide participants in 5 small groups: each group openly discuss one keyword of the framework stimulated by the following prompted questions "what do you think this concept means?" and "Which are the consequences of this aspect for participation? (15 min) + sharing (5 min each group)
- While youth share their ideas on these elements, go through their explanation and help them to look critically at their projects or initiatives and to find out whether the right conditions for young people's participation have been created.
- Present and explain the relevant content from Module 5 presented in the Toolkit (20 min)
- Small workshop on Decisions you have to make for your project and who will be involved in them (5 min) + reflection (5min)
- Provide them with the resources suggested in the Toolkit (additionally you can present the module 12)

References and Training Material

- The Youth Participation Toolkit (Modules 3 *Promoting Participation for all*; Module 5 *Young People Leading Projects* and as an evaluation module 12 *Planning for participation* - checklist that can help to make your project design and implementation more supportive of youth participation).
- "Have your say" Manual on revised European Charter on the participation of young people in local and regional level

The contents of Workshop 5 *"Youth Participation and Stakeholder Engagement"*, as designed and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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3.6 Workshop 3. **Youth Advocacy for Change**

Duration (2-4 hrs)

Trainer profile, hints, and tips

Trainers should have an experience in advocacy; have knowledge on how to conduct the research on a specific cause, map the needs and stakeholders, and detect the dissemination channels. During the workshop give meaningful examples of advocacy and inspiring people who made change in the world.

Topics

- Defining Advocacy
- Present the UNICEF Youth Advocacy Guide
- Setting a community for an advocacy process
- Practising rights
- Research
- Laboratorial session

Methodology and tools

UNICEF Youth Advocacy Guide+ Advocacy Work Plan

Why use these tools?

Advocacy means giving a person support to have their voice heard. It aims at helping people understand their rights and express their views.
Through advocacy, communities at large will have a greater awareness of their rights and societal entitlements and the violation of rights marginalised groups in society face today. Advocacy can directly influence decisions in public policy. As communities advocate for a certain cause or issue, politicians and lawmakers will become increasingly aware of such issues and may consider including the perspectives of advocates into formal law or policy.
Advocacy is also part of resource mobilisation, which is a comprehensive process involving strategic planning, advocacy, communication, and negotiation with donors/policy makers. Since advocacy and how it can be used is a complex process, it's important to understand all the phases of it. UNICEF Youth Advocacy Guide is a comprehensive toolkit that can help youths to understand what advocacy is and how to engage their communities in influencing policies. Complementary to the Youth Advocacy Guide, Unicef developed an Advocacy Work Plan which intends to help youths to create a plan to advocate for change. It builds on the ideas and suggestions included in the 'UNICEF Youth Advocacy Guide' and helps youths to apply those suggestions to their own unique change goals by developing your specific projects.

How do these tools help you?

UNICEF Youth Advocacy Guide will help you to reflect on crucial questions when setting up your network and give you guidelines on how to conduct an advocacy process.
Additional Advocacy Work Plan will help you with designing and carrying out research on the topic you want to advocate. It will allow you to understand where the problem of the cause which you are fighting is and how to tackle it. Once you know that, you can spread your message and connect with other people who are fighting for the same cause. The toolkit will help you understand your network better, mobilise it and to detect the stakeholders you need to address in order to advocate your agenda and make a change.

How to use these tools?

- Start with the question "Who is an inspiring role model for you and why?" (5 min)
- Make a presentation about Advocacy (explain what it is and what is importance of advocacy for mobilising resources) - (10min)
- Present the UNICEF Youth Advocacy Guide - module 5. Networking and fostering allyship and module 6. Attending conferences and meeting with decision makers (30 min)
- Reflection time (5min)
- Laboratorial session: work with your participants in smaller groups.Give guidelines how to define the advocacy topic and map the right stakeholders to address it (40 min)
- Reporting back in plenary room: Reflection (10 min)

References and Training Material

2022 UNICEF Youth Advocacy Guide [ENG]

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MODULE 3: Participation, Advocacy and Networking

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3.7 Workshop 4. How to map stakeholders for resources mobilisation

Duration (2-4 hrs)

Trainer profile, hints, and tips

The trainers should be a person that already has experience in youth work and/or involvement with organisations, with capacity to motivate participants, understanding group dynamics and conflict management.

The professional has to be experienced in working with multicultural youth groups, creating a space for mutual understanding and a collaboration, appreciation and respect among individuals. Of course, the trainer must be able to guide the visual process throughout the Stakeholder Map

Topics

- Defining stakeholders
- List the reasons why it is important to have a clear perception about the different players and stakeholders that, in a specific area, might have an interest in or might be affected by your initiatives and projects
- How to create a visual representation of your community ecosystem?
- How to cluster your stakeholders based on their behaviours and motivations?
- How to prioritise stakeholders who can directly influence your community over those who might have a lesser impact and how to communicate with various stakeholders accordingly?

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MODULE 3: Participation, Advocacy and Networking

Methodology and tools

The Stakeholder Map

Why use this tool?

Stakeholder mapping is the visual process of laying out all the stakeholders of a product, project, or idea on one map. The main benefit of a stakeholder map is to get a visual representation of all the people who can influence your project and how they are connected. The community mapping aims in representing the community visually, to better understand the connections based on trust and the levels of influence between different stakeholders. Identifying the key influencers is important for defining different groups in the community, their motivation, behaviour, and level of engagement to ensure your activities meet the needs of your community and your communications are focused.

How does this tool help you?

This tool helps in identifying stakeholders who are involved with, or have influence on, or are affected by your community, grouping them according to their levels of participation, interest, and influence in the community. It also helps to determine how best to involve and communicate to each of the stakeholder groups.

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How to use this tool?

- Work with your participants in smaller groups
- Ask them to start with clearly stating the ‘Purpose’ of their community or planned activity.
- Teach group to fill the stakeholder Map
- Ask them to think about the individuals and organisations that interact with their community, using name, title and organisation
- ‘Direct Stakeholders’ are those with the greatest influence on your success
- ‘Indirect Stakeholders’ might include those who benefit from your activities, funders who support it or journalists who can promote your success stories.
- ‘Potential Stakeholders’ may have a future impact on your community or activities or might represent a direction you want to move in. They could include a new target group or possible investor.
- They can cluster your stakeholders into themes on their map to help them see where there are similarities between individuals or organisations
- Ask them to categorise stakeholders in terms of their influence, interest, and levels of participation in your project using the Power-Interest Grid.
- Ask participants to think on the following questions:
- What motivates each stakeholder?
- What other priorities do they have, and how can you align your community with those priorities, and even use the community to help achieve those priorities?
- Will this stakeholder likely have a positive view of your community or activities? If not, what can you do about it?

References and Training Material

- Creative Hub Leader’s toolkit (British Council, Nesta), Mapping your stakeholders (Pag. 84)
- Conducting a Stakeholder Analysis

The contents of Workshop 5 *“Youth Participation and Stakeholder Engagement”*, as designed and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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MODULE 4

INSPIRE, INFLUENCE, MOTIVATE

Co-designed by:
TAATO, Warehouse hub

4.1 Introduction to the Module

Community leaders inspire positive changes by empowering those around them to work toward common objectives. A leader's most powerful tool for doing so is communication. Effective communication is vital to gain trust, align efforts in the pursuit of goals, explain a vision, and inspire others to act.

A Community Leader should be a good listener and a good communicator and have these as the key components to spread their messages and to be understood and accepted by different types of audiences.

Module 4 works on two levels:

- Micro-level: at this level the focus is on youth community leaders and their capacity to communicate effectively to others, have their message understood clearly and addressed to the different types of audiences in the crowd.

The first workshop drives youth community leaders to delve into **the fundamentals of communication as an interaction process** apt to engage the (potential) audience(s).
They will discover how does communication work and how to create a meaningful and clear presentation that people will listen to
Youth community leaders become (more) conscious of the fact that effective communication is a two-way process: speaking and listening with true understanding. Stories have the potential to help people to develop genuine understanding, and to connect and unite around common purposes. The (visual) storytelling is presented here as a community-leadership strategy to share (personal) stories and struggles, inspire self-reflection, to evoke a sense of personal passion, to create and/or engage a community, to inspire positive change and encourage a mutual understanding among community members.

- Macro-level: At this level the focus is more on **how to tap the community potential and inspire its members through communication and conversations by providing effective feedback.**

Conversation, by definition, involves an exchange of comments and questions between two or more people, it involves giving and receiving feedback.
It might seem scary, but if youths want to take leadership and their communities to the next level, it is crucial that they know how to create a safe culture of feedback.
Youth community leaders who practise giving and receiving feedback, will see community members more motivated and engaged to express needs and ideas and aspire positive change. They will be able to foster a genuine interactive culture that creates a welcoming space for dialogue and growth.

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4.2 Expected Learning Outcomes

The aim of Module 4 is to help (future) youth community leaders to reach the following learning outcomes:

- Participants understand the fundamentals and the nature of communication as an interaction process, apt to engage audiences with both verbal and nonverbal behaviours and skills
- Participants know how to adapt communication style to increase their leadership influence.
- Participants know about the power of Storytelling
- Participants know how to develop and foster within the community a genuine interactive culture of feedback that creates a space for dialogue and motivation.
- Participants know how to expand their communication capacity to listen, motivate, inspire, and empower.

4.3 Competencies trained:

CHLaYdoscope Competencies

- COMMUNICATE MEANINGFULLY WITH OTHERS (capacity to accurately, persuasively and assertively; Capacity to listen effectively; capacity to clearly express emotions and thoughts; capacity to manage conflicts)
- PROVIDING INSPIRATION (Capacity to demonstrate and communicate motivation and passion; Capacity to raise awareness and promote community involvement; Capacity to tie objectives and desired changes with the community vision, mission and value)
- PROMOTING AND SUPPORTING YOUTH INITIATIVES (ability to support young people in promoting their talents and life goals.)

EntreComp Competencies

- MOBILISING OTHERS (ability to work together and cooperate with others to develop ideas and turn them into action; ability to persuade others; demonstrate effective communication, persuasion, negotiation skills)
- LEARNING THROUGH EXPERIENCE (Ability to Reflect and learn from both success and failure.

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4.4 Workshop 1. How does communication work & how to create a meaningful and clear presentation that people will listen to?

Duration (2-4 hrs)

Trainer profile, hints, and tips.

Trainer should be an expert on communication strategies; have knowledge on conflict resolutions' dynamics and processes.

Topics

- Focus is on youth community leaders and their capacity to understand who they are, how to explain and convey to others who they are, and the change they would like to bring within communities.
- Explain the fundamentals and the nature of communication in all its aspects verbal and non-verbal.
- Make a focus on the power of (visual) storytelling
- Find a creative way to engage your participants in creating and telling a story

Methodology and tools

- How to create a powerful presentation that others will listen to by Julian Treasure, is a book and a series of Ted talks
- The book and Ted talks by Simon Sinek
- The Pecha Kucha presentation format
- PipDeckStorytelling tactics

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MODULE 4: Inspire, Influence, Motivate

Why use these tools?

Communication is a key for any relationship. As a young leader, mastering communication is pivotal for the undertaken role. Communication and listening go hand in hands. Hence, within the tools shared the youth leader will master and learn. The presentations and tools presented here will provide a variety of skills and tools that people will be able to use according to their preference and the variety of the audience in front of them.

- **How to create a powerful presentation that others will listen to by Julian Treasure, is a book and a series of Ted talks** that can help a youth leader to explain and convey to others who they are, and the change they would like to bring within communities.
- **The book and Ted talks by Simon Sinek**, show the importance of the WHY. The reason Why we do something is at the core of our passion, the driving force that supports leaders also in difficult moments. The Why is what motivates our actions, and we need it to motivate the community.
- **Visual Storytelling narrative technique.** Each participant is invited to find their own way of creating effective presentations. Presentations are stories and stories have a structure. They build towards an impact moment and unleash a wave of momentum that changes people's perceptions and preconceived notions.
- **The Pecha Kucha presentation format** will be introduced as a reference point, as it gives to the ones that are more in difficulty a framework to use to start creating their presentation style. Participants will also be introduced and experiment different techniques included in the PipDeckStorytelling tactics. In this way they could find the technique that suits them the most.

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How do these tools help you?

The tools presented here above, and in the workshop, we designed for the pilot, can help you to learn how communication works and the different tools you have available to create your presentation style. They also can help you **become aware of the different types** of people in the audience: there are different people in the audience all the time, no one is the same. Are they auditory, visual, or physical people? Learning how to identify who is in your audience will allow you to maximise the power of your presentation and address it to them in the best way and with the best outcome.

Visual Storytelling: Our story is what we are: telling it means looking within ourselves and at the path we have travelled, the goals achieved, the obstacles overcome, the positive and negative experiences that have marked us, the people we met along the way. It means understanding how our experiences and the relationships established have enriched us professionally and humanly, what lessons we have drawn from them.

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How to use these tools?

Visual Storytelling (Pecha Kucha Style)
PechaKucha (Japanese for “chit chat”) is the world’s fastest-growing storytelling platform, used by millions around the globe and a very successful format.

PechaKucha is what “Show and Tell”: 20 slides (only images or very few words) 20 seconds of commentary per slide. That’s it. Simple. Engaging. Spurring authentic connections.
PechaKucha is the ideal tool to share passions and drop some knowledge.

Global innovators use the PechaKucha platform to create powerful, visually compelling stories that move audiences in less than 7 minutes. The presentation lasts 6.40 minutes.
This format ensures that the speaker is concise, keeps the presentation moving, and gets through all their content

References and Training Material

- Bullet Guide by Mo Shapiro
- How to create a powerful presentation that others will listen to by Julian Treasure, Ted Talk
- How to speak that people will listen by Julian Treasure
- Start with Why Book by Simon Sinek
- Visual Storytelling Tactics
- Visual Storytelling: Pecha Kucha Style

The contents of workshop 4 *“How does communication works and how to create a meaningful and clear presentation that people will listen to”*, as designed and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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4.5 Workshop 2. How to create a safe culture of feedback

Duration (2-4 hrs)

Trainer profile, hints, and tips

Trainer should be an expert on communication strategies; have knowledge on how communication works and have coaching skills too.

Topics

- If youths want to take leadership and their communities to the next level, it is crucial that they know how to create a safe culture of feedback.

Methodology and tools

- CLEAR MODEL
- Listening abilities & conversation techniques
- 4 ways of giving feedback

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MODULE 4: Inspire, Influence, Motivate

Why use these tools?

Coaching is a hugely helpful skill for leaders and managers in the world of work. It's a great way to help team members develop or for behaviour change. It's particularly when combined with feedback and reinforcement.

CLEAR model

This will be used as a framework to train conversation techniques. This model has strong indicators to keep in mind while communicating with a community on an individual or collective level.

Listen abilities & conversation techniques are important for a community leader. These techniques can improve leadership because needs can be identified, and change can be triggered from bottom up.

4 ways of giving feedback

To learn different ways of giving feedback so they can learn how to cope with difficulties and setbacks.

How do these tools help you?

Feedback is a key tool used in organisations to ensure that individuals are aware of how they are performing, what they should continue to do and what they should change in order to be more effective. While it is often considered to be a top-down tool, feedback can be beneficial in all directions.

There are three distinct reasons for providing feedback: changing behaviours, comparing performance, and celebrating success:

- Provision of positive and negative feedback with the intention of improving behaviours can be effective. It is related to the use of "Reinforcement Theory" in the workplace.
- Feedback also has a very clear role to play in helping people understand their position in relation to their peers
- Feedback is a great way to celebrate success.

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How to use these tools?

We suggest presenting all the tools in the references here below together.

Then, focusing on the importance of creating a feedback culture in the laboratorial session, follow the steps here below:

- start explaining what is constructive feedback
- what is the difference between constructive feedback and criticism
- what are the benefits of constructive feedback
- 10 engaging constructive feedback exercises
- tips to help your feedback to make a positive change

References and Training Material

- The Behaviour Change Wheel
- CLEAR MODEL
- 4 ways of giving feedback
- 10 impactful constructive feedback exercises for managers

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MODULE 5

CREATIVITY AS A COMPETENCE

Co-designed by:
Materahub, Warehouse hub, PINA

5.1 Introduction to the Module

"Any society that does not succeed in tapping into the energy and creativity of its youth will be left behind." – Kofi Annan

Module 5 is centred around **Creativity as a competence and a generative process.**

Creativity is one of 15 competences that any learner can develop to become entrepreneurial, according to the European Commission Entrepreneurship Competence Framework known as the *EntreComp Framework*, and used as a reference also in the design of this training package.

The European Creative Hub Network organisation, partner in this project, as well as other organisations and communities operating within the Creative and Cultural Industries (CCI), strongly believe in creativity as a competence and a generative process that stimulate deeper insights into multiple and alternative ways of seeing, understanding, and acting. Creative hub Leaders have experimented a lot using art-based methods to stimulate transformational learning and development and exploiting the potential of arts to support their communities of professionals in finding new solutions to complex problems.

Creativity entails the capacity to imagine innovative solutions and new answers for new challenges in our changing world, the ability to integrate different perspectives into a new understanding, a product, or a service, the capability to see the world in new ways, find hidden patterns, make connections between seemingly disparate things, and generate new ideas. Thus, to be an effective community leader and create new possibilities for your community you must learn to become more creative!

Creativity is a key competence to adapt, and to bring change. And as a competence, it should be nurtured, trained, and developed with the support of methodologies and tools, some of which are presented in this Module and are part of the knowledge base used by the Creative Hub Leaders with their communities of youths, professionals, creative people.

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MODULE 5: Creativity as a Competence

Workshop 1 in this module is titled: CREATIVITY=REMIX. It was designed and tested in different context and with different targets by Warehouse hub, partner in this project, and in this training program it aims at presenting to prospective Youth Community Leaders a focus on creativity as a competence; some methodologies (such as Lean, Agile, Design Thinking), processes and tools (Double Diamond Design; the Product visual Box) which can support them to experience and to look at **the nature of the creative process, to unleash creative thinking and to explore new possibilities for social and individual change.**

Workshop 2 suggested for this Module focuses on a methodology which supports youth leaders and their community members towards a **creative process based on experimentation**, which allows them to start envisioning, building, and visualising ideas. The methodology is **Lego Serious Play**, a hands-on, experiential process designed to enhance innovation and business performance. This methodology uses Lego blocks to build business and brand models to encourage creative thinking, collaboration and co-creation, and communication.
Creativity also requires reflectivity and identification capacities, especially when it aims at promoting professional or personal development. Interactive drama techniques, as **the Forum Theatre** described in **workshop 3**, are particularly adept in promoting this kind of creativity since they provide participants the opportunity to assume different perspectives by overcoming the divide between actors and spectators.
The Forum Theatre is one of the techniques under the umbrella term of Theatre of the Oppressed (TO) a type of theatre created by Brazilian theatre director Augusto Boal. This co-participated laboratory relates to the engagement of spectators influencing and engaging with the performance as both spectators and actors, termed "spect-actors", with the power to stop and change the performance. As part of TO, the issues dealt with in forum theatre are often related to areas of social justice, with the aim of exploring solutions to the "oppression" featured in the performance. Resilience ((i.e., the ability to bounce back in the face of adversity and to maintain well-being) implies the ability to cope positively with problems that emerge from adversities by transforming risks and suffering into positive challenges and developmental resources. This is clear evidence of how a technique borrowed from theatre can become a useful methodology for creating a creative and participatory process for solving complex problems.

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5.2 Expected Learning Outcomes

The aim of this module is to empower youth community leaders to engage with their community in creative processes which can help look at challenges from new perspectives and generate fresh solutions. Module 5 helps prospective youth community leaders to reach the following learning outcomes:

- Participants learn about creativity as a competence and one of the most powerful drivers for change
- Participants acquire methodologies to unleash creative processes and unlock new ideas
- Participants experience the generative potential of theatre as a for of art which can support communities to deal with complex problems

5.3 Competencies trained

CHLaYdoscope Competences

- CREATIVITY (the capacity to develop several ideas and opportunities to create value, including better solutions to existing and new challenges; to explore and experiment with innovative approaches; to combine knowledge and resources to achieve valuable effects).
- PROMOTING AND SUPPORTING YOUTH INITIATIVES (ability to support young people in promoting their talents and life goals.)

EntreComp Competencies:

- VALUING IDEAS (Ability to recognise the potential an idea has for creating value and identify suitable ways of making the most out of it)
- VISION (Capacity to imagine the future and develop a vision; ability to visualise future scenarios to guide community efforts and actions)
- MOBILISING OTHERS (ability to work together and cooperate with others to develop ideas and turn them into action; ability to persuade others; demonstrate effective communication, persuasion, negotiation skills).

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5.4 Workshop 1. Creativity=Remix

Duration (2-4 hrs)	
Trainer profile, hints, and tips Trainers should have knowledge of the EU EntreComp framework and similar frameworks which indicates creativity as a key competence for the future; they also have to be familiar with the main concepts and tools for applying Design Thinking and Prototyping to the development of an idea	**Topics** • Focus on Creativity as a key competence • Creativity as a process leading to the generation of new ideas • Creativity as a crucial process to ideate and to connect new ideas with existing experiences: the reuse of existing knowledge is an indispensable part of the creation of novel ideas. In the creative domain knowledge reuse is a common practice known as “remixing”. • Methods to define a specific problem (Ex. Double Diamond is a Design Thinking model to explore problems and develop innovative solutions, The Problem Tree analysis etc.) • Challenge: youth community leaders are divided into small groups and are assigned a challenge/ a problem to solve • they will use first a method of the above presented to define it and afterwards they will prototype a solution with the Product Vision Box • The youth community leaders can then write **a letter to themselves from the future**, imagining the world in 8 years from now, what new challenges will they have to face? Is the solution prototyped still valid? Does it bring along the same value and vision?

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Methodology and tools

One of the tools presented in this workshop is the Product Vision Box.

The second is The Letter from the future

Why use these tools?

THE PRODUCT VISUAL BOX:

As a youth community leader, you have to be able to guide your community towards constructing a shared understanding of the "product" (idea, initiative, change you want to propose) in a very direct and visual manner. A product vision box lets you and your community members prioritise functionalities and requirements and reach a consensus on the most important benefits and features offered to end-users.

This exercise provides a playful yet insightful method to pass on a deeper understanding of the product vision, while promoting discussion and collaboration between all the stakeholders involved in its development.

Since users (final beneficiaries) are also invited to participate in this exercise, the product vision box is also a customer-oriented technique which gives the team the opportunity to learn first-hand what the users want from the product.

LETTER FROM THE FUTURE:

It is important for young leaders to properly communicate and to be able to convey their vision to their community, in order to prevent members from not being clear about the direction to follow. Through the letter from the future, the young community leaders will follow a path of immersing themselves in the future, so as to, first of all, clarify to themselves how they want to face the challenges of the future, and to create a common vision.

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MODULE 5: Creativity as a Competence

How do these tools help you?

THE PRODUCT VISION BOX:

this is a technique that inspires enthusiasm among participants and stakeholders and helps them align their efforts to a common vision. The Product vision (visualising a product, a service, an initiative, a change…) helps describe the product's goal and customer (targets/beneficiaries) value. The vision improves clarity: it describes the high level of detail where you want to reach with the "product" in the long term.

LETTER FROM THE FUTURE:

The envisioning process that is created during this teamwork is very interesting. The young community leaders will be divided into groups, and each group will reflect together, at an early stage, on what the world will be like in 2030. Within this context, what is the common vision of their community? Envisioning helps bring clarity and thinking about facing future challenges together creates a community spirit. In a second step, they have to write a letter by themselves of the future, putting their common vision on paper, and further clarifying that it is common to all. Furthermore, communicating the vision in a letter makes the experience feel more real, so that the common vision sticks in the minds of the young community leaders.

How to use these tools?

THE PRODUCT VISION BOX:

- To facilitate this activity equip yourself with as many cardboard boxes as there are groups (work in small working groups from a minimum of 3 to a maximum of 5) to permit everyone participation in the exercise)
- The product vision box workshop typically takes between 40 minutes and one hour. Each team has to build their own box
- The basic idea behind the product vision box is to create an actual, physical box (a carton box) that must be used to market the product or service
- Each side of the box contains information that summarises the benefits and features of the product/service.
- The name, logo and slogan are on the front, together with a couple of points highlighting the top benefits of that brand/product/service.

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- On the back of the box, you should indicate more detailed information about the product's/ service's attributes, and some history about the company/Organisation.
- The sides of the box also feature some additional information about the brand.

LETTER FROM THE FUTURE:

- The trainer will divide the young community leaders into subgroups (made of 4-5 members each)
- The trainer will provide the groups some sheets and markers
- It takes around 60 minutes to develop a comment vision and share it with the other participants
- Write some prompt questions to support the young community leaders for the letter such as: (What specifically has the team accomplished? / What did it take to reach these accomplishments? / What obstacles and barriers did the team have to overcome? How did they overcome these barriers? / What is the impact of the team's accomplishment for the organisation and its customers? / What are the community's biggest challenges for the next 8 years?
- Phase 1 (5-10 minutes): thinking all the likely changes that could take place in the world during the next 8 years
- Phase 2 (25 minutes): creating a vision of their communities' future by writing letters back from the future!
- Phase 3 (15): reading the letters and discuss them
- Phase 4: discussing common themes. At this stage the trainer should facilitate prioritising
- The two tools can be used together and the Letter from the future can the "letter from the future" tool can be used to reflect on the solution to the problem that emerged from the "product vision box" and figure out whether 5-8 years from now that solution may still be viable or, instead, what inputs or changes it might need.

References and Training Material

- The Product Vision Box
- The letter from the future

The Contents of Workshop 7, *"Creativity=Remix"*, as originally designed by Warehouse Hub and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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5.5 Workshop 2. Lego Serious Play: encouraging creative thinking

Duration (2-4 hrs)	
Trainer profile, hints, and tips Ideally the trainer should be a certified Lego Serious Play trainer, who understands the concepts of FLOW and core principles of LSP (Lego Serious Play)	**Topics** • First step of creating a change and shaping the community change • Encouraging youth community leaders to start the process of how they will approach the change • Increasing involvement and capacity to make changes • LSP elements: construction, metaphors, storytelling, and imagination

Methodology and tools

THE LEGO® SERIOUS PLAY® (LSP)

Why use this tool?

LSP is a playful methodology that helps first to focus (with doing individual exercises, that put people in the flow), then moving to building the individual and then group models.

LSP can help participants see the challenges in new ways and develop entirely new knowledge of their challenges and opportunities together.

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How do these tools help you?

It's a visual tool that with the first few phases helps you to go into the flow and concentrate on work, then builds on your capacities for the group work and works in a way that helps young people to express their ideas more easily.

The method raises their development processes to a new level, just as it increases involvement, creativity, and innovative capacity to make changes.

How to use these tools?

1) building exercises for the LSP methodology (by using basic elements)

- facilitate the workshop to get the participants in the state of "flow" (is where participants are fully engaged in a optimal learning state of mine)

2) constructing the identity of a change that one wants to implement in their environment

- identity elements: core, aspirational, external

3) visualising the landscape of a change, to be able to develop a strategy

4) making connection in the landscape by using storytelling and metaphors

5) playing out possible changes and scenarios, preparing the participants to constructively deal with both expected and unexpected changes

6) The way changes influence the landscape is then analysed, and the effects and consequences of this analysis are outlined. Based on the analysis, possible actions are highlighted and decided upon.

7) Extracting insights and action points.

References and Training Material

- THE LEGO® SERIOUS PLAY®

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5.6 Workshop 3. **The Forum Theatre**

Duration (2-4 hrs)

Trainer profile, hints, and tips

To facilitate a forum theatre workshop, a trainer needs to be ready to pursue concrete, ethical action against oppression with the actors and audience.

When we facilitate, we are building our collective awareness of how oppression works so that we all find actions and collaborations to liberate ourselves.

Trainer should also have experiences in leading a reflection and debriefing process.

Topics

- coping with ambiguity and risks
- dealing with typical situations in the community
- changing the situations, solutions in action
- Stories/"plays" about challenging injustice and oppression
- It is an interactive type of theatre – the audience engage actively, they can participate in the process and become "spect-actors";
- A theatre play that involves an oppressor - oppressed dynamic
- While most theatre-making as we know it offers the audience a final product, theatre of the oppressed offers the audience a process.

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Methodology and tools

The Forum theatre is a type of theatre created by Brazilian theatre director Augusto Boal. It is one of the techniques under the umbrella term of Theatre of the Oppressed (TO). This relates to the engagement of spectators influencing and engaging with the performance as both spectators and actors, termed “spect-actors”, with the power to stop and change the performance.

Forum Theatre performances present short plays which show a situation that needs to be changed. Audience members are invited to replace an actor on stage and try to change the situation. Other actors respond in character, trying to maintain their oppressive or exploitative power. Forum Theatre provides a means for testing solutions in action. The audience makes and evaluates all choices.

Theatre of the Oppressed is a widely used method – for theatre based activism, pedagogical and educational purposes, also as a tool for promoting social justice, but it can also have therapeutic effects.

Why use this tool?

- It is a powerful tool for community building, creative expression and activism
- It expands our ways in which we can explore solutions to difficult community challenges
- It lights up the human experience of a problem by tapping into the audience’s feelings.
- It has an empowering effect on communities because it focuses on creative alternatives and concrete actions on solving real life problems.
- Offering an overview on different solutions that allow learning from diverse experiences and mindsets as to how a person accepts and reacts to the same situation.

How does this tool help you?

This technique uses theatre as a tool to address the possibilities for social change – it reflects reality, and it represents an exercise for action in future real-life situations.
Forum theatre presents its audience an unsolved problem; one that will matter to them since it impacts their own lives or the lives of the people they know.

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How to use this tool?

- Create a safe space to discuss the real-life challenges that we are focusing on in the communities and feel comfortable to play out. The topics should be connected to injustice or discrimination happening in the society.
- Develop an original play that is called a forum play. This play shows a problem caused by oppression. The play can be just a few minutes long.
- In each performance of Forum theatre, the main characters are: Protagonist (the main character, who suffers oppression); Oppressor / Antagonist (the one who oppresses the Protagonist); Allies of the protagonist and Allies of the oppressor (the ones who actively or passively are on one side or another), Neutral persons (passive observers of the situation, passers-by) and Joker (mediator between audience and actors, moderator of discussion). All other participants are Spect-actors. There can be 6 people playing or 4, but the protagonist and antagonist must always play (neutral persons or allies can change).
- The scene needs to lead to the peak of the oppression that invokes feelings in the audience or spect-actors.
- At the peak the play ends and the Joker invites the audience to step into the play and improvise possible ways to address the issue. This is called an intervention.
- The role of the Protagonist should be taken over and the audience / spect-actors should be looking for what the Protagonist could do differently in a particular situation to change it to a better direction.
- The oppressor always remains the same person
- The aim of Forum theatre is not to find magical solutions but to prepare for the common everyday situations, where our endurance, creativity and courage are needed.

References and Training Material

- The Forum Theatre Method
- The Wild Card Workbook
- Short YouTube video of a forum play
- Theatre of the Oppressed

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MODULE 6

SUPPORTING CHANGE

Co-designed by:
Materahub, Warehouse hub, PINA

6.1 Introduction to the Module

"Change is the only constant."– Heraclitus, Greek philosopher

Community leaders empower change and grassroots innovations, driven by social challenges and sustainability motives.

When community leaders advocate for change - whether that means addressing an issue with the community intervention, inspiring a new policy, stopping something negative from happening, or changing the way the community thinks and acts - it's not enough to point out what's wrong or could be improved: leaders should be able to present better alternatives.

This means community leaders must be able to facilitate the processes for change and to engage the community in working on a proposal, a suggestion, or a demand for change.

Supporting change for youth community leaders means to empower their communities in building solutions that are rooted and centred around the people of the community.

This process entails the capacity of youth community leaders:

- **to visualise the change** (as an opportunity for growth and improvement)
- **to engage** and get the community members excited about the change
- **to facilitate processes** that allow the community to achieve the change
- **to plan** the actions for change to happen
- **to build financial** and collaborative support to concretely develop initiatives and projects

It also entails to be aware of important concepts that should be part of the cultural background of a community leader and that have driven the action of the European Creative hub leaders: Social innovation, social entrepreneurship, social value creation, where the "**social" is at the heart of the change** that a community leader should be able to support.

Workshop 1 in this Module is the occasion for prospective community leaders to examine how the ideas, projects and initiatives identified for conveying a change can bring an effective **value** for the final beneficiaries. Ideas are everywhere, and leaders should be creators of new ideas and opportunities, they should be able to recognize an opportunity when they see it, but they also must be able to prove how they intend to create value for the beneficiaries through the initiative they have spotted, and they want to implement. Community leaders are introduced to the **Value Proposition Canvas**, as a way of thinking about what do beneficiaries need and what value they are really delivering with the change they want to bring.

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Workshop 2 in this Module introduces to youth community leaders a Model which is very helpful in planning a sustainable, long-lasting change: the **Kotter Model**. John Kotter, a professor at Harvard Business School and **world-renowned change expert, introduced his eight-step change process in his 1995 book, "Leading Change"** and Creative Hub Leaders are familiar with this methodology which helped Creative hubs to become engines for (social) changes in the communities where they are active.

Workshop 3 presents both a methodology and a toll designed and experimented by Materahub, partner in this project. The Methodology is the Deus Living Lab, a multi-stakeholder process, participated by local communities, which put at the centre of local challenges and desired changes **the creative sector**.

The Creative Project Canvas, which takes inspiration from the renowned Business Model Canvas, will be presented as a framework to map the main aspects to be taken into consideration **to start developing a concrete proposal for change** and make it sustainable in the long term.

In Workshop 4 Youth community leaders are introduced to a very **powerful tool for social change**, as it can enable individuals and communities to support initiatives that align with their values, interests, and needs: **crowdfunding**. Crowdfunding, the practice of funding a project or venture by raising money from a large number of people, can empower people to concretely participate in the future of their communities. This practice demands for the community's participation, collaboration, and attitude to help others, as key elements to get things done through raising financial and non-financial resources.

6.2 Expected Learning Outcomes

The aim of this module is to empower youth community leaders as new changemakers in their environments. Module 6 helps (future) youth community leaders to reach the following learning outcomes:

- Participants know about social innovation and how to potentially incorporate these approaches in their actions for change.

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- Participants know about the fundamentals of change
- Participants know some techniques and methodologies to visualise the change
- Participants know some methodologies to unleash creativity as one of the most powerful drivers for change
- Participants know some methodologies to plan the change and they are aware of the value you deliver to different target affected by the change you want to bring
- Participants understand the role of community in crowdfunding

6.3 Competencies trained:

CHLaYdoscope Competencies

- SUPPORTING CHANGE (ability to facilitate change; ability to manage change; ability to support people to adopt change)
- PROMOTING AND SUPPORTING YOUTH INITIATIVES (ability to support young people in promoting their talents and life goals.)
- CREATIVITY (the capacity to develop several ideas and opportunities to create value, including better solutions to existing and new challenges; to explore and experiment with innovative approaches; to combine knowledge and resources to achieve valuable effects).

EtreComp Competencies

- VISION (Capacity to imagine the future and develop a vision; ability to visualise future scenarios to guide community efforts and actions)
- PLANNING AND MANAGEMENT (Capacity to create an action plan, which identifies the priorities and milestones to achieve their goals.
- ETHICAL AND SUSTAINABLE THINKING (capacity to assess the consequences of ideas that bring value and the effect of action on the target community and society. Ability to reflect on how sustainable are in the long term the social, cultural and economic objectives of the action chosen. Act in a sustainable manner.

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6.4 Workshop 1. How to drive human Centred Change: The Value Proposition Canvas

Duration (2-4 hrs)

Trainer profile, hints, and tips

Trainers must have Knowledge of the concepts and tools for applying Design Thinking Methods.

Make sure each group has a printed Canvas or make it available in an online whiteboard such as miro.com, Jamboard or others.

Topics

- Focus on Human-centred design as a tool for social impact that leverages the knowledge and innovation of the community the solution is being designed for.
- Human-centred design as a mindset and process that can help youth community leaders to work in partnership with their communities to create a solution that meets the most pressing needs and creates lasting change.
- Reference to the Business Model Canvas (Alexander Osterwalder)
- Focus on Value Proposition
- Hands-on workshop

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MODULE 6: Supporting Change

Methodology and tools

The Value Proposition Canvas

Why use these tools?

The Value Proposition Canvas helps organisations and teams systematically create solutions that fit the real needs of their target. The tool allows you to collect, structure, and make all the information about the beneficiaries of our solutions tangible: their needs, requirements, joys, and frustrations.

The Value Proposition Canvas helps us identify:

- What our target wants: their problems

- The way we can solve their problems with a focus on the relief of pain or frustration and generating joy or memorable experiences.

Once the previous points have been identified and you have a structured visualisation of them, you will be able to identify how you can correctly generate a value proposition of your solution (product /service/action/project…).

How does this tool help you?

The Value Proposition Canvas is developed as a complement to the Business Model Canvas, which helps teams pay special attention to the main purpose of every business model: customers. When using the Value Proposition Canvas, organisations can identify the needs of their beneficiaries in a visual and structured way, since it allows them to identify, in a simple way, the requirements of their solution (their sources of pain or frustration and joy).

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How to use these tools?

- Guide youths through identifying the main target/segment they are designing the value proposition for
- Start with your “customer” jobs: things that the target of your action or project are trying to get done in their work or life.
- Identify your target pains: pains describe anything that annoys your customers before, during and after trying to get a job done
- Identify your target gains: the outcomes or benefits they want
- Value proposition: now it is time to think about your product/service/action/project you are going to offer start by enumerating all products and services your value proposition stands for
- Pain relievers: think about what you try to remove or reduce that is causing your customers suffer while completing their jobs
- Gain Creators: how your products and services create customer gains by bringing outcomes and benefits
- Fit: you achieve Fit when you address important jobs, alleviate extreme pains and create essential gains that customers care about. Customers are the judges, jury and executioner of the value propositions.
- Pitch: every team should now prepare a short pitch stating the user segment they have defined and going through their Value Proposition Canvas.

References and Training Material

The Value Proposition Canvas

- What is the Value Proposition Canvas and what is it for?
- Ideas to Action with Value Proposition design Workshops

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6.5 Workshop 2. **The Kotter’s 8-Step Change Model**

Duration (2-4 hrs)

Trainer profile, hints, and tips

The trainer will have the role of a facilitator.

Below, the skills and knowledge that she/he must have to be a trainer for this workshop:

- Good knowledge of the Kotter’s model to be able to answer any question on it;
- Design Thinking approach.
- Very good communication skill - to be able to communicate to youth community leaders.
- The context of cultural and creative industries.
- The situations existing in youth communities.

Topics

- How to promote change
- How to inspire people creating a sense of urgency
- How to build a strategic vision
- Communication
- How to stay motivated (short term goals)
- What continuous improvement really means
- How to make a long-lasting change

Methodology and tools

The methodology used in this workshop is Kotter’s model https://www.kotterinc.com/methodology/8-steps/. It is an easy step by step model which provides a clear description and guidance on the entire process of change and is relatively easy for being implemented, with the right tools.

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Why use this tool?

The change always happens at a certain point, but you don't really know how to go about delivering it. Where do you start? Whom do you involve? How do you see it through to the end? Thanks to Kotter's 8-steps Model the YCLs will be able to understand how to face and create changes, they will have an overview of the situation which is necessary to create real change in society. Knowing this method is essential to be able to plan, stay motivated, and consequently keep the community strong and supportive of change.

How do these tools help you?

It is crucial to make sure the whole community wants the change the YCL wants.
YCLs must be familiar with this method and be able to use it conscientiously, being aware that they must be very good at it, especially in the first phase, which is to inspire people, making them really feel part of the problem that needs to be addressed, so that change will really be made together. In the subsequent phases they must remain motivated and always keep learning, keeping in mind the goal of creating change that will last.

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How to use these tools?

The trainer will explain Kotter's model by following the following 8 steps:

1. Create a sense of urgency - you must inspire people, making them feel part of the group and united in tackling a problem
2. Build a guiding coalition and be part of it - the coalition will be made up of the change leaders, these are very committed and active people who know how to work as a team and can drive change forward throughout the change process
3. Form a strategic vision - figure out what the vision is, that is, the vision of the future as the change is implemented. imagine the differences with the present.
4. Enlist A Volunteer Army - it's important to communicate the vision to the community, clearly and honestly, so as to engage as many people as possible and create large-scale change.
5. Enable Action by Removing Barriers - make sure there are as few obstacles as possible, double-checking situations and stakeholders often is necessary.
6. Creating short term wins - having short term targets and goals helps to stay motivated. Rewards can also be given to the community. At the same time, goals achieved can be communicated outside.
7. Sustain Acceleration - never stop learning, a continuous improvement is possible for example by analysing success stories
8. Anchoring Change in the Corporate Culture - ensure that change becomes an integral part of your organisational culture and that it is visible in every organisational aspect. At this point it is good to make connections and networks.

References and Training Material

Kotter's model

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6.6 Workshop 3. Creative Project Canvas & Living Lab Methodology

Duration (2-4 hrs)

Trainer profile, hints, and tips

The trainer will have the role of a facilitator.

Below, the skills and knowledge that she/he must have to be a trainer for this workshop:

- Knowledge on the use of a Canvas, better if she/he has already used specifically the Creative Project Canvas originally designed by Materahub;
- The functioning of the Living Lab methodology.
- Design Thinking approach
- Good communication skill
- The context of cultural and creative industries.
- The situations existing within the community target of the project

Prepare a list of possible challenges where you already have a clear vision of the simulation, of the different stakeholders and their roles.

Never give suggestions or solutions to participants but stimulate reflection through questions (do not give answer to avoid influencing their thoughts and ideas)

Topics

- How to define changes needed
- How to plan the change and build a strategic vision
- How to engage people, spaces, and resources
- Short- and long-term impacts
- How to prevent barriers

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MODULE 6: Supporting Change

Methodology and tools

This workshop provides both the use of a tool called Creative Project Canvas, and of the Living Lab Methodology. The Creative Project Canvas is a Canvas which was created from Materahub in 2016 with the aim of supporting artists and creative people in their decisions for new businesses or projects. The Creative Project Canvas helps having different perspectives of the idea; indeed, it is divided into nine blocks forming four macro areas: value, practical realisation, feedback, sustainability.

The Living Lab Methodology was born within the framework of the EU-funded project DeuS. It is a creative and collaborative process that harnesses the heterogeneous perspective of multidisciplinary teams to identify solutions for challenges found within local communities.

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Why use these tools?

The Creative Project Canvas is an operative tool that can be of great use at different stages in the life of a project. We thought it could be particularly suitable to support the topic of Module 6. In this phase, participants need to understand and plan a strategic vision of the change they intend to make. This tool permits multi-stakeholder to reflect through a series of questions to plan change in every small aspect. - Why do you want to implement your project? What are your key objectives? How will you get feedback? How can your community support you? How will it impact people?

Concerning the Living Lab Methodology, it can help on the testing of change since it is based on a peer-to-peer and challenge-based learning approach which gives users a concrete idea of the issues to face.

The Creative Project Canvas and the Living Lab Methodology are strictly related by the challenge-based approach among an heterogeneous group of people.

How do these tools help you?

This tool will help you plan in detail your professional and personal projects, giving you an immediate overview, broadening your horizons, you can use on your own as a reflection tool, or with others as used in the workshops.

At the same time, the Living lab approach will help you to understand how useful it is to work in a team composed of people with very different backgrounds.

The use of this tool and methodology will help you strengthen some of your soft skills like creativeness, empathy and rationality.

Finally, they will help you to go through Kotter's phases like building a strategic vision, removing barriers by preventing them, planning short term goals, attracting people and understanding how to anchor the change.

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How to use these tools?

- Participants will be divided into groups which will represent a certain degree of multidisciplinary.
- There are two options about the decision of the challenge:

  - The trainer will have a list of challenges and she/he will propose them to the participants

  - Participants will propose some challenges they would like to address (maybe they would like to give continuity to previous workshops), the trainer will facilitate them on choosing one
- Participants will develop the Creative Project Canvas, as explained by the trainer, about the challenge chosen
- It is important to always maintain a Living Lab approach and perspective whereby participants will work in peer-to-peer teams, and they will learn during the course of the activity -> Teams will be heterogeneous so as to have results from multidisciplinary work.

References and Training Material

- Handbook DeuS Living Lab
- Creative Project Canvas to print and online guidelines

The contents of Workshop 6 *"The Creative Project Canvas"* as originally designed by Materahub and tested in the pilot, are available on the CHLaYdoscope Web Site. Keep in mind that the tools and methodologies described in the different workshops in this handbook can be combined in a flexible way, depending on the focus you intend to give the workshop.

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6.7 Workshop 4. Engaging Community around co-creation and Crowdfunding

Duration (2-4 hrs)

Suggested trainer profile, hints, and tips

The trainer must have knowledge of the Crowdfunding tool, especially reward based and civic crowdfunding.

Use a lot of examples showing directly on crowdfunding platforms different projects.

Topics

- Presentation of Crowdfunding as a collective effort of many individuals who network and pool their resources to support efforts initiated by other people, communities, or organisations: who is the crowd.
- Focus on Reward based Crowdfunding, and Civic Crowdfunding an interesting channel and tool that leverages a high level of engagement of the community and the crowd to create value and co-create knowledge.
- How a communities can play a role in a crowdfunding project
- starting from concrete examples, present the fundamentals of co-creation (product/ project idea life cycle with the crowd: idea, co-creation, Validation, pre-order)
- starting from concrete examples, explain the fundamentals of reward-based and civic crowdfunding
- Why to launch a campaign?
- Set the goal/Which sector?/Set the budget you need/the time/ The project description/ the rewards/ the communication activities and plan

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Methodology and tools

Crowdfunding (reward-based and civic crowdfunding)

Why use these tools?

If you are a Leader of an already existing community, your community can become the platform form where to launch a crowdfunding project. Such a tool will allow you and your community:

- to strengthen the sense of belonging in your community
- to collect money with the support of the crowd
- to taste your idea: crowdfunding can be a “proof of concept” for ideas
- to communicate your project and your ideas reaching, far beyond your community, other communities that are interested in your projection other parts of the world.

How does this tool help you?

Crowdfunding can help you to translate an idea into a feasible project, engaging your community in the co-creation process

How to use these tools?

In this workshop the focus is on Reward-based Crowdfunding and civic crowdfunding

The main aspect to be clearly explained in the workshop, are the following:

- Set a clear objective
- Set your funding target
- engage your community, your network: the crowd
- optimise the period of your campaign
- plan your communication activities

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PART2

Youths Local Labs

Local workshops promoted by youth community leaders

Engaging stakeholders in local challenges

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MODULE 7

HOW TO CONDUCT A LOCAL LAB

7.1 Introduction to the Module

Young people can be effective change-drivers in our society.

Youth-led organisations and youth-led initiatives can help institutions, local governments, policy makers and the private sector to prioritise the needs of young people, and to address specific local challenges.

Module 7 of the CHLaYdoscope Training Package aims at supporting Youth Community Leaders in solving problems that impact their life, helping them in engaging their community and relevant stakeholders in collaborative working sessions, for the development of initiatives, actions and solutions that leverage multi-stakeholder collaboration, design methodologies, creative processes, and challenge-based approaches.

More concretely, this module describes some specific steps, methodologies and tools which can help Youth Community Leaders in facilitating what the CHLaYdoscope project calls **Local Labs, multi stakeholder workshops where to investigate a problem and its context and identify possible solutions.**

A multi stakeholder workshop is one way to engage stakeholders – those who are affected by, have a direct interest in, or are somehow involved with the problem identified – those who control access to people or resources needed – when trying to develop a social or cultural initiative, trigger a behavioural change, help in designing new policies or planning a new project. Engaging or receiving input from stakeholders, receiving support from key players is critical to the design of new ideas and to implement successful solutions.

A local Lab can be held to:

- Create a space for participation and dialogue.
- Create an efficient and effective framework for learning while solving real-world challenges (challenge-based learning).
- Ensure buy-in by directly engaging the community, stakeholders, and decision makers.
- Investigate and define both the problem and the target you want to design a solution for.
- Develop different (innovative) answers co-designing with a range of different people, unleashing creativity and multiple intelligence.
- Deliver, test out and even prototype different solutions

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MODULO 7: Come condurre uno Youth Local Lab

The participatory methodologies and tools suggested in this section are grounded in Design Thinking and other design approaches tested by the European Creative Hubs Leaders with their communities, most of them already presented in the Modules of Part I. They support leaders from a local community engage in discussions with community members and stakeholders, produce some sort of action and act as decision-makers or create a communal plan of action.

During the testing of the pilot, these methods were put into practice with project participants in “scenario workshops” (held both online and in presence), hands -on sessions involving narrative description of potential problems, often rooted in themes of global importance (environmental sustainability, diversity and inclusion, unemployment, and youth safety, among others) and used to gather knowledge about participants’ understandings and visions of a local topic.

A Scenario Workshop typically has different stages of involvement which includes:

1. the investigative phase
2. the visionary and creative phase
3. the prototyping phase
4. the delivering phases.

The workshop timing is allotted following these phases and taking into consideration the presentation of the solutions identified.

The Local Lab, conceived as a one-day laboratorial event, is also described considering the above-mentioned phases, and its organisation is described following the three essential stages of a workshop: *before, during,* and *after*. This is to help Youth Community Leaders to successfully prepare the event, create, and structure a successful workshop, identifying possible and appropriate design tools, and effectively facilitate its development and beyond.

This Module also describes a best practice, a Local Lab held in Italy in 2017 and led by the European Commission’s Joint Research Centre, the JRC, directly engaging two Creative Hubs partners in this project: Materahub, and Warehouse hub.

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7.2. Steps and tools to prepare and implement a Youth Local Lab

Preparing for and implementing a Local Lab can take up to one month. Although the workshop itself only takes one day, preparation can take several weeks. There are many tasks that should be conducted by the Youth Community Leader and its community prior to the actual Lab, during it and after, to follow up.

7.2.1. Before the Local Lab: Prerequisites

Step 1: Challenge or Problem identification and analysis

In this step Youth Community Leaders and their communities meet and discuss the problem most relevant to them, to move from an abstract big idea (or more than one) to a concrete and actionable challenge, to be further discussed in the multi-stakeholder workshop: the Local Lab. A big idea is a broad theme or concept that can be explored in multiple ways and is important to you and your community. The topic should be discussed, but also researched: aggregation of accurate data is vital to identify key aspects to be presented and enhance the Local Lab potential for success. This phase can contribute to creating engagement and ownership of your community members towards the problem or challenge you want to tackle in your Local Lab.
A workshop session with your community might be worth before the Local Lab to accomplish this step.

Guiding Resources and tools

- **The Problem and Solution Tree.** This methodology presented in **Module 2/Workshop 3** in this handbook can be a very useful tool and template to identify, together with your community, the problem you want to focus on during the Local Lab. (References and templates are indicated in Module 2/Workshop 3)
- **SWOT Analysis.** SWOT stands for: Strength, Weakness, Opportunity, Threat. A SWOT analysis guides you to identify your community's strengths and weaknesses (S-W), as well as broader opportunities and threats (O-T). Developing a fuller awareness of the situation helps with both strategic planning and decision-making. A SWOT analysis can offer helpful perspectives at any stage of an effort. You might use it to a) explore possibilities for new efforts or solutions to problems; b) Make decisions about the best path for your initiative. c) Determine where the change is possible. (References and templates to conduct a SWOT analysis can be easily found on the web. This in the link is a possible source https://www.smartsheet.com/content/swot-template-google-slides

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Step 2: Target and stakeholder analysis

In this step Youth Community Leaders and their communities, explore internally the priorities, motivations and needs of the main target group affected by the problem or the challenge they want to tackle. Most probably the target you have to investigate is your community itself, and its members, with their different attitudes, practices, stories and struggles.
A workshop session with your community might be worthwhile before the Local Lab to accomplish this step using the tools indicated here below. If you need to design and submit a questionnaire to collect relevant information you should consider it can take up to two to three weeks.

Guiding Resources and tools

- **Personas Design.** This tool presented in **Module 2/Workshop 2**, allows you to delve into the behaviours and motivations of your group or other stakeholder groups. Through Personas design, you can build a detailed story of each group to explore how well you are serving their needs. (References and templates are indicated in Module 2/Workshop 2)
- **Questionnaire Design**. A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect quantitative and/or qualitative information. The design of a questionnaire will depend on whether the researcher wishes to collect exploratory information (i.e., qualitative information for the purposes of better understanding or the generation of hypotheses on a subject) or quantitative information (to test specific hypotheses that have previously been generated).(For survey questionnaire design you can find a lot of form in the web, but you can simply and easily use the Google Form)
- **The Value Proposition Canvas.** This tool presented in **Module 6/Workshop 6** helps organisations and teams systematically create solutions that fit the real needs of their target. (References and templates are indicated in Module 6/Workshop 6)
- **The Stakeholder Map.** This tool presented in **Module 3/ Workshop 4** should help Youth Community leaders and their communities to determine the Local Lab design and who is invited to participate. While the tools above can be alternatives for exploring the needs of your community and target audience, this tool is indispensable to identify and to prioritise the stakeholders who have an interest in the challenge, according to their field of action and therefore who will be invited to your multi-stakeholder workshop. You should clarify exactly what is needed from stakeholders. A workshop to obtain stakeholder buy-in or consensus might look very different from a workshop to fill information gaps. Break the workshop goal into concrete objectives to achieve during the workshop. (References and templates are indicated in Module 3/Workshop 4)

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Step 3: Set the goal and objective

Define a clear goal and purpose for your Local Lab. The workshop goal should determine your multi-stakeholder workshop's design and who is invited to participate. The Local Lab team should clarify exactly what is needed from stakeholders. A workshop to obtain stakeholder buy-in or consensus might look very different from a workshop to fill information gaps. Break the workshop goal into concrete objectives to achieve during the Local Lab. A workshop session with your community might be worthwhile before the Local Lab to define the main goal of the Local Lab and properly communicate this goal when preparing the communication activities to invite your stakeholders.

Step 4: Workshop organisation and preparation

Regardless of whether the Youth Community Leader and his/her team wants to consider a budget for this event (for the location, the necessary equipment and materials, coffee break, or a light lunch) or not, in preparation for the Local Lab, the team should:

- Identify all **methodologies and tools that will be used in the workshop process** that serve the purpose of your Local Lab:
  - Analysis and Investigation phase
  - Visionary and Creative phase
  - Testing and Prototyping phase
  - Delivering/Presentation of solutions
- Determine the **dates and duration** of the workshop well in advance so that participants can plan accordingly. The duration depends on the local situation but should be a minimum of 4 hours and a maximum of one day depending on the scope of the agenda and input required.
- Locate and reserve a **venue** that meets workshop needs, including price, location, and size.
- Draft an **agenda** that will move the group through the workshop objectives
- Use flip charts or Powerpoint to **prepare an overview** of the situation analysis and to present the challenge and the objectives of the Local Lab. Materials and very brief summaries of the key points which will be discussed can be sent to the participants before the workshop. Prepare the presentation in a way that ensures maximum participation and include only the information needed to achieve the objectives
- Prepare printed out all the canvas needed in the Local Lab, considering that you will work in smaller groups.

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Step 5: Invite stakeholders

Write an invitation letter and decide who should send out the invitation. For example, it may be necessary for the invitation to be made through the head of your organisation. Include short information on the CHLaYdoscope project, the goals to be achieved through the Local Lab and the importance of having a multi-stakeholder workshop. Remember to include the dates, location, information and contact information.

Send out the invitation letter in advance to allow participants to plan accordingly. Follow up two or three days before the workshop to ensure participants still plan to attend.

7.2.2. During the Local Lab: multi stakeholder workshop implementation

Step 6: Open the Local Lab and introduce the workshop

As Leader of your community and promoter of the event, it is up to you now (good luck!) to open up the event, create a participatory atmosphere and set clear expectations from the beginning to save time and help ensure success.

- Open the workshop welcoming people and briefly introducing the workshop by reminding its objective(s) and setting ground rules (no phone,...).
- Start with a nice and effective ice breaker game which can help set the right tone and build connections. In this link you can find many of them. Choose a fun get to know each other activity https://www.sessionlab.com/blog/icebreaker-games/
- Carefully structure a collaborative event, dividing participants in smaller groups in which all stakeholders, including the local community, work closely also with specialists from all relevant disciplines related to your challenge's topic

Step 7: Workshop Process

In line with the challenge and objective identified for your Local Lab, proceed with the implementation of different workshop phases, making sure to keep to time for each collaborative exercise chosen and to follow the agenda. Keep an eye on the objective of the meeting but be flexible if any unexpected change of plans arises.

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Workshop phases:

1. The problem /challenge investigative phase

Start facilitating the small groups to work with the methodologies and tools suggested to:

a) investigate the target, the people on whom the identified problem/challenge has an impact

b) investigate the challenge itself, to better understand the problem and its context

2. The visionary and creative phase

Brainstorm with a range of different people with different answers. For this exercise you can use any brainstorming template you can find on the internet, or tools such as S.C.A.M.P.E.R. (Substitute/Combine/Adapt/Modify/Put to another use/Eliminate/Reverse), at the following link https://www.mindtools.com/ao2rt8j/scamper, or the Product Tree at the following link https://www.innovationgames.com/prune-the-product-tree/ among many others.

3. The prototyping phase

While defining a problem and developing a concept for a possible solution/initiative/action, prototyping can support stakeholder engagement, which is considered critical for success. This phase is useful also to:

a) Define the vision behind your solution (what problem does it solve?)

b) Focus on key features

c) Produce a first version

d) Test and refine it

e) Present it

Each small group prototype its solution. There are tools and templates to Prototype and idea. In our pilot project we used a very simple, yet powerful techniques promoted by Jim Highsmith that can be used by any project teams for any type of idea, solution, product or initiative: the Product Vision Box.

4. The delivering/Presentation phases.

In **Module 4/Workshop 1** in this handbook there is a very interesting focus on how communication works and how to create a meaningful and clear presentation that people will listen to. The Youth Community Leaders and their Community members participating in the Local Lab could, and should, revise this chapter and the references indicated in that section to be able to facilitate in the smaller group the creation of an effective presentation. But there are also methodologies and tools to quickly design an effective and synthetic presentation especially in shortage of time. The most renowned is the Elevator Pitch: by definition, an elevator pitch is a quick persuasive speech that is used to create interest in a project. It instils your ideas into the simplest, clearest points of

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value, what makes your solution different, and instils enough curiosity to make the prospect want to hear more. It should be no longer than the time it takes to ride an elevator to the top floor in a building, between 30 seconds to 2 minutes. The following in the link is a standard pitch format that can be applied to almost any situation and that you can indicate as a format to present the idea produced in the prototyping phase.

https://fi-hatchbox-production-uploads.s3.amazonaws.com/drive/Startup_Madlibs_white_handout.jpg

Step 8. Conclusion of the Local Lab

Wrap-up the outcomes of the meeting, steps to take as well as potential ideas/topics to be put on the agenda for the next future

Conclude with a Mentimeter to gain valuable evaluation and insight on your Local Lab from everyone…before they leave. Here the link to the evaluation tool https://www.mentimeter.com

7.2.3. After the Local Lab: go further

When implementation is complete, Youth community leaders and their communities can continue to refine the most adequate solution or develop a completion report and keep on sharing their work with the rest of the stakeholders keeping them engaged and motivated. Some concrete ways to maintain your stakeholder interest:

- Share progress and showcase results on a regular basis: this shows that the activities of your community are embedded in the local context and supported by the local decision -makers.
- Encourage your stakeholders to share feedback on a regular basis
- Formalise your community if your group has been set up specifically for this or other projects

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7.3. A Local Lab best practice: 2017 Lab Connections pilot action – the role of creative hubs to help young create a place in a changing labour market

The best practice reported here below was developed between October and December 2017. The Local Lab workshop in Italy took place on 1 December 2017 at Warehouse hub premises.

The challenge

Youth unemployment is a major challenge for Europe. Creative hubs engage with young (i.e., 15-to 29-year-olds) through a range of activities that develop cultural and creative, as well as social and entrepreneurial skills, which can help young to find or create their own jobs. This role may take on importance with the growth of the digital economy.

What roles do creative hubs play in supporting young to find meaningful and remunerated jobs in a labour market shaped by the gig-based economy?

Objective

The purpose with this pilot action is to prototype and test a tool for creative hubs to position their activities in support of young people looking to create meaningful places in the digital economy labour market.

Methodology

The action brought together Colaborativa (Spain and Limerick), Materahub and Warehouse Coworking Factory (present Warehouse Hub), young people that are or have been in contact with these hubs, and local organisations (including public agencies) dealing with jobs and training for young people.

The methodology was co-developed by the EC Science Lab (JRC) with Cat Drew (Cat Drew is UK Government's advisor on design, and the creator of the world-renowned Double Diamond design process model.)

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The process

1. Getting the view of the actors

a) Online survey targeting young users of the Hubs in order to identify: - What are the needs, aspirations and motivation for work?

- What are the demands and opportunities in a changing (digital economy) labour market?
- What are the skill gaps that creative hubs could contribute to fill?

b) Identification and interviews with at least three persons from local youth employment and/or training organisations (including local public authorities) identified by each of the Hubs involved in order to understand their biggest challenges and if/why they value the work of the Creative Hubs.

c) Interviews with the Hubs' teams to identify their main activities, their main issues and their vision for the future.

2. Exploration workshop

d) Exploration workshop with the three groups to position the hubs in relation to the demands of young and the requirements of the labour market. This also included young's view on the future labour market.

e) Ideate how creative hubs could better bridge the gap between education and work and what the implications for their business models, funding sources, etc.

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The One-day workshop program

10:00-10:15	**Welcome and Introduction**
10:15-10:30	Icebreaker
10:30 -11:00	**Creative Hub Users Creating Personas**
11:00-11:45	The Future of Work Imagining the future observing the Past (TimeLine from 2018 to 2050)
11:45-12:00	**Coffee Break**
12:00-13:00	The Needs of Youths and the Needs of the labour market From 2018 to 2050
13:00-14:00	**Lunch**
14:00-14:45	Gap Analysis How to fill the gap?
14:45-15:30	**Brainstorming** **New opportunities for creative hubs?**
15:30-16:30	Ideas Creation From the idea to prototype
16:30 -17:00	**Ideas Presentation**
17:00-17:15	Conclusions

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The Tools

- **Personas Design/Community Members Personas**

  This tool allows to drive a human centred change, to incorporate the voice of the community members within your action for change, and to visualise their experience, their needs, their motivations, and their dreams

- **The Timeline: imagining the future observing the past**

  It is a way to think about the future that lies in the horizon of what we can know, observing the past and the signs of the present, the deeper trends that will shape events, and allow us to envision what can be reached

- **Needs of Youths and Needs of the marketplace**

  It is a tool to identify needs and opportunities: the transformations (digital, organisational) in the world of work are an opportunity for youths to learn and grow their skills faster, and to be much more active participants and co-creators.

- **Gap Analysis: how to fill the Gap**

  A process to analyse the current state, the unmet needs for improvement

- **Brainstorming: new opportunities for Creative Hubs?**

  A problem-solving technique

- **From the Idea to prototype**

  Prototyping is an experimental process where design teams implement ideas into tangible forms from paper to digital.

- **Idea Presentation**

  Presentation of the Idea using the Elevator Pitch

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Now it is up to you dear Youth Community Leader to start promoting and facilitating within your community and in your living contexts processes of working collaboratively with a diverse group of stakeholders, to address issues affecting the well-being of your community. Becoming a community leader, as you might have learned from reading this training manual, involves building one's own competencies, building relationships and partnerships, sharing information, and involving stakeholders in planning and making decisions with the goal of improving the outcomes of policies, initiatives, action and projects.

For more information regarding Warehouse hub, the lead partner of the CHLaYdoscope Training Package for Youth Community Leaders

WEBSITE
https://warehousehub.org/en-education/
E-MAIL
laura@warehousehub.org
FACEBOOK
https://www.facebook.com/WarehouseCoworkingFactory
INSTAGRAM
https://www.instagram.com/warehousecoworkingfactory/

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