



Erasmus+



AKTIV UNGDOM

Young Eyes

YE Guidelines

Draft for discussion at Warsaw

19 January 2015

Aims of the Guidelines

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

The project proposal described them as follows:

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

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

The ideas that underpin the project

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

Making the connections

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

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

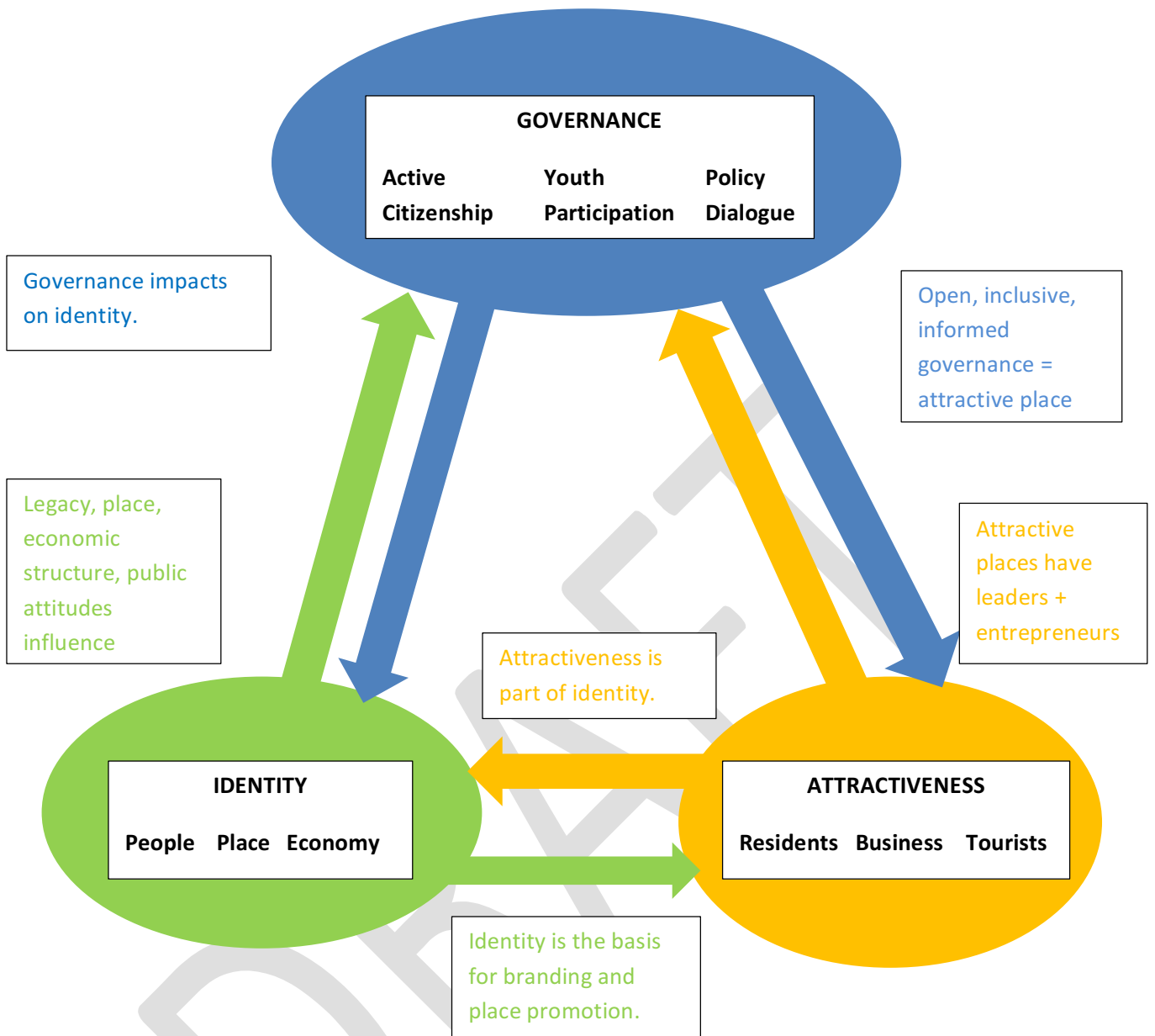


Diagram 1: Key concepts and their inter-relation

Two stages

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

Thus the sequence of the YE project should be:

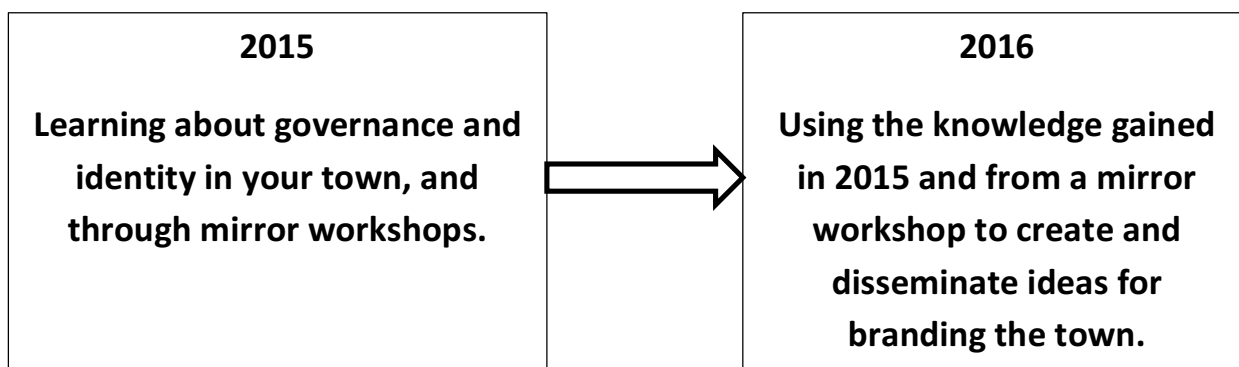


Diagram 2: The broad sequence for the YE project.

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

Learning about Governance

At the first meeting it will be necessary to explain the project to the participants and also to get them discussing what they hope to learn from participating, and what knowledge and skills they bring to the project. This could feed into the Learning diaries which are discussed later in these guidelines.

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

Table 1 explains the differences between 'government' and 'governance'.

Government	Governance
Central / regional / local governments have strong powers.	Central / regional / local governments have more limited powers.
Central / regional / local governments directly provide many services.	Most services are provided by the private and voluntary sectors.
Central / regional / local governments work in isolation from the private sector.	Public/private partnerships are common.
Elected members take decisions based on advice from their professional and technical	There is consultation with stakeholders in the process of making decisions.

experts.	
Policy-making is routine, rolling forward existing programmes and budgets each year.	Policy-making is strategic, and involves analysis of efficiency and effectiveness.
Governments aim to make universal, standard provision – treat everyone the same.	Diverse needs in a diverse society, so provision reflects choice and difference is not standardised.
Formal structures that are stable and visible – e.g. constitutions, boundaries of council areas, departments within a council, elections etc.	Informal, shifting processes involving formal and informal actors – e.g. short-term partnerships, local initiatives, coalitions, media influence, networks etc.

Table 1: From Government to Governance.

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

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

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

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

The idea of subsidiarity could be the basis for an exercise with the group. You could use Table 2 to get the young people to ‘vote’ using stickers and then discuss the findings and compare with who actually provides what in your municipality.

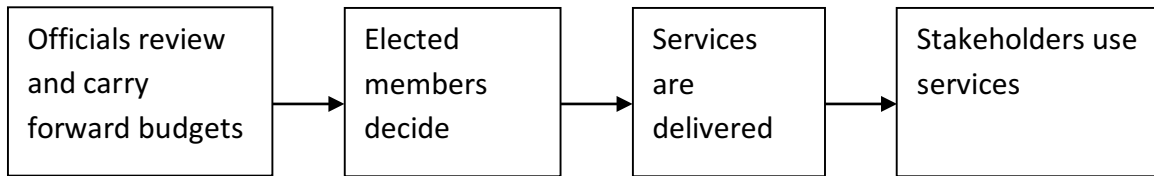


Diagram 3: The 'Government' model of policy-making and service delivery

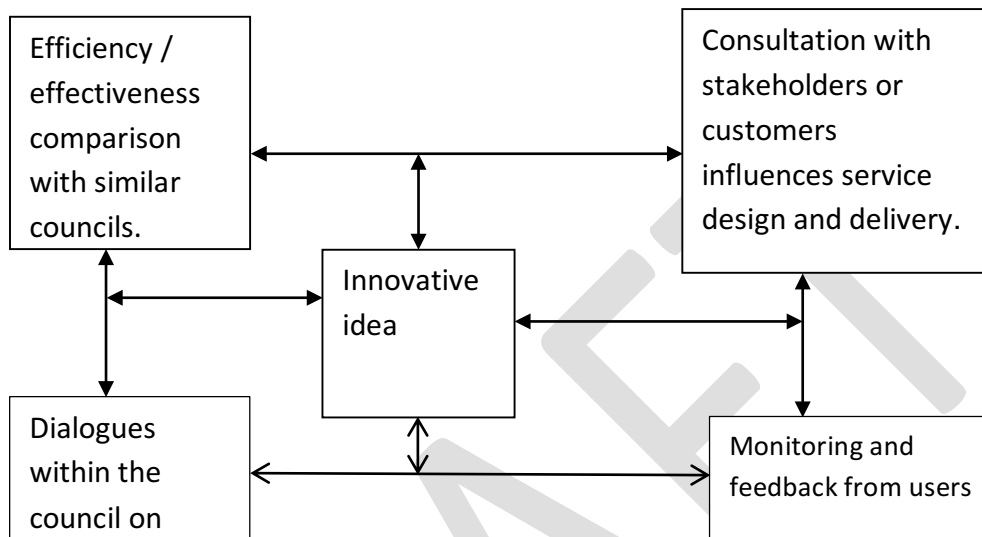


Diagram 4: The 'Governance' model of policy-making and service delivery

Having developed an understanding of governance, the group might then tackle the idea of **active citizenship**. Citizenship implies that people have rights but also responsibilities. What those are could be a basis for group discussion, leading to discussion of what actively exercising those rights and responsibilities might mean.

“Active citizenship is concerned with more than learning ‘the rules of the game’ and how to participate within existing models and structures.... Active citizenship should be defined more broadly to encompass active learning for political literacy and empowerment, addressing structures and relations of power and working to change these, where necessary, in the pursuit of social inclusion and social justice agendas (Lister 1997). It also relates to how people can promote community cohesion and social solidarity, thereby strengthening civil society as well as empowering individual citizens.” From www.nw.wea.org.uk

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

Citizenship can also be connected to different scales – from the local neighbourhood up to the idea of global citizenship. Again there is scope for discussion on what difference scale

makes to a person’s ability to be an active citizen. Table 2 can be used to get each participant to put stickers on giving their own view, allowing the group to see the overall pattern and provide a basis or group discussion.

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

Table 2: Which tier of government should provide the following public services?

As a general rule I would start group discussions by having small discussions between students in pairs, or by getting every student to write a couple of ideas/personal views down. The whole group discussion is then less likely to be dominated by just one or two people.

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

Having learned something about citizenship and participation, the group could move on to consider **youth participation**. The idea of participation is often discussed in relation to power. A distinction can be made between tokenism, information collection, consultation, participation in the actual taking of decisions, and transfer of decision-making power to communities. These can be illustrated by creating short, imaginary examples as a basis for small group discussion. There could be some discussion of the scope for participation by youths in schools: an exercise might get the students to work in small groups and produce a charter for their school setting out what rights and responsibilities pupils should have, and considering possible forms of pupil participation (these could range from being given information, being consulted via questionnaires, having class representatives on some form of school board etc.).

The group might also discuss what are the barriers to youth participation? Also how they can use the YE project to overcome some of these.

One issue that should be explored is the relation between participation and representative democracy. This might be done through discussion with a local politician elected to represent, and accountable to, voters.

There might also be an opportunity to explore formal arrangements for youth participation, such as youth parliaments, including the European Youth Parliament (www.eyp.org).

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

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

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

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

(<http://wiego.org/wiego/policy-dialogues>)

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

Mirror Workshop on Governance

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

The partners are all in relatively remote locations, and many participants will need a day to travel to the workshop venue, and another day at the end to travel home. Thus the pattern of each workshop is expected to be as shown in Table 3.

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

Table 3: Outline for a Mirror Workshop.

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

Day 2	
9.15	Welcome from host.
9.30	Ice-breaker introduced by facilitator. Possible ice-breaker: "Names" of governance concepts or institutions (e.g. "youth parliament" or "pressure group") are put on people's backs and they have to ask questions of other participants to try to work out "who" they are.
9.45	Introduction to the themes and timetable.
10.00	5-10 minute presentations by each partner's youth about what they hope to learn from the project and what they have done so far.
11.00	Coffee
11.30	"Governance: Roots and Change" session 1. The history of the host town and its administration, and how that influences its governance. Presented by host youths.
12.30	Lunch.
13.30	"Governance: Roots and change" session 2. Guided walks around the town led by the host youth, and focussing on institutions of governance and local issues.
15.00	Tea
15.30	"Governance: Roots and change" session 3. Group work to produce "Pro-/con-" flip charts on free movement of labour in the EU.
17.00	End of session.
Day 3	

09.00	“Governance: Roots and change” session 4. Profiling and comparing governance. Who are the elected local politicians? For each partner the youths find out and present visually (e.g. on flip charts or on Powerpoint) the age, gender, ethnicity and party programme of their local politicians. Presentations and discussion.
11.00	Coffee.
11.30	“Governance: Roots and change” session 5. Social Power game (see Appendix 1).
13.00	Lunch.
14.00	“Governance: Roots and change” session 6. Website comparisons. Groups analyse and then compare the content of the municipal websites for the partners. What information is presented – and what is missing? Who is the website addressing? What message does the design and layout of the website communicate?
15.30	Tea.
16.00	“Governance: Roots and change” session 7. How does governance influence identity and place attractiveness? Expert presentation and discussion.
Day 4	
09.15	Recap’ on messages from Days 1 and 2 and briefing for Day 3.
10.00	“Governance: Roots and change” session 8. How might we make the host municipality more attractive to young people and mitigate the impacts of out-migration and demographic ageing? Work in international groups and preparation of presentations.
13.00	Lunch.
14.00	Presentation of proposals to a panel of local and international experts.
16.15	Summing up of the workshop and looking ahead to the next stage of YE.
16.30	Finish.
Evening	Farewell social event.

Table 4: Possible structure for the first mirror workshop.

Reports to Councils and Promotional Materials

The project proposal stated that there would be: “Delivery of one or several reports with a short list of recommendations for change to the local decision makers/council. These reports should be accurate and properly made, so they can make an impact. There may use drawings, boards, posters, powerpoint, videos or other materials to illustrate proposals.” Thus the work on governance should conclude with the preparation of such a report. Similarly there should be reports prepared on identity and on attractiveness when those stages of the project are completed.

The proposal also promised 50-100 pieces of branding and promotional actions per partner. It adds “This may be external branding actions at regional, national and

international arenas, articles in newspapers, magazines, social media and videos at YouTube and elsewhere.” In my view it is not clear whether this refers to promotional actions and branding about the YE project, or promotional actions / branding for the places. I suspect that the ERASMUS+ are more interested in the former than the latter, but we need to discuss this and come to a common view.

Learning about Place Identity

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

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

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

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

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

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

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

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

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

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

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

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

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

Culture and history are often unifying elements that connect people of a **place** to tradition and help them to define their distinctiveness. Institutions like local museums and local

history societies are important in place identity because they tell a story about what the place is. It is important to recognise that the past may well have been divisive, and has the potential to continue to be so.

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

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

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

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

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

To synthesis the findings from the different strands of work on identity, the group might seek to map, and combine the different "narratives" of identity that they have found.

Another exercise would be to create a set of interpretive markers that could be placed around the town to help embed and provoke thoughts about its identity.

Mirror workshop on Identity

The detail of the mirror workshop must be shaped by the place where the host partner is based, and should also take account of the lessons from the first mirror workshop – what worked and what did not? As a general outline, a suggestion for the three working days is set out in Table 5.

Day 2	
9.00	Ice-breaker introduced by facilitator. Possible ice-breaker: Participants are each given the name of a town or city. They circulate and collect one word from each other participant that defines how that person views that place.
9.20	Welcome from host.
9.30	Introduction to the themes and timetable.
9.45	5-10 minute presentations by each partner’s youth about what they hope to learn from the project and what they have done so far in work on identity.
10.45	Coffee
11.15	“Identity: Roots and Change” session 1. Welcome to our town – walking tour led by host youths.
12.30	Lunch.
13.30	Session 2: Using photography to capture identity and change. Undertaken in pairs, taking digital photos to express identity.
15.00	Tea
15.30	Presentations of 5 photos per pair to capture identity of the host town. Discussion of results by panel of local politicians, officials and activists.
16.30	Finish.
Day 3	
9.15	Briefing for the next sessions by an expert. Session 3: Place surveys. The participants are put into groups of 5-6 and each group is assigned to an area of the town. They are asked to undertake a place survey (see Appendix 2).
10.00	Groups commence their surveys.
12.30	Lunch.
13.30	Surveys continue then preparation for presentations.
17.00	Finish.
Day 4	
09.15	Session 4. Each group presents their findings using whatever media they think most appropriate. 10 minutes maximum per group followed by questions and discussion.
11.00	Coffee
11.30	Presentations continue.
12.30	Lunch.
13.30	Session 5. Scenarios and visioning – introduction by an expert.
14.00	The town in 20 years time. Group work to brainstorm what might be,

	addressing issues of in and out-migration, ageing population, changing technologies etc. and relating these to the areas covered in the survey work by all the groups.
15.00	Tea.
15.30	Presentations by groups, maximum 10 minutes each.
16.30	Summary of workshop.
16.45	Finish.
Evening	Social event.

Table 5: Possible outline for Mirror Workshop 2 on place identity.

Learning about Attractiveness

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

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

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

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

With some exceptions, the attraction of a non-conventional form of medium-term mobility such as student exchanges seem to favour “amenable areas” rather than places with the most famous and established universities.

(http://www.espon.eu/export/sites/default/Documents/Projects/AppliedResearch/ATTREG/FR_20130123/ATTREG_FR.pdf).

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

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

Much writing and policy about place attractiveness over the past decade has been led by the idea that the “creative class” should be the key target group. This term refers to people who are working in creative industries such as design, the arts, advertising and also professors, scientists and engineers, and those who work in software development etc. it is a controversial concept, and the evidence seems to be that these people are generally to be found in and around the metropolitan centres, rather than in the types of places represented in YE. Thus in thinking about attractiveness the participants need to consider which groups they want to retain/attract and why, and how these aspirations relate to the assets that a place can offer.

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

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

Last but not least, the group should look at the attractiveness of the place to **business**. What do local businesses find attractive about the place, and what would make it more attractive to them? Generally, businesses need premises that suit their operation at a reasonable cost, and access to materials, labour (maybe with particular skills) and markets. How well does

the area meet these requirements? It would be worth talking to professionals involved in local or regional economic development agencies to hear about how they promote the place to existing and potentially new business. Starting up a business is a risky proposition and this is a stage where the public sector is often helpful, e.g. in providing premises that can be easily accessed and are affordable. There may be advice available for making business plans. EU funds may also be used to promote the area and make it attractive. These are all things that can be looked at by getting in speakers or sending groups of young participants out to do interviews.

A look at **branding** can help to pull together the different aspects of the attractiveness topic. This could be the focus for Mirror Workshop 3.

Suggestions for Mirror Workshop 3 on Attractiveness and Branding

Branding is closely linked to place identity, and needs to be informed by an understanding of that identity. A brand is a message to others who may not know the place and its identity. However, it must have some basis in reality – consistency is essential for any brand. It is also important to remember that if a place has poor facilities and a poor image, a new brand by itself will not solve the problems. Any place marketing exercise needs to take account of the “offer”, the target market and the competition. “Differentiate or perish” is the advice from marketing professionals. The branding should address both content and the form of communication of the message (e.g. the language and visuals used, maybe even the font). It may involve a logo and a strap line. Ideas for a possible approach to a mirror workshop on this theme are set out in the table below.

Day 2	
09.00	Icebreaker - ?
09.20	Welcome from host
09.30	Expert presentation on principles of place promotion.
10.00	Panel discussion amongst local actors (e.g. politicians, officials, Chamber of Commerce) on the ways in which the town is currently promoted.
11.00	Coffee.
11.30	Walkabout to experience the “offer” of the town.
12.30	Lunch.
13.30	Group work on the “offer” – what is its point of parity (i.e. the general category or categories that define the offer of the place)? Is it one shared with other towns in YE or the IC? What might they learn from each other? What is the point of difference – i.e. what is it that makes this town special amongst all the others in the same category?
15.00	Tea.
15.30	Group discussion on who should be the target group for marketing the place? One strategy aimed at one key group, or multiple strategies for different groups, or one positioning strategy for the whole market?
16.00	Reviewing and revising your brand – from Planning Aid for Scotland to PAS. Presentation by PAS on how they went about rebranding. Questions and

16.45	discussion. Finish.
Day 3	
09.00	Introduction to the day and the tasks.
09.15	Presentation by Suwalki on their work on re-branding their town. Questions and discussion.
10.00	
10.30	Group work on developing a strap line for the town. Groups review existing web site for the town – what image does it portray to whom and how?
11.00	Coffee.
11.30	Work in groups on designing a logo.
12.30	Lunch.
13.30	Presentation by graphic artist on visual techniques that can be use din developing logos.
14.15	Groups work on designing logos.
15.15	Tea.
15.45	Presentation of logos and discussion.
16.30	Finish.
Day 4	
09.00	Introduction.
09.15	Entrepreneurship and the qualities of entrepreneurs. Presentation by an expert. Questions and discussion.
10.00	Social enterprises: what are they and how do they work? Presentation by PAS. Questions and Discussion.
10.30	Coffee.
11.00	What kind of new business might operate successfully in this town? Group work.
12.00	Lunch.
13.00	How to write a business plan. Expert presentation.
13.45	Group work exercise on writing a business plan for the proposed new business.
15.00	Tea.
15.30	Presentation of business plans.
16.30	Summary of the workshop.
16.45	Finish.
Evening	Farewell social event

Table 6: Possible programme for Mirror Workshop 3

The final Mirror Workshop

The final mirror workshop might focus on developing a participatory strategy for town development. This would be a synthesis of the many different things learned and skills developed through the project. Again PAS have done work along these lines that might be a useful base to build upon. Their *Charretteplus*[™] links spatial planning to community planning. It is focussed on place, and links design, action and delivery, while making use of scarce resources.

Learning Diaries

Each partner should help the each participant to build and maintain a record of what she/he has done and learnt through the duration of the project. Conscious reflection is important in learning by doing; without it the risk is that the “doing” dominates but can then become just a sequence of events that do not have a lasting impact on learning. In addition, the Learning Diaries can be a great source of evidence to use in the evaluation of the YE project. Getting the young participants to understand the value of this approach can also contribute to the sustainability of the learning. This would address one of the weaknesses that the evaluators of the proposal pointed to.

A common template should be adopted for the Learning Diaries. This will make it easier to share experiences internationally, and to integrate the findings in the evaluation at the end of the project. Table 6 sets out a possible template.

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

Table 6: Possible template for a Learning Diary.

APPENDIX 1

The Social Power game (Mirror Workshop 1).

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

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

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

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

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

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

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

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

APPENDIX 2

Place Survey methodology (Mirror Workshop 2).

Each group should have a map of its area.

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

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

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

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

STREETS AND PLACES

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

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

Does it feel safe to walk here?

Is there any provision for cyclists?

Is it easy to reach the area by public transport?

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

What should be done to improve the quality of spaces?

Which streets and spaces should be improved?

Which do NOT need to be improved?

How do people use the area?

Where do they relax and enjoy themselves?

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

BUILDINGS

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

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

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

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

SIGNAGE AND ADVERTISING.

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

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

What are the bad examples? Describe why.

TREE PLANTING AND VEGETATION.

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

Which trees are the most important – and why?

Should more trees be planted – where and why?