Co-funded by
the European Union

ERASMUS+ · 2026

RURAL RE-GEN lab

Rural Youth Work Toolkit

**Six steps to regenerate rural places
with young people**



ST'ART HUB ANGRI ETS · APS

ITALY · SPAIN · TÜRKIYE · HUNGARY · POLAND

ABOUT THIS PUBLICATION

Rural Youth Work Toolkit

Non-formal methods for youth workers who want to regenerate rural territories

Project	Rural RE-GENERATION LAB: youth workers as changemakers for rural sustainability
Programme	Erasmus+ Key Action 1, Mobility of youth workers (KA153-YOU)
Reference	2025-3-IT03-KA153-YOU-000375256
Activity	Training course, June 2026 (six activity days), Cava de' Tirreni (SA), Italy
Coordinator	ST'ART HUB ANGRI ETS – APS, Angri (SA), Italy · www.starthubangri.it
Partners	Campusia SL (Spain) · Uluslararası Akdeniz Gönüllülük Derneği – UAGDER (Türkiye) · Kállósemjéni Diákokért és Ifjakért Egyesület (Hungary) · Fundacja See Beyond (Poland)
Edition	First edition, 2026
Licence	Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0). You are free to share and adapt this material, giving appropriate credit and sharing under the same licence.
How to cite	ST'ART HUB ANGRI (2026). *Rural Youth Work Toolkit*. Erasmus+ project Rural RE-GEN LAB, 2025-3-IT03-KA153-YOU-000375256.

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Italian National Agency for Youth (Agenzia Italiana per la Gioventù). Neither the European Union nor the granting authority can be held responsible for them.

CONTENTS

Inside this toolkit

— Why this toolkit 4

— Where it comes from 5

— The method 6

— How to use it 7

01  **Notice** · Real-World Problem Framing, The Safe Place 8

02  **Explore** · Educational Photo Scavenger Hunt, Six Capitals Rural Asset Map 12

03  **Imagine** · Crazy 8s, Brainwriting 6-3-5, What If?, Six Thinking Hats 16

04  **Collaborate** · Speed Meeting, Group Social Contract, Stakeholder Mapping, Roleplay: Diplomacy & Mediation 22

05  **Act** · Digital Storytelling, Digital & AI Tools for Changemakers, The Two-Day Rural Hackathon, Mentorship Rounds 28

06  **Multiply** · Pitch Session, The Export Kit, Pizza Feedback, Youthpass Reflection 34

— Your first 30 days 41

— Resources 42

WHY THIS TOOLKIT

Rural Europe is not empty. It is being emptied.

83%
of the EU's territory is rural

30%
of Europeans live there: 137 million people

48.5%
of Italian municipalities are in "inner areas", far from essential services

–5%
population of Italian inner areas between 2014 and 2024

82%
of inner-area municipalities are expected to lose inhabitants by 2043

192k
Italians aged 25–34 moved abroad between 2019 and 2023

Behind these numbers there are schools that close, services that move away and young people who feel they must leave to build a future. Yet rural territories hold enormous resources: landscapes, traditions, networks of trust, empty spaces waiting for new uses. **Youth workers are often the first to see both sides.** This toolkit gives them practical methods to turn that awareness into action, together with young people.

Sources: European Commission, Long-term vision for the EU's rural areas; ISTAT, Demografia delle aree interne (2024); ISTAT, Migrazioni interne e internazionali della popolazione residente, anni 2023–2024 (2025).

WHERE IT COMES FROM

RURAL RE-GEN lab

Rural RE-GEN LAB is a European project funded by the Erasmus+ programme of the European Union. In June 2026, **25 youth workers from five countries** met for six days in Cava de' Tirreni, in southern Italy, to learn and test non-formal methods for the sustainability of rural areas.

25	5	6	1
youth workers	countries	days	hackathon

OUR GOALS

- Strengthen the competences of youth workers active in rural areas.
- Test methods that help young people read, imagine and transform their territories.
- Build a transnational network of rural changemakers that continues after the project.

THE PARTNERSHIP

ITALY
ST'ART HUB ANGRI ETS – APS (coordinator)

SPAIN
Campusia SL

TÜRKIYE
Uluslararası Akdeniz Gönüllülük Derneği – UAGDER

HUNGARY
Kállósemjéni Diákokért és Ifjakért Egyesület

POLAND
Fundacja See Beyond

THE METHOD

Six steps, one cycle

The toolkit follows the journey of a changemaker: from noticing a problem to multiplying a solution. Each step has its own sticker and colour.

01



NOTICE

ACCORGERSI

Start by seeing what others no longer see.

02



EXPLORE

ESPLORARE

Get out of your head and into the field.

03



IMAGINE

IMMAGINARE

See what does not exist yet.

04



COLLABORATE

COLLABORARE

Nobody regenerates a place alone.

05



ACT

AGIRE

Ideas matter when they leave a mark.

06



MULTIPLY

MOLTIPLICARE

A good idea does not stay in one village.

Multiply feeds the next Notice: every solution becomes a signal for someone else.

HOW TO USE IT

A box of tools, not a recipe

You can follow the six steps in order, as we did in a six-day training course, or pick a single method for a two-hour workshop. Every method page has the same structure:

TIME	GROUP	MATERIALS	LEVEL
How long it takes	**Ideal number of people**	**What to prepare**	**Beginner, intermediate or advanced**

FACILITATOR TIP

Practical advice from the team that ran the methods.

RURAL TWIST

How to adapt the method to small villages and rural contexts.

At the end of each section you will find a **printable worksheet**. Print it in A4 or A3 and use it with your groups.

FIVE PRINCIPLES WE FACILITATE BY

01 **Start from people, not from problems.** Trust comes first.

02 **Learn by doing.** Non-formal education means experience first, reflection after.

03 **Everyone in.** Adapt languages, times and spaces so that young people with fewer opportunities can take part fully.

04 **Anchor to a real place.** Every method works better with a real territory on the table.

05 **Leave something behind.** A map, a video, a plan: give results back to the community.

01



NOTICE

ACCORGERSI

Start by seeing what others no longer see.

01 · NOTICE · METHOD 1



Every change begins with attention. A school that closes, a bus line that disappears, friends who leave and do not come back: in many rural places these things have become "normal". Noticing means refusing to call them normal, and turning a vague feeling into a clear, shared problem.

Real-World Problem Framing

TIME	GROUP	MATERIALS	LEVEL
60–90 min	4–30, teams of 4–6	Flipchart, sticky notes, markers, Problem Framing Canvas	Beginner

OBJECTIVE

Move from a general topic ("young people are leaving") to a precise problem statement a team can work on.

STEP BY STEP

01 Each team picks a challenge from their own territory and writes it in one sentence.

02 List the symptoms: what can you see, hear or measure? One sticky note per fact.

03 Ask "why?" five times to dig from symptoms to root causes.

04 Check the evidence: which facts are data, which are opinions? Mark them differently.

05 Name who is most affected and who is missing from the conversation.

06 Rewrite the problem as a question that opens possibilities: "How might we...?"

FACILITATOR TIP

Push teams away from problems that are too big ("depopulation") or too small ("no bench in the square"). A good problem fits in one sentence and one village.

RURAL TWIST

Invite one local resident (a shop owner, a grandparent, a teacher) for 15 minutes to react to each team's problem statement.

MY NOTES

01 · NOTICE · METHOD 2

The Safe Place



TIME	GROUP	MATERIALS	LEVEL
30–45 min	6–30	Paper, coloured pencils, calm background music	Beginner

OBJECTIVE

Help participants notice their own relationship with places, and build trust in the group before working on difficult topics.

STEP BY STEP

01 Invite participants to close their eyes and think of a place where they feel safe or "at home".

02 In silence, they draw or describe it: colours, sounds, people, smells.

03 In groups of three, each person shares their place and why it matters.

04 In plenary, collect common elements: what makes a place feel like home?

05 Connect the discussion to rural places: which of these elements are disappearing, and which can be rebuilt?

FACILITATOR TIP

Make sharing optional. Some places are linked to memories people may not want to open in public.

RURAL TWIST

Run it outdoors, in a meaningful spot of the village. The place itself becomes part of the reflection.

MY NOTES

WORKSHEET · 01 NOTICE

Problem Framing Canvas

Team: _____

Date: _____

WHAT IS HAPPENING?

Describe the situation in one or two sentences.

WHO IS AFFECTED?

People, groups, generations.

WHAT DO WE SEE?

Symptoms, facts, numbers.

WHY? (X5)

Dig from symptoms to root causes.

WHAT DO WE KNOW?

Data and sources. Mark opinions differently.

WHO IS MISSING?

Voices not yet in the conversation.

HOW MIGHT WE…?

Rewrite your problem as an open question.

02



EXPLORE

ESPLORARE

Get out of your head and into the field.

IN THIS SECTION: EDUCATIONAL PHOTO SCAVENGER HUNT · SIX CAPITALS RURAL ASSET MAP · WORKSHEET

02 · EXPLORE · METHOD 1



A territory cannot be understood from a meeting room. Exploring means walking the streets, talking to the people who live there, and discovering the resources that already exist, often unused. It also means looking beyond: what worked elsewhere in Europe?

Educational Photo Scavenger Hunt

TIME	GROUP	MATERIALS	LEVEL
90–120 min	Teams of 3–5	Smartphones, printed prompt list, map of the area, shared photo folder	Beginner

OBJECTIVE

Discover a territory through the eyes of a team, looking for both problems and hidden resources.

STEP BY STEP

01 Give each team the same list of 8–10 prompts, for example: a place that used to be full of life; something only this village has; a sign of young people; an unused space; a tradition; a meeting point.

02 Teams explore the area and take one photo per prompt, with a short caption.

03 Encourage at least two short conversations with locals along the way.

04 Back in the room, print or project the photos and build a shared photo wall.

05 Debrief: what surprised you? Which photos show problems, which show opportunities?

FACILITATOR TIP

Set a strict return time and a meeting point. Ask every team to share their live location for safety.

RURAL TWIST

In villages with few people around, add prompts that can be found without encounters: architecture, signs, nature, abandoned objects.

MY NOTES

02 · EXPLORE · METHOD 2



Six Capitals Rural Asset Map

TIME	GROUP	MATERIALS	LEVEL
60–90 min	Teams of 4–6	Six Capitals worksheet (A3), sticky notes in six colours, dot stickers	Intermediate

OBJECTIVE

Map the resources a place already has, instead of starting from what is missing.

STEP BY STEP

01 Introduce six kinds of capital: natural, cultural, human, social, built and economic.

02 Teams write one asset per sticky note and place it in the right capital (use the photos from the scavenger hunt).

03 For each asset, mark if it is used, under-used or abandoned.

04 Add who "holds" each asset: a person, an association, the municipality, nobody.

05 With dot stickers, each person votes for the three under-used assets with the most potential.

06 The most voted assets become starting points for the Imagine phase.

FACILITATOR TIP

Social and cultural capitals are often forgotten. Ask: who are the people everyone in the village knows? What do people still do together?

RURAL TWIST

This map is a powerful thing to give back to the municipality or local association at the end of the activity.

MY NOTES

WORKSHEET · 02 EXPLORE

Six Capitals Rural Asset Map

Team: _____

Date: _____

NATURAL CAPITAL

Landscape, water, land, biodiversity

USED ○ UNDER-USED ○ ABANDONED ○

CULTURAL CAPITAL

Traditions, festivals, crafts, dialect, heritage

USED ○ UNDER-USED ○ ABANDONED ○

HUMAN CAPITAL

Skills, knowledge, talents, health

USED ○ UNDER-USED ○ ABANDONED ○

SOCIAL CAPITAL

Associations, networks, trust, people everyone knows

USED ○ UNDER-USED ○ ABANDONED ○

BUILT CAPITAL

Buildings, empty spaces, roads, internet

USED ○ UNDER-USED ○ ABANDONED ○

ECONOMIC CAPITAL

Businesses, products, jobs, funding

USED ○ UNDER-USED ○ ABANDONED ○

Top 3 assets with potential: _____

03



IMAGINE

IMMAGINARE

See what does not exist yet.

IN THIS SECTION: CRAZY 8S · BRAINWRITING 6-3-5 · WHAT IF? · SIX THINKING HATS · WORKSHEET

03 · IMAGINE · METHOD 1



A gentle revolution starts with an idea. In this phase quantity beats quality: we generate many ideas quickly, without judging them, and only later choose the most promising ones. You do not need to know how yet. You only need to ask: what if?

Crazy 8s

TIME	GROUP	MATERIALS	LEVEL
20–30 min	Any, individually then in teams	A4 sheets, thick markers, timer	Beginner

OBJECTIVE

Generate many different ideas very quickly, beating the fear of the blank page.

STEP BY STEP

01 Each person folds an A4 sheet three times to get 8 panels (or uses the Crazy 8s worksheet).

02 Set a timer: 8 minutes, one minute per panel.

03 In each panel, sketch or write one idea that answers the team's "How might we...?" question.

04 Share the sheets in the team: each person presents their ideas in 2 minutes.

05 Everyone marks their favourite ideas with a dot; the team keeps the 3 most voted.

FACILITATOR TIP

Stress that drawing skills do not matter. Stick figures and arrows are perfect. Bad ideas are welcome: they often lead to good ones.

RURAL TWIST

Use a real under-used asset from the Six Capitals map as the starting point, so ideas stay anchored to the place.

MY NOTES

03 · IMAGINE · METHOD 2



Brainwriting 6-3-5

TIME	GROUP	MATERIALS	LEVEL
35–45 min	Teams of 6	One brainwriting sheet per person (3 columns, 6 rows), timer	Beginner

OBJECTIVE

Let every voice count, including quieter participants, and build ideas on top of each other.

STEP BY STEP

01 Six people sit in a circle, each with a sheet. The challenge is written at the top.

02 Round 1: in 5 minutes, each person writes 3 ideas in the first row.

03 Pass the sheet to the right. Read the ideas you received and add 3 new ones, developing or combining them.

04 Repeat for 6 rounds, until each sheet is full: up to 108 ideas in about 30 minutes.

05 Read all sheets and cluster similar ideas on a wall.

FACILITATOR TIP

Silence is part of the method. Ask the group not to talk during the rounds; discussion comes at the end.

RURAL TWIST

Works well with mixed groups (young people, local adults, administrators) because nobody dominates the conversation.

MY NOTES

03 · IMAGINE · METHOD 3



What if?

TIME	GROUP	MATERIALS	LEVEL
30–45 min	Teams of 3–6	Provocation cards, flipchart	Beginner

OBJECTIVE

Break habits of thinking with bold "what if" provocations.

STEP BY STEP

01 Prepare cards with provocations, for example: What if the village had no cars? What if young people ran the council for one year? What if the old school became the most visited place in the region? What if every empty house had a new resident?

02 Each team draws a card and has 10 minutes to imagine that world in detail.

03 Teams extract one realistic idea from the provocation: what part of it could start tomorrow?

04 Share in plenary: provocation, imagined world, realistic idea.

FACILITATOR TIP

The provocation is a trampoline, not the destination. Always end with the question: what could we really do?

RURAL TWIST

Invite participants to write their own "what if" cards about their home villages and exchange them between countries.

MY NOTES

03 · IMAGINE · METHOD 4



Six Thinking Hats

TIME	GROUP	MATERIALS	LEVEL
45–60 min	Teams of 4–6	Six coloured cards or hats, flipchart, timer	Intermediate

OBJECTIVE

Evaluate the best ideas from different angles, as a team, without turning discussion into a fight. (Method by Edward de Bono.)

STEP BY STEP

01 White hat: facts and data. What do we know, what do we need to know?

02 Red hat: feelings. What is our gut reaction? (30 seconds each, no justification.)

03 Black hat: risks. What could go wrong?

04 Yellow hat: benefits. Why could this work, who gains?

05 Green hat: creativity. How can we improve the idea or solve the risks?

06 Blue hat: process. What do we decide, what is the next step?

FACILITATOR TIP

Everyone wears the same hat at the same time. This "parallel thinking" stops the usual split between optimists and critics.

RURAL TWIST

Add a seventh question at the end: how does this idea change the life of someone who is 80, and of someone who is 16?

MY NOTES

WORKSHEET · 03 IMAGINE

Crazy 8s

Team: _____

Date: _____

Our "How might we...?" question: _____

01

02

03

04

05

06

07

08

04



COLLABORATE

COLLABORARE

Nobody regenerates a place alone.

IN THIS SECTION: SPEED MEETING · GROUP SOCIAL CONTRACT · STAKEHOLDER MAPPING · ROLEPLAY: DIPLOMACY & MEDIATION · WORKSHEET



Like a hive, a community works when everyone brings something. This section helps a group become a team, agree on how to work together, map who matters in a territory and practise the hardest skill of all: finding common ground when interests clash.

Speed Meeting

TIME	GROUP	MATERIALS	LEVEL
20–30 min	10–40	Timer or bell, question cards, open space	Beginner

OBJECTIVE

Break the ice quickly and help a new international group discover each other.

STEP BY STEP

01 Arrange two lines or two circles facing each other.

02 Read a question aloud, for example: Where are you from, and what do you love about it? What would make you stay in a place? Which project are you proud of?

03 Pairs have 3 minutes to answer, then one line shifts one place.

04 Repeat for 6–8 rounds with different questions.

05 Close with a quick round: one surprising thing you learned about someone.

FACILITATOR TIP

Mix light and deeper questions. Start easy, finish with something that connects to the theme of the project.

RURAL TWIST

Add a question about each person's home village, and keep a map on the wall where everyone places a pin.

MY NOTES



Group Social Contract

TIME	GROUP	MATERIALS	LEVEL
30–45 min	Any	Large paper, markers, stickers for signatures	Beginner

OBJECTIVE

Co-create the rules of the group, so that everyone feels safe and responsible.

STEP BY STEP

01 Ask: what do you need from this group to give your best? Collect answers on sticky notes.

02 Ask: what do you offer to this group? Collect a second set.

03 Cluster the notes into 6–10 shared agreements written in positive language ("We listen until the end").

04 Read the contract aloud and check that everybody agrees.

05 Everyone signs. Hang the contract in the room for the whole activity and refer back to it when needed.

FACILITATOR TIP

Include agreements about phones, punctuality, languages and the right to say "pass".

RURAL TWIST

The same tool works for local youth groups or new associations: it is the first step towards shared governance.

MY NOTES

04 · COLLABORATE · METHOD 3



Stakeholder Mapping

TIME	GROUP	MATERIALS	LEVEL
45–60 min	Teams of 4–6	Stakeholder Map worksheet, sticky notes, markers	Intermediate

OBJECTIVE

Understand who has a stake in a problem and who should be involved in the solution.

STEP BY STEP

01 Write the team's problem at the centre of the map.

02 List every person, group or institution connected to it: one sticky note each.

03 Place them on three rings: core (directly affected or deciding), direct (involved), indirect (influenced or influencing from afar).

04 Draw lines: who talks to whom? Where are the broken or missing connections?

05 Mark with a star the three actors you must involve first, and decide who will contact them.

FACILITATOR TIP

Always ask: who is not in the room? Young people, newcomers and elderly people are often missing from local decisions.

RURAL TWIST

In small places, one person can have many roles (the mayor is also the café owner). Note all of them: it is a resource.

MY NOTES



Roleplay: Diplomacy & Mediation

TIME	GROUP	MATERIALS	LEVEL
90 min	10–30	Role cards, a scenario sheet, a "town hall" set-up	Advanced

OBJECTIVE

Practise listening, negotiation and mediation by simulating a real local conflict.

STEP BY STEP

01 Present a scenario, for example: the municipality must decide what to do with an abandoned school building.

02 Distribute role cards: mayor, young people, shop owners, elderly residents, an environmental group, a private investor, a mediator.

03 Give 15 minutes to prepare: each role writes its interests, fears and red lines.

04 Run a 40-minute town hall meeting led by the mediator, aiming for a shared decision.

05 Step out of the roles and debrief: how did it feel? What helped agreement, what blocked it?

Facilitator tip

The debrief is the most important part. Leave at least 25 minutes for it and make sure people leave their roles behind.

Rural twist

Use a real dilemma from one of the participants' villages. It becomes a rehearsal for real meetings.

My notes

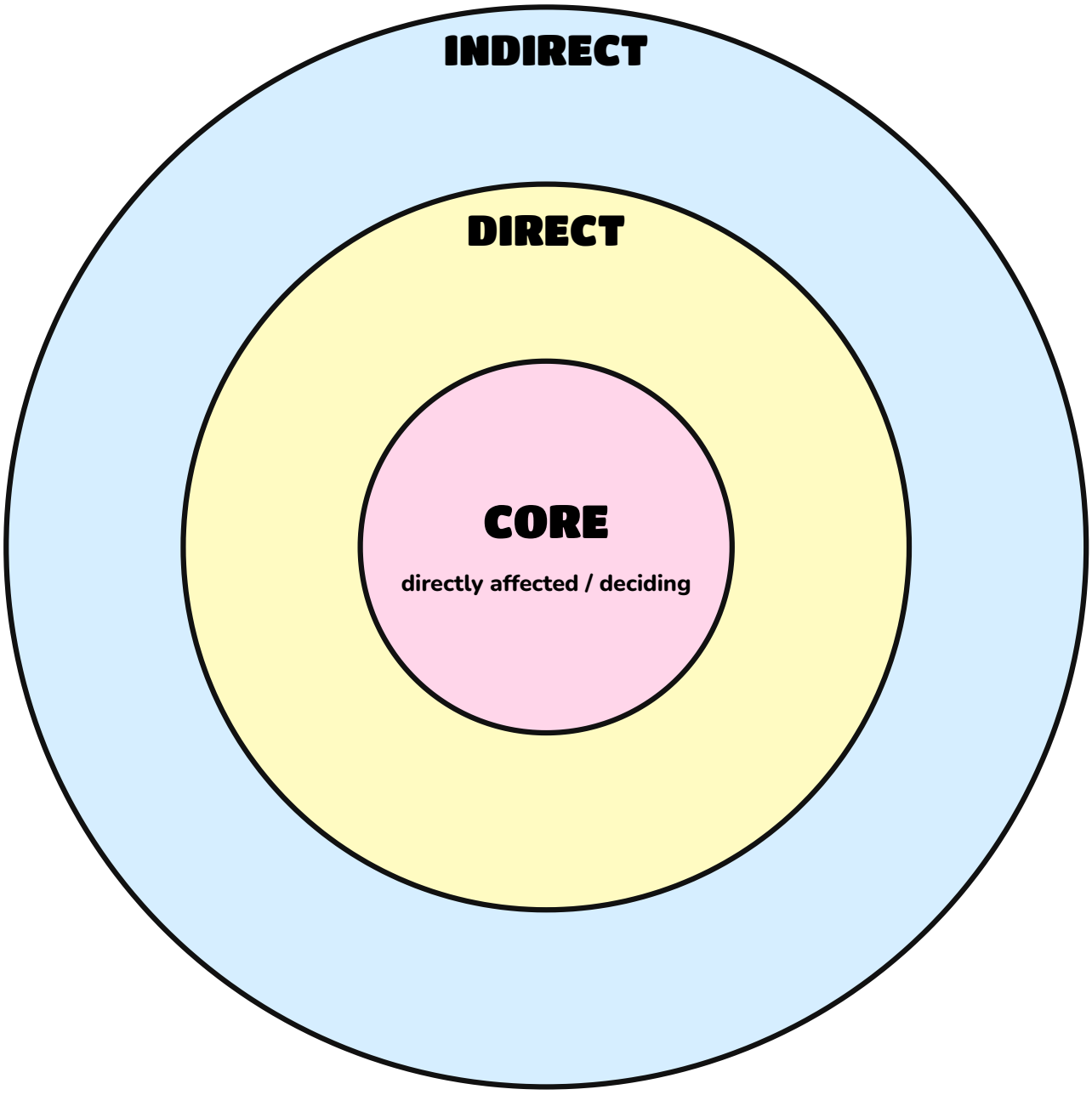
WORKSHEET · 04 COLLABORATE

Stakeholder Map

Team: _____

Date: _____

Our problem: _____



★ Mark the three actors to involve first · draw lines between actors who talk to each other · dashed lines = missing connections

05



ACT

AGIRE

Ideas matter when they leave a mark.

05 · ACT · METHOD 1



Action turns ideas into something people can see. Here you will find the formats we used to move from ideas to concrete plans: telling the story of a place, using digital tools wisely, and the two-day rural hackathon at the heart of RE-GEN LAB.

Digital Storytelling

TIME	GROUP	MATERIALS	LEVEL
2–3 h	Teams of 3–4	Smartphones, free editing app, storyboard sheet	Intermediate

OBJECTIVE

Tell the story of a place or a person in a 60–90 second video that can reach thousands of people.

STEP BY STEP

01 Choose one story: a person who stayed, a place that changed, a problem nobody talks about.

02 Build it in three acts: before (the situation), turning point (what changed), after (the possibility).

03 Draw a storyboard of 6 frames: what we see, what we hear.

04 Shoot vertical videos and natural sound. Interviews of 20–30 seconds are enough.

05 Edit, add subtitles (many people watch without sound) and screen the videos together.

FACILITATOR TIP

Always ask consent before filming people and explain where the video will be published.

RURAL TWIST

These videos are perfect dissemination content for Instagram and TikTok, and a gift to the communities that welcomed you.

MY NOTES

05 · ACT · METHOD 2



Digital & AI Tools for Changemakers

TIME	GROUP	MATERIALS	LEVEL
90 min	Any	Laptops or smartphones, internet, examples	Intermediate

OBJECTIVE

Use free digital and AI tools to research, create and communicate, in a critical and responsible way.

STEP BY STEP

01 Show 3–4 concrete uses: finding data about a territory, translating materials, creating visuals, drafting a project idea.

02 In pairs, participants try one tool on their own project for 30 minutes.

03 Discuss the limits: AI can be wrong, can invent facts and can reproduce stereotypes.

04 Agree on three rules: verify every fact, protect personal data, say when content was made with AI.

FACILITATOR TIP

Focus on what participants can do tomorrow with a phone and free tools, not on technology for its own sake.

RURAL TWIST

Digital tools can reduce distance (remote work, online services, visibility). Ask: which digital service is missing in your village?

MY NOTES

05 · ACT · METHOD 3



The Two-Day Rural Hackathon

TIME	GROUP	MATERIALS	LEVEL
2 days	20–40, teams of 4–6	All worksheets in this toolkit, mentors, a jury, a pitch space	Advanced

OBJECTIVE

Turn real problems of rural territories into concrete project ideas in 48 hours.

STEP BY STEP

01 Day 1 morning: inspirational talks from local changemakers and challenge presentation.

02 Day 1 afternoon: team formation, Problem Framing, Crazy 8s and Brainwriting.

03 Day 1 end: first mentorship round and choice of one idea per team.

04 Day 2 morning: Six Thinking Hats, prototype (a poster, a mock-up, a short video) and second mentorship round.

05 Day 2 afternoon: Action Plan and Export Kit, then a 3-minute pitch per team and feedback from the jury.

FACILITATOR TIP

Energy drops in the afternoon of day 1: plan a short outdoor energiser and good food. A hackathon is also an emotional journey.

RURAL TWIST

Ask local institutions to propose real challenges and to sit on the jury. This raises motivation and the chance of follow-up.

MY NOTES

05 · ACT · METHOD 4



Mentorship Rounds

TIME	GROUP	MATERIALS	LEVEL
45–60 min per round	Teams + 3–5 mentors	Mentor question sheet, timer, a bell	Intermediate

OBJECTIVE

Give teams quick, expert feedback at the moments when they need it most.

STEP BY STEP

01 Invite mentors with different backgrounds: youth work, local government, business, communication.

02 Each mentor sits at a table; teams rotate every 12–15 minutes.

03 Teams present in 2 minutes, then ask the mentor one specific question.

04 Mentors answer with three prompts: what is strong, what is unclear, what would you test first?

05 Teams note the feedback and choose what to change.

FACILITATOR TIP

Brief mentors beforehand: they should ask questions and give options, not take over the idea.

RURAL TWIST

Former participants of previous projects make excellent mentors and role models.

MY NOTES

WORKSHEET · 05 ACT

Action Plan

Team: _____

Date: _____

Our idea in one sentence: _____

Our goal in 12 months: _____

STEP	WHO	WHEN	RESOURCES NEEDED
01			
02			
03			
04			
05			
06			
07			

FIRST STEP THIS MONTH

HOW WILL WE KNOW IT WORKS?

06



MULTIPLY

MOLTIPLICARE

A good idea does not stay in one village.

IN THIS SECTION: PITCH SESSION · THE EXPORT KIT · PIZZA FEEDBACK · YOUTHPASS REFLECTION · WORKSHEET

06 · MULTIPLY · METHOD 1



Impact grows when solutions travel. This last step is about presenting your idea convincingly, documenting it so others can replicate it, and reflecting on what you learned, so that every project becomes the starting point for the next one.

Pitch Session

TIME	GROUP	MATERIALS	LEVEL
60–90 min	All teams + jury	Projector or posters, timer, scoring sheet	Intermediate

OBJECTIVE

Present an idea clearly and convincingly in three minutes.

STEP BY STEP

01 Structure the pitch in five parts: the problem, the people affected, the idea, the first step, what you need.

02 Rehearse at least twice with another team, timing it.

03 Each team pitches for 3 minutes; the jury asks questions for 2 minutes.

04 The jury scores four criteria: relevance for the territory, feasibility, replicability, youth participation.

05 Close with feedback for every team, not only for the winners.

FACILITATOR TIP

A story beats a list of numbers. Open the pitch with a person or a moment, not with a definition.

RURAL TWIST

Record the pitches: they can be sent to the municipality or used to apply for small grants.

MY NOTES

06 · MULTIPLY · METHOD 2



The Export Kit

TIME	GROUP	MATERIALS	LEVEL
60 min	Teams of 4–6	Export Kit worksheet	Intermediate

OBJECTIVE

Document an idea so that another organisation, in another territory, can replicate it.

STEP BY STEP

01 Summarise the solution in one sentence anyone can understand.

02 Explain what made it work: the key ingredients.

03 List what is needed: people, time, budget, spaces, partners.

04 Describe how to adapt it to a different territory: what can change, what must stay.

05 Add a contact and share the kit with the network.

FACILITATOR TIP

Write for a reader who was not in the room. If a stranger cannot understand it, it cannot be replicated.

RURAL TWIST

Collect all Export Kits in one shared folder or website: it becomes a library of rural solutions.

MY NOTES

06 · MULTIPLY · METHOD 3



Pizza Feedback

TIME	GROUP	MATERIALS	LEVEL
10–15 min daily	Any	Pizza wheel worksheet, coloured pencils	Beginner

OBJECTIVE

Collect quick, visual feedback at the end of each day.

STEP BY STEP

01 Each "slice" of the pizza is a dimension: content, methods, group, energy, food, learning, facilitation, free choice.

02 Participants colour each slice from the centre: the more they colour, the higher the score (1 to 5).

03 Add one word on the crust: the word of the day.

04 Hang all pizzas on the wall: patterns are visible in seconds.

05 The team of facilitators reads them in the evening and adapts the next day.

FACILITATOR TIP

Show on the next morning what you changed thanks to the feedback. People give better feedback when they see it matters.

RURAL TWIST

The same wheel works for evaluating local events with residents of every age.

MY NOTES

06 · MULTIPLY · METHOD 4



Youthpass Reflection

TIME	GROUP	MATERIALS	LEVEL
45–60 min	Any	Youthpass reflection worksheet, quiet space	Beginner

OBJECTIVE

Help participants recognise what they learned, using the eight key competences of the Youthpass certificate.

STEP BY STEP

01 Introduce the eight key competences for lifelong learning.

02 Each participant writes, for each competence, one moment of the week when they used or developed it.

03 In pairs, they read each other's notes and ask: what else did you learn there?

04 Each person chooses the three competences they want to describe in their Youthpass.

05 Close with a personal action plan: what will I do with this in the next six months?

FACILITATOR TIP

Reflection works better if it happens a little every day, not only at the end.

RURAL TWIST

Ask participants how they will bring one method back to their own organisation within six months.

MY NOTES

WORKSHEET · 06 MULTIPLY

Export Kit

Team: _____

Date: _____

THE PROBLEM

Which problem does it solve, where?

THE SOLUTION

One sentence anyone can understand.

KEY INGREDIENTS

What made it work?

WHAT YOU NEED

People, time, budget, spaces, partners.

HOW TO ADAPT IT

What can change, what must stay the same?

RESULTS SO FAR

What happened, who was involved?

Contact: _____

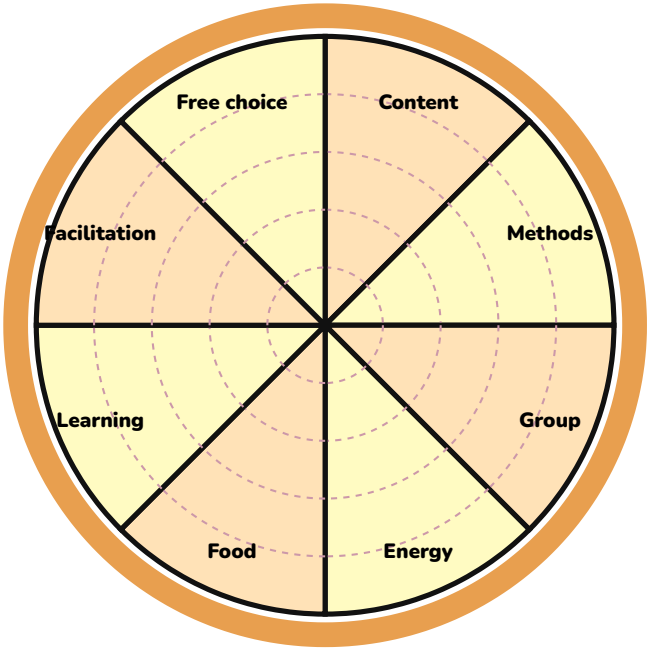
Organisation / territory: _____

WORKSHEET · 06 MULTIPLY

Pizza Feedback & Youthpass

Name: _____

Day: _____



Colour each slice from the centre: 1 ring = low, 5 rings = high.
Write your word of the day on the crust.

01 LITERACY
When did I use or develop it?

02 MULTILINGUAL
When did I use or develop it?

03 MATHEMATICS, SCIENCE, TECHNOLOGY & ENGINEERING
When did I use or develop it?

04 DIGITAL
When did I use or develop it?

05 PERSONAL, SOCIAL & LEARNING TO LEARN
When did I use or develop it?

06 CITIZENSHIP
When did I use or develop it?

07 ENTREPRENEURSHIP
When did I use or develop it?

08 CULTURAL AWARENESS & EXPRESSION
When did I use or develop it?

MY ACTION PLAN: WHAT WILL I DO WITH THIS IN THE NEXT 6 MONTHS?

YOUR TURN

Your first 30 days as a rural changemaker

You do not need a big project to start. Use this plan with a small group of young people in your own village.



Days 1–5 NOTICE

Run a Safe Place session and a Problem Framing workshop. Choose one problem.



Days 6–10 EXPLORE

Organise a Photo Scavenger Hunt and build your Six Capitals map.



Days 11–15 IMAGINE

Generate ideas with Crazy 8s and Brainwriting. Test the best three with the Six Thinking Hats.



Days 16–20 COLLABORATE

Draw your Stakeholder Map, agree a group contract and meet the three actors you must involve first.



Days 21–25 ACT

Write your Action Plan, film a short digital story and present the idea to someone who can help.



Days 26–30 MULTIPLY

Pitch your idea, fill in the Export Kit and share it with the Rural RE-GEN LAB network.

GO FURTHER

Resources

Erasmus+ Programme erasmus-plus.ec.europa.eu	Funding opportunities for youth exchanges, youth worker mobility and partnerships.
Agenzia Italiana per la Gioventù agenziagioventu.gov.it	The Italian National Agency managing the youth strand of Erasmus+ and the European Solidarity Corps.
SALTO-YOUTH Toolbox salto-youth.net/tools/toolbox	Hundreds of free non-formal education methods shared by youth workers across Europe.
Youthpass youthpass.eu	The European recognition tool for learning in youth projects, with the eight key competences.
European Youth Goals youth-goals.eu	Goal #6 "Moving Rural Youth Forward" sets the European agenda for young people in rural areas.
EU Rural Vision rural-vision.europa.eu	The European Commission's long-term vision for rural areas up to 2040.
ISTAT istat.it	Official Italian statistics, including reports on inner areas and youth migration.



Staying is a choice. Regenerating is a mission.

Rural RE-GEN LAB is now a community of youth workers and young changemakers. Share your stories, ideas and tools with us.

#RuralChangemakers

Rural RE-GEN lab

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Italian National Agency for Youth (Agenzia Italiana per la Gioventù). Neither the European Union nor the granting authority can be held responsible for them.