RURAL CREATIVE LABS
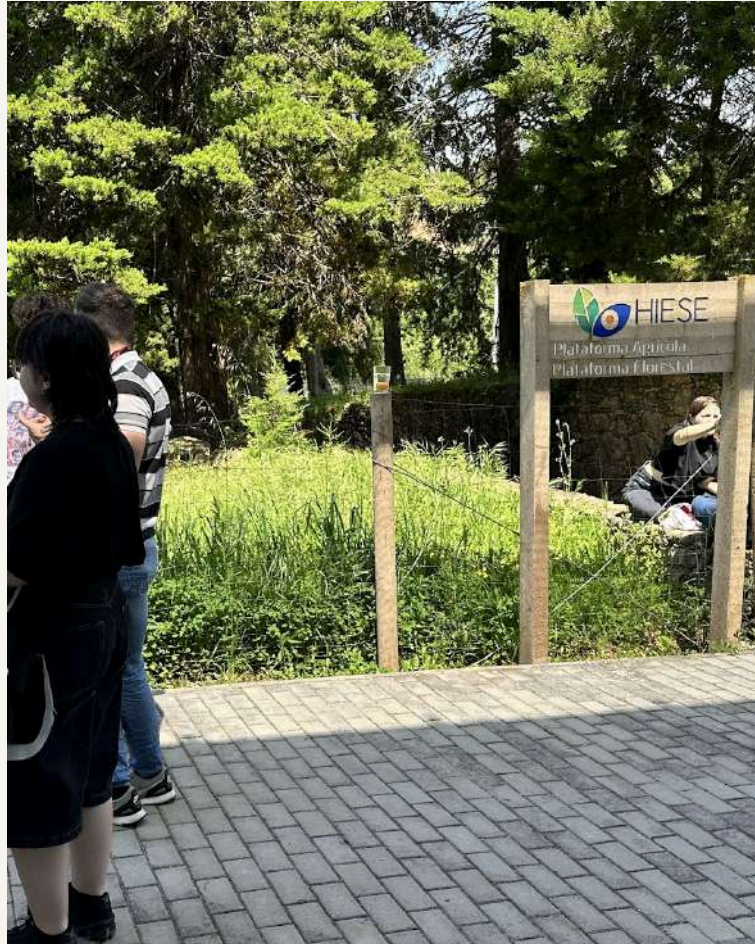
Where young adults meet arts, entrepreneurship and digital tools to reinvent rural areas

TOOLKIT

Where young adults meet arts, entrepreneurship, and digital tools to reinvent rural areas

INTRODUCTION

The Rural Creative Labs (RCL) project, part of the Erasmus+ KA2 initiative in Adult Education, addresses the needs of young adults in rural areas affected by depopulation and economic decline. This issue, driven by the emigration of young people seeking opportunities, creates a vicious cycle that lowers birth rates, ages the population, and weakens the local economy. To break this cycle, RCL aims to promote entrepreneurship as a strategy to revitalize rural communities, diversify their economies, and encourage civic engagement. Through the exchange of good practices between Spain, Portugal, and Italy, the project fosters entrepreneurship among young adults using digital and artistic tools, while also building the capacity of adult facilitators. Ultimately, RCL seeks to combat depopulation and enhance personal and professional fulfillment in rural areas.

CONTENT

Introduction

1. The project "Rural Creative Labs: where young adults meet arts, entrepreneurship, and digital tools to reinvite rural areas"

The project RCL-Rural Creative Labs-, is an Erasmus+ KA2 Small scale initiative in the field of Adult Education.

The project starts from the analysis of rural areas and of the needs faced by young adults in those areas. Nowadays, rural depopulation is perpetuated due to a "vicious circle of decline": the people who emigrate from rural regions looking for opportunities and prosperity are generally young adults. This decreases birth rates, which in turn creates negative natural growth, an aging population, and lower economic dynamism. In addition, there are more people at risk of poverty or social exclusion than in urban zones (especially in Eastern and Southern Member States). Thus, demographic decline is almost always accompanied by economic decline and we need to break this cycle.

As rural economies change, new strategies for sustaining rural communities, such as encouraging entrepreneurship, must be explored. Entrepreneurship has the potential to boost local economies and social capital by tapping local talent and resources and to help keep rural populations from declining even further. Through entrepreneurial growth, rural economies can diversify and become less dependent on the economic pendulum swings affecting agriculture and other rural industries. But also can open doors to active citizenship processes and boosts the involvement of the rural population in policy making at local, national and European level.

Through the exchange of good practices between Spain, Portugal and Italy, **Rural Creative Labs aims to increase the sense of initiative and entrepreneurship mindset in young adult population living in rural areas** by investing in new digital and creative/artistic tools, the capacity building of adult facilitators and creating transnational opportunities for learners at European level. Giving the tools and conditions for young adults to (re)invite themselves and their rural communities, the project wants to contribute to the fight against depopulation and personal and professional fulfillment.

RCL Objectives

1. Promote the exchange of good practices and methodologies among NGOs/entrepreneurship/digital learning centers and other local entities from 3 EU countries.
2. Design quality transnational training and networking opportunities to empower young adults and educators living in rural areas.
3. Increase soft skills, entrepreneurship and digital competence in rural young adults and educators population at local/global level.
4. Contribute to the sense of belonging as European Citizens and motivate participants to learn more about the EU, creating a European Network.
5. Invest in the capacity building of adult facilitators promoting high-quality work and innovative methods of reaching out to rural youth.

Target groups

1. **YOUNG ADULTS LIVING IN RURAL AREAS -** that want to continue living and enjoying the rural lifestyle without abdicating of personal and professional development. This target that can be from people with fewer opportunities, low school education, NEETS to entrepreneurs, high-skilled adults or already employed people that want to boost their skills and contribute to the future of rural areas.
2. **ADULT EDUCATORS/facilitators/volunteers** who work with young adult learners in rural areas and are interested in deepening their knowledge and skills of the purposeful use of digital technologies, creative arts, soft skills and entrepreneurship to boost the sense of initiative and the community spirit in rural areas.
3. **LOCAL COMMUNITIES** – The project involved local stakeholders and invited the local community to know the project and be involved in the activities as well as to encourage them to create an international network and be part of E+ future actions.

Activities

1. **Transnational training activities** dedicated to adult educators, partner organizations and associated partner organizations in different countries (Portugal and Spain) aimed to expand their network and good practices knowledge, deepen processes and skills to be able to work transnationally;
2. **Local Bootcamps in 3 countries:** local bootcamps were a space for adult learners to experience and learn by doing based on non-formal education principles. The participants created their own projects regarding their vision for rural areas, learning learning how to diagnose the local needs of

their community and explore their creativity, boosting soft and skills to design a viable project or action that they can implement in their communities.

3. **Transnational Mobility of adult learners:** This activity was structured as a Residential Program for participants coming from the local bootcamps and 1 adult educator from each partner organization. The aim of this activity was to create an immersive experience where young adult learners could: (1) learn more about entrepreneurship, project design tools and create/explore their project ideas in transnational groups; (2) use creative art and digital tools/equipment to boost their creativity, soft skills and express themselves; (3) learn how to communicate their project ideas and personal branding; (4) reflect on rural development and the future of rural areas.

4. **Toolkit "Rural Creative Labs":** this toolkit includes all the necessary steps for organizing a bootcamp based on the principles of non-formal education, to boost entrepreneurship and sense of initiative in rural areas with young adults using different methodology as design thinking, non formal education, digital tools

2. The methodology: Design Thinking/creative skills

Design Thinking Methodology in the context of Rural Creative Labs

Our approach begins with getting to know the young adults through various dynamic activities. These activities are designed to enhance their self-esteem, openness, and teamwork.

After establishing a strong team dynamic, we guide the young adults on a journey to develop, build, and pitch their own ideas.

Note: This journey is primarily focused on personal development and soft skills. While it's not feasible to cover the entire Design Thinking process in just one week, we believe that immersing young adults in this entrepreneurial journey—where they design, build, pitch, and "sell" their own projects—triggers their inner potential. They learn that they are capable of achieving their goals. Additionally, since this program is part of an Erasmus+ initiative, participants also gain a better understanding of European programs, connect with peers both

nationally and internationally, and develop a stronger sense of citizenship and belonging to Europe.

The Design Thinking Process implemented has been adapted from the methodology proposed by IDEO[1]:

1. **Empathize:** Research the users' needs.
2. **Define:** Clearly state the users' needs and problems.
3. **Ideate:** Challenge assumptions and generate ideas.
4. **Prototype:** Create solutions.
5. **Test:** Try out the solutions.

Inspired by the Design Thinking process, we guide adult learners to take their ideas and projects and make them a reality in a week filled with self-learning experiences.

Program Overview:

1-2 Team Formation and Empathy:

> After the young adults meet each other and form teams, they engage in discussions to exchange their ideas and understand the users' needs (Empathize). They then learn how to define these needs and problems (Define).

3 Brainstorming Solutions:

> On the following day, after being exposed to various business ideas, we facilitate a brainstorming session where they develop solutions to the identified problems (Ideate).

4 Prototyping:

> The next day, we introduce them to FabLab laboratories where they develop their first prototype, which serves as their MVP (Minimum Viable Product). This step emphasizes the importance of turning ideas into tangible solutions that can be tested in the market (Prototype and Test).

5 Communication and Pitching:

> On the fourth day, we focus on communication skills, particularly the art of pitching. This includes learning both online and offline communication

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[1] Brown T. (2009). Change by Design. Harper-Collins. 171p.

strategies, which are essential for organizing and presenting ideas effectively.

On the final day, the young adults pitch their projects, experiencing firsthand the concepts they've learned and witnessing their projects come to fruition. This presentation, although nerve-wracking, takes place in a controlled environment designed to boost their confidence and enhance their soft skills.

Before the week concludes, we present a list of activities and opportunities within the Erasmus+ programs.

Our experience shows that many young adults are unaware of these opportunities, and a number of them are able to engage with them afterward. Above all, they leave the program feeling more engaged in citizenship and with a stronger sense of belonging to the European Union.
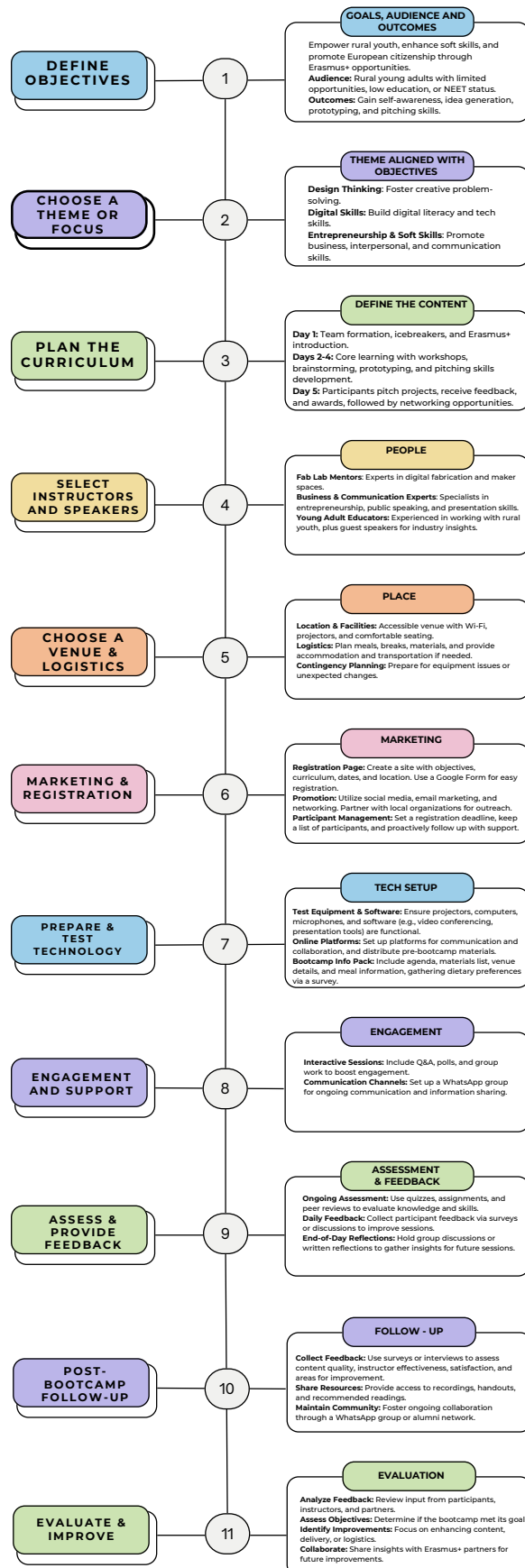
ORGANIZING A RCL BOOTCAMP
A step-by-step guide

DEFINE OBJECTIVES — 1

GOALS, AUDIENCE AND OUTCOMES

Empower rural youth, enhance soft skills, and promote European citizenship through Erasmus+ opportunities.
Audience: Rural young adults with limited opportunities, low education, or NEET status.
Outcomes: Gain self-awareness, idea generation, prototyping, and pitching skills.

CHOOSE A THEME OR FOCUS — 2

THEME ALIGNED WITH OBJECTIVES

Design Thinking: Foster creative problem-solving.
Digital Skills: Build digital literacy and tech skills.
Entrepreneurship & Soft Skills: Promote business, interpersonal, and communication skills.

PLAN THE CURRICULUM — 3

DEFINE THE CONTENT

Day 1: Team formation, icebreakers, and Erasmus+ introduction.
Days 2-4: Core learning with workshops, brainstorming, prototyping, and pitching skills development.
Day 5: Participants pitch projects, receive feedback, and awards, followed by networking opportunities.

SELECT INSTRUCTORS AND SPEAKERS — 4

PEOPLE

Fab Lab Mentors: Experts in digital fabrication and maker spaces.
Business & Communication Experts: Specialists in entrepreneurship, public speaking, and presentation skills.
Young Adult Educators: Experienced in working with rural youth, plus guest speakers for industry insights.

CHOOSE A VENUE & LOGISTICS — 5

PLACE

Location & Facilities: Accessible venue with Wi-Fi, projectors, and comfortable seating.
Logistics: Plan meals, breaks, materials, and provide accommodation and transportation if needed.
Contingency Planning: Prepare for equipment issues or unexpected changes.

MARKETING & REGISTRATION — 6

MARKETING

Registration Page: Create a site with objectives, curriculum, dates, and location. Use a Google Form for easy registration.
Promotion: Utilize social media, email marketing, and networking. Partner with local organizations for outreach.
Participant Management: Set a registration deadline, keep a list of participants, and proactively follow up with support.

PREPARE & TEST TECHNOLOGY — 7

TECH SETUP

Test Equipment & Software: Ensure projectors, computers, microphones, and software (e.g., video conferencing, presentation tools) are functional.
Online Platforms: Set up platforms for communication and collaboration, and distribute pre-bootcamp materials.
Bootcamp Info Pack: Include agenda, materials list, venue details, and meal information, gathering dietary preferences via a survey.

ENGAGEMENT AND SUPPORT — 8

ENGAGEMENT

Interactive Sessions: Include Q&A, polls, and group work to boost engagement.
Communication Channels: Set up a WhatsApp group for ongoing communication and information sharing.

ASSESS & PROVIDE FEEDBACK — 9

ASSESSMENT & FEEDBACK

Ongoing Assessment: Use quizzes, assignments, and peer reviews to evaluate knowledge and skills.
Daily Feedback: Collect participant feedback via surveys or discussions to improve sessions.
End-of-Day Reflections: Hold group discussions or written reflections to gather insights for future sessions.

POST-BOOTCAMP FOLLOW-UP — 10

FOLLOW - UP

Collect Feedback: Use surveys or interviews to assess content quality, instructor effectiveness, satisfaction, and areas for improvement.
Share Resources: Provide access to recordings, handouts, and recommended readings.
Maintain Community: Foster ongoing collaboration through a WhatsApp group or alumni network.

EVALUATE & IMPROVE — 11

EVALUATION

Analyze Feedback: Review input from participants, instructors, and partners.
Assess Objectives: Determine if the bootcamp met its goals.
Identify Improvements: Focus on enhancing content, delivery, or logistics.
Collaborate: Share insights with Erasmus+ partners for future improvements.

3. Organizing a RCL Bootcamp: A Step-by-Step Guide

To successfully organize a RCL Bootcamp in each country, we must carefully plan and execute the event. Here's a detailed guide:

1. Define Objectives

Goals: Clearly outline the desired outcomes for participants. For example, we aim to:
- Empower rural youth and educators through transnational training and networking.
- Enhance soft skills, entrepreneurship, and digital competence.
- Foster a sense of European citizenship and encourage exploration of Erasmus+ opportunities.

Target Audience: Identify the specific needs and skill levels of participants. Our focus is on rural young adults seeking personal and professional growth. Our focus is on empowering rural young adults with limited opportunities, low educational attainment, or NEET status.

Outcome: Determine the expected skills, knowledge, and outcomes for participants. For instance, participants should understand Erasmus+ opportunities, develop self-awareness, and gain skills in idea generation, prototyping, and pitching.

2. Choose a Theme or Focus

Select a central theme that aligns with your program's objectives. Given our focus on rural young adults seeking personal and professional growth, the theme include:

Design Thinking: Encourage creative problem-solving and innovation.

Digital Skills: Equip participants with essential digital literacy and technology skills.

Entrepreneurship: Foster entrepreneurial mindset and business skills.

Soft Skills: Develop essential interpersonal and communication skills.

3. Plan the Curriculum

Day 1: Team Formation and Empathy

Welcome and Introductions: Greet participants and provide an overview of the bootcamp.
Program Overview: Explain the goals, structure, and expectations of the bootcamp.
Icebreaker Activities: Foster a sense of community and encourage interaction among participants.
Erasmus+ Presentation: Provide an overview of the Erasmus+ program and its opportunities.

Days 2-4: Core Learning & Hands-On Activities

Morning Sessions:
   Intensive Lectures/Workshops: Cover key topics related to your chosen theme (e.g., design thinking, digital skills, entrepreneurship).

Afternoon Sessions:
   Brainstorming Solutions: Facilitate group brainstorming sessions to generate innovative ideas.
   Prototyping: Guide participants through the process of creating prototypes for their ideas.
   Communication and Pitching: Provide training on effective communication and presentation skills.

Day 5: Pitch Day

Erasmus+ Opportunities Presentation: Present information on Erasmus+ programs and funding opportunities.
Participant Pitch Presentations: Have each participant present their final project or idea.
Feedback Sessions: Provide constructive feedback and answer questions.
Awards, Certificates, and Recognition: Acknowledge participant achievements and distribute certificates.

Closing Remarks and Networking: Summarize the bootcamp, encourage networking, and provide information on future opportunities.

Additional Considerations:
Flexibility: Be prepared to adjust the curriculum based on participant feedback and the pace of learning.
Guest Speakers: Consider inviting guest speakers with relevant expertise to share their insights.

4. Select Instructors & Speakers

Identify experienced instructors who can effectively deliver content aligned with the bootcamp's objectives. Given our focus on soft skills, digital literacy, and entrepreneurship, consider the following expertise:

Fab Lab Mentors: Individuals familiar with digital fabrication and maker spaces.
Business Incubator Staff: Professionals with experience in entrepreneurship and business development.
Communication Experts: Trainers specializing in communication, public speaking, and presentation skills.
Young Adult Educators: Experienced educators who understand the unique needs and challenges of young adults.
Ensure all instructors and speakers are passionate about their fields and committed to empowering young adults.

Consider inviting guest speakers or industry experts for special sessions. This can provide participants with valuable insights and real-world perspectives.

During lunch, organize networking opportunities with professionals and entrepreneurs. This can inspire participants and provide them with potential mentors or collaborators.

5. Choose a Venue & Logistics

Venue Selection:
- **Location:** Choose a venue that is accessible to participants and provides a conducive learning environment.

- **Facilities:** Ensure the venue has essential amenities such as Wi-Fi, projectors, whiteboards, and comfortable seating.

Logistics:

- **Meals and Breaks:** Plan for regular meals and breaks to maintain participant energy levels.
- **Materials:** Prepare necessary materials, including handouts, software, and tools, in advance.
- **Accommodation:** If participants need to travel, assist in finding suitable accommodations.
- **Transportation:** Consider transportation options, such as public transport, car sharing, or shuttle services, to help participants reach the venue.
- **Contingency Planning**: Develop a plan to address potential logistical challenges, such as equipment malfunctions or unexpected changes.

6. Marketing & Registration

Create a dedicated website or registration page: Clearly outline the bootcamp's objectives, curriculum, dates, location, and registration process. Consider using a simple Google Form for registration to streamline the process.

Promote the Bootcamp:

- **Social Media:** Utilize platforms like Facebook, Instagram, and LinkedIn to reach your target audience.
- **Email Marketing:** Send targeted emails to relevant organizations, educational institutions, and potential participants.
- **Networking:** Leverage your existing network to spread the word about the bootcamp.
- **Community Outreach:** Partner with local organizations, unemployment offices, technical schools, and municipalities to promote the bootcamp to your target audience.
- **Registration Deadline:** Set a clear registration deadline to manage participant numbers and ensure adequate planning.
- **Participant Lists:** Maintain a comprehensive list of registered participants, including their contact information and any relevant details. Proactively reach out to all participants to address any

questions or concerns they may have. Encourage them to contact you if needed, but take the initiative to follow up and provide support.

7. Prepare & Test Technology

Ensure all software, hardware, and online platforms are set up and tested before the bootcamp. This includes:

Technical Equipment: Verify that projectors, computers, microphones, and other necessary equipment are functional.

Software: Install and test all required software, such as video conferencing tools, presentation software, and any specific applications for the bootcamp.

Online Platforms: Set up online platforms for communication, collaboration, and resource sharing.

Provide participants with pre-bootcamp materials: Distribute necessary materials, such as readings, software installation guides, or pre-work assignments, to prepare participants for the bootcamp.

Create a comprehensive bootcamp information pack: Include the following information:

- **Agenda:** A detailed schedule of bootcamp activities and sessions.

- **Materials:** A list of required materials or software that participants should bring.

- **Venue Information:** Address, contact details, and directions to the venue.

- **Meals:** Information about meal arrangements, dietary restrictions, and any meal-related costs.

- **Collect dietary preferences:** Use a survey or questionnaire to gather information about participants' dietary preferences and restrictions. This will help you plan meals accordingly.

8. Engagement & Support

Interactive Sessions: Incorporate interactive elements into the bootcamp to maintain participant engagement, such as:

Q&A Sessions: Encourage participants to ask questions and engage in discussions.

Polls: Use polls to gauge understanding and gather feedback.

Group Work: Facilitate collaborative projects and activities.

Communication Channels:

- **WhatsApp Group:** Create a WhatsApp group to provide a platform for ongoing communication and sharing of information.

9. Assess & Provide Feedback

Implement ongoing assessment: Incorporate various assessment methods throughout the bootcamp, such as:

- **Quizzes:** Assess participant knowledge and understanding of key concepts.

- **Assignments:** Evaluate practical skills and project completion.

- **Peer Reviews:** Encourage peer feedback to foster collaboration and learning from one another.

- **Gather daily feedback:** Collect feedback from participants through surveys, informal discussions, or anonymous feedback channels to identify areas for improvement.

- **End-of-Day Reflections:** Facilitate group discussions or written reflections to gather insights and suggestions for future sessions.

10. Post-Bootcamp Follow-Up

Collect Feedback: Send out surveys or conduct interviews to gather feedback on the overall bootcamp experience.

Focus on:

- Content relevance and quality

- ○ Instructor effectiveness
- ○ Overall satisfaction
- ○ Areas for improvement

Share Additional Resources: Provide participants with access to additional learning materials, such as recordings of sessions, power points, handouts, or recommended readings.

Maintain Community: Encourage participants to stay connected through a dedicated community or alumni network, such as a WhatsApp group or online forum. This can foster ongoing collaboration and support.

11. Evaluate & Improve

Analyze Feedback: Carefully review the feedback collected from participants, instructors, and partners.

Assess Objectives: Evaluate whether the bootcamp effectively met its stated objectives and goals.

Identify Areas for Improvement: Identify areas where the bootcamp could be enhanced, such as content, delivery, or logistics.

- **Share Insights with Partners:** Discuss findings and recommendations with your Erasmus+ partners to collaborate on improvements for future iterations.

By following these steps, you can organize a successful week-long bootcamp that is both educational and enjoyable for participants.

4. The RCL Toolkit

The aim of this toolkit is to systematize the knowledge learned during the projet in order to define the methodology that can be used for further rural regions to replicate. This toolkit includes the ready-to-use activities and good practices exchanged that will be open-access for future adult educators to develop their own bootcamps and training programs with young adult learners. This bootcamp-concept is highly flexible and adaptable, being very useful to boost several topics important for rural areas as upskilling, NEET training, design thinking, entrepreneurship...

Who is this toolkit for?

This toolkit is specifically created for professionals working with young adults living in rural areas. This target group may face a variety of complex issues such as isolation, low self-esteem, financial insecurity, difficult access to education, unemployment, gender inequality, social exclusion, and more. Providing support, education, and accessible training is crucial in promoting their well-being and empowerment, helping them navigate life's complexities and achieve their full potential.

How to use this toolkit

The Toolkit, along with adaptable, updatable, and expandable training material linked, includes a valuable learning package ready for use by educators, in order to organize effective training activities and/or bootcamps in their local (rural) context. The training content is based on **open educational resources (OERs)** developed and selected by partners to meet the specific learning objectives for each module.

The RCL Toolkit wants to provide professionals and educators working with young adult learners in rural areas to enhance their technical and transversal skills by applying the core principles of the design thinking methodology. Simultaneously, it provides training material that helps the target group develop essential skills for strategic importance and future perspectives. These skills include entrepreneurship, creativity, teamwork, initiative, digital communication and long-term vision.

The 4 modules can be approached either as individual learning experiences or as a comprehensive educational package following the RCL bootcamp structure.

The Toolkit is a dynamic, open, and adaptable resource. The educational community is encouraged to contribute by using its tools, tailoring them to specific needs, and then sharing their adaptations.

Module 1: Soft skills

LOCAL BOOTCAMP					
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
	Soft Skills Erasmus + Presentation	EntrepreneurShip	Digital Skills	Communication Skills	SoftSkills E+ opportunities
9h30	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants
9h45-11h	Who is Who	Entrepreneurship	Introduction to digital production	Introduction to digital communication	Presentation of Erasmus+ opportunities
11h-11h20	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
11h20-13h	Teambuilding	Identification of opportunities	2D design and manufacturing	Introduction to photography	Introduction to Pitch
13h-14h00	Lunch	Lunch	Lunch	Lunch	Lunch
14h15-15h40	Erasmus+ Presentation	Value Proposition	3D design and printing	Communication on social networks	Pitch preparation
15h40-16h	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
16h-17h	Soft Skills	Case studies	Completion of prototypes	Communicate your project	Presentation of the Pitch
17h-17h30	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day

This module covers essential soft skills, including teamwork, adaptability, and emotional intelligence. These skills are crucial for personal and professional success, enhancing the abilities of young people to collaborate effectively and navigate complex social environments.

Learning Objectives

- How to create a safe learning environment and group spirit;
- How to increase self-confidence in being in the body;
- Create a mind-set for the week;
- Encourage self-assessment and professional orientation;

Program:

      9:30 – 09:45 Reception of participants

      09:45 – 11:00 Icebreaking, Warm up, Action and Response, Who you are (Dynamic 0, 1, 2, 3)

      11:20 – 13:00 Team Building (Dynamic 4)

      13:00 – 14:00 Lunch break

      14:15 - 15:40 Erasmus+ Presentation (Dynamic 5)

      16:00 – 17:00 Orientation Activity (Dynamic 6 e 7)

Methodology:

Dynamic 0 – Icebreaking – Paper plane (30 minutes)

Each participant has a white paper in which has to write 3 sentences to describe him/herself.

"What is your name?"

"How you get here?"

"Where do you come from?"

Following the instructions to bend the paper, each participant has to create a paper plane; a circle is formed and all the planes are thrown in the middle area of the circle.

Each participant will choose from the middle area a paper plane, will open it and will read the sentences, trying to guess who is the person described.

Dynamic 1 – Warm Up – Entering the body (10 minutes)

In a circle, each participant is facing the center: self rubbing-massage with music, just like a shower!

The leader has to name all the joints of the body, to wake them up and to call the participants attention to the sensations coming from touching. This practice will also encourage awareness of the range of movement of the different body parts. The idea of the shower will help everyone move without being scared of not being able to move; at the same time, music will help them to have fun and to start a little dance.

At the end of the self massage, the leader asks participants to turn their left (right shoulder toward the center of the circle) and, with funny music, invites participants to rub, scrub and tickle the person in front of them.

Alternative option: just in case the group presents "a low energy", a more meditative approach is suggested: connecting with the breathing (eyes closed if possible), the leader can invite the partecipants to open their arms to reach the hands of the neighbours and lead a short seuence of movement coordinating arms movements with breathing.

General warm up through movement.

Facing the center: short sequence of movement to work on posture, a simplified version of "Greeting to the Sun" (to mobilize trunk through flexion, hips, knees and ankles; to stretch muscles and to work on breathing)

ATTENTION: in case of people with reduced mobility, same practice can be translate to be led sitting!

Dynamic 2– Action and Response (20 minutes)

After few words about what IMPROVISING is (to move the body focusing on the sensations that the body collects, giving the body the possibility to move as it likes most, feeling free from judje and without a "right or wrong" point of view), the leader ask a volunteer to give an example of the activity.

Just like a sort of dialogue, one starts moving, while the other waits. When the first mover reach a stillness (has to be in the field of vision of the other!!!), the other one "replies" with his/her own movement (or sequence of movements); "action and response" will alternate and particpants will work on their will to express freely, though always in connection with the context.

Dynamic 3 – Who you are… NOT? Sso, Who you are? (25 minutes)

It is very hard to know who we are. Sometimes it is easier to define who we are not, what we don't like, what we don't want to do or be.

Sitting or standing or laying in a place of the room they like, each participant will work on a short text to introduce the others who they are NOT. They should give reasons to explain their statements, the leader invites them to go deeper and investigate why they think they aren't/don't/won't…

At the end, the participants will share their un-portraits. At this point the leader asks them to say, instinctively, without thinking too much, with the first three adjectives they have in mind who they are.

COFFEE BREAK

Dynamic 4 – Teambuilding:

Drawing with your back turned (20 minutes)

Divide the team into teams of two people and have them sit with their backs to them. Then give one of them a pen and a piece of paper and show the other a picture of something that is simple enough to draw (for example: a car, a flower, a house). This person now has to describe the picture to their teammate so they can draw it, but without saying what the object is. He can describe its shape, size and material, but he cannot say "Draw a lily." To find out whether people were able to communicate adequately, the drawings should be compared to the original once completed.

Benefits of this exercise: This activity is a fun way to sharpen your communication skills, especially listening skills. It also gives your team the chance to think creatively and innovatively when describing the image to their colleague.

The perfect square (20 minutes)

Divide the team into groups of four to six people and ask each group to form a tight circle. Then ask everyone to blindfold themselves or close their eyes and give one person a rope. Without looking, the members of each group will have to pass the rope to each other so that they all keep a piece and form a perfect square. Once a group is sure that their square is perfect, they can put the rope on the floor, remove the blindfold (or open their eyes) and see the result.

Advantages of this exercise: the aim of this game is not to create perfect geometric shapes, but to promote listening and communication. Because they can't see what they're doing, team members must communicate clearly as they try to figure out how to make a square out of string. Plus, it's often really funny to see how the squares formed are far from perfect.

Salt and pepper (30 minutes)

Make a list of things that go together, such as salt and pepper, left sock and right sock, day and night, bread and jam, or yin and yang. Write these words on individual pieces of paper and tape one to each team member's back. Have team members socialize and find out what's written on their backs by asking questions that can only be answered with yes or no (e.g. "Am I sweet?", "Do you wear me?", "Am I cold?"). Once participants discover who they are, they must find the other half of the couple!

Cooperative activity (30 minutes)

Using colored adhesive tape or paper tape, draw the right and left perimeter of a path approximately 25/30 cm wide and at least 3.5 meters long on the ground. The path does not have to be straight, rather it must be designed in a tortuous manner. Mark the starting point and the ending point. Take the inner roll of toilet paper, tie 3 threads of wool or twine around it (3 meters long). Divide the team into subgroups of 3 people who will have to sit on opposite sides of the path, each holding one end of the thread. Place the roll at the starting point. The participants will have to sequentially pull their own thread to ensure that the roll completes the entire route and reaches the finish line.
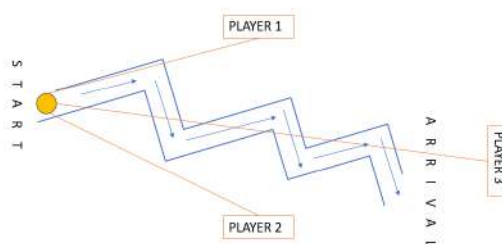
LUNCH BREAK

Dynamic 5 – Presentation of the program and the map of expectations (90 minutes)

[Erasmus plus and RCL presentation](#)

Dynamic 6 - Professional Orientation (30 minutes)

Online test on:

- self-assessment of skills
- personality characteristics
- Holland test

(ITA: The INAPP portal provides 4 very useful free online tests for self-assessment and professional orientation: https://www.inapp.gov.it/professioni/strumenti-per-l-orientamento/)

Dynamic 7 - CV and Linkedin (30 minutes)

Useful tips to write a cv and cover letter.

Introduction to EUROPASS https://europa.eu/europass/en

Introduction to Linkedin. Exercise the implementation of content in the profile.

Module 2: Entrepreneurship

			LOCAL BOOTCAMP		
	DAY 1	**DAY 2**	DAY 3	DAY 4	DAY 5
	Soft Skills Erasms+ Presentation	**EntrepreneurShip**	Digital Skills	Communication Skills	SoftSkills E+ opportunities
9h30	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants
9h45-11h	Who is Who	Entrepreneurship	Introduction to digital production	Introduction to digital communication	Presentation of Erasmus+ opportunities
11h-11h20	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
11h20-13h	Teambuilding	Identification of opportunities	2D design and manufacturing	Introduction to photography	Introduction to Pitch
13h-14h00	Lunch	Lunch	Lunch	Lunch	Lunch
14h15-15h40	Erasmus+ Presentation	Value Proposition	3D design and printing	Communication on social networks	Pitch preparation
15h40-16h	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
16h-17h	Soft Skills	Case studies	Completion of prototypes	Communicate your project	Presentation of the Pitch
17h-17h30	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day

This module explores the power of design thinking as a catalyst for innovation and entrepreneurship.

Learning Objectives

- Perceiving Ideation as a stage for the Entrepreneurship process.
- Using Design thinking as fuel of ideas.
- Understanding the underpinning stages of the design thinking approach: empathy, prototyping and ideation.
- Prioritizing ideas according to desirability and feasibility criteriums
- Selecting a Value Proposition
- Identifying and quantifying customers

By the end of this session, you'll have a solid understanding of design thinking principles and be equipped to apply them to your own entrepreneurial endeavors.

Program:

9:30 – 11:00 Introduction to Design Thinking

11:00 – 11:30 Coffee Break

11:30 – 13:00 Design Thinking exercise:

13:00 – 14:00 Lunch break

14:00 - 15:30 Design Thinking exercise (Continued) / Value proposition and Customer discovery

15:30 – 16:00 Coffee Break

16:00 – 17:30 Market research exercise / Summary and conclusion of the Day

Methodology:

Introduction to Design Thinking

Objective: To introduce participants to the concept of design thinking and its importance in the ideation process.

Key Topics:

- **Case Study: IDEO Shopping Cart:** Analyze the famous IDEO case study to understand how design thinking can be applied to real-world problems.
- **The Quantity-Quality Relationship:** Discuss how generating a large quantity of ideas can lead to higher-quality solutions.
- **Empathy and Prototyping:** Explore the roles of empathy and prototyping in the design thinking process.

Support Materials:

- [Presentation 02.1: Design Thinking & Ideation.pdf](#): An overview of the design thinking methodology.
- [Video 02.2: ABC Nightline - IDEO Shopping Cart.mp4](#): A case study demonstrating the application of design thinking in a real-world context.

Activities:

- **Video Analysis:** Show the IDEO Shopping Cart video and discuss the key principles of design thinking demonstrated in the case study.
- **Discussion:** Facilitate a discussion about the importance of quantity in ideation and the role of empathy in understanding user needs.
- **Brainstorming Exercise**: Encourage participants to brainstorm ideas for a specific problem or challenge.

By the end of this session, participants should have a solid understanding of the design thinking process and its benefits for generating innovative ideas.

Design Thinking Exercise: Problem Statement and Brainstorming

Objective: To apply design thinking principles to define a problem statement and generate innovative ideas.

Activity Structure:

1. **Group Formation:** Divide participants into groups of 3-5 people.
2. **Problem Statement Definition:** Allocate 30 minutes for each group to collaboratively define a clear and concise problem statement. Encourage them to use the provided DT canvas to structure their thoughts.
3. **Brainstorming Session:** Allocate 1 hour for each group to brainstorm potential solutions to the defined problem. Encourage a free-flowing and non-judgmental atmosphere where all ideas are welcome.

Support Materials:

- [02.3_DT_canvas.pdf:](#) Provide participants with a digital or physical copy of the DT canvas to guide their problem-solving process. The DT canvas is a visual tool that helps teams define the problem, ideate solutions, and prioritize ideas.

Key Takeaways:

- Emphasize the importance of defining a clear and actionable problem statement.
- Encourage a diverse range of ideas.
- Foster a collaborative and supportive environment.
- Use the DT canvas as a structured framework for problem-solving.

By engaging in this exercise, participants will develop their problem-solving skills, learn to think creatively, and generate innovative solutions.

Design Thinking Exercise (Continued): Prioritization and Value Proposition

Objective: To prioritize ideas generated in the previous exercise and develop a compelling value proposition.

Activity Structure:

1. **Prioritization:** Allocate 1 hour for each group to prioritize their ideas using the DT canvas. Encourage them to consider factors such as feasibility, desirability, and potential impact.
2. **Value Proposition Development:** Guide participants in crafting a clear and concise value proposition based on their prioritized ideas. The value proposition should articulate the unique benefits that their solution offers to customers.

Support Materials:

- [02.3 DT canvas.pdf:](#) DT canvas to guide the prioritization process.
- [02.4 Value proposition & Customer Discovery.pdf:](#) Provide additional resources on developing strong value propositions and understanding customer needs.

Key Takeaways:

- **Prioritization Techniques:** Introduce various prioritization techniques, such as voting, dot voting, or the MoSCoW method.
- **Value Proposition Development:** Emphasize the importance of a clear and compelling value proposition that resonates with customers.
- **Customer Discovery:** Discuss the importance of understanding customer needs and preferences to validate the value proposition.

By completing this exercise, participants will learn how to prioritize ideas, develop a strong value proposition, and begin to understand their target market.

PARTNERSHIP

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Design Thinking Exercise: Market Research

Objective: To conduct market research to identify and quantify potential customers for the developed value proposition and analyze competitors.

Activity Structure:

1. **Group-Based Research:** Have participants continue working in their existing groups.
2. **Customer Identification:** Guide participants in identifying their target customer segments based on demographics, psychographics, and behaviors.
3. **Customer Quantification:** Discuss methods for estimating the size and potential reach of the target market.
4. **Competitor Analysis:** Encourage participants to identify and analyze their competitors, including their products, services, pricing, and market share.

Support Materials:

- **Online Research Tools:** Provide participants with a list of recommended online tools for market research, such as Google Search, Google Analytics, and industry-specific databases.

Key Takeaways:

- **Marketing research:** structure the marketing research process and choosing the right tools from a formal and/or informal approach.
- **Customer Personas:** Create detailed customer personas to better understand target customers' needs and preferences.
- **Competitive Analysis:** Assess the competitive landscape and identify opportunities for differentiation.

By conducting market research, participants will gain a deeper understanding of their target market and the potential for their value proposition.

Summary and Conclusion of the Day:

- **Recap Key Learnings:** Summarize the key concepts and skills covered during the day, including design thinking principles, ideation techniques, prioritization, value proposition development, and market research.

- **Encourage Further Exploration:** Encourage participants to continue exploring design thinking and entrepreneurship beyond the bootcamp.
- **Provide Resources:** Share additional resources and online communities where participants can learn more and connect with others.

Module 3: Digital Skills

LOCAL BOOTCAMP					
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
	Soft Skills Erasmus+ Presentation	EntrepreneurShip	**Digital Skills**	Communication Skills	SoftSkills E+ opportunities
9h30	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants
9h45-11h	Who is Who	Entrepreneurship	Introduction to digital production	Introduction to digital communication	Presentation of Erasmus+ opportunities
11h-11h20	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
11h20-13h	Teambuilding	Identification of opportunities	2D design and manufacturing	Introduction to photography	Introduction to Pitch
13h-14h00	Lunch	Lunch	Lunch	Lunch	Lunch
14h15-15h40	Erasmus+ Presentation	Value Proposition	3D design and printing	Communicate your project	Pitch preparation
15h40-16h	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
16h-17h	Soft Skills	Case studies	Completion of prototypes	Communication on social networks	Presentation of the Pitch
17h-17h30	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day

In this module, the participants will be equipped with essential digital design and fabrication skills, fostering self-confidence and empowering them to create and manage digital fabrication projects independently. They will be able to apply the knowledge acquired in digital design and fabrication to either produce a prototype of their project or use these tools for merchandising purposes, supporting the communication of their project.

Learning Objectives:

- Cultivate self-confidence in acquiring skills related to design and digital fabrication.
- Demonstrate the ability to independently design and fabricate a Minimum Viable Product (MVP) prototype.
- Apply effective time management techniques throughout the ideation, manufacturing, and market launch processes.

Program:

09.30 - 09.45: Reception of Participants

09.45 - 11.00: Introduction to the vinyl cutting production. Follow the presentation: Customize your backpack

11.00 - 11.20: Coffee Break

11.20 - 12.50: Introduction to 3D Design and Printing. Follow the presentation: Design and print a Bookmark in 3D

12.50 - 13.00 Wrap up of the session

13.00 - 14.30 Lunch

14.30 - 16.00 Time management and documentation. Follow the presentation: Time management and Documentation

16.30 - 17.00 Coffee Break

17.00 - 17.30 Summary and conclusion of the day

Methodology

In this module, participants will engage in hands-on activities designed to teach them how to create 2D designs and fabricate them using a vinyl cutter. The methodology involves selecting one of several available activities, each focusing on a different textile product. This approach allows participants to apply their design and fabrication skills in a practical, creative context.

Vinyl Cutting Activities:

1. **Backpack (Textile):**
   Participants will design and cut patterns to create custom backpacks. This activity involves conceptualizing the design, preparing it in 2D software, and then using the vinyl cutter to produce the necessary components. Participants will learn how to assemble the pieces into a finished product, gaining insight into both design and fabrication processes.

2. **Pencil bag (Textile):**
   In this activity, participants will design and fabricate pencil cases using vinyl cutting techniques. They will develop a 2D design, prepare it for cutting, and then fabricate the pencil case, learning to manage the entire process from design to final product.

3. **T-Shirt (Textile):**
   Participants will design and produce custom T-shirts. This activity focuses on creating a unique design in 2D, cutting it out using the vinyl cutter, and then applying the design to a T-shirt. The process teaches the participants about design, material handling, and the practical applications of vinyl cutting.

4. **Marketing (a Mug):**
   Participants will create marketing materials by designing and fabricating custom mugs. This activity involves developing a 2D design, cutting it using the vinyl cutter, and applying the design to a mug. For the final version of the mug, sublimation techniques will be used if available at the corresponding Rural Creative Lab, allowing participants to create high-quality, durable designs. The focus is on creating visually appealing and marketable products, combining design and marketing principles effectively.

Each of these activities is structured to provide a comprehensive learning experience, where participants not only develop technical skills but also enhance their creativity and confidence in digital fabrication.

3D Printing Activities:

1. **Cookie Caster (Food or Clay):**
   Participants will design and 3D print custom cookie cutters that can be used for food or clay. This activity involves conceptualizing a unique cutter design, preparing it in 3D modeling software, and printing it using a 3D

printer. Participants will learn the full process from design to physical production, gaining experience in creating functional tools.

2. **Bookmark:**
   In this activity, participants will create personalized bookmarks using 3D printing. They will design the bookmark in 3D software, focusing on personalization and functionality, and then print it. This activity teaches participants about precision design and the practical applications of 3D printing in creating everyday objects.

3. **Keychain:**
   Participants will design and fabricate custom keychains. This activity involves developing a 3D model of the keychain, printing it, and potentially adding additional elements such as colors or text. The focus is on creativity and learning how to transform a concept into a tangible, usable product through 3D printing.

Each of these activities is structured to provide a comprehensive learning experience, where participants not only develop technical skills but also enhance their creativity and confidence in digital design and 3D fabrication.

Time Management and Documentation Activities:

1. **Time Management:**
   Participants will learn and apply strategies for managing their time effectively during the different phases of a project, from ideation through manufacturing to the final product launch. This activity will involve creating project timelines, setting realistic deadlines, and prioritizing tasks to ensure that projects are completed efficiently. By practicing these techniques, participants will gain the ability to oversee complex projects with greater confidence and control.

2. **Documentation:**
   The session will cover best practices for documenting project progress and outcomes. Participants will learn how to maintain clear and organized records of their work, including design iterations, fabrication processes, and final results. This documentation will serve as a valuable resource for future reference and as a way to communicate their project's development and success to others. The focus will be on creating comprehensive and accessible documentation that supports the project from start to finish.

Each of these activities is designed to provide participants with a holistic understanding of project management, ensuring that they can not only create but also effectively manage and communicate their work in the realm of digital fabrication.

Interactive Tools:

1. **Mentimeter:**
   Participants will use Mentimeter, an interactive presentation software, to gather real-time feedback and facilitate dynamic discussions. This tool will be employed during sessions to engage participants actively, allowing them to respond to polls, answer questions, and contribute to discussions instantly. Mentimeter helps in creating an interactive and responsive learning environment, enabling facilitators to adjust content based on participant input and foster more engaging and collaborative sessions.

2. **Miro:**
   Miro will be used as an interactive collaboration platform where participants can work together in real-time. This tool enables users to brainstorm, add ideas, organize documentation, and share their thoughts with others. Through Miro, participants can create and manage visual project boards, contribute to collaborative workflows, and interact with their peers in a dynamic and organized manner. This platform supports creativity and enhances teamwork by providing a shared space for collaborative input and feedback.

Each of these interactive tools is integrated into the module to support an enriched and collaborative learning experience. Participants will benefit from active engagement, real-time feedback, and effective communication throughout their learning journey, ensuring a comprehensive understanding of digital fabrication and project management.

Summary and Conclusion of the Day

By the end of this module, participants will have hands-on experience with digital design and fabrication tools, as well as the knowledge to manage their projects efficiently. This foundation will empower them to pursue further innovations and creative projects within their communities.

Module 4: Communication

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
			LOCAL BOOTCAMP		
	Soft Skills Erasmus+ Presentation	EntrepreneurShip	Digital Skills	**Communication Skills**	SoftSkills E+ opportunities
9h30	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants
9h45-11h	Who is Who	Entrepreneurship	Introduction to digital production	Introduction to digital communication	Presentation of Erasmus+ opportunities
11h-11h20	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
11h20-13h	Teambuilding	Identification of opportunities	2D design and manufacturing	Introduction to photography	Introduction to Pitch
13h-14h00	Lunch	Lunch	Lunch	Lunch	Lunch
14h15-15h40	Erasmus+ Presentation	Value Proposition	3D design and printing	Communicate your project	Pitch preparation
15h40-16h	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
16h-17h	Soft Skills	Case studies	Completion of prototypes	Communication on social networks	Presentation of the Pitch
17h-17h30	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day

In this module, participants learn how to identify and shape communication concepts, essential for building a unique idea. It is useful to explore the significance of logos, taglines, and the interplay of visuals and text, while boosting digital creativity in photo and video production. It will also help develop a critical mindset to refine and communicate entrepreneurial ideas with confidence.

Learning Objectives:

- Learn how to develop a distinct and clear communication idea.;
- Learn how to create a project focused on brand identity.
- What are logotypes and a claim? Understand the value of graphic signs and words;
- Establish how to be more confident with digital photo and video skills;
- Improve creativity with digital skills;
- Improve critical thinking skills

Program:

09:30 – 09:45: Participant Arrival and Registration

09:45 – 10:15: Idea Sharing Session: Each participant presents their entrepreneurial concept (Dynamic 1)

10:15 – 11:00: Brand Identity Exploration: Review sample projects and simulate brand identity creation with expert guidance. Compare choices with examples (Dynamic 2)

11:00 – 11:20: Coffee Break

11:20 – 13:00: Style Discovery: Choose your keywords, define your style, and share your selections (Dynamic 3). Introduction to photo and video skills, followed by basic practical exercises (Dynamic 4)

14:00 – 14:20: Practical Application: Hands-on practice in the designated space (Dynamic 5)

14:20 – 16:20: Promotional Marketing Creation: Develop your promo material, share your results, and engage in group discussion (Dynamic 6)

16:20 – 16:30: Coffee Break

16:30 – 17:30: Social Media Communication Strategies (Activity 7)

Support Materials:

- RURAL_TOOLKIT_COMMUNCATION.pdf: This presentation will provide insights into crafting compelling messages and building a strong brand identity, to be used by the young adults that live in rural areas..
- Social Media - Rural Creative Labs.pdf: This presentation will explore how to use social media platforms to connect with audience, promote local initiatives, and drive community engagement

Methodology

Dynamic 1

Each participant must show in two minutes which is his/her own focus on the entrepreneurial idea
Each participant has a white paper where has to write 5 words to describe his/her own project.
Each participant has to indicate: 2 representative words / 1 general adjective / 1 color / 1 style adjective.
They left the paper close waitin for the second part of the exercise.

Activity duration: 30 minutes

Dynamic 2

The expert will present some samples about Brand identity with a special selection.
All the participants are invited to recognize some similar sample, close to their own project and then they will show to everybody the five words previously chosen for their project.

Activity duration: 45 minutes

Dynamic 3

Each participant has to choose only one word on the personal list.
Through a list of open source software indicated by the expert, they will have to define a specific font or sign for their brand and prepare a distiller file for processing at the FabLab. Finally share with the team and discuss activity.

Activity duration: 25 minutes

Dynamic 4

The expert will present some fundamental rules about photo and video.
Open source software list.

Activity duration: 15 minutes

LUNCH BREAK

Dynamic 5

Practice in the space: foto and video activity (indoor/outdoor).

Activity duration: 20 minutes

Dynamic 6

Each participant chooses the supports to prepare their marketing promotion from a list indicated by the expert: photos/ videos/ posters/ jingles/ other things to finalize the project. The expert will also indicate special targets.
Finally share with the team and discuss activity.

Activity duration: 105 minutes

Dynamic 7

The participants will attend a workshop about communication on social networks, which is an essential component of what they will work on.
Specifically, the topics covered will be: the use of storytelling within online communication; how to filter every practice with an audience-oriented approach; how the themes of sustainability, online accessibility and artificial intelligence impact significantly online communication practices; finally, how to organize social media contents through an Editorial Plan, with the appropriate digital tools (for instance, "business suite").

The workshop will be given by an expert that works in this field and put in practice everyday these techniques.

Module 5: Pitch and Erasmus+ oportunities

In this session, we will focus on developing essential communication skills that underpin the elevator pitch and are vital for entrepreneurs and innovators.

			LOCAL BOOTCAMP		
	DAY 1	DAY 2	DAY 3	DAY 4	**DAY 5**
	Soft Skills Erasmus+ Presentation	Entrepreneurship	Digital Skills	Communication Skills	**SoftSkills E+ opportunities**
9h30	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants	Reception of the Participants
9h45-11h	Who is Who	Entrepreneurship	Introduction to digital production	Introduction to digital communication	Presentation of Erasmus+ opportunities
11h-11h20	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
11h20-13h	Teambuilding	Identification of opportunities	2D design and manufacturing	Introduction to photography	Introduction to Pitch
13h-14h00	Lunch	Lunch	Lunch	Lunch	Lunch
14h15-15h40	Erasmus+ Presentation	Value Proposition	3D design and printing	Communication on social networks	Pitch preparation
15h40-16h	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
16h-17h	Soft Skills	Case studies	Completion of prototypes	Communicate your project	Presentation of the Pitch
17h-17h30	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day	Summary and conclusion of the Day

Learning Objectives

- Communicating a value proposition in a short speech
- Selecting relevant information and structuring a pitch
- Engaging in a short conversation with stakeholders
- Understanding communication skills

Program

9:30 – 11:00 Presentation of Erasmus+ opportunities

11:00 – 11:30 Coffee Break

11:30 – 13:00 Case Study: Simple Sugars at Shark Tank

13:00 – 14:00 Lunch break

14:00 - 15:30 Pitch exercise (Groups from DT exercise)

15:30 – 16:00 Coffee Break

16:00 – 17:30 Pitch presentation / Summary and conclusion of the Day

Methodology

Erasmus+ opportunities: Support Materials

In this session, we'll explore the wealth of opportunities available through Erasmus+, the EU's flagship program for education, training, youth, and sport. Rural Creative Labs - Erasmus+ oportunities.pdf

Why Erasmus+ Matters

Erasmus+ plays a critical role in:

> Personal and Professional Growth: Empowering individuals to reach their full potential.

> Stronger European Identity: Fostering a sense of shared purpose and belonging.

> Sustainable Growth: Driving employability, social cohesion, and economic progress.

Key Objectives:

Erasmus+ focuses on:

> Learning Mobility: Enabling individuals and groups to learn and grow through international experiences.

> Cooperation & Innovation: Promoting quality, inclusivity, and excellence in education and training policies and practices.

Horizontal Priorities:

       Erasmus+ is committed to:

       Inclusion and Diversity

       Digital Transformation

       Environmental Sustainability & Climate Action

       Environmental And Fight Climate Change

       Participation In Democratic Life, Common Value And Civic Engagement

Erasmus+ aims to:

       Expand access to high-quality, flexible adult learning opportunities.

       Create upskilling pathways and improve accessibility.

       Strengthen the skills of educators and support staff.

       Enhance quality assurance in adult learning.

       Develop forward-looking learning centers.

       Promote lifelong learning across all generations.

Exploring Erasmus+ Opportunities

       During this session, we'll showcase:

- Examples of successful Erasmus+ programs.
- Essential European publications and websites.
- Inspiring Erasmus+ projects.
- Key platforms: Epale, Salto, Erasmus+ official website.
- Engaging Erasmus+ Facebook groups.

Erasmus+ can open doors to new possibilities for learning, growth, and collaboration!

The Elevator Pitch

Objective: To equip participants with the essential skills to deliver a compelling and impactful elevator pitch. Through a combination of interactive exercises, insightful case studies, and expert presentations, participants will learn to craft concise value propositions, effectively engage stakeholders, and leverage communication skills for maximum impact.

Introduction to the Elevator Pitch

Key Topics:
- Define the purpose and context of an elevator pitch.
- Outline the core components of an effective pitch.
- Highlight common pitfalls to avoid.

Support Materials:

- 5.2.1 Pitch.pdf: defining and structuring the elevator pitch and following conversations

- 5.2.2 Shark Tank - Simple Sugars.mp4: A case study showcasing a successful pitch from the popular show "Shark Tank."

- 5.2.3 Communication Strategies.pdf: This presentation will provide practical tools and tips for improving your interpersonal communication skills, building strong relationships, and effectively influencing stakeholders.

Activities:

- Deconstructing and analyzing a successful pitch from the popular show "Shark Tank."
- Identifying effective communication strategies used by the entrepreneur.
- Discussing the impact of non-verbal cues on the pitch's success.

Communication Skills

Objective: To demonstrate the importance of non-verbals in successful communication and to highlight listening as a communication skill

Key Topics

- Non-verbal Communication
- Active Listening as a communication skill

Support Material:

- [5.2.3_Communication_Strategies.pdf](): Introducing communication and respective skills. including Ted Talk by Amy Cuddy "Your body language may shape who you are" and Ted Talk by Celeste Headlee "10 ways to have a better conversation"

Pitch Exercise

Hands-on Practice: Participants form groups (based on previous "DT" exercise).

- Each group develops and refines their own elevator pitch.
- Focus on incorporating value proposition and customer discovery elements.

Pitch Presentations

Showcase & Feedback:

- Each group presents their final elevator pitch.
- Receive constructive feedback from peers and facilitators.
- Celebrate successes and identify areas for further improvement.
- Summary and Conclusion

Key Takeaways:

- Recap the key learnings and actionable insights from the day.
- Emphasize the importance of continued practice and refinement.
- Encourage participants to apply their new skills in real-world scenarios.

By the end of this module, participants will possess the knowledge and confidence to deliver a powerful and impactful elevator pitch, setting them up for success in networking, sales, and entrepreneurial endeavors. Additionally, they will receive a curated list of articles, videos, and tools related to elevator pitches and communication skills.

5. Evaluation of the Bootcamp

Evaluating a bootcamp is essential to understand its effectiveness and identify areas for improvement. By collecting and analyzing feedback from participants, instructors, and other stakeholders, you can gain valuable insights into the program's strengths and weaknesses.

Key Areas of Evaluation

0- Pre-Bootcamp Assessment

Introductory Session: During the initial session, after completing icebreaker activities, engage participants in a discussion to gather information about their expectations for the bootcamp.

Key Questions: Ask participants about their goals, areas of interest, and what they hope to achieve by participating in the program.

Individual Interviews: Consider conducting one-on-one interviews with a select group of participants to gain deeper insights into their expectations and motivations.

1 - Participant Satisfaction:

Surveys: Distribute post-bootcamp surveys to gather feedback on the overall experience, content, and instructor effectiveness.

Interviews: Conduct individual interviews with a sample of participants to delve deeper into their perceptions and experiences.

Focus Groups: Organize focus groups to discuss the bootcamp's strengths, weaknesses, and areas for improvement.

2 - Learning Outcomes:

Post-Assessments: Administer assessments to measure participants' knowledge and skills after the bootcamp.

Case Studies: Analyze how participants apply their new knowledge and skills in their project idea.

3 - Program Structure and Design:

Curriculum Relevance: Assess whether the curriculum aligns with the bootcamp's objectives and participant needs.

Pace of Learning: Evaluate the pace of the bootcamp and whether it was appropriate for participants.

Logistics and Organization: Assess the effectiveness of the venue, materials, and overall logistics.

4 - Reflection and Self-Assessment

Journals or Reflection Papers: Ask participants to write a brief reflection on what they learned and how they felt about the activities. This helps them internalize their learning and provides insights into their personal experience.

Self-Assessment: Include a section in your feedback form where participants rate their own performance or progress in relation to the training objectives.

5 - Practical Demonstration

Skills Assessment: If the training was meant to teach specific skills, have participants demonstrate what they learned in a practical setting. This could be through role-playing, simulations, or other hands-on activities.

Behavioral Changes: Assess if there are observable changes in behavior that align with the training objectives. For example, if teamwork was a focus, observe how participants collaborate during activities.

6 - Networking and Community Building:

Participant Connections: Evaluate the extent to which participants formed meaningful connections with each other and industry professionals.

Alumni Network: Assess the success of any alumni network or community building initiatives.

7 - Data Analysis and Reporting

Quantitative Data: Analyze numerical data from surveys, assessments, and other sources.

Qualitative Data: Analyze open-ended responses from surveys, interviews, and focus groups.

Report Writing: Prepare a comprehensive report summarizing the evaluation findings, including key insights, recommendations, and areas for improvement.

8 - Continuous Improvement

Implement Changes: Based on the evaluation findings, make necessary changes to improve future bootcamps.

Track Progress: Monitor the effectiveness of changes and continue to gather feedback to inform ongoing improvements.

By conducting a thorough evaluation, you can ensure that your bootcamp remains relevant, effective, and responsive to the needs of participants.

Rural Creative Labs bootcamp evaluation

Daily Evaluation

Daily Check-ins: Conduct brief check-ins at the beginning or end of each day to gauge participant satisfaction and identify any issues.

Group Discussions: Facilitate open discussions to gather feedback on the day's sessions, content, and activities.

Informal Observations: Observe participant engagement, participation, and overall satisfaction during sessions.

Session Feedback Panel

We value your feedback! Please share your thoughts on the session by responding to the following questions:

I have achieved... (Describe what you feel you have accomplished during this session.)	
I have learned... (Share what new knowledge or skills you have gained.)	
I found challenging... (Mention any aspects of the session that you found difficult.)	
I felt... (Describe how you felt during the session.)	
I would like to add... (Provide any additional comments, suggestions, or ideas.)	

Thank you for your feedback!   Source: Breakers Project

End-of-Week Survey

Comprehensive Evaluation: Design a detailed survey to gather feedback on various aspects of the bootcamp, including:
Curriculum: Relevance, pace, and depth of content
Instructors: Teaching style, knowledge, and engagement
Facilities and Logistics: Adequacy of the venue, materials, and organization
Overall Satisfaction: Overall rating of the bootcamp experience

Key Evaluation Metrics

Participant Satisfaction: Overall satisfaction with the bootcamp experience.
Knowledge Gain: Improvement in participants' knowledge and skills as measured by pre- and post-assessments.
Skill Development: Participants' ability to apply new skills and knowledge in practical situations.
Career Impact: Positive changes in participants' careers or job prospects.
Networking Opportunities: The extent to which participants formed valuable connections with peers and industry professionals.

Additional Considerations

Diversity and Inclusion: Evaluate the bootcamp's effectiveness in creating an inclusive and welcoming environment for all participants.
Accessibility: Ensure the bootcamp is accessible to participants with disabilities and consider providing accommodations as needed.
Cost-Benefit Analysis: Assess the return on investment by comparing the costs of the bootcamp to the benefits it provides to participants and the wider community.

Conclusion: A Toolkit for Empowering Rural Young Adults

The Rural Creative Labs Toolkit offers a comprehensive and adaptable resource for professionals working with young adults in rural areas. By providing a structured methodology, ready-to-use activities, and open educational resources, the toolkit empowers educators to design and implement effective training programs tailored to the specific needs of their communities.

Key benefits of the toolkit include:

- **Systematized knowledge:** The toolkit provides a clear framework for organizing and delivering training programs.
- **Adaptability:** The materials can be easily adapted to suit different local contexts and learning objectives.
- **Open access:** The toolkit is freely available, ensuring accessibility for educators and learners to all Europe.
- **Focus on rural youth:** The toolkit specifically addresses the unique challenges and opportunities faced by young adults in rural areas.
- **Skill development:** The training materials empower participants to develop essential soft skills, such as entrepreneurship, creativity, teamwork, and digital communication. These skills are crucial for navigating today's complex world and achieving personal and professional success.

We encourage educators and professionals working with rural young adults to explore and utilize the Rural Creative Labs Toolkit. By applying the principles and resources provided, you can contribute to the empowerment and well-being of young people in rural communities.

Let's work together to create a brighter future for rural youth!

THANK YOU!

LET'S WORK TOGETHER TO CREATE A BRIGHTER FUTURE FOR RURAL YOUTH!

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