

RURALAND

living in rural area is possible

Manual

Erasmus+

Enriching lives, opening minds.

RURALAND

YOUTH EXCHANGE

2024 April from 19th to 28th

TORTORELLA (SA), ITALY



The Youth Exchange “Ruraland” was organized by the Italian association Cilento Youth Union, in cooperation with 4 youth associations: Zarika (Bulgaria) CERT (Romania) MEKDER (Turkey) Enzonas (Portugal).

The project is funded by the Erasmus Plus program supported by the European Commission.

The Youth Exchange will take place in Tortorella, Italy from 19th to 28th April 2024.

Cilento Youth Union

Cilento Youth Union (CYU) is a non-profit organization established in 2015 in Rofrano (SA) with a focus on supporting Italian youth with fewer opportunities (social, economic and geographical obstacle), particularly those from the southern regions of Italy and specifically the Cilento area.

Its aim is to provide new opportunities and perspectives to young people living in Cilento and other rural areas of Europe, with the goal of contributing to the development and protection of marginalized territories, combating climate change, and fostering youth entrepreneurship.

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About Ruraland



"Ruraland's main objective is to create a path of professional and personal growth for young people living in disadvantaged areas through disadvantaged areas through non-formal learning actions, exchange of good practices in the field of youth entrepreneurship, and entrepreneurship, involving young entrepreneurs from the host area.

"Ruraland" aims to give young people new visions for the creation of new jobs, for example in the emerging bio-economy, circular economy and ecology. Bio-economy, circular economy and eco-tourism require special attention in social and economic policies and can bring growth and prosperity to rural areas. and prosperity in rural areas.

The project has the following specific objectives

1. to broaden the vision and sense of Europeanisation of young people living in geographically disadvantaged areas through the relevant themes
2. increase transversal and professional skills through learning by doing activities
3. to make the participants responsible in the organisational field through a training course facilitated by a youth worker but managed by the participants themselves
4. encourage self-entrepreneurship through dialogue with young entrepreneurs

”Activity Method implemented

The methods used during the exchange activities will be related to non-formal education and included:

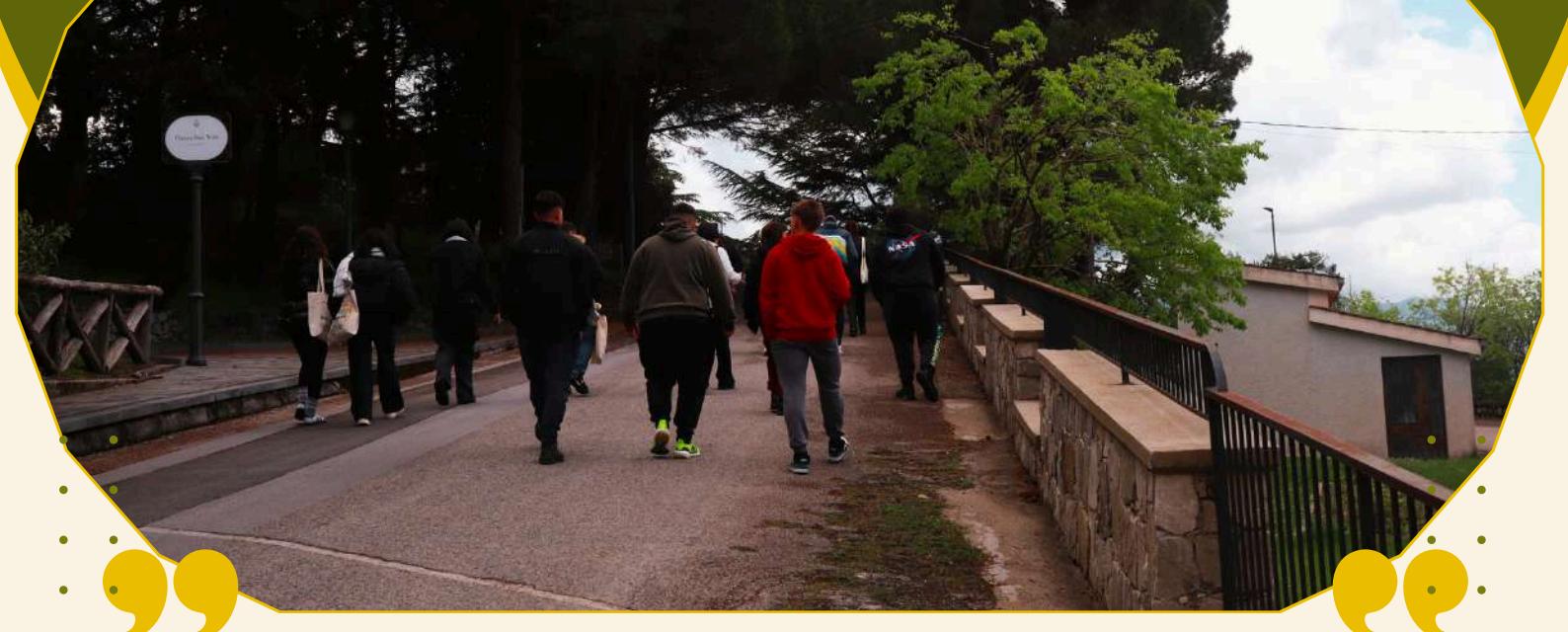
- icebreakers, workshops, group work, team building
- Artigian, storytelling workshop, hiking, Events

However, the methodologies we apply start from the logistical organisation, as the project, which focuses on entrepreneurship in rural areas, aims to offer participants an immersive experience, making them feel at home. Therefore, we adopt the model of the “albergo diffuso” - widespread hotel.

Logistic Method as informal education

The albergo diffuso method transforms the rural area into a living laboratory, where participants learn not only by observing but also by actively participating. This informal training enriches their soft skills and inspires them to consider alternative approaches to entrepreneurship, tourism and sustainability.

This approach allows participants to learn through direct involvement in the local community and culture.



IMPACT WIDESPREAD HOTEL

Experiential learning

Participants live in accommodations scattered throughout the area, integrating with the daily lives of local inhabitants. This fosters authentic, hands-on learning that helps them develop skills such as flexibility, adaptation and the ability to work in intercultural contexts.

Interaction with the locals

This method involved activities related to crafts, agriculture and sustainable tourism. Participants observed closely and actively participate in, the management of small local businesses, learning models of rural entrepreneurship and economic sustainability.

Developing soft skills

Interaction with the community improves skills such as intercultural communication, real-world problem solving and creativity. E.g. facing logistical challenges or collaborating to organise activities enriches participants' personal background.

Planning and creativity

This opportunity stimulated participants to reflect on new business ideas adaptable to their own realities, looking at models that enhance local resources and strengthen the identity of the area.



Non Formal education

GET TO KNOW EACH OTHERS

Objective: To create a collaborative and comfortable working environment for participants, leaders and facilitators.

BINGO

The aim is for participants to get to know each other better, not only by memorising names, but also by developing a relationship of familiarity with the facilitator and leaders.

Knowledge games, such as 'Diversity Bingo', are used to break the ice and make the first approach fun and interactive. Benefits include overcoming boring presentations and creating meaningful connections between group members.

Proposed activity:

Each participant receives a grid with different characteristics (e.g. 'Speaks more than two languages', 'Has been to more than three countries'). Participants have to find colleagues who meet these characteristics and complete the grid.



BINGO

<p>Who has pets?</p>	<p>Who speaks at least three languages?</p>	<p>Who has visited at least four countries?</p>
<p>Who has a particular hobby? which one?</p>	<p>Who plays an instrument?</p>	<p>Who has a tattoo?</p>
<p>Who is married?</p>	<p>Who is a sportive person?</p>	<p>Who is an entrepreneur?</p>
<p>Someone who had a strange adventure. Tell the story</p>	<p>Who lives on the mountain</p>	<p>Someone who likes nature. Explain why</p>

” City rally activity



Objective: To set participants up, promote teamwork and *involve the local community*.

Description: Participants will be divided into 3 groups and invited to explore the host country through a cultural and social themed treasure hunt. This activity has a threefold function

Setting: It allows participants to get to know the country, its characteristics and inhabitants, making them feel part of the community.

Involvement of the local community: It shows the welcome towards young foreigners and raises awareness of the implementation of the Erasmus Plus project.

Promotion of teamwork: Participants work together to achieve specific objectives and share the results on social media.

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” City rally activity



Proposed activity:

Groups receive a list of objectives (e.g. take a photo in front of a local monument, interview a local resident, buy a typical product).

Upon completing each objective, participants document the experience with photos or videos and post them in a dedicated Facebook group.

The group that completes all the objectives first wins.

Debriefing:

- Sharing of results and reflection on the experience.
- Discussion on how the activity helped to develop skills such as teamwork, intercultural communication and adaptation.



Example



TORTORELLA CITY RALLY

1. Riddle: I am among the streets, a witness to the past centuries. My facade tells stories of Tortorella. Where am I?"
APRIL
Take pictures make a story on IG and tag @borgoditortorella and @cilentoyouthunion
2. "In the main square, a monument stands proud. Who does it commemorate and what historical event does it remind our town of?" put the pictures on FB group
3. Find the 3 old doors in Tortorella and take photos with them. Bonus: If possible, discover and note down the year it was built."
4. Go to Piazza San Vito, sit wherever you like and be quiet for just 1 minute, try to connect with the whole and identify an emotion during this moment.

RULES

1. Don't use the internet
2. If you need help you can ask the local people
3. Italian participants can help you to keep time and translate the information from local people if you are in difficulty.
4. Italian participants have to take a video of the City Rally

IMPORTANT — at the end upload the result (Video and pictures on FB group).

Good luck!!!

Have a good time! Do not get lost

Meeting time: 18.00

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The River of Life in Rural Areas



Objective: To get to know each other better and discover commonalities between personal experiences.

Description: The participants, divided into pairs, are given sheets of paper to draw on. One tells his or her personal story of growing up in a rural area, while the partner draws what is described. After 15 minutes, the roles are reversed. At the end, each pair shares their experience with the group.

Debriefing:

During the debriefing, the facilitator leads a discussion using the following questions:

- What aspects of your story impressed you the most?
- Did you find commonalities with your partner's experiences?
- How did you feel when telling your personal story?
- What did you learn from your partner's story?
- How do you think your shared experiences can help you better understand life in rural areas?
- Have you noticed significant differences between your experiences? If so, which ones?
- What was it like to translate a personal story into a drawing? Do you think the drawing added value to your understanding?

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WORLD CAFÉ: DISCUSSION ON RURAL ISSUES



Goals: To identify problems, strengths and possible solutions for rural areas through a collaborative methodology.

Description: The activity takes place in five discussion spaces, each dedicated to a specific question concerning aspects of rural areas. Participants are divided into micro groups of 5 persons, each of which discusses a key question for 8-10 minutes,

What are the main problems for young people in rural areas?

What are the solutions to these problems?

What are the strengths of rural areas in your country?

How could rural areas be developed more?

Can you imagine yourself living in a rural area? Why?

At the end of the allotted time, participants switch groups to answer a new question. This process continues until each participant has contributed to each topic.

Debriefing: After the discussion, each group presents a summary of the answers and reflects together on:

- Which problems can be addressed in a practical way?
- Which strengths emerge as most significant?
- What are the most innovative solutions that emerged during the discussion?





“ WORKSHOP WITH LOCAL ARTISANS

Goals: To foster practical learning and exchange of good practice with entrepreneurs and artisans from rural areas.

Description: You have to involve the local artisans of different activities. (Such us, woodworking, textile handicrafts, food production; ecc..) Participants are divided into 4 groups (depending on how many artisans are involved in a day. Suggested not more than 4), each group assigned to a local artisan specialised in a certain activity. During the workshop, participants:

- Observe the techniques used by the craftsman.
- Actively participate in a ‘learning by doing’ process.
- They exchange ideas on how these activities can be made more innovative or sustainable in a rural area

Each 1 hour the group change kind of artisan in order to have more than an experience. The activities developed like that will last all day

Debriefing

At the end, each group presents their impressions:

- What practical skills did you learn?
- How can these activities be applied in other rural contexts?
- What ideas for innovation have emerged?





TREKKING AS A JOB OPPORTUNITY

Goals: To discover how outdoor activities can be transformed into job opportunities in rural areas.

Description: Participants are involved in a guided hike through local nature trails, during which they learn:

- How to organise and promote trekking activities.
- The importance of sustainable tourism in rural areas.
- How trekking can be a form of entrepreneurship.

In the Ruraland project, the trekking activity was organised in collaboration with the expert association Get Rofrano. We walked along one of the most significant paths in the Cilento region, part of the San Nilo Walk, precisely the third stage. The activity combined the discovery of the area and knowledge of the local associations, offering participants not only the opportunity to immerse themselves in the beautiful nature of the place, but also to undertake a learning path aimed at achieving the specific objectives of the activity and the entire project.

Debriefing:

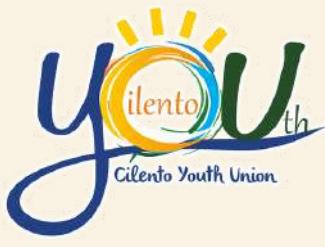
- What skills are needed to organise trekking activities?
- What economic and social benefits can trekking bring to rural communities?
- What are the main challenges to be faced





Disclaimer:

The Project Ruraland has been funded by the European Union. However, the views and opinions expressed are those of the author(s) only. Neither the European Union nor the granting authority can be held responsible for them.



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