RETHINK

LOCAL ACTIVITIES EVALUATION WORKSHOP

Facilitators' Guide

6 October 2026 | Daugavpils, Latvia

PURPOSE

This guide supports facilitators in leading the peer-evaluation of the RETHINK Local Activities. The session uses the RETHINK Compass to move beyond a generic judgement of whether an activity was 'good' and instead identify concrete evidence of how its working principles were translated into local practice.

1. Workshop objective

The workshop is a structured peer-learning and self-assessment exercise. Participants will work in small, mixed groups to analyse the Local Activities implemented by the RETHINK partners and assess their alignment with the three RETHINK values:

- **Community First**
- **Experience Makers**
- **Nature in Balance**

The aim is not to rank projects. The aim is to make visible what worked, where evidence is strong, which dimensions could be strengthened, and which practices can be transferred to future RETHINK activities.

KEY FACILITATION PRINCIPLE

Do not colour a segment because you think the project was good. Colour it only when the group can identify concrete evidence that the corresponding Working Principle was applied.

2. The evaluation logic

The Evaluation Canvas translates the RETHINK Compass into a simple visual exercise. Each of the three petals represents one RETHINK value. Each petal is divided according to the number of Working Principles associated with that value. The more principles that are supported by evidence, the more of the petal is coloured.

RETHINK value	Working Principles	Maximum score	Petal
Community First	Common Ground; Care & Well-being; Safe & Brave Space	3/3	Blue

Experience Makers	Clear & Specific Target Group; Emotional Mapping; Power of the Place; Legacy	4/4	Green
Nature in Balance	Beauty as Harmony; Indoor–Outdoor Connection; Sustainable Communication; Creative Reuse; Workshops as Vision-Making	5/5	Yellow

If a group believes that a principle may be present but there is not enough evidence to confirm it, facilitators should encourage participants to mark it with a "?" rather than colouring the segment. This distinction helps separate assumptions from demonstrated practice.

3. What counts as evidence?

Evidence can come from the project presentation, implementation experience, participant feedback, outputs, documentation or concrete design choices. Encourage groups to look for examples such as:

- a specific co-design or listening process involving young people;
- an accessibility, inclusion or well-being measure actually implemented;
- an emotional mapping exercise or bottom-up selection of a place;
- a concrete artistic, cultural or spatial output connected to the place;
- reuse of materials or an intentional relationship with nature and landscape;
- a legacy that continued beyond the event itself;
- documentation showing changes in participation, perceptions, relationships or use of the place.

4. Value-by-value facilitation cues

COMMUNITY FIRST

Common Ground — Did the activity create a shared physical or symbolic space in which young people could recognise themselves?

Care & Well-being — Were emotional, psychological and relational well-being intentionally considered?

Safe & Brave Space — Did participants feel both safe and empowered to express themselves and take creative risks?

EXPERIENCE MAKERS

Clear & Specific Target Group — Was the youth target clearly identified beyond a generic definition of 'young people'?

Emotional Mapping — Were perceptions, memories, emotions or aspirations linked to the place explored?

Power of the Place — Did the choice or reinterpretation of the place emerge from lived experience and bottom-up input?

Legacy — Did something meaningful remain after the activity: an object, story, relationship, practice, memory or transformation?

NATURE IN BALANCE

Beauty as Harmony — Did the activity work with beauty as balance and meaningful experience rather than decoration?

Indoor–Outdoor Connection — Did the activity create a relationship with the surrounding natural or urban landscape?

Sustainable Communication — Did communication choices reflect inclusive and environmentally conscious values?

Creative Reuse — Were materials, stories or spaces reused or given new meaning?

Workshops as Vision-Making — Did the process help participants imagine new perspectives for the city or place?

5. Required output from each group

At the end of the working session, each group should deliver:

1. One completed Coloured Compass for the project(s) assessed;
2. Evidence notes supporting every coloured segment;
3. One Strength — the most successful RETHINK dimension of the activity;
4. One Gap — the principle that was least developed or least evidenced;
5. One Next Step / Transferable Practice — either an improvement for the project or a practice that other partners could reuse.

IMPORTANT

The Compass is a learning tool, not a competition. Facilitators should never compare projects by asking which one 'scored best'. Different local contexts, resources and target groups naturally produce different profiles.

6. Plenary closing

During the final gallery and plenary, ask each group to share its main learning in no more than one minute. The facilitator should look for recurring patterns across the Local Activities rather than individual scores.

"Looking at all our Local Activities together, what have we learned about how RETHINK translates New European Bauhaus-inspired values into local practice?"

7. Final facilitator checklist

☐ Canvas and markers are available for every group.

☐ Participants understand that evidence is required before colouring a segment.

☐ Every participant has a role and space to contribute.

☐ The discussion remains focused on learning, not ranking.

☐ Evidence, strengths, gaps and transferable practices are recorded.

☐ Completed canvases are collected for the next RETHINK reflection/publication steps.