Youth Engagement Through Local Involvement:
A Step-by-Step Guide to IDEATHON

ADD Something Meaningful

Table of contents

About the project

Young people have a voice but need the equal possibility of making it heard. The ADD Something Meaningful project is an attempt to open up a space in which this can happen. We are giving young people an opportunity to be heard, to make their ideas a reality and to strengthen their participation in everyday life. The aim is to support their growth as active citizens.

Youth participation plays a crucial role in upholding democratic principles and values within society. Unfortunately, young people often find themselves under-represented in decision-making processes at various levels; this leads to a lack of interest in youth-related issues critical for sustainable development and societal well-being. Studies reveal that this disconnect from the political system and disengagement from democratic processes contributes to feelings of apathy and frustration and a lack of interest among young people in civic life.

The ADD Something Meaningful project was created in response to this pressing need. It aims to establish a permanent mechanism for the participation of young people that empowers them and amplifies their voices within the process of shaping public policies. By addressing various local challenges, we try to enable young people to influence different aspects of society and decision-making. Our objectives revolve around fostering active citizenship, strengthening young people's sense of initiative, supporting their communities, and promoting the recognition and validation of youth work. Moreover, the project endeavours to build the capacity of youth workers' practices and inspire young individuals to engage with democracy at a local level.

Central to the project's mission is the introduction of the IDEATHON method into the youth sector. By empowering youth organisations and local representatives to implement IDEATHONs, we will offer an approach to active participation that enables young people to connect with decision-makers in an effective way. As a method,

IDEATHON enables youth structures and other relevant stakeholders to provide young people with resources, space, opportunity and support for active involvement in public affairs. It also teaches young people how to participate actively at local level. This is crucial: since young people feel a sense of belonging to their surroundings, it is important that they[1] are recognised by decision-makers as significant and valuable members of society. By cooperating in the implementation of ideas, we will also strengthen trust in democratic processes. It is vital that young people are involved in the entire process, from the initial conceptual design to the implementation of their idea. All too often, the proposed ideas remain unrealised, which further increases dissatisfaction with and scepticism about democratic processes. The IDEATHON method aims to alleviate this problem by engaging young people at every stage of preparation.

The first time we had the opportunity to test the IDEATHON method was in collaboration with Litija Grammar School in Slovenia, to design a space that would be dedicated to students. The method proved to be effective as we successfully involved young people in the preparation of a space that best reflect their wishes and connected several different stakeholders who significantly helped in solving the challenge and implementing the chosen idea.

This guide describes in more detail what the IDEATHON method is and how you can implement it in different environments in which young people are involved. It is therefore designed for all youth workers and other representatives of institutions that work with young people and want to actively address the issue of their active participation. We hope that it provides you with a useful method for your work and that you enjoy reading it.

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1   In this text, 'they' is used as a gender-neutral and gender-inclusive pronoun throughout. It shall be taken to refer to persons of all genders and gender identifications.

Youth participation

The Treaty on European Union enshrines the participation of all citizens as a fundamental right: 'Every citizen shall have the right to participate in the democratic life of the Union. Decisions shall be taken as openly and as closely as possible to the citizen.' Regarding young people in particular, Article 165(2) of the Treaty on the Functioning of the European Union (TFEU) provides that: 'Union action shall be aimed at ... encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe.'

As a topic, youth participation has been under discussion for decades, and there are many definitions and theoretical models attached to the concept. A common understanding of youth participation within the context of EU programmes is proposed by the Youth Participation Strategy developed by the SALTO Participation & Information Resource Centre.

While the EU Youth Strategy, the European Youth Objectives and the Erasmus+ and European Solidarity Corps programmes do not include a specific definition of youth participation, they do point in a certain direction. Youth participation, which these policy frameworks and programmes aim to strengthen, is the participation of young people in democratic life, which can be understood in two interrelated ways:

Youth participation as the voice of young people and their participation in decision-making, where young people express their views in order to influence or be involved in decision-making processes. This can refer to a range of different decision-making processes, from government policy or political decisions, to the use of community space and the running of a youth organisation.

Youth participation as civic action and youth activism, where young people take individual and/or collective action to make a difference to the world around them. This can mean po-
litical action, such as organising or participating in protests, and social and civic action, such as community improvement initiatives at local level or volunteering for a cause or civil society organisation.

The definition of 'youth participation in democratic life' is described in the Youth Participation Strategy as:

'individual young people and groups of young people having the right, the means, the space, the opportunity and, where necessary, the support to freely express their views, contribute to and influence societal decision making on matters affecting them, and be active within the democratic and civic life of our communities.'

[Retrieved from: https://participationpool.eu/wp-content/uploads/2020/11/ParticipationStrategy_Download_EN.pdf]

Why promote youth participation?

Before we delve into the methodology for increasing the young people's participation in their communities, it is worth reflecting on why this is important in the first place. Why should we invest energy, time and money in encouraging young people to become more involved in their communities?

The effects of participation are many, and it is difficult to capture in full all the things that young people gain from being active in their own environment. The United Nations, for example, describes participation as:

'a fundamental right. It is one of the guiding principles of the Universal Declaration of Human Rights and has been reiterated in many other conventions and declarations. Through active participation, young people are empow-

ered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively, young people must be given the proper tools, such as information, education about and access to their civil rights.'

[Source: https://www.un.org/esa/socdev/documents/youth/factsheets/youth-participation.pdf]

RAY, which stands for Research-based Analysis and Monitoring of European Youth Programmes, is an open and self-governed European research network that currently incorporates 35 National Agencies of the Erasmus+ Youth in Action and European Solidarity Corps programmes and their research partners. Its RAY-LTE35 research project, which examines the long-term effects of participation and active citizenship, shows that they have a positive effect on participants by raising their awareness, improving their understanding of social and political processes and interactions, deepening, updating and/or strengthening their existing knowledge, skills, attitudes and values, and encouraging and motivating them to participate in civil society and democratic life.

[Source: Bárta, O., et al. (2018), 'Long-term effects of Erasmus+: Youth in Action on participation and active citizenship'. Draft Interim Transnational Analysis (RAY-LTE study, 2015–2019), Vienna, Generation and Education Science Institute]

The Slovenian Youth Council's programme document for participation has the following to say:

► Youth participation improves the success of young people in achieving autonomy and enhances the quality of governance and life in society.

► Youth participation strengthens the democratic nature of society.

► Young people gain competencies through participation.

► Young people have the right to participate.

[Source: https://mss.si/wp/wp-content/uploads/2020/06/MSS-095-16-PD-Participacija_mladih.pdf]

In general, we can talk about impacts on the community and impacts on young people. Community impacts are about increasing openness to and opportunities for the expression of ideas by young people. This entails a shift towards greater involvement on the part of different social groups. In short, we could say that more participation means more inclusion and a more solidarity-based society. On the other hand, the effects on young people come in the form of competence-building. The spectrum of competencies acquired is extremely wide, depending on how young people participate and what the content of that participation is. It is vitally important that participation in the local community involves the acquisition of competencies in parallel with other members of the local community, as these competencies are then enriched by the experience of having to reconcile different points of view. Those competencies facilitate personal development and change on the one hand, and coexistence and social integration on the other.

It is also important for us to understand that not all young people have equal opportunities to participate from the beginning, with many factors affecting this. We operate in a reality that is affected by many structures and perceptions formed through history, which is why participation in decision-making is often fundamentally easier for some young people than for others. The experiences of racist discrimination, xenophobia and exclusion on other discriminatory grounds are common among young people belonging to minority groups. It is therefore our responsibility, as adults and event organisers, to talk about inequality and prejudice, and to create mechanisms that strengthen equality and address (structural) exclusion. This starts with raising awareness (your own and that of the wider audience) and creating activities in ways that enable equal participation to everybody. It is necessary to consider which elements of an activity or communication are welcoming (or unwelcoming) for rainbow youth, immigrant youth or asylum-seeker youth, for example. Concrete measures should be planned to reach young people who belong to minority groups.
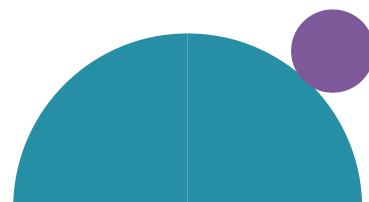
IDEATHON method

Purpose and objectives of the method

Participation in the democratic life of local communities is good for young people and for the community, but it is by no means a given. It is not a given because, first and foremost, there are no learning processes that gradually lead young people into this kind of participation. As a result, young people perceive other ways as being more accessible and as making it easier and simpler for them to address their problems, needs and interests.

Participation in community co-creation is an area where young people often do not know even the basic terminology of the field, the levels and methods of decision-making or the people responsible for a particular area, or how to obtain funding for a particular intervention. Young people are also usually not invited to processes in which they might become actively involved in co-determining social issues (or else their participation is very limited in this respect).

The situation varies from one local community to another, and there are exceptions; but in general, there is potential for greater and more effective involvement of young people in local communities.

As a result, we can ask whose responsibility it is to increase young people's involvement. Is it the responsibility of adults or of young people themselves? In this case, the responsibility lies with those who have the power, i.e. the adults, who are the representatives of local communities. Adults are responsible for finding ways of making communities more cohesive, more inclusive and more solidarity-based. Other organisations and young people can encourage them and show them the way, but they cannot take responsibility.

The IDEATHON is a practical tool for getting young people more involved in their local communities. It has the advantage of being highly practical, giving young people the freedom to propose changes and the responsibility for implementing the change (if their idea is chosen) in their local environment. This responsibility is linked to financial resources, as the young people receive funds to implement the idea. Young people are therefore involved in shaping their own local community rather than simply having their opinions and views collected. They actually become agents of change in their local community.

The learning component of the process is very strong because it requires young people to think about an idea, find and connect like-minded young people, formulate and present ideas, and vote for the best ideas. Not only do young people become one-off agents of change in their own local community; by actively participating in the process, they learn how change in their local community happens in the first place. This experience empowers them to become more involved in shaping their own community in the longer term.

Youth ownership, meaning that it is a youth-led process from start to finish, is an important element, and one that increases young people's motivation to implement change. This is because the ideas put forward reflect their own desires, needs and issues.

In very simple terms, an IDEATHON involves:

► gathering a certain number of young people together

► encouraging them to think about change in their local communities

► forming teams based around similar ideas

► helping young people design projects that address specific desires for change

► helping young people vote for the project they feel is most needed

► helping young people implement the winning project

In short, the purpose of an IDEATHON is to activate and empower young people to become active citizens in their local communities.

The key objectives are:

► to encourage young people to think about the changes they want to see in their local community

► to encourage young people to take action and start working on their ideas

► to teach young people how to turn an idea into a project

► to strengthen understanding of how to implement a project and how it contributes to change in the local community

When and how to implement the method in your local community

The IDEATHON method is generally suitable for use in any local community at any time. The key elements to look out for when preparing the event are listed below.

Basic design elements

To organise an IDEATHON, we need a few basic elements. These are:

► **SPACE:** Where should the IDEATHON be held? The venue should be in a suitable location that is familiar to the young people and large enough to accommodate a few dozen young people working in groups.

► **TIME:** When should the IDEATHON be held? Is the date and time suitable for young people? The date should be agreed with the young people and adapted to their needs. The date of the IDEATHON is the cut-off point for all other elements of the IDEATHON in terms of timing.

► **RESPONSIBLE PERSONS:** Who is responsible for implementing the IDEATHON and for each step of the IDEATHON? The responsible persons, tasks and timeframes for the completion of each task should be identified.

► **EVENT CAPACITY:** How many young people can we accommodate? A minimum and maximum number of young people should be set. The event itself will last one full day and one half day. It is not envisaged that participants will sleep at the venue.

► **BUDGET:** What is the budget for the event? Within the budget, what is the funding for the winning idea?*

► **ORGANISATION CONSORTIUM:** Are we organising the IDEATHON alone or with partners? Who are our partners? Who are the responsible persons at the partner organisations?

► **CHALLENGE:** What is the challenge for the IDEATHON? Challenge is the main guideline for young people in their search for solutions.**

*In the case of the pilot IDEATHON projects, the budget for the winning idea was EUR 3,500. However, the organiser or the partner consortium can decide and adapt the budget in line with their capacities.

**The partners in the pilot IDEATHON projects were local municipalities who designed a challenge for the participants.

Example of a challenge:

A municipality identifies an empty/unused/abandoned space in its town. It invites young people to design a project on how to change that space in a way that addresses the needs and interests of young people in the town.

Promotion

It is useful for the organisation that is to implement the method to have contact with young people. This contact can mean that young people regularly attend its programmes or that young people participate occasionally. In any case, it is useful to have a channel of communication between the young people and the organisation. There is a risk that an organisation that does not have such contact will not be successful in motivating young people to participate in the IDEATHON. All too often, we can end up thinking stereotypically (young people are lazy and cannot be relied upon, etc.) and shifting the responsibility for the project's failure onto the shoulders of young people. In this context, the dangers are as follows:

► Young people do not know the organisation that is organising the IDEATHON, meaning that participation is a 'leap into the unknown'. This may discourage them from applying.

► The IDEATHON is promoted through channels that young people do not use.

► The content of the promotion does not appeal to young people because it is not relevant to them.

► The content of the promotion is not created in a way that communicates genuine accessibility and inclusivity for all young people on equal terms (i.e. it is considered more accessible and relevant to one set of young people but not to another).

We suggest that an IDEATHON be preceded by short survey, or at least an attempt to elicit responses from young people on what changes they would like to see in their hometown. The answers can then be used in a meaningful way in the promotional activities attached to the IDEATHON.

Example: A survey is conducted on social media to find out what changes young people want to see in their hometown. Let's assume that some of the responses point to the need for park

space for young people. In the promotional text we can include the question: Do you want to create new park areas in your town?

Young people are a specific target group. If we address their needs in a way that is close to them and a way they understand, and if we communicate through the right channels and in ways that make all young people, from majority and minority communities, feel welcome, they will come to an IDEATHON.

It is important to start promoting the event well in advance. We suggest this should be done at least one month before the event.

Key communication issues to be resolved before we organise an IDEATHON:

► Who is/are our target group(s)? (worksheet at page 32)

► What are the key communication channels for our target audience? Consider the inclusivity and accessibility aspects of the communication. Who does our communication include or exclude? Who is present and who is not?

► Which stakeholders, besides our target group, are important for the success of the IDEATHON? Who do we need to reach so that they are able to reach others? Consider the importance of representation as well.

► How will we address these key stakeholders?

► What is our message? What are the languages and slangs that we need to use to deliver this message, and what kind of visuals we should use (considering representation; the presence of different people with different looks), to reach our target group(s)?

Cooperation with other organisations – Making an organisation consortium

Stakeholder networking is welcome. Links can be established with schools, youth centres, sports and cultural associations, the municipality, or organisations that bring young people together. If information about an IDEATHON reaches young people from people they trust, there is more chance that they will participate. There may also be a need to pay special attention to reaching out to the families/parents of the young people, to have their approval and trust as well, in order to get the young people involved.

The impact of an IDEATHON on local change itself will also be greater if more organisations are involved. It is a particularly good idea to involve municipalities, as this enables young people and local decision-makers to meet. Initial contact is established, which can lead to further involvement and support of the municipality in the process of the IDEATHON itself. The municipality can be involved by issuing permits for the use/renovation/upgrading of public spaces, providing information on available spaces, and deciding to participate financially. The main thing is to establish contact and for the municipality to develop and build awareness of the needs, problems and interests of young people in their local environment.

Preparation of materials

After the closing date and before the event itself, sufficient materials should be prepared in order to ensure that the IDEATHON runs smoothly. A list of materials is provided at the end.

Selecting the feasibility committee

The partner consortium should name between two and four representatives tasked with supporting young people during the planning phase. These representatives will support the groups by proving feedback all along the process. That means that the representatives should be present during the implementation of the IDEATHON and should provide guidance and opinions regarding the suggested ideas from the young people. The job of the committee is finished at the end of the IDEATHON. Its not foreseen that the committee would be supporting the winning team with the implementation of their idea.

A feasibility committee is an on-field body that exists to make young people feel heard and understood. It can provide valuable and useful feedback to young people on aspects that might not be seen and understood by the young people themselves (aspects relating to the municipality, schools, youth organisations, etc.); through its work it can also widen its own perspectives and bring young people's issues to the attention of all its organisations. The committee is a very important tool and a bridge between different stakeholders in the local community. It is recommended that the committee be made up of members of as many different organisations as possible (although the committee should not have more than four members).
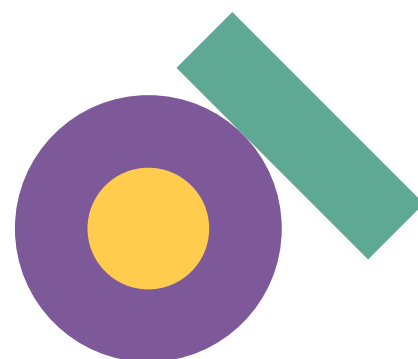
Implementation of the IDEATHON method

The following is a step-by-step guide to the implementation of the IDEATHON method. The guide describes a 2-day version of the IDEATHON method, which was tested in the piloting phase and evaluated by the organisers. Within the evaluation, an extension to a 3-day version was discussed. The one-day extension will allow more time in order to achieve a better connection between the participating young people resulting in a more relaxed environment for daring and better-quality ideas to develop. It will also allow the participants more time to develop their ideas in a quality manner, taking into account the needs of the local community. Especially if working with younger participants (minors) or certain groups of young people with fewer opportunities, they would need more time to develop their ideas into projects. Adding another day and allowing enough time to these target groups would support them better and we could expect better project ideas in the end. On the other hand, a one-day extension would also mean that young people need to dedicate more of their own time to the process and thus some of the young people might not have that much time or enough motivation to join the longer process.

If you decide to use a 3-day version we suggest adding one additional team-building exercise as well as taking time to emphasise the importance of the projects to address the needs of their local communities. Furthermore, on the first day, the participants could spend more time choosing what they want to work on. Overall, we suggest the day to be slightly shorter than in a 2-day version (up to 60-90 minutes). The second day is entirely dedicated to developing the projects. Participants should start with a clear idea and develop the draft of the project plan by the end of the day. This day should also be a bit shorter (up to 60-90 minutes). The last day stays the same as in the 2-day version and is dedicated to selecting the winning project. Also, a feasibility check of the project stays the same. We recommend it to be carried out after the second day.

Each method outlined in the following part of the guide has a certain purpose within the IDEATHON process. Various recommendations for facilitators are added, and all the mentioned materials are collected in a separate section at the end of the guide. Also, many other methods could replace those set out below and still guide a group of young people to the equivalent results. The text is merely a suggestion on how to implement such a process. We believe that experienced facilitators can replace some of the methods or perhaps employ slightly different methods for realising the purpose of the IDEATHON, which is to activate and empower young people to become active citizens in their local communities.

For additional help, we will upload additional material to an online folder that can be accessed by scanning a QR code.

FIRST DAY	→	ONLINE MEETING	→	SECOND DAY

FIRST DAY

SESSION 1 90 min
Introduction and group formation

SESSION 2 60 min
Idea selection and needs assessment

SESSION 3 120 min
Shaping the idea into a project

ONLINE MEETING

A final feedback from the feasibility committee.

SECOND DAY

SESSION 4 90 min
Idea presentations and selection of the winning idea(s)

SESSION 5 90 min
Evaluating and celebrating

FIRST DAY

Session 1: Introduction and group formation

Purpose: To create a stimulating environment for cooperation and the exchange of idea

Objectives:

► Present the purpose of the event and the method of work.

► Make participants feel comfortable communicating with each other and exchanging ideas.

► Identify participants' key interests, issues and needs (in line with the given challenge).

► Form groups based on the expressions of interest.

Duration: 90 min

Materials: Flipcharts, markers, index cards, projector, computer, speakers, internet, pens, paper tape, mobile phones

Process:

Introduction: 15 min

The facilitators introduce themselves and welcome the participants to the IDEATHON. Guidelines for the participants before the practical group work starts are:

► The IDEATHON is a place to think about ideas that will make a difference in the participants' local communities in line with the given challenge.

► Today is not just about thinking but also about turning ideas into concrete projects.

► The best project will get funding. The facilitators also specify the amount the project will receive.

► The feasibility committee will estimate the logistical feasibility of each project and retain a veto on the implementation of each project.

► The participants themselves vote on the best project.

► Participants also commit to implementing the proposed idea if their idea emerges as the winner.

The facilitators make it clear that young people are part of every community and have a right to help shape it. They stress that the aim of the IDEATHON is, on the one hand, to encourage young people to participate in shaping their local communities and, on the other, to motivate local communities to involve young people in decision-making processes on matters affecting them.

The timetable is presented and the floor opened to questions. The facilitators check that everyone agrees with the information presented, especially the part about implementing the idea if it is selected for funding.

The facilitators conclude by saying that while this is a competition of ideas, the main point is to explore how the participants can have a positive impact on their local community, and invites everyone to participate and help create ideas. Groups and/or ideas may be merged at any time.

Inspirational videos:

LGBTIQ+ – Ne odričem se ('I don't give up'): https://www.youtube.com/watch?v=cTMRqbzPFbc

How community change works – https://www.youtube.com/watch?v=PT-HBl2TVtI

The facilitators point out that this is one possible change and makes a few more suggestions. The facilitators should draw on inspirational changes in the local environment in which they are located. Young people will feel the power of change more keenly if they can relate to and understand it. Facilitators should be careful to give at least two more examples, and to ensure that they are very different from each other. They should conclude by saying that these are only possibilities and that the young people can suggest other ideas.

Creating a supportive environment: 25 min

Speed dating:

Invite participants to move freely around the room. Tell them that you are going to play some music. They walk around until the music stops. At that moment they look around and make a pair with the person closest to them. In pairs they have three minutes to discuss the question posed by the facilitators. After three minutes, the music restarts and they walk freely around the room again. This process is repeated five times.

Questions:

► How are you and what have you been doing in the past week?

► What is your passion?

► What has your favourite holiday been up to now?

- ► What are you proud of?

- ► Who supports you in life?

Sociograms:

Invite participants to line up, from youngest to oldest. They should remain silent while doing so. The ranking is checked at the end.

Participants are invited to form a line running from the one with the brightest eyes to the one with the darkest eyes. They should remain silent while doing so. The ranking is checked at the end, and any participant who wishes to do so may check whether the ranking is correct. It is more important for participants to look into each other's eyes and make contact than for the ranking to be completely correct.

The participants are then invited to position themselves in the room according to their overall satisfaction with their local community (on one side of the room for complete satisfaction, on the other side of the room for complete dissatisfaction). Participants can choose a position between the two sides of the room that expresses the degree of satisfaction or dissatisfaction they feel. They are then asked why they are satisfied/dissatisfied.

Identification of interests: 15 min

Participants are invited to reflect individually on the following question: What kind of change do I want to be part of in line with the given challenge? Invite them to identify between one and three changes they want to see and are willing to be actively involved in. They then write between one and three changes on index cards. They should also write down their name on the index card.

The facilitators stress that it is perfectly acceptable for them to have a concrete idea already, or indeed to have no idea at all. They are invited to write down what they are able to at the moment on the index card.

Grouping: 15 min

Facilitators choose a board or two walls, and puts the words 'existing groups' on one board/wall and the words 'groups in the making' on the other board/wall.

The existing groups are invited to put their ideas on their board/wall. Each group makes a small 'bubble' so that it is clear which ideas come from which group.

All individuals are invited to paste their ideas on the part of the board/wall 'groups in the making'. The individuals are brought together into groups of between three and five according to their interests. The aim is that each new group is formed around similar ideas. Each new group is asked whether they are happy being together and, if not, who they would like to work with.

Choose the name and create a communication channel: 10 min

Each group needs to choose a name and write it down on an index card in the middle of the table.

They also create a communication channel by starting a chat group on Messenger, WhatsApp or a similar channel and adding facilitators to the chat. That will be the main channel of communication between the participants and organisers.*

*If somebody does not want to join the communication group, that should also be an option.

Invite all individuals to present their areas of interest in groups: 10 min

The facilitators invite the participants to briefly present their ideas in groups (each person briefly presents their ideas from the previous step).

Recommendations for facilitators:

Before work starts, tables that can accommodate between three and five participants are set up. On arrival, participants are invited to sit at the tables. Groups that are already formed can sit together. Individuals without groups are randomly grouped around the room.

After the introduction, the facilitators say that everyone will now take some time to get to know each other as a group. They explain that it is always easier to work together if we know at least a little about each other.

Every time participants are grouped together, a check should be made to ensure that the participants are happy with the group they are in. Participants may work alone if they wish.

All groups are told that some time will be taken to explore areas and ideas in which a desire for change has been expressed. The development of concrete ideas into project proposals starts very quickly after this.

To help participants with the preparation of the project budget, a facilitator needs to check with organisations/institutions if there are some requirements regarding the purchasing of the services and materials that will be needed for the implementation of the winning idea. Some sources of information should be prepared in advance, so that young people don't lose time when designing the budget for the project.

When working with minors or young people with fewer opportunities, having several facilitators could bring added value. In that case, one is the main facilitator who facilitates the core process. Others are assigned each to one group and helping with individual tasks in the process. It is important to give the groups some time to work on their own. However, having a facilitator would support them better in the sense of bringing more clarity, motivating them to work, supporting them in decision-making, and speeding up the process of finding an idea and developing it.

Session 2: Idea selection and needs assessment

Purpose: To choose an idea for development into a project

Objectives:

► Make participants choose an idea and write it down.

► Verify the need to implement the idea.

Duration: 60 min

Materials: Flipchart, markers, pens, small stickers (to use as voting points), A4 paper (coloured and white)

Process:

Choosing a field of work: 20 min

Participants are invited to rank their ideas (index cards from the previous session) on the motivation-feasibility graph (instruction below). Then to examine the graph. Each participant in every group has three points to allocate to any index card (participants can allocate them to one, two or three index cards). They allocate points to the index cards they want to work on. After voting, the groups choose the winning index card. This is their idea to develop.

Instructions for the usage of motivation feasibility graph:

1. Assign a flipchart sheet to each group.

2. Draw the graph on the board (see worksheet on page 34).

3. Each group redraw the graph on the assigned flipchart.

4. Each person takes their index cards from the previous session.

5. Each person place their own index cards on the graph as they see it fit.

Concretisations of an idea: 20 min

Group members are asked to draw and describe their idea in five sentences. Each idea should have a description and a sketch of how it will look in practice.

Checking WHY: 20 min

Each group is invited to try the '3 x WHY' method and write down its answers. They are also told that it is perfectly acceptable to seek or obtain opinions or information from sources other than their own group.

The main question in this section is: WHY does the community need your proposed change? Once the group has found the first answer, it asks WHY again and looks for the answer again. This is repeated three times.

Example:

Idea: New jumpers at secondary school.

Question: Why do high school students need new jumpers?

Answer: So that everyone looks cool in jumpers and everyone has the same jumpers.

Question: Why is it good for everyone to look cool in jumpers and for everyone to have the same jumpers?

Answer: It's good that everyone looks cool in jumpers because not everyone has the opportunity to have cool clothes and that is one jumper that would be cool for everyone. Besides, the same jumpers would express a certain belonging to the school and build a common identity.

Question: Why is it good for everyone to have the opportunity to have cool clothes and to be more connected to the school and to build a common identity?

Answer: Social differences are part of our lives, and what we wear also says something about our social status. Since differences and comparisons can lead to negative feelings and divisions, jumpers should at least occasionally overcome this. They would also be a reminder that we are part of something bigger (school) and that we are there with others. This would increase the feeling of social inclusion at school and increase students' desire to attend school.

Session 3: Shaping the idea into a project

Purpose: To shape ideas into a project

Objectives:

► Define the purpose and objectives of the project

► Establish a project timeline

► Prepare a financial plan for the project

► Create a draft presentation of the project

Duration: 120 min

Materials: Worksheets, pens, markers, sticky notes

Process:

Detailed description of the idea: 80 min

Each group gets a worksheet (pages 35–37) to fill. The facilitators are there to support the process.

Presentation draft: 30 min

The facilitators present instructions on how the process of presenting ideas and voting will take place on the second day:

► Each group has three minutes to present its idea.

► The presentation is followed by questions from other participants.

► Questions from the other participants are followed by questions from the feasibility committee.

► The next group makes its presentation.

► After all the presentations, there is a five-minute group discussion on who to award points to. Each group has five points to distribute among the ideas. A group may not vote for its own idea.

► Each group marks its vote on the ballot paper (see materials).

► The facilitators collect the ballot papers without letting any group see how another group has voted, counts the votes and announces the results.

► The three groups with the most votes qualify for the next round.

► The facilitators open the floor to possible cooperation, adjustments and mergers. Each group is asked whether they see any possibility of including something from other groups' ideas in order to improve theirs. The facilitators lead the discussion, allows participants to adapt their ideas if they wish, runs through the three ideas that have qualified for the next round, and starts the second round of voting.

► All individuals, including those from groups that did not make it to the next round, now have one vote. The facilitators need to be careful that the first round involves group voting and the second involves individual voting. The facilitators give participants a ballot paper; the participants then vote anonymously and hand their ballot papers over to the facilitators. The votes are counted and the facilitators declare the winner. If two teams have the same number of votes, the casting vote is held by the feasibility committee.

The facilitators explain to the groups that the presentations will decide whether or not their team gets funding to implement their idea. The groups are told that they have until the next meeting to prepare their presentations. While presentations can take whatever form the group decides on, the facilitators tell them that the most effective presentations include visual elements. Guidelines for the presentation are among the working sheets at the end of the guide.

Conclusion: 10 min

The facilitators announce the end of the day's work and invite each team to briefly present their idea. Not more than 1 min per team. They then briefly summarise the next steps.

Next steps:

► Finish the presentation.

► Have an online meeting with the feasibility committee.

► Adapt the final presentation.

► Present the project during the second day.

► Vote for the winner.

Recommendations for the facilitators:

Before the day comes to an end, the facilitators should give each group individual recommendations for working on the presentation itself; they also agree a time for each group's online meeting with the feasibility committee. The facilitators inform the groups of the day and time in the chat group.

We recommend to have at least 14 days in between the first day and the second day. This time is used for the online meetings and for all the groups to finish their projects and prepare presentations.

Online meeting

Each group meets the feasibility committee separately online to present its idea. The committee's role is to decide whether it is logistically possible to implement the idea. After each project receives the green light from the committee, it qualifies for the final day's voting. The meeting also serves as the site of final feedback from the organisers to the participants. If a certain idea is not feasible, the committee provides clear feedback, and tells the group what needs to be changed in order for the idea to be feasible for implementation. Feedback is also sent to the team in written form after the meeting. If a group does not take the feedback into account and if a certain idea is not adjusted accordingly, the feasibility committee has the right to remove this group from the final day's voting.

The members of the feasibility committee need to be extremely mindful of judging the feasibility of the project and not its content or whether they personally like the project. Feasibility comittee work- sheet can be found at the end of the guide.

SECOND DAY

Session 4: Idea presentations and selection of the winning idea(s)

Purpose: To present the ideas and vote on the best one

Objectives:

► Make a presentation of ideas

► Choose the best idea(s)

Duration: 90 min

Materials: projector, computer, speakers, internet, ballot papers

Process:

Introduction: 30 min

The participants are invited to close their eyes and repeat the facilitators' actions. The facilitators start by rubbing their hands. After about 20 seconds, they start to tap their fingers, then their thighs gently, and finally they start stomping on the floor. After about 20 seconds of tapping, the facilitators start tapping their thighs, tap their fingers and then rubbing their palms together. The participants are then asked to open their eyes.

Different abstract pictures are spread across the floor (reflection cards with visuals are best), and participants are invited to choose one that represents their answer to the question: 'How am I?' Participants then share their answer in a circle with the other participants (20 mins).

The facilitators tell the participants that the presentations will now begin. It is made clear to the participants that while only one team can win, the competition itself is not the top priority but, rather, the change the community needs and wants.

The room is prepared and lots drawn to determine the order of the groups.

Voting: 30 min

The presentations are given. Recommendations on how to approach the presentations are in the worksheet section (page 38).

Take time for voting. You will find detailed instructions for voting and the ballots in the worksheet section (pages 40–41).

A winner is declared.

Recommendations for the facilitators:

Before the energiser, we say that gentle spring rain is a calming moment and that we will simulate it to calm ourselves.

After the first round of voting, the facilitators check to see whether some groups' ideas are similar and therefore whether groups can be merged, ideas combined or whether a particular idea can also adopt elements of another idea. If this possibility emerges, the groups should be given time to agree on which elements of one idea will fit into the other idea. For this purpose he can use the existing communication channel, established during the Ideathon.

Session 5: Evaluating and celebrating

Purpose: To evaluate the IDEATHON and celebrate the work we have done together

Objectives:

► Carry out an evaluation of the IDEATHON

► Celebrate the work we have done together

► Agree on the next steps with the winning group

Duration: 90 mins

Materials: mobile phones, internet

Process:

Evaluation: 30 min

The facilitators carry out an evaluation using a mentimeter (the questionnaire can be found among the worksheets on page 42).

The facilitators invite participants to the final round with the following question: 'What are the two things you will take with you from the process?'

Socialising time: 60 min

Participants are invited to socialise and have a snack.

Facilitators invite participants to talk to the winning team and express an interest in joining implementation of the project (if they so wish). The facilitators encourage the winning team to share details of when others can join and contribute to the implementation. If there is interest, the facilitators need to make sure that young people agree on where and how far in advance the information will be shared.

After socialising, the facilitators meet separately with the winning team to outline the deadline by which the selected idea will have to be implemented. Every team should know the next steps and who they can contact in case of any questions that arise during implementation. If no contact is made by the team, it is imperative that the mentor contact the team no more than four days after the IDEATHON to check on the progress.

A mentor is a person appointed by the organisers and assigned to support and monitor the implementation of the winning idea.

When it comes to physical implementation of the project, it is a good idea for the mentor to attend the actual implementation. It is important that the mentor's role is clear: they are not supervising the project, but supporting the young people involved. They are available to provide help, but should in no way direct the individual project according to their own criteria. The facilitators also open the floor to questions from the winning team.

Examples of past IDEATHONs

IDEATHON at Litija Grammar School

Challenge: To create a student-oriented social space at Litija Grammar School

Challenge proposer: Litija Grammar School

Participants: 32 third-year students at Litija Grammar School

Description of the event: Association for Culture and Education PiNA teamed up with the Lojtra Association and Litija Grammar School. The latter proposed the challenge for the students, took care of the promotion and offered a venue. The students were first divided into groups of between three and five depending on their ideas. This was followed by the process of developing the idea and designing the project proposal. The students had different proposals, some of which were similar to each other. After the project proposals were developed, presentations followed and the students chose the winning proposal. After the selection process was complete, it was agreed that some of the proposals of the teams that did not win would be incorporated into the winning proposal. With the support of their mentor at school, the students put the winning proposal into practice and set up a meeting space for students at the school.

Change in practice: Implementation of the winning proposal has ensured that Litija Grammar School now has two meaningful spaces for socialising: the library and the gallery. The students bought armchairs, lounge chairs, a sofa, tables, a carpet, chairs, plants, a table football set, a projector and a computer; they then placed them in a meaningful way within the space in line with their proposal. The students now have a higher-quality space in which to socialise; they also feel a greater sense of belonging because they have helped create that space.

The cooperation was also the occasion for a new change, namely the establishment of a partnership between Litija Grammar School and the Lojtra Association for participation in Erasmus+ projects.
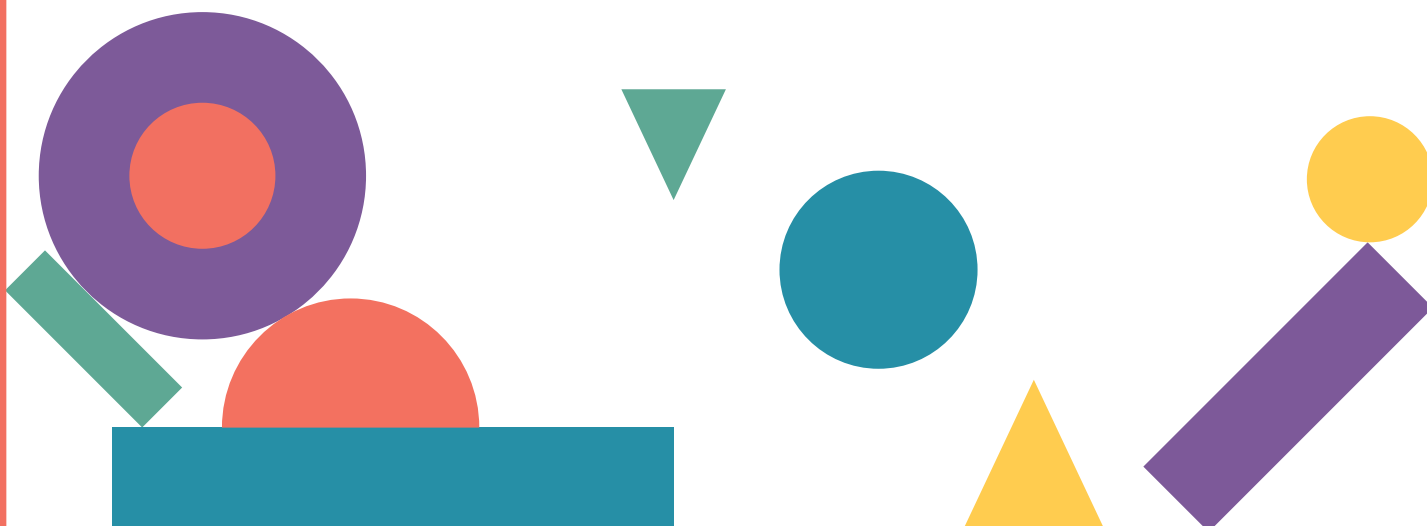
SWOT analysis of the IDEATHON method ▼

Strengths

- ► Greater inclusion of young people in local communities

- ► Greater autonomy of young people when participating in the local community

- ► Enhanced competencies on the part of young people

- ► Better connection between young people and their hometown

Weaknesses

- ► Limited number of young people can take part

- ► Limited number of ideas can be supported

- ► Limited financial resources

- ► Limited inclusivity (young people need to show off, so those not brave enough to do so might be reluctant to take part)

Opportunities

- ► Long-term inclusion of young people in decision-making processes in local communities

- ► Creation of participatory mechanisms that allow the equal and safe participation of all young people by considering diversity, inclusivity and accessibility aspects from the start

Threats

- ► Stereotypes about young people are strengthened (if there are not enough participants)

- ► Chosen ideas are not implemented

- ► No systemic grants for the implementation of IDEATHONs over the long term

- ► Only those young people who are already active show an interest in taking part (no broader participation from marginalised groups)

List of materials

The quantities of certain materials will vary according to the number of participants. An IDE-ATHON involving 30 participants would require the following materials:

- ► 40 x flipcharts

- ► 100 x marker pens

- ► 40 x pens

- ► 100 x index cards

- ► 1 x projector

- ► 1 x computer

- ► Speakers

- ► Internet access

- ► 1 x paper tape

- ► Individual mobile phones (not a condition for participation)

- ► Abstract pictures (reflection cards with visuals)

- ► 100 x small stickers

- ► 50 x sheets of white A4 paper

- ► 50 x sheets of coloured A4 paper

- ► 250 x sticky notes

- ► Ballot papers

- ► Worksheets

Table of tasks

PREPARATIONS

► Find a space where at least 30 people can work in groups.

► Decide on when IDEATHON will be implemented.

► Choose the coordinator for the whole project.

► Set the maximum number of possible participants.

► Form an organisation consortium (who else will organise the event with you?).

► Declare the budget for the project and for the winning team.

► Set the challenge.

► Organise the promotion.

► Prepare all the materials.

► Appoint the feasibility committee, the event facilitators and a mentor for the winning team.

IMPLEMENTATION

► Ensure that the facilitators are familiar with all the elements of the IDEATHON process.

► Carry out the first session.

► Carry out the second session.

► Carry out the third session.

► Carry out the online meeting.

► Carry out the fourth session

► Carry out the fifth session and declare the winner of the IDEATHON.

FOLLOW-UP

► Tell the winning team who their mentor will be.

► Establish a channel of communication between the mentor and the winning team.

► Monitor the winning team's progress (at least once a week).

► Agree on deadlines for the winning team's tasks.

► Meet the winning team in a live setting during project implementation.

► The winning team completes their project.

► All invoices are paid and all tasks completed.

► The mentor celebrates the success with the winning team.

Involving young people with fewer opportunities

When organising an IDEATHON, it is crucial to identify the target group and to be aware that young people are not a homogeneous group. The 'young people' label contains several age, interest, gender, worldview and other subsets. These subsets respond to different messages and use different communication channels. It is important that we know who our target group is because this is the only way of tailoring the event to that group.

The inclusion of all young people is a very important principle of youth work. The European Commission has published an Inclusion and Diversity Strategy in order to help the youth and education sectors understand the different range of people who are faced with fewer opportunities and come up with the best way of supporting them. Of course, while we might never attract all young people to a particular event, it is vitally important that we make efforts and take action to identify and change the unequal structures and mechanisms that lead to some being included and others excluded. Some of the aspects that need to be taken into account when organising an IDEATHON in order to make it an inclusive space for all young people are set out below. We have listed the groups in line with the Inclusion and Diversity Strategy, and added specifics and considerations that will make for more successful and inclusive IDEATHONs.

What to do

Evaluate the barriers and the accessibility of your activities from the point of view of different minority groups. Think about who is present and who is not – whose voice is heard and whose is not (and why). If you are a representative of the majority community, it can be difficult to notice (or admit) the lack of minority representation, or to identify the barriers to equal participation. Think about whether you can recognise, for example, (hidden) racism, sexism, Islamophobia, homophobia, transphobia or ableism in the activity and its planning. Pay attention to how you deal and meet with young people from different backgrounds and whether you recognise your own preconceptions towards representatives of different groups. Maintaining exclusionary practices is often unintentional. If/when you catch yourself thinking prejudicially or maintaining unequal practices, it can bring up difficult emotions. Try to go through them and focus your energy on what could be done differently from that point on. Remember that discomfort is part of learning.

The following suggestions may be helpful:

► Create clear instructions for yourself on how to inform and reach young people who are members of minority groups.

► Think about the language in which your website is written. How are the contact persons informed, what kind of descriptions of the activity do you have in your materials, and what kind of people appear in your visual communications?

► Use your community's know-how and knowledgeable persons.

► Use plain language and multi-channel communication. Using videos and social media channels is often a useful complement to

written communication. Young people often want easily accessible material, such as short Instagram videos, that tell a little more about what the event is about.

► Educate yourself more about equality work: find out, for example, about racism as a phenomenon and how you can implement your activities so that they are as accessible and as culturally and gender-sensitive as possible.

► Offer training possibilities and materials to other organisers and members of your work community – it is important that we try to understand more about what young people's lives are like and about the diversity of the world they live in.

This makes it possible for our activities to support young people's identity and strengthen their ability to cope in society.

Safe and brave space

When organising the event, make common rules for addressing discrimination and grouping. It is good to know how to manage a diverse group and to create a safe operating environment.

Prevention works best:

► Discuss among the organisers how different participants are considered and how some can be prevented from being excluded from an activity.

► When organising the event, point out clearly that all bullying, discrimination, racism, harassment and hate speech are prohibited in the facilities and activities. Remember to appoint a person responsible for ensuring a safe atmosphere and tell the young people who this person is. Make it clear that harassment will be dealt with if it occurs.

How to address specific groups and what to be mindful about:

The economically disadvantaged:
Specifics: Youth from low-income families, at-risk youth, youth facing financial constraints.

Considerations: Provide financial support for travel and accommodation if needed. Ensure that all aspects of the IDEATHONs are financially accessible. Do not make financial means a precondition for participation.

The educationally disadvantaged:
Specifics: Young people with limited access to high-quality education, school dropouts, individuals with gaps in formal education.

Considerations: Offer workshops and resources that bridge educational gaps. Create an environment in which learning is encouraged and participants can feel comfortable asking questions. If needed, organise some explanatory workshops beforehand to bring everyone up to the same level.

Cultural and ethnic diversity:
Specifics: Youth from diverse cultural and ethnic backgrounds, immigrants, refugees.

Considerations: Pay attention to meeting each young person as an individual – with their needs, wishes, interests and backgrounds. Young people who belong to minority often have to think about whether they dare to join a new activity and how they will be treated and encountered within the activity. Young people belonging to visible minorities also face more prejudice than others and are often treated and confronted as 'representatives of the group', not so much as individuals among others. Try not to make preconceived assumptions about which topics will appeal to young people from diverse cultural and linguistic backgrounds just because of their background. Create space for them to make their voices heard and to define the things that seem meaningful to them. Foster cross-cultural collaboration where young persons with different backgrounds can meet each other, share their thought and build understanding. Ensure a respectful and inclusive atmosphere that values all cultural backgrounds. Take active and conscious steps in the development of an anti-racist approach in your work.

Gender and LGBTIQ+ inclusion:
Specifics: Young people of all genders, LGBTIQ+ youth.

Considerations: Ensure a balanced representation of genders in leadership and mentoring roles. Enforce a strict anti-discrimination policy. Offer gender-inclusive facilities and themes. Create an environment in which LGBTQ+ youth feel safe and respected. It is very important to respect a participant's chosen pronouns (put them on the name tags in order to avoid misunderstandings).

Geographical limitations:
Specifics: Youth from rural or remote areas, those with limited access to urban opportunities.

Considerations: Host events in various locations, including rural areas. Provide online participation options. Consider travel and accommodation arrangements for those from remoter regions.

Disabilities and accessibility:
Specifics: Youth with different abilities, or with physical or cognitive impairments.

Considerations: The IDEATHON venue should be accessible to people with reduced mobility. This includes providing ramps, elevators, accessible bathrooms, and materials that are readable by screen readers. Research must be carried out in advance to ascertain whether a certain space is accessible (on some occasions in the past, owners have misrepresented the accessibility of their venues, which is clearly unacceptable). Provide materials in formats compatible with assistive technologies. Offer sign-language interpreters, captioning and other necessary accommodations.

Digital literacy and access:
Specifics: Youth with limited digital literacy skills and a lack of access to technology.

Considerations: Provide basic digital literacy workshops. Ensure access to the necessary technology and the internet. Have mentors available to assist with technical challenges.

Health conditions and special needs:
Specifics: Youth with chronic illnesses, mental health challenges, special needs.

Considerations: Offer quiet spaces for rest. Be sensitive to dietary restrictions and allergies. Create an inclusive and supportive environment that accommodates various health needs.

Age diversity:
Specifics: Youth of different age groups, including both younger and slightly older participants.

Considerations: Set age ranges that accommodate various life stages. Encourage intergenerational knowledge exchange and collaboration. Think about using simple language and graphic support.

Language barriers:
Specifics: Youth with limited proficiency in the event language, non-native speakers.

Considerations: Provide event materials and resources in multiple languages if feasible. Offer multilingual mentors, interpreters or volunteers to assist participants with language barriers. Use plain language.

Social exclusion and isolation:
Specifics: Youth who might feel socially excluded for various reasons.

Considerations: Facilitate team-building activities. Foster a friendly and respectful atmosphere in which all participants can connect and feel included. It is important to remember that the considerations for each group may overlap and that individuals can therefore belong to multiple categories. By addressing these specific considerations, you will be better equipped to create an IDEATHON experience that is truly inclusive and supportive for all young people with fewer opportunities.

What to do at the level of the organisation:

Diverse team: Create a diverse organising team that understands the needs and challenges of young people with fewer opportunities. Having a team with different backgrounds and perspectives will lead to better planning and execution.

Inclusive themes: Choose IDEATHON themes that resonate with a wide range of interests and

backgrounds. Themes that are too narrow or specific might alienate some participants.

Mentoring and facilitation support: It is crucial to have good mentoring and coaching support so that participants feel empowered.

The most important thing is to know from the start who you are working with; this will help you be ready for different the situations outlined above. Most issues are easily solvable with a human approach and lots of flexibility. However, some issues require long-term and committed work, so that more fundamental changes in attitudes and structures can become established. As mentioned before, it may be worth considering analytically each factor that work as grounds for discrimination and exclusion one at a time – the effort to consider all of them at the same time may produce only a few practical solutions. Above all, equality work requires examining power structures, norms and operating methods from new perspectives within one's own organization, and the readiness to critically examine one's own thinking and actions as well. Promoting equality is a continuous effort. It is not a single method or a development task to be completed, but a way of looking at one's own activities and the surrounding society. Equality work is all work that reduces discrimination and the effects of discriminatory practices.

Conclusion

The objective of participation can never be fully met. First and foremost, it is a path. We need to raise people's awareness and show them the added value it produces. For young people, the most important thing is to show them that their voice matters and that their ideas can come to life. Claiming that participation processes in a certain contexts cannot be improved, upgraded or renewed would be a dangerous path to take. We should always keep an open mind and be ready to adapt to existing facts, new discoveries and emerging possibilities. Showing young people a way of participating can make things happen. This is something to integrate into our core value systems and keep as a simple guiding principle that can help us make our world a slightly better place.

The authors see this guide as something that can help us on this path. The methodology it presents can, if used properly, increase youth participation in local communities, which is something we feel very strongly about. Since it is a path not an objective, we would love to hear honest feedback from you about your experience in using it. Please leave your feedback here: https://pinaforms.typeform.com/to/kN-S4RSkW

For all additional information, support and explanations, we are available at: info@pina.si.
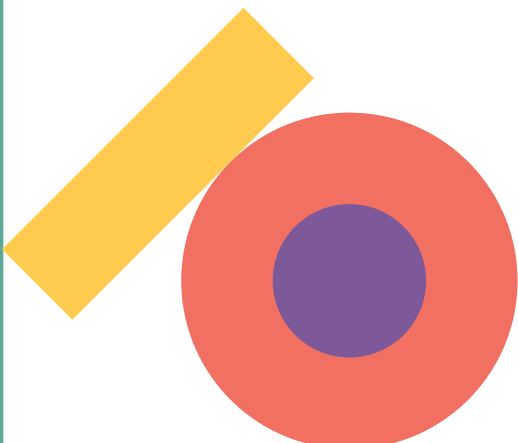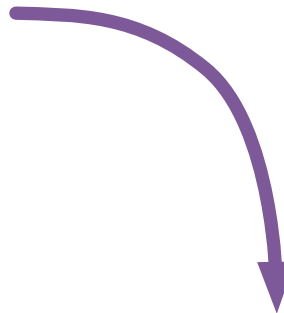
Worksheets

Target group(s)

Think of different groups of young people you would like to attract. Try to answer the questions below for each identified group separately. It may help you design promoting messages and choose promoting channels.

► How old are they? _____

► Where do they go to school? _____

_____

► What do they listen to? _____

_____

► How they spend their money? _____

_____

► Where do they go every day? _____

_____

► Who are their friends? _____

_____

► Where do they spend their free time? _____

_____

► What interests them? _____

_____

► What are their problems? _____

_____

► What do they want? _____

_____

_____

After selecting the target groups and defining their characteristics, think about their possibilities for engagement in decision-making processes.

► What motivates the members of these target group(s) to participate? I.e. identify the impact of your existing activities and collaboration structures that increase inclusion, which you can take advantage of.

► Think critically about what prevents the members of the selected target group(s) from participating? What are the factors that possibly create exclusion?
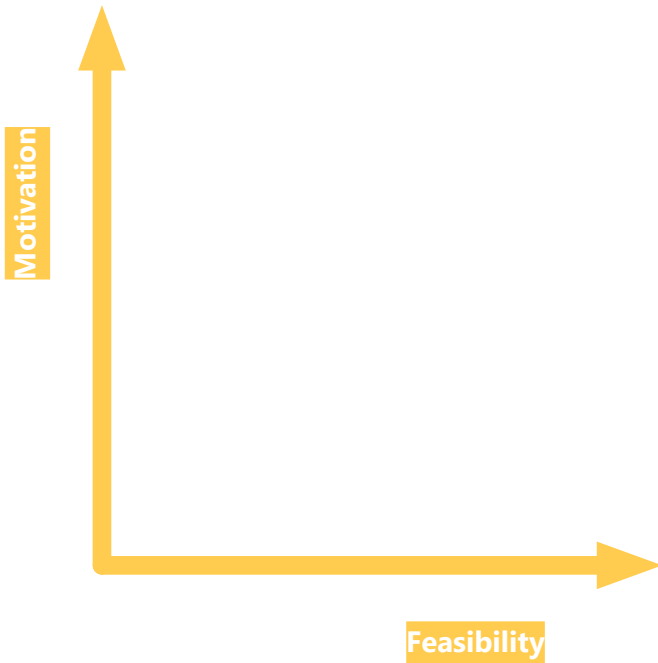
► What could you do to remove these barriers, to create a safer space and to enable participation?

Motivation - feasibility graph

Position your ideas on the graph according to your own judgement.

Questions:

► How motivated are you personally to implement a certain idea? _____

_____

_____

► How feasible does the idea seem to you? _____

_____

_____

From idea to project

Purpose:

► Write down the essence of your project in between one and three sentences. Describe what you want to achieve. _____

_____

_____

Change in the local community:

► What change will be seen in the local community, where will it be seen, who will see it?

_____

_____

► Paste a sketch of the change from previous work or create a new sketch of the change.

Objectives:

► Write down between three and five main objectives of your project. The objectives need to answer the question of how your purpose and the desired change is going to be achieved. Make the objectives as clear as possible.

_____

_____

_____

Section 2

Implementation process: Write down all the steps needed to implement the idea. Write down **WHAT** needs to be done, **WHO** is responsible for each step and **BY WHEN** you will implement each step. The steps should describe the process required to achieve your objectives. Have in mind that the maximum time for implementing the idea is six months from now.

WHAT	WHO	BY WHEN

Section 3

Financial plan: Write down all costs in the table.

What we need to pay for	How much we need to pay (€)

Guidelines for the presentations

Here are the guidelines that can help when designing the presentations. They are not compulsory to follow, yet they can be seen as a resource to guide towards an effective and successful presentation. Each team will have 3 minutes to present their idea. This information is crucial since the teams will be cut off once this time is reached. Framework of the presentation (The order of the answers can be changed, however recommendation is to answer all of the questions):

1. **Who are you?**

It can be just a name of the team. You can also present team members. The key is to know who is behind the idea. Do this step quickly and save as much time as possible for further steps.

2. **What is the core of the idea you are presenting?**

Briefly present the core of your idea. It should not be more than a few sentences and audience should have the picture of what you will be talking about. It is quite a challenge to explain your idea in a few sentences to somebody who has never heard about it. Write those sentences down and try it out with your friends and ask for their feedback. Try and improve it so many times to reach short yet effective description.

3. **Why is this idea important for the local community?**

Explain why this idea matters. Is it just your belief that its important? Did you do any research? What did you find out? Keep it short, but also take time to explain why your idea is the one which should get the funds. Take time to explore this area, since its one of the questions that will be decisive whether your idea will win or not.

4. **Who is your target group?**

Who is your idea for? Briefly describe your target group.

5. **What will the idea look like in practice?**

Present your idea more in details. You can state your objectives here. You can also explain and show, how the idea will look like in the local community once it will be implemented. The key is that the audience will fully understand your idea.

6. **Who will implement the idea?**

Who will work on the idea? Will your group do all the work or will you invite other stakeholders?

7. **When will the idea be implemented?**

What is the general timeline for the idea implementation? Do not be too specific but name the major milestones in during the implementation and their time frame.

Don't forget to: Structure your content on the way to reach clarity. Think of which information are important and which are not. Use visual aids to enhance understanding. Practice, practice, practice.

Check this video to get inspired: https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Feasibility committee worksheet

This worksheet is for the feasibility committee to help them comment on the presented ideas.

The main role of the committee is to judge if the project is feasible or not. So first round of the comments from the committee to each group needs to support the groups to make their project doable/feasible. The main areas of commenting on are:

1. Financial feasibility

Are the costs associated with the project estimated realistically? Are there all the costs or is something missing? If there are other funding sources mentioned, are they realistic or not? Is project in the given financial frame? Is the financial plan balanced?

2. Operational feasibility

Is there a clear and realistic plan to implement the project? Is the time frame reasonable? Are the predictions on the number of people involved realistic? Are the planned resources (spaces, material, people,…) really available? Is there a clear division of tasks?

3. Legal feasibility

Is the project in line with the legislation? Is there any potential risk for the people involved in the project at any stage?

While providing the feedback the committee needs to write it down and structure it on a way to first mention the exact part of the project which is problematic and than explain why its problematic. At the end the committee also needs to explain what needs to be changed, so the project will be feasible.

It might happen that most of the projects will be totally feasible. In this case the committee can just say that the project is feasible. If this is the case the committee can start immediately with the second round of comments. This round is there just to suggest to the groups what would make the project even better in the eyes of the feasibility committee. It is necessary to tell each group that those are not comments connected to the feasibility of the project, but to its improvement. We do not provide any framework here. The idea is that members of the committee name what could be changed or adapted to make the project even better. Than it's the decision of each team if they will do that or not.

Ballot papers

1st round of voting

Each team gets five ballots. Each ballot counts as one vote. Write down the name of the team you are voting for on each ballot.*

Voting is done as a team. How the team decides is up to the team. Teams cannot vote for themselves.

The facilitators provide the teams with ballots and collects them after five minutes. The facilitators should check to ensure that no team votes for itself. The facilitators are the only one who see all the ballot papers, and they should make sure that teams do not see other teams' votes.

*Ballots are in the form of numbered white pieces of paper. For five groups we need 25 numbered ballots.

2nd round of voting

Each individual gets a ballot.* Each ballot counts as one vote. Each person votes for their favourite project. They can also vote for their own project.

The facilitators provide ballots to the participants and collects them after a few minutes. The ballot is secret.

*Ballots are in the form of numbered white pieces of paper. For 30 participants we need 30 numbered ballots.

		41		
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Final evaluation questionnaire

► **What did you enjoy the most during the experience? Was there anything you didn't like?**

► **Did you miss anything?**

► **Did you feel comfortable voicing your opinions?**

► **What did you take away from this experience?**

► **Would you say that you are now more willing to do something in the local community?**

► **Please rate from 1–5** (1 the worst and 5 the best) **the following:**

    ► Location of the event.

    ► Time when the event was organised.

    ► Facilitators work.

► **Would you like to add anything?**

With the purpose of further development of this methodology, we are collecting the answers on the evaluation questionnaire. If you would like to contribute to this purpose, please use the code below for accessing the evaluation questionnaire. Please contact us on info@pina.si and we will send you the results for your event via email.

Use Menti.com: https://www.menti.com/alh6tr51d2uz