



CLAIM YOUR FUTURE

INTELLECTUAL OUTPUT 3

“THINK TANK” Manual



CLAIM YOUR
FUTURE



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INTRODUCTION

What is the purpose of Claim you future and which impact will it have on the students?

Claim your Future guides students, pupils and trainees to initiate and guide change and innovation in their region by promoting "social entrepreneurship". This requires skills such as leadership and entrepreneurial spirit. Social entrepreneurship is based on the idea of an inclusive society in which social challenges are solved locally and regionally. Through its activities, Claim your Future stimulates the development of social-entrepreneurial skills and thus promotes work and participation in the local or regional community.

How can we motivate young people to participate, to make them visible, to take responsibility together with them and for them?

The target group of the project is young people who see this need and who want to develop their own ambitions at the same time as the sense of belonging in an inclusive society. They improve their soft skills as well as their entrepreneurial abilities and at the same time become role models of inspiration for others. Participating young people are selected according to their personal ambitions and learning goals, with a special focus on the fact that they have different backgrounds, educational levels and economic status. Social entrepreneurship can create jobs and generate socially innovative services and products regardless of the educational level and background of young people. Through the project activities, participants become aware that they can have an influence and, by acting as role models, can stimulate and empower others to think similarly and move in a similar direction.

Three main aspects contribute to the innovative character of the project:

1. students, pupils and trainees play a central and leading role in all phases and activities of the project This process starts by finding out what opportunities and possibilities their respective regions offer them. At the end of the process, the young people, together with the participating educational institutions and local governments, have developed a methodology that allows young people to actively participate in the development of the region and makes them advisers to local businesses and governments.
2. participants become mentors for other young people in their respective educational institutions They develop themselves "in action" and through training to become role models and inspirers.
3. cooperation between vocational and higher education institutions is a important aspect of Claim your Future. It makes it possible to connect young people, teachers and politicians from different fields, and to do so transnationally. CYF also addresses the question of how developmental and educational pathways can be designed in such a way that transitions between vocational and higher education become possible not only in principle, but also independently of economic, social or ethnic background.



Introduction and description of the THINK TANK

Definition

The term Think Tank refers to a meeting of interdisciplinary teams of people who are supposed to think up new ideas and progress together. This can be either company employees or external participants, but think tanks can also be convened independently of the company, for example by governments, where representatives from different directions and areas come together to achieve the desired result.

The term “think tank” has its origins in battlefields of World War II. It describes a secure and bugproof place (tank) for experts to discuss tactics and military operations. Only in the 1960s and 1970s, the term was also applied to non-military research organisations.

Today, the term “think tank” generally applies to a wide field of different kinds of organisations, covering all kinds of topics. As the term “think tank” is a very open term, it is very hard to find a precise definition; it is often loosely referred to as 'idea factories'. There are think tanks found in all areas such as political strategies, economics, culture and social policy, but also in the areas of technology and military.

Think tanks form a bridge between science and politics as well as between states and civil society. They are the independent voices that translate research results in a way that makes them understandable, reliable and accessible to policy makers and the public. Especially in these politically turbulent times, think tanks need to maintain their independent and often novel perspectives on issues and trends. An interdisciplinary group of the Think Tank is of great importance for the students, as these individuals can make a significant contribution to the social discussion with their knowledge and experience. They conduct an open discourse with the students - always with the goal of jointly developing their chosen topic.

Usually, a think tank performs research and advocacy. That means, that think tanks try to influence political, economic or social decisions. They propose their ideas and support them with suitable research that either already existed or had been performed by themselves. Due to often operating as non-profit organisations, think tanks promote the company’s opinions from which they are financed. It is important to know, that think tanks' freedom often largely depends on the funder and his interests; this is especially true for corporation think tanks.

All organisations working as think tanks are based on two basic principles. At first, every think tank has an agenda. The agenda is the problem, the think tank is willing to tackle, as well as the goal it is trying to reach. A clear agenda signs a path where to go and prevents the think tanks work to get off-track. Secondly, every think tank has an output. The output are the actual actions performed, to reach the goal and tackle the problem, set in the agenda. The output may vary and alternate over time, as different steps of the agenda are achieved.

A think tank is therefore a group, a forum, a project group dealing with questions for the future. The term is often used in the company context, which is why there is also the special Corporate Think Tank, which refers specifically to idea forums in a company context. This is where participants of the think tank from different departments of a company come together to bundle their creativity and strategic ideas for their company and thus create important impulses for the future of their company. In order for this to work, a suitable setting is needed. The optimal combination for a think tank is not only the creative, visionary participants, but also an adequate, inspiring place where the think tank takes place. In addition, there is also the appropriate methodology with which a think tank is carried



out. As many methodologies as there are, as many variants of a think tank have been established in the meantime. As a term, think tank can therefore be regarded as a kind of generic term for other ways of brainstorming, such as the future workshop, innovation labs or the think tank.

The special thing about this is that - for example, in the context of a company, like a corporate think tank - you don't just spend a few hours in the think tank, but a long time there. This characterizes the typical think tank forums, which analyze and think and work in specially designed rooms (the tanks).

This is a typical model for the corporate think tank as a permanently installed, perhaps outsourced area. There are also think tanks that only work as workshops or project groups, or those that are offered as services by external parties such as so-called idea agencies. In general, think tanks are also distinguished by their nature as analysing or shaping.

For the CYF project the think tank can be used as a necessary tool and output for its students to get students involved with politics with the goal to make an impact in their region. Therefore, CYF students connect with decision makers to inspire as well as challenge (mainly local) government and its current policies. The think tank serves all participants involved as a network as well as a mean to organise involvement. During meetings, talks and other events students deliver, share and exchange their gained insights. This is based on students' prior actions and their research.

The different backgrounds, educational levels and ages of CYF students connected through the project are beneficial to its goal of coming up with new ideas and acquiring knowledge tackling a certain topic, especially in the range of 'social enterprises with impact, CYF's central topic. To create a CYF think tank, each partner country develops a series of activities, events and a local network. The output is a collection of tools, experiences, stories and regional networks.

Think Tank Methods

We're all always looking for good ideas and have put together a few suggestions for you to be creative and productive.

Important: Set yourself goals.

Formulate a clear goal.

What do you want to achieve?

Where does the path lead?

Goals should always be formulated positively, because they motivate and inspire.

It is essential to keep an eye on the implementation phase right from the start and to clarify the question of how the results generated in a think tank are to be implemented.

The **SMART** formula helps us to find the right goals.

S stands for "situation-specific" - each situation requires a different goal.

M stands for "measurable",

A means "attractive",

R is equal to "realistic",

T stands for "termination". We set a date by which everything should be ready.



Improving one's group work:

Studies found out, that it is often less productive to brainstorm in a group than trying to be creative on your own. The following methods might help you with further improving your group work.

Preparations: Think Tank Checklist

Pre-phase of a Think Tank

First Step:

- Find a group you want to work with
- Do research about the problems of your region
- Decide which problem you want to tackle
 - Prepare an Agenda (= actual state vs. Target state)
- Define the problem you want to tackle
- Evaluate the actual state
- Set goals to define a target state
- Make a list with all contacts, projects, entrepreneur's and important people referring to your goals

While -Phase of a Think Tank

- Which organisations, companies do already work in the field of the problem?
- Who are the decision makers in the field of the problem?
- Choose an activity to create a suitable output to reach your target
- Execute the activity

Post- phase of a Think Tank

Output

- Summarize the output of the activity
- Evaluate how the actual state has developed
- Define what misses to reach your target state

Introducing some possible activities

Panel discussion

When it comes to connecting yourself and your peers, the panel discussion might be just your thing. It is a great way for an audience to get in touch with different experts on the subject and to hear different views on a topic. However, it is easy to make a panel discussion boring. Therefore, we give you some tips for a 'superb' panel discussion.

Have a good structure.

Time is a very limited resource in a panel discussion, so you should manage it well. 45-60 minutes is a reasonable length. Including the Q&A round, it may extend to 90 minutes but after that, your audience won't be able to concentrate much longer. Having a couple of panellists, that is not a lot of time per person. You can save time by letting the moderator introduce your guests (instead of letting them do it by themselves) and cutting the discussion in time to make sure you can cover all your topics. You should also plan a decent amount of time for the Q&A round, minimum 15-20 minutes.

If your panellists stay a couple of minutes after the discussion, it is good chance for your audience to have a private word with some of them.

Who is your audience?

It is important to know who your audience will be/which audience you want, because that is the foundation of your panel: Do you have to introduce them to the topic or do they already have



knowledge on the subject? Does the topic match with the audience age and interests? How long will they be able to concentrate? etc. etc. The panel must match the audience!

Choose the right topic.

Your topic sentence controls which people attend and is the reason why people attend your panel discussion, so make it sound interesting. It also has to offer enough to talk about and enough different parties/opinions involved.

Invite the right people.

Everyone of your panellists should be an expert on the matter, some way or the other. There is nothing worse than a panellist, who has nothing to say regarding the topic. Passion on the matter is a key for an interesting discussion.

If your group is part of the panel as well, make sure to prepare well!

Have a good host.

A good host spices up the discussion but otherwise stays out of it. He does not bring his own opinions but introduces the guests and guides the discussion in different directions if necessary. Additionally, he keeps track of the time and manages questions from the audience. A good host creates a good discussion, but he is not part of it. Therefore, he mustn't talk long. The host mustn't forget the audience!

Round Table Talk (World Café)

This method is, unlike the prior, not meant to be attended by an audience! Nevertheless, the majority of the previously stated 'rules' also apply to this method.

"World Café" is based on the principle that all participants are given an equal right to talk/participate. Yet, one person will be assigned the 'key role' of the moderator. This person should balance the involvement of all participants as well as being knowledgeable about the topic(s). In order to work out well a round table talk requires preparation and planning on one hand, on the other it requires a clear, though open-minded potential agenda for discussion.

Preparation process for a Round Table Talk (World Café)

The key to success is a thorough clarification and preparation process.

Follow these steps:

1. Clarification of concerns: What is to be achieved with the planned event?
2. Format selection: Which method is best suited for this?
3. Invite the preparatory committee: The World Café thrives on relevant and profound questions. In order to identify the really relevant questions from the multitude of possible questions, it makes sense to involve all interest groups in the preparatory process that will be affected by the outcome of the event (stakeholder process).
4. Preparatory workshop: 2-3h workshop to identify the issues to be addressed in the World Café.
5. Implementation of the World Café
6. Ensure sustainability: Translate the central results into an action plan and ensure implementation.

The Mind-Map

Mindmap Ideas are not born in linear thought processes, therefore the mind map is a great tool to jump back and forth between thought processes and ideas on a topic and still follow a red thread. The diagram makes individual relations of the whole more visible. Usually there is a single concept/idea in the centre to which major ideas are directly connected; other ideas branch out from these. You may use different images, symbols, codes, and dimensions within your mind map.

We recommend that you paint a picture in the middle of a white sheet that matches the theme. Because pictures trigger stronger ideas and emotions than words. You can see more clearly. And now



write next to it all the ideas and catchwords that you associate with the picture with the help of curved lines.

If you add only one word per ramification, our brain has a greater chance of finding trains of thought and combinations. If several terms are combined with each other, new thoughts can always be evoked.

The Disney and de Bono methods

Developed by **Walt Disney** himself, the method divides the group into three parties, the dreamer, the realists and the critics. If you want to come up with good ideas, don't try too much at the same time. In order to work productively and creatively at the same time, you shouldn't think about the implementation of an idea at the same time as questioning it. Both are important, but the processes must be separated in order not to block each other.

And that was Walt Disney's concept: divide your team into dreamers, realists and critics. Everyone can argue one after the other. Everyone must remain in his or her role while arguing. The method helps getting a different perspective on a problem and to develop alternative strategies. It is quite similar to a pro/con debate.

Edward de Bono developed something similar with his six thinking hats. In this method, six points of view look at a challenge, a question:

The analyst, the emotional, the doubter, the positive, the crazy, the mediator.

De Bono demands to put on a hat in a different colour for each perspective. Striking and effective: the person wearing these hats is put over the respective point of view - without mixing up ideas and criticism.

"6-3-5 Method"

The "6-3-5 Method" was developed in 1968 by Professor Bernd Rohbach and was presented as a creativity technique for finding ideas. It also usually works very spontaneously with untrained participants. As a problem-solving technique, this technique particularly promotes the generation of new, unusual ideas in a group of people. Within a short period of time, a maximum of 108 ideas can be created with 6-3-5: 6 participants times 3 ideas times 6 rows.

This creativity technique is suitable for finding ideas based on concrete questions about challenges of simple to medium complexity. 6-3-5 is also well suited for idea enrichment.

Think pessimistically

Think of the worst-case scenario for a moment. To find an alternative or to prove an existing strategy, it can be helpful to be a pessimist for a moment and try to plan for the worst case. Just try things out.

Worst case scenarios or targeted negative thinking

Think about the worst-case scenario for your challenge, your problem. Sometimes it helps, because now you can determine the steps in advance, what to do in this case.

Sometimes it leads to the goal of thinking pessimistically.

Finally

The selection of participants, the clear definition of objectives and the right ambience are the keys to success. Especially the first point requires a lot of tact and persistence. The advantages of a think tank are obvious: they can be used for almost any topic, can release many ideas and concepts and the participants enjoy working in a think tank. A lack of planning can be disadvantageous, both in terms of the concept and the time or cost frame. In addition, the thought-out strategies must also be carefully selected so that the result of the think tank also leads to the goal, respectively matches the mindset of the team or company.



1. Concept of the Think Tank

WHO?

- Students take the lead and get in touch with regional/local decision makers in order to challenge government with new insights

HOW?

- series of meetings: talks, presentations and small events

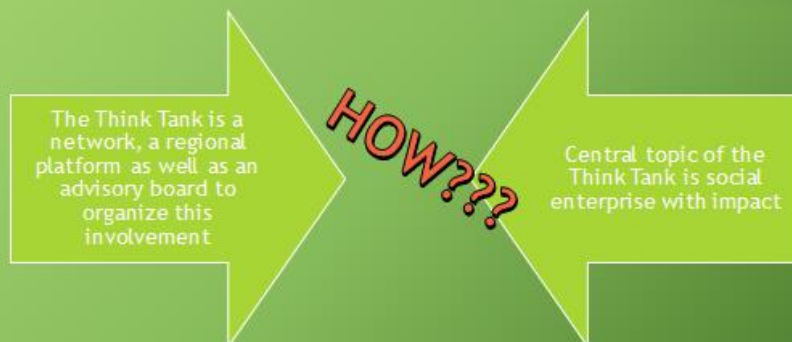
WHAT?

- They share their experience on social enterprise and ambitions - in their region and in Europe - based on the transnational and regional activities

WHY?

- It's time to involve young people in the future of their own region and enabling them to steer change along with professionals

2. Concept of the Think Tank



3. Methodology and Action

In each partner country, a series of activities, events and a network is developed that leads to creating this Think Tank.

Actions and methodologies are going to be:

1. Action: Exploring social challenges from two point of views - students and government

- Method: round table talk

2. The role of social entrepreneurship in the region and in Europe

- Method: discussion sessions

3. The role of young people in creating impact: How to enable young people in impact creation and involvement?

- Method: Presentation and discussion

THINK TANK - PORTUGAL

Pre-phase of the Think Tank

The group of students involved in this edition of the Think Tank activity of the Claim your Future project was the same that participated in the actions organised during the 2019-2020 school year. The group was composed by a total of 8 students from different VET courses of the José Estêvão School, in Aveiro (Portugal). They have distinct upper secondary educational backgrounds in the fields of Photography, Design, Informatics and Sports. This turned out to be a strength of the group because the students brought different perspectives to the table on several conversations, discussions and debates during their participation in the project. All of them were eager to join the activities of the Claim your Future in the beginning when the project was disseminated again at their school. When the school year started, a presentation session was held to show the objectives and aim of the project, including pictures and explanations of past activities, as well as testimonials from students that participated in previous years. This last part of the presentation session was a game-changer for most of the students who were attending. They got very interested when listening to their peers and the experiences they had throughout the project. In short, the motivation of the CYF students 2019-2020 was very high and they autonomously started to research the topic of social entrepreneurship and getting to know the region better.

The research process started in the core of the thematic of Claim your Future. The students began to get familiarised with the social entrepreneurship approach and examples of initiatives in the community. After knowing more in-depth the concept and having a clearer understanding, they talked with their teachers, friends and family about their findings. That led to conversations connected to problems in the region and which entities, organisations, initiatives and individuals were doing something to solve those issues. Receiving feedback from the people around them facilitated the perception they had of the community.

The next step that the students took was to set up a meeting to discuss the problems they had identified and decide what the most worrying problem was for them. Together, they presented each other their opinion on the matter and evaluated all the options on the table. In the end, the choice was to focus on the rehabilitation of houses to elderly people.

The students considered all the aspects around the situation and structured its actual state:

- The number of elderly people is increasing and the probability of having more individuals in an adverse situation is higher.
- In the last census (2011), there were 3% fewer children and 3% more people over the age of 65, while the working age population stabilised in the same values.
- Most of the residential buildings were built before 1991, and of these, most of them need of rehabilitation work.
- The majority of the elderly people live in the older residential buildings.
- Following the two previous observations, it means that the quality of life of elderly people is lower, in comparison with the possibility of owning/renting more recent homes and having access to better building materials, heating systems, optimised lighting systems, maximised insulation, less maintenance and home appliances.
- The services to support this target group should be better.
- One initiative in the region is providing volunteering programmes to citizens who are willing to help and are available to support people with poor conditions rebuilding their homes.



The following image represents the age pyramid in the city where the students are living, in Aveiro. It shows how the population distribution will be in the next years and the population aging.

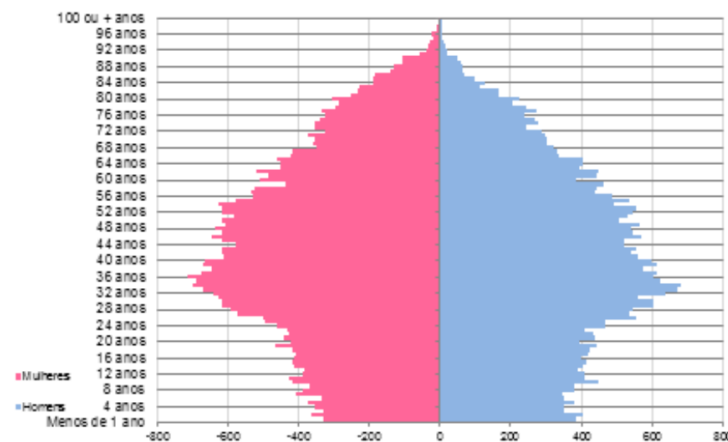


Figure 1: Age Pyramid in the Municipality of Aveiro.

Source: National Institute of Statistics (Portugal), 2011 Census.

After having verified these facts, the students tried to approach the problem by dividing it into three aspects:

- **Impact** on the community through the development of solutions and actions in the field;
- **Resources** that could be used to facilitate access to funding, having in consideration the environment and sustainability criteria, promoting employment in the region and fostering solidarity in the community;
- **Who** are the stakeholders that they need to bring to the table to raise awareness to the issue and help create the conditions to solve the problem.

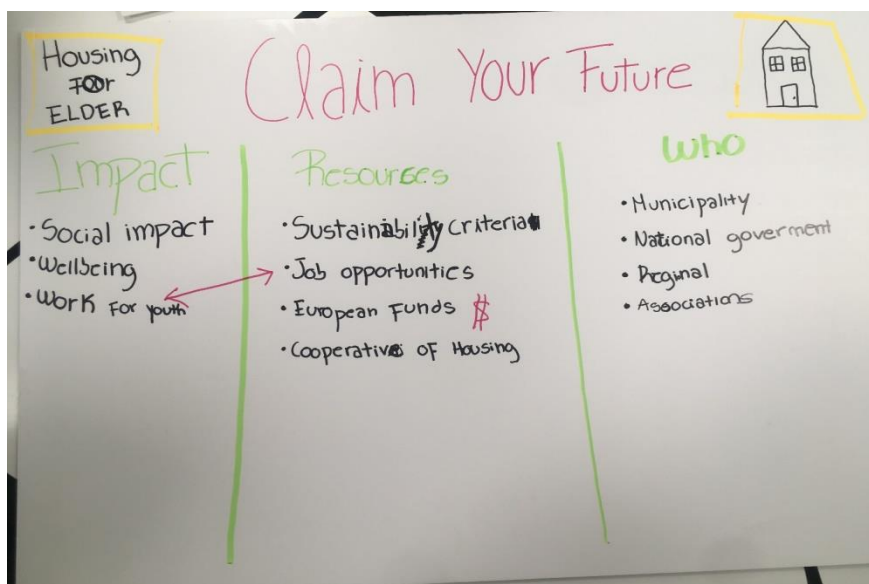


Figure 2: Flipchart of students regarding the Housing for Elder problem.

In the Impact column, there is an interesting element that students have identified, which is the work for youth and the connection with job opportunities. While discussion about this point, they have not only identified improvements in the labour market but also volunteering opportunities in associations or programmes promoted by the City Hall. This means that actions in the field could foster active citizenship among young people, allowing them to get involved in the community, as

well as developing soft skills necessary to become better prepared for the future, throughout their lives.

Analysing the second column, it can be noticed the connection with Europe. It was satisfactory to observe that students recognise the importance of European investments, at the local and the regional levels, in order to support the resolution of problems and make people's lives better.

Finally, the stakeholders identified which they could reach out were the municipality, national government, regional authorities and associations active in the region. These are going to be important in the next phase of the Think Tank as they will be on the contact list that the students made to try to communicate with.

The whole process was very fulfilling for the students as it was motivating them and sparking their curiosity around the topic. The more things they found about it, the more they wanted to know and investigate. Sometimes, when they got an answer for one of the questions, more doubts appeared. It kept them interested in finding out why, how to solve it and who they should involve. The main pillars of this process were the following:

1. identifying the causes and the secondary consequences of the problem;
2. evaluating how it affects the community and how it is estimated to be in the future based on data and evidences;
3. the impact that solving the problem could have on the population of the region;
4. finding out about some necessary policies that decision-makers could adopt to push for a change in the right direction;
5. knowing the stakeholders they would need to connect.

While-phase of the Think Tank

The students arranged another meeting to discuss the next steps and decide what actions they were going to take. The objective of this phase is to thoroughly identify and list all the entities and individuals that work in the field of the problem and that are, somehow, involved in tackling it. That can be done by organisations (usually non-governmental organisations) that implement actions and activities in the field, companies that offer specific services or sell products, schools and universities that have groups of students or researchers committed to understand better the issue and even develop innovative solutions, and finally, the decision-makers such as the municipality, government or members of the parliament.

A brainstorming session took place at the school to think and discuss about ideas of what they could do to get in contact with key stakeholders connected to the issue of the rehabilitation of houses to elderly people. Taking into consideration the work and research done previously in the Pre-Phase, the CYF students determined 3 main organisations/entities that could help them understand better the problem, dig deeper on the existing solutions and create awareness to these stakeholders:

- The Municipality – they would like to find out what was the city hall doing to address this issue and get in touch with the councilperson/councillor responsible for the field of Social Housing.
- The Incubator of the University of Aveiro – based on a Creative Science Park of the region, it is a place where start-ups and social enterprises are established, making it a perfect environment to discover potential solutions and individuals involved in improving the situation.
- The Association Just a Change – it is a non-profit association that rebuilds homes of people in need in Portugal, covering part of the region of Aveiro.



Having decided on the targets to reach, they discussed the best way to proceed. It was necessary to implement some activity that would get the attention of entities and, at the same time, be interesting for the students. Considering that the stakeholders above have different roles in the society, one of the ideas was to approach them differently. That means that when students were going to get in contact, they would suggest what they pretended to do.

In the case of the Municipality, the most consensual way was to organise a group discussion with the decision-maker responsible for the rehabilitation area. The students would visit the City Hall facilities and have a meeting to ask how they were addressing the problem, especially for the elderly people. They got in contact with the municipality and with some support of the school, they agreed on a date.

On what concerns the Incubator of the University of Aveiro, the objective was not to meet only one entrepreneur or one of the responsible persons for the entity but to get to know some companies and their staff. The students wanted to know more in depth about what the researchers, employees and entrepreneurs were working on.

Taking into consideration the previous two entities, the students were looking for a stakeholder that was tackling the problem in the field, working daily with reconstruction of homes and, if possible, with elderly people. They found the Association Just a Change that was doing exactly what they were trying to find and the contact was established immediately. The proposed activity was to eyewitness one of their actions and talk with some of the volunteers, including somebody from the board of the association to have an overview about the long-term vision. The students would observe in person how the reconstruction of homes takes place while getting some feedback on site. For example, what kind of materials are used, what are the first things to be done, how it will look like, how much time it will be spent in a division of the house, etc.

Proposed solutions

While establishing the contacts with the stakeholders, the students worked on some possible solutions for the problem of Housing Rehabilitation for Elderly People. The aim was to prepare suggestions and ideas in advance to discuss with who they were going to meet and exchange impressions.

They got together after a day of classes and brainstormed about how they would solve the problem if they had the power to decide and how the community should be involved around the topic. The first step was to make use of the information gathered in the preparation phase, evaluate the problem in detail and propose solutions to tackle some of the direct and indirect causes.

In one of the conversations, the students came up with the conclusion that bad housing conditions has negative implications on the society and affects mainly:

- Unemployed people;
- Elderly people;
- In general, people with lack of financial resources that are not able to move because they cannot afford a higher rent or they do not have the necessary funds for construction works.

Another discussion was the positive effects that the rehabilitation of houses creates. Summing up what was spoken about, two main positive consequences were highlighted:

- Good places for people to live in;
- Creation of new jobs.

The topic that generated more enthusiasm was the communication part. The students were motivated to find out how the stakeholders should engage with citizens to create awareness about



the problems that affected the community, how to foster discussions about the best solutions to tackle those issues and to inform the public on the actions that were being implemented. The proposed solutions for the stakeholders, in particular the City Hall, were the following:

- Make use of Social Media to communicate with the citizens, meaning that there should be a presence in platforms used by multiple age groups. Facebook, Instagram and Youtube were the three most relevant identified;
- There should be somebody or a team responsible for developing a strategy for social media and managing the platforms, such as creating content, design, publishing and interacting with the public;
- Face-to-face communication should also be used and it is the best option to create empathy with people, although the number of people possible to reach might be reduced. One of the examples of activities that can be organised are sessions at schools, companies, associations, elderly and retirement homes, the university, the employment centre and public places owned by the city hall;
- Publications in the newspapers and delivering flyers are other additional options.

Engagement with the Stakeholders

In this section, it will be stated how the activities with the stakeholders previously identified and that were available to receive the CYF students took place.

The Municipality

The students wanted to know what the City Hall was doing to support elderly people in terms of the conditions they were living in. They prepared four questions to foster the discussion with the councilperson responsible for the field of Social Housing:

1. What was the strategy for the following years?
2. How was the research and data collection done to support the strategy?
3. How many actions and what kind of response it was planned to happen?
4. How much funding was allocated?

The councilperson responsible for the field of Housing explained that the City Hall has a strategic programme for urban rehabilitation that comprises the following cornerstones:

- Support for rehabilitation and restoration of buildings.
- Provision of information to promote rehabilitation in the light of the new construction, including updating of the set of available tax, administrative and financial incentives.
- Identification and promotion of the refurbishment of property through the dissemination of existing and/or future incentives.
- Development of the Heritage Charter and implementation of heritage protection measures:
 - inventory, typologies and levels of safeguards;
 - visit and collect testimonies prior to demolition or alterations to scheduled buildings;
 - incentives of different types;
 - other protection and recovery guidelines.
- Support for owners who show an interest in the rehabilitation of buildings, guiding criteria for interventions by directing action to facilitate and drive the rehabilitation process.
- Ensure mechanisms for updating information on the Aveiro's real estate.

It was assured that the City Hall shares the concern of the students related to the rehabilitation of homes and the situation that some citizens are going through on bad housing conditions, especially elderly people who have less means.



Work is being done to address the issue and to make the best use of public and private funds, in combination with short, medium and long-term strategies to provide the solutions in a sustainable and consistent paths.

The Incubator of the University of Aveiro

During the conversations with one of the responsible persons at the Incubator of the University of Aveiro, a day was schedule for the group of students to visit the place and have some time with the entrepreneurs.

In the beginning of the visit, there was a small presentation to explain how the Incubator works, what kind of projects researchers are exploring and some of the companies that decided to have their office there. The students acknowledged that it was a very rich environment for people, especially young people that completed their studies at the university, to develop their ideas and prototypes that could reach the market in the future.

One of the solutions that students were more amazed about was a new type of construction material and process that was able to reduce the costs and shorten the building time. This was a very good solution that was capable of providing rehabilitation of homes for elderly people in a more accessible way. Another good finding was a start-up that focused on Internet of Things solutions to make the use of electricity more efficient such as lighting, usage of home appliances and other electrical equipment. This would allow for people to save money on electricity bills at the end of the month and contribute to the environment as well.

More impressions were exchanged with the entrepreneurs and researchers working at the Incubator of the University of Aveiro throughout the day. The most important conclusion to take from this visit was the capacity to provide students with a more holistic view about what it is needed to develop new technologies and solutions. This includes the time that takes to build up a concept, to gather a team of enthusiasms willing to work on it and the testing phase to make sure the product or solution works well when it reaches the market.

The Association Just a Change

To this day, Just a Change has rebuilt hundreds of houses and institutions, having mobilised thousands of volunteers inside and outside the country. They rehabilitate houses without roofs, windows and doors, where there is no hot water or electricity and where it is cold all the time.

The volunteers of this association believe that living conditions have a direct impact on reducing poverty and crime in the population. The rehabilitation of homes brings improvements to public health and energy efficiency and it could be the starting point for a new life. They want to give the possibility for everyone to have a decent place to live.

The CYF students schedule a day with the responsible persons of the association to go to the field and watch how the volunteers work. It was a very interesting activity because they could see in reality how the rehabilitation of homes is done. This includes the materials that the volunteers use, the techniques implemented on-site, what do they prioritise first and what is done in the end of the intervention, how many people are needed to do different things, etc.

The next moment with the Just a Change Association was a meeting with their board members. The students listened about some facts of the reality related to this topic, not only in the region of Aveiro but also the overall scenario of the country. In summary, the most relevant information that was transmitted is linked to poverty in general and the quality of housing:

- Household poverty affects more than 420 000 Portuguese citizens. There are astonishing numbers that represents around 4,12% of the total population;
- 23% of the Portuguese population cannot keep the house warm;



- More than 60 000 Portuguese do not have access to canalised water or sanitation;
- More than 30 000 Portuguese do not have electricity at home;
- Portugal is the second country, in the European Union, where the mortality rate is most increased during the winter.

The perception that students had about the problem was very different of what they thought it was happening in Portugal. The numbers were very surprising as they expected that the statistics to be much lower than it was presented. The main reasons and consequences associated with this scenario and pointed out by the responsible persons of the associations are:

- Structural problems;
- Lack of infrastructure;
- Lack of health;
- Bad hygiene conditions;
- Lack of comfort.

They also emphasise that the association enhances the impact on the field by collaborating with local organisations, based on 4 main pillars:

1. **Screen:** they activate the local network of social partners, to map and screen families living in a state of housing poverty. From there, they do a prioritisation of houses and families that need Just a Change's Intervention;
2. **Mobilise:** once the interventions are selected, Just a Change is in charge for mobilising the main resources needed for the project's implementation;
3. **Renovate:** throughout the construction Just a Change focuses on creating relationships with its beneficiaries and managing the affairs with the partners to enhance the social impact. During the intervention, they encourage the beneficiaries to take part in the works;
4. **Follow up:** with the network of local partners Just a Change ensures the changes and impact achieved during the rehabilitation works are not lost, by guaranteeing every family is followed and helped in other social issues by social workers.

In the end of the conversation, the students appreciated all the knowledge, information and insight about the topic of rehabilitation that the members of the association gave them. The experience of being in contact with people who are in the field tackling this issue was very fulfilling for the CYF students and provided them with a more clear picture of the reality that a lot of people in Portugal is living in.

Post-phase of the Think Tank

The overall feedback from the CYF students related to the Think Tank activities was very positive. It was a motivating experience being in contact with various stakeholders and listen to the perspectives of people that have different roles: decision-makers, entrepreneurs and volunteers.

Due to the pandemic situation that affected the whole world and, in particular, Europe after the end of February and beginning of March, it was not possible to implement any additional action with the students for this output. INOVA+ considers that the most important work was done, which was the contact with the stakeholders. This allowed the CYF participants to be more aware of one of the main problems in Portugal.

The Think Tank output had impactful aspects on the CYF students. It fostered not only the gain of knowledge on the topic of rehabilitation of homes of elderly people but especially the development of soft skills important for the students in the future. It provided the opportunity for students to be



more motivated to actively search for information related to any concern that they might have, be more proactive in establishing contact with entities and individuals, be more sensible about the issues that affect their community and prompt to find solution to problems.

Finally, already during the period when they were taking classes from home, the CYF students schedule a small meeting to reach a consensus on possible solutions to the topic they have addressed:

- Create awareness among their friends, colleagues, family, teachers and neighbours;
- Volunteer to participate in activities and actions organised by non-profit organisations;
- Share online content related to the issue;
- Be more politically involved and communicate with decision-making actors to push for policies that benefit both elderly people and all the population that is affected by the housing problem;
- Donate money or goods to the cause.



THINK TANK – United Kingdom

Preparations

Pre-Phase	
The group we worked with	The Think Tank activity was taken part with a group of students from KEFW, and Xavier Lewis Rodriguez (Project Manager of BTF).
Research into the region’s problems	Participants were invited to read through previous research completed by BTF on Youth Entrepreneurship as a means to reduce youth employment.
Agenda	To find further information on the event, please follow the link: https://www.eventbrite.co.uk/e/march-appg-meeting-series-2-pathways-from-education-to-employment-tickets-31637756381#
Definition of problem to tackle	The topic chosen was: The role of social entrepreneurship in the region and in Europe. The Claim Your Future Team presented their work throughout the year to the Minister of Employment.
Objectives	The learning outcomes were set by BTF: <ul style="list-style-type: none"> - To meet with a decision maker - To present Claim Your Future and the students’ work in developing social entrepreneurship - To receive advice on how to develop their social project further.
List of contacts we can refer to	This is a very valuable exercise. Students should learn to list the people around them that can support them. This task was particularly challenging for the students, because they have never had to think of their network. It would be useful to add a bit more guideline on how they can build a network.

Think Tank

The primary objectives of the APPG for Youth Employment is to promote youth employment in all its forms and the role of young people within the economy; to ensure young people’s voices are heard; to highlight the need for quality opportunities; and to share best practice.

In 2017/18 the APPG for Youth Employment will look closely at three topics that impact on youth employment. For each topic the APPG will hold a series of meetings where in the first meeting an external expert will be asked to give evidence on that topic, at the 2nd meeting MP’s and organisations from constituencies around the UK will be invited to give evidence and at the 3rd meeting the relevant Minister will be invited to attend and present.

This APPG for Youth Employment meeting was attended by the Minister for Employment and members of parliament. The Claim Your Future team had the chance to discuss with MPs the work that they do in KEFW in the field of social entrepreneurship and the importance of mentoring. He introduced the students to governmental schemes that can support young people in social entrepreneurship



Feedback for us

1. What aspects of the guideline were helpful the most?

The young people enjoyed the opportunity to meet with a decision maker. The same comments from think tank 1 apply here.

2. What aspects of the guideline could be better?

- Perhaps a third meeting should take place after Think Tank 2 to ensure that the output that has been created is implemented.

Key conclusions

The APPG for Youth Employment is the most direct way for the UK Claim Your Future students to meet with decision makers and stakeholders. The meeting was successful, the Minister of Employment was introduced to Claim Your Future and peer mentoring. He introduced the students to governmental schemes that can support young people in social entrepreneurship



THINK TANK - NETHERLANDS

Introduction

Think tank activities in the Netherlands took place in three different ways. First we attended a brainstorm session with members of the province, then we visited the municipality of Tytsjerkstradiel for an open discussion on housing and finally we were asked to play a part in a political café, where one of our students was a panel member. The think tanks focussed on the recent tackling brain drain situation in the north, the aspirations of our group, as an open discussion and the local housing situation and possible insights and solutions. The subjects where in it turn discussed. It is also interesting to mention that we got invited more as a group then the years before, probably because of Claim your Future being a more widely known project now.

Preparations

Before each think tank we sat together as a group to figure out which municipality and events we would like to attend as a group. We regularly hosted sessions with our group to talk about regional topics and discuss our opinions about them. This preparation came in handy when the conversations didn't have a specific topic and also to be able to voice our opinion about the topics we find important as a group.

As a group we were invited by the province for the first brainstorm session. Beforehand we discussed the subject as a group and had an open conversation about what we knew already. For this think tank we used large pieces of paper with a few questions about how to create a course where young people could get to know the region and it's industry and entrepreneurs in hopes to counter the recent brain drain. The students also arranged a room, sticky notes and pens.

Next to this, it was our groups initiative to organize the think tank with the municipality of Tytsjerkstradiel. We met this man from the municipality at an event we attended as a group a little earlier that year. We had a real nice conversation with this man and the group thought it was important to also provide the smaller municipalities with the chance to talk to young people. This is also what this man told us, how hard it was to get a young person's point of view. All contact and arrangements were made by e-mail communication by our group and the students also arranged a way of transportation.

The third think tank was a little different from the rest of them. Here we attended a political café, which is a meeting for all locals where politicians want to talk to the citizens about local challenges. The theme of this political café was housing. Beforehand there was a session held with the students who participated during the event to talk about what they would like to see ideally as their own future housing situation. They also researched about local housing plans and such. One of our students participated as an active panel member, the rest of the group was a part of the audience who could also talk about these topics.

The event

During our think tank event on the brain drain with the province, a group of ten students worked together on a few questions around hosting a summer course to counter the young professionals leaving our province to work in bigger cities and keep the talent. The students suggested that the region would showcase all entrepreneurs during the event, would organize enough fun things to do, host a party at the end of the day, maybe invite some local heroes and let the young people experience themselves what these companies have to offer. The interactive part was considered



most important to inspire young people and the opportunity to talk with these successful local entrepreneurs would inspire them as well.

The think tank with the municipality of Tytsjerkstradiel was a more open form of discussion where the students got the opportunity to present and talk about their own topics and ask questions to the politicians. Students spoke about how they run into communication issues when it comes to speaking to government officials and how conversations they do have are mostly in a way that young people don't always understand. The municipality asked the students about ways to include more young people in the decision making process. They told us they struggled a lot with finding young people to collaborate with. We also spoke about the recent shrinkage of young citizens in villages, which creates more ageing villages, instead of vibrant areas. The municipality asked our opinion on whether and if we wanted to live in a village at our age. The students answered with critical notes about transportation and leisure activities in the villages.

The last event the students attended was the political café in the municipality of Tytsjerkstradiel. We attended this meeting as students but one of our group also played a part in a panel discussion regarding housing. This meeting was arranged to get input from local citizens to talk about this topic. First we got a presentation by an architect regarding new plans for municipality's main square, the current housing situation and demographic data of the current habitants. After that everyone got a chance to ask questions and place their comments. The politicians attending also prepared questions for the audience. After a short break the panel with one of our students and two experts in the field was formed in front of the audience and talked about desires regarding housing. The students mostly stressed the point that we don't expect mansions, just a regular house to live in and that it's difficult to find these days. The audience as well as the attending politicians were really grateful to have some young people attending and voicing their opinions.

Think tank with the Province



Visit to municipality Tytsjerkstradiel



Political café on housing



THINK TANK – LITHUANIA

1. Introduction

2019-2020 school year Lithuania team were encouraging youth to be more responsible, motivated, organized, active, involved in different activities and to have a possibility to communicate with decision makers, to debate and try to give possible solutions to solve some relevant problems. That's why Lithuania's CYF team participated in interested event-conference **"KAUNAS CITY YOUTH CONFERENCE 2019"**, organized by "Kaunas city municipality" and "Young Kaunas" organizations. This conference aim - to encourage youth involvement in the decision-making process in Kaunas city. During the conference were developed practical recommendations and an action plan to increase youth participation in civic life and decision-making process. Event-conference last 3 days. Agenda were filled with a lot of workshops and activities. Youth were participating from different schools. Youth age varies from 15 to 23 years old. Conference were organized in English, for this reason students had a great possibility to improve and practice their English skills.

2. Preparations

Before event-conference with students we analyzed and renew social problems in our Region list and went through all done social problems analysis (mind maps, problem trees and etc). As well, we analysed event-conference Agenda.

3. The event

CYF students were participating in event-conference **"KAUNAS CITY YOUTH CONFERENCE 2019"**, organized by "Kaunas city municipality" and "Young Kaunas" organizations. This conference aim - to encourage youth involvement in the decision-making process in Kaunas city.

During the conference were developed practical recommendations and an action plan to increase youth participation in civic life and decision-making process. Event-conference last 3 days. Agenda were filled with a lot of workshops and activities. Youth were participating from different schools. Youth age varies from 15 to 23. Conference were organized in English, for that reason youth had a great possibility to improve and practice their English skills. As well, it was great possibility to represent our center and "Claim Your Future" project.

THE MAIN TOPICS WAS:

- YOUTH PARTICIPATION;
- INCLUSIVE POLICIES;
- DISADVANTAGED YOUTH;
- CIVIC EDUCATION;
- INTRODUCTION;
- ENVISIONING THE FUTURE;
- DEVELOPING INITIATIVES FOR FUTURE.

THE MAIN ACTIVITIES WAS:

INTRODUCTION

All participants of the event supposed to introduce themselves (name, age, organization...)





GAMES:

1. Getting to know each other;

Description.

- All participants were splitting in to the groups by clothes colours;
- In a groups, youth supposed to introduce themselves (name, age, organization);
- Then needed to look to the right/left side and start sentence “If I will google Your name with word ...(f.e. sport), what I will find about You on internet?”

2. Role playing;

Description.

- To split in a groups and to be representatives of:
 1. “Local Youth council”;
 2. “Youth commission”;
 3. “School association”;
 4. “Non-profit Youth organization”.
- “Youth commission”, “School association” and “Non-profit Youth organization” were suggestion their own levels initiatives and changes in our Region and said the cost;
- “Local Youth council” were choosing most interesting and perspective suggestions, were explaining why and were dealing about the budget, because “Local Youth council” had 100 000 Eur. Budget for that. “Local Youth council” invested in:
 - podcasts program for youth (professional audio chats with celebrities or professionals on youth relevant topics);
 - educational laboratories for curious youth;
 - more buses from/to connecting regions;
 - youth house (spaces for youth, where they could spend free time, communicate and meet each other).

DISCUSSIONS:

- “Why to be in politics and youth policy”?
- Introduction to the methodology, agenda and the topic;
- Brainstorm on the most important aspect/topics;

DEBATES:

1. “Explore models of youth participation in online and offline spaces”. Topics:
 - How to motivate youth to be active citizens?
 - Youth-led initiatives & levels of participation;
 - Is clicktivism a real participation?
2. “Inclusive decision making in mainstream politics”. Topics:
 - Data driven and evidence-based youth policies;
 - General elections (local, national, European level) and E-voting;



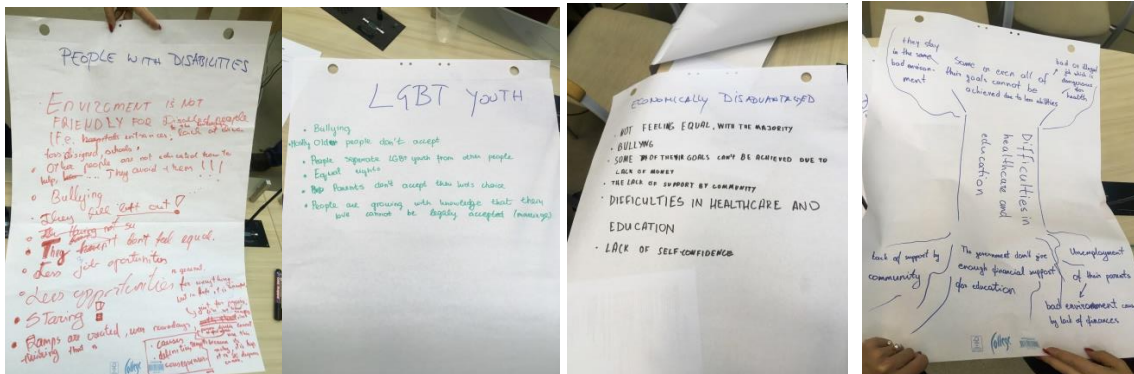
- City includes youth in day-to-day important decision: Co-management, structured dialogue, advisory models and participatory budget;
3. “Disadvantaged Young people / how to involve them more in city processes?”. Topics:
 - Cities empowering young people with disabilities;
 - Economically disadvantaged youth / “give money” or work long term?;
 - Mainstreaming LGBTIQ issue in youth policy and youth projects;
 4. “Civic education in schools and out of school settings”. Topics:
 - Inclusive school programmes - empowering teachers!;
 - Anti-radicalization education for inclusive and peaceful cities;
 - Peer to peer education, empowering self-learning and anti-bullying

WORKSHOPS:

1. “Most disadvantaged groups of young people”:

Description.

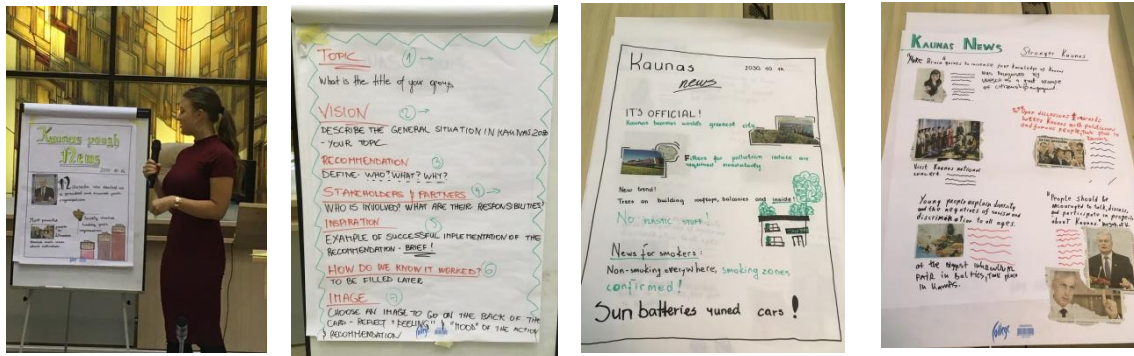
- To name 4 main disadvantaged groups of Youth. Result:
 - Youth with disabilities;
 - Economical disadvantages;
 - Different nationalities;
 - LGBT
- To make a groups and 1 group was working on 1 topic;
- To do a “problem tree” on these topics (causes, consequences...);
- After some time group changed the place and filled on other topics their ideas, while all topics were filled of all groups;
- Each group needed to present their “problem tree”.



2. „BUILDING AN INCLUSIVE, PARTICIPATORY AND YOUTH FOCUSED CITY - THE BALTIC WAY”:

- To prepare our City vision in 2030 as a newspaper first page;
- Presentation of the Results;
- Developing recommendations;
- Developing Action plans;
- Voting and feedback of all participants and Kaunas City Council representatives.





During these 3 days event program were filled with a lot of different active learning methods:

- discussions;
- debates;
- presentations;
- working in a groups;
- games;
- workshops.

During these 3 days event **“KAUNAS CITY YOUTH CONFERENCE 2019”** it was really good practice for CYF students:

- to communicate and have debate with Kaunas city municipality representatives to make them realise, what is important for youth;
- to speak up about relevant social problems, Youth actualities and to be heard by decision makers;
- to communicate and collaborate with youth from our Region with same backgrounds;
- to speak in front of audience and to practice oratory talk (during workshops presentations and debates);
- to work in a groups;
- to improve English skills (conference was in English);
- to get new experience,
- to learn something new from each other and spread horizons;
- to feel important and to be a part of a better future.

THINK TANK - SPAIN

Introduction

Think tank activities in Spain took place by involving the City council's strategy department in the action that would take place within CYF's framework. This year the whole process happening in Matró was around the chosen topic "Aging in the region", having the city council called for adapted solutions within the social entrepreneurial field in order to cover the existing and future demands of the sector. These activities, created by CYF project, integrated two key partners helping along the process who are Tecnocampus University and Facto Assessors cooperative, who were also present during the meetings.

Preparations

After the meetings with the city council for the definition of the topic, sub areas of action were identified and set as priorities to be developed by students during the challenge working process. Those sub categories were: communication tools, health facilities and housing adapted services.

Think Tank's

1- Challenge proposition

In this stage, school visits were carried out in order to communicate and reflect over the challenge proposed by the city council. In there, a workshop was implemented where students were divided per groups and reflected over the sub topics of the given challenge. Afterwards, the online platform was presented and students had to register in there and keep working on the sub topics of their interest.



Presentations given in Pia School, Thos I Codina school and GEM school on the 28th of November 2020

2- Working on the challenge and giving feedback to the city

The final think tank activity is itself the Social Innovation Camp outcome. In where proposals made by the students are presented to the region with the presence of city council representatives, as well as the school directors.

Presentation of the final group winners, by the City Council Strategy Department, 24th of January 2020

Key conclusions

The feedback from the students over the challenges of the region has been very much valued in the region, till the point that the proposals made have been asked to send forward and revised by the departmental units.



THINK TANK – GERMANY

Worldcafé

Which method of think tank do we want to use to achieve well-founded results?

With the method of the Worldcafé the students would like to create the Multiplier Event.

The invitation already contained the topic and the central question, which the guests should discuss in the Worldcafé. The Multiplier Event is not intended to solve the problem, but rather to identify the problem with the help of the method and the various guests.

Topic: How do we manage to establish a "non-discriminatory place of encounter" as a social entrepreneur



Setting and procedure of the Worldcafé

Several people sat in different discussion groups working on the same or different issues. The discussions lasted about 15 minutes and were moderated by two hosts, student and expert. The hosts as well as the guests wrote, sketched or painted the most important ideas on this flipchart.

After the end of the first round of talks, **approx. 15 minutes per table, then table change**, the hosts remained seated, while the others became "travellers". The travellers transported their key ideas, themes and questions into the next conversation.

The hosts welcomed the new guests and briefly shared with them the most important ideas on the topics and questions of the previous discussion.



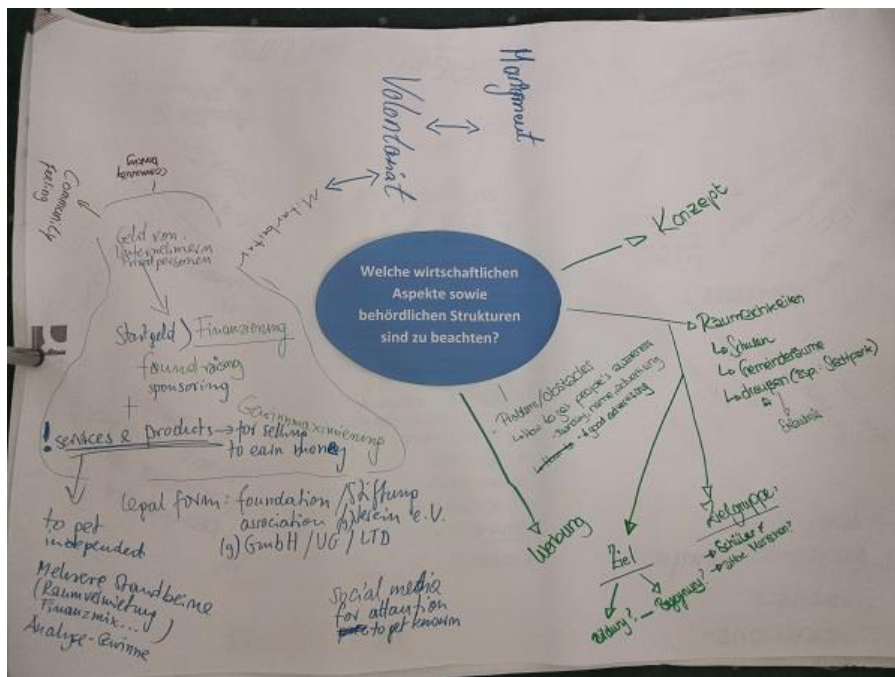
Since the participants had the opportunity to move within the various discussion groups every 15 minutes, the ideas, topics and questions began to link and connect. By repeating the discussion on consistent topics at each coffee table, the guests gained rich insights from a wide range of knowledge resources - the experienced, the experts. This increase in knowledge was more efficient with this method than with the individual exchange between individuals. After the discussion rounds, the discoveries and findings were presented to the entire plenum using flipchart sheets (mindmaps).



WORLDCAFÉ – Questions and Actions

Which economic aspects and official structures have to be

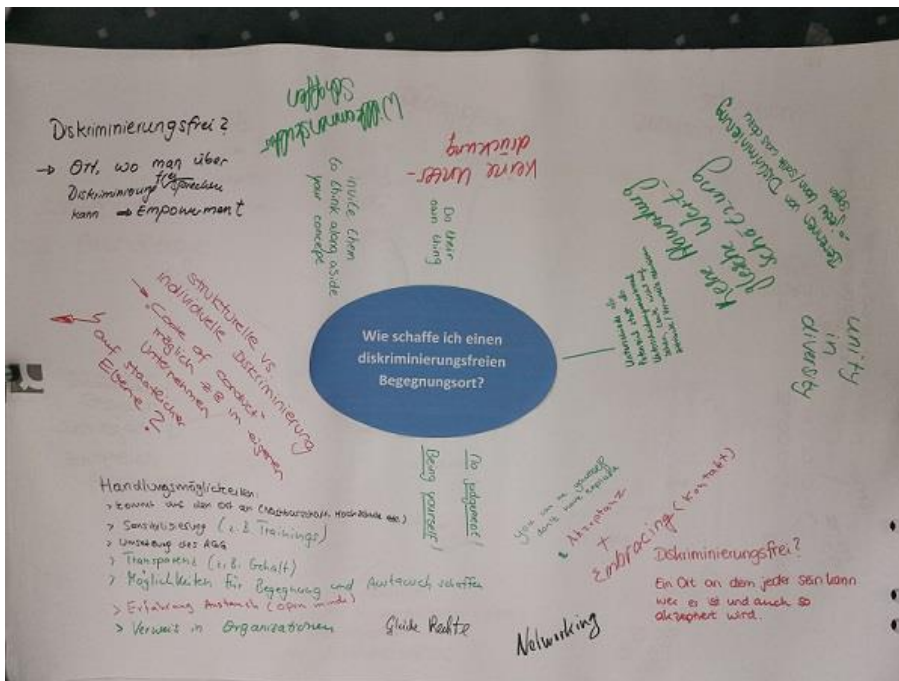
- Where can I get information about financing options?
- Who can be a financier?
- What do I need to be aware of when starting a business? (e.g. legal aspects)
- What are the hurdles?
- What qualities do I have to bring along as a person?
- How can sustainability be guaranteed?



- Which legal form should be chosen?
- What is our goal and who is our target group?
- A concept must be created
- Starting money and financing of private persons or foundations in order to be able to act independently at some point
- Find suitable premises!
- Use advertising and social media to attract attention

How do I create a non-discriminatory meeting place?

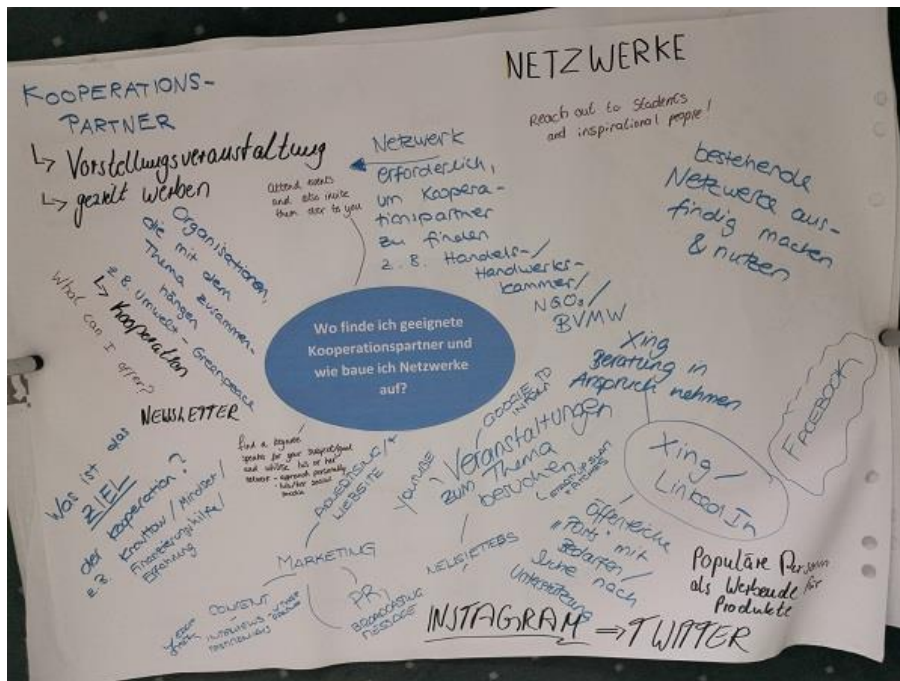
- What does "non-discriminatory" mean?
- With whom (landlords, colleagues, etc.) do I work together to create this place?
- How do I recognize discrimination structures and how do I deal with them?
- Who is my target group?
- How do I address them?



- A place where everyone can be the way they are and be accepted. Without prejudice.
- A place where one can speak freely about discrimination.
- Introduction of a code of conduct, which is more possible in one's own company than at state level.
- In the case of discrimination, courageously stand up against it and name it.
- Working together with like-minded people and getting enthusiastic about the idea.
- See differences as a potential and not as a distinguishing feature, so that one is not reduced to attributes.
- Establishing a network, conducting intercultural trainings, making room for the exchange of experiences, etc.

Where can I find suitable cooperation partners and how can I build up networks?

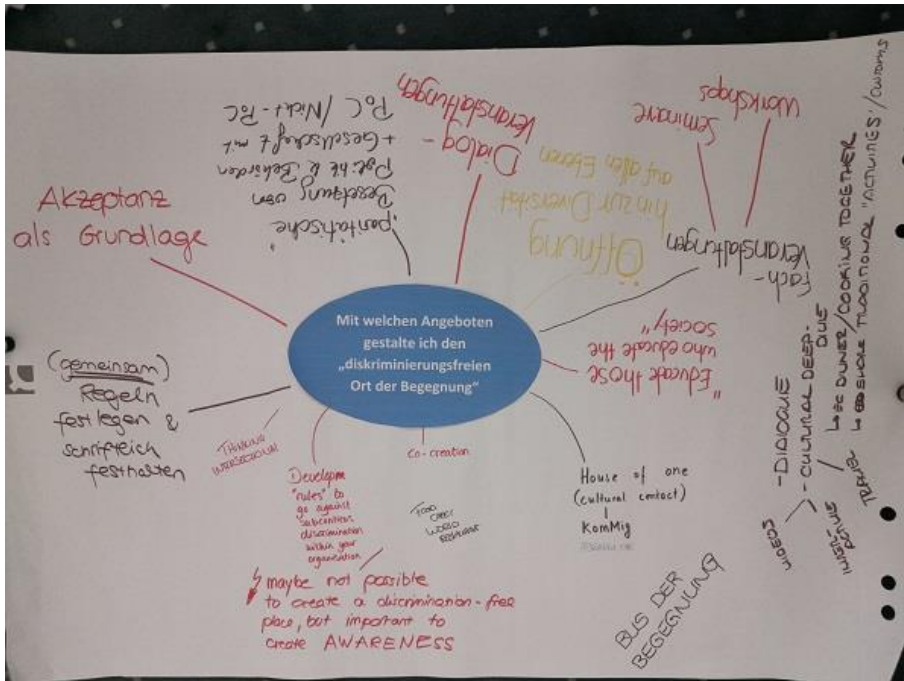
- Which network already exists?
- Which cooperation partners could support us?
- How could cooperation partners support us?
- Do I need resources for this?



- Social media, such as Twitter, Instagram, facebook, etc. turn on
- Visit events on the topic
- Use popular people as advertisers for products or services
- To build up existing networks and contacts in order to learn from their experiences and gather information, e.g. Chamber of Commerce, Chamber of Crafts, NGO's, etc.
- Take advantage of XING consulting
- To inspire other students and interested parties to get involved with the idea
- Good marketing to draw attention to yourself and present your offer in a targeted manner

With which offers do I design the "non-discriminatory place of encounter"?

- What do I want to offer?
- Is there already a similar offer in the vicinity or do I have a special unique selling point?
- Which general conditions, such as location, time equipment, material, employees, etc. should be taken into account?



- It may not be possible to create a non-discriminatory place, but it is possible to sensitize people to the subject, so that they are mindful of language and thought.
- Establish common rules and record them in writing.
- Acceptance as a basis
- Parity occupation in authorities and institutions by people of colour
- Specialist events, e.g. workshops, seminars, etc.
- Dialogue: Interactive meetings on topics such as travelling, traditions, customs and traditions, culinary specialities with cooking and eating together, etc.

The results were compiled using the mindmaps and presented to the plenum.



résumé

Due to the high number of participants from different fields, the students from the CYF project were able to achieve new and profitable results. In discussions, they were shown concrete tips and possibilities for action in order to continue working constructively on their project. They can use the measures developed here and develop them further. In addition, networks were established with experienced institutions and individuals, which they can now use well for the further development of the project.

This result led to the next think tank method.

THINK TANK - 6-3-5 METHOD

The decision to choose this challenge resulted from various team meetings and discussions but especially from the Multiplier Event.

The students decided to use the Foundation's contact to the intercultural garden and to contribute their ideas there.

They already thought during their discussions about a place where different people can meet and be together. And also the Friday for Future movement gave many students the impulse to think more about climate change in our world and to counteract it.

BUT: By which method can they generate so many ideas that a large pool of ideas develops?

6-3-5 Method - How It Works

6-8 students took part in the challenge. The challenge was to find a social problem over the entire course of the project, where they looked for solutions together.

The content of the challenge was the emergence of an intercultural garden in a socially weak district in Hamburg. The international encounters with the partner countries and the various workshops gave the students new impulses for their approach.

According to a method of the think tank located in the German project, "6-3-5", the students were able to develop ideas very quickly with this technology. As a problem-solving technique, this technique promotes the generation of new, different ideas in a group of people.



Step 1: Every student receives a prepared worksheet. The worksheet contains the question about the target as well as the fields for the ideas. The worksheet consists of six rows with three columns each.

Step 2: Depending on the level of difficulty of the question, the moderator now specifies a time span for the distribution of the worksheets (e.g. 3 to 5 minutes)

Step 3: Each of the 6 students now writes 3 ideas and enters them in the fields on the first line.

Step 4: After the period has elapsed, the worksheets are passed clockwise to the next neighbor.

Step 5: Every student should now try to take up, supplement or develop the ideas already mentioned. They enter their three new ideas in the next free line.

Step 6: Now the transfer cycle is repeated up to the last line of the worksheet.

The designation of the 6-3-5 method resulted from the students, who each produce three first ideas and then develop five times three first ideas or ideas derived from them.

Target question: "How can we get residents, institutions and stakeholders to become active in the district, as well in politically and socially? Why is this necessary? "



Implementation of the method

Think Tank Method 6-3-5

Topic: How can we get people to become active in the district, both politically and socially? Why is this necessary? (Please enter an extra comment in the narrower line) - thank you!

Let your imagination run wild. Also think of the intercultural garden.

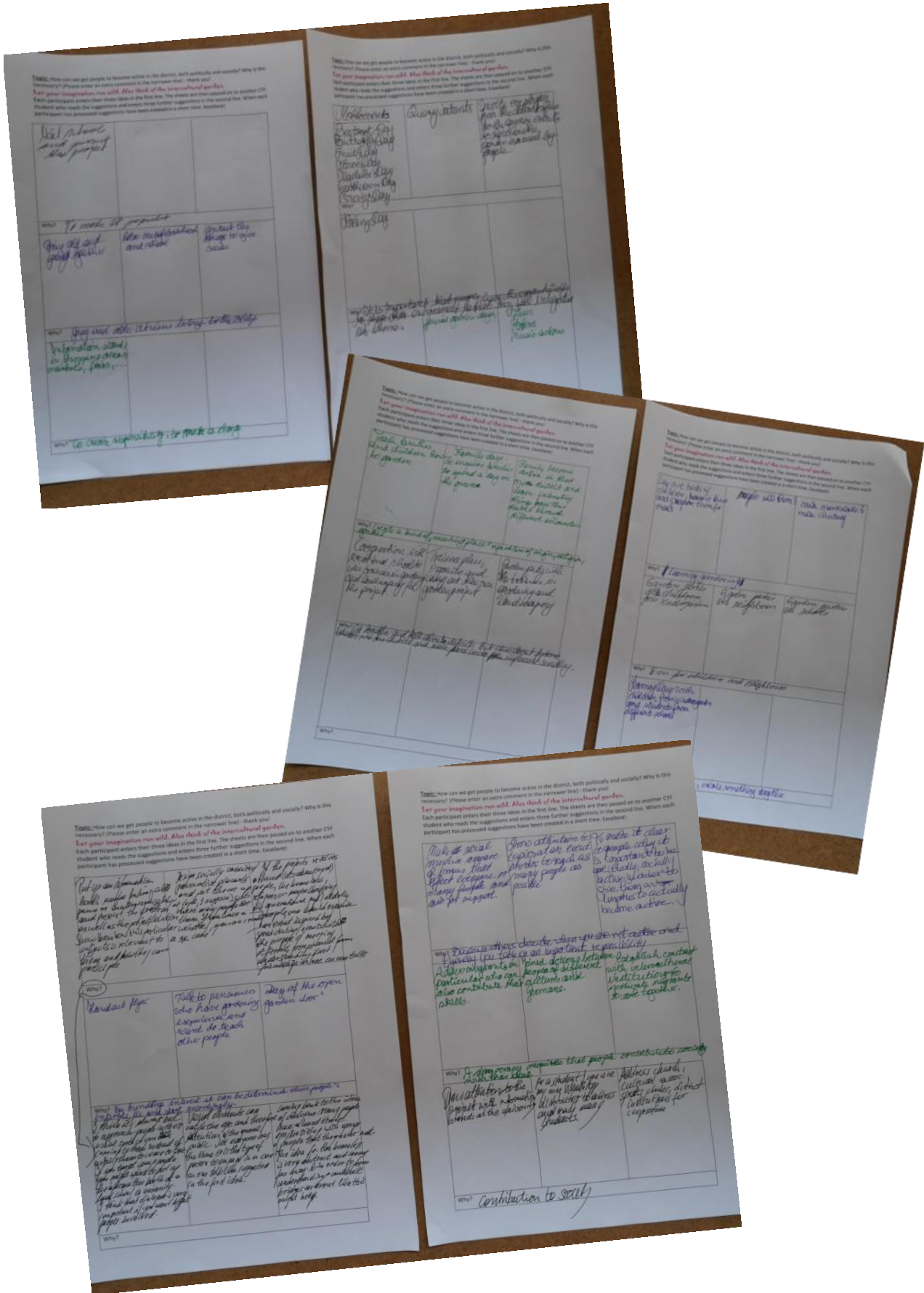
Each participant enters their three ideas in the first line. The sheets are then passed on to another CYF student who reads the suggestions and enters three further suggestions in the second line. When each participant has processed suggestions have been created in a short time. Excellent!

Make social media aware of issues that affect everyone or many people and ask for support.	Draw attention to topics at an event in order to reach as many people as possible.	To make it clear to people why it is important to be politically, socially active in order to give them an impetus to actually become active.
Why? Because others decide when you are not active and thereby you take on an important responsibility.		
Address migrants in particular who can also contribute their skills	Joined actions between people of different cultures and Germans	Establish contact with intercultural institutions to motivate migrants to work together
Draw attention to the project with information stands at the university	As a student, I can use my own WhatsApp distributor to address and reach many students	Address church, cultural associations, sports clubs, district institutions for cooperation
Why? A democracy requires that people contribute to society with their ideas.		
Mottoevents: Beetroot butterfly days, fruit day, flower day, vegetable day, earthworm day, mowing day, hoeing day, etc.	Query interests	Invite employees from the district office to the garden events to show how the garden is used by people.
Why? It is important that people have the opportunity to shape their environment so that they feel integrated and at home.		
Put up an information booth, maybe featuring a little game or another eye catcher and present the problem as well as the project/ solution. Show them how this particular subject is relevant to them and how they can participate.	Design socially conscious/ provocative placards and put them up (at legal, I suppose) spots where many people see them. If you have a website, you can create a qr code (there are free websites that transform a link into a qr code) and put it on the placards.	If the project revolves around (disadvantaged) people f.e. the homeless, refugees or maybe (bridging the generational gap) elderly people, one could organize an event inspired by speed dating events with the purpose of merging different groups and form understanding if not friendships in one on one talks.



<p>Why? I think it's always best to approach people in their usual spots, so you are coming to them instead of asking them to come to you. If you target young people, you might want to put up the information booth at a local school or university. I think that dialogue is very important if you want to get people involved</p>	<p>Why? Visual elements can catch the eye and therefore attention of the general public. Not everyone has the time or is the type of person to engage in a one on one talk like suggested in the first idea.</p>	<p>Why? Coming back to the idea of dialogue: Many people have a hard time emphasizing with groups of people that they never met. The idea of for example the homeless is very abstract and seems far away. So in order to form understanding and built bridges an event like this might help.</p>
Hand out flyer	Talk to pensioners who have gardening experience and want to teach other people	"Day of the open garden door"
<p>Why? By bundling interests, it can be determined where people's interests lie and start accordingly.</p>		
Teach families and children how to garden	Family days: to inspire families to spend a day in the green	Families become active in their own district and learn interesting things from their district through different encounters
Cooperation with vocational schools to win trainees in gardening and landscaping for the project	Trainees plan, organize and carry out their own garden project	Garden party with trainees in gardening and landscaping
<p>Why? Create a kind of "meeting place" regardless of origin, religion, gender and together about deficits but also future ideas in the district and make plans how to implement something. Create more living space for bees and contribute to climate protection</p>		
Garden party with children from kindergardens	Lay out beds with children, harvest them and prepare them for meals	Learning days with children from kindergardens and students from different schools
<p>Why? The intercultural garden is a platform in which people can get involved in design and thus also influence their social environment.</p>		
Visit schools and present the project	Bring old and young together	Information stands in shopping areas, markets, fairs, ...
<p>Why? First of all, you would have to create a sense of responsibility. People are part of society or part of the district and should be responsible for the circumstances that are to be changed in the district.</p>		





The skills developed in this activity

Our aim: We wanted to develop a learning experience which is typically multidisciplinary, involves different stakeholder and Institution perspectives, and aims to find a collaboratively developed solution, which is environmentally, socially and economically sustainable.

The students made a difference and proved that learning can be deep, engaging, meaningful, and purposeful.

The students participated in intensive learning processes, which were also based on emotional experiences:

- they left the comfort zone to improve their diverse abilities
- they become members of a fast changing society in a globalized world
- working on local and district level
- they take on different leadership roles
- their learning experience is multidisciplinary
- to work actively with peers, teachers and stakeholders in society to identify complex challenges, formulate relevant questions and take action for sustainable development
- Reflect and analyze the learning process

1. The main stakeholders involved in the process

The following stakeholders/decision-makers were involved in the course of the project:

- Staff district of Hamburg-Mitte (Billstedt)
- Staff of urban development – STEG Hamburg
- Board of the Intercultural Garden

2. The outputs

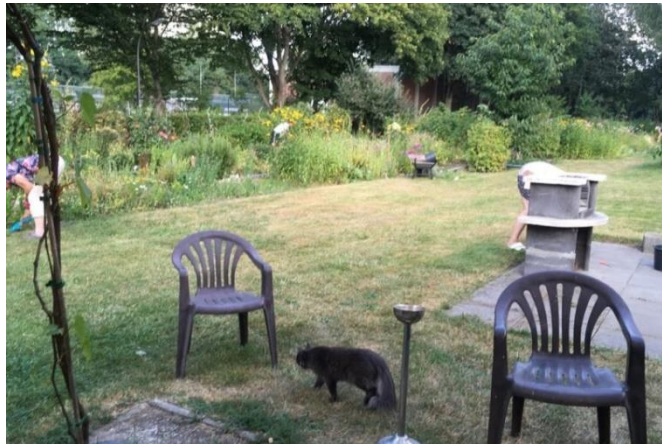
The students took part in a round table with those responsible from the district office and urban development, as well as the board of the Intercultural Garden. From this conversation, the next meeting in the intercultural garden, which the students could visit, arose. It was agreed together to collect ideas and to search for dates to start the first garden activities in March 2020 which unfortunately couldn't take place because of COVID19.

3. The impact in the leadership attitude of the participants by taking part of this activity

- Increase of emotional intelligence
- Growth in confidence in their team
- Improve of listening and communication skills
- Increase of awareness of diversity in a group
- Improve of innovation and creativeness
- Dependable, reliable and competent participants



The intercultural garden in Hamburg-Billstedt



In Germany there is a saying:
"First the work then the pleasure!"



Key conclusions

The developing of professional and educational changes among the students

By Inspiring the students for CYF and in especially in the Think Tank method we could see following changes:

- The students experience an awareness of the social problems that exist in their region
- Through encounters with partner countries, they learn that some of them have the same
- social problems
- Development of independence, openness and self-confidence
- They assess problems and figure out an alternative
- They are empowered to accomplish amazing things
- The students are looking differently towards their future career
- The students have fun discovering new ideas and contacts
- The students experience more security and courage when carrying out workshops, presentations, interviews, etc.
- They can organize and conduct workshops and other events by themselves
- To help them pursue higher education, explore career opportunities and compete in events they might otherwise have not thought themselves
- Increased competence to deal with English specialized texts
- Acquisition of social skills: social understanding, social responsibility, conflict resolution skills
- Teamwork, communication skills, cooperation skills
- Self-reflection
- Development of learning skills
- Independent goal and result-oriented work
- Change of perspective
- Empathy
- Becoming aware of each other and interested in others
- Helping each other, assisting, advising
- Working together on the same thing
- Developing a sense of belonging
- Learning to differentiate and asserting yourself
- Learning to respect the boundaries of others
- Taking responsibility for resolving conflicts appropriately
- Self-regulated learning: - independent setting of learning goals - selecting and using appropriate techniques and strategies to achieve the respective goal - maintaining motivation - evaluation and Evaluation of goal achievement during and after completion of goal achievement, if necessary, correction of the learning strategy
- learning methodological skills (for example: mother tongue skills, foreign language skills, media skills)
- Through their experience in the project, they were able to motivate other young people to get involved in the project
- The project will be an immense enrichment for the students in the long run.



Personal changes have taken place among students (interests, beliefs, hopes, expectations...)

In life or at work, it is not just about knowledge that counts, but about "ability". The students were able to demonstrate this in various workshops and tasks:

- Increased interest in social issues
- Increased interest to become self-employed
- Hope and believe that a little change can make a big difference
- Get to know many different social entrepreneurs as role models through the interviews and other events
- Get to know other cultures and enthusiasm for travel
- Openness and adaptability
- Empowerment for lifelong learning through skills in independent knowledge generation, acquisition and application
- Interested in getting involved in a new project and making a difference

Development of specific leadership skills

We noticed the following developments during the project work with the students:

- Patience
- Empathy
- Active listening
- Reliability
- Dependability
- Creativity
- Positivity
- Effective feedback
- Timely communication
- Team building
- Flexibility
- Risk-taking
- Ability to teach and mentor

During the project the students took leadership very seriously. We could see how the students work: they made quick decisions, resolved obstacles with their team and external teams alike, and tried to ensure projects are completed on time. They also build effective communication skills and conflict resolution. The students show the ability to build and maintain a strong and collaborative team of individuals working toward the same goal.



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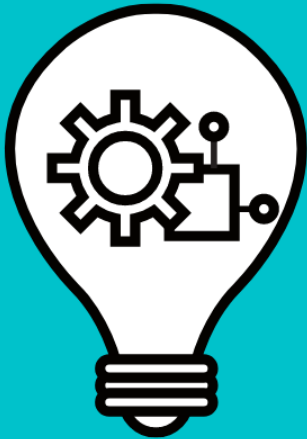
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Claim Your Future

Claim Your Future is an international youth movement where young people are central and in charge. The diverse intercultural groups of students work with organisations, as well as policymakers on themes that are considered important for the future of young people.

The project empowers students to find their own sound, to get inspired and to create impact together. Through action such as facilitating workshops, organising events, getting in touch with other cultures and networking, the youth can claim their future!