



ideannovaship

IO2: Development of a Guide for Organising
IDEANNOVASHIP Camps

ideannovaship.eu

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Introduction

This output called “Development of a Guide for Organising IDEANNOVASHIP Camps” is a key output for the sustainability of the project “Innovate and Ideate for Social Entrepreneurship – IDEANNOVASHIP” (Erasmus + - KA1: Strategic Partnership|Youth). The project aims at developing a training programme for young people based on the required skills to promote social entrepreneurship. Such training puts together non-formal education methods and principles of social entrepreneurship in order to provide youth with the required skills to facilitate their entry into the labour market (more information at www.ideannovaship.eu).

Within the framework of the project, the partnership developed a manual with the compilation of what was decided and reported in IO1 – “Facilitator Training Programme on Social Entrepreneurship (FTP-SE). Accordingly, all partners wrote this guide on how to organise an IDEANNOVASHIP Camp. This guide is very useful because it provides suggestion and guidelines for the organisation of IDEANNOVASHIP camps to youth workers so they can plan, organise and perform the camps activities, increasing their knowledge on social innovation & entrepreneurship, generating new ideas for the future of their community.

The manual is also a chapter in the FTP-SE Programme. Experts from each partner organisation worked to prepare the manual, under the coordination of CSC Danilo Dolci, which finally compiled and edited this on-line manual. The manual is available in the IDEANNOVASHIP official web site, in the University of Thessaly MOOC page and in all partners’ official web sites.

The activity connected with the organisation of training, camps/seminars is developing in complicated, dynamic environments and because of that the purpose of this guide is to guarantee that youth workers, working in the sphere of planning, organising and conducting similar IDEANNOVASHIP camps, are:

- familiar with the newest theories in this field and can successfully apply them in a proper and professional way in solving problems, connected with the camps;
- able to propose and evaluate solutions to the problems arising in the context of “professional” Camps planning;
- able to rely on existing and professional experience to improve their organisational skills.

The purpose of this manual is to explain the processes in the management of events where young people can think of new business ideas in the field of social entrepreneurship. This guide takes into consideration the relevant theoretical perspectives for the management of IDEANNOVASHIP camps.



Planning date and period of the camp (NAMCB)



What is the best way to plan the most suitable dates and period for a camp? First of all, having a model is a useful initial starting point and can help for making better structured and better ordered approaches for this purpose. There is not a unique model applicable for all events. The event organiser chooses the model, that is useful and understandable for the interested parties. These models are flexible, they can be reviewed, but can serve as starting point.

So, formulating an ideal model to plan IDEANNOVASHIP camps is also in this case a good starting point. Sometimes, to develop a visual representation of the main steps of the process of planning events could be useful for youth workers who are going to organize them.

Of course, experience in planning events can really help, since the more you organize the more you're good at. In this case, this guide wants to support especially those ones who don't have enough experience, with stimulating questions, tools and good practices..

.Key moments in planning:

• Objectives of a camp

It is important that the programme for the event responds to the main purposes. Every event, of course, is different in content, location, staff of the delegations, duration, style, etc. However, usually there is a tendency to place a stronger business accent on training and participation. On the other side, youth workers should spend more time and attention to the particular type of the programme/sessions foreseen, especially in the case of a Social Innovation Camp.

Participants and potential partners represent a diversity of different cultures, furthermore they are complex human beings with their own emotional baggage and so perhaps they deserve a new approach from the organisers of training and IDEANNOVASHIP camps.

If the event programme combines business with social aspects, the social agenda requires planning and creativity from the youth workers team, in order to make the event memorable. For example, it is important to find the right mix of speakers and participants. The choice of speakers and seminar leaders is vital and in many cases it can be imposed to the organisers by donors or sponsors. In this case the role of the organiser is to guarantee that the speakers are familiar with the purposes of the camp.

• Plan date and time of the camp

Planning the period of the implementation of the IDEANNOVASHIP camps depends on:

- ✓ school vacations, national and religious holidays;
- ✓ similar events on this theme to avoid competition;
- ✓ working calendar - choose a period when, for example, the hosting organisation staff is available for the camp;
- ✓ determine the number of the themes of the camp, necessary to define the camp duration.



Tools suggested to plan date and time of a IDEANNOVASHIP camp

Each event organiser have to answer few questions, which are connected to the planning of an IDEANNOVASHIP camp:

- ✓ On first place - why we must organise the camp?
- ✓ Did we choose the best way to reach what we want?
- ✓ What type of camp will it be that we are planning?
- ✓ When we will organise the event?
- ✓ Did we coordinate it with the people directly involved?
- ✓ When will the event be hold?
- ✓ Do we really have proper conditions for it? Or the event must be organised in another place or time where there are good facilities for its implementation?
- ✓ The place, that we will use, will provide all necessary conditions?
- ✓ How many events of this kind will take place in the same dates?
- ✓ Which is the best date allowing to capitalize better the contents of the camp ?

Tools to be used:

- ° Questionnaire among participants to decide the date (i.e. doodle.com, which helps to define an available date).
- ° Enrolment form for participation.
- ° Analysis of the questionnaire responses.

Budget Calculation (CSC)

The costs of an Innovation camp can vary a lot. Obviously, this depends on the general price level of your country. The most expensive solution is when you hire a professional company to arrange the full camp. The cheapest is, of course, when you use internal resources – e.g. including experienced students as facilitators - and skip accommodation for all participants. Following is a list of things to take into consideration when drafting a budget for the IDEANNOVASHIP camps:

To do-list

- ✓ Consider whether you have internal experience to run the camp or will need to hire external partners
- ✓ Can you use youth workers in your own organisation?
- ✓ Can you find external partners who will contribute under favourable conditions?
- ✓ Can you get anything funded by external sources?

Below is an approximate estimate of what a IDEANNOVASHIP camp can cost excluding staff time or organisational overheads; once the fundraising for the camp is complete, you have to plan the cost for staff during the ideation camp. When designing a budget for your camp please take into consideration the following headings:

Catering: around € 40 per person per day

We have to provide drinks and snacks every day, then breakfast, lunch and dinner. Of course, there's a constant supply of tea, coffee and biscuits. It's really important to keep your Campers well fuelled: all that creativity takes up a lot of energy and a nice meal keeps everyone happy when they're spending their time with us. It is straightforward that €40 per person per day is an average price and this may vary in different countries. In-kind catering services are the best solution for us! Considering 40 participants in total (including facilitators, youth workers and campers) for a three-day IDEANNOVASHIP camp, you should spend € 4800 for all participants in total.

Documentation: € 1.500 - € 2.500

To capture all the excitement of the Social Innovation Camp, you can hire a film crew to catch the best moments of the event. After the event, these professionals can cut their footage into a short film of the IDEANNOVASHIP Camp experience which can be viewed on your website.

Technical support: € 500

It is really important that your Campers have access to constant, high-speed wireless internet access. If the building you're using is not equipped in this way, you've got to kit it out properly with temporary routers and broadband. You might also want to have someone on standby to deal with any disasters or if the wireless goes down entirely.

Stationary and consumables: € 300

You'll need lots of pens, paper and post-it notes: encourage participants to get creative both on and off-line.

Venue hire: € 300 - € 1.500

It is often possible to get free venue space, relying on partnerships with business incubators, universities, training centres, Chambers of Commerce, public bodies promoting social innovation and so on. On average, if we have to hire spaces, the cost can vary from € 300 to € 500 a day.

Prizes: € 3.000 - € 5.000

Usually, a prize is included in the budget for Social IDEANNOVASHIP camps as this money is used to start up a new company or project. On average, the cash prize is often set between € 3.000 and € 5.000. It is recommendable to give away two prizes, for example € 3000 to the winner and € 2000 to the runner-up. Alternatively, you could partner with an organisation that is willing to donate cash and in-kind prizes.

Interns/extra staff for the weekend: € 200 - € 500

It's often really helpful to have a few extra pairs of hands to help with catering and welcoming participants.

Participant travel/accommodation: € 1.800

You should consider travel costs and accommodation for campers coming from abroad or outside your city area. For 40 participants, considering that 50% needs accommodation, you may spend € 30 per day per participants for daily accommodation ($€ 30 \times 3 \text{ days} \times 20 \text{ pax} = € 1.800$). Travel can be reimbursed, but this amount is heavily relying on your choices of participants.

Staff costs (facilitators/external helpers/event coordinator): €200

You may consider staff costs for youth workers as reimbursements of expenses they do for participating and working during the camp. Usually, youth workers should work on IDEANNOVASHIP camps on a voluntary basis, but reimbursement for travel would be preferable.

Grand total: Approximately € 12.600 - € 17.100 (for 40 participants in total)
(depending on venue space and collected money for donors and sponsors)

Choosing venues, technical equipment and accommodation (NAMCB)

As in many activities in business and life, it is very important to make some questions, before defining the strategy for the IDEANNOVASHIP camps.



It's necessary to answer to some basic questions, for example what must be done, why to act in this or another way, before taking the decision, and – in our case - whether the camp is achievable at all.

The main issues are the following:

- How to choose the most suitable venue for a camp?
- How to arrange accommodation in advance?
- How to select the right equipment for a camp?
- What are the suggestions and recommendations?

The question of the availability of suitable locations and facilities for the camps is of primary importance. It is important that the place has additional features and services.

It is fundamental to prepare in advance a list with all the necessary conditions in order to guarantee that all requirements are completed. The choice of the venue for IDEANNOVASHIP camps is led by conditions: **the place must be comfortable in terms of transportation for all participants.**

Also, **the venue must have an acceptable value for the participants.**

Then the main question arises: **when is a convenient time for all participants to hold the camp?**

As said before in the first chapter of the current manual, time must respect national and religious holidays, students' summer holidays, summer vacations, organisers' summer vacations.

Fixing the dates for holding a camp is a boring moment for every organiser. It is a risky task because the organisers have not complied with all the risks in the process of recruiting when participants can rise objections or stress contradictions in the camp agenda.

Logistics of every IDEANNOVASHIP camps include transportation scheme for all participants. Transportation can be:

- international, in which the important parameters are flights arrivals and departures.
- local - transportation of the participants to the accommodation.

All event organisers prefer internal transport to be insignificant as for time and financial resources. The transport scheme must be planned in a “flexible” way because in most cases last minute changes can occur. The choice of a location and a specific hotel accommodation includes the availability of facilities for the conduction of the camp. The room must comply with the specifics of the event. It should be equipped with equipment and materials necessary for the normal implementation of the sessions. The size of the room should also allow the implementation of a certain number of activities and games as well as the active involvement of participants, and it must be suitable with the methodologies for conducting the Ideation Camp.

In terms of saving paper and for participants’ convenience, the camp spaces can be equipped with computers or Wi-Fi. Each participant can be informed in advance to bring a laptop with them. Every IDEANNOVASHIP camps should also have some educational and entertainment areas. Leisure time in which participants learn about the traditions, history, cuisine and culture of the hosting country, suggests a separate programme that also affects the choice of venue for the Ideation Camp.



Tools to be used:

- Analysis based on previous experience
- Analysis based on the specific needs of event
 - Check-list to be prepared on the equipment/facilities for the Camp.
 - Arrival/Departure list of participants (specifying: name/surname, contact – mail/telephone, venue of the accommodation, time of arrival, time of departure).

How to invite, register and follow up with participants (GEA College)

Invitation letter is an important part of IDEANNOVASHSIP Camp organisation. It must support candidates with all necessary information:

- **The date and time of event** – the time of the event is important when we expect participants from distant cities. Normally we can start the event at 9.00 o'clock, but when we have many participants who will ride to the event for two or even more hours, it is suggested to postpone the start of the event to 10.00 o'clock.
- **Where the event will take place** – beside the address we can insert the map of the location into the invitation letter.
- **Schedule** – Schedule must contain all contents and must highlight the most important parts of the event. It must be transparent for the reader. This will attract the reader and will spark his/her interest. The other important part of scheduling is timing, the distribution of time for lectures and time for breaks. When we plan a short event, like four to six hours, two short breaks (15 minutes) will be enough to keep participants fresh and ready to listen. When event is taking more than eight hours we must determine time for longer break (45 minutes to 1 hour) and more short (15 minutes) breaks. Normally, we suggest breaks after one and a half hours of lectures.



- When we plan a few days event for young, like Ideation Camp, it is strongly recommended to involve (beside lectures and work) some free time activities that are organised and will keep the group of young people together. They will socialize and get to know each other better. Group of co-participants could be important in the starting phase of the business to support individual in his/her way. Other participants will be in the same situation, they will solve the same problems and they could be the first help and support to each other.
- **Lecturers** - it is optimal if we can include short CVs of all lecturers. Some of them are recognized experts and are actually added value of the event. We have to expose them to attract the participants.
 - **Contact of organiser** – It is necessary to include the contact (phone number, mobile, e-mail address) of the organiser in case of additional questions of the participants.
 - **The price of the event (tuition fee) and payment conditions, if any.**
 - **Application form** – invite your future participants to the immediate action and include application form into the invitation letter.

Application form must contain:

- ✓ the name of participant;
- ✓ address;
- ✓ contact (e-mail, mobile, phone number);
- ✓ data for payment (if someone will pay for participant).

When to invite?

- **National Camp (national participants only)** – at least 6 weeks before (better two month in advance).
- **International camp (international participants)** – at least 6 months in advance (better one year in advance).

Techniques and tools to be used

We can use different ways and tools to attract the necessary number of participants:

- **Direct mailing** – suggested, when the target group is well defined and we have a very good database on disposal.
- **Info days** - for students, unemployed, for other interested parties.
- **Internet** – we can construct the web page for the Ideation Camp. The investment is especially valuable when we plan to organise the camp more often (like twice a year or every year).
- **Social media.**
- **Blog** – we can blog about the social entrepreneurship and social entrepreneurship start-ups. This way we'll attract the followers who are interested in our topic and are the “hottest” candidates to become our camps participants.
- **Presentations on events of other institutions.**
- **Cooperation with institutions, that support social entrepreneurship** on national/international level.

Critical points when registering students or young participants

- **Under-aged students** – when students are under-aged sometimes we have to ask for special permission of their parents. This issue differs from country to country. You must research the national rules/law and act according to the provisions of your country. The parents' permission must be written and signed, and must include same statements to protect us – as organisers - from responsibility.


All participants (of age) are coming to the camp by their own will and on their own responsibility.

- **Students with special needs** – this are not just students with physical disability. We can host students with other special needs (like dyslexia, etc.) and we have to take care of them on a proper manner. Moreover, we need to check if the venue hosting the event has all the facilities to allow the participation of students with special needs.
- **Students are not able to pay for our service** – we can ask for insurance of payment in advance.

AFTER THE EVENT

1) EVALUATION

The last day of the camp, trainers will give an evaluation of page document to the participating Youth. It is desirable to have a feedback to identify what to reinforce and what to improve for future events.

						
EVENT NAME:						
EVENT ORGANISER:						
EVENT DATE:						
EVENT LOCATION:						
Is this the first time you are attending a Camp? (<i>Yes/No</i>)						
How did you know about the Camp? (<i>e-mail/website of the Camp/other website/information on the Youth office</i>)						
Do you think that the duration of the camp has been <i>excessive/insufficient/adequate</i>						
Rate the following aspects		5	4	3	2	1
<i>Values: 5 = excellent / 4 = good / 3 = average / 2 = below average / 1 = poor</i>	Location					
	Teachers					
	Formative Content					
	Encouragement participation					
Do you think that the training						

received will help you to develop your skills for entrepreneur? (<i>Yes, it was very helpful/ Yes, somehow/ No, I already knew about it</i>)					
What is your general satisfaction level? Values: 5 = Very high/ 4 = High/ 3 = Indifferent/ 2 = Low/ 1 = Very low					
Which was the subject of major interest for you? Which was the subject with less interest for you?					
Is there a subject that you consider it should have been considered and was not?					
Other comments to help us improving!					

2) THANKING

It is essential to dedicate part of your time to giving thanks to those who made the event possible: the participating Youth, teachers, suppliers, external helpers, assistants, media, among others.

Another fundamental action is to PERFORM A REVIEW OF ALL SOCIAL NETWORKS and monitor the media. It is interesting to make a report of the online activity, what has been published in the network of the event, the interaction that has had with the hashtag created for the event, messages, twitter mentions, etc.

3) Finally, after the evaluation and analysis of the results obtained, it is important to translate it into a report with conclusions and suggestions, to be transmitted to the future IDEANNOVASHIP Campers.

Privacy policy

All special conditions and arrangements can be arranged through the Participation Agreement and Privacy Policy (ANNEX 1 in this manual). This is especially important, when we organise the camp for international group of participants.



Arranging food and drink for participants (GEA College)

Food and drinks are important components of a successful private social or business event. The event theme and the type of the event play an important role in helping to determine the menu to be presented. The available budget has to be taken into consideration as well – you can't serve high priced food and drinks for a low cost event. Considering that the IDEANNOVASHIP camps will be organised for young people, the budget for food and drinks will be probably tight.



General Notes:

- **Keep the audience in mind.** Be realistic about the type of food and beverages to be served. Keep the different cultures of the group in mind. With increasing awareness of healthy dieting, vegetarian options should always be available regardless of the event or venue.
- **Something for everyone** – you have to know your participants and their needs. Make the agreement with food and drink supplier that will serve different meals at the same price. Some participants might be vegetarian, some might have allergies or other food-related issues. You also have to take into consideration religion and cultural differences of participants (some cultures or religions don't allow to eat meat, or only selected types of meat are allowed, while most people eat fish). If the group is predominantly from another culture, be sure to include dishes they will enjoy.

The most optimal way is to “research” the eating habits of participants with help of the application form. You can ask them if they prefer meat or vegetarian meal, you can ask them about food allergies etc. Give them option to express their expectations about service but on the other hand you also have to acquaint them with your limitations.

You can negotiate with food supplier in advance to create different menus for each day of the camp. So participants will be able to select the most suitable menu for each day.

- **Avoid alcohol** – business and business related events which take place during the day are not the occasion for serving alcohol. We can consider IDEANNOVASHIP camps as a business event. Participants will learn and work, they will mingle and network, perhaps will even meet their future investor.
- **Select food and drinks considering the season** – When choosing food and drinks for participants you have to think also about the season. Summer camp servings must offer lots of fresh water, soft drinks and light food (like fruits and vegetables), while winter camp servings can involve more hot drinks and “stronger” type of food.
- **Adapt the food to the circumstances** - Events held at indoor facilities offer more variety in the way food can be served than outdoor venues do. Will people sit down for the meal or will they be required to carry the food around with them? If the weather is hot, you’ll need to provide more water, soft drinks or juice. Serving beer at the outdoor events is always greater in a hot weather than in the cold weather. For events that last all day, you’ll need to plan and offer more than one meal. If the event is on a weekend, offering brunch may be more cost effective than serving breakfast and lunch. Serving lunch entrees for dinner can lighten up a meal, though you may be charged for the “dinner” price. Meals are also often priced differently depending on the day of the week or the time of day. Many places will charge a higher price after 3:00 p.m. for exactly the same menu item.
- **Try to be health conscious about the menu** - Greasy food like French fries or hamburgers is expected at fairs or festivals, not at more upscale events. Lighter food should always be served for luncheons so that guests remain alert. Food should be pleasing for the eyes and colourful, as well as it should taste good.
- **Start to plan early enough** – decide about the supplier. Talk to the person, who will serve your guests. Look at the menus and prices of other events. This way you’ll be able to plan the good menu for participants and you’ll be able to negotiate a better price with the supplier.



In-house or outside catering?

As an organiser of the IDEANNOVASHIP camps you will probably like to deal more with gathering participants than with other organisational issues. You'll most probably prefer to hire the catering service. Catering services are often available as a part of a facility (lecturers' rooms) rental package (in-house), otherwise you may need to hire an outside caterer. Either way, there are a number of points to be considered. Finding a suitable caterer works much like the venue selection process. You'll start with a larger group of possibilities, then screen them down to just a few.

- **Not all caterers are the same!** - Obtain information on catering companies through friends, business associates, or do it in the old-fashioned way by looking in the phone book. If you attend a function where the food impresses you, get the business card of the catering company. Make notations on the card about when and where you obtained the caterer's name, as well as remarks about the food, visual appearance or comments made by other guests. It's always helpful to have contact information for exceptional caterers in the file even if you don't use it immediately.
- **Develop a list of potential candidates** – and select the three top of your list! You can ask them to visit one of their upcoming events they are catering.
- **Menus and the budget** - Most caterers operate from a “cost per person” perspective. To calculate this for one-time meals such as dinners, divide the preliminary budget allocated for the meal by the number of persons expected to attend. This gives you the estimated “per person” amount.
- **Does the caterer offer other services?** - Events can often obtain “package deals” through catering companies that include items such as table linens, decorations, centrepieces, votive candles, party favours or other event needs. Since there is normally a mark-up by the caterer, you'll want to compare whether it would be cheaper to obtain these items separately through other sources. If the budget allows, the time saved in shopping or carting supplies to the event may be well worth having the catering company perform these functions.
- **Beware of hidden costs!** - When signing contracts with caterers, be sure to directly ask them if all potential costs have been outlined. Some caterers do not list items such as corkage, wait staff, or gratuity on the staff or other items as a way to increase their earnings at the end. These things can be a budget bombshell if you are not expecting them. Make it very clear to the caterer that you will not pay for charges that were not included in the agreement, unless they have been separately discussed and agreed upon. It is always a good idea to write this statement directly on the contract and initial it.

Suggestions and recommendations:

- plan the quantity of food and drinks according to the number of participants - and don't forget the lecturers and the others, who will be involved in implementation of Ideation Camp;
- plan three meals per day (breakfast, lunch, dinner) – if participants are not served with breakfast and dinner in the hotel, organiser of the IDEANNOVASHIP camps should take care of this meals for all involved participants in the Ideation Camp;
- plan refreshments during the breaks – soft drinks, coffee, tea, water, fruits and some sweets (like croissant, small cakes, cookies etc.) will keep participants in a working shape;
- agree with the food and drink supplier in advance about the menus, time, place and the way of service. You have to be able to answer the following questions: Whom will we serve? What type of food we'll we serve? What kind of drinks we need? What is the quantity that we need? We'll we serve some meals by our own or we'll use other supplier (catering)? Where we can serve the meals? What is the meal serving schedule? What is the price per participant?

Tip when you'll take care of drinks by yourself:

Instead of beverages in bulk containers, or made in bulk batches, – these beverage types, (below), make camp life a lot easier:

- **Coffee** – use single “serve coffee singles” (just like teabags), just heat the water and make cups of coffee as you want them.
- **Cold beverage** – Use flavoured powders that can be stirred into cups or bottles of water as needed (you can even buy mix packets that are pre-measured for 16 oz. bottles of water, but these are a little more pricey than a jar of pre-mix powder you spoon out).
- Juice boxes or pouches** – these do add more bulk and weight to your supplies and cooler storage, but they are very convenient for quick “grab and go”.

****Note:** Juice boxes or pouches ARE NOT recommended for a warm weather - they get left lying around on the tables and are super ant and bug magnets!

Group formation techniques (GEA College)

Tips for creating groups within the camps

- **Select a group facilitator** – this could be one of the lecturers, organisers or even an appointed camp leader.
- **Facilitator must be mentally and physically prepared for his/her “job”.**
- **Create the right environment** - We recommend to provide plenty of space for the group work, informal seating, natural day light and tables at the side of the room for small group working where needed, as well as ensuring sufficient time to be arranged for the participants to achieve their goals.
- **Methods and techniques to create groups.**

Stages Of Group Formation

- Forming
- Storming
- Norming
- Performing
- Adjourning



There are very few arguments against having students work together in class and on the assignments. The challenge is: how to group students in the most effective way? We do not want to create groups that hinder the progress of any of our students. **Inappropriate practices** for grouping students include: having student captains pick teams in front of the class, grouping students by gender, etc.

Before deciding on the grouping strategy, the objectives for the task should be considered first. Based on the objectives the appropriate number of students per group should be chosen, and the decision should be made whether homogeneous or heterogeneous grouping is appropriate. Grouping includes having a diversity among students: prior experience with content, psychomotor ability, cognitive ability, social ability, learning style, gender, race, ethnicity, and primary language spoken.

Group students according to ability. Depending on the assignment, we may really want to consider ability grouping. Studies have shown that in many cases, multi-level grouping of stronger and weaker students does not have the effects we would hope for. If the assignment doesn't offer different ability levels the chance to equally participate, then allowing stronger students to work together can push them further.

Do consider common interests. Pair students with similar interests on a project.

Group students according to a skill that needs development. If you have several students that need to work on a certain skill, you may want to group them for an assignment and create a focus on using that skill. Various skills can be used in similar assignments, so it is possible to form groups that are each one struggling with a different skill while working on the assigned task. Some may need to work on effective communication, problem solving, organisation, or time management; others may need to focus on comprehension or following instructions.

Some other methods and techniques:

Ideation - is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be either visual, concrete, or abstract. Ideation comprises all stages of a thought cycle, from innovation, to development, to actualization. As such, it is an essential part of the design process, both in education and practice.

Collage – an important item for the group work is the ability to “speak the same language” – often students come from different backgrounds and collage technique can be used to teach them “speaking the same language”. Using pictures, words, letters from different magazines they develop a joint vision for the company.

Barnyard - students are given a list of animals to imitate. Students imitating the same animal become groups.

Categories - use categories or questions to create groups such as height, birth month, eye colour, etc.

Corner Up - students stand in two lines which creates an “L” shape. Fold the line to assign partners.

Criteria - give students specific criteria for choosing their own groups.

Deception - students are in two lines facing each other. Instead of partnering with the person across from them, assign them the 1st person to their right/left (or 2nd, 3rd, etc.).

Who Goes Together - students are given a list of words that go together; each student chooses one item. For example: peas and carrots, peanut butter and jelly, eggs and ham, etc. Students who yell out peas must find the carrots, and so on.

Half and Half - each student picks a partner and then the group facilitator combines pairs to form larger groups.

Scenarios - students first pick a partner. Then you give them a scenario such as “You and your partner have to cross a river but only one of you can take a boat. Who will swim and who will use the boat?”. Group all of the students who chose “boat” together and all of the students who picked “swim” together.

Splitting Groups - ask students to get into groups of 4, for example. Then have one student from each group raise their hand and combine those with their hands raised. Repeat with the remaining 3 students in each group.

Stand or Sit - students pick a partner. They then choose one person to stand and one person to sit. All sitters are a team, all standers are a team.

Stickers, Name Tags, Colours, Cards, etc. - using objects to create groups. For example, students are grouped by the suit on their poker card.

Team Switching - you can easily change already formed groups by switching students from each group that have something in common. For example, “Who has a birthday in March?”. Students who have birthday in March switch place.

Selecting camp leaders (GEA College)

Reasons for appointing leaders - Organisation that organises IDEANNOVASHIP camps should appoint camp leader who will participate the entire time of the camp duration. He/she will have the responsible role to supervise all activities of the camp, coordinate other co-workers and facilitate problem solving (if necessary). The camp leader is one of the key persons of staff who will be involved in the entire process of organisation – from invitations and communications with potential participants to the final implementation of the camp.

- **The role of the camp leader** – camp leader has many responsibilities and roles. Some of them are:

Cheer – the team of employees who is working with you is doing a great job for participants. So cheer them and keep them working well!

Care – the most important people of camp are participants. Take care of their needs and well-being. They will return next year or even invite their friends to attend!

Coach – coach your co-workers for the best performance and coach participants when they need help. Normally you don't need to have solution for everything – participants just need a little help to find solutions by themselves.

Correct – Leader must be able to correct mistakes of his/her co-workers. He/she must be the one, who is able to talk to person and together they'll make a change for better performance/work.

Challenge – Leader is the one, who has to challenge his/her co-workers to do more or more demanding work. Leader is the one who is also challenged in a manner of trusting them in a working process.

Communicate – good communication is essential. Camp Leader should communicate with all participants of the camp – students, lecturers, staff, external support etc. Good communication prevents conflicts and other problems. We are able to find the solution before the problem really occurs.

Be a model – the camp leader has to be a (role) model of excellence for all co-workers and young, that will participate. He/she has to spread the culture of excellence and responsibility. He/she must lead by example. Young participants will be subconsciously influenced by the leader's behaviour.

- **Objectives and results for appointing camp leaders.**

The aim of the IDEANNOVASHIP camps organiser is to finish the entire process of IDEANNOVASHIP camps implementation without any problems and obstacles. Camp Leader is the key person who will contribute to this goal.

Facilitating training activities (University of Thessaly)

This section provides a theoretical understanding of what is meant by the term “facilitation”. It also gives participants an idea of the role of facilitators within the context of training activities.

Key Issues

- **Understanding facilitation.**
- **Roles of a facilitator.**
- **Participatory Training.**
- **What makes a good trainer (Source PL&A).**
- **Stages of control in the training process (Source: PL&A).**
- **Examples of tools and techniques to create a conducive working atmosphere.**
- **Summary of Training Approaches.**



A. Introduction: the term “Facilitation”

Invite participants to recall their own practical experiences with participatory research tools and ask them for their interpretations of the term “facilitation”. Collect all ideas on a flip chart and ask the participants to compose a definition of facilitation which covers as many of these ideas as possible.

Example for a definition of the term “Facilitation”:

Facilitation, in the context of participatory processes, means the provision of support and, if necessary, guidance in different situations. These may include, for example, doing analysis procedures, undergoing social processes, applying certain tools, conducting participatory workshops, enhancing medium or long-term processes towards increased participation. Having composed a definition of facilitation, then discuss with the participants the role and performance of the person who undertakes the facilitation, that is, the facilitator.

Role of the facilitator

The facilitator takes a central role in guaranteeing the smooth, goal-oriented and successful running of training activities, as well as the involvement of all participants in such a process. Additionally, she/he has the task of creating a positive atmosphere in which participants experience and exercise attitudes and behaviours appropriate to participatory engagement.

Some common traits to good facilitators include:

- **being neutral;**
- **keeping personal opinions out of the dynamics of the process;**
- **being a good observer** (keeping an eye on social interaction and content of the work);
- **encouraging participants** to exercise fair and respective behaviour towards each other - reminding them as often as necessary of the key-principles and attitudes of participatory processes;
- being a kind of instrument, **maintaining a balance** between letting the group work on their own and assisting actively in order to avoid unnecessary detours and friction.



B. Input: Facilitation of Training Activities

Facilitation of training activities is less complex than that of ‘real life activities’. It also has a slightly different focus. The latter is primarily goal-oriented. Facilitating training activities, however, is mainly oriented towards achieving an understanding amongst trainees of certain tools and the processes.

Facilitation of training activities

Facilitation in a training context has a special focus. Instead of being mainly output-oriented (like facilitation in real-life situations), the facilitation of training activities is mainly focused on participants’ understanding of certain activities, tools and exercises. It is also concerned with connected processes and the lessons to be learned from them.

The first step towards successful facilitation of training activities is the provision of clear working instructions. Visual aids and handouts repeating the tasks of an exercise are very helpful.

When you facilitate an exercise, encourage your trainees to organise the process of working together as team. That means, for example, clarifying the task and the working steps which are necessary to fulfil an objective. It also means setting a realistic time management plan. Remind participants to think about whether or not they want to choose a moderator and assign other roles to the team members. Encourage them to write out their working steps and processes. And ask them to prepare their work for presentation to the group.

During exercises remain with the group, but keep a low profile. Let the group start on their own. Mix in only when you feel that the working process has not started, or the group is lost and needs your support, or alternatively, when the group asks you for additional inputs.

Give participants enough space for discussions. It is more important for them to be clear about where there are difficulties and problems in mapping than for them to create a perfect map exercise.

Within a training situation you should allow a group to take unusual working steps (e.g. interrupt the working process to discuss with a resource person), deviations or even decisions which may be problematic in terms of fulfilling the task they were given. Such experiences can turn out to be very useful learning experiences and trainees may remember them much more clearly than had you simply talked about them.

1. Participatory Training (Source: G&F)

Participatory training is “participatory” because learning occurs through the active involvement of the trainees. They are the ones who develop the answers. It is “training” because learning opportunities are created by presenting new information together with analytical methodologies for trainees to discuss and consider in light of their own work experiences. Participatory training is very different from traditional “teaching”.



Many of the principles of participatory training draw on theories of adult learning. Adults learn more by doing, than by listening. Adult learning theory stresses that adult learners need opportunities to *think*, to *understand*, and to *apply*.

- ***To learn by thinking***, trainees need to have responsibility to work out their own conclusions
- ***To learn by understanding***, trainees need to relate the learning experience to their own values, beliefs, and previous experiences.
- ***To learn by applying***, trainees need to use and test new skills and receive feedback on their performance.

Learning is accompanied by change - changes in behaviour, knowledge, understanding, skills, interests, values, awareness, and attitudes. To facilitate these changes in adult learners, experiential activities, during which participants work out their own conclusions, are more effective than lectures. Thus, participatory workshop trainers need to match learning activities with learning outcomes. Good training courses include a broad variety of learning activities, including presentations, games, and role play, each with its merits and uses.

During participatory training, activities are selected specifically to encourage trainees to engage with the materials and become active and animated - trainees offer ideas, raise questions, build on one another's statements and challenge one another's opinions. They learn from, and with, other participants and work together on a collective analysis.

The trainers are also active and mobile. During participatory training, the trainers' job is to structure and facilitate rather than deliver information, explain, or provide answers. Trainers initiate discussion and then draw in the trainees. They amplify some trainees' comments and summarize others'; they compare and connect separate remarks and point out opposing views. They draw the threads of discussion together and relate them to the workshop's objectives.

Participatory training is structured around the ability of the trainees to reason, to analyse problems, and to work out their own solutions. It emphasizes the process of inquiry, and therefore participatory training workshops often end with questions as well as conclusions.

2. What makes a good trainer (Source PLE&A)

Many of the problems that appear in groups are ultimately related to the personality and skills of the trainer or facilitator. Jenny Rogers put it this way:

"Thinking back to my own schooldays and to the teaching I have encountered since, the outstanding teachers all shared an enthusiastic, open, relaxed style while teaching."

To be a good facilitator requires time and experience, and learning by doing is the best way. The most effective trainers and facilitators have a range of key characteristics (adapted from Jenny Rogers, 1989):

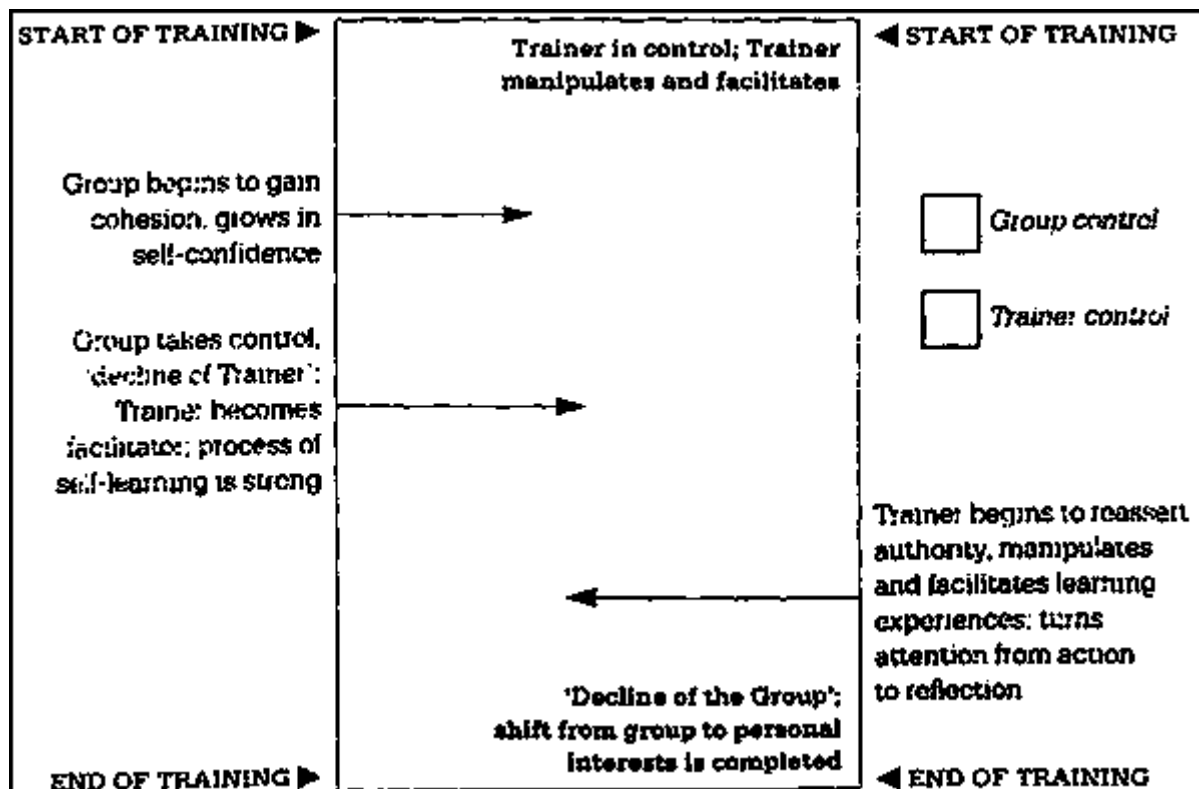
- a warm personality, with an ability to show approval and acceptance of trainees;
- social skills, with an ability to bring the group together and control it without damaging it;
- a manner of teaching which generates and uses the ideas and skills of participants;

- organising ability, so that resources are booked and logistical arrangements smoothly handled;
- skill in noticing and resolving participants' problems;
- enthusiasm for the subject and capacity to put it across in an interesting way;
- flexibility in responding to participants' changing needs;
- knowledge of the subject matter.

Some of these characteristics can be attributed to people's personality. Others can be learned or improved through experience and practice. Still others can be developed by using specific exercises which are structured to provide some of the conditions for learning by participation. Most importantly, though, good facilitation requires you to be self-critical about your performance at each stage of the session or workshop. Rather than asking yourself whether you could have done better, ask what and when you could have done better. Constructive criticism from colleagues or peers is an important addition. When doing this do remember that you will never be able to fully satisfy every participant. If you have managed to encourage learning amongst the majority of your participants, then you have done your job well.

3. Stages of control in the training process (Source: PL&A)

The following table shows the stages of control in the training process:



4. Examples of tools and techniques to create a conducive working atmosphere

- Actively support the process of knowing each other;
- assess expectations of trainees and respond accordingly;
- training-team-contract (e.g. leave your title outside);
- working environment and sitting arrangement (see background text);
- basic rules of collaboration, e.g. “every idea counts”;
- granting of mutual respect (give everybody a right and space to express his/her opinion, protect this right against others who try to interrupt, shout down or joke about contributions);
- social observation (induce a process of awareness for mutual respect, try to point out, when a comment is destructive or constructive without blaming participants for their behaviour);
- sufficient breaks and energisers;
- monitor trainees’ mood and react accordingly.

5. Summary of Training Approaches

1. Participatory Training

It is more conducive for learning and more exciting for trainees to have participatory training instead of top-down frontal teaching. This is particularly the case in the context of promoting participatory processes. Participatory training reduces lectures to a minimum and gives broad space to learning situations. Trainees are actively involved and contribute to the learning process.

2. Self-image of the trainer

Your self-image as a trainer is closely connected to the approach of providing training in a participatory way. Try to see yourself as a service provider instead of a teacher. Your role is not to push certain facts into the heads of your trainees, but to encourage and facilitate a mutual process of exchanging knowledge and experience amongst your trainees and between them and you. Acknowledge that their contributions to the training are as important as yours, and interact accordingly.

3. Conducive Training Atmosphere

A conducive working atmosphere ensures that trainees are committed to the training process and that they concentrate completely on the training contents. Distraction through negative feelings as well as through uncomfortable working and sitting arrangements can be minimized, if the trainers apply a number of simple tools and techniques. Prepare a checklist of important points and go through it repeatedly during a training workshop.

4. Learning Support

Some trainers, unwittingly act in a way which confuses trainees instead of helping them to follow the training process. However there are some basic training activities, institutions and techniques, which when applied help in avoiding some of the major sources of confusion.

5. Variety of Training Techniques

Routine activities become boring after a while. The same applies to training inputs. Therefore it is very helpful to use a wide range of methods and techniques in order to introduce different topics, such e.g. eye-openers, energisers, brainstorming, short inputs, pre-elaborated reports from trainees, exchange of experiences, group exercises, case studies, slide shows, films, brain-training-games, creativity techniques, drawings, guests' talks etc.

6. Energisers as Training Helpers

Energisers are small games, tasks or exercises which usually bring together a high “fun-factor” with a number of important physical, social and didactical functions at the same time. They are often helpful, as well, as a break or interruption between two sessions or as introduction to a new one.



Possible functions of Energisers:

1. Physical functions:

- A. Relax.
- B. Move the body and muscles.
- C. Refresh and awaken the person.

2. Social functions:

- A. Build a feeling of equality and break down hierarchies.
- B. Break the ice within a group.
- C. Improve a heavy atmosphere by having fun together.

3. Didactical functions:

- A. Introduce to a new topic.
- B. Create awareness of a problem.
- C. Awaken interest for the following inputs.

7. Seating Arrangements (Source: PL&A)

Seating arrangements have a big influence on a workshop session. Although these can vary greatly, there are six main types (see illustrations):

1. Rows of tables and/or chairs.
2. Hollow U-shape.
3. Banquet or fish-bone style.
4. Conference table.
5. Circle of chairs.
6. Table trios.

Each arrangement has particular advantages and disadvantages. In general, the more group work you have planned, the better it is to use the banquet or fish-bone style. This does not require the moving of chairs, and therefore limits the disruption as you shift from a presentation or lecture to a 'buzz' group. Think about the type of chairs. Are they so comfortable that your participants might doze off in the middle of a slide presentation? Is it a room that the participants know well and if so, are they likely to sit in familiar seats of their own? Many people are used to sitting in rows, knowing that they may be able to daydream or fall asleep at the back. If you decide not to arrange them in rows, then you should explain to your participants why you have made these arrangements. If you have the time, you could initiate a session to explore the relative

advantages and disadvantages of each arrangement. Be creative with seating arrangements. They should not be seen as static, and rearranging them can help to keep participants active. Robert Chambers describes how he continually changes the seating: “I use sequences a lot. For a one day workshop, I start with participants sitting in threes at tables. Then after a few buzz groups, I join tables for a chart exercise (such as participatory mapping on the ground or paper). Then for fruit salad all the tables are moved to the wall, leaving space for circles and much else with practical work, ending the day with no chairs at all”.



Inviting guest speakers (if applicable)

(Antalya International University)

Reasons for appointing speakers

To be an effective speaker, you must first understand who you are as a speaker—and as a person. What are your strongest interpersonal qualities? How do you best connect with others? What qualities do you need to work on?¹

Speakers are mainly responsible to present the ideas of a meeting and inform the attendants about the topic. He or she determines the direction of the meeting and tries to keep the organisation valuable and productive. The speaker must be well organised and has good knowledge what he/she is talking about.

The main objective of choosing a speaker is to advertise workings or products what have been done. Thus the company or entrepreneurship can reach the target audience and give more and detailed information about the products or projects. Speaker provides to present the logic of initiative in unison. Therefore listeners can understand the main aim of the meeting.

A good speaker, at first, must identify her or his interpersonal strengths. This gives a start to work on weak sides of his/her personality. For example, if you're great at explaining complex concepts in simple terms or if you have a dynamic, engaging personality, make sure you're incorporating and highlighting these qualities throughout your presentation².

A good speaker must maintain a couple of characteristic qualifications:

- 1) First of all, an effective speaker must be confident in her/his speech. The speaker has to be well aware what he/she is talking about. He /she must be expert in the field and rule over the subject.
- 2) It all starts with focus. A good presenter is focused on providing value to the audience and addressing the audience from their perspective, Weisman says. You shouldn't just highlight your expertise or knowledge; offer examples or anecdotes to connect with the audience³.

¹ <https://www.themuse.com/advice/4-qualities-of-amazing-public-speakers>

² <https://www.themuse.com/advice/4-qualities-of-amazing-public-speakers>

³ <http://www.businessinsider.com/key-characteristics-of-a-great-presenter-2015-7>

- 3) Practice, don't memorize: Memorization can set up a barrier between you and your audience so practice with the full expectation that something unanticipated will happen⁴. More practice means less mistakes and it makes you more comfortable in the speech. Also your speech sounds more natural and less robotic.
- 4) Tell a story: if you have a good story connected to the topic, do not hesitate to tell. A good story helps people to remember the speech and connect themselves into presentation. Told well, stories can be the key to a compelling presentation that excites, energizes, and truly engages the people sitting in front of you⁵. They relate their own experiences and they become involved.
- 5) Be real: One of the most important thing in a speech is the authenticity of the speaker. If the speaker can build a bridge between self and the other, the speech becomes more effective in terms of success.
- 6) Repetition: Determine what you want your audience to take away from your speech. Say it, say it again and then say it a third time to make sure it sticks in your audience's head. The more your repeat your message, the more likely it will be retained by their long term memory⁶.

Another important thing for a speech is to know audience well. Who are they? How do they learn? Would they respond better to a high-energy motivational speech, for example, or one that is more subtle?⁷

To respond these questions we have to be able to contact our listeners. They probably have certain type of interest to attend this meeting. Thus, we may have a general information about the attendants.

How to choose a good speaker?

Choosing a good speaker must be done on her/his abilities and personal skills. The previous works of the speaker and references can play a role in choosing. The most important qualification is to present an idea effectively and shortest way possible to keep audience interested.

When we chose a speaker, we can focus on her/his rapid perspicacity in relation with the subject. Gauging a speaker's understanding of the topics, industry and audience in play

⁴ <https://www.linkedin.com/pulse/9-characteristics-highly-effective-public-speakers-peter-khoury>

⁵ <https://www.themuse.com/advice/4-qualities-of-amazing-public-speakers>

⁶ <https://www.linkedin.com/pulse/9-characteristics-highly-effective-public-speakers-peter-khoury>

⁷ <https://www.themuse.com/advice/4-qualities-of-amazing-public-speakers>

at your event is a great starting place, and you need to follow this up by making sure that the speech they will be preparing for your event ticks off all the requirements.

If he/she is successful on this he/she can evaluate the discussions and broaden the frame of the speech.

According to Barry Maher, before choosing a speaker 'be sure to look at his or her video, ideally one filmed in front of a real audience'⁹. This helps us to observe the speaker in his/her work space.

Lastly a good speaker can give us to advertise our works in a best possible way. He or she can represent our experiences and open doors to reach new people or new places.

⁸ <http://blog.planningpod.com/2015/07/08/9-tips-for-choosing-conference-meeting-event-speakers/>

⁹ <http://blog.planningpod.com/2015/07/08/9-tips-for-choosing-conference-meeting-event-speakers/>

Hiring or choosing professional helpers (if necessary) (CSC)

Reasons for appointing professional helpers

Professional helpers can be external partners who are included in the Camp because of their expertise in social innovation and entrepreneurship. There are several reasons why youth workers can appoint an external expert to join the Ideation Camp. Roles of external partners can be:

- **Defining the problem:** it is very motivating when the camp “challenge” or “theme” is an authentic problem or challenge presented directly by the problem owner. If external partners like companies don’t want to reveal the specific problems, they are currently struggling with, they may be willing to present a more general and open problem.
- **Experts:** a short speech or lecture of 30-40 minutes by an expert in the field of social entrepreneurship can be very inspiring.
- **Professional helpers:** for visualization it can be very helpful to have professional helpers who are good at illustrating or visualizing.

Professional helpers from external companies/organisations can provide a useful support to the IDEANNOVASHIP camps. Following a list of things to keep in mind when working with external experts:

- Find suitable potential partners.
- Invite or ask relevant partners.
- Thank them for accepting to participate and check if they will participate in lunch/dinner.
- Order lunch/dinner for experts (if wanted).
- Organise gifts or payment.
- Place external partners in the programme.
- Arrange for reception of expert guests at the camp and prepare instructions for guests.
- Present guests and thank them for participating and hand over gifts before they leave.
- Thank them by email for participating after the event.

Rules for selecting and rewarding judges (CSC)

Reasons for appointing judges

The main reason for appointing judges is quite straightforward: by having a panel of judges who listen to presentations and evaluate them at the end of the process can also be very motivating for young participants.



The IDEANNOVASHIP camp organisers should invite leading figures from various industries and from social enterprises to vote projects and ideas developed during the camp. Judges will allocate points to projects with a scoring system. It is clear that judges must be independent parties and impartial in evaluating the proposed ideas.

So, after each idea is created during the Innovation Camp, a panel of expert judges selects a winner or winners, and awards a prize or prizes. Camps can also have a people's choice winner, selected by the participants. Prizes are generally a small sum of money meant to support the further development of the project. IDEANNOVASHIP guidelines recommend some kind of follow up, additional network-building, and continual development of the projects after the Camp is over.

Objectives and results for judges

First of all, when being appointed as judges for IDEANNOVASHIP camps, external professionals must consider that their main task is to **be impartial**. This is the main objective for a judge. There is a great need to create a system that is perceived as impartial and fair, along with clearly articulated criteria for judging and scoring. It is fundamental that the winners are fairly chosen based on clear criteria. It is also possible that the best ideas are also voted by the participants.

As for the participants selection before starting the camp, the judging method matters less than maintaining participant trust through clear explanations about the process. Any evidence of less-than-transparent judging or one judge influencing others puts a damper on the participants' mood. For example, when judges are the mentors placed in each of the groups, this raises the possibility of bias or favouritism. When judges decide on the winners, clarity of the criteria used for judging and the ability for participants to see that judges were focusing on the quality of the work ensured participants' confidence in the

process. Usually, IDEANNOVASHIP camps announce small cash prizes to further develop the ideas (usually between € 2.000 - € 5.000) which winners sometimes use to create a start-up company or association.

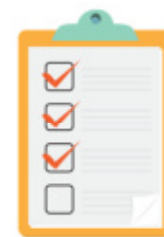
Apart from clear judging criteria, another important objective for the judges is the recognition for all work. In addition to development prizes, additional incentives must be considered to help to create an atmosphere of appreciation and belonging. IDEANNOVASHIP camp organisers can think about small prizes to be given to participants (e.g. t-shirts, USB drives, some event-related gadget) to reward people for their work, even if they were not part of the winning team. A party at the end of the event is also a good way to finish on a high note and re-emphasize the importance of the social bonds created during the weekend.

Following, some practical tips for the IDEANNOVASHIP camps judges:

- creating and adhering to a fair and transparent judging and awards system;
- clearly articulated criteria for judging and scoring;
- clear explanation of prizes and awards for the winners;
- consider other (non-monetary) forms of support in developing solutions;
- judges must have some understanding of the concerns, opportunities, and limitations of the context where they judge.

How to develop an evaluation grid for judges

When judging, jury members need to express their opinion on projects elaborated during the Camp and this evaluation must be clear and unbiased. To do this, it is important that judges stick to evaluation grids so to make it simple and straightforward the analysis of their judgement on examined project ideas. Following is an example of evaluation grid for innovative projects used in previous IDEANNOVASHIP camps. The proposed structure can be adapted and designed to be applicable to social enterprises business ideas in different contexts. Please make sure that if you design a IDEANNOVASHIP camps you take into consideration the local and national framework where social companies are meant to be set up.



EVALUATION GRID FOR SOCIAL ENTERPRISES BUSINESS IDEAS

STRUCTURE OF THE PROJECT

1. Goals and objectives.
2. Services/products foreseen.
3. Market segments.
4. Marketing plan.
5. Budgeting.
6. Sustainability plan/partnerships, etc.

CRITERIA

SIMPLE: Manageable during and after the IDEANNOVASHIP camps— practical in scope, usability and cost.

RELEVANT: To stakeholders or civil society; responsive to the needs of the local/national context.

INNOVATIVE: Demonstrate what is new in the proposed approach.

PROJECT _____ **TOTAL POINTS:** _____ (out of 25)

	None	→	→	→	→	→	→	→	→	Clearly defined	Total
Value	1	2	3	4	5						
Project is relevant											
Project is feasible in scope											
Project is innovative											
Product / service usability											
Project is simple, uses right											
Technology and is user friendly											
Project includes sustainability											
element(s)											

(Each project is scored by each judge with the above grid, rating each item from 1 to 5).

Set up reward or gifts for external helpers (Ibox Create)

It is advisable to develop a list of companies or individuals acting as external helpers during the IDEANNOVASHIP camps. These entities can obtain remuneration or a gift from the organisers. It is important to make a distinction between an external helper and sponsorships.

External helpers are those who:

- Offer their time for contacting entrepreneurs and bringing them to the seminars.
- Entrepreneurs that share their knowledge with the Youth at the Camp.



Remuneration will be based on the total budget for the Camp development. According to this, the organiser will decide the fee for the remuneration. Remuneration

will be set according the working hours.

In the event there is no budget, we suggest the following as remuneration:



- Offer the meal of the days they are participating (dinner for the closing event).
- Offer a symbolic gift from the city they are visiting (i.e. a book from the city, a typical craft of the region. Try to avoid edible products).



About the **Sponsors**, these are individuals or companies who donate a budget to contribute to the organisation of the Camp. This contribution is made freely, so remuneration is not expected however we want to highlights some points to invest for thanking them. Their participation in the Camp will depend on their interest to increase their sales figures, to attract new customers or simply to support the event. The sponsors can

cooperate in an event with money or directly taking care of something, for instance, the water that is going to be consumed.

The event has an ingrained social component. Social Innovation is an unstoppable trend and sponsoring this type of Camp is an asset for many companies. Furthermore, the event can be complemented by previous acts, like information days or any multiplier event, in which the sponsor may be present. To thank the sponsor, the organisation entity can show during the Camp the following:

- A display with the logo or other information and exhibit during the whole Camp and the presentation event.
- Include their logos both in the website as in the flyer or any information for the dissemination of the camp.
- Include the logo in the computer desk you are going to use.
- Invite the sponsor to the final ceremony or if so, the final dinner.



Creative and innovative methods for the problem/challenge of the camp (University of Thessaly)

Problem solving is bridging the gap between where you are and where you want to be, what you see and what you want to see, who you are and who you want to be.

What Type Of Problem Solver Are You?

Social Entrepreneurs need to be innovative problem-solvers to identify and apply practical solutions to problems, combining innovation, resourcefulness and opportunity. They identify major social problems and so, as such, need to find creative solutions and generate new ideas. Often the desired criteria for a job advertisement is “Good problem solving skills”. Any successful business or life activity demands the ability to problem solve. Good problem solving skills are identified in the workplace as highly valued skills and employees who boldly face daily problems and challenges are worth more to an organisation than those who passively rely on their supervisors.

The 5 Types of Problem Solvers

1. The Blinker – This is the person who doesn’t even see that there is a problem, it is like they have horse blinkers on. They are too concerned with their own little world to even notice that there is something wrong.
2. The Avoider – This person actually sees the problem but avoids it. They couldn’t be bothered finding a solution.
3. The Identifier – Identifiers see the problem but instead of finding a solution themselves they find someone else to give the solution. In business, this would be the staff member who constantly goes to the supervisor rather than taking initiative to find the solution themselves.
4. The Changer – These are the problem solvers who identify a problem and implement a solution.
5. The Impacter – These problem solvers are experts at getting others to support their cause, and they excel at finding solutions to social or people problems that involve change. Impacters are great at getting people to “buy in”. There are great thinkers and innovative solutions finders but the key is that they involve others in the problem solving process. IMPACTERS CHANGE THE WORLD!!

Ask yourself: *What type of Problem Solver am I?*

If you want to become an impacter, you can develop your problem solving skills

5 Steps to Problem Solving

1. Identify the problem

Firstly you need to identify and name the problem so that you can find an appropriate solution. For Social Entrepreneurs, this can be a difficult step because there are so many problems in the world but we must be able to focus and pinpoint the problem that we are passionate about finding a solution to. Think about social problems that sparks passion, excitement, even sadness or frustration. These are issues that strike you on a deep, emotional level. What kind of change do you find is urgently needed in this world? Try to be as specific as possible with the problem. Be certain that it is something you really care about. Write 1-2 pages about the problem you identified and why you chose it.



Here are 5 ideas on how to come up with your lists of problems that need solving (Waring, 2013):

1. **Be present.** If you are currently just going through the motions of your day to day then you need to turn your mind back on and start thinking about what is going on around you. Step 1 should also help with this.
2. **Make note** of the things that bug you as you go through your day to day.
3. **Listen** to people who complain instead of tuning them out.
4. **Ask** people what bugs them.
5. **Talk** to your current customers. If you deal with customers in your current job apply steps 3 and 4 here as well. If you don't, ask people you know who do what their customers complain about

2. Research the problem

You have to see the problem clearly enough to determine what action you are going to take. Getting a clear view of the problem may take considerable research. You aren't going to be able to effectively fight against something until you have a good idea of what you're fighting against. Do some brief research the history of the problem you have chosen: when did it begin? What has been done to solve it? What companies, people, technologies, and new ideas are involved in creating solutions? How is your chosen currently problem being addressed?

Suggested method: Bug Report

10 Major Social Problems That Could Be Fixed With Innovative Solutions

10 Youth Unemployment

9 Climate Change

8 Gun Control

7 Refugees

6 Homelessness

5 The Prison System

4 Social inclusion

3 Food Production

2 Water Scarcity

1 Poverty

3. Identify solutions

Next you need to identify all the potential solutions before deciding which one(s) you want to implement. The more possible solutions you find the more likely it is that you will be able to discover an effective solution. You can brain-storm for ideas. The purpose of brain-storming is to collect together a long list of possibilities. It does not matter whether the ideas are useful or practical or manageable: just write down the ideas as they come into your head. Talk to other people and get their ideas. The aim is to collect as many alternative solutions as possible.

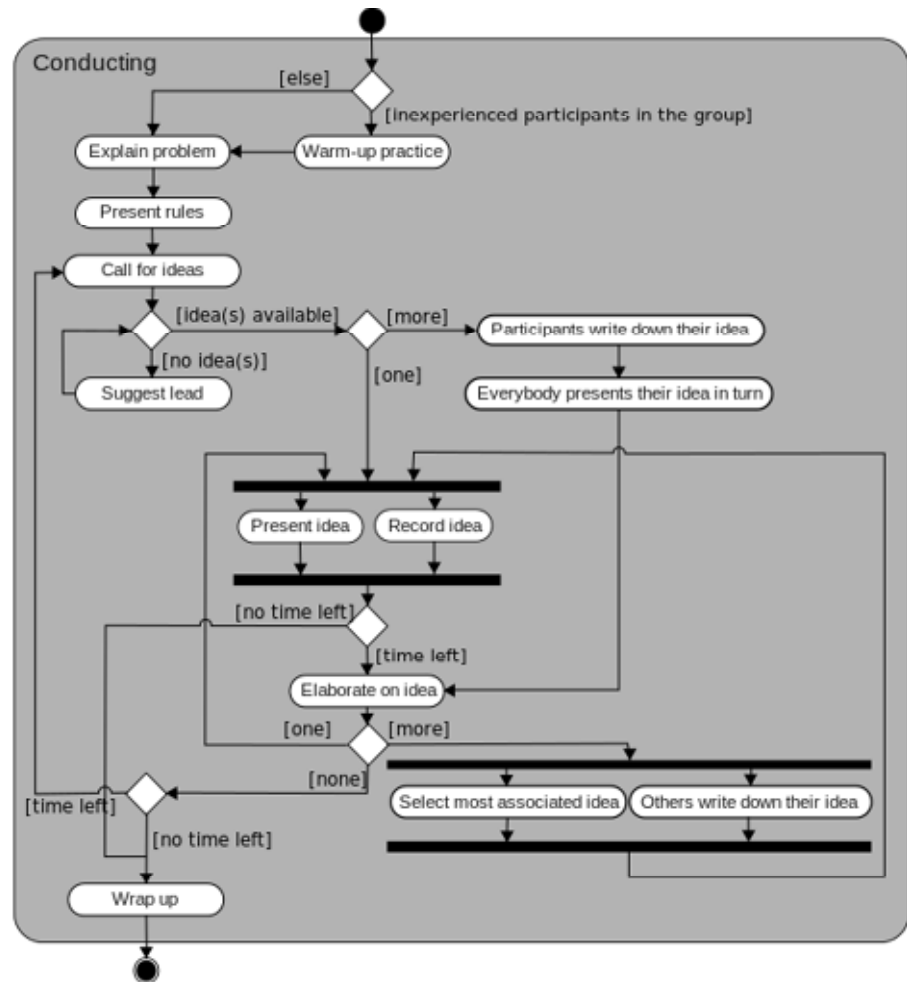
Suggested methods: Idea Generation Exercise

4. Select a possible solution

This is when you have your “aha” moment. From the list of possible solutions you can sort out which ones are realistic and manageable. Some smaller solutions actually lead to bigger ones. Think about the outcomes to possible solutions and also check with other people what they think the outcomes may be. When you have explored the consequences, you can use this information to identify the solution which is most likely to have the best outcomes. The light bulb comes on!

Suggested methods:





Brainstorming process

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. The term was popularized by Alex Faickney Osborn in the 1953 book *Applied Imagination*.

So, according to Faickney Osborn, the basic steps are:

1. Define and agree the objective.
2. Brainstorm ideas and suggestions having agreed a time limit.
3. Categorise/condense/combine/refine.
4. Assess/analyse effects or results.
5. Prioritise options/rank list as appropriate.
6. Agree action and timescale.
7. Control and monitor follow-up.

The kaleidoscope Brainstorming

There is a more innovative advanced method of brainstorming - called 'Silent Brainstorming' or 'Kaleidoscope Brainstorming' - developed by Dr KRS Murthy of Nisvara Inc, and the contribution of this model is gratefully acknowledged. Dr Murthy also refers to the brainstorming technique as 'Multiple Mind Conferencing'. Kaleidoscope Brainstorming, Dr Murthy suggests, not only produces vastly more ideas than conventional brainstorming, but also acts at a deep level to build teams and harmonious work groups. As with the basic brainstorming process, the facilitator has a big responsibility to manage the activity, people's involvement and sensitivities, and then to manage the follow up actions.

The Kaleidoscope Brainstorming Process

1. Initial ideas generation brainstorming session.
2. Silent brainstorming session.
3. Presentation of brainstorming ideas session.
4. Discussion of brainstorming ideas session.
5. Further silent and speaking sessions - the kaleidoscope effect.

Wildest idea

WILDEST IDEA Procedure Steps:

1. The facilitator introduces this brainstorming variation and displays of several wild and impossible ideas to a stated problem.
2. Participants generate other wild, crazy ideas or hitchhike on others already mentioned and do not allow to participants revert back to generating conventional ideas.
3. The facilitator records ideas and dates the final list of ideas.

Crawford Slip Writing

Crawford Slip Writing Procedure Steps:

1. Set the scene.
2. Ask for ideas.
3. Collect the answers.
4. Collate the answers.

Group passing technique

Group passing technique Procedure Steps:

1. *One idea and one paper version.*

Procedure Steps:

1. Each person in a circular group writes down one idea, and then passes the piece of paper to the next person in a clockwise direction, who adds some thoughts.
2. If a participant does not have an idea they must say “pass” and allow the session to continue because the point of the session is to minimize too much critical analysis.
3. This is repeated until everybody gets the piece of paper with their original idea back.

2. *The same piece of paper and many ideas version.* The piece of paper is passed to each member present. The participants continue to contribute by writing additional ideas on the piece of paper each time they receive it.

Procedure Steps:

1. The participant writes many ideas or his comments on the same piece of paper.
2. The paper hands-over to the person sitting at your side in a clockwise direction.
3. Once everyone have contributed their ideas, all ideas are collected and a group constructs a broad solution.

The pin card technique

The pin card technique procedure Steps:

1. A problem statement is written on a chalkboard or a pin board which is visible to a 5-8 participants group round a table and the group discusses and clarifies it.
2. Stacks of coloured cards are distributed among the group members, with each member receiving a different-coloured stack.
3. The group members silently write down one idea on each card and placing it in a pile for their right-hand neighbour.
4. When group members need inspiration for generating additional ideas, they pick a card from the pile created by their left-hand neighbour. Fresh ideas triggered by this are written on new cards and are placed on the pile on their right. (The trigger card may be either retained or passed on at the same time).

5. Thus the cards are transported round the table in the same direction from left to right of each participant. The leader should actively promote card circulation to avoid accumulation between particular participants.
6. After 20 to 30 minutes of this activity, the cards are gathered after and positioned on a large display board and sorted into idea categories, using title cards as headings for the different columns.
7. The group members read each card out, if necessary, move some cards to different categories and eliminate duplications. Categories can be adjusted and items re-categorised if appropriate.
8. The leader points to each card and asks for comments or questions to help clarify idea meanings. Because the ideas are color-coded, the originator of a particular idea can be easily determined and, if necessary, questions asked of this author.

Snowballing technique

It is so called on the analogy of the increasing size of a snowball when rolled down a snow-covered slope. Snowball samples begin from a core of known elements and are then increased by adding new ideas and solutions. It involves concentrating groups of ideas pertaining to the same problem and assigning them a theme. This method is often used where there is no available sampling frame of new field or process.

Procedure Steps:

1. One slip of paper is used per idea generated or possible solution offered
2. A meeting is set up of up to 5 people. The slips of paper are viewed and then grouped 'like with like'.
3. Duplicates can be created if the idea is relevant to more than one group.
4. Patterns and relationships in the groups are observed.

5. Implement the solution

Once you have selected a possible solution you are ready to put it into action. You will need to have energy and motivation to do this because implementing the solution will take a lot of time and effort. Begin by planning a strategy which will include goals, policies, programmes, actions, decisions and allocation of resources.

Remember, your success rests in part on tapping into the public capacity for compassion and being able to get others involved.



The start-up process

Before getting into the market you must be sure that your idea solves a real problem or covers an existing need of a target group. The following steps will help you determine your idea worth a chance:

1. Validate your problem

- Who needs this solution to the problem? Is there a market for the solution?
- Setup a landing page in [this format](#) to be sure the solution to your problem is clear and concise
 - The problem is in the headline and the three bullets highlight the minimum features
 - Use [Javelin Canvas tool](#)

2. Relentlessly pursue product/market fit.

- Have you made a product that satisfies the needs of the market?
- Caution: Sometimes you might build a product that has no market. Also known as a start-up idea.

When you reach product/market fit you essentially have built something people want. You naturally get traction, and things unfold very quickly. Reaching product/market fit is perhaps the most important thing for a start-up.

“Do whatever is required to get to product/market fit. Including changing out people, rewriting your product, moving into a different market, telling customers no when you don’t want to, and telling customers yes when you don’t want to”

3. Scale

- Repeat what worked in step two.

Preparation of script/scenario for the camp (Antalya International University)

Definition of learning objectives

Learning objectives define attendants' ability to learn of our tools or instructions at the end of the section or meeting. Thus, we can measure the achievement of someone's in the process. What's our aim in training sessions? What can be done to reach attendants more effectively? What should be achieved after the camp? These are the questions must be answered for a useful camp.



Every programme of instruction, course, or training activity begins with a goal.

This goal can be broken down into specific goals, or learning objectives, which are concise statements about what students will be able to do when they complete instruction¹⁰.

The philosopher Seneca once said, "If one does not know to which port one is sailing, no wind is favourable." When you know where you are headed, you can more easily get there. Well-defined and articulated learning objectives are important because they:

- provide students with a clear purpose to focus their learning efforts;
- direct your choice of instructional activities;
- guide your assessment strategies.¹¹

Expected results from scenarios teaching tools

Teaching tools are the tools we can use in the training session to increase efficient training of the youth or trainers. With the help of these tools, training can be more successful, useful and productive.

¹⁰ http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Assessment/module3/index.htm

¹¹ http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Assessment/module3/index.htm

First of all, trainers have to be able to apply what they learned from the courses or sessions. This means that our tools must be clear and applicable to the ordinary life. It must solve daily problems they faced in relation with the aim of the training.

Secondly, they must be able to improve the tool for their own use. After the training, trainers will also train others in their environment. Therefore the tool has to be flexible.

Teaching tools are the only way that we can communicate and transfer our knowledge to the attendants. So proper organisation is vital for achieving our goal. After the camp, participants must be able to move independently and make his/her own decision. We will teach them how to do right move. Of course, the real world is different but help them in their challenges.

In behalf of the Antalya International University, we suggest that the camp has to take place in a vibrant environment such as a university or maybe a mall. A crowded place with young people can give us the capability to reach target audience. The project, in its core, are mainly focused on young entrepreneurs.

Another advantage of these places are the transportation. One of the biggest challenge for the organisers is low demand for the activities in the camps. By staging in popular places with easy access, this problem might be solved.

For a successful camp, every stage must be planned previously. This will lower the chance of making mistakes. Of course in every occasion we can experience some problems but if we give sufficient time of attention, we will be victorious.

Another suggestion might be that we can work with professionals or experienced person in the camp. Especially for the European Union funded projects, the experience is the key. With their previous experience, they can overcome questions and problems.

In camps, trainers can create different kind of games and activities to attract young people in training. Games help participants to remember the education what we gave them and make the training funnier and unforgettable.

Lastly, we should find effective way of communicating with the participants after training. This will help them to contact us when they need or whey they face a serious difficulty with their projects. Also they can share their experiences between each other and help them to find solutions for similar problems. It can create a web of communication and dialogue between partners and organisers/trainers.

What is a scenario?

According to the Oxford Dictionary, a scenario is “a description of possible actions or events in the future¹²”. Taking into consideration what we have previously described, the meaning of the usage of a scenario/script within the IDEANNOVASHIP camps is slightly different but it’s rooted on the concept of the “possible event”. Thanks to the description of possible stories and narrative linked to the social entrepreneurship, the participants in an Innovation Camp will have the chance to experience and to test the creation of a social enterprise, from the identification of the problem to the establishment of the enterprise. In the implementation of this scenario, the **role-play** will be the main method to be followed. In fact, role-playing allows a person to play a specific role according to a fictional scenario. In this case, when we create a potential scenario, we need to provide to the potential role-player the following elements in order to help him/her to develop concretely his/her own ideas:

1. **The background** (social problem to be identified; the social context etc.).
2. **The roles** (social entrepreneur; the target; the funder; the stakeholder etc.)
3. **The objective** (which objective they need to achieve? We can also allow role-players to develop an objective based on the given scenario).
4. **The tools** (what they will have to develop their social entrepreneurship idea?).
5. **The equipment:** a cam is essential, since the recording of the “performance” will allow participants to see the most important moments of the development of the social entrepreneurship idea and evaluate together with the trainers their idea, according to the principals of the social entrepreneurship.

Take always in mind that – before starting the scenario activity – all participants need to receive all the training sessions in social entrepreneurship, in order to receive all the knowledge to act according to the given script.

Remind: the environment in which the role play will take place needs to be suitable to make participants play in the best way (large space, tables, chairs, objects and son on).

¹² <http://dictionary.cambridge.org/dictionary/english/scenario>

Prizes selection (Ibox Create)

The goal of the Camp is to participate in an international event, sharing experiences for a week that will change youth life. They will learn on Social Innovation and will have the tools to undertake entrepreneurship actions. The stimulus for this sharing and implication on the learning, it is the content of subjects themselves but also it is important to have an extra stimulus which can be to participate in a competition for the best idea to create a company on Social Economy.



A prize can be a medal, souvenir, prizes or certificates. Prizes can be determined for individuals or by teams. Everything depends on the budget allocated to this item and the type of awards being made. As well, it also depends on the sponsor's donation (for further information, check the session on these topics on the current manual to have more information about budget allocated and sponsors).

The first day of the Camp, during the welcoming ceremony, a representative of the organisation will establish the rules for the prize of the Camp. Teams will be made and those teams will have to fight for having the best idea to be presented in a final Pitch competition. There will be three categories, so most of the participants can get a price:

- Best Idea for a Social Company – The “IDEANNOVASHIP Price”, given to the team that has obtained the most votes from the jury.
- Best Team Work – The “United” Price, given to the team who has shown their capability for multidisciplinary work.
- Best Fair Play Team – The “Value” Price, given to the team that has demonstrated their interest on sharing ideas, collaborate with other teams and make a happy environment. This price will be given by the participants to the team they consider has complied with the best values.

These rules will include the relevant aspects that a Jury will take on account to decide the winners.

The ceremony for the awards will be the last action of the Camp and it will content:

- General presentation of the Award act.
- Speech of a representative of the organising entity. You can always include videos or images during the reading or award speech, in general or at each award. A video summarizing the week Camp is a good entry to present the winners. We will start from the Fair Play Team, Team Work and the IDEANNOVASHIP Prize will be read the last. The prizes will be delivered explaining the reason of their selection.
- The presentation of the winners should be warm and friendly, the idea is to make the audience and the honourees feel comfortable, with a short, interesting, creative and exciting speech. The winners will be named by their team name.
- Words of the winners each time they collect the prize.
- Final photograph of the winners and with the Jury.
- All the participants will then be named and they will collect their certification of attendance.
- Once all the prizes have been delivered, Closing Remarks will be given by one of the Jury members.
- To finish the Camp, a last picture with all of the Youth with their prizes and certificates, the Jury and the teachers will be taken.



Policy for printing materials (NAMCB)

Conducting IDEANNOVASHIP camps is linked to spending a lot of paper and other resources in the preparation of training materials. This is not encouraged firstly by the various programmes and donor organisations that are increasingly eco-friendly and secondly, the Ideation and IDEANNOVASHIP camps can give a powerful message to the participants on protecting the environment and being an eco-friendly social entrepreneur.

For this reason, a good practice is the use of computer technology, reducing the printing materials at the minimum level. Every participant will be provided with a flash memory with all materials and during actual camp every young participants should have a monitor or screen in the hall or their own computer. The materials themselves must be well designed and available in electronic format to allow note-taking by the participants on their own flash memory. After conducting the Ideation Camp, the organisers can provide all the participants with audio or video recording of the sessions. So the effect of durability and sustainability of knowledge and the memory of time spent together will be fostered, with a remarkable contribution on the protection of the environment.

Finally, we suggest the following webpage of WWF, which explain how to save paper in different contexts, both in daily life and at work:

http://wwf.panda.org/how_you_can_help/live_green/fsc/save_paper/

If you think it's necessary, it could be a good idea to dedicate some time of the training to this issue. There's always time to raise awareness on the environment and in hour working and daily habits.

Communication and dissemination of the camp (IBOX Create)

All the Camps need to prepare a schedule for dissemination purposes. Dissemination will be the key success for having a bigger impact in the Youth community. There is need to have clear what we want to communicate, so the first step is answering the following questions:



- What does your audience need to know?
- Does the future audience know anything about the idea you want to tell them?
- What do we want to tell them?
- Does it affect you in a direct or indirect way?
- Will it bring you benefits?
- How will you know more details?

The message has to be adapted to the audience and, in turn, the messages must be shaped according to the medium where they are to be disseminated. A calendar for the actions to be taken is necessary. We have to plan in time when we are going to perform each of the actions. It is a question of overturning our **Dissemination Plan** in a calendar, that is, when each action begins and ends. We can even leave in writing the date of delivery of the materials to the media.

The selected tools for dissemination will depend on the budget that your entity may want to invest in the Camp. If the budget is limited, Online and Media will be your heroes. You do not need to invest, if your budget is limited you can focus on these options, both are very effective but it will take more effort and more time to reach our goals. The actions of Marketing, Advertising or Public Relations acts will give us more immediate results but requires economic investment.

Here is an example considering a limited budget.

To start the dissemination strategy you have to prepare a To-Do list as follows:

- Develop a logo for the Camp: design and selection the best one.
- Develop a website. The website content should include:
 - Image and logo of the event.
 - Title and description.
 - Date, location and schedule.
 - Links to social media: Twitter, LinkedIN, Facebook, ...

- Clear link for registration form.
- Contact data of organisers.
- Additional information (if needed).
Include an online forum if possible. It is a good relationship tool for people interested in an issue, as it allows them to exchange news and experiences, ask questions and attend debates, participate directly or be just spectators. Participation is free and the information circulating is related to different features of a defined topic. It allows groups of people geographically distant to exchange views or contribute knowledge, experience or doubts and learn from the experiences transmitted by others. There are several platforms to develop the web for an event: Wordpress, Eventioz, Eventbrite, Reunalia, Eventoprix...
- Prepare a leaflet of the event. Include in the leaflet a summary of the same information included in the website. The digital leaflet can be sent via e-mail to all the stakeholders and contact lists of the different organisers.

Once you have developed the tools for dissemination, it is time to **publish and promote the event**. To select the target groups to contact, you have to detect which stakeholders are interested. We recommend to contact local, regional and/or national:

- Youth associations.
- Youth work counsellors;
- Local development agencies;
- Businesses associations;
- Chambers of commerce;
- Labour employment services;
- Education policy-makers;
- NGOs;
- Trade unions;
- Business incubators;
- Business accelerators;
- Local and regional networks related with Social Innovation and/or Entrepreneurship.

Promote the event within stakeholders by means leaflet e-mailing. Moreover, suggest them to insert the IDEANNOVASHIP Camp logo to link with the event website in their own websites. Finally, suggest them to resend the leaflet within their contact lists.

The initial mailing list must be managed by the coordinators. Nowadays, **Social networks** are another key issue for dissemination of events. To engage Youth for participating in the Camps, these tools seem to be very attractive. But they have their own language, so in order to spread the content, adapt the language to each social network in which you share it. We will then consider some steps for the communication as follows:

Pre-event> The ideal is to create expectation and make the Youth to start imaging what they are going to be able to live in the Camp itself. You can start a couple of weeks before, publishing one or two weekly publications where you show the preparations for the big week, for example, the banner / logo of the event, the people that will participate, the teachers that will attend, the brands that sponsor or collaborate as well as to inform about the progress and evolution of the registration process, or the number of participants ...

Event itself> In this phase the ideal is to upload a photo of what is happening at the moment, it is a live and direct narration of what happens at every moment and only in this case you can use the same content for all social networks. The most common is tweeting and Instagram. Pictures of the catering, the presentations and the teachers, the attendees, the games, the development of the course, the details of the place, the final ceremony, etc. This type of publication will make people more interested in the next edition. **Post-event**> Once the event is over, thank all the participants: attendees, collaborators, sponsors, guests and participants, is the time to return the support received in the form of gratitude. In addition to this you can publish links to the videos that have been recorded during the event and the same with the pictures. What you get with this is important. For the people who lived it, revive it and go back to the great moments again, which comes to be the affirmation of the emotional bond established previously. And for those who did not participate it will create the “need” for that Youth to want to attend the next edition. Share the lived experience and use as resources the publications that other attendees have made of your Camp.

We recommend to publish and spread the information using the following networks:

- **Twitter.** As a dissemination tool, Twitter:
 - Reaches a greater number of users.
 - Follows a group of contacts and keeps them updated in real time through short messages.
 - Disseminates simplified and concrete information.

– **LinkedIN.**

As a dissemination tool, LinkedIN has the same functionalities as Facebook but maybe limited to contacts directly linked with the topic in a professional way. It is possible to start online discussions as in forums.

– **Facebook.**

As a dissemination tool Facebook:

- It allows reaching a wider number of users and increasing the visibility of the information centre.
- It offers a wide variety of applications (chat, photo galleries and videos, calendars, surveys, call for events).

– **Instagram.**

As a dissemination tool, Instagram allows to upload pictures from the preparation of the Camp, so the public has a visual idea of what they can expect. It has the same impact than Facebook.

• Dissemination in media:

- Contact different private organisations or public entities that publish digital or pressed newsletters in order to include the information of the Camp.
- Contact local press for the publication on the event. *

*** Press contact:**

Distribute the media press release a week before the event. If you have professional relationships with journalists or news assignment editors, send the release to get their attention. We recommend that you do not rely blindly on receiving the news in digital (email) or physical (a DVD delivery), please follow the distribution with a personal phone call to evaluate the interest in covering the event. This way you make sure that you are assigned the necessary equipment to cover the news (in many cases it requires more than 1 reporter or communicator) and gives them insider information that will make it easier for you to cover your event. Make advanced arrangements with reporters interested in the Camp. Establishing a specific time will ensure that the journalist attends the Camp. The first day during the opening of the Camp and the last day during the award or attendance certificate ceremony are the most suitable.

The day after the event, it is important not to forget to send a personal message of thanks to the representatives of the media that covered the Camp. This courtesy strengthens relationships with the media, which will be an asset in planning success for future events.

ANNEX 1

Participation Agreement and Privacy Policy (example to be adapted according to the case)

1. I (the participant) understand that I am solely responsible for having sufficient English language skills to be able to understand and follow the courses. I understand that no refund can be claimed if I am unable to understand, complete or pass the course examinations because of my limited English language skills
2. I acknowledge that my place in the programme will only be secured after I have paid the tuition fee that is issued when IDEANNOVASHIP CAMP confirms my participation.
3. I am solely responsible for obtaining all and any valid legal documents (passport), which are required to travel to _____ (the final destination/country). I am solely responsible for ensuring that my travel documents are in accordance with the requirements of _____ (the final destination/country).
4. I understand that I will be subject to the laws of _____ (the final destination/country) the and I agree to educate myself about these laws and to completely comply with those laws on all levels. I understand that any kind of violation of laws can lead to an immediate expulsion from the programme, without refund. I also understand that I will be responsible for any legal costs (lawyer's fees, court fees, etc.), which are incurred as a result. TBA will not provide legal counsel or other support in such circumstances. Further if IDEANNOVASHIP CAMP incurs any costs that arise from these actions the participants will reimburse IDEANNOVASHIP CAMP fully for these costs.
5. I acknowledge and agree to inform myself about valid regulations about travel documents, visas, currency, customs and health regulations in order to enter the country of the programme. I am obliged to make sure that my documents and luggage meet the conditions of customs, health and other regulations of the country of travel.
6. IDEANNOVASHIP CAMP strongly recommends against renting motor vehicles such as; motorcycles, mopeds, cars and all other motorized vehicles. IDEANNOVASHIP CAMP recommends use of public transport such as; metro, street car and taxi. However, if I do decide to operate a vehicle, IDEANNOVASHIP CAMP has no responsibility for my safety and for costs that I may incur, and that I participate in these activities at my own risk and that additional insurance might be required.
7. I understand and acknowledge that there are some health risks associated with travelling abroad. I agree that I am personally responsible for obtaining all health information, instructions, consultations, and medical procedures. I also acknowledge that IDEANNOVASHIP CAMP is not responsible for any of my medical needs. I hereby authorize IDEATION CAMP, its agents to place me, at their discretion in a hospital or in the care of a local doctor for medical services and treatment, as they think fit the current problem.

If necessary or recommended by a doctor, I also authorize IDEANNOVASHIP CAMP management to transport me back to my home country by commercial airline or otherwise for medical treatment. I agree that I will be fully and solely responsible for any and all expenses, including to transportation costs, treatment costs, and medical staff costs, associated with any kind of necessary medical care. I will indemnify IDEANNOVASHIP CAMP for all costs incurred to the IDEANNOVASHIP CAMP that had arisen from my medical treatments.

8. I understand that when I am participating in any free-time activities, such as sports, tours, travel, or any other activities either as part of the programme organised by IDEANNOVASHIP CAMP or on my own that I have responsibility for my own safety, health, and personal belongings. I am responsible for any liability for costs or difficulties that I may incur during the IDEANNOVASHIP CAMP programme.
9. I acknowledge and agree that if I become detached from the group during the programme due to failure to meet the programme group at any given time and place, I will accept all responsibility to seek out, contact, and reach the group at its next available destination. I understand and agree that I will bear all the costs involved in reaching back the group and that IDEANNOVASHIP CAMP is not responsible for costs arising out of my failure to meet the programme group. In case that the IDEANNOVASHIP CAMP incurs any costs in connection with my failure to meet the programme group at an assigned time and place, I will completely reimburse IDEANNOVASHIP CAMP for all costs related to that.
10. I understand that IDEANNOVASHIP CAMP has the right to make cancellations, changes, or substitutions to the entire programme at anytime due to any reason.
11. I understand that IDEANNOVASHIP CAMP is not responsible for the costs of replacing airplane tickets if my chosen carrier stops to operate for any given reason.
12. IDEANNOVASHIP CAMP is not liable for a failure to perform its obligations if failure to meet obligations is as a result of “Force Majeure”. Force Majeure is defined as an act of God (fire, earthquake, storm, hurricane or other natural disaster), war, act of foreign enemies, hostilities, rebellion, terrorist activities, government sanction, embargo, labour dispute, strike, interruption or failure of electricity (telephone service), etc. In such case, IDEANNOVASHIP CAMP will reimburse no refund due to me. The organisers also reserve the right to change the date of arrival and departure of travel.
13. I understand that if my participation in the programme, is terminated by the Programme Director due to whatever reason, I will be dismissed with no refund of fees. In such a case I acknowledge and agree that I will be responsible for all further costs and expenses related with my return home. I also understand that if I leave the programme voluntarily for any reason, including illness, I will be responsible for all costs associated with my return home and that there will be no refund of any fees.

14. I understand that if IDEANNOVASHIP CAMP programme contains any alcohol-related cultural event, that this event is not compulsory, and that I will be responsible for any injuries or property damage arising in relation to my participation in the event. I further acknowledge and agree that I will only consume alcohol within my personal limitations and I will not do any acts that will negatively affect the prestige and reputation of my home university/institution, _____ and any other person or institution related to the programme.
15. I understand and agree that there are unavoidable risks in studying and travelling abroad and I confirm on behalf of myself, my heirs, administrators and assignees, not to sue IDEANNOVASHIP CAMP, or its employees, officers and agents, for any damages or injury (including death) caused by, derived from, or associated with my participation in the programme, caused by my own mistakes or misfortune.
16. I agree to receive information updates before, during and after the programme from IDEANNOVASHIP CAMP and that IDEANNOVASHIP CAMP is entitled to give their partners (companies, law firms, institutions, media, etc.) access to the alumni network which includes my contact details.
17. I agree that IDEANNOVASHIP CAMP might use my personal information, such as name and surname, country of origin and or pictures taken of me during the time of the programme for further marketing purposes, such as on the webpage IDEANNOVASHIP CAMP or any printed marketing materials.
18. I acknowledge and agree that the organiser is not responsible for stolen luggage or personal items in the accommodation premises and classrooms of lectures or means of transport to different events (buses, etc.).
19. I acknowledge and agree that in the event of losing personal documents or if they get stolen and these documents are needed in the continuing programme or to depart from the country of travel, I should get new documents on my own expenses. The representative of the IDEANNOVASHIP CAMP can and will help with advice and support. I will be responsible for all costs associated with providing/acquiring new documents and all the other costs related to that event.
20. I acknowledge and agree that all kinds of information in oral form does not oblige IDEANNOVASHIP CAMP more than its statements in the programme or offers in written form. In case of doubt the following is always considered valid: written offer, written information, and written explanation.
21. I acknowledge and agree that I have to purchase the airline tickets by myself in order to arrive and depart the country, where the programme is being performed. I also bear all the costs of obtaining new airline tickets in case if I am unable to attend the flight, for any whatsoever given reason.

22. I confirm that personal information provided to the organisers is exactly the same as those on the participant's legal documents (passport), which I have to carry myself during the programme. If I provide wrong information and this causes delay, extra expenses or ending of the programme, I am solely and personally responsible entirely for incurred cost to participants of the programme, if they are incurred to the other participants. I will completely reimburse IDEANNOVASHIP CAMP for all costs related and incurred to that event.
23. I acknowledge and agree that I am personally obliged to respect the house rules of the accommodation and classrooms of lectures. I also agree to cooperate in good faith with the representative from IDEATION CAMP. If I do not fulfil the obligations I solely held responsible towards the organiser of the programme for the damage made. The organiser is not responsible for any damage the participant sustains in such circumstances. During the programme, each participant must act in a way that does not threaten the lives or health of all the other participants or organisers. If the participant behaves in way that does not comply with this stipulation the programme the Director has a right to remove the participant from the continuing programme without compensation for any costs.
24. I acknowledge and agree that each participant has to make arrangements with his home institution on his/her own in order to be granted for credit (ECTS credits) for the passing the programme. The IDEANNOVASHIP CAMP provides all the necessary documents that each participant needs in order for programme to be recognized with ECTS points. (Optional)
25. I acknowledge and agree that IDEANNOVASHIP CAMP reserves the right to cancel the programme or to change the programme. IDEANNOVASHIP CAMP also reserves the right to cancel the programme at the latest 1 month prior the intended day of the beginning of the start of the programme if not enough participants apply for the programme (the exact figure is stated in the contract of programme). If the organiser resigns from the contract during its execution each participant has the right to get paid in proportion for the executed services.
26. In the case when IDEANNOVASHIP CAMP would cancel the programme, each participant is entitled to be reimbursed in the full amount of the tuition. If IDEANNOVASHIP CAMP cancels the programme, participant is not entitled to be reimbursed for personal costs such as purchase of airline tickets, etc. The organiser is not responsible as well for any kind of flight delays and IDEANNOVASHIP CAMP is also not responsible for the costs associated with this event.
27. I certify that my agreement to the provisions contained herein is wholly voluntary and I certify that I am at least 18 years old. In case of under aged students we must sign the special agreement with their parents/carriers.

Academic Expectations

1. To participate in all lectures and visitations planned by the IDEATION CAMP. Attendance will be taken and students not attending 95% of all lectures will not receive a certificate of completion.
2. To complete all assigned readings and case work as assigned by professor.
3. To participate in all exercises and in the business plan competition
4. To arrive on-time for all lectures and visitations as scheduled by the IDEATION CAMP
5. To dress and conduct themselves in a professional manner

Note: below 50% is a failure at 6

Payment terms, Refund and Cancellation policies

1. A registration fee must be paid to the IDEANNOVASHIP CAMP chosen bank account within 8 days of the date that IDEANNOVASHIP CAMP confirms your participation. This amount is non-refundable and will be deducted from your tuition fee. In case of non-payment or delayed payment of the registration fee, IDEANNOVASHIP CAMP has the right to cancel the confirmation and withdraw the student from the programme. If such an event occurs, the registration fee shall be refunded after the deduction of IDEANNOVASHIP CAMP administrative costs.
2. Tuition fee includes all lectures, company visits, course materials, guest speakers, sightseeing trip to Niagara Falls, 20 nights of accommodation and certificates for successful participation on the programme. Upon a successful completion of the activities on the programme the participant receives an official certificate and a transcript.
3. The tuition fees must be paid at least 1 month before the start of the programme.
4. The participant has a right to resign from the programme and in that case when a participant resigns the contract with IDEATION CAMP, IDEANNOVASHIP CAMP has a right of a reimbursement of administrative expenses due to the cancelation of the contract and the costs incurred to due date. The level of reimbursement of expenses depends upon the time when the participant has submitted a written resignation via e-mail or letter send via post office.
5. The level of non-reimbursement of expenses depends upon how soon before the beginning of the start of the programme the participant resigns the contract of participation in a written form:

- From 60 until 40 days before the beginning of the programme – 10 % of the price
 - From 39 until 20 days before the beginning of the programme – 30% of the price
 - From 19 until 10 days before the beginning of the programme – 60% of the price
 - From 9 until 0 days before the beginning of the programme – 100% of the price
 - Failure of passenger's participation without a written resignation – 100% of the price
6. If the participant does not attend the programme or resigns the contract with IDEANNOVASHIP CAMP on the first day of programme or even after the beginning, participant is not justified to any reimbursement from the IDEATION CAMP. All the above cancellation provision shall apply regardless of the reason for the cancellation.
 7. If the passenger during the programme on his own wishes to resign from the programme, is considered the participant has resigned from the contract of the programme and in such an event participant has no right of reimbursement of the tuition fee amount.
 8. In the case when the participant does not provide and give correct information at application, he is responsible for all costs or consequences that occur due to false information. The participant's application is binding. Each participant can resign from the contract only in accordance with the stipulations about the participant's resignation from the programme. It is considered the contract is valid with participant's payment itself – not regarding the fact if the contract is signed or not.

Compulsory Insurance Requirements

1. I have and if I do not have, I will secure health and accident insurance in accordance with the laws of the country I am travelling to during the programme and the requirements of IDEANNOVASHIP CAMP to provide suitable coverage for any accidents, injuries or illness that I may sustain or experience while participating in the programme. I acknowledge and agree that I certify that I have confirmed my health care coverage will sufficiently cover me while travelling outside my home country. I release on my behalf, my heirs, executors, administrators and assigns, that IDEATION CAMP, its employees, officers and regents from any responsibility or liability for expenses incurred by me for injuries or illnesses (including death) that may incur because of those events that are previously listed.