

TOOLKIT

**A GUIDE TO DESIGNING TOGETHER
SOLUTIONS TO SOCIAL PROBLEMS
WITH THE COMMUNITY**




alza tu voz

This toolbox was created within the framework of the
Fondation Botnar Healthy Cities for Adolescents' in Ecuador



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esepoch dataat.org

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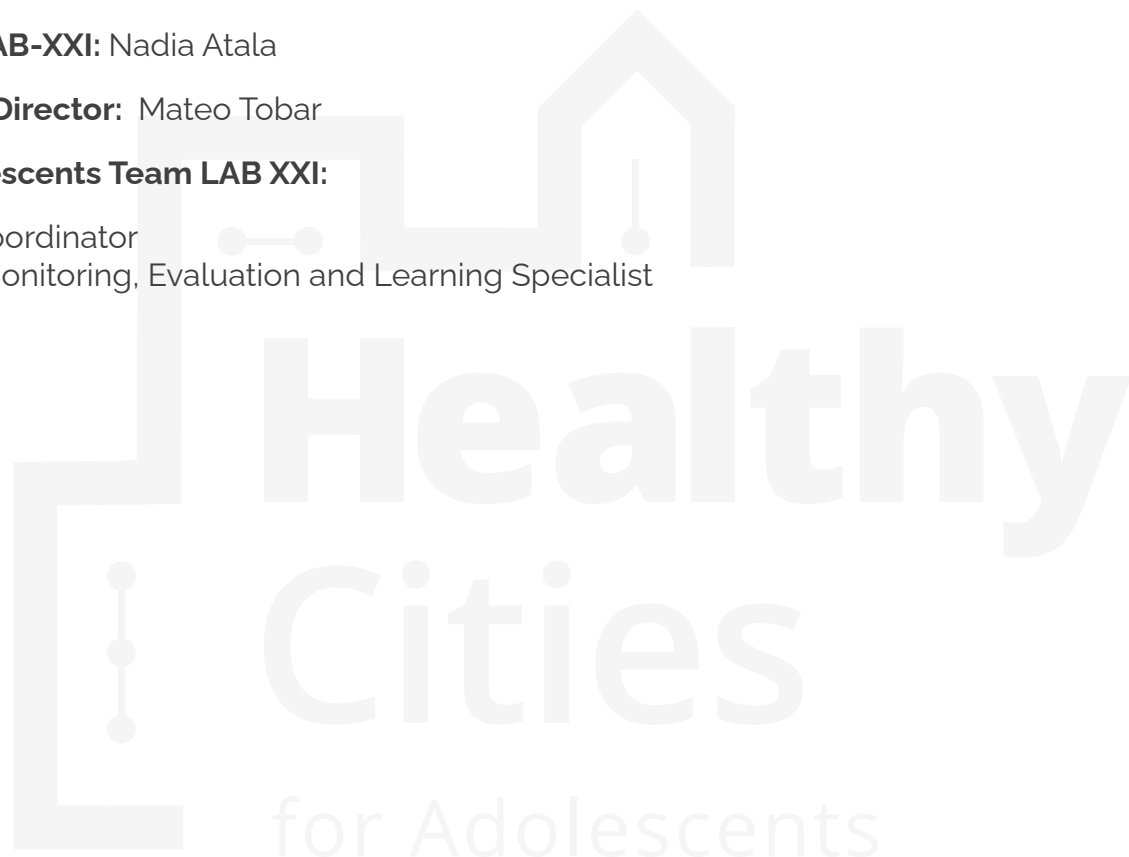
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index

Background	05
Methodology 1: Prototyping Solution Ideas to Common Challenges	06
Objective	06
Requered Materials	06
Step by step:	07
Step 1: Introduction and Preparation	07
Step 2: Empathy and Understanding	07
Step 3: Ideation and Idea Generation	09
Step 4: Prototyping and Presentation	10
Step 5: Evaluation and Closure	10
Tips for Implementation	11
General Tips for Systematisation	12
Methodology 2: Validation and Prioritisation of Findings	13
Objective	13
Preparing the Space	13
Requered Materials	13
Step by step:	13
Step 1: Welcome and Introductory Dynamics	13
Step 2: Presentation of Findings and Observation	14
Step 3: Prioritisation and Problem Definition	15
Step 4: Constructing the Objective Tree	17
Step 5: Programme Impact at Local Level	18
Step 6: Global Programme Impact	19
Methodology 3: Civic Laboratory - Constructing a Theory of Change in a Collaborative and Participatory Way	20
Objective	20
Prepare the Space:	20
Requered Materials	20
Model Agenda	21
Step by step	21
Step 1: Welcome and Introductory Dynamics	22
Step 2: Pre-Process Information Gathering	22
Step 3: Definition of the Problem and Identification of Related Stakeholders	23
Step 4: Construction of the Component's Desired Impact	24
Step 5: Identifying Assumptions	25
Step 6: Constructing Major Programme Milestones	25
Step 7: Definition of Programme Impact	26
Step 8: Feedback and Closing the Space	27

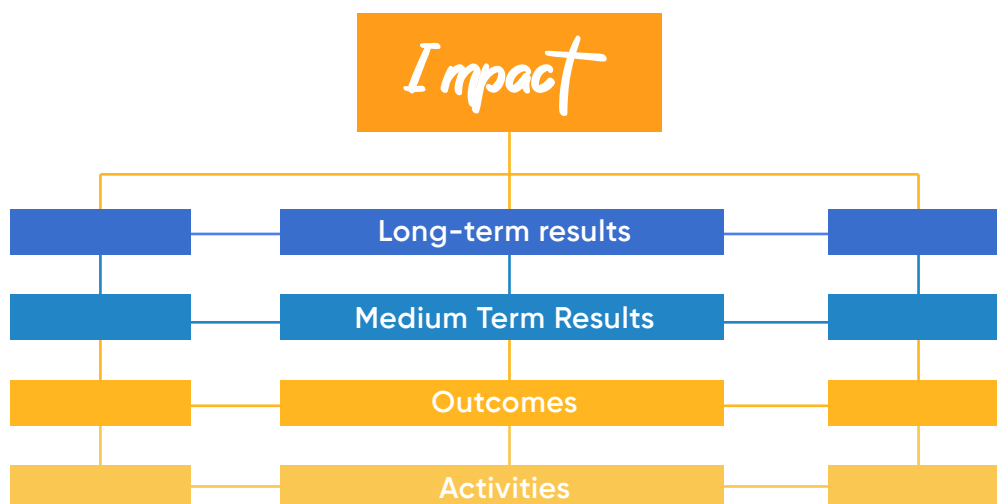
WHAT IS A THEORY OF CHANGE?

A Theory of Change is an essential strategic tool for structuring and visualising the process by which an intervention is intended to have a positive impact on a specific situation. It is, in essence, a graphical and narrative representation that articulates the causal connections between planned activities and desired outcomes. By providing a conceptual framework, it guides the implementation of programmes or projects, facilitating an understanding of the reasons and ways in which the proposed actions will bring about the desired change.

The key parts of a Theory of Change are as follows:

- **Impact:** This represents the overall, long-term change that is intended to be achieved. It is the most significant and comprehensive transformation that is expected to occur as a result of the intervention.
- **Long-term Outcome:** Describes the sustainable changes anticipated after the outputs and activities have taken effect. These outcomes contribute directly to the achievement of impact.
- **Medium Term Results:** Refers to the changes expected in an intermediate period. These are milestones that contribute to the achievement of long-term results and function as indicators of progress.
- **Outputs:** Represents the tangible goods or specific services generated by the planned activities. These products are direct results of the implemented actions.
- **Activities:** These are the concrete and practical actions carried out to produce the outputs. These are the operational steps leading to the achievement of the desired results.

There are several ways to graph a **Theory of Change**. Our team uses the following:



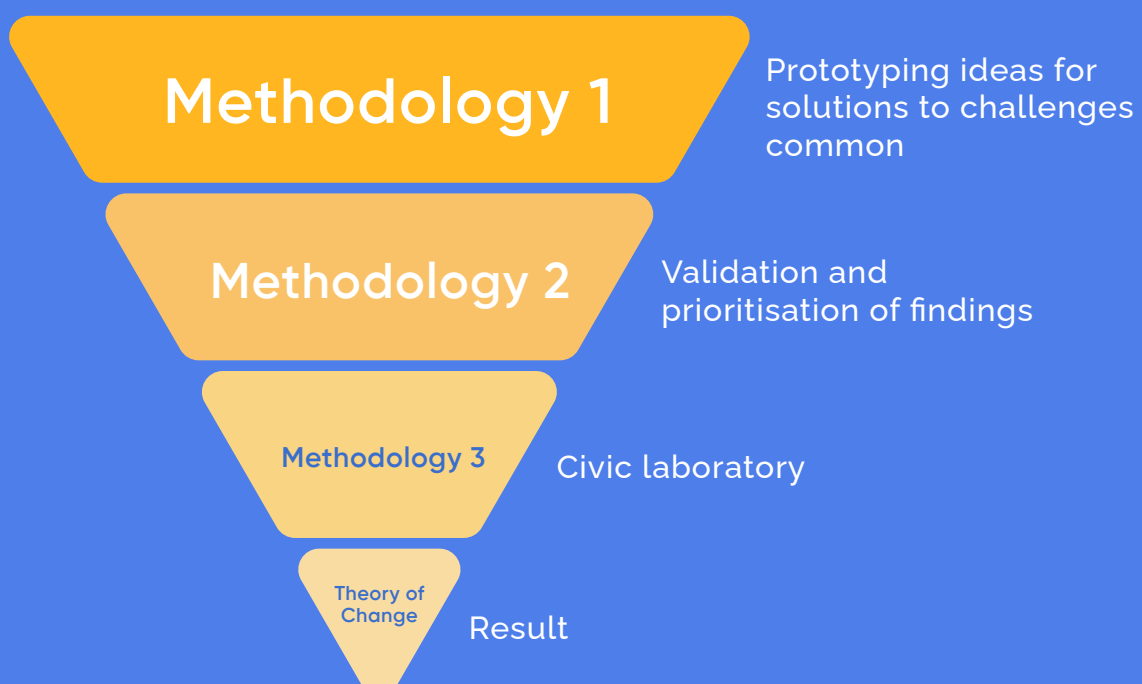
BACKGROUND

In May 2022, phase II of the Healthy Cities for Adolescents (HCA) programme was launched, with the main objective of addressing the health and well-being needs of adolescents in intermediate cities. In Ecuador, Quevedo and Riobamba have been prioritised for HCA implementation.

Prior to the implementation of the HCA program, a Needs Assessment and Co-Design (NACD) Phase was conducted with the objective of promoting the active participation of adolescents in the design of the HCA Program for each city. The NACD Phase was implemented over a 5-month period and resulted in a theory of change, the macro-goal and activities for the HCA program for the next 2.5 years. Through the NACD phase, the active participation of adolescents was encouraged, as well as the articulation with local government and social actors for the co-design of this program.

The methodologies described in this toolkit were implemented throughout the NACD Phase for the collaborative and participatory construction of a Theory of Change. These allowed the adolescents and young people to learn about different realities, so that they could subsequently prioritise the main dimensions of change, and finally, together with the actors involved, co-create a programme proposal tailored to their needs.

Process for obtain the Theory of Change



METHODOLOGY 1:

Prototyping Ideas for solutions to Common Challenges



OBJECTIVE:

Encourage the generation of **solutions to community problems** through creativity and agile thinking.

This tool promotes the creativity and collaboration of adolescents to **come up with innovative and practical solutions** to the problems identified during the assessment.

Through this tool you will achieve:

- Facilitate a participatory co-design process among adolescents.
- Devising innovative and practical solutions to address needs and problems identified in the diagnostic phase.
- Generate project ideas and actions with a concrete focus on the pillars of adolescent well-being.
- Stimulating creativity and out-of-the-box thinking to address challenges specific.
- Promote empathy by considering adolescents' own perspectives and needs.
- Encourage critical reflection and collaboration in the search for effective solutions.
- Empower adolescents to become agents of positive change in their communities.

Materials required:

- Problems of the diagnostic phase (Challenges)
- Recycled and non-recycled materials for prototypes (straws, plasticine, glue, bottles and everything else that is you can get)
- Spacious and comfortable space for the co-design training sessions
- Blackboards or large pieces of paper for visualisation of ideas
- Coloured markers, stickers and cards for notes and prototypes



Important:

For this activity at least 2 facilitators are needed, one person concentrated in the facilitation and interaction, and the other person in charge of systematisation and documentation

Duration: 3 hours

STEP BY STEP

Step 1: Introduction and Preparation

TIME: 20 MINUTES

1. Presentation of the Method: Explain to the adolescents the concept and basic principles of this methodology, highlighting the importance of putting oneself in the user's shoes in order to generate creative, practical and localised solutions.

a. Mention that, during this phase, they will work on the co-design of solutions for address a number of challenges identified in the diagnostic phase.

2. Define the Challenges: Present a list of the challenges identified during the diagnostic phase and organized by each pillar of adolescent well-being. Together with the adolescents, select those that will be the focus of the Co-Design process. They can choose one or several challenges to address in separate groups.

3. Group formation: Divide the adolescents into small groups (maximum 5 people per group). Each group will work on a challenge.

4. Define objectives: The objective of all groups will be to generate a prototype solution to the challenges that each group prioritises.

Step 2: Empathy and Understanding

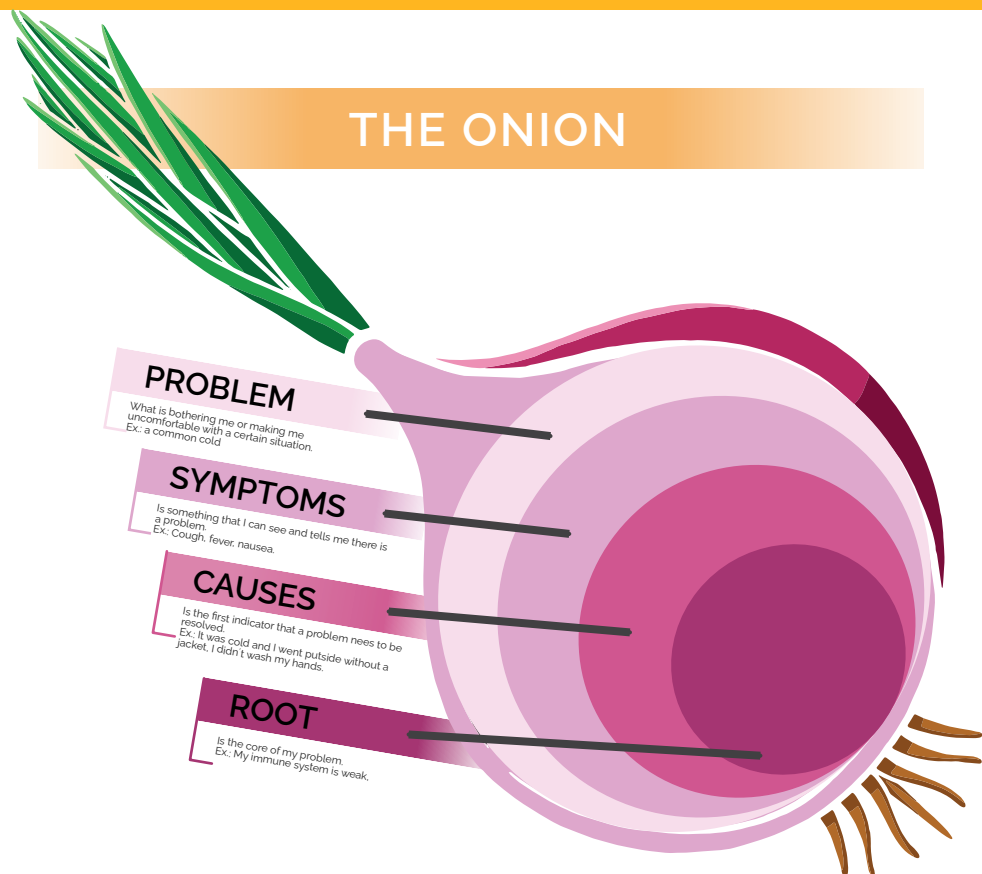
1. THE ONION

[25 minutes]:

Although time is limited, encourage groups to conduct a short research to better understand each challenge.

For this we will use the onion technique, which consists of guiding participants to identify the root problems of the challenges that were identified during the diagnostic phase.

To complete the Onion activity, invite each group to reflect on the following points:



2. User Profile [25 Minutes]:

Having identified the root cause of the problem, we are now going to think about the people who suffer most from this problem. Ask the groups to develop a basic user profile that broadly represents the people affected by this root cause and the pain it causes them. This will help focus solutions on the real needs of the beneficiaries. Ask each group to complete the **"User Profile"** activity:

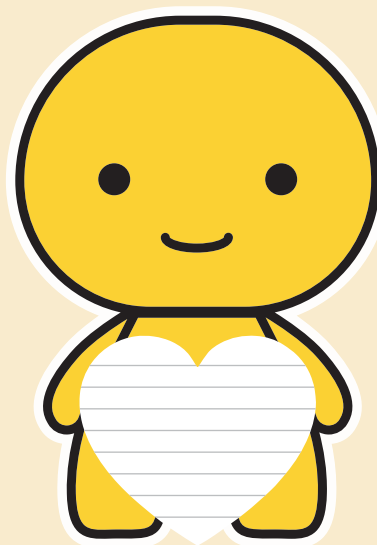


USER PROFILE		
Name: _____	Adress: _____	Nationality: _____
Age: _____	Ethnicity: _____	Gender: _____

What are your dreams?

What negative things happen in your life?

What are your concerns?



What needs does it need to adress?

What positive things happen in your life?

What activities do you do on a daily basis?

What potential does he/she have as a person?

In this user profile, the aim is for participants to give characteristics of the person who suffers most from the problem we identify. This will also allow us to understand who suffers from it and why. To complete the user profile each group should fill in the table (above) based on the following questions:

1. What are your dreams?

(What is the user's dream or what would a world look like if we were to solve the problem we identified).

2. What negative things happen around you?

(What negative things does the problem cause for the user?)

3. What are your concerns?

(What concerns does the user have about the problem?)

4. What positive things are happening around you?

(There is always something good! What good things happen around you?)

5. What activities do you do in your daily life?

(Describes in a list what things the user does during the day, e.g. waking up, going to school, playing football, etc.)

6. What potential do you have as a person?

(What are the attributes or qualities of this user?)

7. What needs does it seek to address?

(What needs do you have that could be solved with our solution?)

Step 3: Ideation and Idea Generation

TIME: 40 MINUTES

Brainstorming session: Conduct a quick brainstorming session for groups to generate creative ideas and solutions for each of the challenges. Encourage active participation and free generation of ideas. To conduct this brainstorming we will apply the following steps:



Give the following instruction:

Now that we have discovered the root cause of each problem they are working on and have characterised the person who suffers the most from that problem, we will now focus on generating ideas for solutions to help our user (i.e. teenagers and young people like us to achieve their dreams).

Individually each person in the group is going to draw, write or represent on paper an idea of a solution they have for this problem. The idea of this exercise is to brainstorm ideas so that we can express what we can do.

2. Innovative Ideation: Once each person has drawn their ideas on a piece of paper, ask them to share each of their ideas in the group. After this, mention to the groups the importance of collaboration to build a SUPER INNOVATIVE IDEA. Ask the groups to use the ideas of each of their peers to collectively create a solution, which can be nurtured by everyone's ideas. Remind them that this idea must be specific and detailed as they will have to shape it.

Here are some guiding questions that you can use to push the ideation process of a group solution:



Change for other: What things could we change to fix the problem? Would there be something better we could use instead of what is there now?



Putting ideas together: What if we put several ideas together to create something new? What would it be like if we mixed two different things?



Adjust the solution: How could we make an existing solution work for this problem? What could we change to make it fit better?



Improve what is there: How can we improve the solution to make it even better? What changes could we make to make it work much better?

At the end of these questions, each group should come up with an innovative solution. Tell them not to forget to take into account parameters that allow them to choose the most feasible solution. Such as (i) time to implement the solutions, (ii) whether it is feasible to do it (rocket to the moon, not so much), (iii) interest and willingness of the young people to participate in the implementation of the solutions.

Step 4: Prototyping and Presentation

TIME: 40 MINUTES

1. Rapid Prototyping: The groups should create quick and easy prototypes of the selected solutions using the recycled materials.

2. Presentation of Solutions: Each group presents their prototypes and explains the proposed solutions. The other adolescents can ask questions and provide feedback to enrich the ideas.

Step 5: Evaluation and Closure

TIME: 30 MINUTES

1. Consensus and Prioritisation: After all the presentations, conduct an exercise to prioritise the most viable and effective solutions to address the identified challenges.

2. Selection: With all the participants you can use some technique to prioritise the solutions taking into account the following criteria: Time of implementation, Available resources, Feasibility in our city, Openness of the young people, Link between the solution and the root problem (That we are really solving what we said we were going to solve).

3. Commitment to Action: Invite adolescents to commit themselves to driving solutions that will improve their lives and the lives of their community. Finally, don't forget the photos!

Tips for Implementation



Proper facilitation of the execution of the Design Thinking technique is essential to ensure that the process is effective and that significant results are achieved. Here are some important tips and recommendations for the facilitator:

1. Pre-planning:

Before the session, make sure you have a clear plan that includes the selection of challenges, the formation of groups, and a detailed agenda with timings for each step of the process.

2. Define Clear Objectives:

Make sure to set specific objectives for the co-design session. The objectives should focus on generating practical and feasible solutions to the identified challenges.

3. Create an Inclusive Environment:

Fosters a safe and respectful environment where all adolescents feel comfortable to share their ideas and actively participate. Values diverse perspectives and promotes equal participation.

4. Active Facilitation:

As facilitator, your role is to guide and encourage the process. Make sure that all groups keep to the time allotted for each step and avoid letting any one group dominate the discussion.

5. Stimulate Creativity:

Encourages creativity and thinking "outside the box". Encourages adolescents to come up with original ideas and not be afraid to make mistakes.

6. Flexibility and Adaptability:

Be prepared to adjust the agenda or approach if unexpected changes arise during the course of the project the session. Be flexible to adapt to the needs and dynamics of the group.

7. Document the Process:

Take notes and record the results of each step of the Design Thinking process. This will be valuable for later systematisation and for keeping a clear record of the ideas and solutions generated.

8. Continuous Feedback:

Stimulates constructive feedback between groups and among adolescents. Feedback can enrich ideas and facilitate the selection of more effective solutions.

9. Encourage Collaboration:

Encourage collaboration between groups to share ideas and perspectives. Collaboration can lead to more comprehensive and effective solutions.

10. Celebrate Teamwork:

Acknowledges and values the teamwork of the adolescents during the process. Celebrates the ideas generated and the effort invested by each group.

General advice for systematisation:



1. Document in detail:

- Take comprehensive notes during each stage of the activity.
- Record the ideas generated, the key discussions and the decisions taken.
- Document changes and adjustments made to prototypes.
- Keep a clear record of who assumed each role in the prototype equipment.



2. Capture Visually:

- Photograph the prototypes and solutions generated.
- Record short videos of presentations and discussions.
- Create visual sketches of ideas and work flows.



3. Gather feedback:

- Conduct feedback sessions with participants after the activity.
- Solicits feedback on the process, team dynamics and the effectiveness of the solutions generated.
- Document feedback and suggestions received for future improvements.



4. Identify Lessons Learned:

- Analyse what worked well and what could be improved in the systematisation.
- It highlights the skills and roles that proved to be effective.
- Identifies patterns in the generation of ideas, collaboration and decision making.
- Use these lessons learned to optimise future co-design sessions.

METHODOLOGY 2:

Validation and prioritisation of findings



OBJECTIVE:

Validate the findings obtained in the application of Methodology 1, in order to subsequently prioritise which of the different problems will be addressed by the programme.

Preparing the space

- We need a space that allows several groups to work simultaneously. The idea is that everyone present can see each other's faces and work collaboratively.

- Make sure you have free walls where you can stick the plotters. From the beginning, the problem onions worked on during Methodology 1 should be hung up:

Required materials:



1. Problem tree plotter
2. Target tree plotter
3. Markers, pens and pencils
4. Paper tape
5. Sheets of paper
6. Post its of colours

Step 1: Welcome and Introductory Dynamics

TIME: 20 MINUTES

ACTIVITIES

i. [10 minutes] Icebreaker Activity: Walk through space.

- a. Start the session with a guided icebreaker activity. The facilitator asks participants to walk around the space while giving specific instructions. Some suggestions include:
 - Form groups of 2 people.
 - Walk in places in the space where you would not regularly walk, taking ownership of the space.
 - Find someone wearing clothes of a specific colour.
 - Walk fast, then walk slowly, then exaggerate your movements.
 - Pair up and touch your elbows.

- b. After the ice-breaker activity, invite all participants to meet together and gives an oficial welcome to the event.



ii. [5 minutes] Personal presentation: My favourite food

- a. Ask each participant to introduce themselves, saying their first name and, instead of their surname, share their favourite food. This can be done in a creative way, for example, "Hi, I'm Juan Pizza" or "My name is Ana Pasta".
- b. Introduce the lead facilitator and support team, briefly highlighting their roles and expertise in the topic to be addressed.
- c. Encourage participants to be open to new ideas and perspectives, fostering an atmosphere of respect and collaboration.

iii. [5 minutes] Orientation on the Dynamics of the Day

- a. Provides an overview of the structure and objectives of the event. Explains how the activities will be carried out and the key role of each participant in creating collaborative solutions.
- b. Sets expectations for active participation, respectful listening and constructive contribution throughout the day.
- c. Ensure that participants are informed about the resources available, such as writing materials, handouts and any technology that will be used during the event.



Step 2: Presentation findings and observation

TIME: 45 MINUTES

i. [30 minutes] Presentation of systematised information from previous phases.

- a. The facilitator or person in charge should present the results of the implementation of the systematised Methodology 1, and any other information that can contribute to this phase of the process.
- b. Participants are invited to become researchers and take notes during the presentation.

ii. [15 minutes] Let's look at the problem onions.

- a. Participants should go around the room and look at the problem onions, identifying what are the most common problems encountered.
- b. They are asked to think about which issues they consider to be a priority for the programme to address.
- c. We need to remind them of the programme's capabilities, so that, in prioritising the issues they want to work on, they can have realistic expectations.

Step 3: Prioritisation and Problem Definition

TIME: 2 HOURS 30 MINUTES

i. [5 minutes] Division of groups

- a. The facilitator organises the groups according to a predefined criterion. For example, if there are participants from different cities, they can be grouped according to their place of origin. The initial objective is to prioritise problems that are common in shared contexts, such as cities, and then focus on identifying and prioritising the most significant problems to be addressed by the programme.
- b. Each group should have a person to facilitate and expedite the process.
- c. The groups will be separated in a space where they can later work on the problem trees.

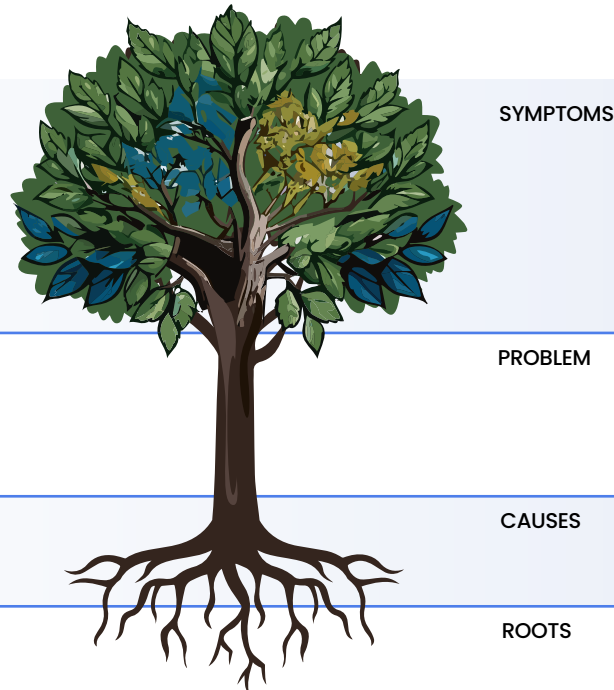
ii. [20 minutes] Prioritisation of two problems

- a. **(10 minutes)**. In a plenary session within the group, share the main findings of the previous activity. Make sure that the interventions are agile, and that they focus on stating different social areas where there are problems. Afterwards, there will be time to discuss each problem in greater depth.
- b. **(10 minutes)**. The facilitator should establish a methodology for prioritising problems. These may include:
 - Choose the most frequent among the problem onions.
 - Apply the BINGO methodology.
 1. Participants choose two of the issues they consider most important to address, considering the information previously presented, and write them in post its.
 2. Then, one person reads out one of their issues, and those who feel that one of their issues aligns with it say "bingo" and stick it next to the first issue on a wall or sheet of paper. This process is repeated until all the written issues are addressed.
 - Any other that the facilitator deems appropriate.

Tip:

For prioritisation, issues should be stated as areas. I.e. education, mental health, among others. In the next part of the activity there will be space to define a particular problem specifically.

iii. [80 minutes, 40 minutes for each tree] Construction of the problem tree.



- a. The problem tree plotter is placed on a flat surface.
- b. Choose one of the two prioritised problem areas and work on it. During the following steps, it is recommended to remind participants of the time available to them for each part of the exercise, in order to promote more agility during the discussions.
- c. (10 minutes). First, let's define the problem. In this process, avoid using the word "fault" for this, and instead deepen the analysis by asking why a specific situation is perceived as a problem. This should be clearly defined, avoiding being either too specific or too general.
- d. (10 minutes). Second, let's define the causes. These answer the question of: What factors are directly or indirectly contributing to the existence and persistence of this problem?
- e. (10 minutes). Third, we will now focus on identifying the roots of the problem. What are the essential aspects underlying this situation, taking into account the causes we have discussed above? It is crucial to remember that these roots represent fundamental aspects, changes to which are necessary to achieve change sustained over time in our problem.
- f. (10 minutes). Finally, let us explore the symptoms of this problem. What external signs or indicators alert us to the existence of this problem? Identifying the symptoms will allow us to better understand the magnitude and visible manifestation of the challenge we face.
- g. Upon completion of the first tree, we will proceed to the second tree using the same methodology.

ii. [30 minutes] Plenary discussion of problem trees.

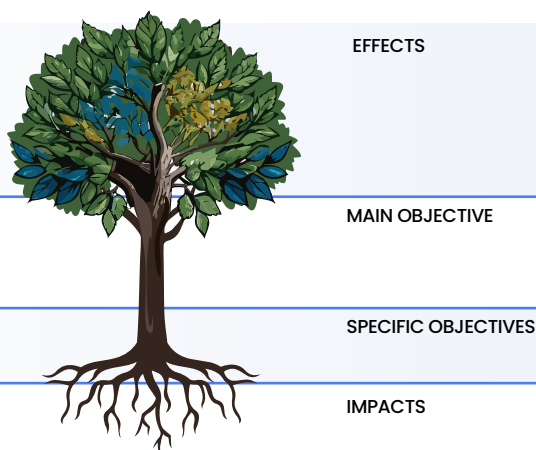
Finally, the groups meet again, and each group will have a space to share their two problem trees. It is important that the facilitator highlights the main similarities between the trees presented, and invites the participants to find them, as in this way the dimensions of change that will be worked on during the Civic Lab can be identified.

Step 4: Constructing the Objective Tree

TIME: 1 HOUR 50 MINUTES

ACTIVITIES

i. [80 minutes, 40 minutes for each tree] Constructing the objective tree



- a. The target tree plotter is placed on a flat surface.
- b. One of the two problem trees above is chosen to focus the work. It is suggested to remember the time available at each stage to encourage agile discussions.
- c. (10 minutes). Definition of the General Objective: The facilitator should guide the exercise to transform the problem into our overall goal. This should meet the criteria of a SMART objective, ensuring that they are Specific, Measurable, Achievable, Realistic and Time-bound.
- d. (10 minutes). Definition of specific objectives: Considering the causes of the problem previously explored, we must now answer the question: What specific actions will contribute directly or indirectly to the achievement of the general objective?
- e. (10 minutes). Identifying Impacts. We now turn our attention to generating specific impacts on the structural causes we have already identified as root causes. We ask ourselves, what kind of deep and fundamental changes do we need to bring about at the problem level to ensure that the achievement of our overall objective is sustained over time?
- f. Finally, we ask ourselves, if we succeed in achieving our overall objective, what effects would it have, how would it be reflected in society? We must take into account the symptoms previously seen.

Tip:

When constructing objectives, let us try not to focus on specific actions, but on what the situation would look like if we were able to change it for the benefit of adolescents.

Finally:

The groups meet again, and each group will have a space to share their two objective trees. It is important that the facilitator again highlights the main similarities between the trees presented, and invites the participants to find them, as in this way the dimensions of change that will be worked on during the Civic Lab can be identified.

Step 5: Programme Impact at Local Level

TIME: 30 MINUTES

ACTIVITIES

i. [20 minutes] Newspaper: our dream city

After having identified the main problems, participants are encouraged to imagine a newspaper headline 10 years from now that clearly states the main change they would like to see through the programme in their city that they would be proud to see.

- a. Invite participants to mentally project themselves into the future, specifically in 10 years' time. Encourage them to visualise what they would like their city to look like at that time.
- b. Ask each group to develop a newspaper headline that captures the main positive change they aspire to see in the city. This headline should have the desired impact and be something they are proud of.
- c. Suggests that key elements be included in the headline, such as the specific programme component, the actors involved, and the direct impact on the community, especially on adolescents and youth.

ii. [10 minutes] Newspaper Plenary

Each group should share their paper with the others. The other groups will be able to ask questions to further explore the scenarios presented.



TIME: 30 MINUTES

ACTIVITIES

i. [30 minutes] Production and recording of Programme News.

All groups will now work together to build the programme's high impact.

- Considering the problem trees and objectives worked on during the day, the groups should put together a newscast of the programme where the answers to the following questions are reflected:
 - a. What impact do we want the programme to generate in the next 10 years?
 - b. Which actors will be involved in this process?
 - c. What are the concrete transformations we expect to see as a result of the direct result of the implementation of the programme?
- The importance of a clear central news item directly linked to the programme to be implemented is emphasised.
- All are encouraged to add creative elements to the traditional news format, such as interviews and coverage, to express the impact of the programme in a vibrant way.
- The activity culminates in the recording of the newscast, capturing the desired impact of the programme.



METHODOLOGY 3:

Civic Lab - Building a Theory of Change in a Collaborative and Participatory Manner



OBJECTIVE:

Facilitate a space for collaborative and participatory construction of a Theory of Change, where adolescents, young people, local actors and other stakeholders work together to design and co-create innovative and sustainable courses of action and solutions.

Prepare the space:

We need several tables and chairs. The idea is that everyone present can see each other's faces and work collaboratively.

Make sure you have free walls where you can stick the plotters. The following plotters should be glued from the beginning and stay permanently in the room:

- Problem Trees
- Goal Trees
- User Profiles
- Any other input considered important to this process

Materials required:

- Markers, pens and pencils
- Adhesive paper
- Tape Sheets of paper
- Color Post its



STEP BY STEP

MODEL AGENDA

Passage	Activity	Duration
Step 1: Welcome and introduction	Welcome and introductory activity	20 minutes
	Definition of agreements of coexistence	5 minutes
	Explanation of the Theory of Change	5 minutes
Step 2: Gathering pre-process information	Audiovisual material	10 minutes
	Look at problem trees, objectives and user profiles	10 minutes
	Audiovisual material	10 minutes

Break: 30 minutes

Step 3: Definition of the problem and identification of related stakeholders	Enriched drawing - What is happening in our city?	25 minutes
	World coffee	20 minutes
Step 4.1: Constructing the desired impact by program component	Newspaper: our dream city	20 minutes

Lunch: 90 minutes

Step 4.2: Constructing the desired impact by programme component	Icebreaker exercise	5 minutes
	Feedback targets - periodic	20 minutes
Step 5: Identification of the assumptions	Favourable and unfavourable assumptions	40 minutes
	Plenary on assumptions	10 minutes
Step 6: Building major programme milestones	Construction of programme milestones	60 minutes
Step 7: Impact definition of the program	Production and recording of program news	30 minutes

Break: 30 minutes

Step 8: Feedback and closing the space	Feedback and closing of the event	30 minutes
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Step 1: Welcome and Introductory Dynamics

TIME: 30 MINUTES

What will we do?

In this step, we contextualise participants on the objectives of the civic lab and the principles that will guide our work. It is crucial to highlight the importance of the participation of adolescents and young people in this process, given the diverse nature of the participants. The civic lab seeks to be a safe space where horizontality in the exchange of criteria and experiences is evident.

i. [20 minutes] Welcome and introductory activity

The facilitator welcomes the participants, who will now form the "civic team". They are thanked for their participation and asked to introduce themselves, indicating the organisation they belong to and sharing their expectations of the space.

ii. [5 minutes] Definition of coexistence agreements.

The facilitator should guide the participants to collectively define the rules and principles that will govern the day's work. It should be emphasised that the space is safe and horizontal, where all opinions and ideas are valid and welcome.

iii. [5 minutes] Explanation of the Theory of Change.

The facilitator, using visuals, briefly explains the purpose of the space. The key message is that, through the workshops and activities of the day, the Theory of Change that will guide the programme in the future will be co-designed.

Step 2: Pre-Process Information Gathering



TIME: 30 MINUTES

iii. [30 minutes] Observation of inputs from previous processes.

During this activity, participants are asked to review the inputs produced in previous phases (in our case, during the Needs Assessment and Co-design Process phase). These inputs may include audiovisual materials, problem and objective trees, user profiles, among others. They are asked to take notes on elements that they find salient and that could be useful for subsequent activities.

TIME: 45 MINUTES

ACTIVITIES

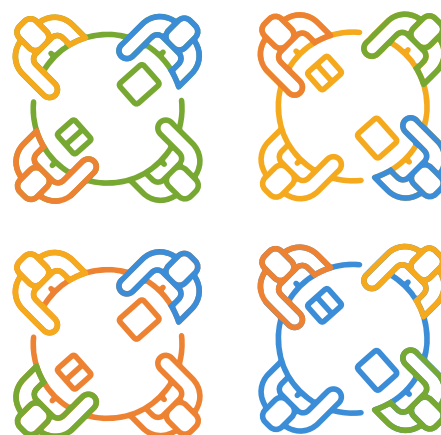
i. [25 minutes] Enriched Drawing.

- a. Organise participants into groups, assigning a specific group for each component of the pre-established programme. Encourage participants to join the group that most closely aligns with their main interests, and in case of imbalances, the facilitator is empowered to make adjustments. This ensures equitable representation in each group, especially in terms of age and the organisations present.
- b. Ask each group to produce a visual representation of the current situation in their city in relation to their topic of interest through an "Enriched Drawing". They are encouraged to use the notes they took previously. This enriched drawing should address the following questions:
 - What is happening in the city, as far as our programme component?
 - How does it affect adolescents and young people?
 - What actors are involved in the areas related to the subject?
- c. It is important to emphasise that we are not looking for perfect works of art, but for authentic and expressive representations. Enriched drawings do not need to be visually appealing; their value lies in how they communicate the participants' ideas clearly and genuinely.



ii. [20 minutes] World Café

- a. After the enriched drawings are completed, the "World Café" methodology is implemented. In this activity, one person representing each team stays with their respective enriched drawing, while the rest of the participants rotate every five minutes to get to know the other enriched drawings.
- b. During the rotation, the person in charge has 2 minutes to explain the content and the idea behind their enriched drawing. Afterwards, visitors from the other groups have 3 minutes to complement the explanation by writing on additional post-its, detailing what they would add to the enriched drawing.
- c. At the conclusion of the visits, the members of each group return to their original enriched drawing. The person who remained in the group during the rotations should share with his/her team the new elements that were added during the interactions, thus facilitating feedback and creative exchange among all participants.



Step 4: Constructing the desired impact of the programme component

TIME: 40 MINUTES

ACTIVITIES

iii. [20 minutes] Newspaper: our dream city.

After having identified the main problems, participants are encouraged to imagine a newspaper headline 10 years from now that clearly states the main change they would like to achieve through the programme and would be proud to see.

- a. Invite participants to mentally project themselves into the future, specifically in 10 years' time. Encourage them to visualise what they would like their city to look like at that time.
- b. Ask each group to develop a newspaper headline that captures the main positive change they aspire to see in the city. This headline should have the desired impact and be something they are proud of.
- c. Suggests that key elements be included in the headline, such as the specific programme component, the actors involved, and the direct impact on the community, especially on adolescents and youth.

iv. [5 minutes] Icebreaker exercise.

This is a space to generate playful instances that restore energy to the team. Think of a short game, some low intensity exercises.

v. [20 minutes] Transforming newspapers into targets and feedback.

- a. (5 minutes) Each group should turn their headline into a long-term goal and capture it on a poster board or A4 sheet of paper. These objectives should follow the principles of the SMART methodology, ensuring that they are Specific, Measurable, Achievable, Realistic and time-bound. Participants should focus on transformation at the societal level, avoiding detailing specific activities.
- b. (15 minutes, 5 per objective) The sheets are placed on the wall and, collaboratively with the other teams, guided by the facilitator, feedback is given through post-its, proposing changes and improvements to each objective. After each feedback, all participants are asked if they agree with the proposed objective. This process allows agreements to be reached between the different actors involved.

Tip:

In case the discussion drifts into specific topics, such as the activities to be undertaken, the conversation should be redirected towards the broad objectives. Remember that there are several ways to achieve them and that these will be discussed later. The main goal in this space is to define the direction you want to take.

Step 5: Identifying Assumptions

TIME: 50 MINUTES

ACTIVITIES

i. [40 minutes] Favourable and unfavourable assumptions.

- a. Each group, one at a time, should stick on the wall their final target, fed back to them by the others.
- b. Two coloured post-its are distributed, one for positive and one for negative assumptions.
- c. While doing this activity, explain what assumptions are and how they contribute to the construction of our Theory of Change.
- d. Starting with one of the targets, each person is asked to write a negative assumption for that target in a post - it.
- e. To organise the assumptions, the "Bingo" dynamic is used. In this methodology, one person states their assumption, and those who consider that their own assumption aligns with it, say "bingo" and attach it to the first assumption. This process is repeated until all assumptions are addressed.
- f. Finally, the same methodology is repeated for the positive assumptions.

ii. [10 minutes] Plenary discussion on assumptions.

Plenary session on assumptions. In this space, each of the objectives is concisely reviewed together with the positive and negative assumptions identified. During this review, the importance of this exercise is shared in order to discover shared assumptions collectively.

Step 6: Constructing Major Programme Milestones

TIME: 60 MINUTES

ACTIVITIES

i. [60 minutes] Construction of programme milestones.

Now it's time to reflect on the big outcomes that need to happen in each domain for us to achieve our desired impact. Remember that for the moment we will be thinking about things that need to happen within each domain.



- Ask participants to work with their group to fill in the following table:

Objective Target	What needs to happen to achieve the desired impact?		Assumptions
Write the SMART objective here	3 years	1 Milestone	
	2 years	2 Milestone	
	1 year	2 Milestone	

Tip:

It formulates the intermediate changes as a situation that has already been realised; it is not an activity or objective.

- Ask participants to connect each "Result" and explain whether or not they are linked to each other or are co-dependent (one is required to achieve the other).
- Finally, it holds a plenary session in which each group will have to present its mapping of changes required in each of its domains of action.

Step 7: Definition of Programme Impact

TIME: 30 MINUTES

ACTIVITIES

vi. [30 minutes] Production and recording of Programme News. All groups will now work together to build the big impact of the programme.

vii. Considering all the inputs worked on during the day, they should put together a newsreel of the city where the answers to the following questions are reflected?

- What impact do we want the programme to generate in the next 10 years?
- Which actors will be involved in this process?
- What are the concrete transformations we expect to see as a result? direct implementation of the programme?

viii. The importance of a clear central news item directly linked to the programme to be implemented is emphasised.

ix. All are encouraged to add creative elements to the traditional news format, such as interviews and coverage, to express the impact of the programme in a vibrant way.

x. The activity culminates in the recording of the newscast, capturing the desired impact of the programme.

Step 8: Feedback and closing the space

TIME: 30 MINUTES

ACTIVITIES

i. [30 minutes] Feedback and closing of the space.

- a. Participants are thanked for attending and informed of the next steps in the project. They are invited to continue to link up and work collaboratively.
- b. Questions similar to these can be asked to close the space:
 - How do you feel about leaving this space?
 - What are your expectations of the programme?
 - What recommendations can you give us to improve this type of space?

This feedback moment not only provides valuable insights to improve future events, but also gives participants the opportunity to express their emotions and expectations. It also reinforces the sense of community and collaboration, inviting them to continue to actively participate in the project.





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