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D6.1: Develop and test prototype of a dialogue forum in Norway

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Contributors:	Name	Organisation	Role / Title
Deliverable Leader	Ove Kenneth Nodland	EAT	Innovation Manager
Contributing Author	Elin Bergstrøm	EAT	Policy Officer
Reviewer	Siphiwe Dlamini Hovland	EAT	Development Officer
Reviewer	Sudhvir Singh	EAT	Director of Policy
Reviewer	Nanna Lien	University of Oslo	Professor, Department of Nutrition, Faculty of Medicine
Final review and approval	Knut Inge Klepp	Norwegian Institute of Public Health	Executive Director, Division of Mental and Physical Health

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Executive Summary

How can youth leverage multi-stakeholder dialogues to strengthen policymakers' ability to incorporate the perspectives of young people when making policies? D6.1 provides initial answers to this question in the form of a novel, easy to use, safe, scalable, action-focused, and youth-led dialogue model to co-create policies across generations and sectors.

This report presents a preliminary model for multi-actor dialogue forums for bringing together adolescents, policymakers and representatives from businesses and civil society, to refine policies and document commitments aiming to reduce childhood obesity. The dialogue forum is a tool for the youth alliances established in WP5 to refine their policy ideas through multiple perspectives. The forum contributes to the objectives of CO-CREATE to empower adolescents to develop policy ideas into policy action, by facilitating meaningful inclusion of youth in dialogue with policymakers and business leaders.

This report describes how the preliminary dialogue model was designed over the course of three months. The model's novelty rests on two innovations:

1. Seven design principles for ensuring meaningful intergenerational dialogue based on original research.
2. Lowering the threshold for youth to moderate inter-generational, multi-stakeholder dialogues, by turning elements of good facilitation practice into physical dialogue tools.

As adolescents are the main agents owning and scaling the dialogue forums, continuous youth involvement and engagement was an important part of the design process. The design process benefitted in particular from the expertise of youth with extensive experience participating in multi-stakeholder and policy dialogues. The active advice and involvement of Press as co-designers was crucial for the success of this deliverable.

This report covers the activities and findings of the first step in a two-step development process. The preliminary model described here will be further refined in WP6's subsequent deliverable (D6.2).

List of acronyms / abbreviations

WP: work package

Table of Contents

Executive Summary	3
List of acronyms / abbreviations.....	3
Introduction	6
Deliverable description	6
Objective of deliverable	6
Background	6
Objectives	6
Limitations	7
Sub-contracting	7
Design Process	9
Research	9
Methods and description of activities.....	9
Results.....	11
Prototyping	14
Methods and description of activities.....	14
Results.....	16
Production of the final dialogue forum model	16
Methods and description of approach.....	16
Results.....	17
Collaboration among CO-CREATE partners	19
Relation to other project activities	19
Discussion	20
Reducing the risk of harm	20
Dialogue moderation	21
Physicality of the model.....	22
Prototyping in Norway	22
Ensuring high-level participation.....	23
Focusing on youth leaders and representatives	23
Dialogues as part of a process.....	23
Diversity and representativeness.....	24
Key questions to be further addressed	24
Conclusion	24
Appendixes	26
Appendix 1: Invitation to tender	26
Appendix 2: Service Agreement with Designit.....	26
Appendix 3: Consent form and privacy policy.....	26



Appendix 4: Key insights from interviews and workshops..... 26

Appendix 5: Evaluation survey 26

Appendix 6: Prototype presentation 26

Appendix 7: Final presentation 26

Appendix 8: Deliverables..... 26

Appendix 9: Youth Engagement..... 26

Appendix 10: Workshop Guide (for demo) 26

Introduction

Deliverable description

As outlined in the grant agreement number 774210 for Confronting Obesity: Co-creating policy with youth (CO-CREATE), deliverable D6.1 is described as follows:

D6.1: Develop and test prototype of a dialogue forum in Norway. Documentation on the developed model for the WP6 dialogue forums will be provided. The prototype will be tested in Norway.

The scope of this report is focused on the model itself and the process driving its design. Key questions that will be fully addressed in coming deliverables were also touched upon as part of this work, to anticipate full integration of dialogues in the work of the youth alliances, such as conflicts of interest.

Objective of deliverable

The primary objective of this deliverable is to present a model for multi-actor dialogue forums that bring together adolescents, policymakers and representatives from businesses, to refine policies and document commitments to enable healthy nutrition and physical activity habits for obesity prevention.

Background

There are currently few examples of adolescents being included as active agents in formulating policies and prevention strategies for tackling overweight and obesity among young people. An important objective of CO-CREATE is to involve youth to support the establishment and maintenance of environments that enable, facilitate and motivate healthy nutrition and physical activity habits among adolescents. The dialogue forum model developed by WP6 is an important part of this objective, driving empowerment of youth through meaningful inclusion in dialogue with policymakers and representatives from businesses about their health and welfare. The full value of this work will emerge through the dialogues' integration in the work flow of the youth alliances.

Objectives

To deliver on the primary objective of D6.1, WP6 tasks both directly and indirectly associated with this deliverable were considered. For example, it was relevant to consider how to mitigate potential conflicts of interest in the initial design of the dialogue model, even though strategies for handling conflicts of interest will be finalized in D6.2. Similarly, when considering how the model could facilitate actionable commitments, thought was also put into how to streamline the documentation and reporting of such commitments. An overview of the most relevant tasks considered is found in the box below, listing tasks as written in the Grant Agreement.

Task 6.1: Develop a prototype of the dialogue forum.

- Places adolescents at the centre of the design
- Facilitates an inclusive dialogue with policy makers and businesses.
- Show steps towards implementing and beginning projects
- Shape the dialogue towards concrete measures and interventions.

Task 6.2: Evaluate and refine the prototype and define principles for scale-up to regional level

- Ensure there is no undue influence or conflicts of interest.
- Allow for adaptation to contextual and cultural differences across EU nations.

Task 6.3: Synthesise findings of other WPs to develop content for dialogue forums

- Package... tailored content for the dialogue forums
- Facilitate and encourage commitment for action

Task 6.4: Implement and evaluate dialogue forums at EU, national and city levels**Task 6.5: Produce reports from each dialogue forum on actions and commitments**

- Report recommendations and actionable commitments from forum
- Disseminated reports to dialogue forum participants (in English and the local language)
- Publicize actionable commitments on the CO-CREATE website to enhance the accountability of policy makers and businesses.

Limitations

The design of the dialogue forum model was limited by a few acknowledged factors. No youth alliance had been recruited during the development process, and key outputs from other work packages (such as systems maps, policy overviews and policy ideas) had not yet been produced. Additionally, and in lieu of a finalized design, the form and function of dialogue forums in the work of individual youth alliances was not clear. While significant, none of these limitations proved fatal to the design process and will be addressed as part of D6.2 and further collaboration between WPs.

Sub-contracting

To strengthen EAT's development and prototyping of the dialogue forum model, EAT engaged the strategic design firm Designit. The rationale for subcontracting part of the work and engaging a service design firm was three-fold:

1. EAT's extensive experience holding multi-stakeholder dialogues does not yet extend to youth. In the context of D6.1, EAT's current experience represented a potential source of bias that might would interfere with the opportunity to design a dialogue inclusive of the particular needs and resources of youth, and to fully explore opportunities for more novel approaches to dialogue. Bringing on board external expertise on inclusive design processes mitigated that risk, while strengthened the overall inclusivity of the design approach.
2. Design, especially systems-oriented design, strategic design, service design and product design, was identified as a core competence for two reasons:
 - a. design represents an iterative, inclusive and human-centered development process, with careful attention placed on the experience of the participants, and
 - b. designers typically use multi-stakeholder dialogue as a key tool in their work. As such, both the method and experience of design was appropriate to the end result – an inclusive multi-stakeholder dialogue model.

3. EAT wished to draw on the broader technical expertise that a professional design firm brings, especially with a view to how the final deliverable could be made tangible and visually appealing for the end users.

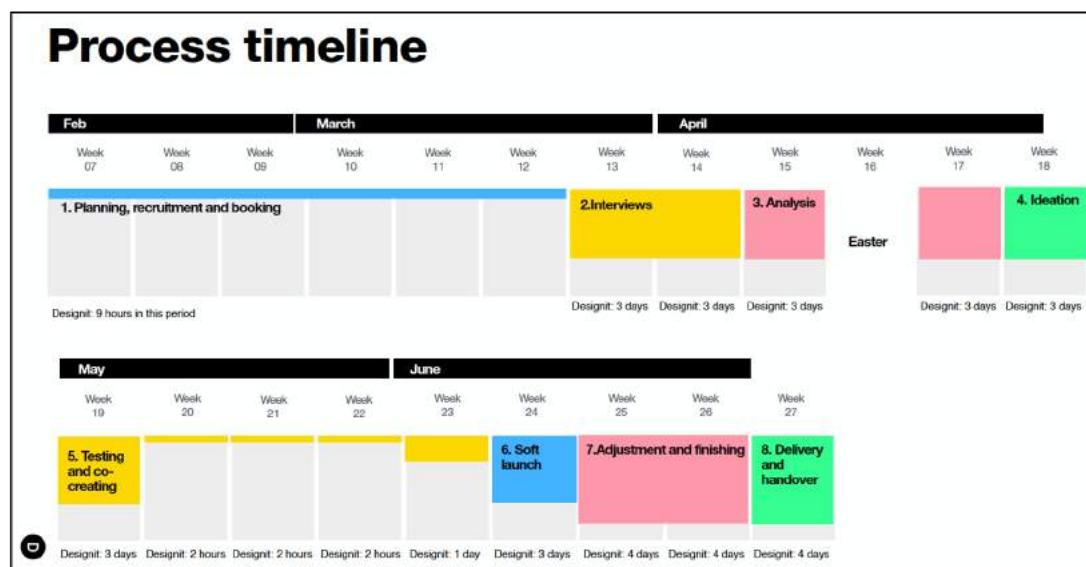
EAT invited three qualified design firms to tender in September 2018: Dalberg Media (DK), Designit Oslo (NO), and Halogen (NO). The call was made as open as possible in terms of approach and outcome, but emphasized the value of youth empowerment, flexibility and scalability in the final model. All three design firms submitted tenders to EAT. The invitation to tender, including the different criteria for the model, is listed in Appendix 1.

The dialogue model is being designed in two sequential stages: prototyping (D6.1) followed by refinement (D6.2). To ensure continuity, design firms were invited to bid on both stages as part of an integrated proposal. Each proposal was then evaluated according to predefined criteria. Based on the tenders received, which showed different strengths for different stages, EAT decided to subcontract for each stage through separate contracts: (A) development of the dialogue forum model, and (B) refinement/scaling, as well as supporting the development of an impact strategy, to move from dialogue to implementation and place adolescents at the center of relevant policy interventions. Given its expertise on inclusive design, Designit Oslo was judged best fit to work with EAT to ensure the prototype was developed through deep youth engagement. The design firm Dalberg Media delivered a compelling and creative proposal for how to scale the dialogue forum, with several references to previous successes with attracting high-level multi-stakeholder participation to youth events such as UNLEASH (<https://unleash.org>). A clear outline and structure of Dalberg's work will be determined in August 2019, as part of D6.2

Designit was asked to assist with the design process and the final model (here referred to as product) according to the following guidelines:

- **Process:** Design-led development process to co-create and prototype a model for a multi-actor dialogue forum with and for youth, that facilitates inclusive dialogue with policymakers and business representatives.
- **Product:** Package describing how to host dialogue forums, including necessary tools (e.g. facilitator's guide, templates, canvas, content, etc.) and a Process Overview summarizing key insights to facilitate further concept development.

The contract with Designit was finalized on March 4, 2019, based on the design process timeline as indicated below. As new insights emerged, EAT amended the contract to make room for additional research and production time. See Appendix 2 for contract details, including the final amendment.



Design Process

The design process was divided into three phases: research, prototyping, and production of the final dialogue forum model. The following section of the report describes each phase according to methods, activities, and results, as well as indicating where appropriate how results guided subsequent work.

Research

Overall, CO-CREATE addresses the question: what are we not thinking about when we design policies in the context of preventing childhood overweight and obesity? The project's hypothesis is that if youth are involved in co-creating policies that affect them directly, those policies will be better in substance and in novelty. With this in mind, the research phase took an explorative approach to answering two primary questions:

1. What make multi-stakeholder dialogues meaningful to youth?
2. What is typically not considered when multi-stakeholder dialogues with youth are designed?

A secondary question was also considered: What make intergenerational dialogue relevant to policymakers? This question was explored, but to a lesser extent than the two questions outlined above. The limited resources available were deemed best allocated to exploring the currently least understood aspects of multi-stakeholder, intergenerational dialogue, and EAT is already in possession of some expertise on the question that could be integrated into the design process as needed. The question will be explored more systematically as part of D6.2.

Methods and description of activities

To answer the above primary questions, 6 weeks were focused on a mix of semi-structured interviews and workshops, supplemented by some desk research. Findings were analyzed on an ongoing basis, to inform subsequent activities. A qualitative approach was chosen given the explorative nature of the task. Interviews were documented in writing and later analyzed to identify key statements. These

statements were then clustered to identify general themes, expressing deeper insights of relevance to the design. In addition, workshops were considered opportunities to test out various models of multi-stakeholder, intergenerational dialogue. All practical activities relating to the preparation and running of workshops were done by the design team at EAT and Designit as a way of researching by doing.

Continuous youth involvement was considered essential to place adolescents at the center of the design process and to develop a model capable of being truly youth-led. As the youth alliances were not established yet, existing youth organizations were used as proxies, while also serving as repositories of vast experience with engaging policymakers. In addition, the ability of youth to hold dialogue forums independently of CO-CREATE was considered essential to the final design of the model, and to the sustainability of the CO-CREATE project, meaning they should be inexpensive and easy to host (i.e. requiring little training or previous experience with holding and moderating dialogues).

The list in Appendix 9 outlines the different youth organizations that EAT engaged with during the design process and the form of engagement.

Interviews: 35 semi-structured interviews were conducted primarily in April with a broad range of stakeholders: non-organized youth, organized youth in non-leadership positions, organized youth in leadership positions, youth in political organizations, policymakers, politicians, public servants, NGO staff, CO-CREATE partners, one business leader and one teacher. To identify the interviewees, a mix of existing networks (especially from Press) and media analysis (youth writing about intergenerational policy dialogue) were used. Except for CO-CREATE partners, interviewees were based in Norway to facilitate in-person interviews. The interview questions were structured to probe both functional aspects of multi-stakeholder, inter-generational dialogue (e.g. views on youth participation in general, experience with youth-led dialogues), as well as the human aspect of potential participants in such dialogues (e.g. interviewees' daily life, personal motivations and experiences, health). In-person interviews with youth were always conducted with at least two people present from either EAT or Designit and documented through written notes. All participants signed a consent form and were given a copy of EAT's and Designit's privacy policy (see Appendix 3), and the purpose of these documents and the rights they granted the interviewee were explained.

Workshop 1: The first workshop was held in early April to broaden the diversity of youth perspectives collected. The aim of the workshop was to deepen the understanding of key factors contributing to make dialogue across generations either positive or negative, so that these insights could be applied to the more specific context of refining youth-led policy ideas through multi-stakeholder dialogue. The workshop focused on youth that were not leaders, in order to supplement and balance inputs received from interviews with youth leaders. Participants were 15 young people between the ages of 16 and 18 years recruited from both local chapters of Press and different schools through snowball sampling. Participants were given the opportunity to share and talk about what mattered to them, and individually reflect on instances where they felt adults did and did not take them seriously and how they handled those situations. As with previous interviews, group discussions were documented through written notes and all participants signed a consent form and were given a copy of EAT's and Designit's privacy policy. In addition, the individual reflections were captured according to predefined questions and written by each participant in a small pre-made leaflet.

Workshop 2: Based on the initial interviews and first workshop, it was clear that youth representatives and leaders already possess valuable information and experience when it comes to youth participation and engagement, collaboration with other stakeholders, and how these areas can be improved from a youth representative's perspective. At the end of April, EAT and Designit therefore met with three leaders of youth organizations to jointly explore and discuss how they influence policy and how policymakers involve them. The event was hosted by PRESS, who helped recruit the youth leaders through their network, and gathered valuable insights for the prototyping process regarding the relationship and collaboration between youth and policymakers. The group discussions were documented through written notes and all participants signed a consent form and were given a copy of EAT's and Designit's privacy policy.

Workshop 3: The final workshop was held May 6 and 7 and focused on ideation – turning insights gathered into specific solutions for designing the dialogue forum model that could be prototyped. A secondary goal of the workshop was to inform and involve other consortium members in the design process. All stakeholders that were previously interviewed or had been part of the earlier workshops were invited to the ideation workshop, in addition to CO-CREATE partners. The ideation workshop was attended by 19 actors across different sectors and disciplines, including youth representatives.

Results

The results from the interviews and the two first workshops were summarized into 23 key insights and presented at the ideation workshop, and to CO-CREATE partners in an online meeting. The CO-CREATE partners were given the opportunity to provide feedback and comments, which were considered for the next steps of the design process. A full presentation of the insights and quotes supporting them can be found in Appendix 4. The three first insights are on a general level and were echoed by most youth EAT engaged with: 1) policymakers don't take us seriously, but neither do our teachers nor our parents, 2) policymakers think we are all the same until they see us disagree, and 3) sharing personal stories is a powerful tool, but it makes us vulnerable. The following 20 insights are related to four different stages of the dialogue process: 1) invitation, 2) preparation, 3) meeting, and 4) strengthening relationships.

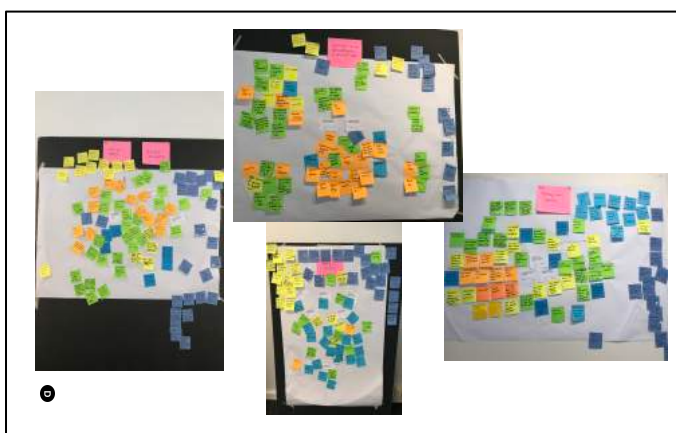
Some of the insights pointed to a few underlying tensions in policymakers' and academics' perspectives on youth. These perspectives shape the terms on which youth are invited into dialogues. For example, are youth agents of policymaking or merely its subjects? And what are the limits of their representativeness? Do they speak in a personal capacity? Do they express the experiences of a specific cohort? Do they speak in an elective capacity on behalf of their constituents? And, ultimately, what is the purpose of the dialogue? Lack of clarity on such questions, while unintentional, seemed to get in the way of meaningful dialogue across generations.

Another early insight from the research phase was that youth are rarely seen and respected as a heterogeneous and diverse group with different interests, opinions and objectives. EAT therefore made the decision to focus on a particular group of youth. As the youth alliances established by WP5 was not yet formed, leaders of youth organizations were after the interviews and first workshop chosen as the primary focus group and users, as this population was accessible, experienced, a potential stakeholder in the mature youth alliances and potentially key in driving the sustainability of the alliances. While this group is not fully representative of CO-CREATE's target group (most people engaged with were

above 18, and relatively experienced with policy dialogues), the group's relative experience with policy dialogues made them a representative source of insights of key obstacles and opportunities that youth commonly face when engaging in policy dialogues with adults.

The 23 key insights were presented at the ideation workshop and provided input and framing to the structure of the workshop, focusing on the four stages of the dialogue process (invitation, preparation, meeting and strengthening relationships). The aim of the workshop was to change the focus of the conversation from challenges to possible solutions. Ideation is an iterative process and the direction and focus of the workshop were partly guided by the participants' ideas and main concerns. Six of the 23 insights were particularly emphasized as crucial by the participants:

1. we are all invited in bulk;
2. the purpose of the invitation is unclear;
3. when we ask obvious questions, pay attention – they can be transformative;
4. we are invited, but not heard;
5. we need to leave the meeting with clear action points, and
6. if there won't be any follow-up, just tell it to my face.



These insights were understood to represent different stages of the dialogue forum process, and the workshop therefore focused on gathering possible solutions related to each stage. Solutions were gathered on post-its which were kept and analyzed by Designit after the workshop, as well as played out using different scenarios during the workshop. Some of the solutions that were developed during the ideation can be clearly identified in the final dialogue forum model, such as the offer cards, and the emphasis on time to get to know each other before and after the event.

Participation in the third workshop was much lower than anticipated. This might have been due to the length of the workshop (12:00 – 17:00 on the first day and 09:00 – 12:00 on the second day), the timing of the workshop (in the middle of the day), and/or the general nature of the invitation (e.g. not providing participants with a targeted reason for participating beyond helping the research). These reflections were considered as learnings and were included in the prototyping process. Through various structured workshop methods, the collective intelligence of the participants was harnessed to convert research insights and the participants' own expertise into a range of possible solutions for improving multi-stakeholder dialogues with youth. The outputs of the workshop served as the turning point from research into prototyping.

The design process was guided by several general design principles known in advance and outlined in the request for tender, such as the need for the model to be scalable (ease of use and affordable) and its outcomes documentable. Chief among these was the imperative to "Do No Harm", which was explicitly embedded in the contract with Designit. For more details, see "Reducing the risk of harm" in the Discussion section.

The key result of the research phase was the generation of seven additional design principles for ensuring meaningful inter-generational dialogue with multiple stakeholders. The following principles (which will be further refined in D6.2) directly impacted and guided the dialogue model's design:

1. **Youth-led (not level)**

Youth should be seen to drive the conversation

A level playing field is not very helpful when the strength of the players is unequal. To compensate for youth's relative lack of technical expertise and experience, play to youth's strengths. Examples from the model: the dialogue is hosted and moderated by youth and focuses on normative questions where youth have greater legitimacy (outcomes).

2. **Youth is always plural**

Multiple youth perspectives on the same issue should always be present

Youth engagement is often tokenistic, expressing an underlying confusion of 'youth' as a particular perspective that can be understood. Placing an inexperienced young person alone in a conversation with adults can also seem daunting for the young person. Enabling multiple youth to share different perspectives on the same issue helps correct that confusion, and strength in numbers reduces risks of harm. Examples from the model: always having multiple youth perspectives present at the same table; even split between the number of adults and youth at each table.

3. **Get very human, very quick**

Connecting on a human level is key to a meaningful dialogue

Getting to know each other as people, and not only as professionals, was found to be important to build trust and relationships over time across generations. Examples from the model: time for networking and casual conversation before and after the dialogue; each participant identifying and sharing a super power (either true or imaginary) in the beginning of the dialogue, allowing guests to rethink their abilities and their current or aspiring personal passion.

4. **Make everyone's perspective matter**

Give all participants ample and equal time to be listened to

It is important to recognize and highlight that each participant have something to contribute to the conversation – each perspective matters. Examples from the model: participants are asked to fill in a card with their perspective and what they care about the most in the context of the policy idea presented, and share this with the group; participants will rate the (dis)connection between each perspective and the policy idea presented, showing the relation and alignment between the different participants.

5. **Focus on outcomes (not what enables them)**

Talk about what connects us, not what divides us

Talking about what matters to each participant, and not the best way to get there, increases the likelihood of identifying a common purpose. It is important that the participants gain better understanding of the various position held and that policies can have a number of consequences. Example from the model: emphasizing the outcome that the policy idea is meant to achieve at the centerpiece; the policy idea and its potential implications are reframed at the end of the conversation to be more inclusive of the perspectives shared.

6. Focus on building relationship

Invest time in the precious little things

Building relationships was identified as important by many young people that took part in the research phase, as a dialogue is one step in an ongoing process. Examples from the model: Time before and after the dialogue is built into the model to support building connections across the different participants.

7. Focus on doing (not talking)

Ensure every dialogue has tangible outcomes, however small

The research phase showed that meetings youth representatives have with policy-makers or other stakeholders, are often meaningful, but rarely lead to action or any concrete follow-up. The dialogue forum will naturally involve talking, but attention should be focused on ensuring concrete follow-up tasks. Examples from the model: each participant has three cards, either red (gaps, challenges) or green (opportunities, resources), which need to be filled to clarify steps that should be taken for the policy idea to be improved and more aligned with their perspective; offer cards that turns talk into personal commitments to follow-up the conversation with tangible actions.

These seven design principles expressed matters identified as especially important to youth, and guided the selection of solutions gathered at the ideation workshop for the next phase of prototyping.

Prototyping

The purpose of prototyping is to test the viability of ideas in real-life situations. Prototyping is an important part of the design process, where the usability and relevance of the model can be tested and further iterated towards a more optimal model.

Methods and description of activities

A sequential approach to prototyping was originally envisaged, including initial individual prototyping of key elements, followed by a large-scale demo where the key elements were integrated. The initial stage was quickly judged unfeasible, as it proved difficult to find suitable contexts to test these elements, as on their own they did not constitute a full dialogue. The decision was therefore made to put key elements through a more rigorous internal review, before running the large-scale demo – a pragmatic, high-risk strategy taken in lieu of feasible alternatives and time.

The large-scale demo was conducted as a side-event at the EAT Stockholm Food Forum, the world's leading platform for global food system transformation. In 2019, the Forum gathered over 1000 global thought leaders, policymakers, businesses, academics and civil society representatives to discuss inclusive solutions for a sustainable food system for healthy people and planet. EAT joined forces with the Government of Sweden, IFMSA-Sweden, Swedish Institute for Global Health Transformation (SIGHT), National Council of Swedish Youth Organisations (LSU) and Swedish Society of Medicine's Student and Junior Doctor Section, to organize a side event at the Forum called "Transforming the Food System with Youth" where the agenda was built around the dialogue forum model. The side event included ten different dialogue discussions, each centered around one idea presented by a youth representative, who also moderated the dialogue. The side event was attended by approximately 60 people, of which around half were considered young (under 30) and represented a diversity of youth

organisations and various constituencies, while the other half included policymakers and representatives from business, civil society, and academia. Moderators were intentionally given little time to prepare for their moderation role, to test the degree to which the model satisfied the requirement that it would be easy to use. Moderators were given a detailed Workshop Guide four days in advance of the event (Appendix 10), and given a condensed Moderators' Guide and a 30 minute demonstration 60 minutes prior to the start of the event.

Leading up to the side-event, the process of planning the side-event with multiple youth-organizations allowed EAT to gather valuable insights on the practicalities involved in co-hosting multi-stakeholder dialogues with youth. This process is assumed to approximate how EAT will eventually support CO-CREATE youth alliances in hosting national dialogue forums.

During the demo, the following practical elements were prototyped for inclusion in the model (to be further refined in D6.2):

Process	Three phases: preparation, dialogue and follow-up (illustrated in the Process Overview)
	Online tools for recruiting participants (will be part of a digital back-end platform on Google Drive)
	The dialogue forum lasts 2 hours and 30 min
	An outcome document should be distributed to all participants following the dialogue forum
Roles and responsibilities	Three roles, with accompanying responsibilities: convener, moderator and guest
	Floater ready to assist moderators (or participants) if necessary
Participation	6 participants per table
	At any table, half of the participants should be youth and the other half adult
	All participants at the table should represent a diversity of views and perspectives and it is advised to consider inviting representatives from other youth organizations or constituencies not part of the alliances, to ensure local buy-in and ownership of the dialogue.
	Action cards (offer and acceptance) to stimulate commitment and follow-up action
	Ground rules
Time and sequencing	One policy idea per table, but many tables can discuss the same idea. Each dialogue forum can therefore refine one or multiple policy ideas
	The dialogue forum should preferably be held in the afternoon, to ensure sufficient time for preparation and set-up of tables
	The youth alliance should open, moderate and close the dialogue, and closely follow the indicated time for each dialogue activity
Moderation	Moderators' guide
	Dialogue canvas and materials to guide the dialogue and simplify the job of the moderator
	Physical center-piece for ranking ideas and making dialogue more tactile

Directly after the event, EAT and Designit held a 30-minute debrief with moderators to gather feedback. In addition, separate evaluation surveys were sent out to moderators and participants after the side event.

Results

Based on observation and informal feedback, the overall flow of the dialogue worked as intended. Participants expressed considerable engagement and interest before, during and after the side event. It was one of the most popular and best attended side events at the EAT Stockholm Food Forum, and participants lingered for over 30 min after it was finished, eager to continue the conversations. Quantitative data to back up this assessment is missing. The survey sent to participants after the event was simplified to strengthen responses (see Appendix 5), but only 4 participants answered. This may indicate that the target group for dialogue forum evaluation may have very limited time available to participate in data collection. While recognizing the low response rate, the responses showed that cards indicating challenges and opportunities with the policy solution presented, were highly valued. Follow-up action and rating of the connection between the different perspectives at the table and the policy solution were also emphasised. Half of the respondents also mentioned that a diversity of perspectives around the table was useful and made the discussions interesting, but also made it difficult to align. Improving the preparations of the participants, so that they had a better understanding of what would be addressed at the event, was mentioned as a possible improvement.

During the debrief directly after the event, moderators confirmed that the tools provided were sufficient to moderate a new type of dialogue with limited preparation, and that the model exceeded their expectations. The verbal feedback provided strongly endorsed the main direction of the design, especially the focus on sharing multiple perspectives and the attention placed on follow-up actions. This is showing a slight discrepancy between what the participants and the moderators found most valuable.

Participants' and moderators' suggested tweaks and changes to the model were minor, and all suggestions were incorporated into the final model. After the event, EAT has received multiple requests from youth organizations to use the tool for non-obesity related policy dialogues.

The process of planning the side-event together with multiple youth organizations helped draw attention to the importance of clearly defining roles and responsibilities, and the usefulness of simple but effective digital tools.

Production of the final dialogue forum model

Methods and description of approach

The last three weeks of the design process focused on producing the final deliverable, based on the experience and insights gathered at EAT Stockholm Food Forum. The design was also presented to consortium partners on two occasions: an online meeting on June 20 detailing how the design principles were applied to the final design of the prototype (see Appendix 6), and in person for the executive and advisory boards of CO-CREATE and other consortium members at a project meeting held the following week in Amsterdam (Appendix 7).

The model includes a Process Overview, which provides a concise conceptual model for how the various design elements fit together, and a step-by-step work plan for how to plan dialogues. The

Process Overview was opened for critique by EAT's engagement team based on their experiences hosting complex multi-stakeholder dialogues and large events, resulting in a few final refinements.

Results

Through exploratory research and prototyping, a novel, safe, easy to use, scalable, action-focused and youth-led model for multi-stakeholder, intergenerational dialogue was produced. The final product consists of three main parts, summarized in Appendix 8:

- (1) CO-CREATE Policy Kit (the box)
- (2) Process Overview
- (3) Digital Backend (templates)

Each part will be further refined in D6.2, including being made digitally available for easy access and scalability. A more detailed presentation of the dialogue forum model, including the conceptual framework and the different steps of the dialogue can be found in Appendix 7.

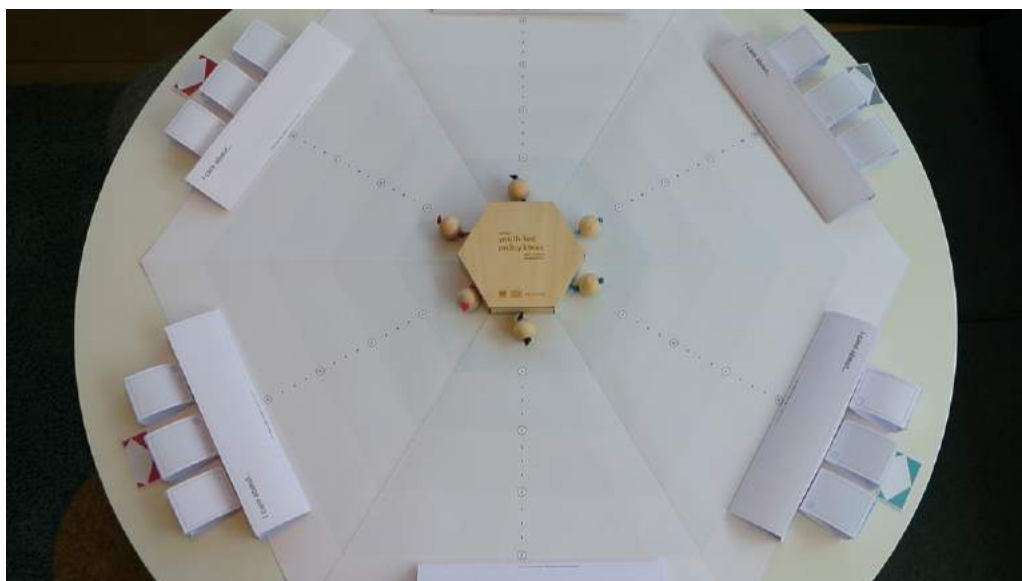
The CO-CREATE Policy Kit

This contains all the elements experienced during an actual dialogue forum and consists of various parts that will guide and frame the conversation. The term policy kit was chosen to reflect the dialogue's position in a broader youth alliance process, and the potential to incorporate tools from other WPs into one whole CO-CREATE toolbox (e.g. WP5's policy idea template and the STICKE tool for system mapping). Whether this proves feasible or not will be addressed as part of D6.2, and in discussion with other WPs.

Included in the current policy kit are different artefacts that are easily printed and set up using a normal printer and paper clips. The artefacts include among other items:

1. a large canvas shaped as a hexagon with six distinct areas, one area for one person,
2. a hexagonal centerpiece made of wood containing six strings that participants can pull, to be placed in the middle of the canvas,
3. a hexagon shaped piece of paper to be placed on top of the box and describing the table's policy idea,
4. a foldable paper for each person at the table describing what each participant cares about (i.e. key outcome) in the context of the policy idea being discussed,
5. small cards where one side indicates a gap (need, challenge) and the other side indicates a filler (resource, opportunity) to be filled out by the participants, three cards each,
6. offer cards where the participant can write an offer to support or strengthen the policy idea, including the contact information for following up on the offer,
7. nametags where each participant will indicate a superpower,
8. paper clips to assemble the different artefacts,
9. a Moderators' Guide, and
10. a box where all the different elements can be stored.

A correct set up of the dialogue forum model is illustrated on the next page.



Process Overview

This overview outlines the process for organizing a dialogue forum, including how to plan (before the event), host (during the event) and follow-up (after the event). In its current form, it is a starting point to be further developed over the coming months. A clear indication of time necessary to spend on each step of the process is included. Three clearly defined roles need to be filled in order to organize the dialogue forum. Their responsibilities are briefly outlined below:

- **Table moderator:** own the policy idea, help identify the guests that should be part of the dialogue, set the table, welcome guests and moderate the dialogue activities, close the dialogue by building momentum for next steps, document and pack the CO-CREATE Policy Kit, and finalize outcome document to be sent to conveners and table guests.
- **Convener:** identify together with the moderator a time and place for the dialogue, draft invitations, organize venue logistics, draft participant list and agenda, send out invitations, set up room and demo table, post participant list in the room, roleplay the Policy Kit, support activities if needed, ensure a good dialogue environment and flow, collect the Policy Kits, debrief with table moderators and identify next steps, distribute questionnaire for table moderators and guests, write and distribute collective outcome document.
- **Guests:** to strengthen their ability to incorporate (other) young people's perspectives when making policy, to have their own perspectives listened to, and to commit to actions and follow up on offer cards. The quality of their experience as participants is a measure of how well the dialogue was hosted and moderated.

To ensure flexibility, additional elements can be added to or subtracted from the process overview. In each case, the value of deviation should be carefully weighed against the risk of disrupting the integrated and intentionally sparse nature of the overall design, especially the potential for harm.

Digital Backend (templates)

To support the execution of the dialogue forum, a Google Drive will be set up with a variety of templates useful in the dialogue forum process, such as an example of an invitation and agenda, how to divide roles, and how to set up the participant list. This backend project platform will support the

convener and the moderators throughout the dialogue forum process. The project platform will be further developed and finalized for D6.2.

Open sourcing the model

To ensure that the results of this deliverable are accessible to the broadest possible audience, and to promote further use and uptake by youth not involved with CO-CREATE, EAT intends to keep it open source and make it available under a Creative Commons Attribution-Share Alike license: (<https://creativecommons.org/licenses/by-sa/4.0/legalcode>). As this has both legal and practical implications, the CO-CREATE consortium will have the opportunity to review and discuss this decision. Part of the design includes making key parts of the dialogue model literally tangible, and thus initial dialogue forums will be run with the prototypes developed so far. This includes the large-scale canvases, the wooden centerpiece used to show relative alignment, and the physical boxes the dialogue model comes in.

Collaboration among CO-CREATE partners

The CO-CREATE partners had several opportunities to engage with and take part in the prototyping process. As part of the first round of interviews, each country lead in CO-CREATE was interviewed, to provide initial insights from the different countries regarding youth engagement, political challenges, perceived risks and opportunities. The interviews were conducted over Skype or phone. It was also possible for partners to participate in the ideation workshop and EAT and Designit held regular online meetings with consortium members where results were presented, and members were able to provide comments and feedback. The feedback was considered for the next steps of the design process. Two consortium members also participated in the testing of the model at EAT Stockholm Food Forum.

Relation to other project activities

The dialogue forum is a tool and space for the youth alliances established by WP5 to refine their policy ideas based on input and feedback from stakeholders from multiple perspectives. The model has an open and inclusive format which enable adolescents to drive and engage in constructive dialogue with policymakers, representatives from businesses and other stakeholders to co-create policies and discuss follow-up actions. The dialogue forum model can be used as a tool for the youth alliances in various stages of the alliance process, for example as a way to build relationships with other stakeholders and explore common policy ideas in the beginning of the alliance activities, or to refine and discuss a finalized policy idea. The insights from the prototyping process showed that building relationships over time and being part of a process rather than just one meeting were important factors for youth. The dialogue forum could therefore be an important tool for youth throughout the alliance activities.

All participants in the dialogue forums will complete a questionnaire developed by WP7 just before and after the dialogue forums, in addition to four to six months after the forum. The aim of the questionnaire is to assess the impact of participation on changes in attitudes and readiness for action and will be an important measure to show the effect of the dialogue forum.

The dialogue forum model outlined in this deliverable is a first prototype and will be further refined for D6.2. EAT will work with country partners to support adaptation to contextual and cultural differences, as well as co-developing a national strategy for the use and impact of the dialogue forums. For D6.3, EAT will work with the previous work packages to develop more specific content for the dialogue forums, specifically drawing on the NOURISHING and physical activity framework developed by WP2, the conceptual framework developed by WP4, and the policy ideas developed by the youth alliances in WP5.



Discussion

Reducing the risk of harm

Reducing the risk of harm to dialogue participants (especially youth) was a core principle throughout the design process. Developing a code of conduct for how to engage across generations in a multi-stakeholder dialogue is one way to mitigate risks. However, the research phase draw attention to the tension between the obligation to safeguard youth, and the project's intention to empower them. This is a challenging area that will be further explored, however, during the design process particular attention was paid to how the design of the dialogue model itself could partly resolve the tension and deliver a dialogue both safe *and* empowering. The eventual solution was two-sided, guided by the seven other design principles:

1. Committing to straightforward precautionary measures, such as, balanced youth/adult representation at each table, floaters ready to assist moderators (or participants) if necessary, transparency about participants and their commitments (or lack thereof) and an objective evaluation of the dialogue afterwards. Ensuring truly informed consent from all participants and a clear exit strategy for how to leave an uncomfortable conversation (and who to contact afterwards for concerns) will be developed into maturity during D6.2.
2. Lowering young people's threshold to provide robust moderation, by designing the dialogue model around physical tools for moderation. The actions a skillful facilitator takes when planning and moderating a good dialogue were understood as elements that could be deconstructed and reassembled into the dialogue model, therefore not requiring a skilled facilitator to execute. This was based on two key assumptions: (A) good facilitation is a key asset for mitigating risks to youth during a dialogue, and (B) the elements constituting good facilitation practice in a particular context are predictable and can be separate from the individual facilitator. The second assumption drew on insight from published research by

Designit's designer in this project, based on previous work done in collaboration with EAT's Deliverable Leader.¹

By connecting both approaches in a carefully designed dialogue, youth are believed to have sufficient capabilities and resources to handle reasonable risks.

Dialogue moderation

The second key novelty of this dialogue forum model is the idea that elements constituting good facilitation practice in a particular context are predictable and can be separate from the individual facilitator. Once the purpose and context of the CO-CREATE dialogues had been defined, Designit and EAT's experiences with moderating complex, multi-stakeholder dialogues were combined with the seven design principles, to plan how such forums should ideally be moderated.

These elements were designed into physical tools for moderation, to be used in combination with a recipe for how and when the tools should be used (Moderator's Guide) and a visual space on which to use them (Canvas), to reduce the chance of moderation error. These elements remove the need for moderators to plan and improvise during moderation (which typically requires extensive experience), significantly reducing the skills needed to moderate an otherwise complex dialogue. Rather than depending on the moderator's existing capabilities, the model makes it easy for any moderator to moderate a particular dialogue with a relatively high chance of success.² This effect was primarily accomplished through four solutions:

1. The type and sequencing of activities are pre-defined and aimed at building collective trust and empathy among participants (i.e. Get very human, really quick).
2. The focus of the dialogue was placed on outcomes (not how to get there) as this is typically where there is least disagreement, where the value of sharing everyone's perspectives is most relevant (which in itself builds collective trust and empathy among participants), and the relevance of experience and technical expertise is less (which contributes to level power disparities across generations).
3. The flow of the conversation moves through the pre-defined steps at an intentionally quick pace. This reduce the risk of moderators going off topic, and also mean that there is little room and need for improvisation. It also keeps inputs from participants focused, and prevents back-and-forth discussions, which also contributes towards ensuring participants equal speaking time.
4. By making the physical elements visible, predictable and largely self-explanatory, the model helps the moderator communicate what is expected of each participant. The physical format further helps focus and limit each participant's input at a given point, reducing the moderator's required skill to lead the conversation forward.

¹ *Design Facilitation as Emerging Practice: Analyzing How Designers Support Multi-stakeholder Co-creation*, Manuela Aguirre et al. <https://doi.org/10.1016/j.sheji.2017.11.003>

² It is here important to emphasize that this only works for dialogues with a clear and standardized purpose (in this case refining policy ideas) and will not necessarily produce the same effects if used for other purposes (e.g. negotiation).

While the model is still dependent on human moderation, it frees the dialogue model as a whole from being dependent on the recruitment of skilled moderators, which is both costly to procure and hard to quality assure in advance of a dialogue.

Physicality of the model

The physicality of the model is intentional and serves several purposes, which are at this point considered to outweigh the impracticality and cost of producing and transporting physical dialogue tools. In addition to supporting moderation, the model comes in the shape of a box to signify how the various parts all fit within a whole. It provides a useful conceptual model for the overall design, and also defines the limits of what needs to be mastered to moderate a dialogue. The moderators' act of preparing and packing up the dialogue also becomes a ritual that helps instill a sense of ownership and mastery over the process. This was evident when using the dialogue forum model at the EAT Stockholm Food Forum.

The model helps the participants recognize that this dialogue will come with different rules than what the participants might otherwise have experienced. As such, it primes them to be more receptive to a different type of conversation. The physical aspect of the model also contributes to distinguishing it from other models, facilitating brand awareness, EU visibility and, potentially, piquing sufficient curiosity to drive broader dissemination. As the model's key elements become better understood and refined, the elements may be redesigned.



Enabling the model to also be fully printable with a conventional office printer would facilitate easier dissemination at scale. The two obstacles to that are currently the centerpiece and the size of the canvas. Options under consideration are using 2 x A3 size paper taped together for the canvas, and to rank the policy idea by drawing lines directly on the canvas.

Prototyping in Norway

As indicated in the Grant Agreement, the design and prototyping of the dialogue forum model took place in the Norwegian context, leading to a risk of cultural bias in the design. However, the risk was weighed against the advantage of working with Norwegian youth with previous experience with multi-stakeholder dialogues, who could give precise input on what made such dialogues meaningful and/or frustrating. Norway has relatively many well-established youth organizations in comparison to other CO-CREATE countries. Additionally, most of the organizations EAT engaged with typically collaborate with international youth organizations and participate in international policy fora for and with youth representatives from across the world. It was also hypothesized that issues of power imbalances and conflicts of interest are fundamentally structural in nature, meaning they could be sufficiently explored in one country context for the sake of developing the initial prototype, recognizing that the refinement phase is meant to capture and integrate cultural variations. EAT will also develop the dialogue forum model further to adapt to contextual and cultural differences, as part of D6.2.

Ensuring high-level participation

The CO-CREATE dialogue forum is not meant to be embedded in existing policy processes, but rather be something youth alliances can initiate and invite policymakers into. This open nature of the dialogues place constraints on the model in terms of time. EAT's experience is that there is a correlation between the policy-relevance of a dialogue and the time policymakers are willing to put into the event. It could therefore be a challenge to recruit more high-level policymakers if the forum is too long. Alternatively, policymakers might leave early or arrive late, creating what many youth interviewed described as a feeling of not being taken seriously. When the model is meant to be flexible enough to be applicable to various policy situations, without needing to be embedded in a specific policy process, this meant in effect that the dialogue model needed to function within a limited space of time. As a result, the model assumes participants are able to spend 2 hours, with an additional 30 minutes redundancy.

Focusing on youth leaders and representatives

A key insight from the research phase was that youth are rarely seen and respected as a heterogeneous and diverse group with different interests, goals and opinions. They are often grouped into the category "youth", which often is wrongly interpreted as a unified group within a certain age range. This insight helped shape the design principles "Youth-Led", "Youth is always plural", and "Make everyone's perspective matter". To avoid falling into the 'homogenous youth' trap, EAT aimed to undertake a design process that was truly guided by the insights gathered throughout the process, and therefore made the decision to focus on a particular group of youth. As the youth alliances established by WP5 was not yet formed, leaders of youth organizations were chosen as the primary user for the dialogue model. This decision was made as this group was easy to reach in Norway, has vast experience with youth participation, will most likely be a stakeholder in the youth alliances and potentially key in driving the sustainability of the alliances. However, EAT recognizes that some trade-offs followed this decision, including not adequately reaching and gathering insights from groups with less or no previous experience with youth engagement and participation. To compensate for the risk of creating a tool that requires both a certain age and experience beyond that of the youth alliances, the design focused heavily on ease of use – using tactile elements, and simple and often visual communication, as well as deliberately excluding useful but non-essential elements that would increase the model's complexity.

Dialogues as part of a process

Another key insight from the research phase was the value to youth of building relationships with policymakers and other stakeholders over time, and therefore seeing dialogue not as a stand-alone event, but part of an ongoing process. This helped shape the design principles "Focus on building relationships" and "Focus on doing (not talking)", with the understanding that key issues are too complex to be adequately addressed in the span of a few hours of conversation. This insight contrasts how WP5 and 6 are currently structured, with youth alliances working a lot of the time separately until engaging with other stakeholders in a final dialogue forum. After discussion among consortium members during a project meeting in Amsterdam in June 2019, it was decided to improve integration between WP5 and 6 and consider the dialogue forum as a tool for the youth alliances to engage with stakeholders at multiple stages of the process. This will most likely look very different from country to country, and national strategies for the use of the dialogue forum are planned to be developed for each country, including identifying opportunities for engaging with existing policy processes.

Diversity and representativeness

The research phase drew attention to the value of diversity when it comes to youth perspectives, and its connection to representativeness. A key recommendation is that each table should have at least one youth present that is not from a youth alliance. This is based on three considerations: (A) it reflects the insight that “Policymakers think we are all the same until they see us disagree”, (B) it mirrors the fact that youth alliances are not representative of youth in general, and (C) policymakers interviewed empathized the value of building on existing youth organizations, especially those with a democratic governance structure.

Key questions to be further addressed

Looking ahead, there are a few unresolved questions that should be addressed in D6.2:

1. When and how do we integrate dialogues in the overall youth alliance strategies?
2. How do we ensure representative participation in the dialogues?
3. How do we identify and address conflicts of interest among participants in the dialogue forum?
4. How do we facilitate scaling of the model, including making tools easily accessible online?
5. How do we fully integrate outputs from other work packages as inputs into the dialogues?
6. How do we enable dialogues to build on the outputs of previous dialogues?
7. How do we measure each dialogue’s impact?
8. How do we assess the quality of the dialogue forum model itself?
9. What is CO-CREATE’s role and responsibility in following up outcomes and commitments from the dialogues?
10. How do we incorporate existing principles for youth engagement in the design principles?
11. How might dialogue forums build on existing infrastructures for youth participation?

Conclusion

The initial dialogue forum model presented in this report has been designed to enable youth to leverage multi-stakeholder dialogues to strengthen policymakers’ ability to incorporate the perspectives of young people when making policy, as well as to provide a platform to co-create policies across generations and sectors. It is a model for multi-actor dialogue forums that bring together adolescents, policymakers and representatives from businesses, to refine policies and document commitments to enable healthy nutrition and physical activity habits for obesity prevention.

The novelty of the preliminary model rests on two innovations:

1. Seven design principles for ensuring meaningful intergenerational dialogue based on original research.
2. Lowering the threshold for youth to moderate inter-generational, multi-stakeholder dialogues, by turning elements of good facilitation practice into physical design tools.

The dialogue forum is a tool for the youth alliances established by work package 5 to refine their policy ideas based on input and feedback from stakeholders from multiple perspectives. The design of the model and related materials also enables other youth organizations and groups to hold and facilitate dialogue forums independently.

The forum contributes to the objectives of CO-CREATE by empowering adolescents through meaningful inclusion in dialogue with policymakers and business and being a first step to move from dialogue to implementation.

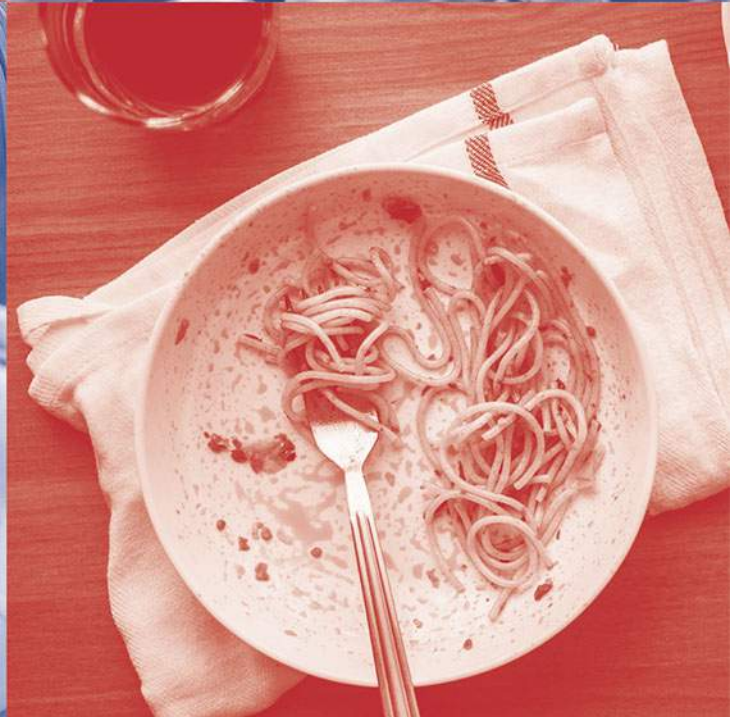
This report concludes the first of two development phases for the final model. Key findings and questions documented in this report will be further refined as part of D6.2.

Appendixes

- Appendix 1: Invitation to tender**
- Appendix 2: Service Agreement with Designit**
- Appendix 3: Consent form and privacy policy**
- Appendix 4: Key insights from interviews and workshops**
- Appendix 5: Evaluation survey**
- Appendix 6: Prototype presentation**
- Appendix 7: Final presentation**
- Appendix 8: Deliverables**
- Appendix 9: Youth Engagement**
- Appendix 10: Workshop Guide (for demo)**



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Invitation to tender: development of a multi-actor dialogue forum

BACKGROUND

EAT is a global, non-profit startup founded by the Stordalen Foundation, Stockholm Resilience Centre and the Wellcome Trust to catalyze a global food system transformation.

EAT has teamed up with 13 research and advocacy organizations on CO-CREATE, an EU Horizon 2020 project to tackle the increasing burden of overweight and obesity among adolescents. The 5-year project started in May 2018 and will work with youth aged 16 – 18 to inform, co-create and disseminate evidence-based obesity prevention policies.

CHALLENGE

Adolescent overweight and obesity rates across Europe are alarmingly high and there has been almost no reduction in any country so far. While traditional approaches to tackle overweight and obesity tend to focus on individual behavior change, research shows that nutrition and physical activity are influenced by a complex set of contextual elements – changing the food system and physical activity environments are therefore identified as key strategies. Additionally, there exist few examples of adolescents themselves being included as active agents in formulating prevention strategies. CO-CREATE therefore aims to apply a systems approach to better understand how factors associated with obesity interact, and to involve youth to support the establishment and maintenance of physical and policy environments that enable, facilitate and motivate healthy nutrition and physical activity habits among adolescents. A better understanding of the obesogenic system may also provide a useful entry-point to understanding national food systems more broadly, and therefore what policies, solutions and strategies can be deployed to best bring about a fair and sustainable global food system for healthy people, animals and planet – leaving no one behind.

OPPORTUNITY

How might we empower youth to drive the development of policies that enable healthy and sustainable nutrition and physical activity habits, and effectively reduce overweight and obesity among adolescents?

As part of CO-CREATE, EAT leads the development of a model for multi-actor ‘dialogue forums’ that will bring together adolescents, policymakers and businesses. Their purpose is to further develop and spur action on policies and business commitments in the aforementioned areas, by drawing on youth as a source of policy innovation. These ‘dialogue forums’ can take any form and to secure that they truly reflect the needs and resources of youths themselves, we expect the principles of co-creation with youth to be applied throughout the prototyping process. See Appendix 1 for more details.

IDEAL OUTCOME

The ideal design outcome will include tools and strategies for dialogue forum implementation across Europe and internationally that are designed for maximum empowerment of youth, ownership by youth and that can easily be initiated and replicated by youth in different settings. The ideal model will therefore be designed in such a way that any engaged youth can initiate a dialogue forum (i.e. without belonging to a youth organization or needing to apply for funding). The outcomes of the dialogue forums should also be easy to document so they can effectively feed into policy processes across sectors — both locally, nationally and regionally.

METHOD

EAT is looking for a supplier that can work with us in the early stages of the CO-CREATE project to develop and deliver a dialogue forum as close to the ideal outcome as possible. Your team will have the main responsibility for the prototyping process, including to ensure that representative youths are empowered to genuinely co-create the dialogue forum model. If successful, your team will project manage the prototyping and work in close collaboration with EAT's Systems Designer, who will work in a 50 % capacity on this project. This task will be carried out as follows:

1. **Explore** (February – April 2019)
Test and challenge critical assumptions, in order to ensure that the solution is designed to meet real needs. This phase should result in a deeper and shared understanding of the problem, clear outcomes for the further work, and a strategic plan for how to secure those outcomes.
2. **Develop** (April – October 2019)
Project manage the design – through active prototyping with youth in Norway – of a dialogue forum. This will involve designing and testing methods for dialogue between youth, policymakers and businesses, relevant advocacy tools, effective strategies for implementation and evaluation, and principles for scaling the forums across a broad range of European countries at city, national and regional level. This should also include templates, guides and other production materials (production manual) to facilitate the implementation of the dialogue forums at a later stage. By September 2019, a final dialogue forum 'product' needs to be demonstrated.
3. **Refine** (March – May 2020)
Based on experiences of scaling the dialogue forums to other European countries, further refine the dialogue forum 'product' for further scaling up.
4. **Advise** (February 2020 – August 2021)
Provide strategic advice on general and context specific adjustments of the dialogue forums throughout the project, on an ad hoc basis (including adaptation to contextual and cultural differences across EU countries). Dialogue forums are expected to be held in Norway, the Netherlands, the UK, Portugal and Poland and may be scaled to South Africa and the US.

A strong understanding of design methods, especially systems design, is considered critical for this project. Although not expected, the supplier is open to suggest that additional expertise should be part of this project. The supplier must provide the rationale for such additional expertise and explain how the partnership will be structured. EAT would only contract with one supplier on behalf of such a consortium.

EXPECTATIONS

To enable us to assess your expertise and capacity, we request that you provide us with the following information:

1. A description of your vision and concept for the dialogue forum and your process for developing and prototyping it (max. 1 500 words). This should include a demonstration and/or explanation of how you would ensure a process and result that reflects the principle of co-creation with adolescents. It is imperative that youth is actively engaged in this process.
2. A plan showing how you would execute the project within the indicated timeframes (max. 1 500 words). This should include a schedule containing a breakdown of the key activities and deliverables for each of the phases, and cost estimates for all activities within a NOK 1 million framework. In addition, any anticipated material costs associated with delivering a 'dialogue forum' (e.g. dialogue canvas, systems game, etc.) should be specified within an additional NOK 120 000 framework.
3. A protocol detailing your approach to managing the ethics requirements of working as part of a broader research project, and with adolescents aged between 16 – 18 specifically. In carrying out this task, you may also be required to comply with a project level recruitment protocol. This protocol is still under development and will, if necessary, be shared with the successful team once finalized.
4. Overview of the most important projects you have delivered in the past three years, including information about the value of the contract, time of execution and project owner.
5. Curriculum vitae and time allocation of the team that will be involved in the CO-CREATE project. This should include examples of experience and solutions provided in previous work of a similar nature; and an indication of additional resources in terms of time and personnel to be devoted to the various phases of the project.
6. **OPTIONAL:** Concept and costs for a multimedia package to tell the story of the dialogue forum, its potential impact, and how to host it, within guides a NOK 200 000 framework. The aim of this package is to promote the dialogue forums among youth, as well as potential stakeholders among policymakers and businesses.

EXTENSION OF OBLIGATIONS UNDER THE GRANT AGREEMENT TO SUBCONTRACTORS

In terms of the CO-CREATE Grant Agreement, EAT is obliged to ensure that the EU can exercise its right to carry out checks, reviews, audits, and investigations and its right to evaluate the impact of CO-CREATE as measured against the objective of the EU Horizon 2020 program on both EAT and its subcontractor. EAT is also obliged to ensure that specific obligations towards the EU are extended to subcontractors, including promoting CO-CREATE and giving visibility to EU funding.

The above rights and obligations will form part of the contract to be entered into by EAT and the successful supplier.

EVALUATION CRITERIA

We have invited three suppliers to bid for this tender. We will assess and rank the proposals received based on the following considerations:

1. **Team:** overall quality of team in providing solutions of a similar nature, including previous experience in co-creation with similar populations.
2. **Methodology and approach:** understanding of the core outcomes, alignment with CO-CREATE objectives and requirements, creativity and innovation.
3. **Costs:** level of ambition within the specified cost frameworks.

IMPORTANT DATES

1. October 1 – 8, 2018: individual meeting between EAT and supplier – opportunity to openly discuss this brief, CO-CREATE and EAT’s expectations.
2. October 31, 2018: tender due. All tenders should be sent to EAT’s Resource Officer Ms. Sipiwe Dlamini Hovland on sipiwe@eatforum.org. EAT will initiate negotiations with the supplier whose proposal is assessed as most suitable.
3. November 31, 2018: final decision will be presented.
4. February 4, 2019: start of project.

Appendix 1: Detailed description of EAT’s activities in CO-CREATE.

APPENDIX 1

Work package number ⁹	WP6	Lead beneficiary ¹⁰	9 - EAT AS
Work package title	Dialogue forum with representatives from policy and business		
Start month	12	End month	60

Objectives

This WP will develop a model for multi-actor dialogue forums, bringing together adolescents from WP5 and the European Youth Parliament (EYP), policymakers, and businesses to action commitments and policies to enable healthy nutrition and physical activity habits for obesity prevention. EAT will co-develop and prototype the dialogue forum in close collaboration with a subcontracted design firm with competence in human-centred design. The model will first be prototyped in Norway, at both a city and national level, and later scaled up to Europe at the city, national and regional level.

The main agents owning and scaling the dialogue forums will be adolescents, so all materials, recommendations and processes must be designed with that goal in mind. Ideally, the dialogue forums will be an open format for adolescents to drive and engage in constructive dialogue with policy makers and business leaders, to co-create real change.

The development and dissemination of dialogue forum materials will enable youth organizations and youth groups to hold and facilitate dialogue forums independently, after the CO-CREATE project has finished. Following the project initiated forums, a small structured budget will be allocated for the adolescents to take an active part in owning, iterating and scaling the forums. This small budget will be allocated to established youth groups as identified by WP5 and will be distributed as appropriate and in accordance with set guidelines. These measures will contribute to the sustainability of the project and its ongoing catalyst for impact.

Specific WP objectives include:

O6.1: Empowerment of adolescents through meaningful inclusion in dialogue with policy makers and businesses about their health and welfare.

O6.2: Comprehensive analysis of the roles and responsibilities of each stakeholder group (policy and business) to tackle the upstream problems of overweight/obesity in a variety of EU nations.

O6.3: Prototyping outcomes, policies and solutions that policy makers and businesses can respond to, based on engagement with, and feedback from adolescents. Moving from dialogue to implementation at a local, national and regional level.

O6.4: Place adolescents at the centre of locally, nationally and regionally relevant policy interventions to change food and/or physical activity environments.

O6.5: Develop a set of recommendations for how to establish multi-actor dialogue forums, including a section on conflicts of interest and strategies for counteracting possible power disparities in the public- private-adolescent nexus.

Description of work and role of partners

WP6 - Dialogue forum with representatives from policy and business [Months: 12-60]

EAT AS, NIPH, UvA, UNIVERSITY OSLO, IASO-IOTF, LSHTM, CEIDSS, WCRF, Press, SWPS UNIVERSITY
Within CO-CREATE, EAT is well placed to engage key stakeholders in the food system.

EAT has two programmatic work-streams that align well with the dialogue forums; its engagement with business and municipal policy-makers:

1. FreSH, a joint program between EAT and the World Business Council for Sustainable Development (WBCSD), brings together over 35 multinational businesses and draws on knowledge and efforts from premier research institutions, to work on the business community to develop successful, high impact solutions. Businesses in the collaboration include AXA, Bureau Veritas, Cargill, Deloitte, Kellogg's, Nestle, Rabobank, and Unilever among others.

2. The EAT-C40 Food Systems Network is present in nearly 40 cities across the globe, including Amsterdam, Athens, Barcelona, Basel, Copenhagen, London, Milan, Oslo, Paris, Rotterdam, Venice, Cape Town, Johannesburg and Durban. In addition, the University of Texas has expressed interest in piloting the dialogue forum prototype in Austin Texas.

As an opportunity to build on EAT's global platform and for co-creation and actionable change, both these networks will be utilized in the dialogue forums.

Task 6.1: Develop a prototype of the dialogue forum (Lead: EAT/Participants: Press, CEIDSS, LSHTM/ M10-M15) EAT will engage and sub-contract a systems design firm to develop a prototype dialogue model, which places adolescents at the centre of the design, and facilitates an inclusive dialogue with policy makers and businesses. The dialogue forums

will be designed to show steps towards implementing and beginning projects and to shape the dialogue towards concrete measures and interventions.

Task 6.2: Evaluate and refine the prototype and define principles for scale-up to regional level (Lead: EAT/Participants: Press, CEIDSS, UoO, UvA, LSHTM/M15-M22) Evaluate and refine the prototype and define both the necessary services required to deliver a dialogue forum and the governance principles to ensure there is no undue influence or conflicts of interest. This prototype will allow for adaptation to contextual and cultural differences across EU nations.

Task 6.3: Synthesise findings of other WPs to develop content for dialogue forums (Lead: EAT/ Participants: NIPH, WCRF, LSHTM, UvA/M15-M22) Work with WP2, WP3, WP4 and WP5 to package the policy briefs, conceptual systems maps, models of the factors driving obesity among adolescents in Europe, and youth engagement outcomes, as tailored content for the dialogue forums. Specifically, we will utilize: a) the policy options developed by WP5; b) the conceptual framework for the construction dialogue forums developed by WP4; and c) WCRF's NOURISHING and associated physical activity policy monitoring tool.

Task 6.4: Implement and evaluate dialogue forums at regional, national and city levels (Lead: EAT/Participants: CEDISS, Press, LSHTM, UvA, UoO, NIPH/M24-M40) Dialogue forum participants will include adolescents, policy makers and representatives from the private sector. The dialogue forums will range in size from 15-50 participants, depending on the scope and level of other stakeholders and policies identified All actors will be chosen based on the key system leverage points identified in WP2, WP3, WP4 and WP5. Utilising EAT's networks, the dialogue forums at a local level will engage municipal city-level policy makers, through the EAT-C40 Food Systems Network and at a national and regional level will include key policy makers and businesses, particularly through EAT's policy engagements and private sector engagement in the FReSH program. The dialogue forums will also capitalise on the other proposal partner's networks. Adolescents will be recruited from the participants of WP5, but if there is a need to continue recruiting activities beyond this, we will take necessary measures to ensure the involvements of youth from diverse backgrounds and approach diversity in terms of gender, ethnicity, health status and socioeconomic background. As the dialogue forums are intended to facilitate and encourage commitment for action, we will use the EU Pledge and EU Platform to get policy actors and private actors make generalized commitments, and echo approaches. The implementation process and potential impacts of each dialogue forum will be evaluated.

Task 6.5: Produce reports from each dialogue forum on actions and commitments (Lead: EAT/Participants: CEIDSS, UoO, UvA, LSHTM, SWPS/M24-M40) Recommendations and actionable commitments from policy makers and businesses during the dialogue forums will be captured in reports, providing avenues towards implementation and the initiation of projects. These reports will be disseminated back to the dialogue forum participants (in English and the local language), and actionable commitments will be publicised on the CO-CREATE website to enhance the accountability of policy makers and businesses.

Task 6.6: Develop recommendations and a joint public-private publication on multi-actor dialogue forums (Lead: EAT/M35-M40) Develop a set of recommendations for how to establish successful multi-actor dialogue forums, including a section on conflicts of interest. The recommendations will be supplemented by a joint public-private publication.

Description of deliverables

D6.1 : Develop and test prototype of a dialogue forum in Norway [15]

Documentation on the developed model for the WP-6 dialogue forums will be provided. The prototype will be tested in Norway.

D6.2 : Refine prototype and define principles for scaling the model across a broad range of European countries. [22]

The developed prototype will be refined, and principles for scaling the model across a broad range of European countries defined. Multimedia package material will be provided including: a) a few films showing the concept, how to host a dialogue forum and impact statements; b) artefacts for the forum and policy making (canvass, facilitator's guides, templates, etc.).

D6.3 : Synthesis of reports, conceptual maps, policy briefs from WP2, WP3, WP4, WP5 [22]

A synthesis of reports, conceptual maps, policy briefs coming from WP2, WP3, WP4, WP5 will be provided, to ensure transfer of knowledge.

D6.4 : Twenty dialogues forums established across Europe. [40]

Documentation on twenty dialogues forums established across Europe, including the regional, national or local level.

D6.5 : Reports from each dialogue forum on the actions and commitments from policy-makers and businesses [40]

Reports from each dialogue forum on the actions and commitments from policy-makers and businesses will be provided.

D6.6 : A set of recommendations for how to establish multi-actor dialogue forums and a brief report putting the findings of the project in a greater policy and co-creation context [40]

A set of recommendations for how to establish multi-actor dialogue forums and a brief report putting the findings of the project in a greater policy and co-creation context will be provided, possibly taking the form of a joint public-private publication.

D6.7 : List of academic presentations, publications, summaries for policymakers and general public [60]

Documentation on WP-6 activities, listing academic publications, presentations, and summaries for policymakers and the general public.



SERVICE AGREEMENT

between

EAT STOCKHOLM FOOD FORUM AS

(registration number 913 357 485)

with its principal place of business at Kongens gate 11

0153 Oslo, Norway

"EAT"

and

DESIGNIT OSLO AS

(registration number 990 679 614)

with its principal place of business at Akersbakken 12

0172 Oslo, Norway

"Service Provider"

A handwritten signature in black ink, located in the bottom right corner of the page.

1 PURPOSE OF THE AGREEMENT

1.1 Scope

The terms and conditions set out in the following documents constitute the complete and exclusive agreement between EAT and Designit ("the Agreement"):

This document

Annex 1: The Task

Annex 2: Ethics Framework

Annex 3: CO-CREATE Grant Agreement Obligations Applicable to Sub-Contractors

Annex 4: Designit General Terms and Conditions

Annex 5: EAT Child Safeguarding and Protection Policy

1.2 Services

The Parties hereby enter into this Agreement concerning a defined task ("the Task") described in Annex 1, and which is comprised of two main deliverables:

"Process": Design-led development process to co-create and prototype a model for a multi-actor dialogue forum with and for youth that facilitates for inclusive dialogue with policy-makers and business representatives.

"Product": Package describing how to host dialogue forums, including necessary tools (e.g. facilitator's guide, templates, canvas, content, Do No Harm Framework, etc.) and a handover document summarizing key insights to facilitate further concept development.

The Service Provider will carry out the services set out in the Task in accordance with the process timeline specified therein, subject to such amendments as may be mutually agreed in writing. The Service Provider is responsible for ensuring that the services are carried out to the required standard, undertaken by the appropriate personnel and carried out within the financial provisions and process timeline set out in the Task.

The service shall be considered complete once the final Product has been presented and confirmed in writing by EAT as being complete.

1.3 Duration

The Agreement comes into force as from the date of signature and expires at the agreed date, no later than August 1st, 2019.

1.4 Fee and Project-Related Expenses

The Service Provider commits to execute the Task at a fee of NOK 500 000,- ex. MVA (VAT), of which NOK 130 000,- is allocated to finalization of the Product. The fee is inclusive of all project-related expenses, such as, but not limited to meetings, travel time, travel costs, print, photography, typography, model material, courier etc. EAT may cover additional costs related to food and drinks for interviews and workshops if agreed in advance in writing, in which case such costs shall be added to the final invoice. This clause wholly replaces the corresponding clause in the Designit General Terms & Conditions, as described in Annex 4.

1.5 Further collaboration

Should the parties at some stage agree to further collaborate on the Task or tasks directly related to it, the parties shall seek to do so on the same terms and conditions as in this Agreement.

2 SPECIAL REQUIREMENTS

The parties understand and agree that the successful execution of the Task requires special attention to two key requirements:

2.1 Do No Harm

The final Product, and the process of developing it, places already vulnerable persons (children) in positions where they may be exposed to various risks. The Service Provider recognizes that their expertise and experience provide them with an advantage in recognizing and mitigating such risks, and that such expertise and experience have been material to EAT's decision to award this contract to the Service Provider. The Service Provider therefore accepts a special responsibility to recognize and foresee potential risks to children and to provide mitigating strategies as part of carrying out its services.

The Task will be executed according to an Ethics Framework provided by the Service provider, described in Annex 2, which recognizes the special responsibilities that apply to working with children.



As part of the Task, the Service Provider will develop a Do No Harm Framework which will be agreed by the parties and integrated into the final design of the Product. The Service Provider is responsible for ensuring that the Do No Harm Framework is comprehensive to the purposes of the Agreement and that subsequent deliverables are developed accordingly.

Should any harm reasonably foreseeable by an actor with the experience and expertise of the Service Provider be insufficiently addressed by the Do No Harm framework and/or still arise as a result of the product, the Service Provider acknowledges its responsibility to remedy any issues in the Do No Harm framework and/or Product, and to bear the full costs associated with this. Such remedy shall not be seen to change the scope of the Agreement in any way. Barring this, the rest of the clause pertaining to Product Liability and Limitation of Liability would remain as is in the Designit General Terms & Conditions, as described in Annex 4.

2.2 Unencumbered Use

To ensure that a young person can use the Product freely and without any cost, the Service Provider agrees to ensure that there are no licensing restrictions or requirements attached to the Product or to any other deliverables to be submitted to EAT. Should any such encumbrances be discovered in the deliverables to EAT, the Service Provider undertakes to remedy any issues relating to licensing that may arise and to bear the full costs associated with this. Such remedy shall not be seen to change the scope of the Agreement in any way.

Barring this, the rest of the clause pertaining to Intellectual Property Rights would remain as is in the Designit General Terms & Conditions, as described in Annex 4.

2.3 CO-CREATE Grant Agreement Obligations Applicable to Sub-Contractors

The Research Executive Agency (REA), under the powers delegated by the European Commission has concluded the grant agreement no. 774210, to which EAT has acceded concerning the action entitled 'Confronting Obesity: Co-creating policy with youth 'CO-CREATE' (the CO-CREATE grant agreement). It is the intention that part of the action should be carried out on behalf of EAT by the Service Provider under the terms and conditions set out in the Agreement and those required by the CO-CREATE grant agreement in respect of subcontracted activities, notably Article 13 concerning subcontracting.

The Service Provider recognises that EAT has certain obligations to the Commission, including those in respect of the administration and reporting of technical progress on the action, and the Service Provider will therefore maintain and provide such necessary documentation as is required to EAT. The Service Provider also accepts that in undertaking the services under subcontract to EAT it is bound by the terms and conditions of the CO-CREATE grant agreement and the Annexes thereto, in so far as they relate to the requirements set out in the Agreement, as described in Annex 3.

Upon signing this document, the Service Provider confirms that they have understood and will execute the Task in accordance with the relevant CO-CREATE grant agreement obligations applicable to sub-contractors, as described in Annex 3.

3 GENERAL TERMS AND CONDITIONS

3.1 General

The terms and conditions of this document are supplemented by the "Designit General Terms & Conditions," in Annex 4. In case of any discrepancies between the two, including but not limited to explicit amendments, the terms and conditions in this document shall prevail.

3.2 Conduct

The Service Provider shall employ all their expertise and experience in the best interests of EAT and is obliged to execute the Task in accordance with Norwegian legislation. The Service Provider is required to ensure that all staff who will have direct contact with children as part of this Agreement are appropriate to the task and will act in compliance with relevant regulations, codes of conduct, and other ethical and regulatory requirements, including EAT's Child Safeguarding and Protection Policy (Annex 5)

3.3 Sub-suppliers and assignments

The Service Provider will not use any sub-suppliers for the execution of either the whole or any part of the

services, including any deliverable to be provided under the Agreement. The Service Provider undertakes to provide EAT with written notice of any transfer of its rights and obligations as part of a merger, demerger or transfer of its business or to companies affiliated with it. This clause wholly replaces the Sub-suppliers and assignment clause in the Designit General Terms & Conditions, as described in Annex 4.

3.4 Changes and additions

Any supplements or amendments to this Agreement shall be in writing.

3.5 Terms of Payment

Terms of payment are ten (10) business days after the date of the invoice. The Service Provider will submit an invoice to EAT by no later than 30 days after the expiration of this contract. The Service Provider shall have the right to retain any and all deliverables performed under the Agreement and retain any and all intellectual property rights pertaining to the services and any deliverables developed under the Agreement until payment has been made in full.

3.6 Confidentiality

The Service Provider shall not make use of or divulge to any person, and shall use its best endeavors to prevent the use, publication or disclosure of, any information of a confidential or secret nature concerning the business of EAT or any affiliate / group, and that comes to its knowledge during the course of or in connection with the performance of the Services, or concerning the business of any person having dealings with EAT and which is obtained directly or indirectly in circumstances in which EAT is subject to a duty of confidentiality in relation to that information.

This Clause shall continue to apply after the termination of this Agreement, whether terminated lawfully or not, without limitation of time. The Service Provider acknowledges that any breach of confidentiality at any time may lead to liability.

3.7 Termination

Both parties agree not to terminate the Agreement during its term, except in the case of a material breach of its obligations under this Agreement. Barring this, the rest of the clause pertaining to Termination would remain as is in the Designit General Terms & Conditions, as described in Annex 4.

3.8 Disputes

The Parties shall seek to resolve any dispute arising out of or in connection with the employment through negotiation. If the Parties fail to agree, the dispute shall be settled by the ordinary courts. The agreed forum is Oslo District Court.

This Contract has been prepared and signed in two identical original copies, one copy having been delivered to and to be retained by each of the Parties hereto.

Date: 04.03.2019

On behalf of

EAT Foundation



Dag Hvaring

COO

Designit Oslo AS



Niklas Mortensen
Managing Director

AMENDMENT OF SERVICE AGREEMENT

Between EAT Foundation and Designit Oslo AS (the Parties), signed into force on 04.03.2019.

Whereas the Parties have agreed to modify the scope of this agreement in response to new insights emerging from the interviews and workshops conducted, and the additional work required to integrate those insights into the final design of the Product;

Whereas, as a result of the above, the Parties agreed to increase the fee and project-related expenses with NOK 145 000,- and NOK 8 340,- respectively;

Whereas a planned CO-CREATE concept paper on conflicts of interest was not completed in time to support Designit in the development of a comprehensive Do No Harm Framework;

Whereas Designit was able to come up with concrete design solutions to mitigate key risks of harm in the final design of the Product;

Whereas section 3.4 of the Agreement allows for amendments to be made in writing;

The parties agree to amend the Agreement by the following additions (indicated by underlining) and deletions (indicated by ~~strikethroughs~~):

Section 1.2 is amended as follows:

1.2 Services

The Parties hereby enter into this Agreement concerning a defined task ("the Task") described in Annex 1, and which is comprised of two main deliverables:

- | | |
|------------|---|
| "Process": | Design-led development process to co-create and prototype a model for a multi-actor dialogue forum with and for youth that facilitates for inclusive dialogue with policy-makers and business representatives. |
| "Product": | Package describing how to host dialogue forums, including necessary tools (e.g. facilitator's guide, templates, canvas, content, Do No Harm Framework , etc.) and a handover document <u>Process Overview</u> summarizing key insights to facilitate further concept development. |

The Service Provider will carry out the services set out in the Task in accordance with the process timeline specified therein, subject to such amendments as may be mutually agreed in writing. The Service Provider is responsible for ensuring that the services are carried out to the required standard, undertaken by the appropriate personnel and carried out within the financial provisions and process timeline set out in the Task.

The service shall be considered complete once the final Product has been presented and confirmed in writing by EAT as being complete.

Section 1.4 is amended as follows:

1.4 Fee and Project-Related Expenses

The Service Provider commits to execute the Task at a fee of NOK ~~500 000,-~~ 653 340,- ex. MVA (VAT), of which NOK 130 000,- is allocated to finalization of the Product. The fee is inclusive of all project-related expenses, such as, but not limited to meetings, travel time, travel costs, print, photography, typography, model material, courier etc. EAT may cover additional costs related to food and drinks for interviews and workshops if agreed in advance in writing, in which case such costs shall be added to the final invoice. This clause wholly replaces the corresponding clause in the Designit General Terms & Conditions, as described in Annex 4.

Section 2.1 is amended as follows:

2.1 Do No Harm

The final Product, and the process of developing it, places already vulnerable persons (children) in positions where they may be exposed to various risks. The Service Provider recognizes that their expertise and experience provide them with an advantage in recognizing and mitigating such risks, and that such expertise and experience have been material to EAT's decision to award this contract to the Service Provider. The Service Provider therefore accepts a special responsibility to recognize and foresee potential risks to children and to provide mitigating strategies as part of carrying out its services.

The Task will be executed according to an Ethics Framework provided by the Service provider, described in Annex 2, which recognizes the special responsibilities that apply to working with children.

~~As part of the Task, the Service Provider will develop a Do No Harm Framework which will be agreed by the parties and integrated into the final design of the Product. The Service Provider is responsible for ensuring that the Do No Harm Framework is comprehensive to the purposes of the Agreement and that subsequent deliverables are developed accordingly.~~

Should any harm reasonably foreseeable by an actor with the experience and expertise of the Service Provider be insufficiently addressed by ~~the Do No Harm framework~~ and/or still arise as a result of the product, the Service Provider acknowledges its responsibility to remedy any issues in the ~~Do No Harm framework and/or~~ Product, and to bear the full costs associated with this. Such remedy shall not be seen to change the scope of the Agreement in any way. Barring this, the rest of the clause pertaining to Product Liability and Limitation of Liability would remain as is in the Designit General Terms & Conditions, as described in Annex 4.

The Parties agree that these amendments should take effect immediately upon signature of this Amendment.

This Amendment has been prepared and signed in two identical original copies, one copy having been delivered to and to be retained by each of the Parties hereto.

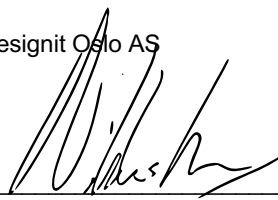
Date: 30.06.2019

On behalf of
EAT Foundation



Dag Hvaring
COO

Designit Oslo AS



Niklas Mortensen
Managing Director

ANNEX 1: The Task (page 1/12)

Development of a multi - actor dialogue forum

Revised proposal from Designit
Jan 2019



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Introduction

We very much appreciate this opportunity to suggest a process and co-operate with EAT. The goal and set up of the CO-CREATE project is highly relevant in terms of our in-house competence and motivation to bringing multiple actors together and to drive positive change.

Based on our meeting and conversation about roles and responsibilities, we propose a main consultant (a systems oriented service designer) with supporting resources. In complex and systemic issues like this one, we have great experiences in working as a pair to create an efficient and dynamic design process. We also see great advantages to working closely with employees at the organisation to ensure that the deliverables fit the organisational structure, and are well anchored after the project ends.

Based on this, we suggest that one designer from Designit is the primary project resource and that they work closely with the project focal point at EAT. We will also offer support from service designer Kaja Misvær Kistorp and anthropologist Parris Shalafi from Designit when necessary.

This set up depends on the collaborative focal point at EAT having a professional background in design and experience in facilitating design and co-creation processes.

In this document we suggest a vision for the dialogue forum and process and describe a draft for process and activities. This will be refined in collaboration with EAT as a part of the kick-off and planning process.

We also describe the designers and projects that brings relevant experience to the process. Our projects vary in themes and context, and also in language. We hope it's ok that some are in Norwegian and some in English.



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Vision

We appreciate this opportunity to suggest a process for co-operating with EAT. The goal and set up of the CO-CREATE project is highly relevant for our competence and motivation to drive positive change through enabling citizens and bringing actors together.

This project has the ambitious goal of reducing overweight and obesity among adolescent, and even more ambitious, supporting youth in being active agents driving policies for healthy and sustainable lifestyles. We know that the adolescence period is characterised by a continuous state of becoming, and this transitioning may be difficult stage in life for many. Therefore, focusing on individual changes may not be as effective as understanding how social and contextual elements affect youth. In this sense, the complex systems that influence youth lifestyles become the focal points in this project.



This system does not only encompass what youth eat, but also how they move their bodies, how they have fun, how they relax, how they grow, and how they find their place in the world. All of these elements are interconnected and are also entry points into their habits, hopes, dreams, and fears.

Our vision for enabling youth to become an active agent in co-creating the policies that may reduce overweight and obesity is rooted in understanding the complex system that affects them (and making them an integral part of that understanding). In line with a systemic design approach, there is no prescription for ensuring such a process, but action research (learning about the system by "poking" or prototyping it) is needed to meaningfully connect with youth in their context, with their language, and develop a process that they can ultimately own.

Throughout the process, we will have a systemic design hat on at all times. This means that no aspect of the tools for the dialogue forum will be designed isolated from youth, business, and policymakers.

Set up

The main consultant from Designit that we propose to take on this challenge together with you is Manuela Aguirre. She's a systems oriented service designer with broad experience in co-creation techniques which include co-creating tools with adolescent patients at Mayo Clinic Center for Innovation in the US; co-creating a series of systemic interventions within the medical, legal and social systems that support sexual assault survivors in Norway; co-creating systemic approaches such as a series of workshops to address migration by bringing refugees, policymakers, and the private and the public sectors together. In addition, she has experience in teaching co-creation, which is central to engage actors that are not so familiar with co-design as it may be the case of many young people. She has lectured MA students in Systems Oriented Design (SOD) at The Oslo School of Architecture and Design (AHO) and taught public sector

employees co-design through facilitating capacity building programs in both Chile and Canada. She is completing a doctoral research that studies how public employees learn and apply co-design. In her research she connects this to a form of empowerment which in turn can support systemic transformation in the public sector. She has both the sensibility, flexibility, and motivation to prototype with youth and adapt to the unexpected outcomes this may entail. Manuela will be supported by the vast family of expertise that Designit brings together, including service design by Kaja Misyser Kistorp and design research by Parris Shalafi. However, we will not hesitate to tap into other aspects of design as needed in Oslo and in the other 15 offices around the world, which may support the international aspect of this EU funded project.



MANUELA



Manuela Aguirre

Lead Design Researcher
Oslo

About

Lead Design Researcher with a passion for democratising the competencies of co-design for organisational transformation.

Before moving into consultancy, Manuela worked as an academic where she is now completing her PhD. As part of her academic research, she worked with Chile's first Government Innovation Lab and social service organisations in Canada.

Manuela has extensive experience in healthcare mainly gained from Mayo Clinic's Center for Innovation in the US. Today she co-leads Professional Education at Designit.

Skills

- Design research
- Teaching and facilitation
- Systems Oriented Design
- Service Design

Education

- PhD Candidate in Co-design for Public Services, The Oslo School of Architecture and Design (AHO)
- MA in Industrial Design, AHO
- BA in Integrated Design, Pontificia Universidad Católica de Chile

Previous work

- Lecturer, AHO
- Service Designer, Mayo Clinic Center for Innovation
- Design researcher, LabGoo Chile
- Visiting scholar, InWithForward

Achievements

- Norwegian Design Council, Young Design Talent Award
- Core77 Student Runner-up Award, Service Design
- AHO Works (recognized by Norsk Form, Norwegian Industrial Designers (NID) and Franzeloss)



Pardis Shafafi

Senior Design Researcher
Oslo

About

Pardis has a PhD in Anthropology and a passion for creative and effective solutions. She has a background in designing, monitoring and evaluating international projects and a decade of cross-cultural ethnographic research experience. Her professional portfolio has encompassed teaching at university level, writing and editing for corporate clients, think tanks and journals, clinical care and project managing internal results frameworks.

Pardis' specialities include understanding and improving impact in complex, volatile and multi-site environments and cross-cultural critical analyses and insights.

Skills

- Insights methods
- Creative thinking
- Project evaluation and analysis
- Writing and editing
- Multilingual
- Clinical care

Education

- PhD, Social Anthropology (University of St Andrews)
- BSc Anthropology, University College London
- Foundation Level Nursing, Kings College London

Previous work

- 2015-2018: Norwegian Red Cross
- Senior Advisor on Arms & Violence
- Project manager 'Thematic Framework'
- Data Analyst
- 2010-2014: Freelance writer and editor (PR & communications)

Achievements

- Winner of a full doctoral scholarship from the University of St Andrews.
- Associate fellow of the higher education academy
- Recipient of a Radcliffe-Brown and Firth Trust Fund for Anthropological Research
- Co-founder 'States of Impunity' project

A handwritten signature in black ink, appearing to read 'Pardis Shafafi'.



Kaja Misvær Kistorp

Director Service Design, Designit Oslo

PROFESJONELL ERFARING

- 2016 - DD: Kaja er faglig ansvarlig for delplanen tjenstedesign. Hun har ansvar for å bygge kunnskap om tjenstedesign, komme strategier for prosjektprioriterte og lede tjenstedesignprosjekter, særlig innen offentlig sektor og helse.
- 2016: Prosjektengasjement, Direktoratet for Forvaltning og IKT (DIFI) Program for innovasjon og tjenstedesign
- 2016 : Lektor i tjenstedesign, Arkitektur - og designhøgskolen i Oslo, Deltakelse i sunn undervisning i tjenstedesign på masternivå. Underviser også etterutdanningskurs i tjenstedesign.
- 2016: Lektor i tjenstedesign, Arkitektur - og designhøgskolen i Oslo. Deltakelse som underviser i tjenstedesign på masternivå. Underviser også etterutdanningskurs i tjenstedesign.
- 2013-2016: Leder: Design for offentlige tjenester, Arkitektur - og designhøgskolen i Oslo. Forskning og utvikling innen tjenstedesign i offentlig sektor.
- 2016: Guts to change, design dugnad med workshop på Stortinget
- 2014-2015: Samvets metodeikk for tjenstedesign, Helseetaten og KS
- 2007-2013: Partner og medeiere, Designit Oslo
- Strategisk design, Leder av tjenstedesignavdelingen, Erfaring med blant annet kunder som Oslo Universitetskampus, Innovasjon Norge, Utlendingsdirektoratet.

UTDANNELSE

- 2011: Kurs i antropologi, Oslo Universitet
- Kvalitativ metode - dybdemeny og feltarbeid
- 2002-2008: Sivilingeniør i Industriell design, Aalborg Universitet, Danmark
- Spesialisering i brukertrevet innovasjon og tjenstedesign.
- Masteroppgave i tjenstedesign for Posten Norge AS.
- 2002: Examen philosophiam og examen facultatum, Universitet i Oslo

PUBLIKASJONER

- 2016: Pågående: Medforfatter i "Medvirkingshåndboka" i samarbeid med artikkeler og planleggere. Planlagt å utgis av Universitetsforlaget.
- 2015: "Tiden inne for tjenstedesign?", innføring i tjenstedesign for kommuner
- Arkitektur - og designhøgskolen i Oslo i samarbeid med Designit, Halogen, Livework og Eggs Design. På oppdrag for KS
- 2013: "Nesten all makt til folket - Nå!". Dagens medisin. Medforfatter Andreas Moan, utviklingsdirektor, Oslo Universitetskykshus

Activities

We suggest starting the process in February by meeting and start planning for recruitment. We need to identify potential forums and environments to get in contact with adolescents. We also need to obtain knowledge for the co-creation process, by speaking to experts within nutrition, obesity and food system. As mentioned in the vision, we need to understand what influences youth today and how they perceive the future. To do so, we will interact with them through a game called the "Future game".

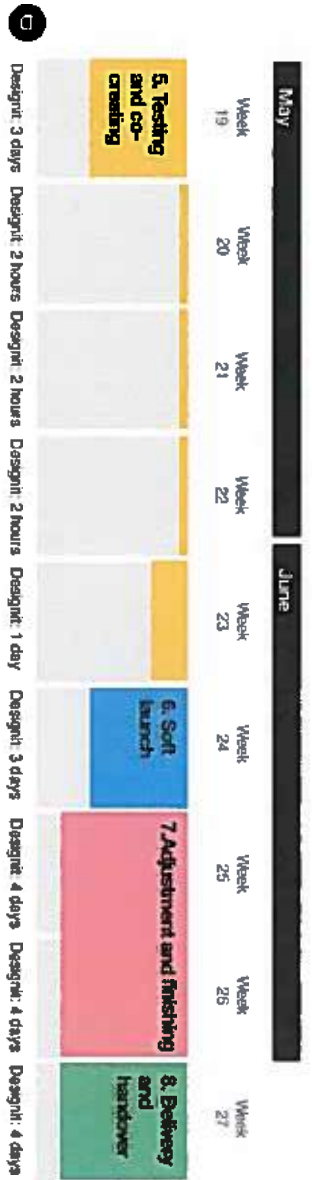
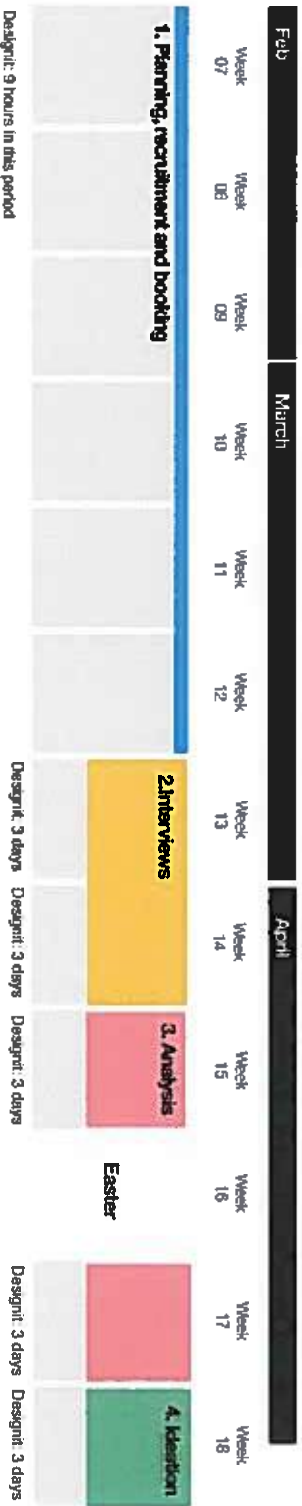
Based on this knowledge we will involve relevant actors from Co-create to support the ideation of a first prototype in April. After this, the prototyping and co-creation together with youth begins. In June, a the solution will be soft launched at the EAT forum in Stockholm. Based on the experience, adjustments will be made and the material for the solution will be designed. The final version is handed over to Dalberg before July 8th 2019.



A self-sustaining model require anchoring, ownership, a defined mandate and clear and transparent procedural systems, all of which should be facilitated to emerge through the different stages of the project with the core team of young people.

We suggest a timeline for the activities on the next page. This is based on Manuela working 3 days a week with the focal point at EAT from week 13-19. An extra resource is suggested on periods with ideation and conceptualisation. During the weeks of planning and testing and co-creating more support will be needed from the focal point in EAT and other partners. The weeks from soft launch to delivery, Manuela will work independently to finish up the material and solution for handover.

Process timeline



ANNEX 1: The Task (page 10/12)

One designer from Design IQ and a person working at EAT (EAT) will be the main two resources in this process. Here is a description of the eight phases:

1. Planning, recruitment and booking:

This period should include the location of the next stages through mostly email correspondence on themes such as how and who to sample for the next stage, and organising materials. During this period EAT is responsible for the recruitment and scheduling of participants for expert interviews in week 13 and three youth sessions (CSA and two others on agreement) for the futures game in week 14. The number of expert interviews will be defined as part of this phase.

EAT is also responsible for the recruitment and administrative organisation of ideation workshop Monday April 28th in week 18.

2. Interviews:

DI and EAT will conduct expert interviews and facilitate and execute youth sessions with the futures game. These interviews and sessions should be documented (both textually and visually where appropriate) on file as much as possible, for which support from EAT will be necessary.

3. Analysis:

Analysing data, creating key insights and planning workshop: 48 hours
Analysis sessions with DI and EAT drawing out key themes and patterns which will become refined into key insights (examining what was said, patterns and contrasts etc). The key insights form the basis for an ideation workshop with partners from the research project, youth and other relevant actors. EAT is responsible for invitations and co-ordinations relating to the workshop.

4. Ideation

Facilitating workshop, synthesising ideas and conceptualising: 42 hours

In order to make ownership and to collect all relevant ideas and knowledge, research partners are invited to take part during this stage in a large ideation workshop. Here key insights from the previous stage will be presented to multidisciplinary teams to establish a common understanding and create ideas.

The result of the workshop is envisioned to be 5-10 key elements for a multi actor dialogue forum - identified, elaborated and prioritised. These elements can be of varying types (e.g. social media recruitment, training package). Design advisors will be 'active participants' during the workshop offering support where necessary.

At this workshop opportunities to propose testing contexts and possibilities will be made available to participants and delegated for independent testing sessions where relevant. DI will co-facilitate the workshop with EAT. Participants will include partners and interested stakeholders and could possibly also include the youth target group. After the workshop Design advisors will support categorisation and conceptualisation.

DI will lead planning of the content with support from EAT and EAT will lead the logistic and administrative planning of the workshop with input and support as necessary from DI.



ANNEX 1: The Task (page 11/12)

5. Testing and co-creating

Trying out the different elements with youth: 38 hours

This testing phase will work around the question 'could the work and what did we miss, or could improve?' and depends on the nature of the outcomes from the previous phase and prioritised 'elements'. Accordingly, testing possibilities and contents could range from meeting dialogues and focus groups, to releasing particular 'elements' to be assessed by youth with peers in their chosen context.

CI will moderate the testing streams by agreeing and advising on planned sessions with support from EAT, especially with regards to co-ordinating times, actors and sessions. Tests are planned to take place parallel to one another. Depending on the testers, content and the nature of the testing, some sessions will require either EAT or CI to be present while it is expected that others can take place independently; this in itself will attest to the robustness of the tested component. CI will be active in the first week of testing and then step back and only support in the following weeks of May; EAT will be expected to be more active than CI in week 20-23.

6. Sort launch

Testing the solution more widely: 24 hours

A short meeting will be held with the testers to share experiences. The results from the testing (documented from the meeting) will be assessed by CI and EAT. Different, tested elements will be prioritised (based on how successfully they launch. The most successful elements will form the solution and the "package" will be launched at the first version of the multi-actor dialogue forum at EAT Stockholm Food Forum on June 12-13th.

CI and EAT will collaborate on the planning and the execution of the participatory presentation and the communication and gathering of feedback from the sort launch presentation.

EAT will lead the logistic and administrative planning related to the sort launch while CI will lead on the content and activity planning for the session.

7. Adjustment and finishing

Finishing the material and wrapping up the solution: 64 hours

Relevant participants will be invited to an evaluation of the solution based on experiences from the sort launch and feedback. During this time the Design project lead will formulate (as written, verbal and other modal) and make the proposed, tested, calibrated and agreed elements towards the final package with electronic correspondence with EAT as necessary.

8. Delivery and handover

Presenting the package, communication with EAT partners and Dalberg: 32 hours

In this last phase, the final delivery of a package of elements will be presented to EAT and handed over to Dalberg for the next phase. During this stage support will be available from Design advisors if and when necessary.

Profile outline

In order to foster a productive and efficient exchange, DesignrT envisions the following criteria to be necessary for the EAT counterpart in this project:

Skillsset:

- Creative problem solving (including breaking down problems and questions into processes and activities to seek desired data)
- Knowledge of design processes (including how to identify and document relevant data in workshops and interviews)
- "Cleaning" qualitative data into analyzable clusters
- Analytic and refinement of qualitative data more generally into findings
- Knowledge and experience of sampling for design processes (representative but internal samples)
- Facilitation: multi-stakeholder workshops and meetings with the goal of e.g. requiring assumptions and hypotheses, iteration, validity testing, and refinement and decision making (including amongst findings towards solutions)
- Facilitation II: Knowledge and experience of how and which activities and materials to utilize in order to guide and engage participants in creative dialogues, and an ability to improve during a planned session to produce the desired outcome
- Knowledge and insight on the wider context of the project and EAT's mission (e.g. food systems, health and nutrition, and relevant associated social factors)
- Knowledge about relevant existing research projects and plans and the current partners (especially with regards to interests and agendas)
- A relevant network across the above mentioned thematics and partners to recruit from into the project with ease.

Examples of skill-based tasks from the processes:

- Stage 1 (learning and recruiting with regards to sampling, recruitment and planning facilitated sessions using creative problem solving and refining them) and listed activities and processes.
- Stage 2 (expert and youth sessions, especially in terms of knowing what and when to document)
- Stage 3 (analysis) refining raw findings into key insights (examining what was said, patterns and contrasts etc.)
- Stage 4 (position): Facilitating a creative exchange of ideas and possibilities. Synthesizing these ideas and conceptualizing dialogue into workable "elements" towards the final package.
- Stage 5 (testing and co-creating): Proposing and organizing effective testing contexts and processes from that and listed experience.
- Ongoing: Critical analysis and input on cross cutting thematics (wealth, nutrition, social context), as well as feasibility and access to stakeholders for recruitment and organizational purposes, and the management of stakeholder interests.

ANNEX 2: ETHICS FRAMEWORK:

Ethics Framework

Designit operates with a culture and policy of good design at its core. Employees are recruited based on their compliance with the values and ethics which 'good design' encapsulate, as iterated in our 'ten rules of thumb' (see attached file).

In addition to this and in our work with vulnerable subjects and on sensitive themes we abide by the following measures:

- Team members with specific skills and experience related to the subject and themes of such sensitive projects are chosen, and where this is not the case training and procedures to ensure proper conduct and risk analyses are acknowledged and undertaken.
- A case by case risk analysis is included at the offset of each project, and more extensively so when the project includes high risk subjects and themes.
- In specific cases and where deemed relevant, specialized advisory is included in the initial planning and risk assessment phase of projects from one of two Design Researchers to ensure that the rigor and standards of respected ethics bodies are met.
- All user involvement will be GDPR compliant and ensured via internal, and legally approved checklists. We will adopt consent forms to the user's situation and context.
- Where internal checklists and templates require further adaptation and detail, the Horizon 2020 ethics self assessment, regarding data protection, is deployed to as the standard from which to adapt such procedures.
- Without exception, no contextual project interviews, regardless of subjects and themes are assigned to one interviewer alone. This is both a question of data collection rigor, safety of staff and of subjects.
- Where projects concern especially vulnerable subjects and sensitive themes, Designit employees are encouraged to voice any personal objections to participating in the interviews, or the project as a whole. This measure aims to reduce risk to the wellbeing of our own staff.

As an integrated part of the planning of each activity in a process, Designit performs a risk assessment to ensure the wellbeing of all participants (users, clients and employees).

Designit risk assessment criteria considers:

1. The project subjects' safety and wellbeing as a result of the process or the outcome of planned activities, products and services before executing decisions regarding these. For the EAT Co - Create project, this would be especially relevant with regards to workload, or potentially stressful demands placed on young people who are involved in the project.
2. Forecasting whether planned activities, products and services place undue risk onto the project subjects after Designit's engagement. For the EAT Co - Create project, this would especially relevant with regards to considering whether the dialogue forums put individuals in a risky situation, or make them targets of security or personal safety risks.
3. The impact of the planned products and services on both the target group and wider population, as relevant. For the EAT Co - Create project this would especially relevant with regards to looking at how the imagined outcomes of dialogue forum might affect young people who are currently managing obesity issues and whether these forums place undue stress or undesired and harmful

psychological outcomes for these people.

4. GDPR compliance measures and whether internal checklists and procedures are adequately adapted or whether further adaptation is required (where deemed) is made to Horizon 2020 Standards).

5. Whether processes, activities, services and products comply with EU Horizon 2020's self-assessment checklist. For the EAT Co - Create project particular attention should be directed to sections regarding the treatment of human subjects during research and data management.

Developing mitigating strategies for these risks is an integrated part of the design process and always based on the actual context, the participants and outcome we aim for. It's not possible to describe relevant strategies before we start as they rely on choices we make once the process has started. We will make sure to document the result the risk assessment when planning activities.

ANNEX 3: CO-CREATE GRANT AGREEMENT OBLIGATIONS APPLICABLE TO SUB-CONTRACTORS

Article 13.1.1

The beneficiaries must ensure that the Agency, the Commission, the European Court of Auditors (ECA) and the European Anti-Fraud Office (OLAF) can exercise their rights under Articles 22 and 23 also towards their subcontractors.

- **Article 22 right to carry out checks, reviews and audits**
The Agency or the Commission I – during the implementation of the action or afterwards –
 - i. Will check the proper implementation of the action and compliance with the obligations under the grant agreement including assessing deliverables and reports
 - ii. May carry out reviews on the proper implementation of the action (including assessment of deliverables and reports), compliance with the obligations under the grant agreement and continued scientific or technological relevance of the action. Reviews may be started up to two years after the payment of the balance. If the review is carried out on a third party, the beneficiary concerned must inform the third party.
 - iii. May carry out audits on the proper implementation of the action and compliance with the obligations under the grant agreement. Audits may be started up to two years after the payment of the balance. If the audit is carried out on a third party, the beneficiary concerned must inform the third party.

- **Article 23 right to evaluate the impact of the action**

The Agency or the Commission may carry out interim and final evaluations of the impact of the action measured against the objective of the EU programme. Evaluations may be started during the implementation of the action and up to five years after the payment of the balance.

13.1.2

The beneficiaries must ensure that their obligations under Articles 35 (obligation to avoid conflict of interests), 36 (general obligation to maintain confidentiality), 38 (promoting the action – visibility of EU funding) and 46 (liability for damages) also apply to the subcontractors.

Designit Oslo AS - General Terms and Conditions

1. General Terms and Conditions and the terms set out in the proposal constitute the complete and exclusive agreement between Designit and the customer (the "Agreement"). In the event of any discrepancies between the proposal and these General Terms and Conditions, the proposal shall prevail.

2. Proposals and acceptance

Proposals must be accepted in writing (email is sufficient) by the customer within 10 business days of the date of the proposal was given to the customer, whereas after the proposal will lapse and Designit is released from any obligations thereunder, unless otherwise undertaken by Designit in writing.

3. Changes and additions

If the customer requires changes to be made to the scope of services, including any deliverables, set out in the Agreement, the customer shall submit a written inquiry to Designit for acceptance.

Designit shall upon receiving such written inquiry be entitled to revise the delivery time and fee for the completion of the services, or any portion or phase/service thereof, as a consequence of the changes or additions required by the customer.

Extension of delivery time and an additional compensation shall be accepted by the customer (e.g. by email) before any work on the agreed changes or additions to the services are to be commenced by Designit.

4. Delivery time and delay

The delivery time for the services will be set out in the time schedule in the proposal defining the delivery time for each individual phase, if any.

In the event of delays caused by force majeure, delays attributable to the customer or events otherwise beyond the control of Designit, Designit shall be entitled to extend the delivery time and instead notify the customer thereof within reasonable time. Such delays shall not be considered a breach of Designit's obligations under the Agreement.

5. Fee and project-related expenses

The fee payable by the customer to Designit will be specified in the proposal. Project-related expenses, such as, but not limited to travel costs, print, photography, typography, material material, courier, etc., are not included in the fee but will be invoiced separately as they occur.

Travel time and meetings that are not specified in the proposal is being part of the fee will be invoiced separately as they occur according to Designit's standard hourly rate.

6. Sub-suppliers and equipment

Designit is entitled to use sub-suppliers for the execution of either the whole or any part of the services, including any deliverables, to be provided under the Agreement without prior consent from the customer.

Designit is responsible for sub-suppliers' compliance with the Agreement and other works performed on the same terms and conditions as set out in the Agreement, including in regard to violation of liability, which shall equally apply.

Designit is entitled to transfer its rights and obligations under this Agreement to part of a merger, demerger or transfer of Designit's business or to companies affiliated with Designit.

7. Terms of payment

The terms of payment are ten (10) days after the date of an invoice. If the customer does not pay the invoice on time, Designit shall be entitled to charge interest on the unpaid amount for a part thereof at a rate of 2% per month from the agreed payment date until payment is received by Designit.

If the customer is more than seven (7) days late in paying any invoice, Designit shall (1) have the right to immediately suspend any further work and deliveries by the customer, until payment has been made in full by the customer, and (2) have the right to retain any and all deliverables performed under the Agreement with the customer. The customer is not entitled to make any claims against Designit in this regard.

8. Taxes

The fees chargeable by Designit are stated exclusive of all taxes, duties and levies imposed by any government body. Customer shall be liable and will pay for all applicable tax liabilities such as sales, turnover, use or value added taxes, but specifically excluding employment related taxes concerning Designit personnel and corporate taxes based on Designit's net income. If the customer is obliged by law to withhold or deduct any element of the fee by way of withholding taxes or similar, it shall be liable to increase the amount of the fee payable to Designit so as to ensure that the net amount received by Designit remains the same as it would have been had no such deduction/withholding been made.

9. Intellectual property rights

To the extent any intellectual property rights are solely developed by Designit as part of the services or any deliverables for the customer as specified in the Agreement, such rights are transferred from Designit to the customer at the time when the customer has paid all invoices and fees exclusive of any interest and costs due to Designit.

Sub-supplier and/or third party rights such as, but not limited to, photos, movies, sound, music, speech, typography, technology, etc. developed and supplied by such parties may be licensed with restrictions, on e.g. use, distribution and limited duration. Designit cannot ensure aforementioned rights and licenses to said rights to the services or any deliverables specified in the Agreement.

The customer acknowledges that Designit possesses certain expertise, processes, methods and tools, which have been independently developed by Designit and which relate to Designit's business operations in general (the "Designit Property"). Although Designit Property may be used, incorporated or otherwise utilized in connection with the services or any deliverables, Designit Property is and remains the sole property of Designit and Designit shall not be restricted in any way in using the Designit Property or its ownership to such.

In case of any delay in payment or fees under any Agreement with the customer or any company affiliated with the customer, Designit has the right to retain any and all intellectual property rights pertaining to the services and any deliverables developed under any Agreement with the customer.

10. Product liability

Designit is only liable for any product liability in accordance with the mandatory rules in the Norwegian Product Liability Act (in Norwegian: "Produktansvarloven"). Any other product liability is excluded.

11. Limitation of liability

In case of infringement of third party rights stated above, Designit shall be liable only if it can be demonstrated that the infringement of a third party intellectual property is caused by willful misconduct or gross negligence on the part of Designit.

Any and all claims for compensation and/or damages made against Designit, regardless of the nature of and basis for such claims, cannot exceed the fee invoiced and paid by the customer for the services giving rise to such claims.

Designit shall in any event not be liable for any loss of operation, profit, earnings, business or goodwill, or for any indirect or consequential loss or damage which may be suffered by the customer in connection with this Agreement.

Designit's liability towards the customer, including for errors and omissions, shall in any event cease 3 years after completion of the applicable services.

12. Terms and termination

Either Party can serve notice to terminate the Agreement without cause with a 30 day' prior written notice to the other Party.

Either Party may terminate this Agreement with immediate effect: in the event of the other Party's material breach of its obligations under the Agreement and provided that such breach remains unremedied for sixty (60) business days after the breaching Party's receipt of written notice of the breach.

Designit may also terminate the Agreement with immediate effect, if the customer fails to pay any invoice due hereunder within thirty (30) business days of the due date, or if the customer upon his due date fails to provide security for such payment upon request by Designit.

Upon termination of the Agreement the customer is obliged to pay 11 any outstanding fees to Designit or its sub-suppliers and 2) for the work performed at the time of expiry of the termination notice.

13. Applicable law and venue

The Agreement shall be governed by the laws of Norway, disregarding its rules of choice of law. Any disputes between Designit and the customer shall be finally settled by arbitration pursuant to the Rules of the Arbitration and Dispute Resolution Institute of the Oslo Chamber of Commerce in force at any time.

Designit

Approved sign:



CHILD SAFEGUARDING AND PROTECTION POLICY

Policy statement

EAT is committed to recognising, promoting and protecting the rights of all children. In line with the United Nations Convention on the Rights of the Child (UN CRC), EAT recognises that all children (meaning individual under the age of 18 years) have a right to protection and freedom from abuse, including exploitation, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

We recognise that key EAT projects, programmes and partnerships are aimed at having a positive impact on the lives of children. We are therefore committed to ensuring that all EAT employees and representatives prioritise child safeguarding in all their practices and activities.

Definitions

Child: in line with the UN CRC, we define a child as any individual below the age of eighteen years unless under the law applicable to that child, majority is attained earlier.

Child abuse: includes all forms of physical, sexual, emotional abuse, neglect or negligent treatment, and exploitation resulting in actual or potential harm to a child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Abuse can take place in person and online, by other children and/or adults, including those in positions of trust.

Child safeguarding: actions taken to keep all children that an organisation comes into contact with safe – including the proactive measures put in place to ensure children do not come to harm as a result of any direct or indirect contact with the organisation. Child safeguarding encompasses the prevention of physical, sexual and emotional abuse, neglect and maltreatment of children by employees and other persons whom the organisation is responsible for, including contractors, partners, volunteers and visitors to EAT premises.

Child protection: refers to the actions an organisation takes to address a specific concern that a particular child is at risk of significant harm due to her or his contact with corporate actors, business partners, products or services. Child protection is essential if there is a concern that a child is being abused or her or his safety is compromised.

Scope of this policy

This policy applies to all EAT employees and representatives, including consultants and volunteers.

A handwritten signature in black ink, appearing to be 'M. W.', is located in the bottom right corner of the page.



Safeguarding commitment

Awareness and prevention:

We undertake to:

- Ensure that all EAT employees have read, understood and agree to uphold this policy;
- Provide training and learning opportunities that equip EAT employees with the ability to recognise, identify and respond to protection concerns and disclosures;
- Include a reference to this policy in EAT's Code of Conduct;
- Promote the safety and well-being of children at all times.

Reporting and responding

We undertake to:

- Develop and implement reporting procedures;
- Ensure protection of whistleblowers;
- Adopt measures that will be implemented against any EAT personnel who abuse children, or who do not uphold this policy, including not taking action when they have reasonable grounds to suspect that a child might be at risk of harm.

Safeguarding Designated Officer

EAT's Human Resources Officer will be responsible for ensuring that this policy is implemented and that it is effective and in line with recommended best practice.

EAT's Human Resources Officer will have the knowledge and skills to promote child-safe environments and respond to concerns and disclosures. This will include acting as a focal point to receive, record and assess relevant information in relation to child protection and consulting with others including local protection agencies and local authorities.

This policy has been approved by EAT's Chief Operating Officer and is effective from 21 January 2019.

A handwritten signature in black ink, appearing to be 'N. King', is located in the bottom right corner of the page.

CONSENT FORM TO THE USE OF VERBAL STATEMENTS, VIDEO AND PHOTOS

Title of research	Co-creation of a dialogue tool with youth (as part of the EU Horizon 2020 project "CO-CREATE")
Name of researcher	Manuela Aguirre, Designit

In accordance with EU General Data Protection Regulation (*personvernforordningen*) ("GDPR"), implemented in the Norwegian Personal Data Act (*personopplysningsloven*), art. 6(1)(a) [and art. 9(2)(a)]

I hereby consent to Designit Oslo A/S ('Designit') and EAT Stockholm Food Forum AS ('EAT') (both together 'Joint Controllers') using information from this interview for the purpose of developing a dialogue tool with youth, as part of the EU Horizon 2020 project "CO-CREATE"

Tick the boxes of the purposes you consent to:

EAT

Designit

My verbal statements from this interview will be used for the purpose of getting insights to create a multi-actor dialogue tool

Video recordings from this interview will be used for the purpose of documenting the process of creating a multi-actor dialogue tool

Photos from this interview will be used for the purpose of documenting the process of creating a multi-actor dialogue tool

My consent is given under the condition that the verbal statements, video recordings and photos will not be used in a context that is offensive to me as an individual. Furthermore, my consent is given under the condition that the verbal statements, video recordings and photos will not be used in other research projects.

I have been informed about the fact that if I no longer want the Joint Controllers to use my verbal statements, video recordings and photos, I can withdraw my consent. Such a withdrawal will only affect future news releases and/or marketing materials and will not have an impact on material that has already been printed and/or published. If I wish to make an inquiry regarding withdrawal of my consent, I can contact Manuela Aguirre at manuela.aguirre@designit.com.

For this project, I am aware that Designit and EAT have jointly determined the purposes and means of processing personal data for the above-mentioned research and thereby are Joint Controllers in terms of Article 26 of the GDPR. I am also aware that Designit will forward such of my request to exercise any of my rights under the relevant data protection laws to EAT, to the extent EAT is responsible for safeguarding my rights.

I am aware of and have read the Joint Controllers' individual Privacy Policy, which have been handed out to me together with this consent form.

I hereby confirm with my signature that I have given my consent to the Joint Controllers processing of my verbal statements, video recordings and photos as described above. I also confirm that I have received a copy of this consent form.

Name (CAPITAL LETTERS) _____

Date/Signature _____

PRIVACY POLICY – CO-CREATION OF A DIALOGUE TOOL WITH YOUTH

(AS PART OF THE EU HORIZON 2020 PROJECT “CO-CREATE”¹)

1 INTRODUCTION

- 1.1 As a participant in the research project CO-CREATE (the "Project") your privacy is important to EAT Stockholm Food Forum AS (“EAT”) and we know that you also care how your personal data is used and shared. We appreciate your trust in us to process your personal data and this document describes our joint privacy policy in relation to the processing of your personal data when participating in the Project.
- 1.2 Designit and EAT are joint data controllers for the processing of personal data referred to in this policy.

2 DEFINITIONS

- 2.1.1 Any reference to EAT, "we", "our" or "us" in this policy means a reference to EAT Stockholm Food Forum AS, 913 357 485, Kongens gate 11, 0153 Oslo, Norway.
- 2.2 When used in this policy the following words and expressions have the meanings stated below unless the context requires otherwise:
 - When used in this policy the following words and expressions have the meanings stated below unless the context requires otherwise:
 - "data protection laws" the legislation, as amended from time to time, protecting the fundamental rights and freedoms of individuals and, in particular, their right to privacy with respect to the processing of personal data applicable to Company, including but not limited to the GDPR and the Data Protection Act.
 - "Data Protection Act" means the Norwegian Personal Data Act, implementing GDPR, (personopplysningsloven).
 - "GDPR" means the EU General Data Protection Regulation.
 - "personal data" means any information relating to you as a data subject.
 - "processing" or "processed" means any operation which is performed on the personal data, such as collection, recording, organisation, structuring, storage, adaption or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.

3 WHEN DO WE PROCESS PERSONAL DATA?

- 3.1 As a participant in the Project we will be processing some of your personal data. In order to give you an overview of which personal data we process, for which purpose your personal data is being processed and our legal basis for the processing, the processing activities related to the Project is described below:

¹ Confronting obesity: Co-creating policy with youth. <https://www.fhi.no/en/studies/co-create/>

3.2 Contact information

When you agree to participate in the Project, we will receive general contact information on you, i.e. name, e-mail address and telephone number. We will process your contact information for the purpose of scheduling meetings and getting your feedback. The legal basis is Article 6(1)(b) of the GDPR.

3.3 Verbal statements, video recordings and photos

In connection with your participation in the Project, we will receive information on your verbal statements, video recordings and photos which we consider being personal data. We will process information on your verbal statements, video recordings and photo for the purpose of getting insights to create a dialogue tool. The legal basis is Article 6(1)(a) and Article 9(2)(a) of the GDPR.

4 **STORAGE AND DELETION**

4.1 All personal data is deleted, when they are no longer necessary for the purposes for which they were processed. Generally, we delete all personal data no later than 12 months after it has been collected. However, we will retain your personal data for as long as we are legally required to do so.

5 **YOUR RIGHTS**

5.1 Data protection law gives you a range of rights in connection with our processing of your personal data. In this regard you have the right to request access to the personal data concerning you that we process. Further, you may request that we rectify or delete the personal data or restrict the processing of your personal data, if you think they are inaccurate. Furthermore, you have the right to object against the processing based on our legitimate interests as a legal basis. We are required to assess and act on your request.

5.2 Additionally, you also have the right to data portability if it should become relevant.

5.3 You have the right to file a complaint with the Norwegian Data Protection Agency, Datatilsynet, if you have reason to believe that processing of your personal data does not comply with data protection law. The contact information of Datatilsynet is Postboks 458 Sentrum, 0105 Oslo / Phone: + 47 22 39 69 00 / Email: postkasse@datatilsynet.no.

6 **CONTACT INFORMATION**

6.1 If you have any questions regarding this privacy policy or our processing of your personal data, please contact Ove Kenneth at ovekenneth@eatforum.org.

Update on WP6 prototyping process.

CO-CREATE
EAT, PRESS & Designit



Funded by EU's Horizon 2020 research and innovation program for Sustainable Food Security under grant agreement No 774210.

Agenda

1. Brief introduction to the prototyping process and where we are at this stage
2. Brief outline of research activities
3. Insights from interviews and workshops
4. Solution elements (to be tested)
5. Reflections for CO-CREATE moving forward
6. Immediate feedback, thoughts and advice



Introduction to
the prototyping
process.

01



WP 6: Dialogue forums

- WP 1: Project management and coordination
- WP 2: Policy assessment and monitoring
- WP 3: Obesity rates and energy balance related behaviours
- WP 4: Obesity system mapping
- WP 5: Youth Alliances for Overweight Prevention Policies
- WP 6: Dialogue forums
- WP 7: Evaluation of CO-CREATED policy interventions and methodology
- WP 8: Open science and fair data management
- WP 9: Dissemination, communication and exploitation of project results
- WP 10: Ethics requirements

WP 6: Dialogue forums

The overall objective of WP 6 is to bring together adolescents, policy makers and businesses to produce actionable commitments to enable healthy nutrition and physical activity habits for obesity prevention. A model for dialogue forums, scaled and owned by adolescents themselves, to drive and engage this constructive multi-actor dialogue will be developed.

WP 6 leader is [Sudhvir Singh](#) (EAT Foundation)

Key deliverables from this WP include:

- D 6.1: Development **prototype** dialogue forum
- D 6.4: Hold dialogue forums **across Europe** *scalable*
- D 6.5: Produce reports on the **actions and commitments decided in the forums** *documentable*
- D 6.6: Recommendation on **how to** establish multi-actor dialogue forums *operational*



EAT's invitation to tender:

Initial assumptions:

01. We need a multi-actor dialogue forum.
02. We need to bring youth, policy & business together.
03. Youth will drive the development of policies.
04. Youth are a source of policy innovation.

Key principle:

05. Test all initial assumptions through active co-creation with youth throughout the process.



Team WP6



Ove Kenneth Nodland
EAT



Elin Bergstrøm
EAT



Henriette Friling
EAT



Karoline Steen Nylander
PRESS



Pardis Shafafi
Designit



Kaja Misvær Kistorp
Designit



Manuela Aguirre
Designit



Process timeline Designit



What questions have we focused on?

So far (opening up):

1. What role should youth play in politicizing obesity?
2. Whom should play it, when and how?
3. What do policymakers expect from youth?
4. How can mutual expectations be exceeded through dialogue?
5. When and where should dialogues take place?
6. What are salient risks, and how might they be mitigated?
7. What defines success, and how should we measure it?

To come (narrowing down):

8. How should dialogue connect WPs 4, 5 and 6?
9. What are specific opportunities and constraints for dialogue with an overweight/obesity focus?
10. What are the different opportunities and constraints for dialogue across participating countries?
11. Whom from the private sector should participate, what role(s) should they play, and when?

Research
activities.

02

Kick-off meeting with EAT, PRESS & Designit. Just 5 weeks ago!

On March 28st, 2019 we officially kicked-off the project. We met at the Designit offices in Oslo together with EAT and PRESS to plan and adjust the research, concept, and prototyping plans.



Research activities

30 interviews about youth participation, dialogue and health.

We conducted 30 semi-structured interviews during April 2019. The people interviewed included CO-CREATE partners, youth leaders, policymakers, representatives from youth NGOs, a teacher and business leader.

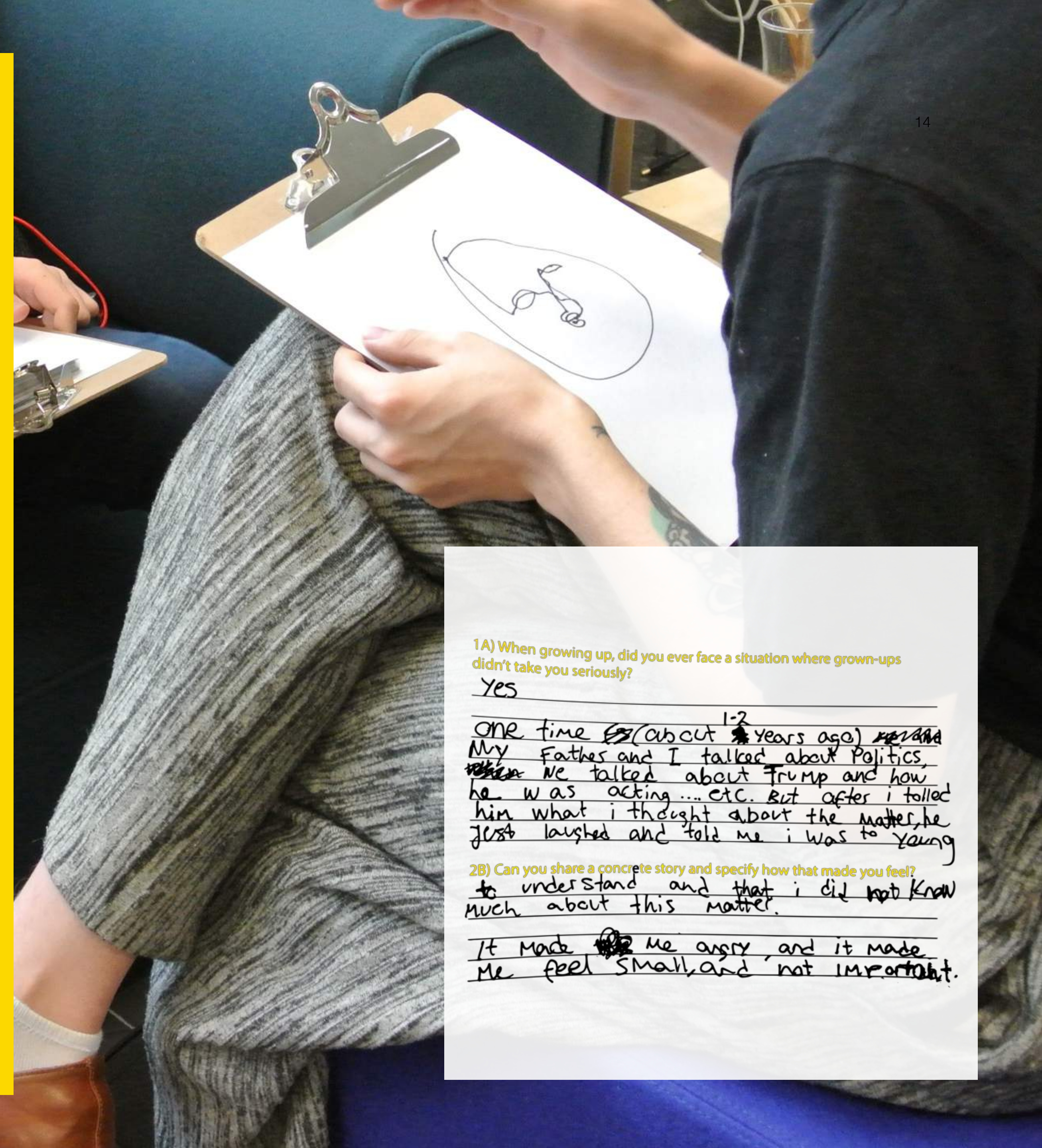


CO-CREATE WP6 - Multi-actor Dialogue Forum
EAT + PRESS + DESIGNIT 2019



Workshop with 15 young people (age 14-18) to learn what matters to them.

From March to May 2019, we invited 15 youth from different schools and youth organizations to talk about what matters to them. They also had the space to individually reflect on instances where adults don't take them seriously and how they handle these situations.



1A) When growing up, did you ever face a situation where grown-ups didn't take you seriously?

Yes

one time ~~ss~~ (about ¹⁻² years ago) ~~my father~~
My Father and I talked about Politics,
~~when~~ we talked about Trump and how
he was acting... etc. But after i tolled
him what i thought about the matter, he
just laughed and told me i was too young

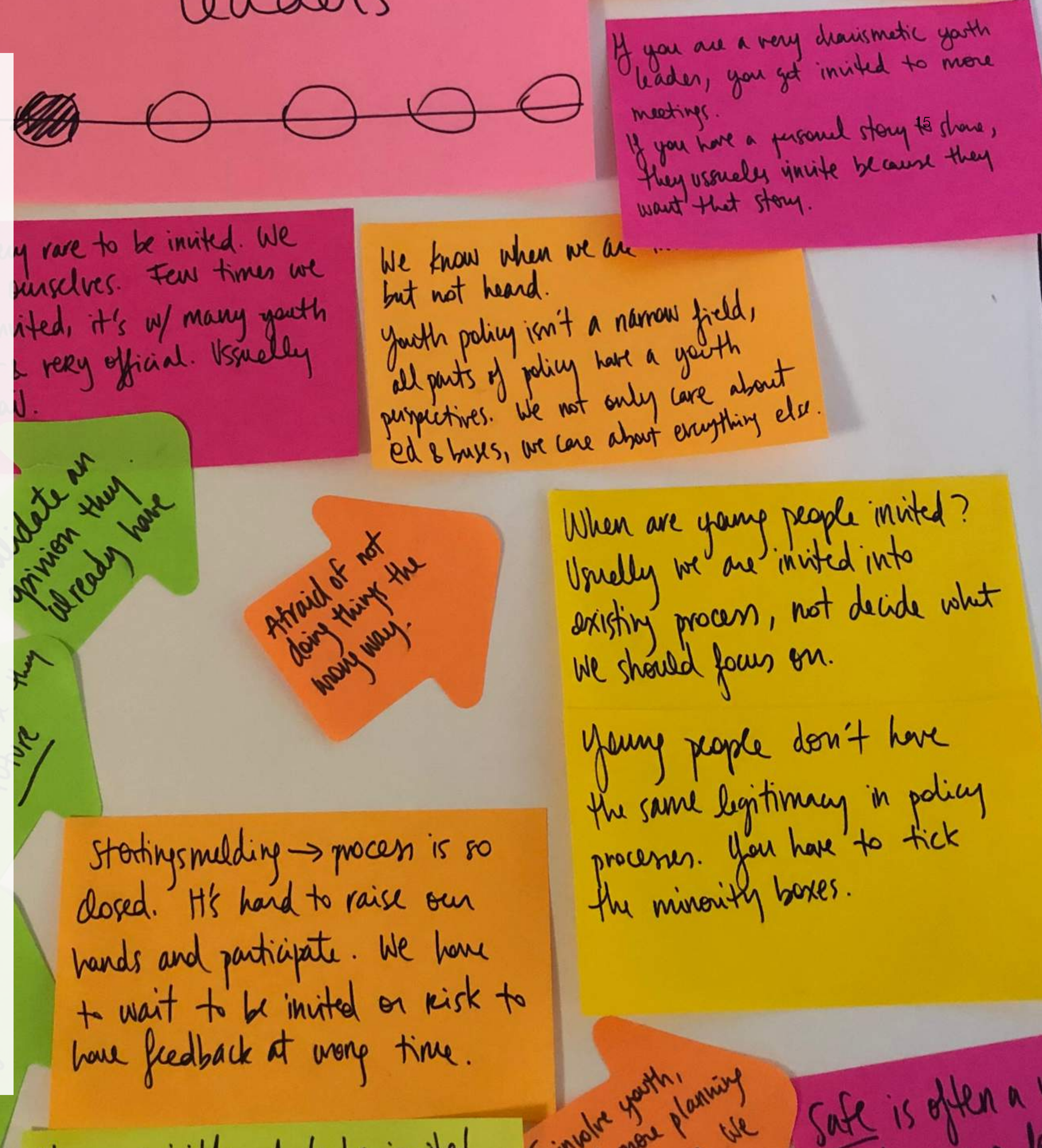
2B) Can you share a concrete story and specify how that made you feel?

to understand and that i did not know
much about this matter.

It made ~~me~~ me angry, and it made
me feel small, and not important.

Workshop with 3 leaders of youth organisations to explore how they influence policy.

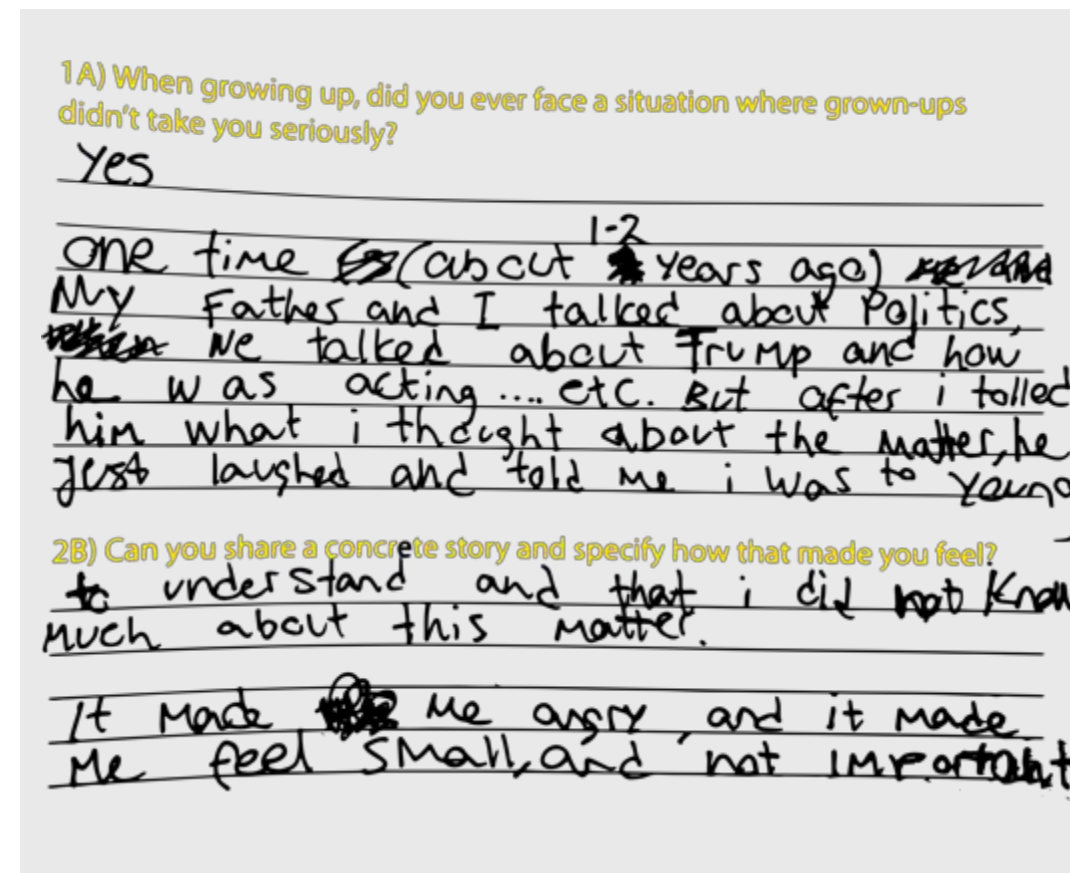
On April 30, we met 3 leaders of youth organizations to explore how policymakers involve them. This event was hosted by Press.



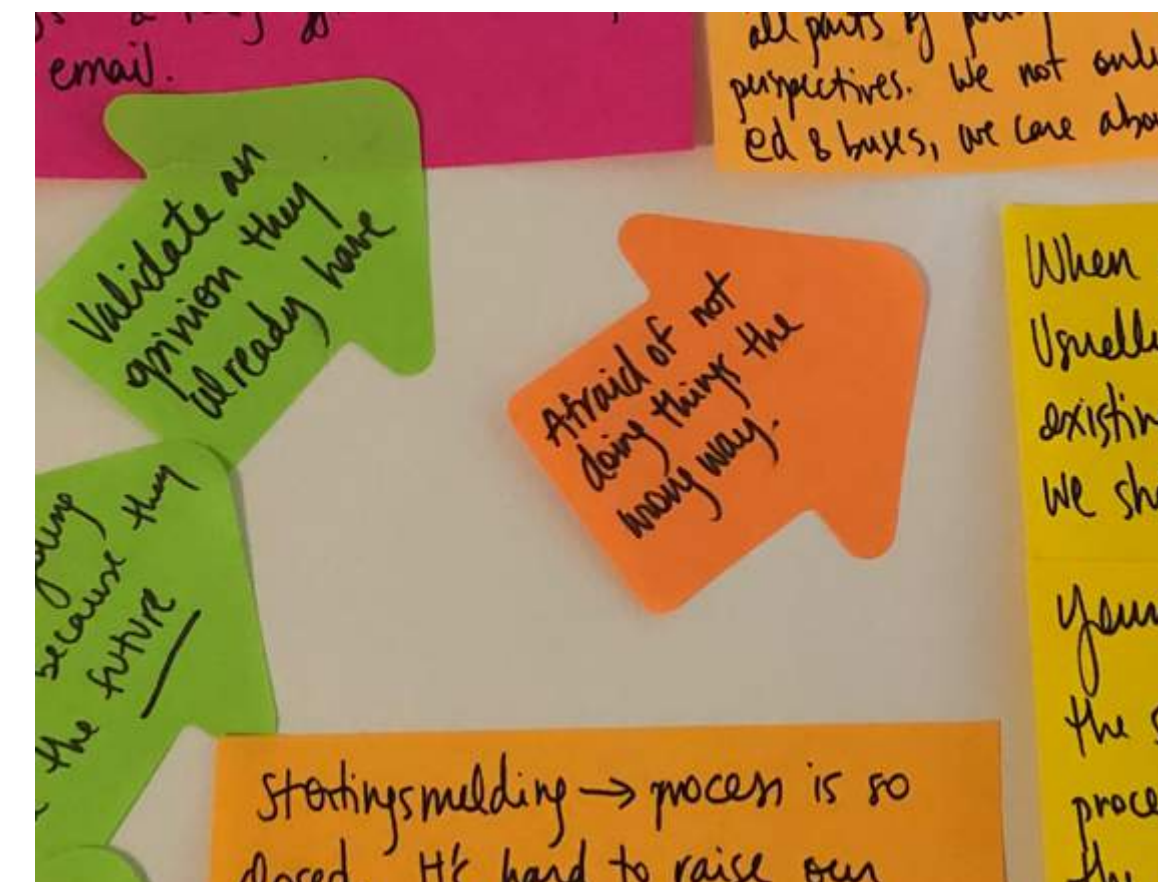
30 interviews



workshop #1



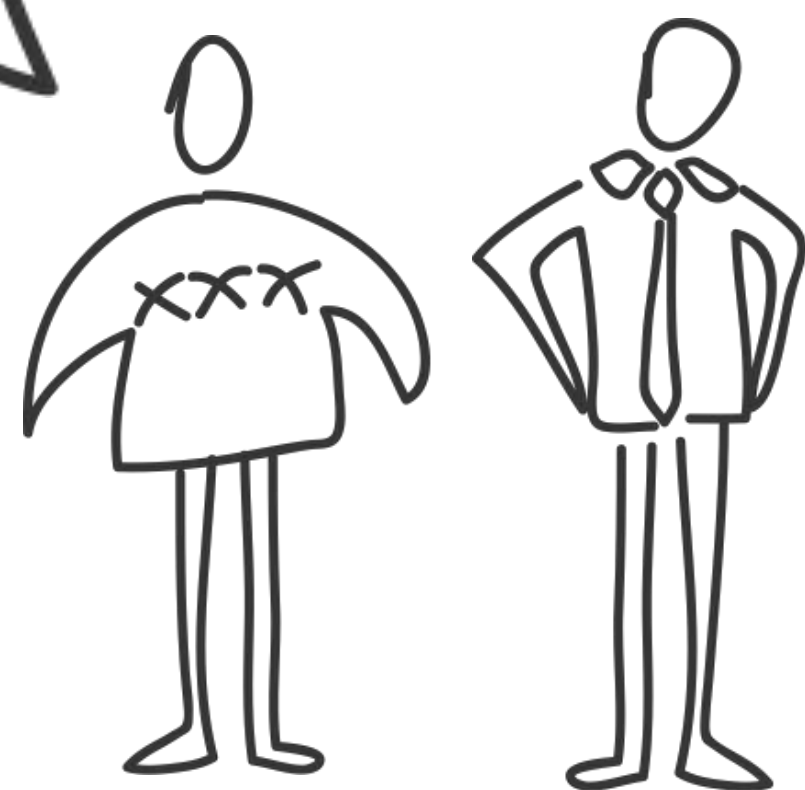
workshop #2



Project focus



We are the bridge between youth and policy - we can wear both the “wool sweater” and the “shirt”.



Youth leaders

“

There is that balance - we need to use both the shirt and the sweater. We have to know our stuff and be prepared, but we also need to be prepared for civil disobedience.

NO, youth leader

“

We exist because of that tension. We are that bridge.

NO, youth leader

“

Youth can translate policy in an easier way. This not only benefits youth, but everyone else too.

NO, youth leader

“

We have to speak their language to some extent. But I also think the way we speak to youth is not completely relatable to the policy stuff we are doing. But for policymakers it has to be apparent that we are youth, and that we speak for youth. And this is different, so we have to find an in-between.

NO, youth leader

“

We want to play by the same rules that they play by.

NO, youth leader

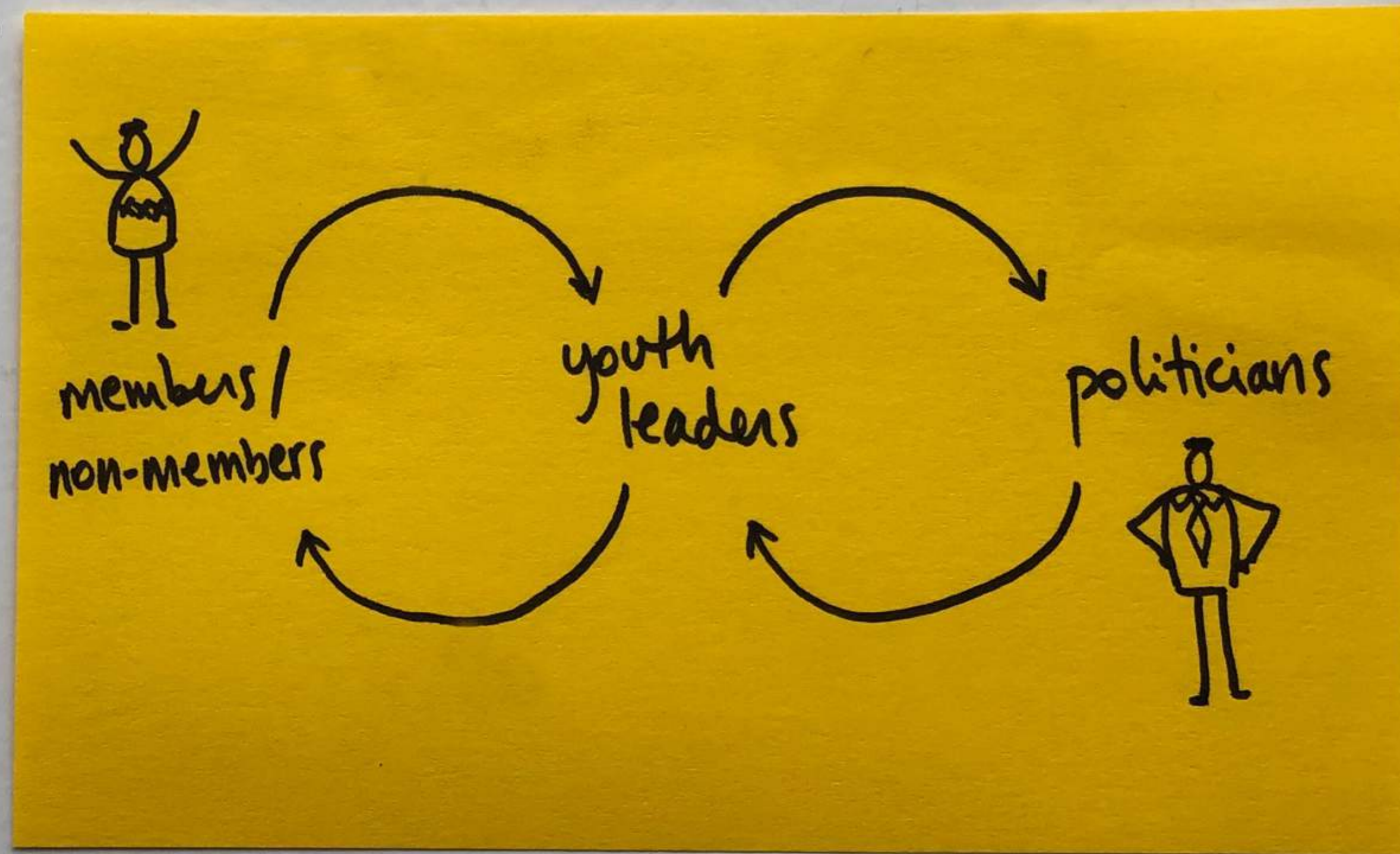
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I thought politics was very difficult but it isn't.

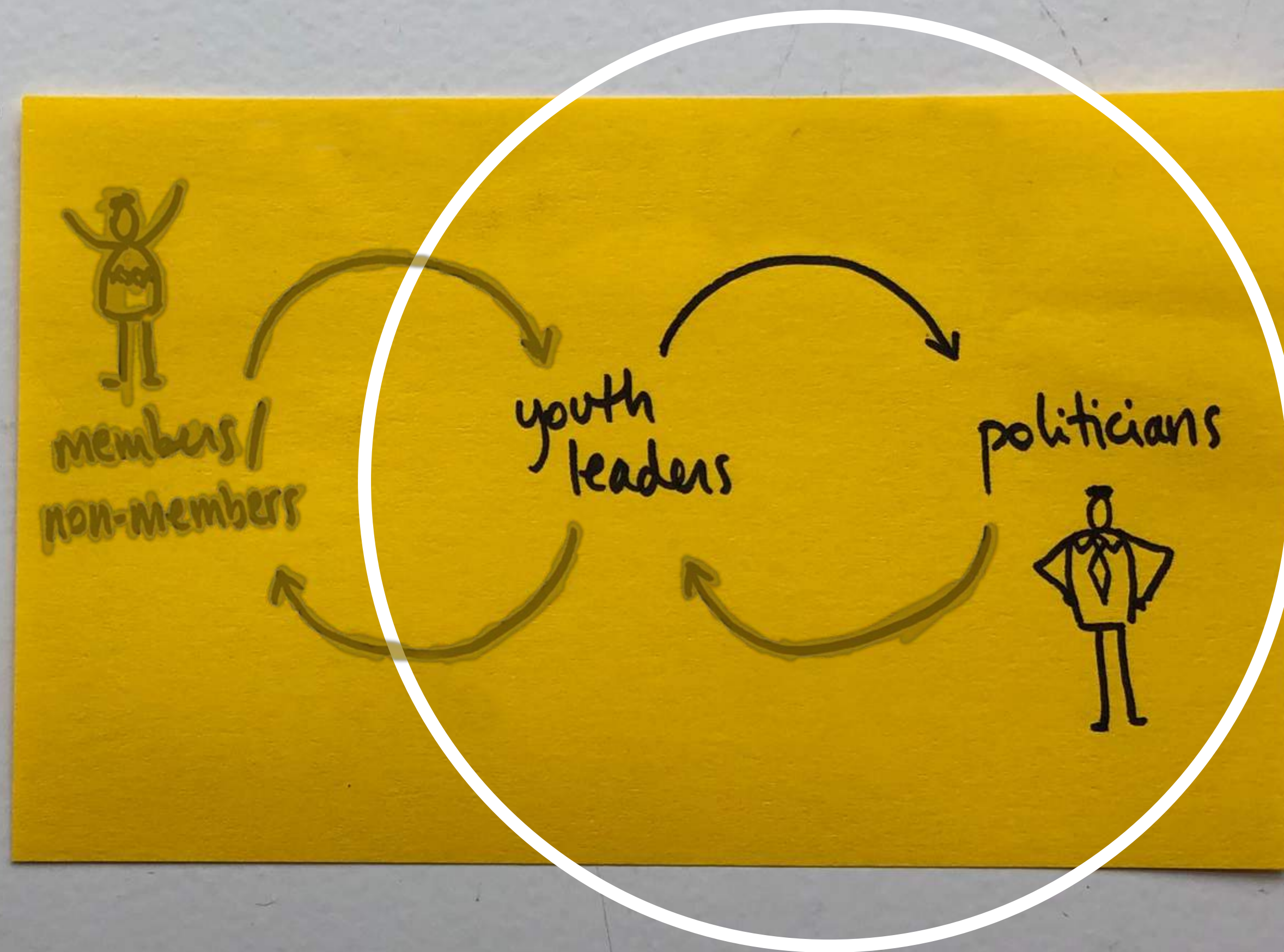
NO, youth leader



Target group:
Youth leaders as the bridge
between youth and
policymakers.



Aim:
Include youth leaders as equal
participants in policymaking
activities.



Insights from
the interviews
and workshops.

03

#01 Policymakers don't take us seriously, but neither do our teachers nor our parents.



“

I told her [my teacher] that I wanted to take the hardest courses in high school and get the job I wanted. **She didn't believe in me.** I felt like I couldn't do it, or she made me feel like couldn't do it.

NO, youth

“

Often when we discuss politics the discussion turns into **undermining laughter.** One time we discussed tolls and they laughed at me. **I felt annoyed** and **offended**, and at the same time, **I felt small.**

NO, youth

“

Young people don't have the same legitimacy in policy processes. Many include us to **tick the minority boxes.**

NO, youth

“

I used to be a perfectionist. I would take me hours doing my homework and, at that time, I was a bright kid. I tried telling my mum and aunt and they either **ignored it** or simply said, **“that kind of illness is not in our family.”**

NO, youth

“

My teacher wouldn't let me go home because that I was **faking** having a stomach ache. I felt and went to the doctor later - I ended having problems with my liver. I was never the type to ditch school, so when she **didn't believe me** I was surprised, but in her defence she was a substitute teacher.

NO, youth



#02

Policymakers think we are all the same until they see us disagree.



“

The only thing we have in common is that **we are undervalued.**

NO, youth leader

“

Politicians benefit from seeing us argue. They have an idea of us being one group. But I enjoy showing adults the **we represent multiple voices.**

NO, youth leader

#03 Sharing personal stories is a powerful tool, but it makes us vulnerable.



“

He had been rejected, he was in a horrible state and came to Oslo. He had written his own speech and really prepared and everyone was very touched. After that we have no idea where we went. He was formally illegal.

I wouldn't have done that again. **His drive was to take part and he couldn't even change his own situation.**

NO, NGO

“

Our job is to **protect people from sharing too much** of their personal stories. We should talk about the issues, and then bring the stories to that issue. And not the other way around.

NO, youth leader

“

If you are a charismatic leader, you get invited to more meetings. If you have a personal story to share, they usually **invite you because they want that story.**

NO, youth leader

“

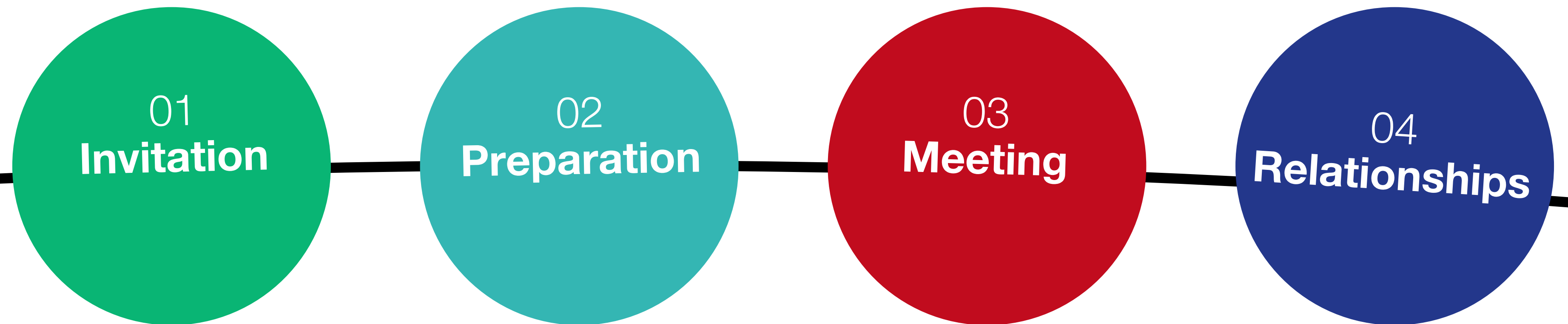
Foundations collect stories from youth. But they don't have democratic rights like us. That's problematic because they have a lot of influence, **politicians love stories that move people.** But we can't compete with that, and **it's not ethical to use people's stories** in that way.

NO, youth leader



20 process insights.

When policymakers involve us.



Invitation.

01
Invitation

02
Preparation

03
Meeting

04
Relationships



#04 It's very rare to be invited. We usually invite ourselves.

“

“It's very rare to be invited. We usually invite ourselves. The few times we are invited, it's in bulk with many other youth organisations – and very official. Usually by email.”

NO, youth leader

“

Children and youth are difficult to reach for involvement. Choosing recruitment strategies is difficult.

NO, policymaker



Why?



#05 Policymakers are better safe than sorry.

“

“It needs to be a **safe space**”
- that’s a word adults say a
lot. We are already safe.

NO, youth leader

“

They are **scared** of youth
organisations. We are good at
making us heard if they **do**
something wrong.

NO, youth leader

“

They might be **afraid of**
doing things the wrong
way. Then they are also
scared of the **backlash**.

NO, youth leader

“

Instead of assuming that
children are especially
fragile, we need to know
what to do in case something
goes wrong.

NO, policymaker



#06 Involving us might give them more work.

“

It might require more planning
and preparation.

NO, youth leader

“

It's easier for politicians to involve
youth organisations that focus on a
certain topic when they need that
expertise, like mental health.

It's hard for them to know that most
youth organisations address mental
health, especially those who have a
broader scope.

NO, youth leader



But, when they invite
us...



#07 We are all invited in bulk.

“

How do we reach the right stakeholders, without needing to include all?

NO, policymaker

“

Children and youth are difficult to reach for involvement. Choosing recruitment strategies is difficult.

NO, policymaker

“

My organisation's purpose is so broad, it's difficult for politicians to involve us.

NO, youth leader



#08 The purpose of the invitation is unclear.

“

Politicians have to be honest with youth and realistic about what they can achieve together. There needs to be a translation of power - handing over responsibility to youth.

NO, co-create member

“

We need to be upfront about the purpose of engaging. Is it for getting feedback on solutions or framing challenges? There's a difference between asking “do you like this website?” or “how is the best way to reach you?”

NO, bureaucrat

“

Youth are usually invited to give input into existing processes, but never to help decide on what to focus on.

NO, youth leader



#09

We never say “no” even though we risk wasting our very limited resources.

“

It’s very hard to say “no” because then you lose being invited again.

NO, youth leader

“

Why should we use our resources in this when we know what we say won’t be taken seriously? Politicians often end up eating our resources.

NO, youth leader

“

Experience-based knowledge is not valued as much as academic and working experience. So youth are not compensated for their time. But when politicians invite experts, they are compensated a lot.

NO, youth leader

“

We are paid extremely little and work harder than anyone else. But I don’t want people to pay me. Our job is to represent our members and money would only distort that. But we need to feel valued.

NO, youth leader



We've accepted the invite... now what?

01
Invitation

02
Preparation

03
Meeting

04
Relationships



#10

We want to level the playing field; therefore we need time to prepare.

“

If they send out an agenda and prepping material in advance, it's only two days ahead. That always makes you feel unprepared. You end up prepping last minute, or you lose sleep. And if others have more time to prepare, you are in disadvantage.

NO, youth leader

“

I would prepare politicians before they talk with youth. They need to empathise with the fact that they are speaking for the first time, so it has to be a good experience.

NO, youth leader

“

You cannot just speak and have a voice. You cannot put 5 unexperienced youth with 5 CEOs. They need a common language, that's why we'll focus on training.

NO, co-create partner

“

I would prepare young people before talking to politicians. I would boost their confidence about speaking, not only about themselves, but also about the people they represent.

NO, youth leader



How can policymakers
prepare?



#11 Don't give us our own table.

“

We are not seen as equal partners. We get our own meetings, but never central stage in adults meetings. Very frustrating.

NO, youth leader

“

Creative formats work if you are like 10 yrs. old. But for us working in youth organisations for over 10 years, we find it demeaning to be treated like children.

NO, youth leader

“

Everyone came prepared for the old structure - but when we went to the loft, it was very laid back. They ordered pizzas and sodas. It felt like we were treated like children.

NO, youth leader

“

I enjoy youth-focused meetings, because then we don't have to listen to adults all the time. But it feels like a bad consolation prize [to get our own table].

NO, youth leader

“

Sometimes we're asked to sit close to the front to appear in the pictures, but that doesn't mean we are given a chance to speak.

NO, youth leader



#12
The little things make us feel valued - like those “informal small minutes” before, during or after the meeting.

“

If I were a politician, I would talk about the most pressing issues. I would prepare my team to be present to take notes.

NO, youth leader

“

In addition to being prepared - the room, food, equipment, tech - was all ready. Those little things matter. They listened, they were interested, and it felt productive. This wasn't just symbol politics - we were there to do a job, youth organisations, the Department of Health, and other experts altogether.

NO, youth leader

“

Politicians were there 5 minutes before the meeting started to meet us. That made me feel important.

NO, youth leader

“

Initially we got 30 minutes [with the Minister], but then got 45 minutes to talk about what we wanted and focused on three areas. They suggested we run the show and gave us great feedback. Then they suggested a follow-up meeting.

NO, youth leader



During a meeting...

01
Invitation

02
Preparation

03
Meeting

04
Relationships



#13 We are invited, but not heard.

“

It was basically 60 young people talking at each other and no one really listening.

NO, youth leader

“

One step for a better future of us is to be taken seriously. If we have something important to say, we want to say it in those settings.

NO, youth leader

“

When we met with the Minister, there were only grown-ups talking. We were 5 youth organisations and no one got to speak. Seeing youth on the same side as everyone else is a good place to start.

NO, youth leader

“

It's important that youth not only get a seat in municipalities' youth councils but that they also have the power to impact the agenda with what's important to them.

NO, researcher

“

I know I can be seen as the “complaining bitch” in a meeting. But that is kind of a role I have taken because it can give results as well.

NO, youth leader

“

I think adults should start thinking more about child participation in the same way as adult participation. [Currently] they think that if they involve children they are the ones who have to decide [for them].

NO, youth leader

“

Didn't feel like we were given the opportunity to give input. Felt very forced. We were 60-70 people in a room so that wasn't the space for real conversations.

NO, youth leader



#14

When they are surprised by our abilities, they patronise us.

“

Sometimes people patronise us “ohhh... you are so smart, so good, you! Just because we come prepared to a meeting.

NO, youth leader

“

We don't like when adults are condescending.

NO, youth leader

“

When I lead and facilitate meetings, people react differently. Many are not used to a 20-year-old leading an organisation. It is unexpected.

NO, youth leader

“

Don't applaud to youth if you're not going to do anything about it.

NO, youth leader

“

They don't mean bad, but they just never relate to young people as peers.

NO, youth leader



#15 It's hard to talk real beyond slogans.

“

We need youth to care about the matter and not just the slogan. Youth are intelligent enough to understand.

NO, youth leader

“

We cannot only have slogans but we need to understand the complexities beneath the slogans.

NO, youth leader

“

Avoid prepared statements. Talk instead. It is so much more fun to have a dialogue on equal terms.

NO, youth leader

“

How do we know if what we hear is what youth really want to say? Things may get lost in translation.

NO, policymaker

“

There were vested interests at the table, not declared, but obvious. We all disagreed but discussed in a way we could even joke about it.

NO, business leader

“

You need room to layout the arguments. All people must be heard and understand their different viewpoints. You shouldn't aim for consensus but get rid of misunderstandings and identify the big issues.

NO, co-create partner



#16

We mainly talk, but we want to do things together.

“

We are sick and tired of talking about why we should talk about politics - rather than just talking about it.

NO, youth leader

“

Workshopping with politicians should become a natural way of working together. And not just youth, but with businesses and other stakeholders too.

NO, youth leader

“

Are we going to sit once more to talk about this? We need to DO. We often agree on end goal, but never on how to get there.

NO, youth leader



#17

When we ask obvious questions, pay attention – they can be transformative.

“

It's really impressive to challenge grown-ups worldview.

NO, youth leader

“

What youth can be extremely good at is asking difficult questions – pointing to the many dilemmas in our modern western consumer lives based on what they see and experience. Many of them are eminent observers – and still ask questions we adults have stopped asking.

NO, public servant

“

Young people have a very different angle and they can challenge our business models and solutions. Maybe having a youth-led forum can become our competitive edge.

NO, business leader

“

At the moment we only communicate only over email, and in a way I've had to learn how to work more that way. I have had to be much more disciplined to check email after I joined the panel of experts.

NO, youth leader

“

My biggest source of inspiration come from my two boys, 12 and 15, and they both participated in the demonstrations last week. They hold me accountable for the car I use and how much plastic we have at the breakfast table.

NO, business leader



#18

We need to leave the meeting with clear action points.

“

I want to leave a meeting with clear action points. With many meetings and a hectic schedule, I need to be able to track back to decisions.

NO, youth leader

“

It's very hard for a single member to change the direction of our organisation. As all decisions are voted upon in our annual General Assembly.

NO, youth leader

“

We report in what is decided in the General Assembly. Like our goals, activities, and number of members we want to reach this year. Then we use these metrics to look back and evaluate our year.

NO, youth leader

“

We don't have a good way to document things on a day-to-day basis. And we have a lot of turnover of staff.

NO, youth leader

“

We need minutes. They never give them to us.

NO, youth leader



#19

If there won't be any follow-up, just tell it to my face.

“

Everyone was very happy after but there was no plan for following-up.

NO, youth leader

“

Most of my disappointments are related to decision makers not following-up.

NO, youth leader

“

Many meetings should send me an email saying “thank you, you said this, and this is what we did about it” - so I can agree on it.

NO, youth leader

“

If nothing comes out of the meeting, tell it to my face. If you don't agree, or won't do anything with my involvement, just tell me.

NO, youth leader

“

We need minutes. They never give us.

NO, youth leader

“

I've never heard a politician say “I disagree”. They just say “this is a very nice input”. And then disappear.

NO, youth leader



Strengthening relationships.

01
Invitation

02
Preparation

03
Meeting

04
Relationships



#20 Our strength is that we can be professional friends off-court.

“

It's ok to be friends with people you really disagree with. Leaders of political parties are very good friends outside the debate. This is why Norwegians trust the political system. We are people and treat people like people, no matter if we have different ideologies.

NO, youth leader

“

That's what we learn in youth organisations since we are like 12. We can be friends and still debate.

NO, youth leader

“

The most valuable lesson from party politics is that I don't have to agree with everything to support the party. The choice to participate in the process is important, then you respect the outcomes more.

NO, youth leader



#21 Informal and personal communication can be more powerful and efficient than the formal routes.

“

With the politicians I know, we communicate informally - with funny memes in our emails. This is more efficient than being formal.

NO, youth leader

“

I can text the Minister of Education whenever I want. But we have a professional relationship. We can inform each other of things, but if he does something wrong, he knows I'll call the media.

NO, youth leader



#22 Knowing that I am not alone makes it easier to put myself out there.

“

There should be just as many youth as adults around the table. Youth need to feel that they are one among many. To put one young person in a room with many adults and expect them to answer difficult questions has little value and is not efficient, as it makes youth uncomfortable. That's my experience, at least.

NO, youth leader

“

I am, still, completely dependent on having youth around to feel comfortable. So if adults want to include youth in their work, then they have to meet them in a completely informal, unconventional way. Ideally, it should be the adults who break their routines to meet youth, not the other way around.

NO, youth leader

“

I am used to, have adapted to, the role of “youth” where I am meant to participate instead of decide, especially in settings where there are adults present. And that's just the way society is built... We have to take on a role where we support adults, where there's not a power struggle between who should have the greatest power, because that's a fight we simply won't win.

NO, youth leader

“

We should try to tell youth that it's normal to have a tough time, without being condescending. To say “Yes, that's life, and you will get through it. But there's nothing wrong with how you feel. It's just how things are. And I feel for you”

NO, youth leader



#23

If we get mad, we don't want to make a fuss. But sometimes that's our only tool.

“

We make Instagram stories. In this case, we were all excited about how we were going to be heard. When that didn't happen, we made a sad follow-up story about how we weren't heard. That was picked up by the Christian Democrats who decided to do something about it.

NO, youth leader

“

We also have to focus on being legitimate, we are not just running around making a fuss.

NO, youth leader

“

Calm dialogic approaches can sometimes work - they build trust - like the time we talked to the Minister's Advisor. But not contacting the media can also give the impression that we don't get mad.

NO, youth leader

“

Sometimes they [youth] are polite, sometimes they rebel and undermine their process.

NO, NGO



Agenda

Yesterday

13.15-14:00: CO-CREATE & research findings

14.00-14.15: Break

14.15-15.55: Idea co-creation

15.55-16:10: Break

16.10-17.00: Group presentation of ideas

Today

09.00-10.00: Recapping from yesterday

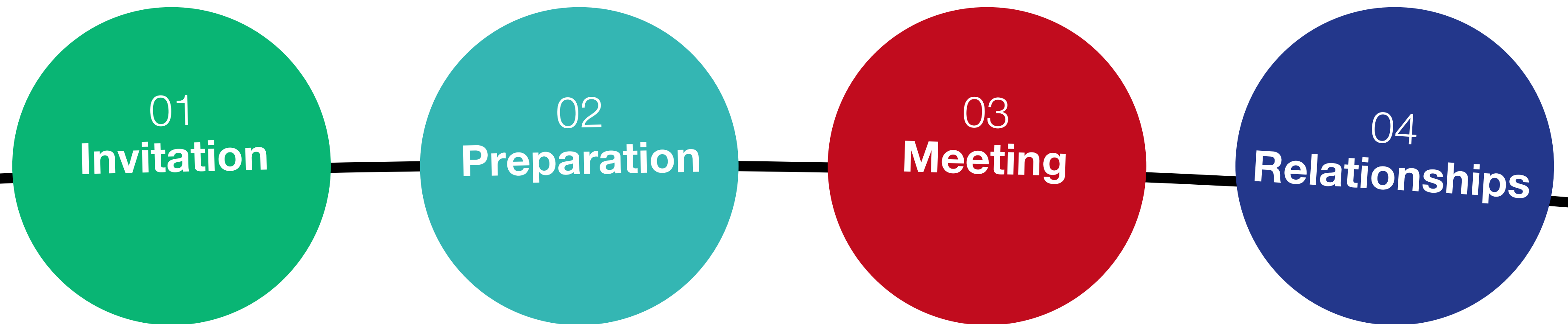
10.15-10.30: Break

10.30-11:30 Concept & prototyping

11.30-12.00: My TO DO



How might we...?





What is a good relationship?
Clear boundaries
Clear language / terminology
Clear direction
Clear expectations & preferences
Clear boundaries
Clear language / terminology
Clear direction
Clear expectations & preferences

Barriers
Transitions always need leadership / relationship built over time.
The relationship stays w/ the people - not the leader.
Take Time

mediocre relationship.
formalized procedure :
at a certain point you involve me - takes too long - not right time.

specific channels to transfer la channels
Kontakt Kontakte to build w/ services mi

Promoting equality in that policy are linked to youth settings

Youth Provide Solutions

meeting on terms of youth - dress informal.

Bad relationship
exploit - taken advantage.

LNU Key stakeholder to work with.

Waste of time

me too

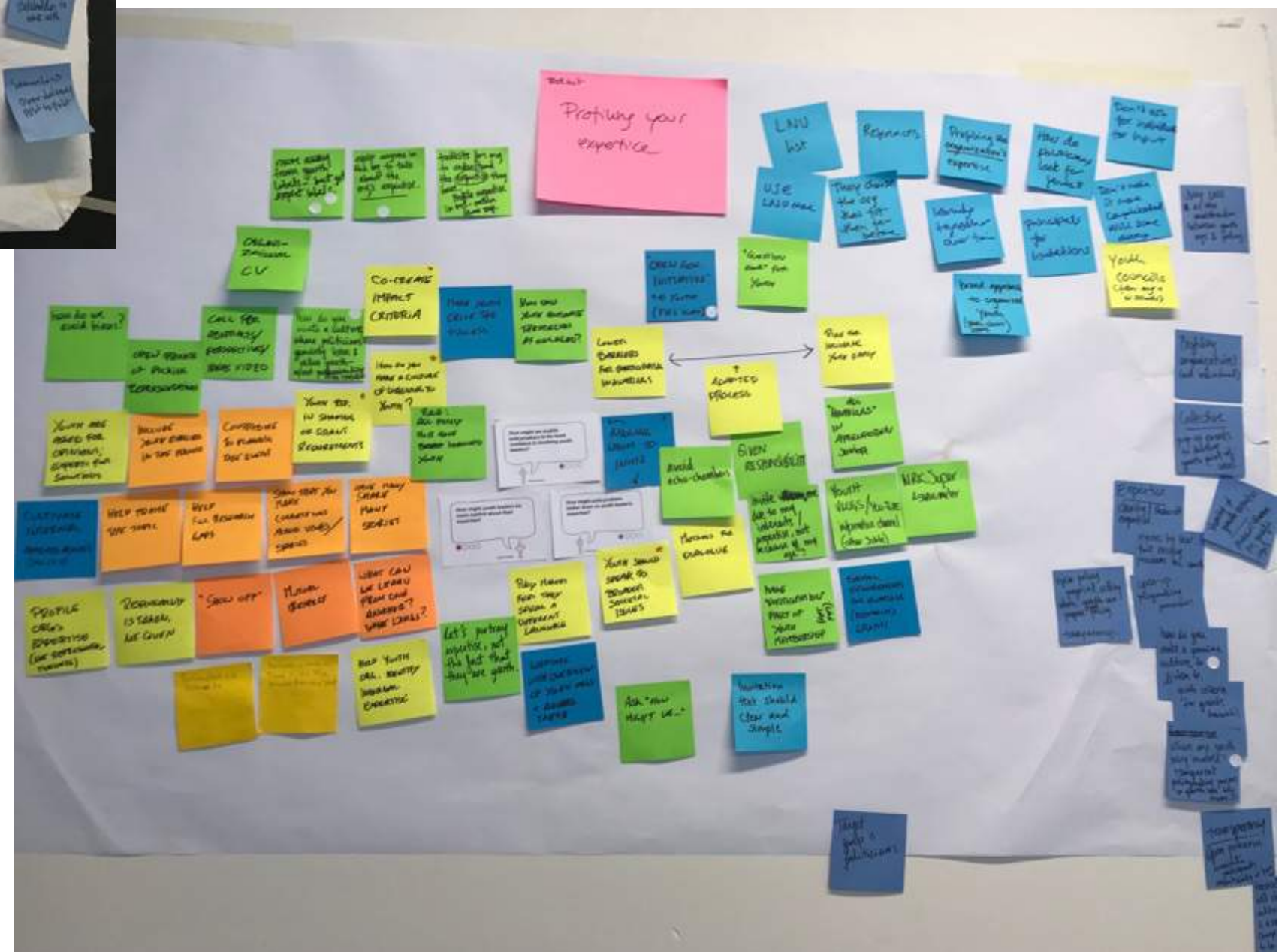
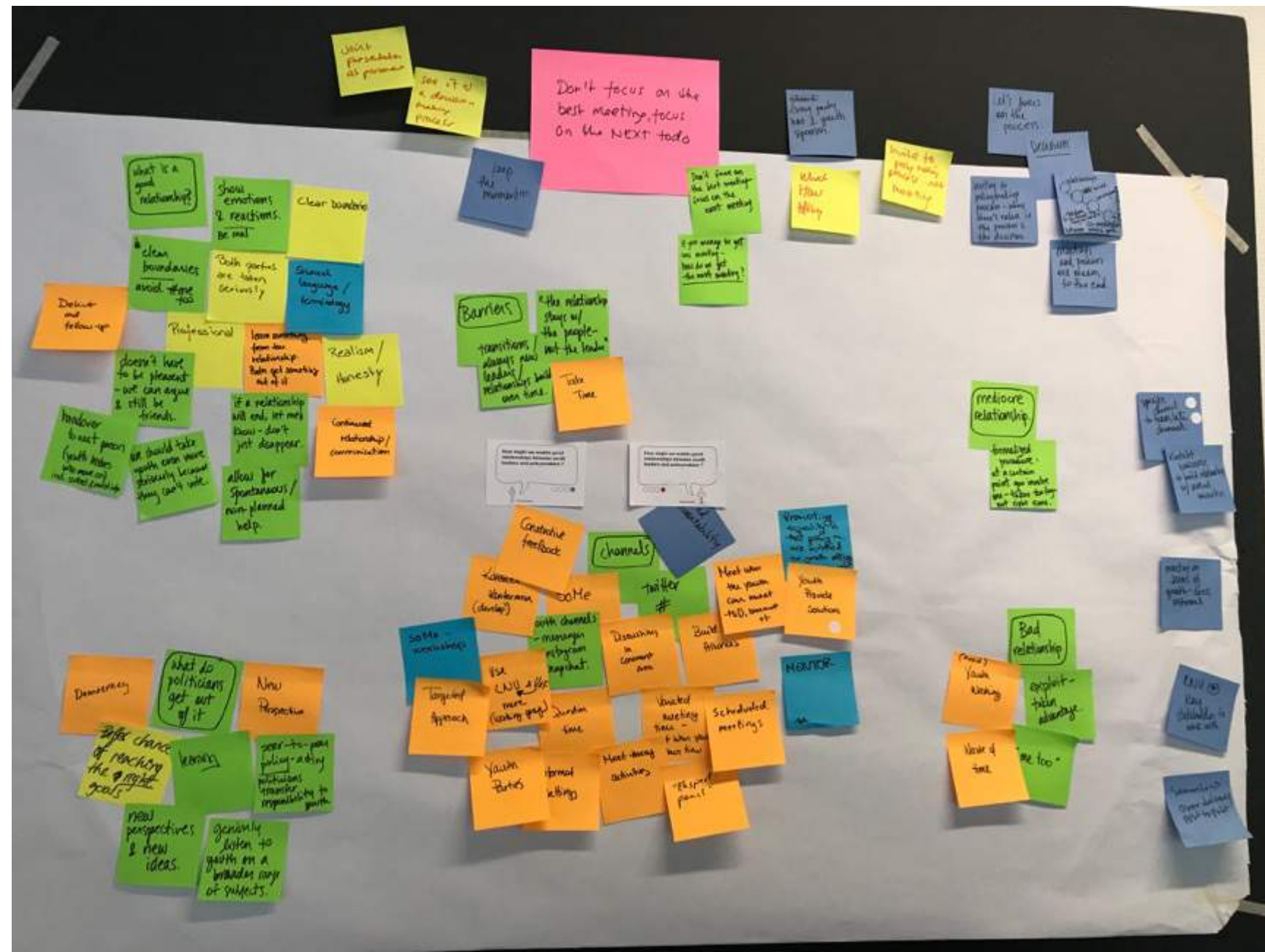
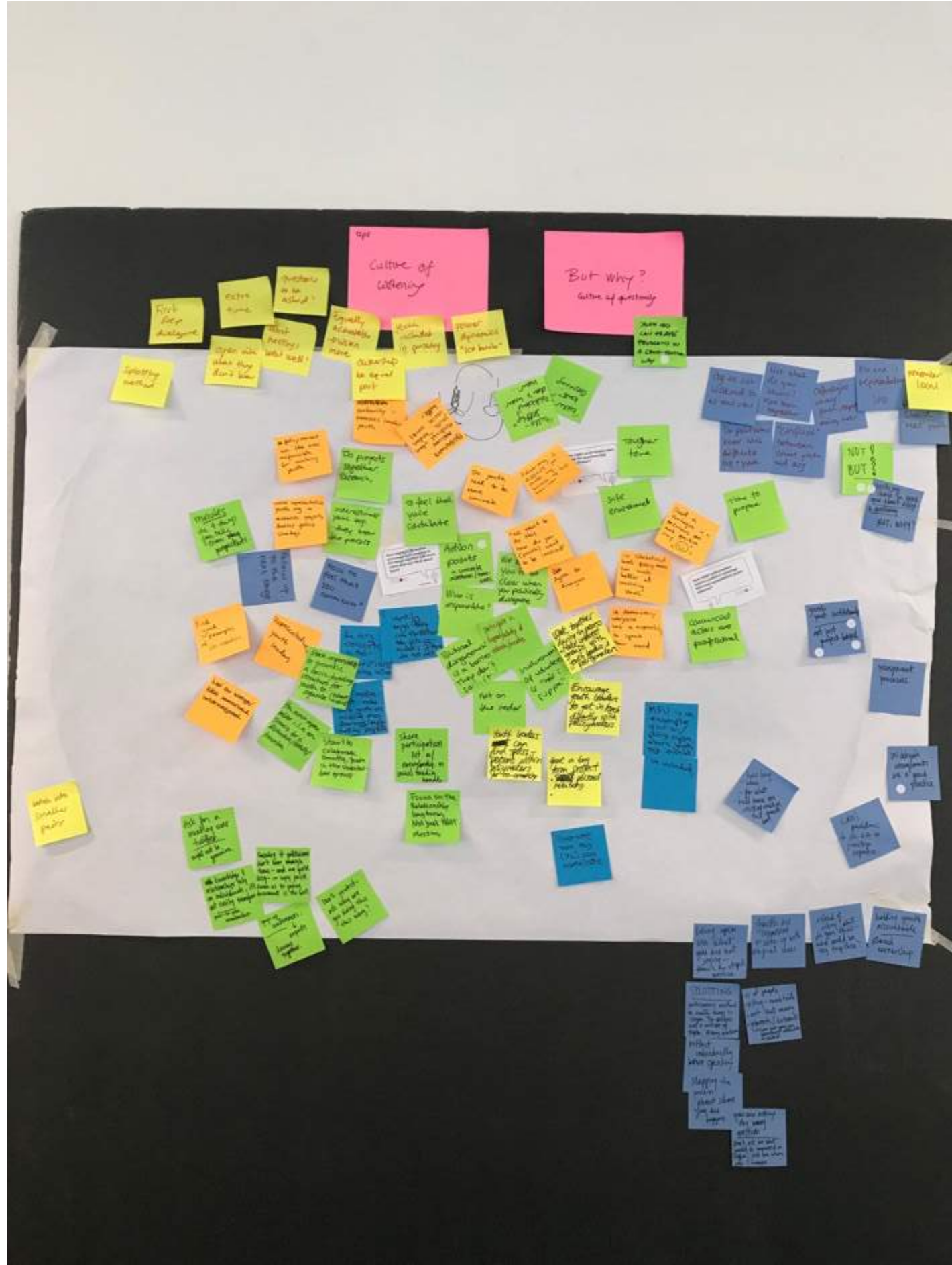
MENTOR

Scheduled meetings
Meet away activities
Meet away activities
Meet away activities
Meet away activities
Meet away activities

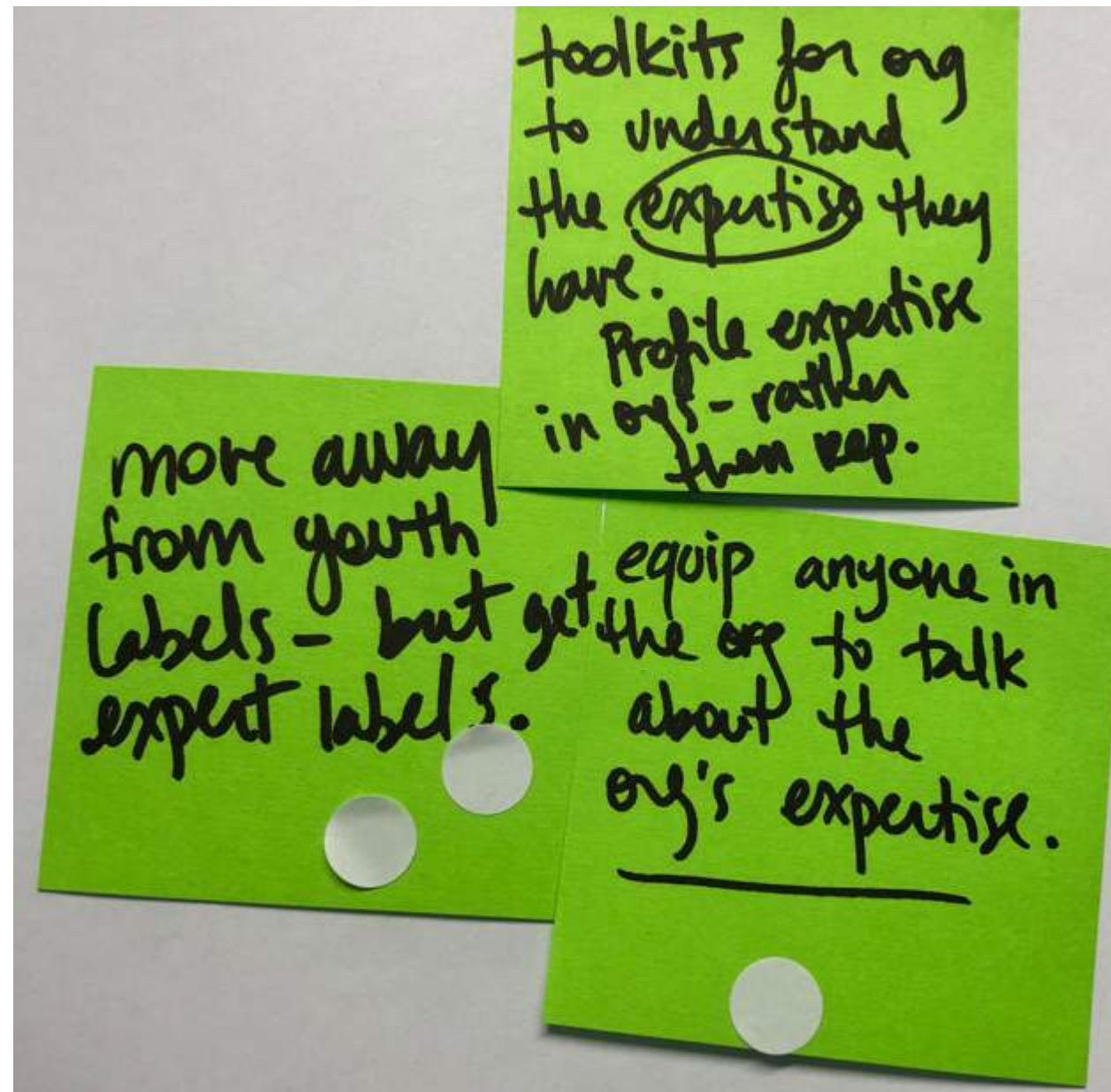
Meet where the youth can meet - no D, broadcast +

Constructive feedback

listen to youth on a regular basis or projects



#07 We are all invited in bulk.



“

How do we reach the right stakeholders, without needing to include all?

NO, policymaker

“

Children and youth are difficult to reach for involvement. Choosing recruitment strategies is difficult.

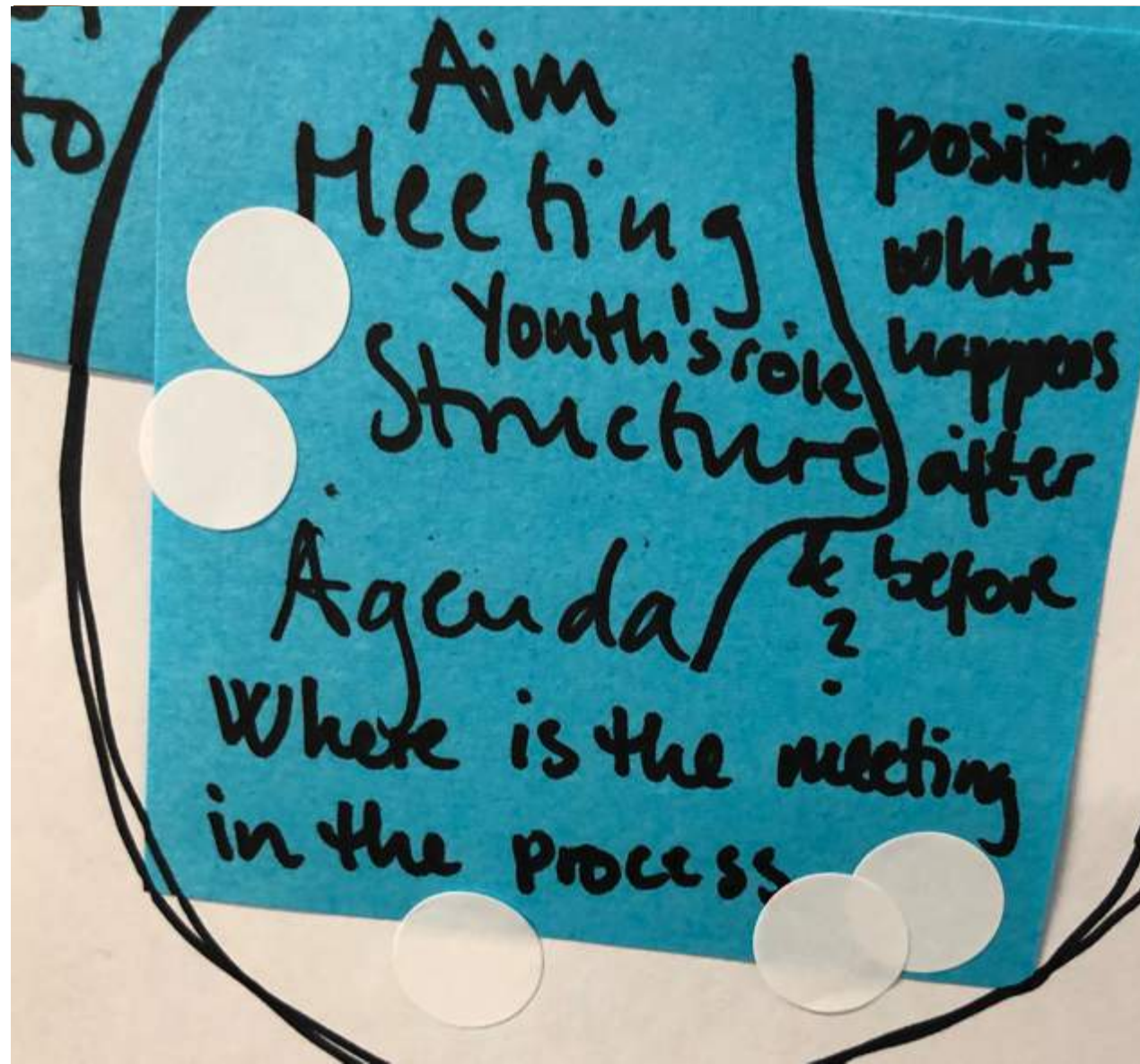
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NO, youth leader

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NO, co-create member

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NO, bureaucrat

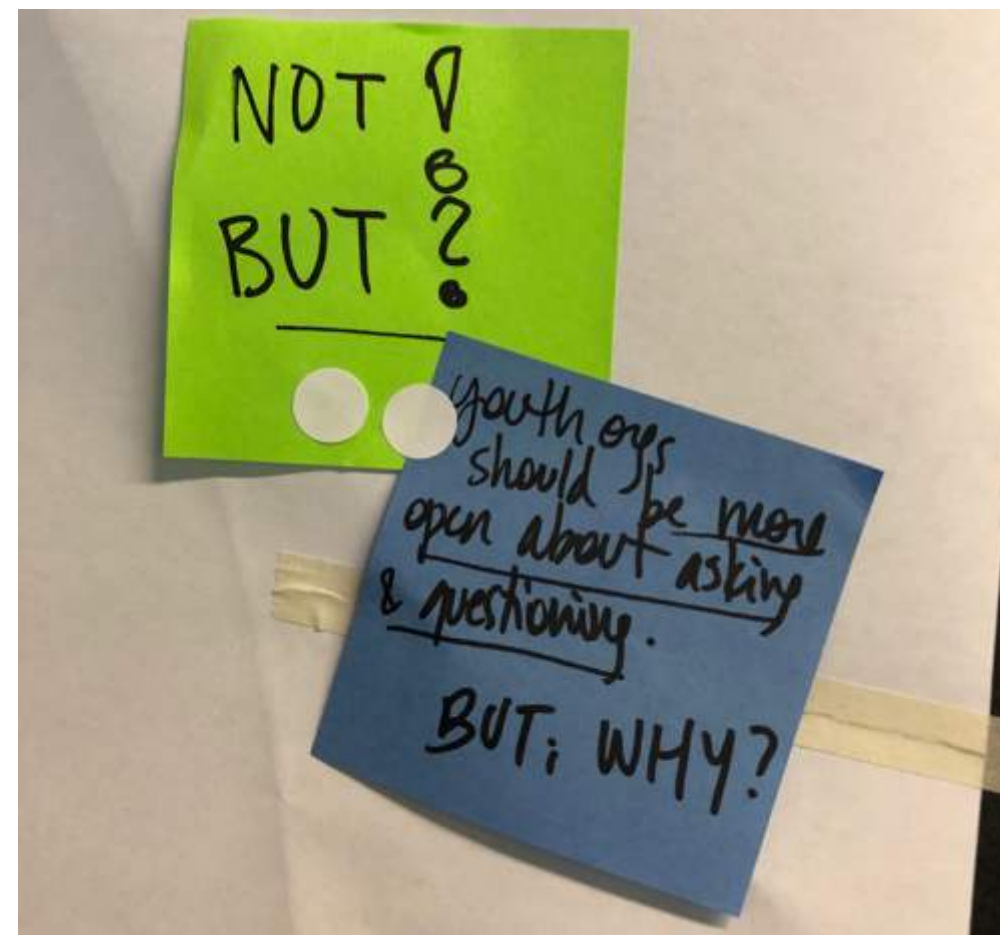
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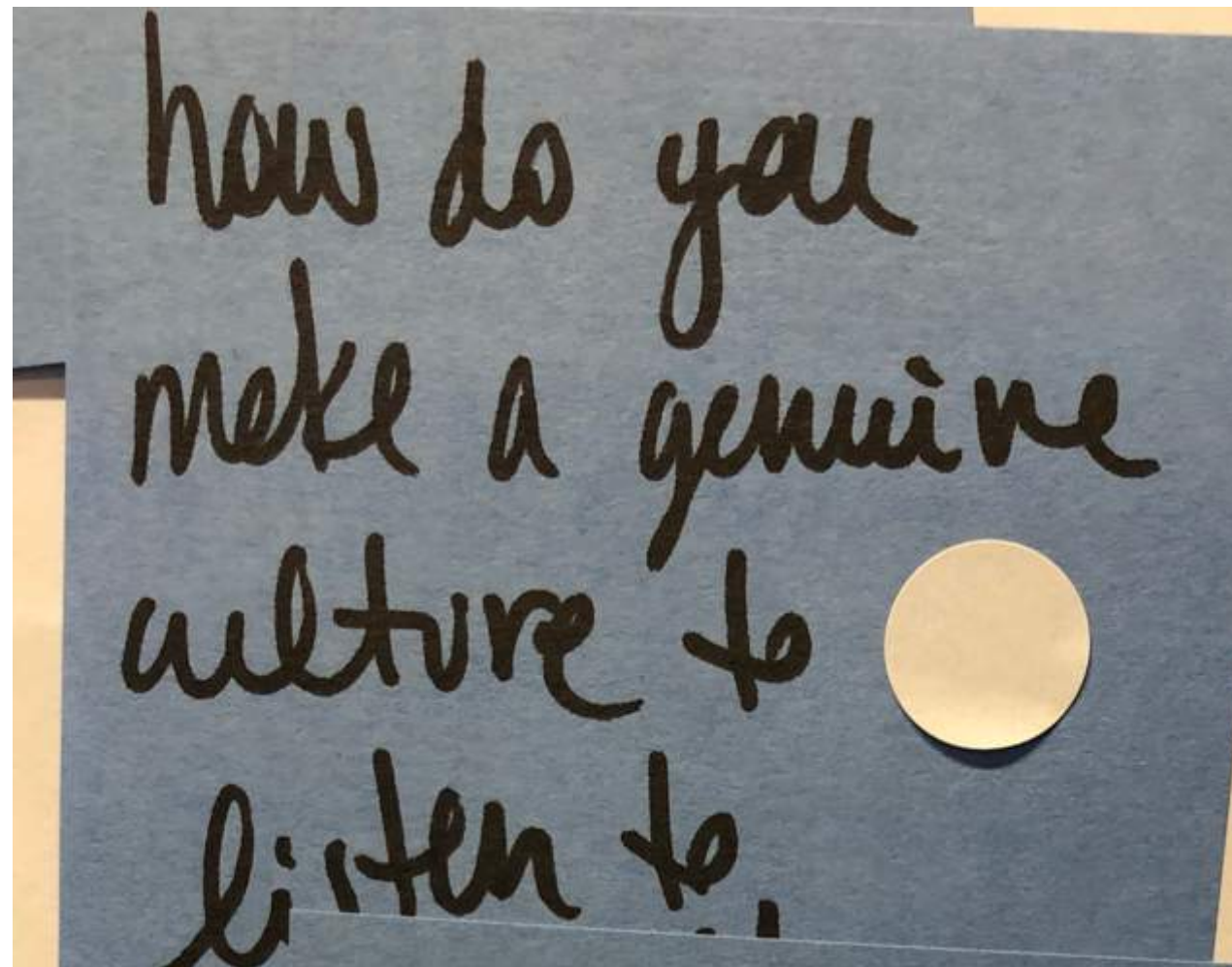
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NO, youth leader

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NO, youth leader

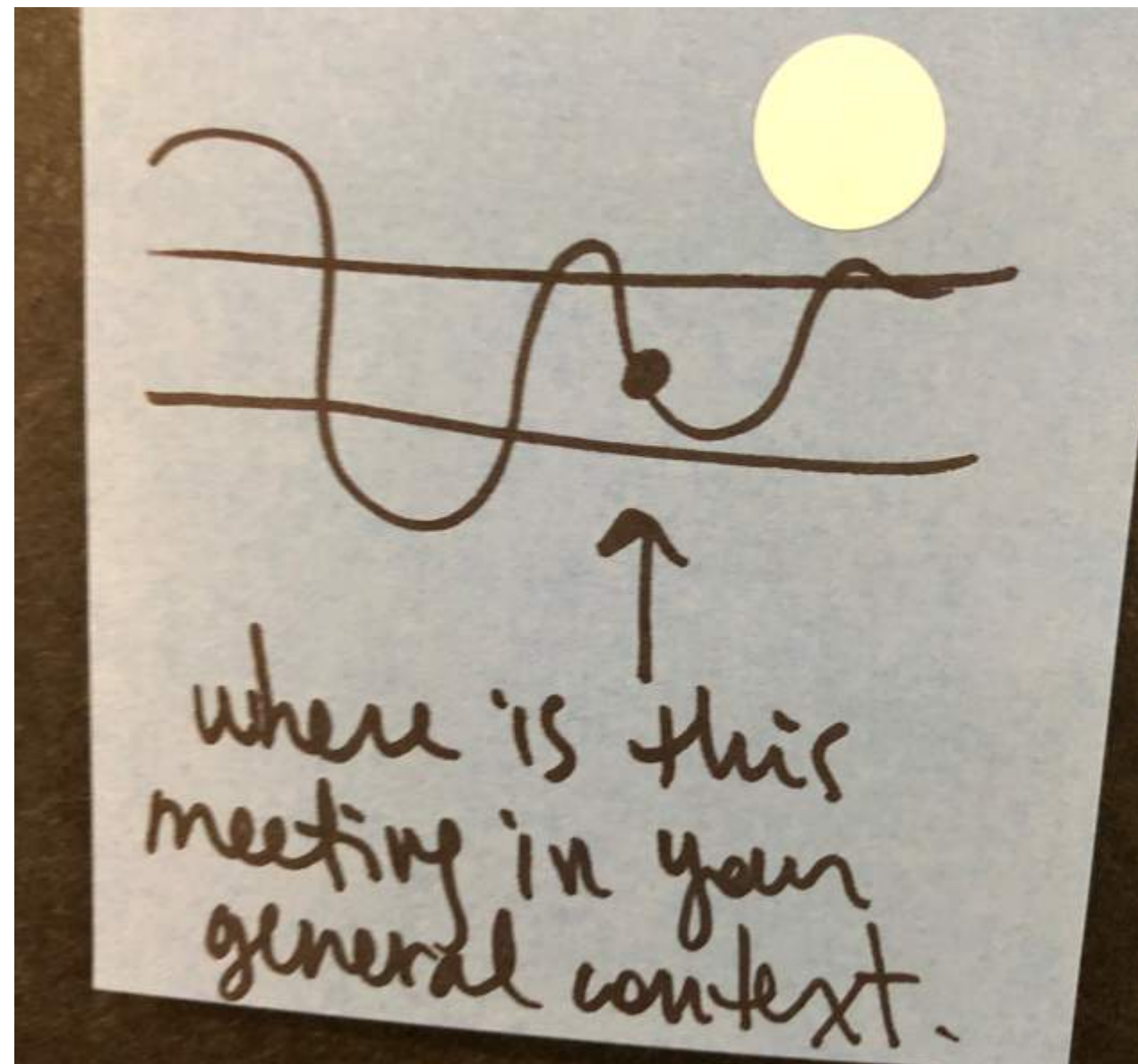
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NO, youth leader

#18

We need to leave the meeting with clear action points.



“

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NO, youth leader

“

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NO, youth leader

“

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NO, youth leader

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NO, youth leader

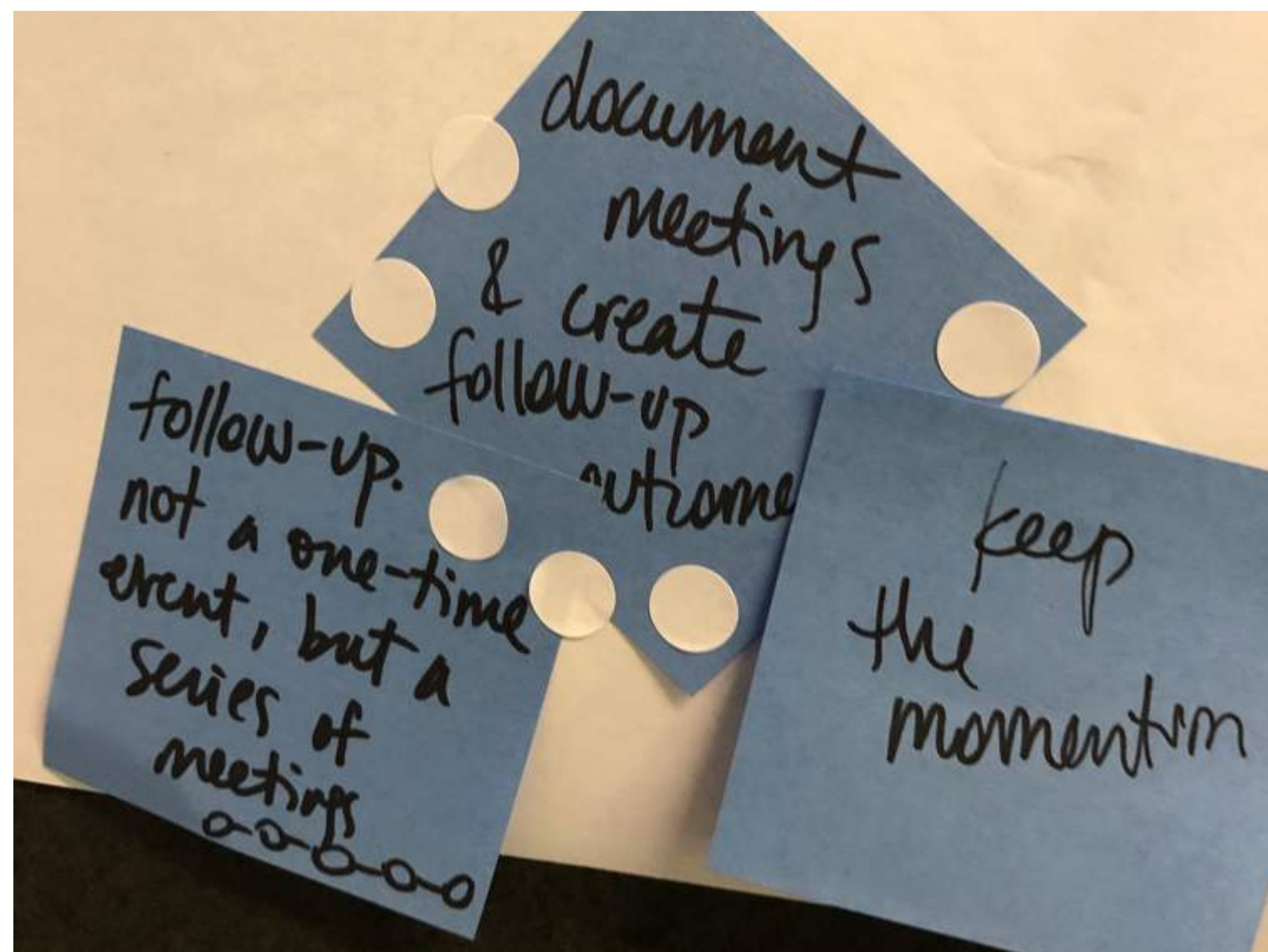
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NO, youth leader

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NO, youth leader

“

If nothing comes out of the meeting, tell it to my face. If you don't agree, or won't do anything with my involvement, just tell me.

NO, youth leader

“

We need minutes. They never give us.

NO, youth leader

“

I've never heard a politician say “I disagree”. They just say “this is a very nice input”. And then disappear.

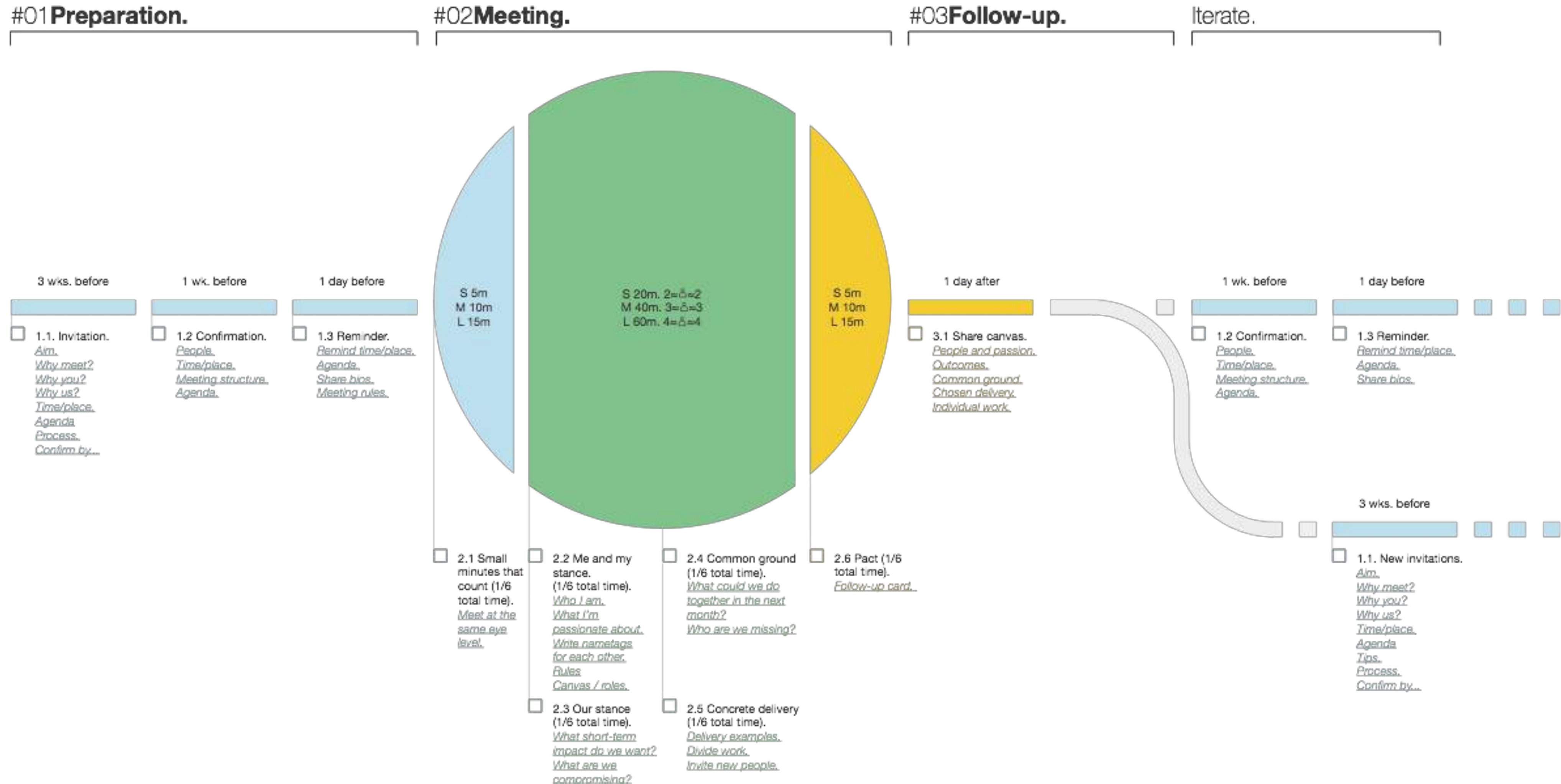
NO, youth leader

Solution
elements

05

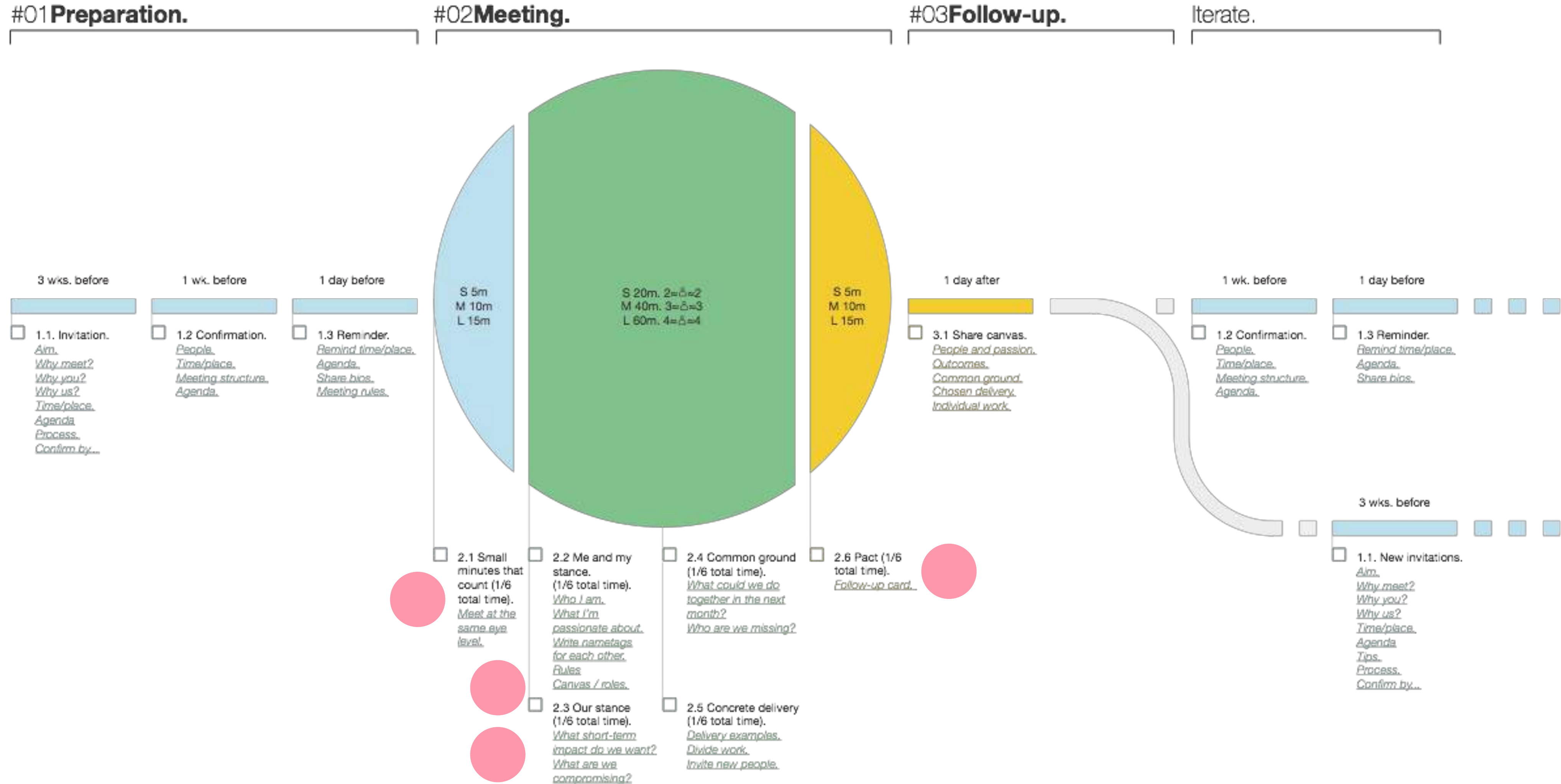
Co-creating policy matters with youth.

Dual-sided meeting process in 3 simple steps:



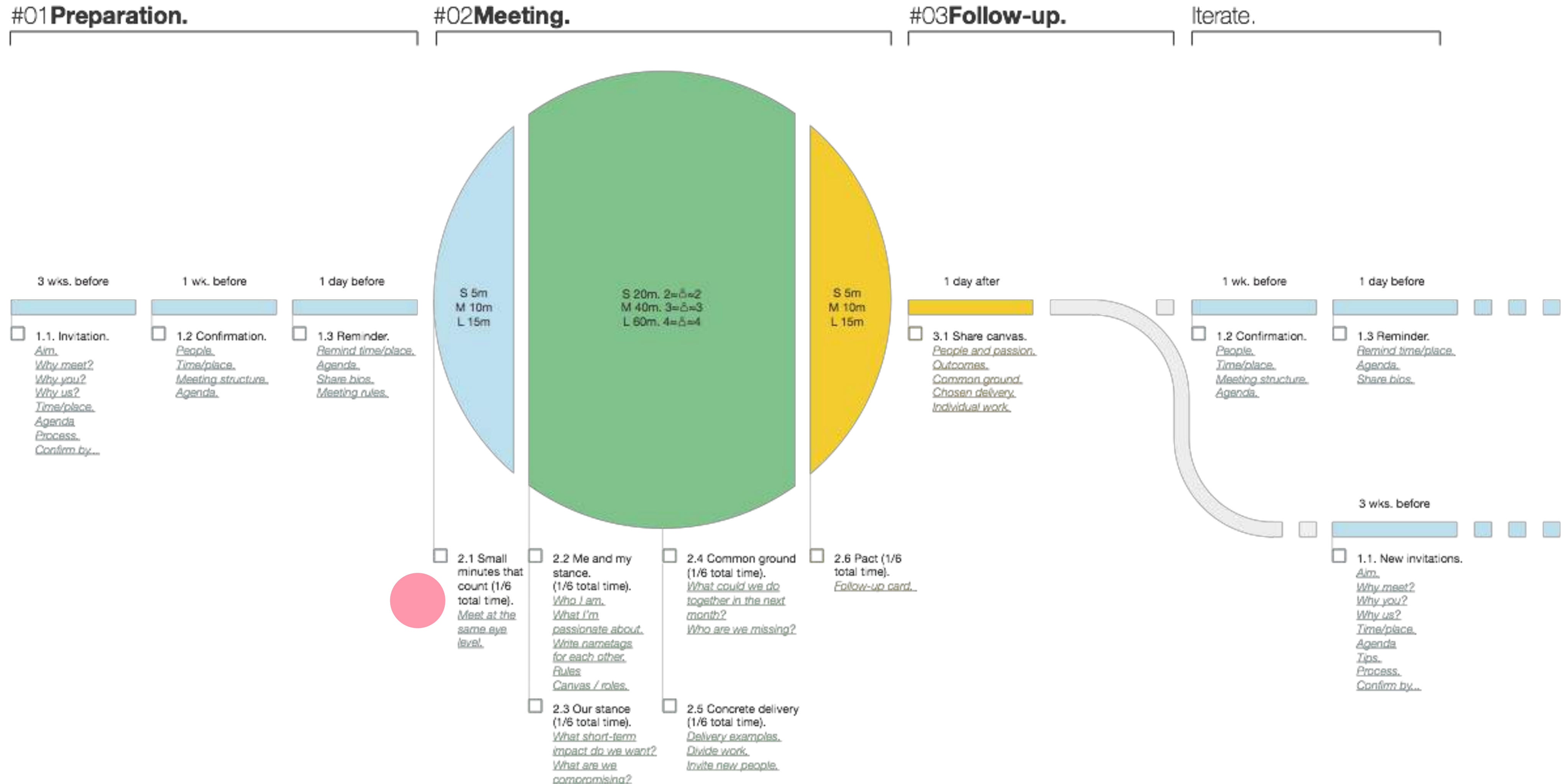
Co-creating policy matters with youth.

Dual-sided meeting process in 3 simple steps:



Co-creating policy matters with youth.

Dual-sided meeting process in 3 simple steps:



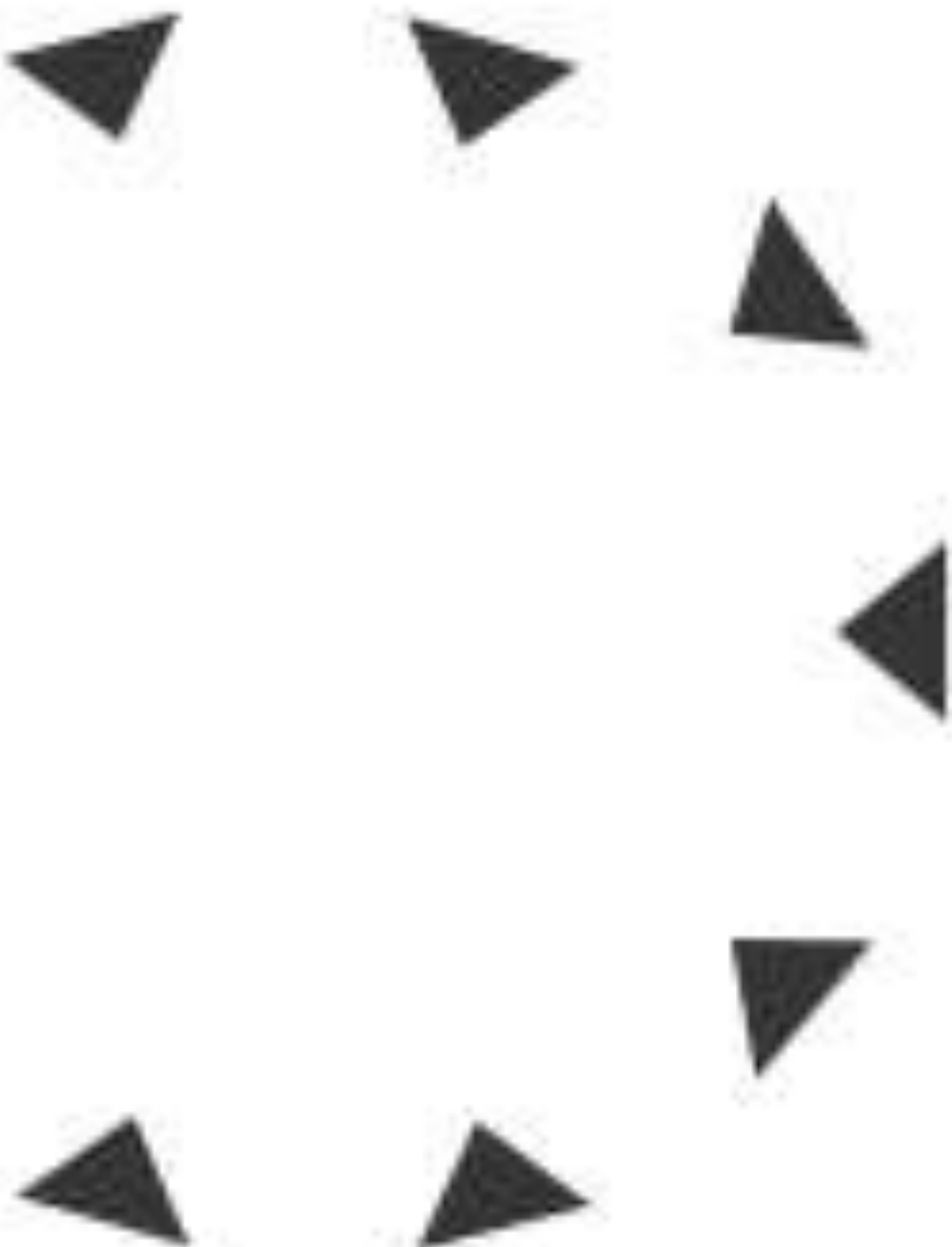
**Initiator
& connector.**

Role 01.



**Neutral
facilitator.**

Role 02.



**Documenter
& timekeeper.**

Role 03.





Rule 01.

**Everyone is
at the same
eye level.**

Rule 02.

**Doing,
not talking.**

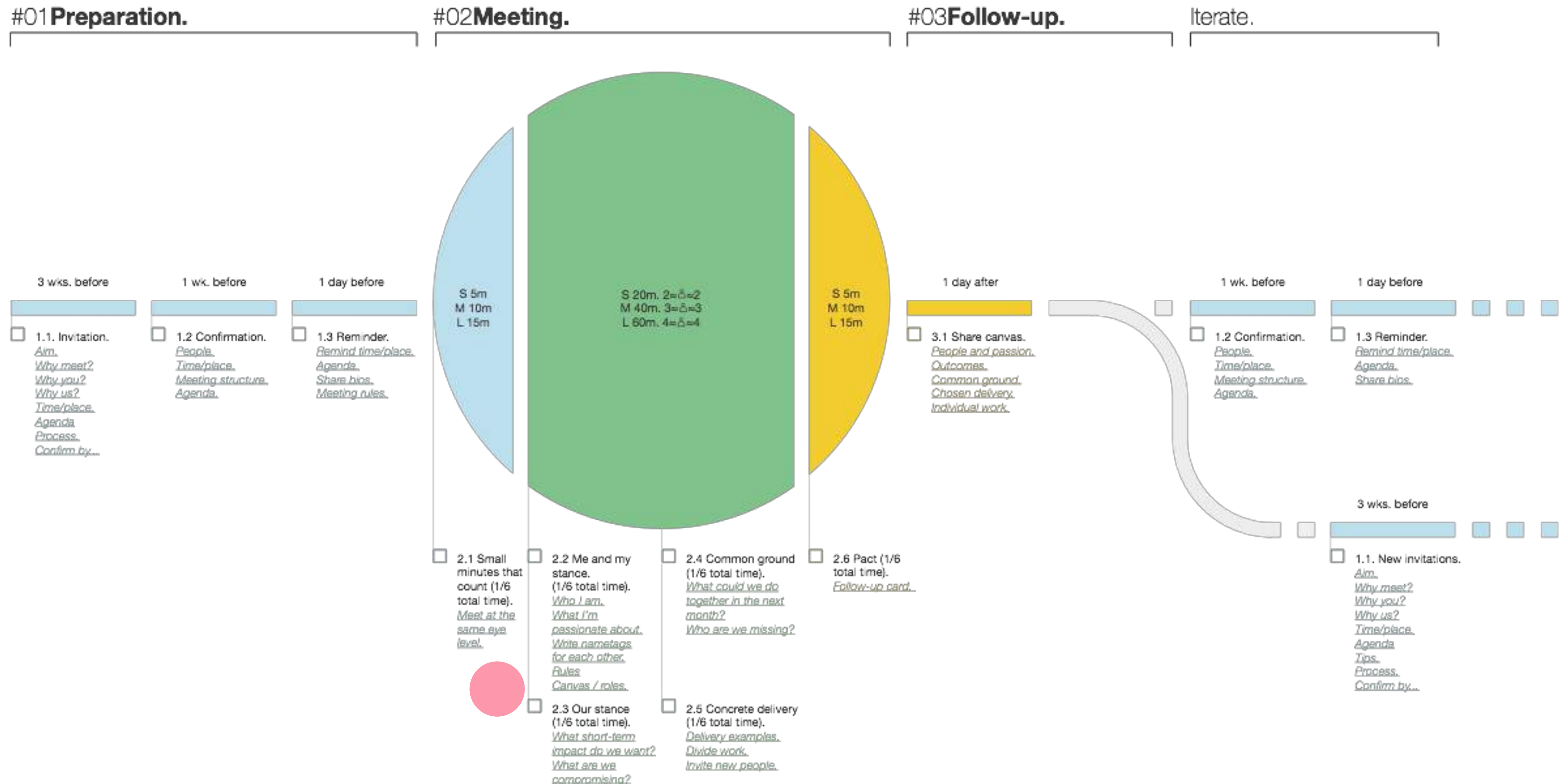


Rule 03.

**Always plan
for what's
coming next.**

Co-creating policy matters with youth.

Dual-sided meeting process in 3 simple steps:

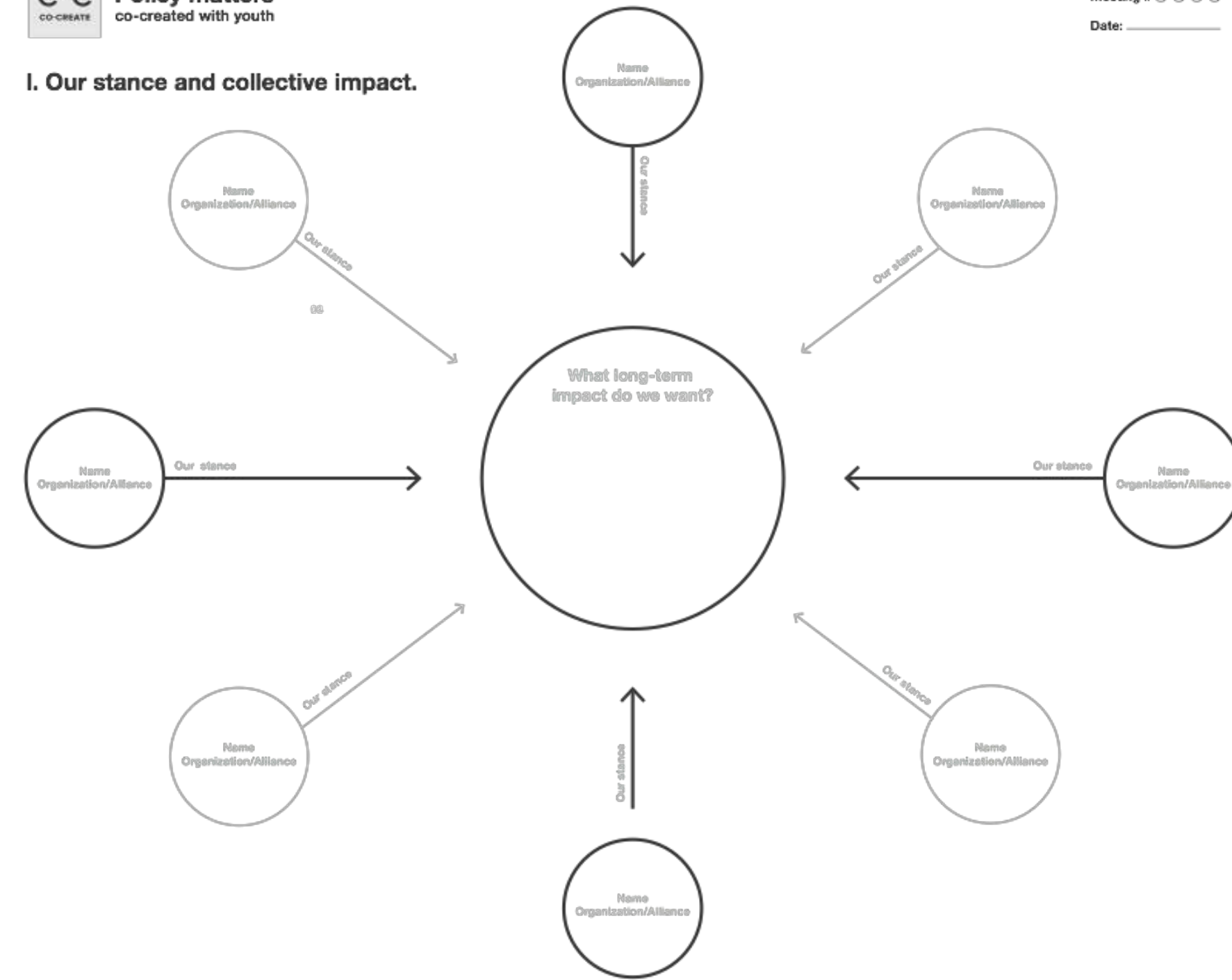


Name:

Org./Alliance:

Our stance:

I. Our stance and collective impact.



II. Where does this fit in the policy process, and what deliverable can we work towards?

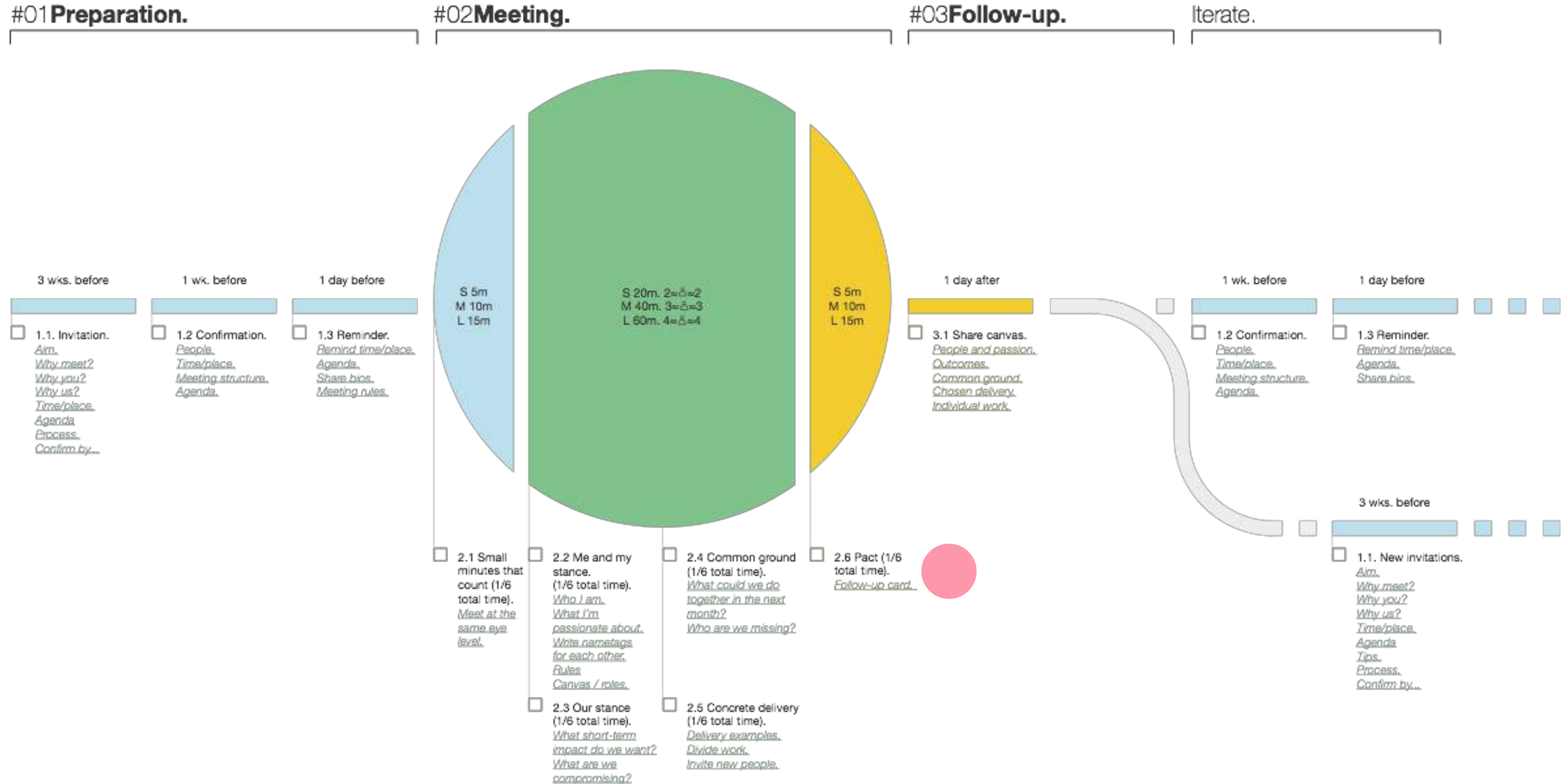
- | | | | |
|---|---|---|--|
| <p>#01
Discover
policy need</p> <p><input type="checkbox"/> Conduct research.
<input type="checkbox"/> Advice.
<input type="checkbox"/> Draft a policy intent.</p> | <p>#02
Define
policy need</p> <p><input type="checkbox"/> Frame policy need.
<input type="checkbox"/> Draft a policy brief.
<input type="checkbox"/> Hold a hearing.</p> | <p>#03
Co-create
policy ideas</p> <p><input type="checkbox"/> Write a White Paper.
<input type="checkbox"/> Write an Action Plan.
<input type="checkbox"/> Pass a law.</p> | <p>#04
Test policy
ideas</p> <p><input type="checkbox"/> Assess Impact.</p> |
|---|---|---|--|

III. How do we divide the work for the next month?

Task	Person responsible	By when

Co-creating policy matters with youth.

Dual-sided meeting process in 3 simple steps:



Karoline Nylander



412 12 908
karoline@press.no

*These are the meetings I can offer,
let's make the small minutes count.*



When can we meet again?

Next month. In 3 months. In a year. Never.

Whom can I schedule this with? _____

By phone or email? _____

It's a deal!



KAROLINE NYLANDER
416 16 908
@karolinepress .co

- CHILD RIGHTS EXPERT
- YOUTH PARTICIPATION
- REFUGEE CHILDREN

Interagency
collaboration
between
UNICEF
and
other
actors
in
the
system

Thailand, UNICEF
and
other
actors
in
the
system

Legislation
and
policy
development
in
Thailand

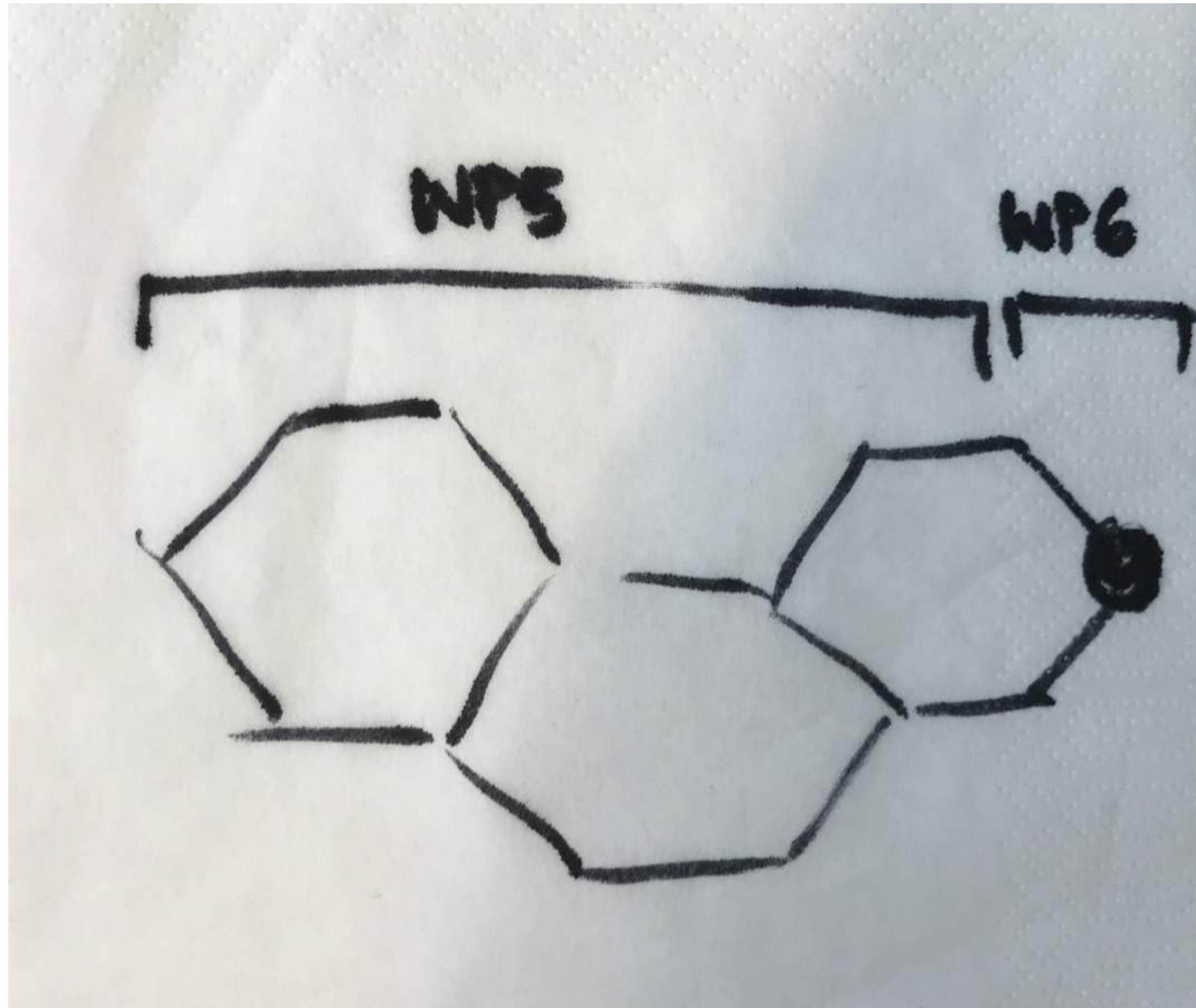
Strengthening
the
local
level
of
protection
and
care
services

Support
and
facilitate
the
local
level
of
protection
and
care
services

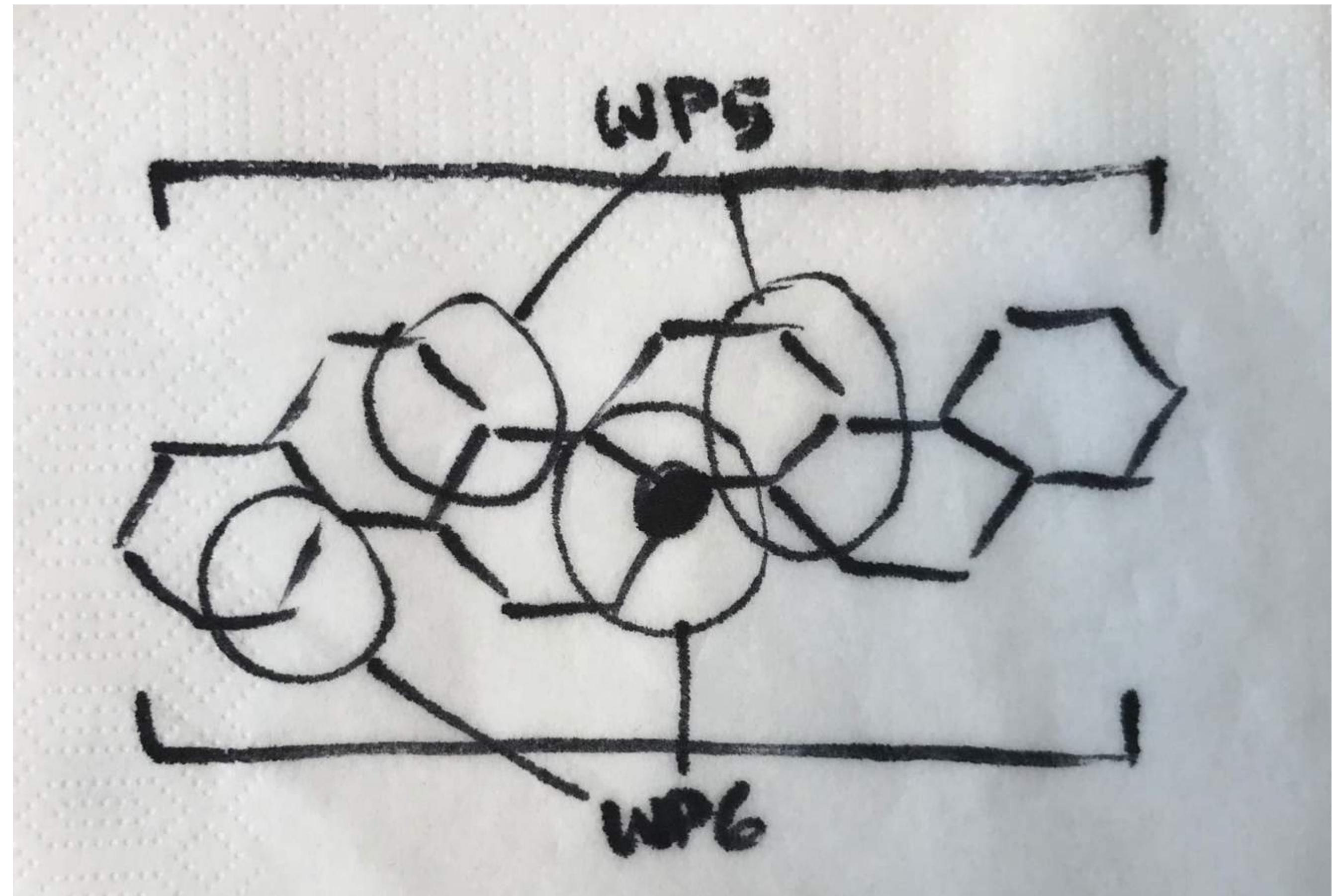
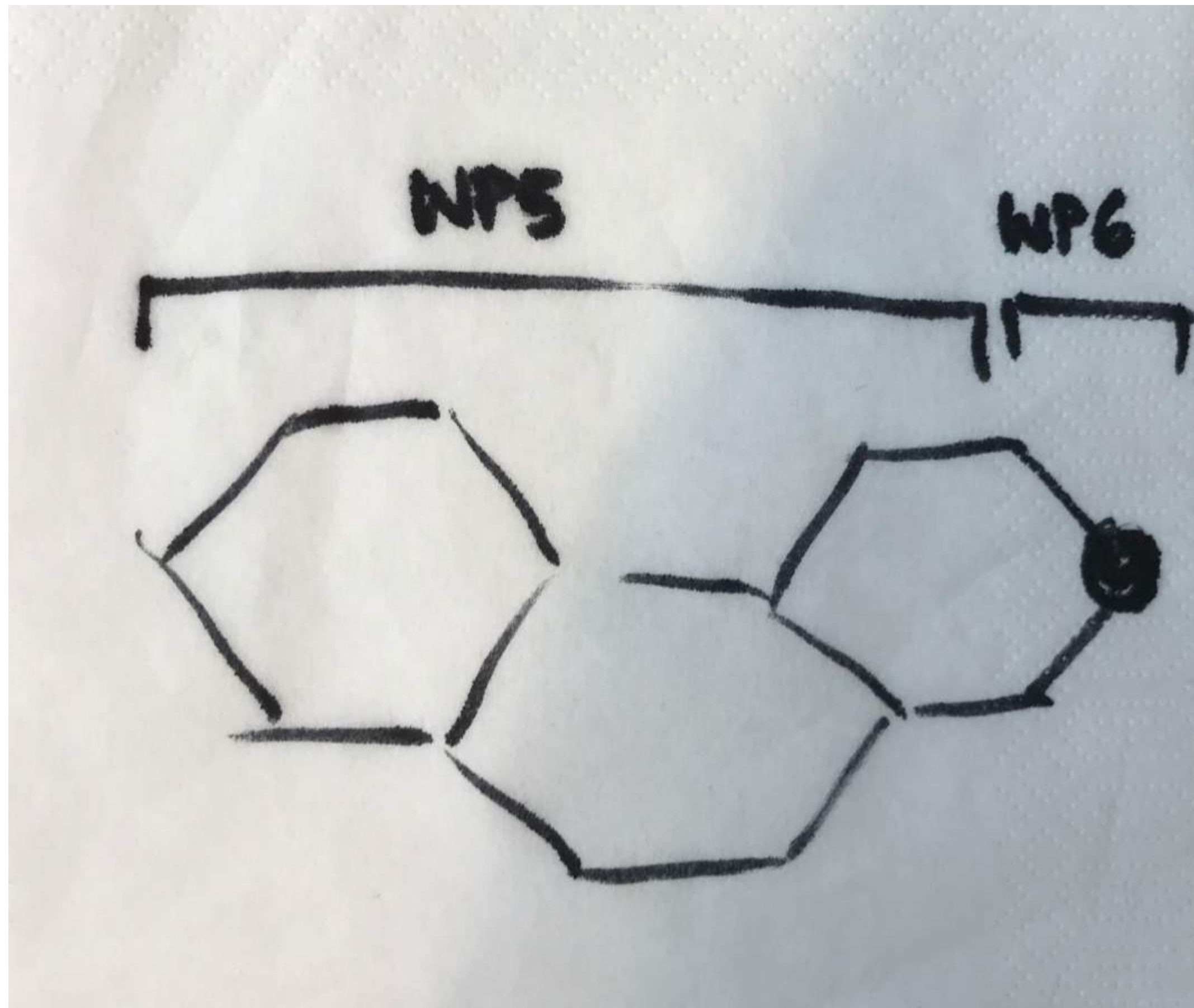
Reflections for
CO-CREATE
moving forward



“You cannot have a big meeting before you first have these small ones.”



“You cannot have a big meeting before you first have these small ones.”



Questions,
thoughts,
feedback?

07

Evaluation survey for the side event: "Transforming the Food System with Youth"

Thank you for participating in the side event "Transforming the Food System with Youth" at EAT Stockholm Food Forum 2019. The purpose of the event was to transform youth-led visions and ideas into collective actions by involving multiple perspectives. We appreciated your contribution and will follow up over the summer with an outcome document outlining what came out of the meeting, including the results of this survey.

As highlighted during the event, we used a model for dialogue developed as part of the EU Horizon 2020 project CO-CREATE. We would like to capture your experience using the model and would therefore appreciate if you could answer the 10 questions below.

The survey will only take 5 minutes to answer and will help us refine and build a great tool for youth-led participatory policy processes, which you can also use once it is finalised!

Should you have any questions, please reach out to elin@eatforum.org.

Thank you!

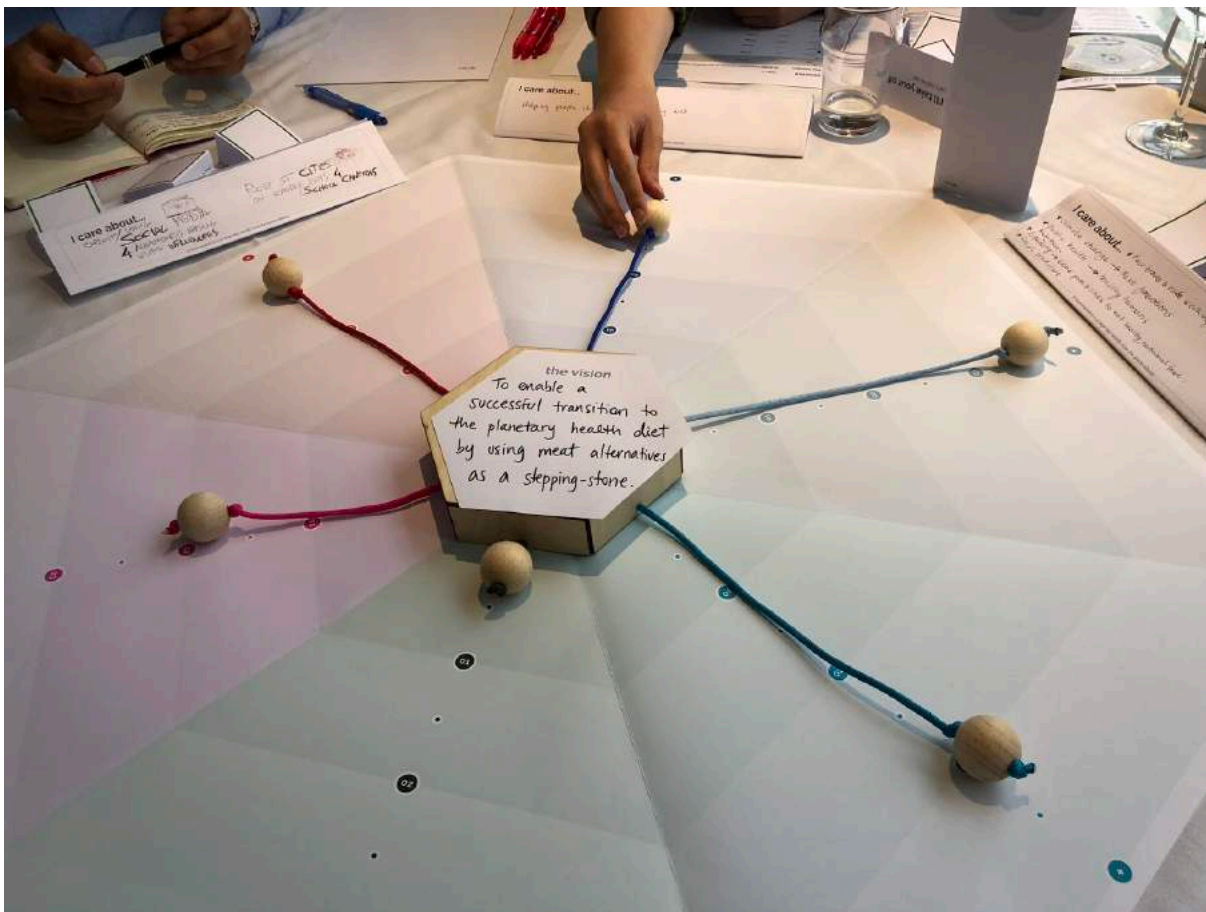
***Må fyllas ut**

1. Before you start, how do you want us to handle this data: *

Markér bare én oval.

- I want my answers to be anonymised.
- I have no problem if you want to quote me.

2. Your name (optional, depending on the answer above).



3. 1) What was the activity that added the most meaning to you? *

Markér bare én oval.

- Super powers
- Perspectives "I care about..."
- Rating the connect/disconnect between Perspectives and "The Vision"
- Red and green cards for challenges & resources
- Offers/Making pacts
- Reframing "The Vision" to "Our Vision"
- Rating the connect/disconnect between Perspectives and "Our Vision"

4. 2) Why did this activity provide the most meaning to you? *

5. **3) To what extent did you feel that your perspective was valued? ***

Markér bare én oval.

	1	2	3	4	5	
Not valued at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully valued

6. **4) Why? ***

7. **5) How much did your own mindset change from listening to the different perspectives around your table? ***

Markér bare én oval.

	1	2	3	4	5	
My mindset did not change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My mindset changed significantly

8. **6) Why? ***

9. **7) Did you benefit from any of the offers made at your table? If yes, how ***

10. **8) What would you recommend us to improve to make the discussion even more valuable for the participants? ***

11. **9) Could you use this tool in your own work? If so, how and where? ***



RESULTS: Develop and test prototype of a dialogue WP6 forum in Norway (D6.1)

WP6

June 20, 2019, Oslo (online)

Agenda

- ▶ 0930 Welcome
- ▶ 0935 What was D6.1 meant to deliver?
- ▶ 0940 What approach did we choose?
- ▶ 0945 What we made I: Conceptual Model
- ▶ 1000 What we made II: CO-CREATE Canvas
- ▶ 1025 What we made III: Digital convening tools
- ▶ 1030 Questions?
- ▶ 1100 Thank you

What was
D6.1 meant
to deliver?

01

WP 6: Dialogue forums

- WP 1: Project management and coordination
- WP 2: Policy assessment and monitoring
- WP 3: Obesity rates and energy balance related behaviours
- WP 4: Obesity system mapping
- WP 5: Youth Alliances for Overweight Prevention Policies
- WP 6: Dialogue forums
- WP 7: Evaluation of CO-CRETEd policy interventions and methodology
- WP 8: Open science and fair data management
- WP 9: Dissemination, communication and exploitation of project results
- WP 10: Ethics requirements

WP 6: Dialogue forums

The overall objective of WP 6 is to bring together adolescents, policy makers and businesses to produce actionable commitments to enable healthy nutrition and physical activity habits for obesity prevention. A model for dialogue forums, scaled and owned by adolescents themselves, to drive and engage this constructive multi-actor dialogue will be developed.

WP 6 leader is [Sudhvir Singh](#) (EAT Foundation)

Key deliverables from this WP include:

- D 6.1: Development **prototype** dialogue forum
- D 6.4: Hold dialogue forums **across Europe** *scalable*
- D 6.5: Produce reports on the **actions and commitments decided in the forums** *documentable*
- D 6.6: Recommendation on **how to** establish multi-actor dialogue forums *operational*

What does the EU expect?

Task 6.1: Develop a prototype of the dialogue forum.

- Places adolescents at the centre of the design
- Facilitates an inclusive dialogue with policy makers and businesses.
- Show steps towards implementing and beginning projects
- Shape the dialogue towards concrete measures and interventions.

Task 6.2: Evaluate and refine the prototype and define principles for scale-up to regional level

- Ensure there is no undue influence or conflicts of interest.
- Allow for adaptation to contextual and cultural differences across EU nations.

Task 6.3: Synthesise findings of other WPs to develop content for dialogue forums

- Package... tailored content for the dialogue forums
- Facilitate and encourage commitment for action

Task 6.4: Implement and evaluate dialogue forums at EU, national and city levels

Task 6.5: Produce reports from each dialogue forum on actions and commitments

- Report recommendations and actionable commitments from forum
- Disseminated reports to dialogue forum participants (in English and the local language)
- Publicize actionable commitments on the CO-CREATE website to enhance the accountability of policy makers and businesses.

Additional expectations

- ▶ Dialogue fora's primary function is to **refine policy ideas** developed by Youth Alliances (i.e. *not* to turn ideas into policy)
- ▶ Assess to what extent multistakeholder dialogue **strengthens the quality** of policy ideas

Implicit constraints

Derived from above expectations

- ▶ **Limited time** to secure high-level participation

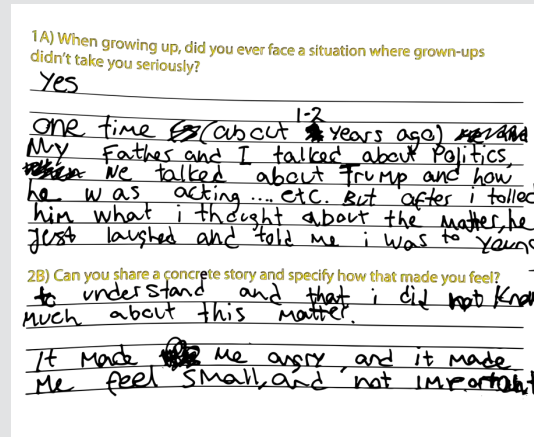
What
approach
did we
choose?

or?

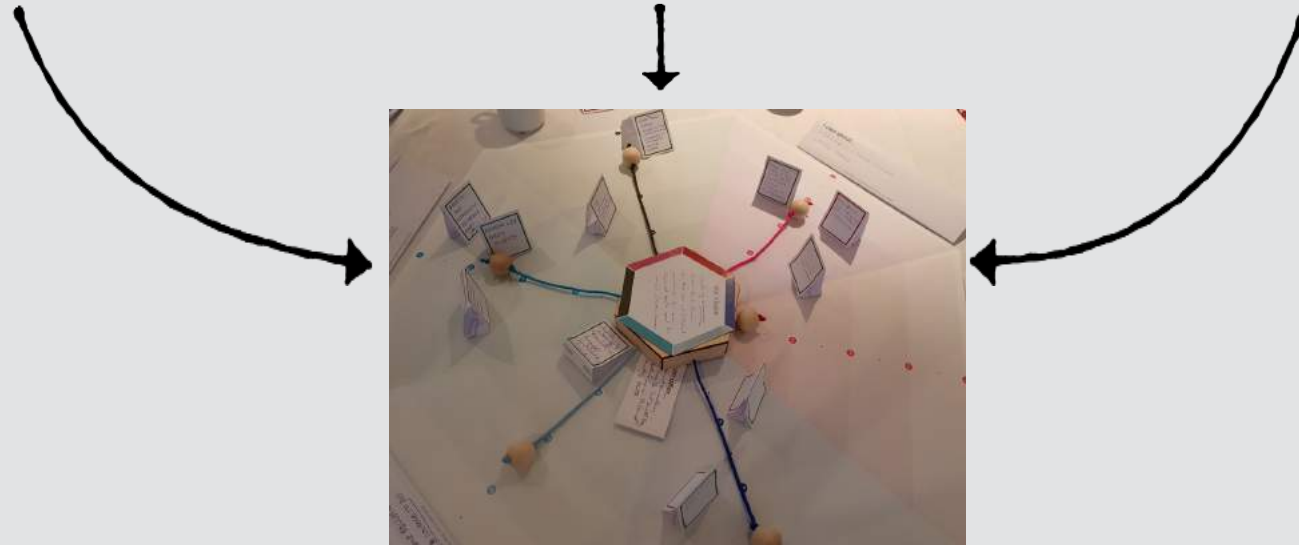
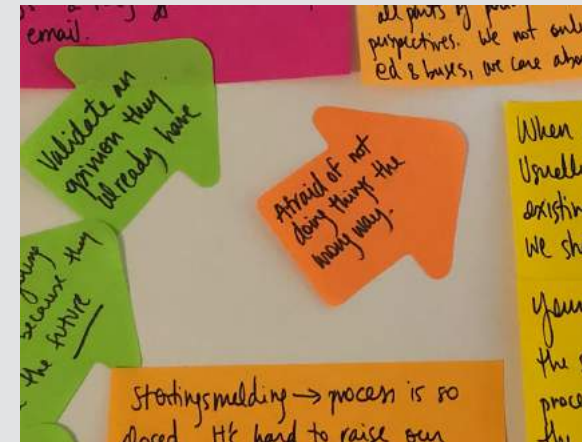
35 interviews



workshop #1



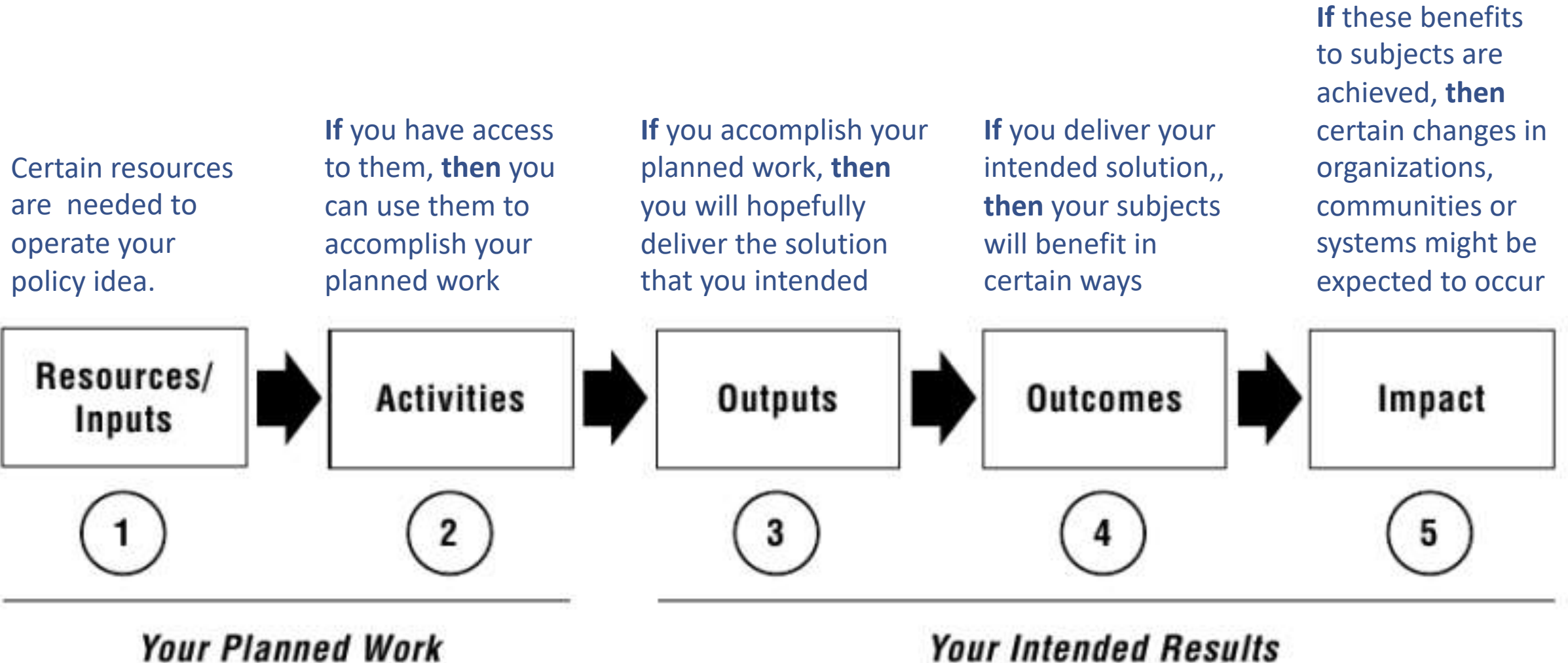
workshop #2



Large Demo (60 users)

→ Confronting obesity: Co-creating policy with youth

Kellogg Logic Model



Refining youth-led policy ideas from multiple perspectives

Concept clarification:

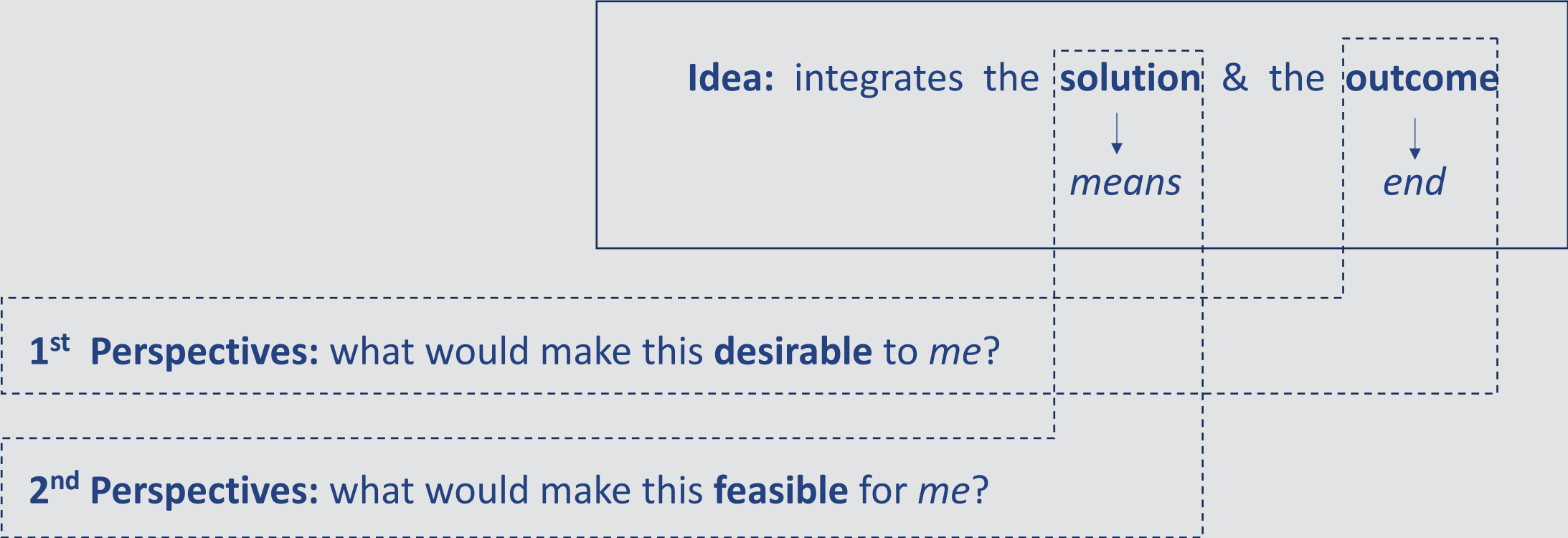
Idea: integrates the **solution** & the **outcome**

↓
means

↓
end

Refining youth-led policy ideas from multiple perspectives

Concept clarification:



Yes, but why?

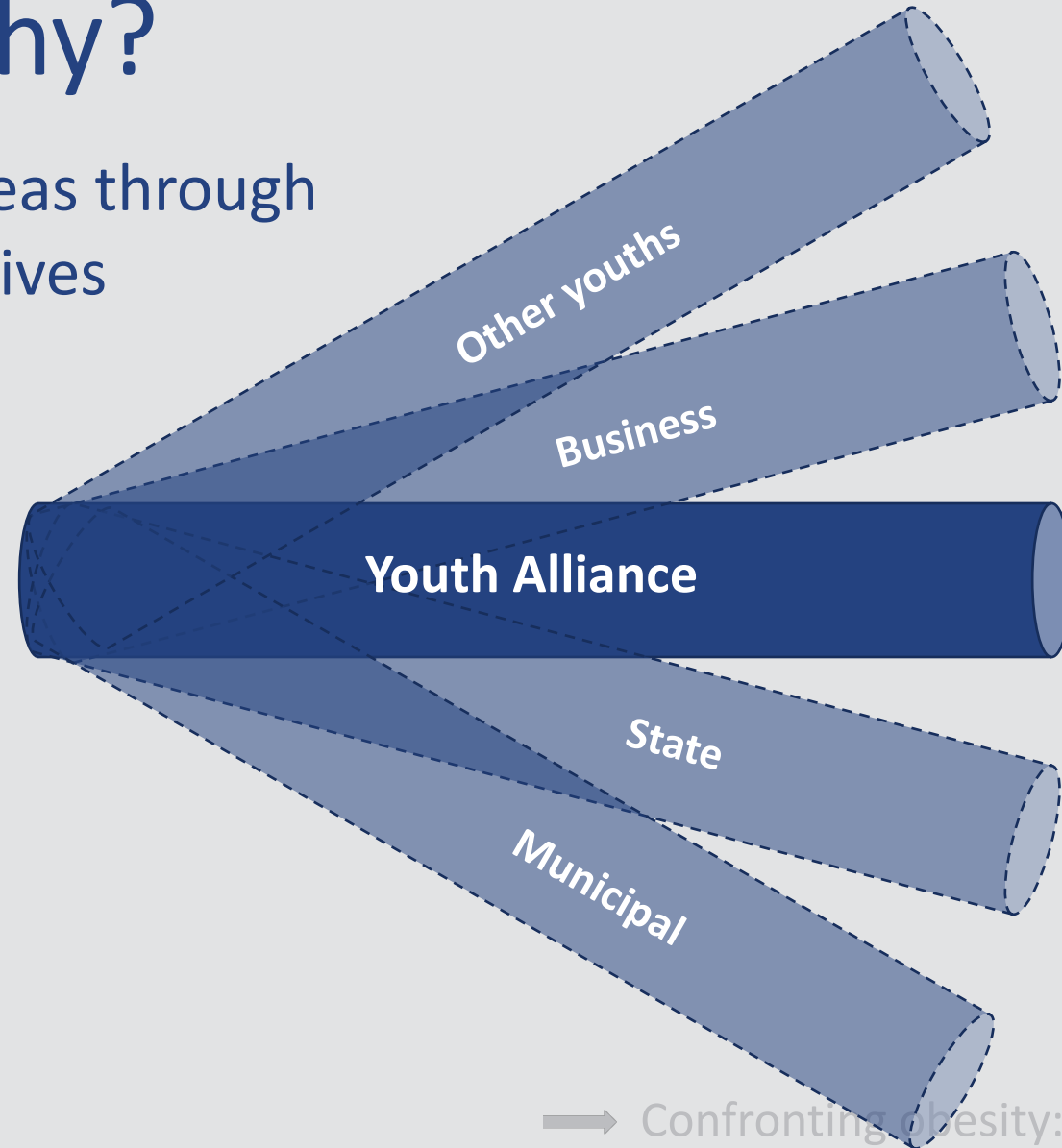
Refining policy ideas through multiple perspectives



Yes, but why?

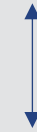
Refining policy ideas through multiple perspectives

Solution



OUTCOMES

My desired outcome



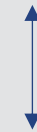
My desired outcome



intended outcome



My desired outcome



My desired outcome

Yes, but why?

Refining policy ideas through multiple perspectives

Beginning at the end (1st Perspectives):

- ▶ PERSPECTIVES: What outcome(s) would make this policy idea desirable to you?
- ▶ GAPS & FILLERS: How can you link the idea to the outcomes you care about?
- ▶ REFRAMING: How can we reframe the idea to address the outcomes we all care about?

Ending at the beginning (2nd Perspectives):

- ▶ PERSPECTIVES: What about this solution makes this policy idea desirable to you?
- ▶ GAPS & FILLERS: What does this solution need to be strengthened?
- ▶ REFRAMING: How can we refine the idea so that it's more feasible?

Conceptual Model

OR

Conceptual model: basics

- ▶ 48 to 90 participants (divisible by 6)
- ▶ Lasts 2 hrs 30 min (late afternoon)
- ▶ Preparation starts 4 months in advance
- ▶ Based around the CO-CREATE Canvas
- ▶ 3 levels: Local/Municipal → National → EU
- ▶ 3 phases: Preparation, Dialogue, Follow-up
- ▶ 3 roles: Convener, Moderator, Guest
- ▶ Minimum 1 local co-host
- ▶ 6 people per table (half youth, half adult)
- ▶ Minimum 1 non-Alliance youth per table
- ▶ Diversity of perspectives (gender, sector, discipline, scale)
- ▶ 1 vision per table (but many tables can discuss the same vision)
- ▶ Youth Alliance open, moderate and close
- ▶ On the record
- ▶ Follow-up (Outcome document + prompt)

GROUND RULES

“YES, AND...” *[not “NO, BUT.”]*

Everyone's perspective matters.

Outcomes *[not solutions]*

Solutions are a 'means' to an 'end', let's focus on the end(s).

Doing *[not talking]*

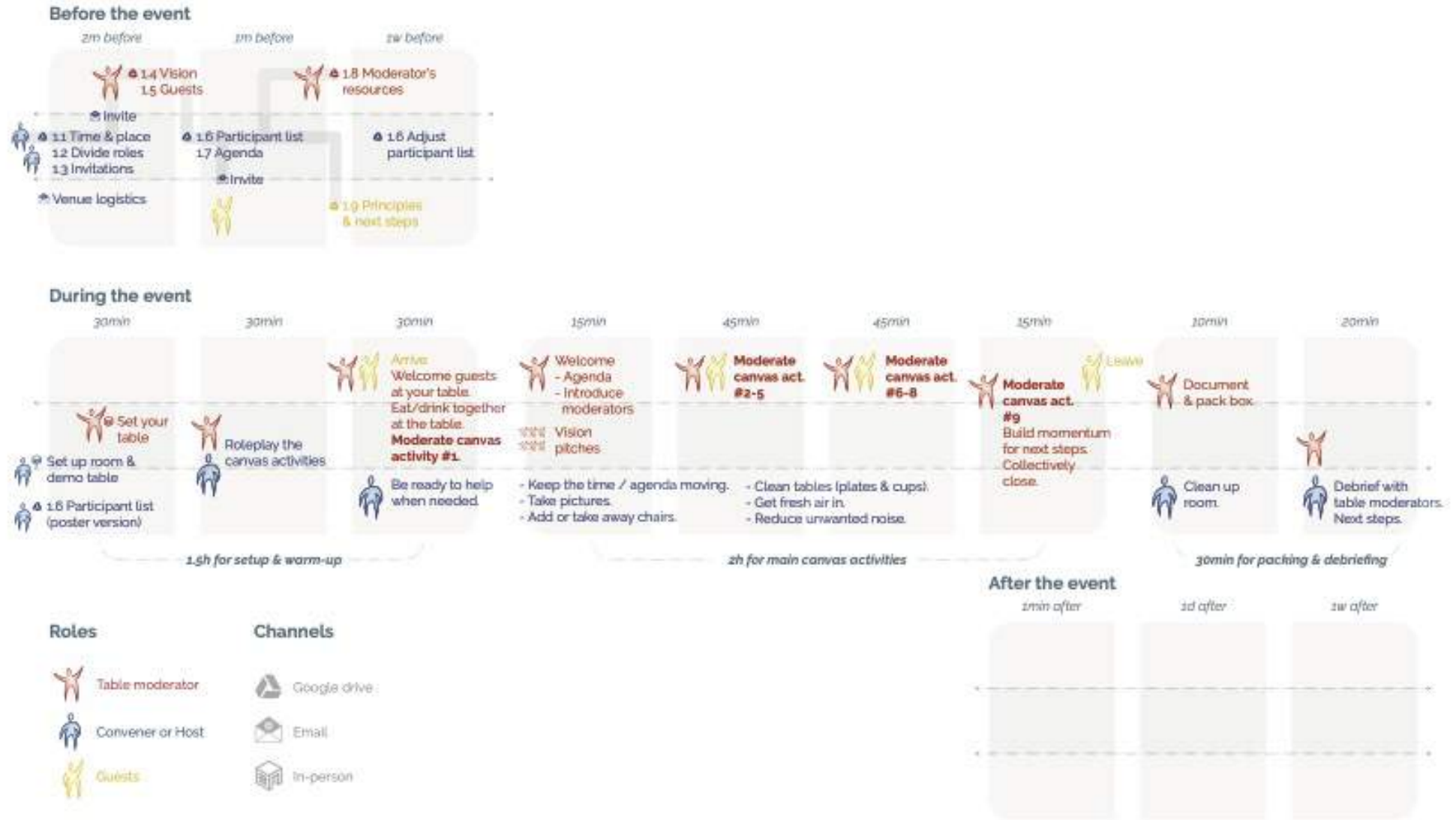
Let's talk about the things we can do something about.

It's time to act.

Overview

(tbc)

Process for making a dialogue forum happen.



Reducing risk of harm

Managing the tension between vulnerability and inclusivity

- ▶ Informed consent
- ▶ Focused on outcomes (not how to get there)
- ▶ Focused on building relationships (not winning arguments)
- ▶ Tightly moderated conversation (moves quickly through pre-defined steps)
- ▶ Balanced representation in small and stable groups of people (always 50% youth)
- ▶ Floaters ready to assist if needed
- ▶ Practical strategies for conflict management (“What if?” in the Moderator Guide)
- ▶ Clear exit strategy for how to leave the conversation (and whom to contact afterwards for concerns)
- ▶ Clear overview of what the outcomes of each conversation will lead to
- ▶ Transparency about participants, commitments (or lack thereof) and evaluation

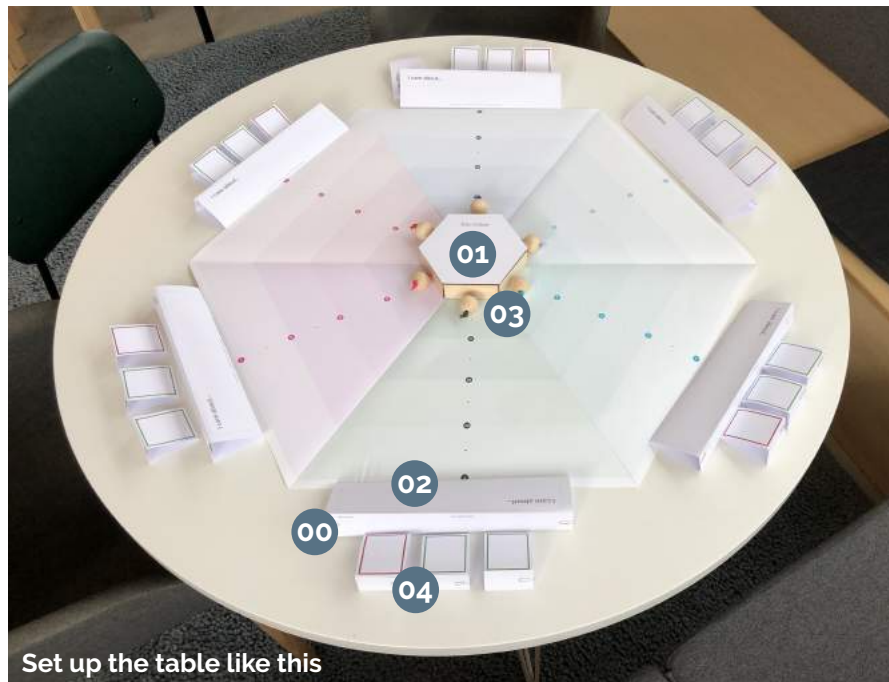
CO-CREATE

Canvas

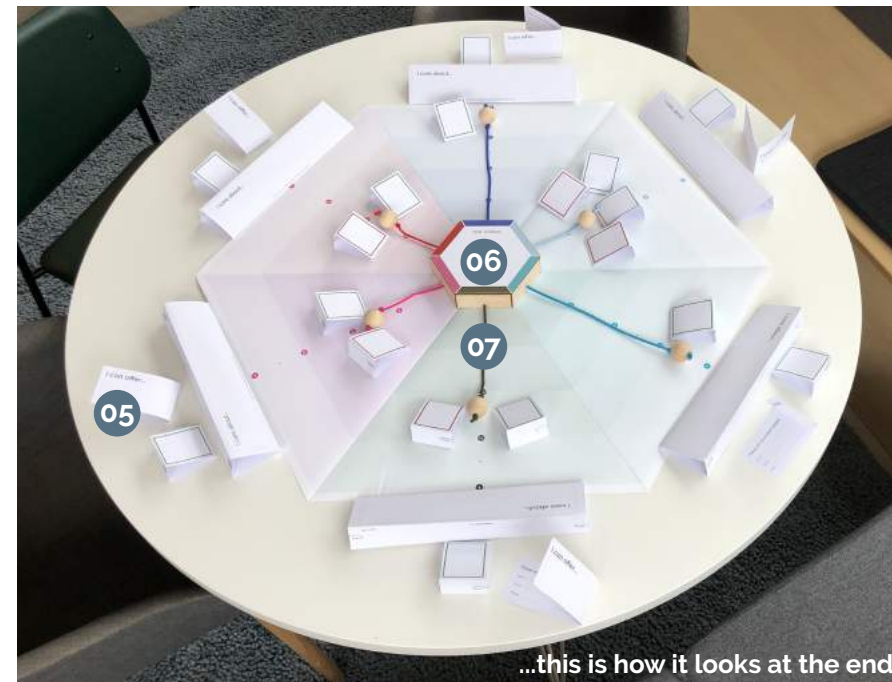
04



Co-Creation Canvas



Set up the table like this



...this is how it looks at the end.

Visionary/moderator's Cheat sheet.

Agenda

- 20 min:** Registration and light buffet dinner
- 15 min:** First task: Who are we?
- 5 min:** Welcome by co-organizers
- 5 min:** Keynote by Usman Mushtaq, Member of EAT Board of Trustees
- 10 min:** Vision Pitches by select youth leaders
- 5 min:** Co-creation Canvas Explained by Ove Kenneth Nodland, Innovation Manager at EAT
- 60 min:** Dialogue: Transforming the Food System with Youth
- 15 min:** End (co-organizers will remain to answer any questions)

Who are we? - 15 min

- 00** 15 min, Super Powers
Get to know the people at the table but setting a relaxed and creative tone.

What would your Super Power be? – It can be any quality that they have or wish to have, i.e. creativity, money, knowledge about... humour, power to act on... telepathy, vision of the future, charm, etc.

Ask the participants to write their name and organization on the edge of the template (00) that says "I care about...", and then under their name, add their super power. After everyone has written it, do a round of introductions using this format:

"Hi, my name is [] and my super power is []."

What is important to us? – 25 min*

- 01** 2 min, welcome and vision.
Visionary (table host) reads the vision.
- 02** 8 min, write individually
Everybody, including visionary, writes their perspective / "I care about."
- 03** 10 seconds, measure
Everybody, at the same time, pulls the handle to rate how much the vision relates to their own perspective.

- 0-0.5** = not very aligned for me
- 1-1.5** = aligned but hard for me to act on it
- 2-2.5** = aligned and easy for me to act on it
- 3-3.5** = aligned and easy for me to co-lead the action

12 min, share
Use 2 min each to share your perspective and the why behind your rating.

Take table snapshot #1.
tag #eu-cocreate

* We have included extra minutes in case there are delays.
Use time frames as a flexible guideline.

Reconnecting – 15 min*

- 04** 5 min, write individually
Write a red and/or green card to explain your rating.

red cards = challenges/needs
green cards = resources/enablers

6 min, share
Use 1 min each to share your red and/or green cards.

Taking action – 20 min*

- 05** 10 min, write individually
Write an offer (resource/enabler). Place it next to red or green card. Take someone's offer and make a pact by tearing the offer slip in half.
- 06** 5 min, write collectively
Flip the vision around so it shows "our vision". Write a new vision that incorporates what all perspectives care about.
- 07** 10 seconds, measure
Re-rate how the collective vision reflects/captures what the multiple perspective care about.

Take table snapshot #2.
tag #eu-cocreate

01 My superpower

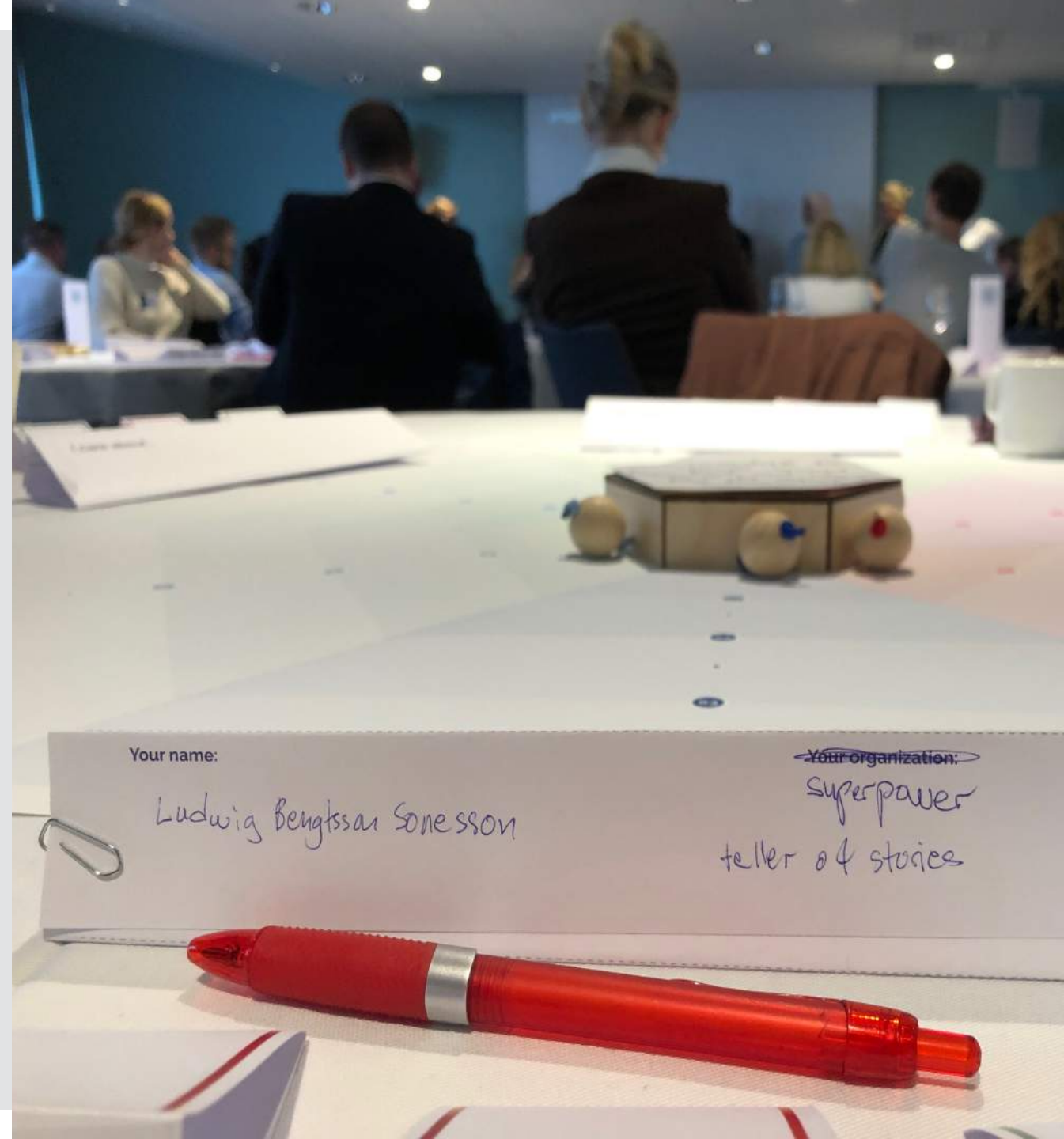
Get very human, very quick

HOW:

- ▶ Allows guests to rethink their abilities and their current or aspiring personal passion

WHY:

- ▶ Getting to know each other as people, not professionals.



02 The Idea

Focus on outcomes (not what enables them)

HOW:

- ▶ Shifts the focus of the conversation from solution to the outcome that the solution seeks to enable

WHY:

- ▶ Talking about what matters to us (not the best way to get there) increases the likelihood of identifying common purpose



03 My Perspective

Make everyone's perspective matter

HOW:

- ▶ Making the guest mindful of what they care about the most in the context of the Vision

WHY:

- ▶ Recognizing that we each have something to contribute.

The worksheet is divided into two main sections by a dashed line. At the top of each section, there is a header area with a double arrow icon and a label: 'Your organization (super power):' and 'Your name:'. The top section is titled 'I care about...' and includes the instruction '2) Summarize in 1-5 large key words. (Use the space above.)'. The bottom section is titled '1) What is your perspective? (In the context of this vision, what do you care mostly about?)' and contains four horizontal lines for writing.

04 My Relation

Make everyone's perspective matter

HOW:

- ▶ Rating the (dis?)connection between Perspectives and The Vision

WHY:

- ▶ Showing that a natural result of there being a diversity of perspectives is a diversity of degrees of alignment

the vision
To enable a
successful transition to
the planetary health diet
by using meat alternatives
as a stepping-stone.

I care about...
Helping people ch...
...y sick

I care about...
* climate change → next generations
* public health → healthy humans
* nutrition → more possibilities to eat healthy nutritional food.
* local producers
* fair trade & safe working pl...

I'll take your off...

05 Red Gaps and Green Fillers

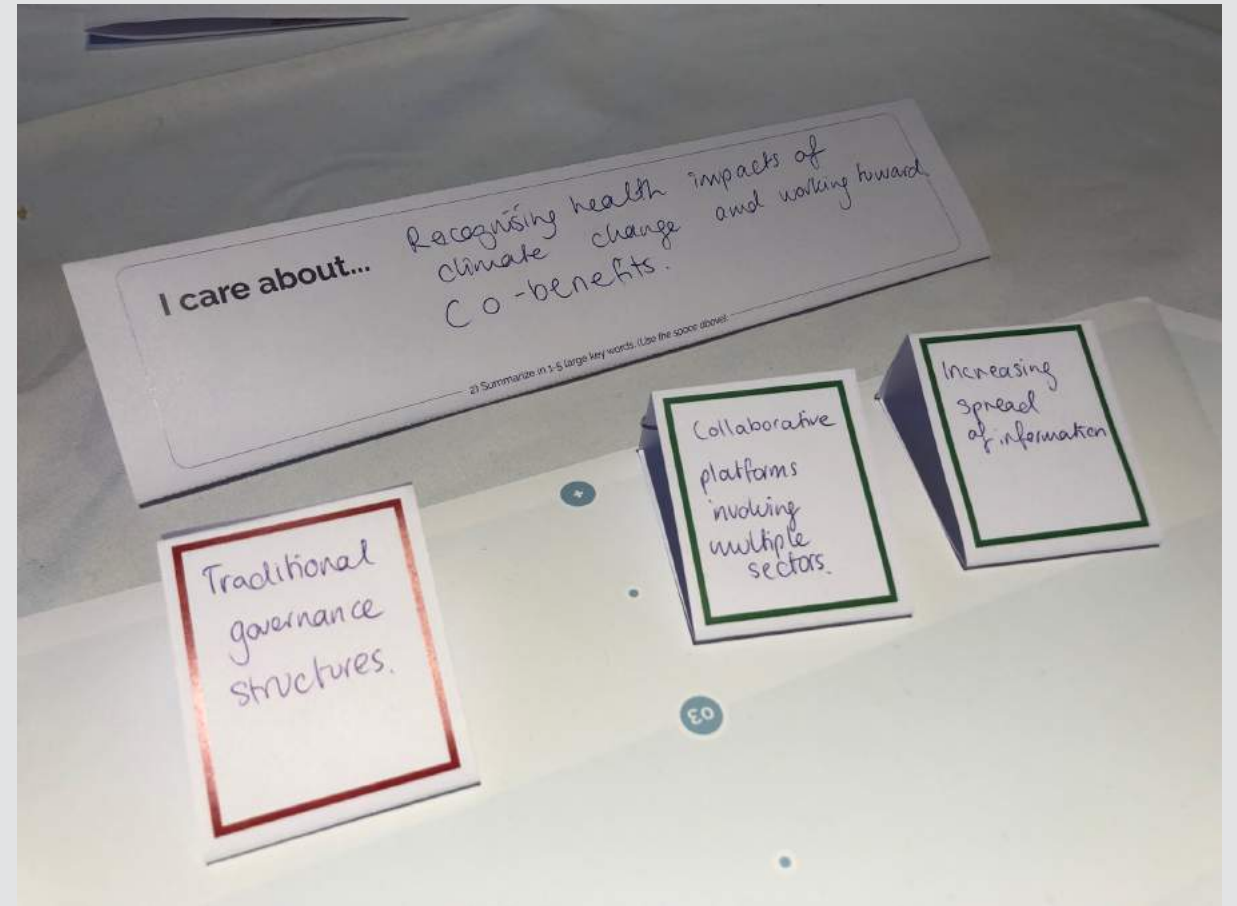
Focus on doing (not talking)

HOW:

- ▶ Justify My Relation to The Vision

WHY:

- ▶ Clarifies what I need in order to feel more connected to The Vision.



→ Confronting obesity: Co-creating policy with youth

06 Our Idea

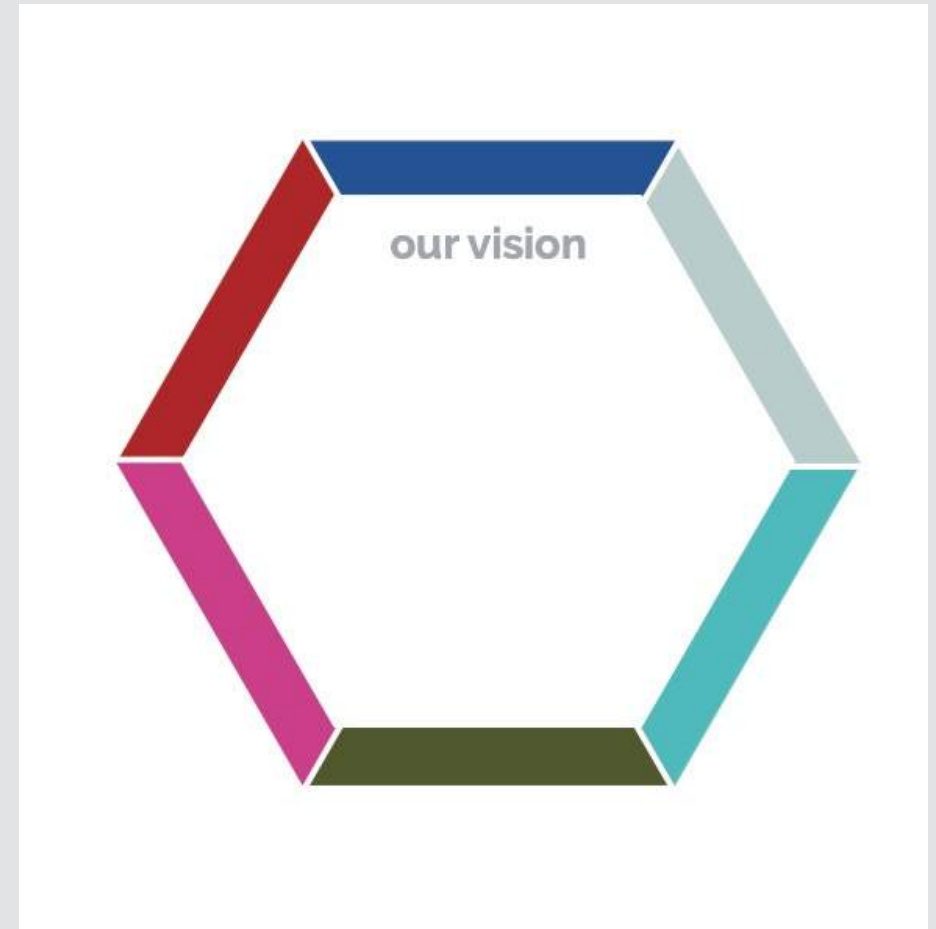
Make everyone's perspective matter

HOW:

- ▶ Reframes The Vision to be inclusive of all perspectives shared

WHY:

- ▶ Takes seriously what everyone cares about



07 My Relation 2.0

Focus on building relationship

HOW:

- ▶ Re-rating the (dis?)connection between Perspectives and Our Vision

WHY:

- ▶ To demonstrate the degree to which My Perspective has been valued and included in Our Vision (and therefore to what extent it is also 'my' vision).



08 I Can Offer

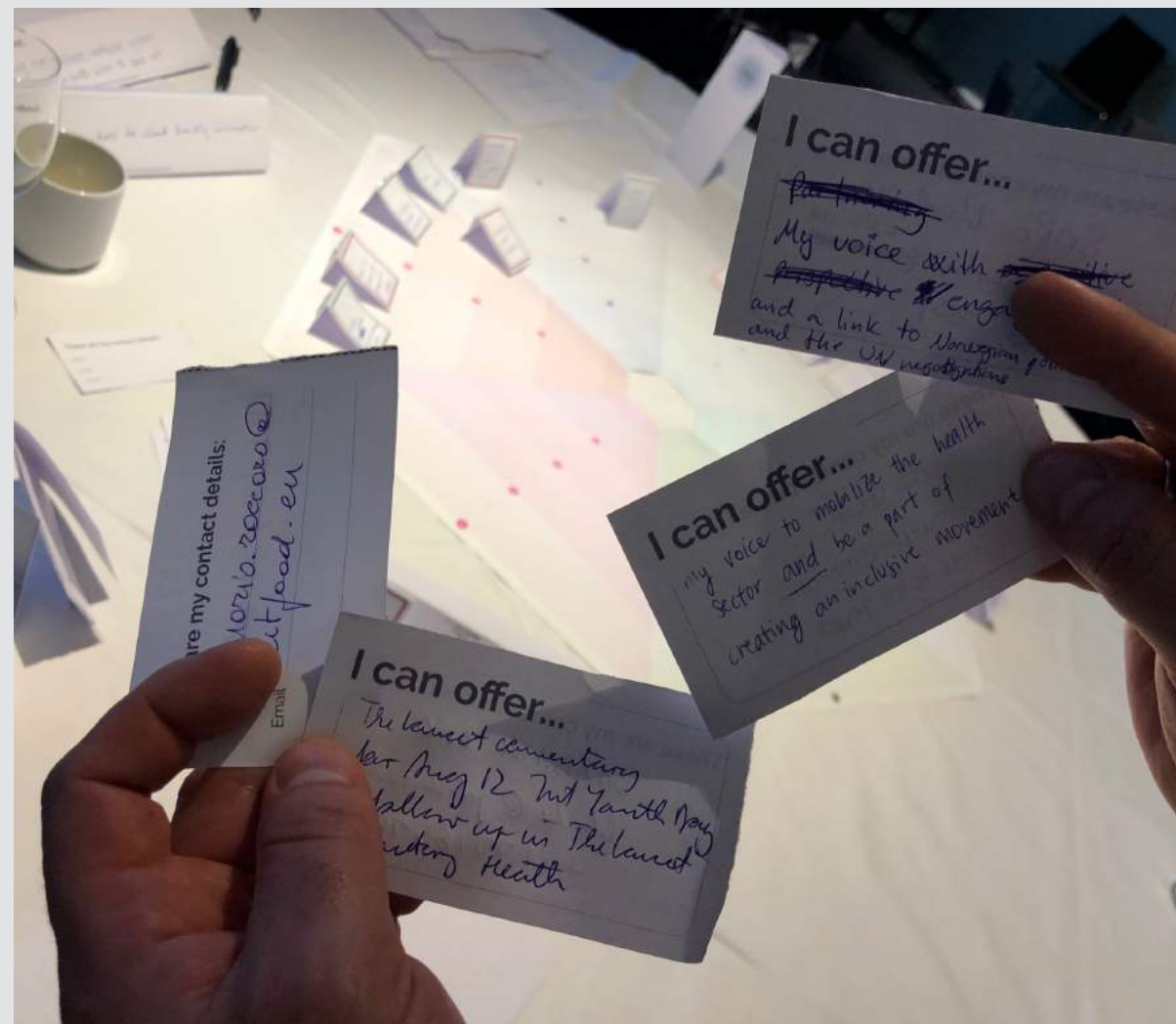
Focus on doing (not talking)

HOW:

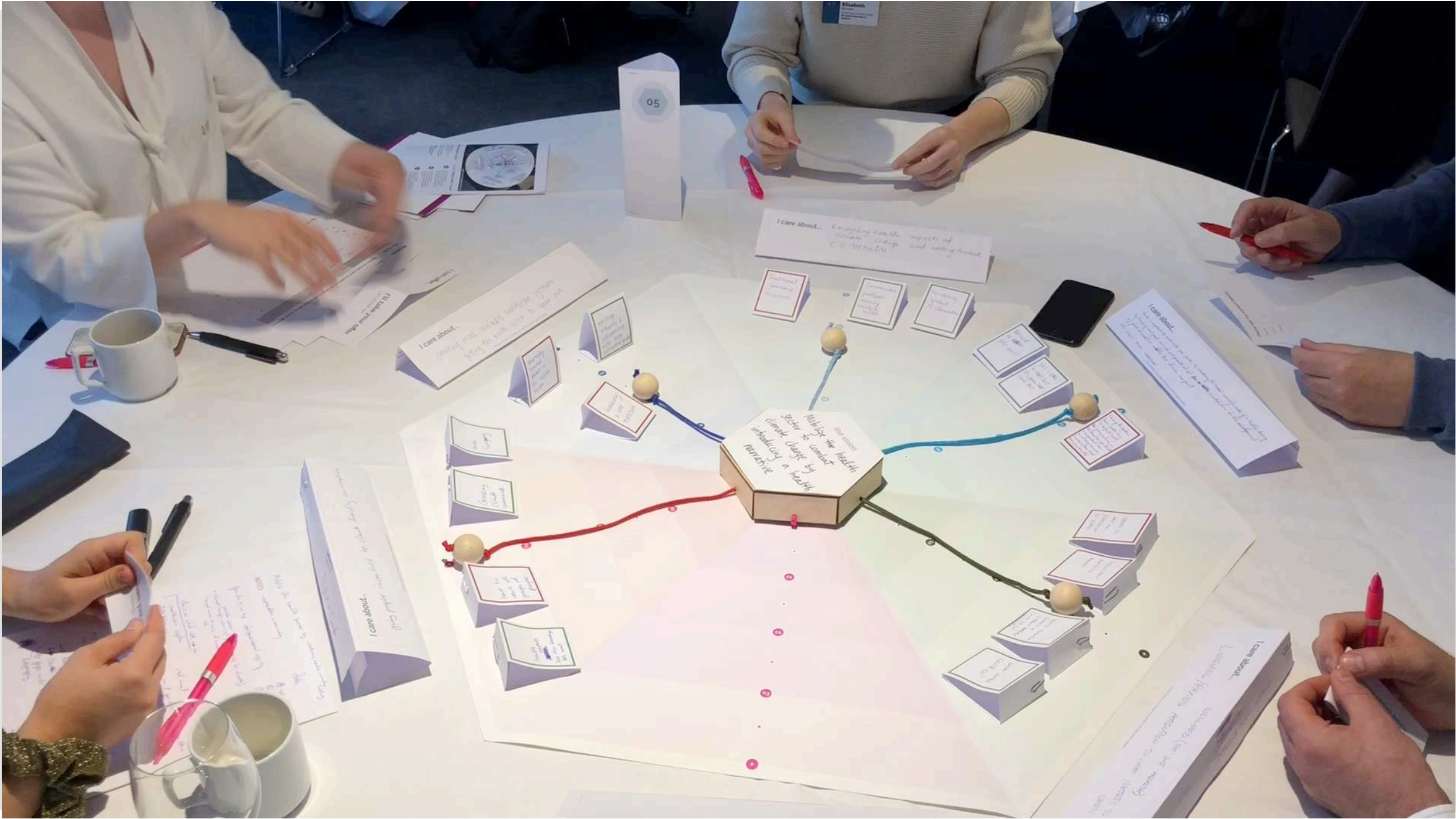
- ▶ Turns talk into tangible action through personal commitments to follow-up the conversation (ritual)

WHY:

- ▶ Feel that they have contributed something tangible, perhaps also benefited tangibly, and that next steps will be taken seriously; there will be impact.



→ Confronting obesity: Co-creating policy with youth



05

I care about... Everything health impacts of climate change and eating based

I care about... I'll take your care

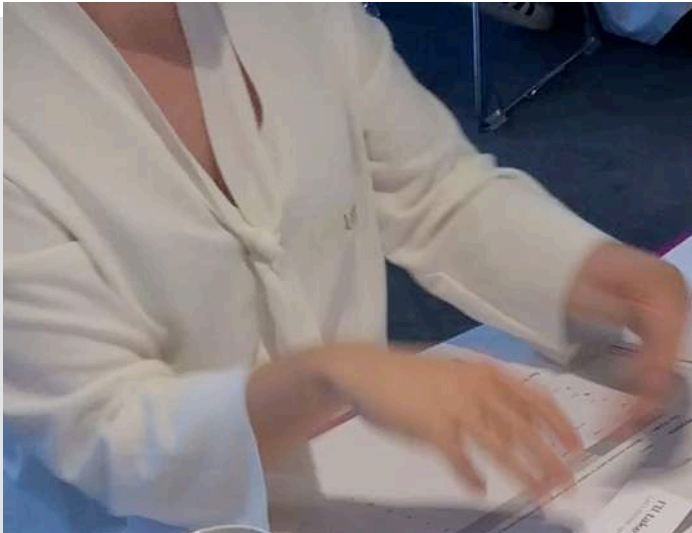
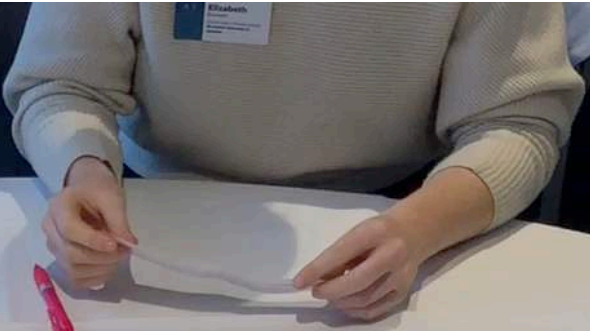
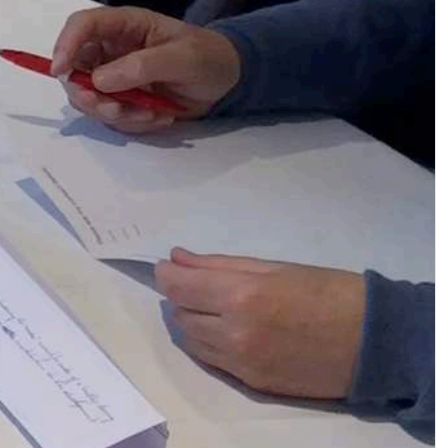
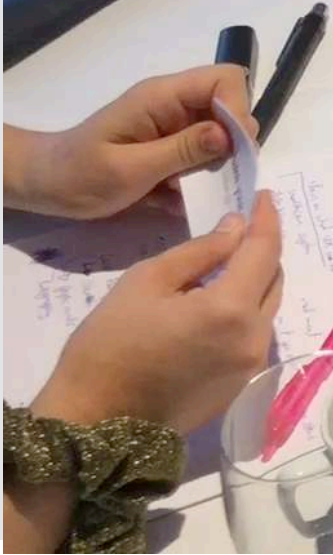
I care about...

I care about... this people don't like to think about climate change

Multi-Use the Health Sector to combat climate change by introducing a health narrative

I care about... the health sector is not doing enough

I care about... climate change is a health issue



09 Our Portfolio of Ideas

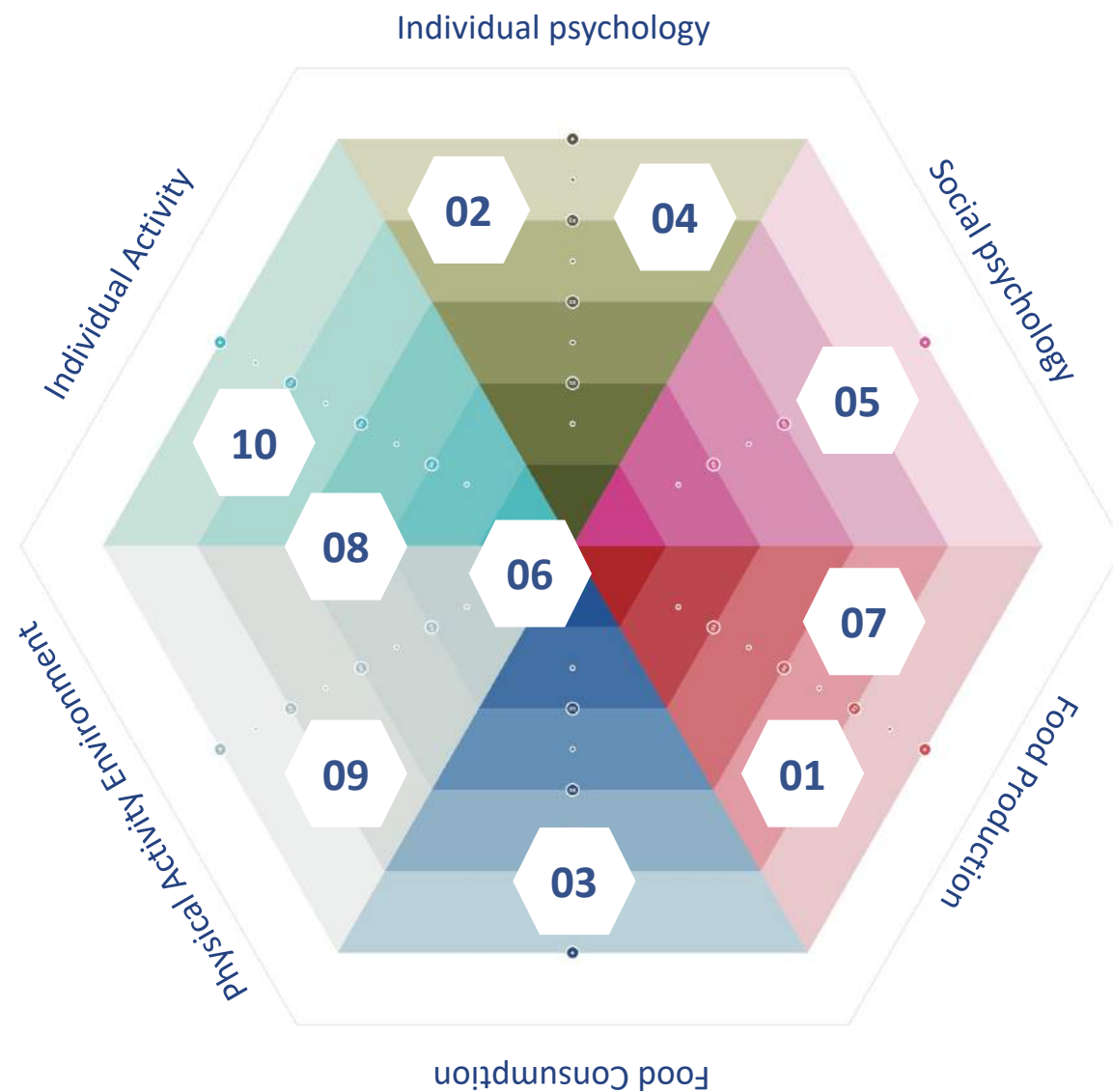
Focus on outcomes (not what enables them)

HOW:

- ▶ Putting all our Our Visions into a representation of 6 dimensions of the obesogenic system, and taking a collective photo

WHY:

- ▶ Collective closing of the event/experience, by showing how the different visions might relate – and be embraced



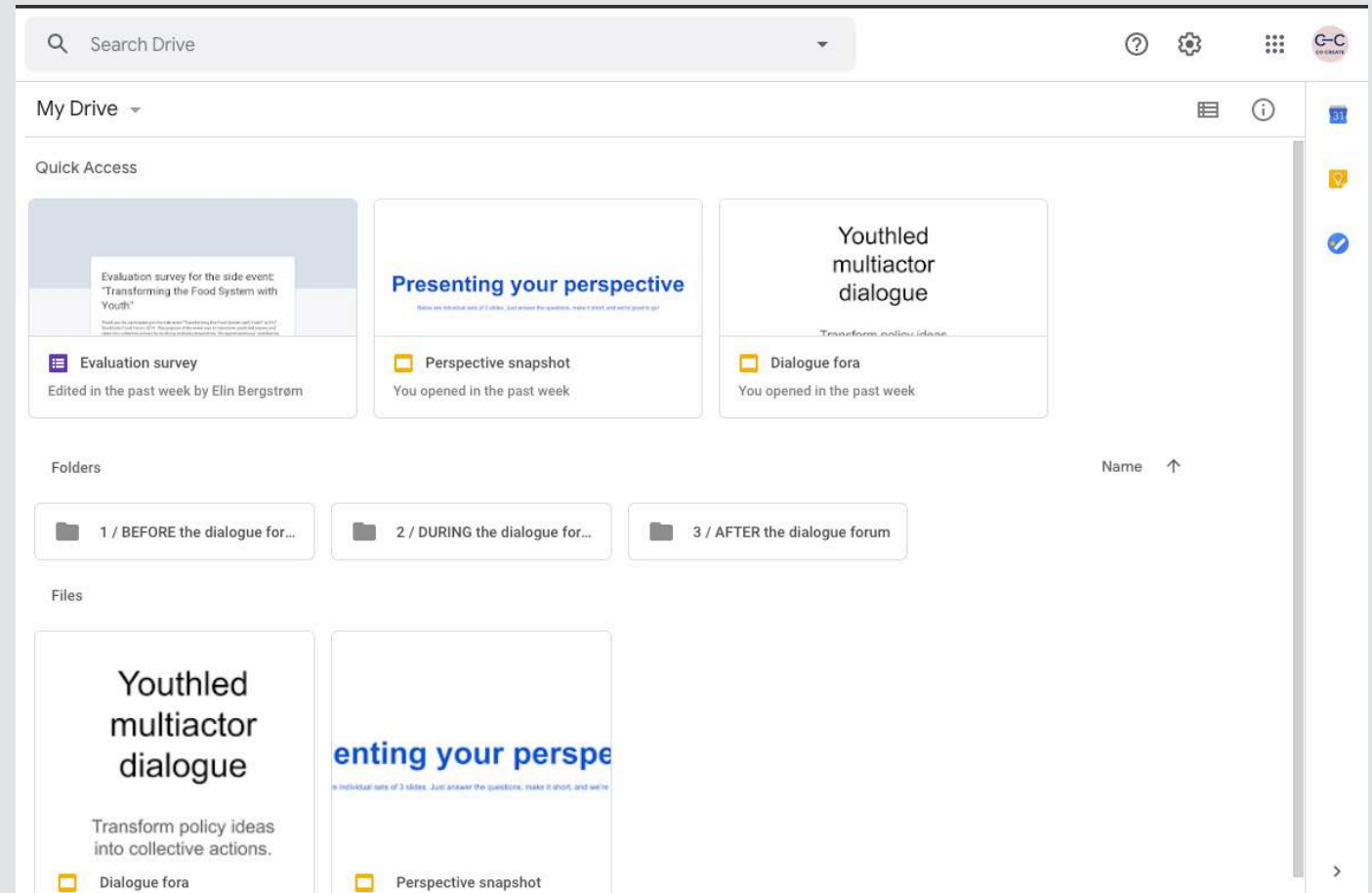
Digital convening tools

05

Google Drive

Templates

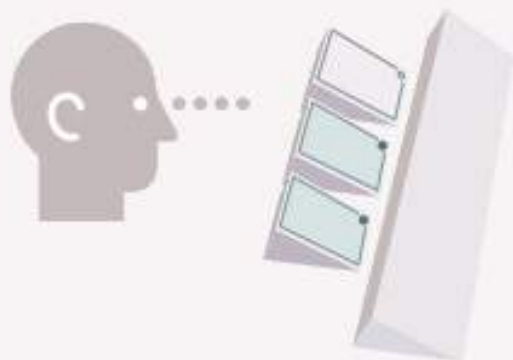
- ▶ Co-host package
- ▶ Invitation list
- ▶ Invitation letter
- ▶ Table arrangement
- ▶ Ideas portfolio
- ▶ Moderator's guide
- ▶ Evaluation form
- ▶ Outcome Document



To write on the 3D cards:
You can write on both of the large surfaces, but then you must chose one of them to face up.



To display the 3D cards:
Make sure that the short edge of the card always faces its owner.

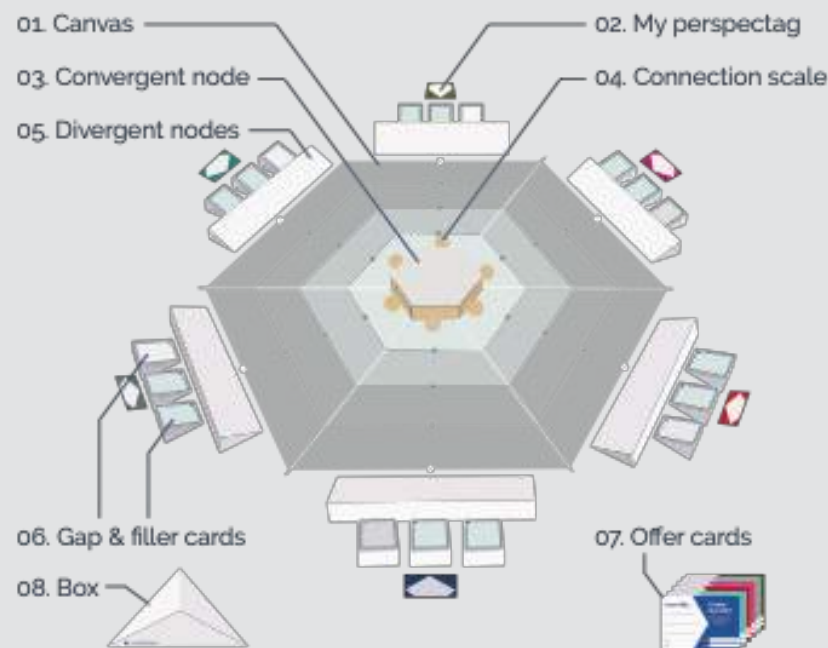


CO-CREATE Policy Kit

Moderator's guide.

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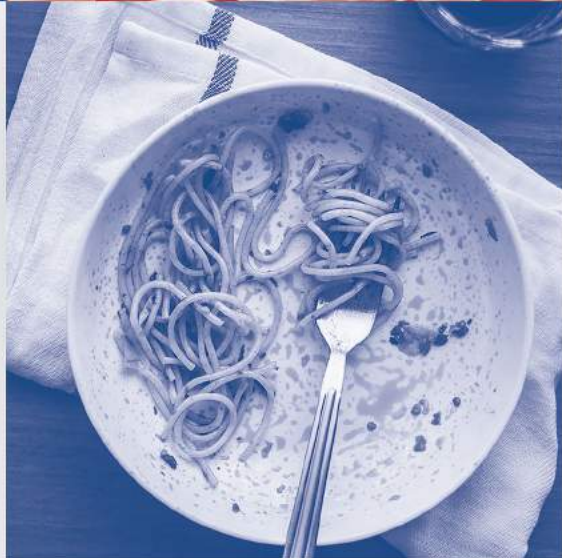
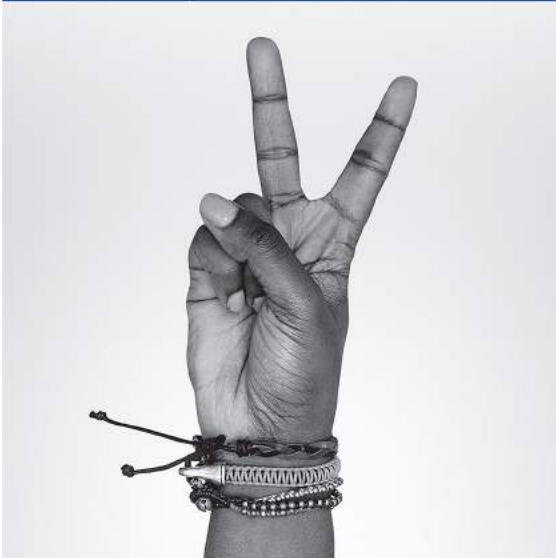


CO-DESIGNED BY: EAT, PRESS & Designit

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Questions?

06



The CO-CREATE project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 774210. The products of the research are the responsibility of the authors: the European Commission is not responsible for any use that may be made of them.





Update from WP6

Elin Bergstrøm and Ove Kenneth Nodland, EAT

26.06.2019

WP6

Develop a model for multi-actor dialogue forums bringing together adolescents, policymakers and businesses to action commitments and policies to enable healthy nutrition and physical activity habits for obesity prevention.

A tool for the Youth Alliances to refine policy ideas from multiple perspectives

Key objectives:

- ▶ Empowerment of adolescents through meaningful inclusion in dialogue
- ▶ Analysis of the roles and responsibilities of stakeholder groups
- ▶ Prototyping outcomes, policies and solutions
- ▶ Moving from dialogue to implementation
- ▶ Place adolescents at the center of relevant policy interventions



Key WP6 deliverables:

- ▶ Develop and test a prototype of a dialogue forum in Norway
- ▶ Refine prototype and develop principles for scaling
- ▶ Twenty dialogue forums across Europe
- ▶ Reports from each dialogue forum
- ▶ A set of recommendations for how to establish multi-actor dialogue forums and a brief report putting the findings of the project in a greater policy and co-creation context.

D6.1 Develop and test prototype in Norway

In collaboration with Designit and Press

- ▶ Model for a dialogue forum for Youth Alliances to refine policy ideas from multiple perspectives
- ▶ Model includes:
 - ▶ **CO-CREATE Policy Toolkit** (for refining policy ideas from multiple perspectives)
 - ▶ **Process Overview** (for how to plan, host and follow-up dialogue forum)
 - ▶ **Back-end Platform** (for how to execute a dialogue forum, on Google Drive)

7 Design Principles for youth-centred multi-stakeholder dialogues

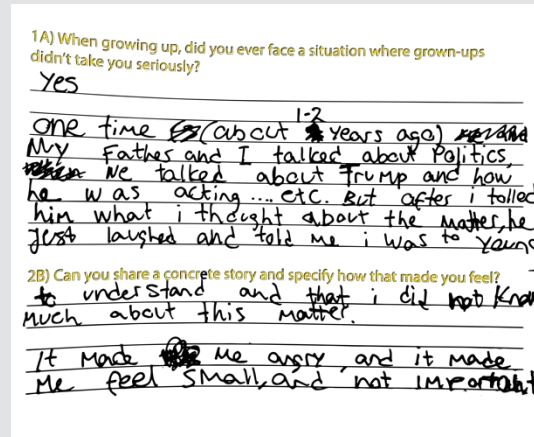
- ▶ Youth-led (not level)
- ▶ Youth is always plural
- ▶ Get very human, very quick
- ▶ Make everyone's perspective matter
- ▶ Focus on outcomes (not what enables them)
- ▶ Focus on building relationship
- ▶ Focus on doing (not talking)



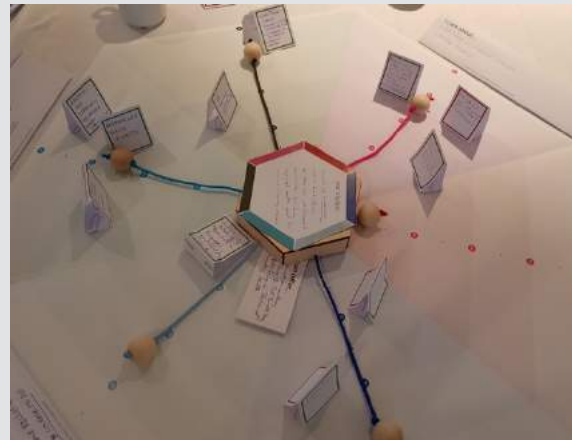
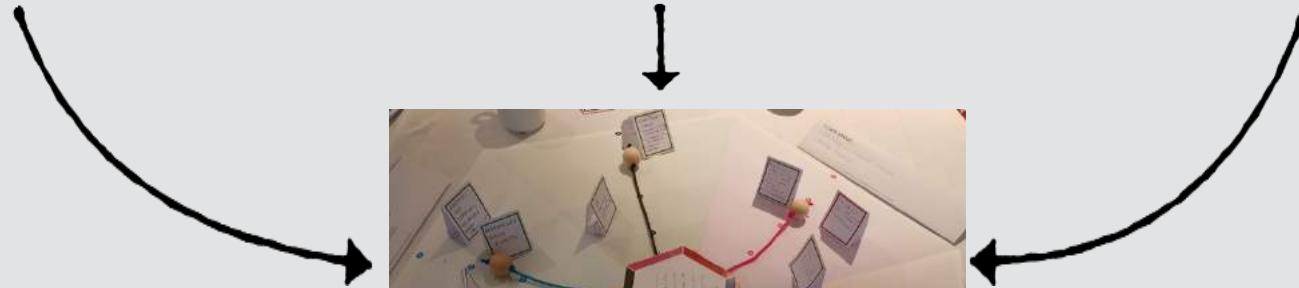
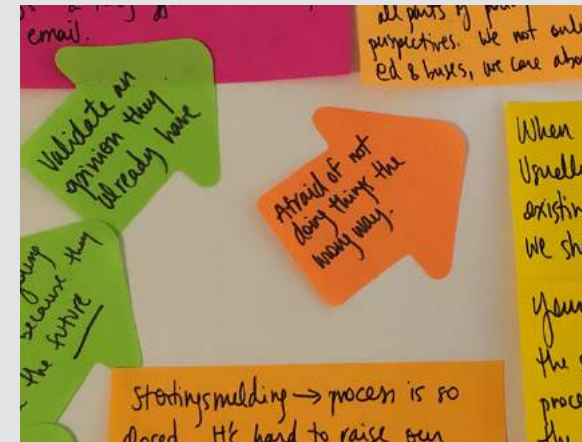
35 interviews



workshop #1



workshop #2



Large Demo (60 users)

→ Confronting obesity: Co-creating policy with youth

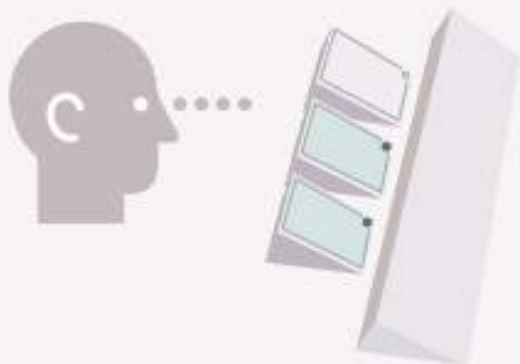
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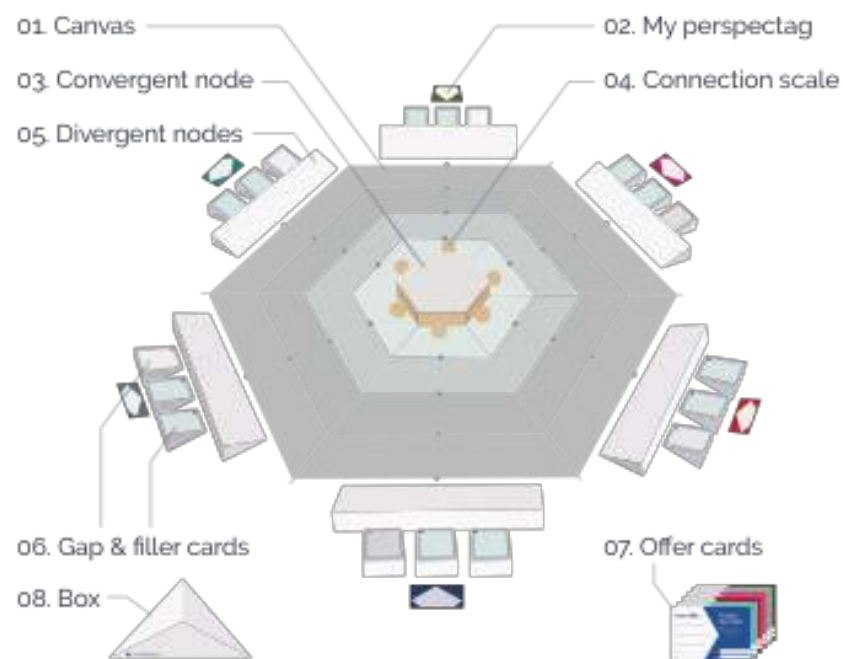


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A structured co-creative policy process in 8 scenes

Scenes only for moderators

Scenes for moderators & guests

Scene 1: Set the table & write policy idea



Bring a box to your table and set up all 6 workplaces. Distribute all the cards except the offer cards. Keep these in your workspace (the blue one) until they are needed. Write the essence of your policy idea in the converging node. Make sure you spread all 6 chairs evenly and then hang the box over the back of your chair. Once table is ready, participate in the role-playing session.

Scene 2: Welcome & my perspectag



As participants arrive, welcome them to your table. If there is food, tell them to grab some and bring it back to eat at the table. Once everyone is seated, introduce the super power activity. Tell them to each write their name and a super power (that they have or wish to have) on their perspectag. Then ask them to stick their super power on their chest in a visible way for others to see.

Scene 3: The policy idea & divergent nodes



Share the essence of your policy idea and then ask participants to individually reflect upon it. Tell them to write what they care most about (that potentially, a refined version of the idea, could enable). Ask them to summarize their reflections using large key words in the blank space that starts with the phrase "I care about."

Scene 4: Connection scale, gaps & fillers



Ask participants to share how their divergent node (what they care about) connects to the current policy idea by using the scale. In the scale, 0 represents the smallest degree of connection, while 3 the highest. Then ask to justify their connection degree by using the gap or filler cards. Lower connections might identify more gaps (needs, problems), while higher connections more fillers (solutions, possibilities).

Scene 5: Convergent node & reconnect



Ask participants to help reframe the policy idea so all (or most) divergent nodes (what they care about) are taken into consideration. Write the new policy idea on the backside of the convergent node. Once written, ask them to share how their divergent node connects to the convergent node (reframed policy idea) by using the scale. Again, 0 = lowest degree of connection while 3 = highest.

Scene 6: Offers & pacts



Ask participants to reflect upon the reframed policy idea and to offer a concrete resource that they could contribute with. Give each person an offer card where they can write their offer. Once finished, ask them to share. After each person shares, you can ask the group if there is anyone who would like to take this offer. When pacts are made, you can seal their deal by taking a picture of their connection.

Scene 7: Map of reframed policy ideas



Once all deals are sealed, you can thank participants for contributing and that you'll send them a summary of the session in the next days. Finally, take the reframed policy idea and position it in the systems map where all other reframed policy ideas will also be positioned. This map showcases the result of all the tables and will help determine the relationship between the policy ideas.

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Process overview.

Roles

-  Table moderator
-  Convener
-  Guests

Channels

-  Google drive
-  Email
-  In-person

Preparation before the event



During the event



Follow-up after the event



Drive Search Drive

My Drive > 01 | BEFORE EVENT

Files

- #1.1 | Time & place
- #1.2 | Divide roles
- Invitations
- Policy ideas

Drive Search Drive

My Drive > 02 | DURING EVENT

Files

- #2.1 | Poster for participant list
- #2.2 | Welcome!
- #2.3 | Picture!

Drive Search Drive

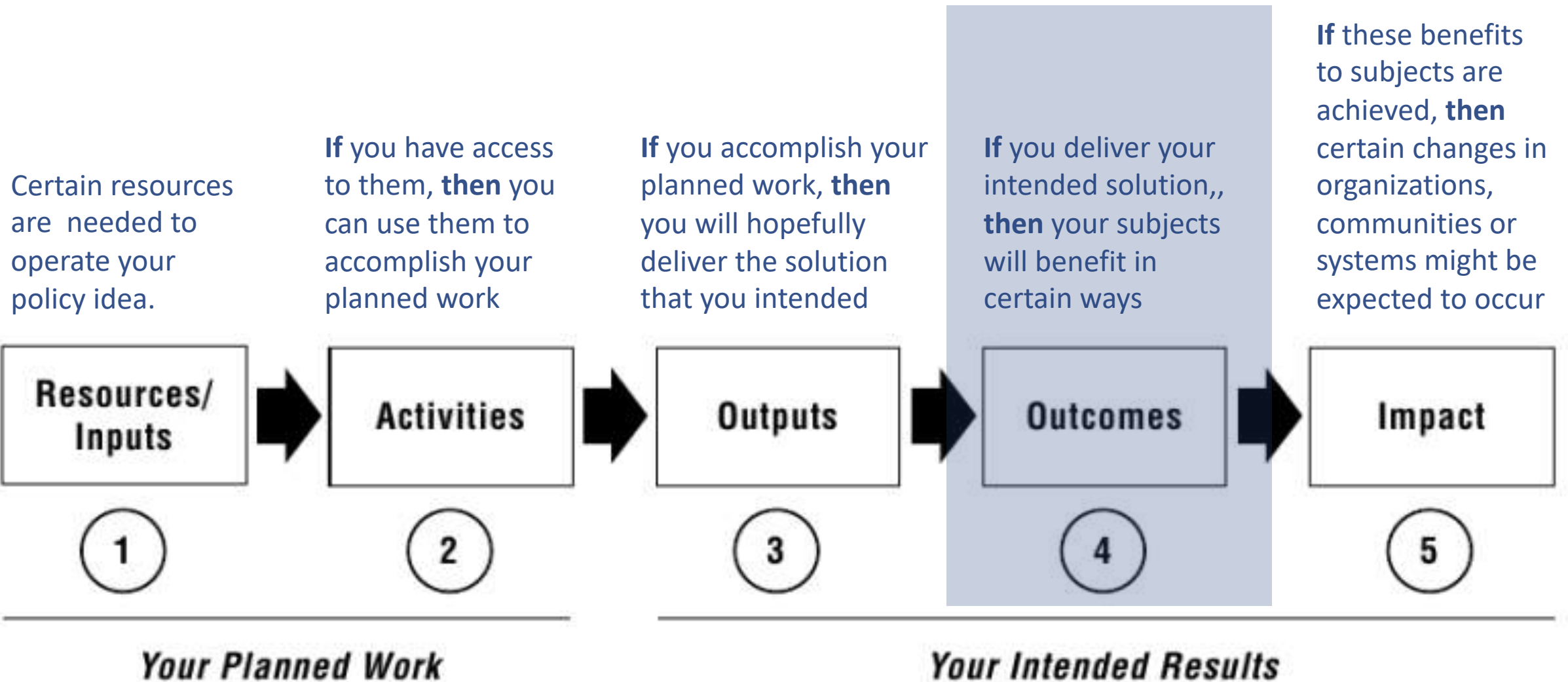
My Drive > 03 | AFTER EVENT

Files

- #3.1 Evaluation survey for M...
- #3.2 Evaluation survey for G...
- #3.3 Moderator's summary
- #3.4 Collective outcome do...
- #3.5 | Personal thank you text.

Why focus on outcomes?

The Kellogg Logic Model:



Policy Idea: integrates the **solution** & the **outcome**

↓
means

↓
end

Policy Idea: integrates the **solution** & the **outcome**

↓
means

↓
end

1st Perspectives: what would make this **desirable** to *me*?

Policy Idea: integrates the **solution** & the **outcome**

↓
means

↓
end

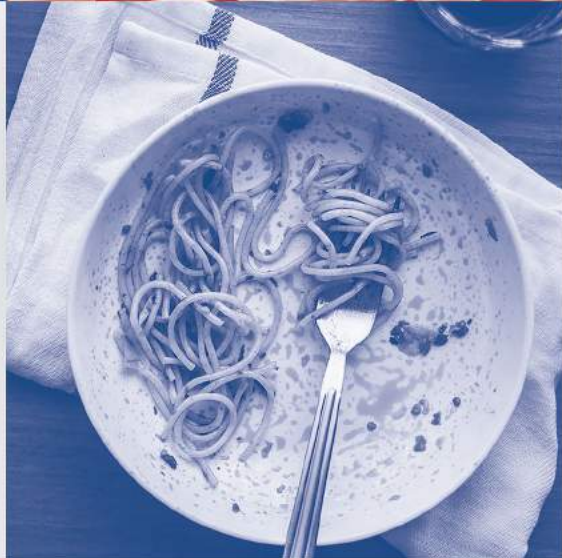
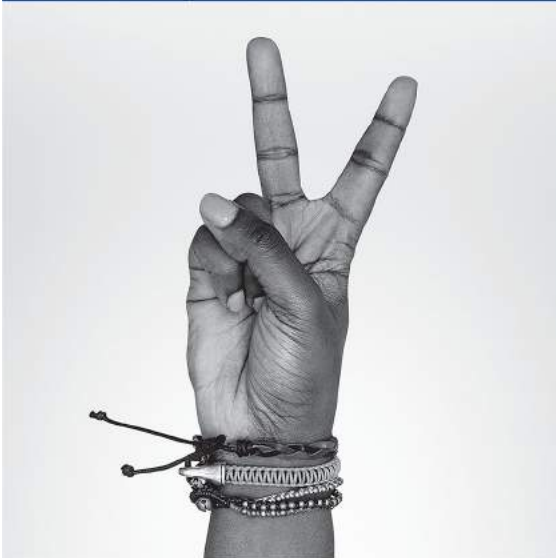
1st Perspectives: what would make this **desirable** to *me*?

2nd Perspectives: what would make this **feasible** for *me*?

What remains?

To be concluded on with other WPs

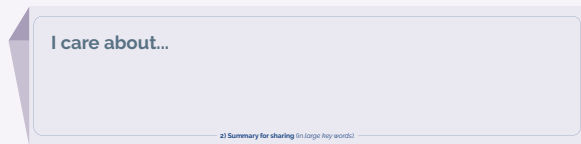
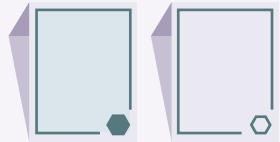
- ▶ How best to embed the dialogue fora in the national youth alliances
- ▶ How best to connect the policy ideas across the alliances
- ▶ How best to bring the finalized portfolio of policies to EU policymakers



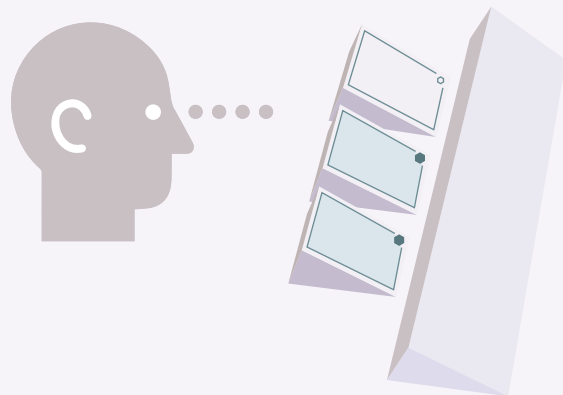
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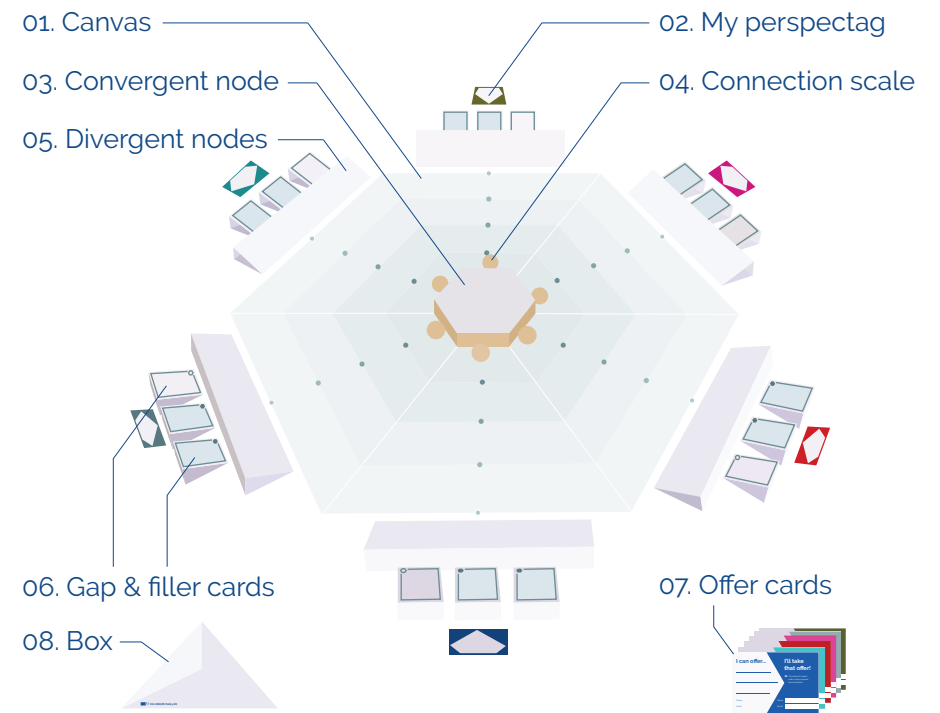


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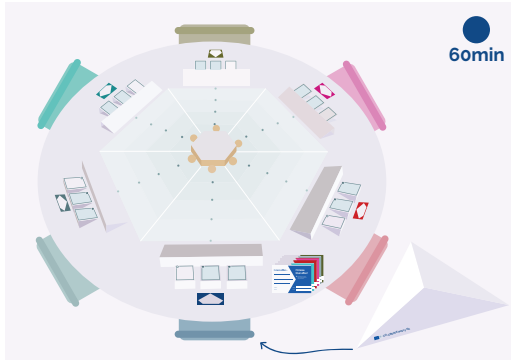
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60min

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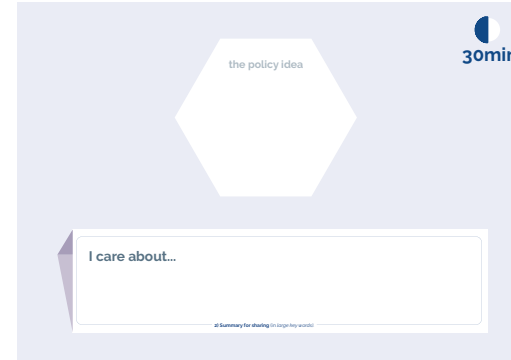
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15min

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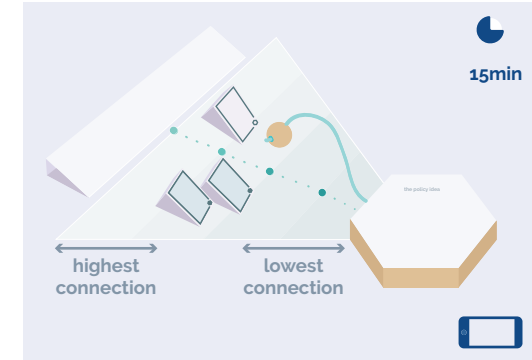
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30min

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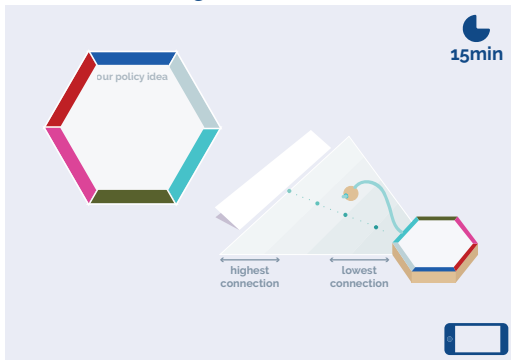
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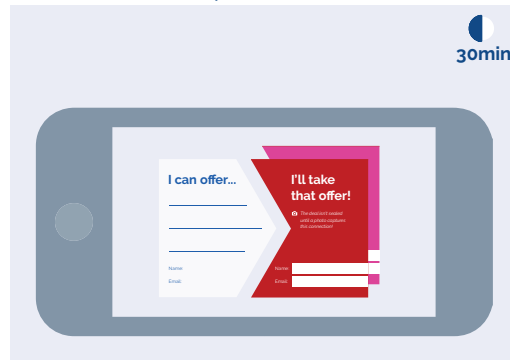
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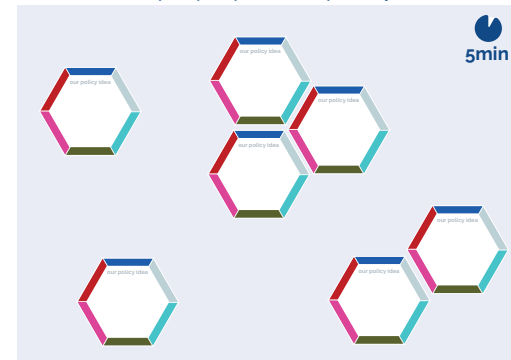
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5min

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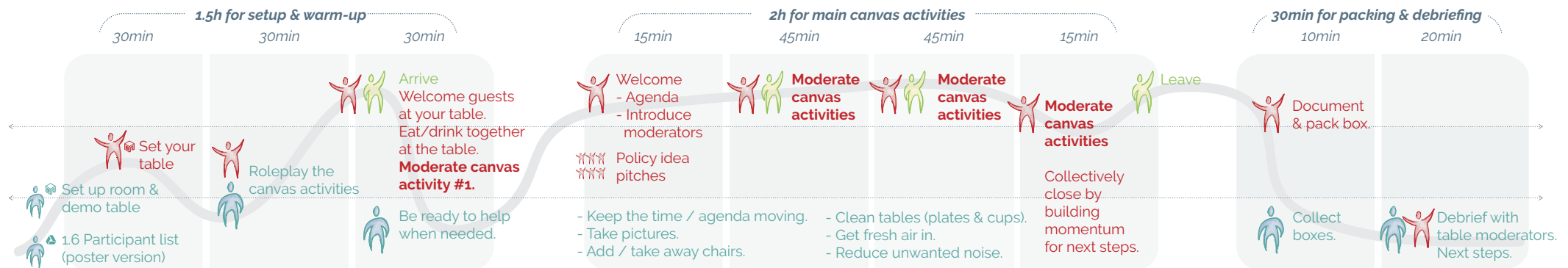
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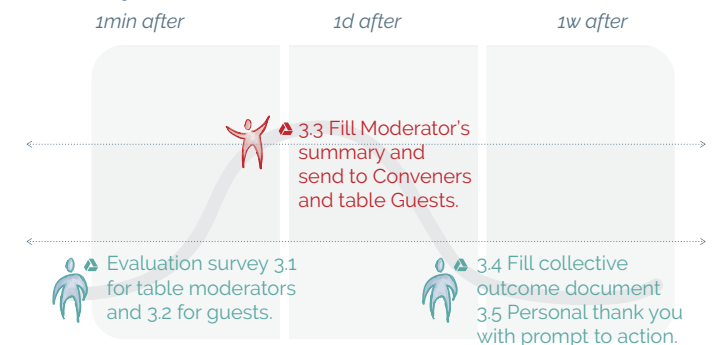
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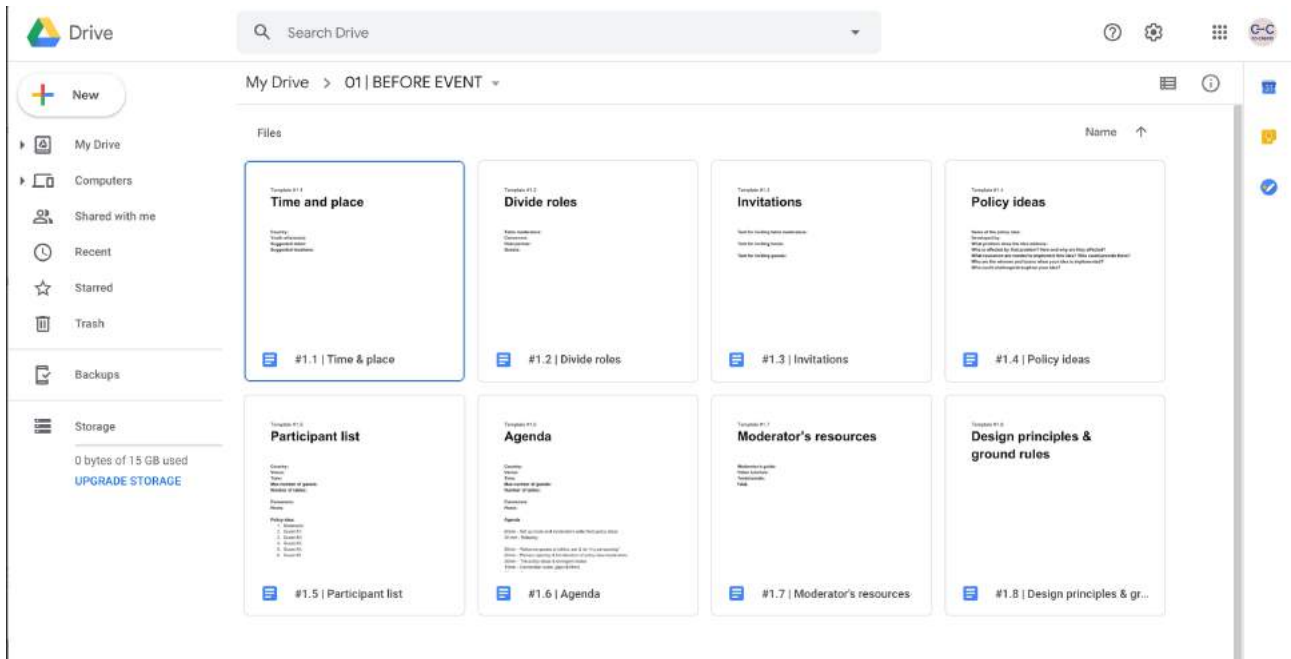
Follow-up after the event



Google drive / Backend project platform

www.drive.google.com

Email: eu.cocreate@gmail.com
password: Obesity!



New

- My Drive
- Computers
- Shared with me
- Recent
- Starred
- Trash

Backups

Storage
0 bytes of 15 GB used
[UPGRADE STORAGE](#)

My Drive > 02 | DURING EVENT

Name ↑

Files

Poster for participant list

#2.1 | Poster for participant L...

ome!

policy from multiple perspectives #EU_L00Crate

Find your seat and tab

#2.2 | Opening Deck

p picture!

and by the map of reframed ideas & show your super

#2.3 | Closing deck

New

My Drive > 3 | AFTER EVENT

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- Computers
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- Starred
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[UPGRADE STORAGE](#)

Files

Name ↑

Evaluation survey about moderating a CO-CREATE Policy Kit

#3.1 Evaluation survey for M...

Evaluation survey about using the CO-CREATE Policy Kit

#3.2 Evaluation survey for G...

Template #1.0
Moderator's summary

#3.3 | Moderator's summary

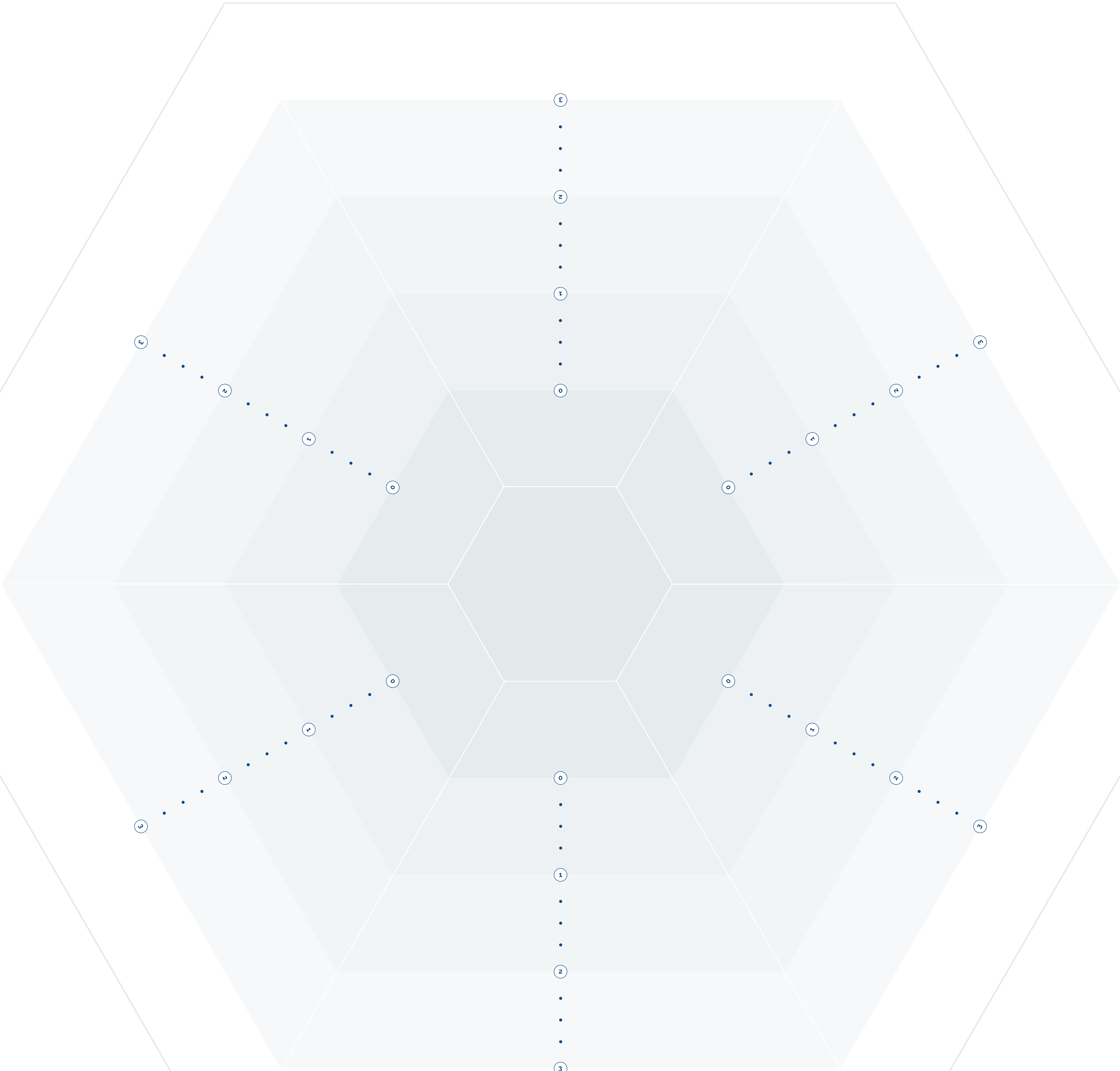
Template #3.1
Collective outcome document

#3.4 | Collective outcome do...

Template #3.1
Collective outcome document

#3.5 | Personal thank you text.







our policy idea

the policy idea



Your name:

Your organization:

I care about...

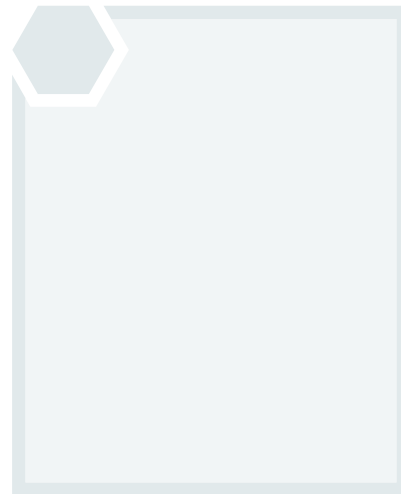
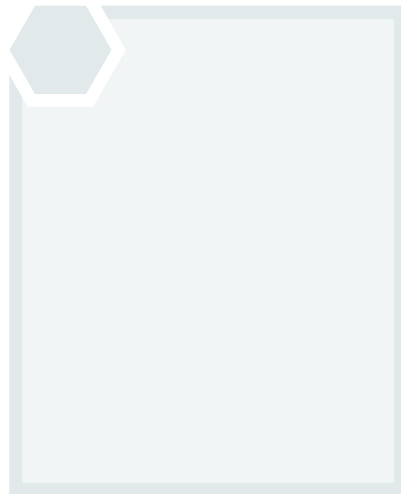
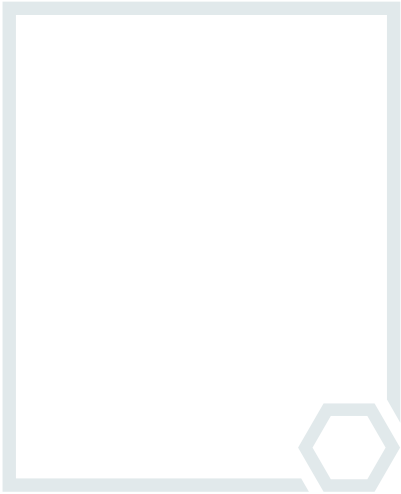
2) **Summary for sharing** (in large key words).

1) **Individual notes:** In the context of this policy idea, what outcomes do you most care about?



Your name:

Your organization:





GAP (need, challenge)

GAP (need, challenge)

GAP (need, challenge)

GAP (need, challenge)

GAP (need, challenge)

FILLER (resource, opportunity)

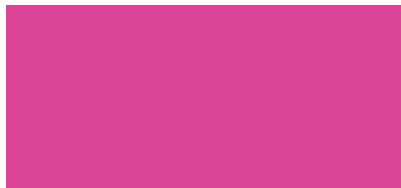
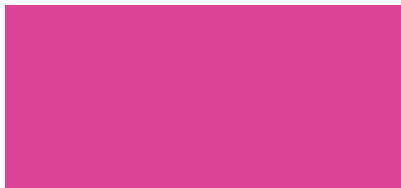
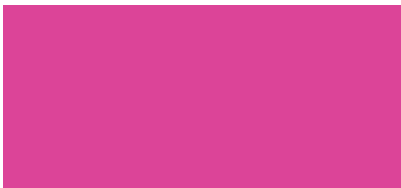
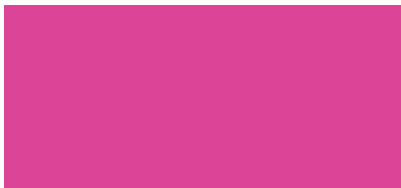
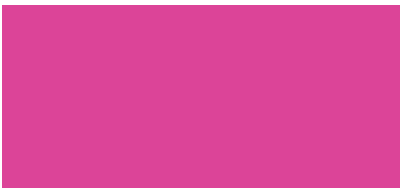
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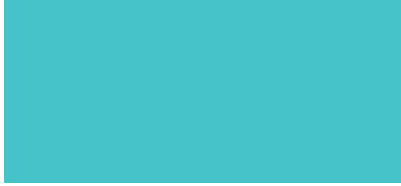
FILLER (resource, opportunity)














I can offer...

I'll take that offer!

 *The deal isn't sealed until a photo captures this connection!*

Name:


Name:

Email:

Email:

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Email:

I can offer...

I'll take
that offer!

 *The deal isn't sealed
until a photo captures
this connection!*

Name:

Name:

Email:

Email:

Overview of the different youth organizations EAT engaged with during the design process.

Youth organization	Interview	Workshop 1	Workshop 2	Ideation workshop	Side event at EAT Stockholm Food Forum
Press	1	2	1	2	2
Mental Health Youth			1		
School Student Union of Norway	2				
YMCA-YWCA				1	
Labor Party Youth		2			
Juvente	2				
Nature and Youth	1				
Spire			1		1
Youth Work Norway				1	
Operasjon Dagsverk	1				
Young Ambassadors	2				
The Norwegian Children and Youth Council	1				2
Norwegian Rural Youth			1		1
IFMSA-Sweden					1
National Council of Swedish Youth Organizations					1
Swedish Society of Medicine's Student and Junior Doctor Section					1
IFMSA					1
Australian Medical Students' Association					1
Effective Altruism at Stockholm School of Economics					1

Transforming the Food System with Youth

WORKSHOP GUIDE FOR MODERATORS

Side-event at EAT Stockholm Food Forum – 11.06.2019



Workshop guide and materials have been developed as part of CO-CREATE, a research project funded by the EU Horizon 2020 research and innovation program for Sustainable Food Security (grant agreement no. 774210).



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Workshop goals

- Refine visions for youth-led food systems transformation
- Co-create solutions when everyone's perspectives matter
- Find opportunities and possible partners to act with

Workshop Agenda (moderators version)

16.00 Walkthrough

Goals: • Ensure all moderators understand how to moderate the discussion.

Refining your vision: We will demonstrate and explain all the steps in the Co-Creation Canvas, and the different elements. Then we will roleplay a session, to see how it works in practice. We will explain the groundrules of the event, and answer any lingering questions.

Expectation: study this Workshop Guide carefully beforehand. We will have a simplified printout (cheat sheet) ready for you to rely on during the workshop once it starts. There will also be floaters at the event ready to assist if needed, and back-up moderators if needed.

17.45 Dinner

A light buffet dinner will be served. As participants enter the room, they will see an overview of which table they will sit and check in at the table. As moderator you are responsible for making sure you have the right people at your table.

18.00 Who are we?

Goals: •Get to know the people at the table. •Set a relaxed, creative tone for the event.

Our super team: When all the participants are at the table (and continue to eat), introduce the super-power task as the first creative challenge of the day: what would your Super Power be? – It can be any quality that they have or wish to have, i.e. creativity, money, knowledge about... , humour, power to act on... , telepathy, vision of the future, charm, etc. Ask the participants to write it down on the PERSPECTIVE sheet (thick marker) under "Organization" and to add their name. Then do a round of introductions: Hi, my name is [...] and my superpower is [...]

18.13 Video [\[link\]](#)

18.15 Welcome by Co-Organizers

18.20 Keynote by Usman Mushtaq, EAT Board of Trustees

18.28 Vision Pitches by Youth Leaders – 7 x 2min

[Vision 1] by [name and organization]

[Vision2] by [name and organization]

[Vision 3] by [name and organization]

[Vision 4] by [name and organization]

[Vision 5] by [name and organization]

[Vision 6] by [name and organization]

[Vision 7] by [name and organization]

18.43 Co-Creation Canvas explained by Ove Kenenth Nodland, EAT

This is a design tool for when everyone's perspectives matter. The aim is to understand what is most important to everyone in the context of a specific vision, so that we can reframe the vision together to be as inclusive and wise as possible. The point is not where we start, but where we end up. Ground rules explained.

18.45 What is important to us? – 25min

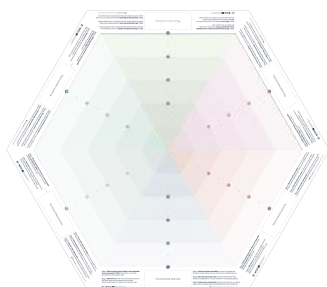
Goals: • Listen to understand what is important to those around the table. • Connect what matters to the vision.

The Vision (2min): As table host, you are responsible for both representing the vision and moderating the conversation. Start the conversation by putting the VISION on the centrepiece, reflecting one of the visions pitched before. If you do a quick recap of the vision, make sure to focus on the outcomes you want (impact), not the way to achieve it (solution).



Optional: ask the participants to add their profession to their super power: i.e. "Sharp designer", "manager with knowledge about change" or "creative economist".

01



I care about...

¹ **WHAT IF** someone frames what's meaningful to them in a way that seems to contradict the vision? Do NOT accept the bait by arguing. Instead, simply recognize the gap between the perspective and the vision, and repeat your personal commitment to seek out ways to include that perspective in the final vision.



I care about... (7min): You will now invite the group to share what's important to them:

Before we begin, I would like you to take 5 minutes to think about what is meaningful to you in the context of this vision. I want you to write your perspective down on the paper in front of you, following the instructions on the paper. You can use either a sentence or key words. You can write more than one thing, but not more than three. Focus on the most meaningful. Let me demonstrate...

Use your own example, following the steps, and finish by folding and placing your PERSPECTIVE in front of you.

02

Our perspectives (5 x 3min)

The purpose of this particular exercise is for each participant to feel they have been heard and trust that they have been understood. It's essential to building trust among the group. Estimate 2-3 minutes per person and keep the momentum going, but make sure you give people enough time to say what they need to say. It's better to go over time here, and to hurry later, than to rush this step.¹

Once everyone has placed their PERSPECTIVE on the table, you initiate the round by saying the following:

As the person bringing this vision, it's important to me that it builds on the diversity of perspectives represented around this table. I am therefore curious and interested to learn how well this vision reflects what's important to you, so that we can build upon those perspective to make this vision as inclusive, meaningful and impactful as possible.

Since you have already presented your vision and why, you will invite one participant to say four things: (1) their name; (2) who they represent; (3) what's important to them (in the context of this vision), and; (4) elaborate on the reasons why this is important to them. Once the participant has finished speaking, you say:

Based on what you've shared so far, in your opinion, how well connected is this vision to what's meaningful to you? Please indicate this by pulling the chord to the appropriate number, 0.5 representing "not much" to '+ ' representing "extremely connected". And please briefly explain the reasons for your choice.

Demonstrate by moving your BALL first, and explain your reasons for why you've rated it that way. Then invite the participant to move their ball. Afterwards, make sure to thank the participant for sharing their perspective so openly.

Repeat for the next person, until everyone has had a chance to share their perspectives, and rate how well the vision connects to what's important to them.

03

When done, raise your hand, and ensure a SNAPSHOT is taken of the CANVAS.



19.10 Reconnecting – 33min

Goals: • Identify what prevents a vision from connecting to the various perspectives, and how to overcome it

Understanding the gaps (20min)

Start the next section by saying:

Thank you for sharing your perspectives. The aim of this next section is to understand how we might connect the vision to all of your needs.

Then address the perspective that is currently least connected to the vision:

[Person's name], I see that this vision isn't well connected to what's important to you. What would it take, what do you need, to be more connected to this vision?

Writes down a summary of what the participant answers on a GAP card (RED FRAME). Before placing the GAP card on the CANVAS, ask if you have summarized the gap correctly? If not, then ask what words you should use instead. Once the participant agrees with the wording, you place the GAP card on the CANVAS in front of the participant, next to the BALL.

04

Continue until all gaps in all (or at least the most divergent) perspectives have been discussed.

Filling the gaps (10min)

[OPTIONAL: If you're over time, skip this exercise]

Try to spend no more than 5 minutes on one gap, to allow you to fill at least two gaps. For this exercise, a deep conversation about one gap is more important than many gaps

Select the most interesting gap, and asks the participant who represents that perspective:

What, in your opinion, could be done to fill this gap?

After the participant has answered, you repeat the GAP card exercise of summarizing and then asking for approval, but this time filling the information inside the GREEN FRAME. Next, turn to the table as a whole, and ask for other perspectives on how the gap might be filled.

05





How connected are we now? (3min)

Turning to the last gap discussed, ask the participant with that perspective the following:

Thank you for elaborating on your perspectives and how to better connect what matters to you to this vision. Now I would like you to consider the following. If all the needs that you have identified were met, would this vision better connect to what's important to you? If yes, could you please indicate this by pulling the chord to a new number?

Then invite all other participants to similarly rank their ideas at the same time.

When done, raise your hand, and ensure a SNAPSHOT is taken of the CANVAS.

06



19.43 Taking action – 15min

Goals: • Identify partners who can help realize this vision with you. • Go from talking to doing.

Follow-up Pacts: This is the what the conversation has been building up to. If you have established trust and goodwill, identified how to make the vision even more powerful, and built up goodwill among the participants, it's time to turn intent into action.

I would now like to invite you to think of just one thing you can do to help turn this vision into a reality. It can be a small thing, like connecting us to someone you think we should talk to about this. Or a bigger thing. Anything. As long as it's something you can do for another person. I would like you to write it down on this piece of paper, along with your name and contact information. And when you're done, to hang it over your PERSPECTIVE. Let me demonstrate.

Fill out an OFFER card. Then hand out an OFFER card to each participant. Give them 3 minutes to reflect and fill in the card. Once all cards are on display, ask if any participant would like to take anyone up on their offer?² Choose one person to start, and ask them to pick up one offer. What happens next is important:

It's fantastic that an offer has been made and accepted. Now, please fill in the second half with your contact information. Then, tear the note in two. Keep the offer, and return the other half with your promise to follow-up. [Name] has offered to help [name] with [offer]. Congratulations on your Follow-up Pact.

Make sure you write down each Pact on the REGISTER. Then invite the next person to take up an offer. Repeat until all offers have been either made, or declined. After the first round, if there are offers remaining, you can ask if anyone wants to take up another offer, or take the remainders yourself.

Co-Organizers will indicate when there are 2 minutes left. Finish the session by saying:

Thank you for a wonderful conversation and for helping us refine this vision. I promise to follow up all the pacts that have been made by next week, and invite all of you to work with us to turn this vision into impact.

07

08

I can offer...	I'll take your offer. <i>Let's follow-up!</i>
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² **WHAT IF** nobody wants to take anyone up on any offer? Then start by taking one up yourself. If nobody else does anything, then thank everyone for their contribution, and take the offers yourself, as the Visionary. It is also okay to pass on an offer, of it's not relevant or appropriate. Just do it with politeness.

19.58 Thank you by Co-Organizers

20.00 End

20.10 Debrief with Co-Organizers and Visionaries

20.30 Finished

Questions?

Ove Kenneth Nodland • ovekenneth@eatforum.org • +47 952 72 899