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

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Contributors:	Name	Organisation	Role / Title
Deliverable Leader	Ove Kenneth Nodland	EAT	Innovation Manager
Contributing Author(s)	Florencia Aguirre	EAT	Systems Designer
Contributing Author(s)	Samantha Nesrallah	EAT	Policy Officer
Contributing Author(s)	Elin Bergstrøm	EAT	Senior Policy Officer
Reviewer(s)	Knut Inge Klepp	Norwegian Institute of Public Health	Executive Director, Division of Mental and Physical Health
Reviewers (s)	Natalie Savona	London School of Hygiene and Tropical Medicine	Assistant Professor, Faculty of Public Health and Policy
Reviewer (s)	Margrete Bjørge Katanasho	Press	Project Team Member
Final review and approval			

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Executive Summary

CO-CREATE aims to involve and empower youth to support the establishment and maintenance of environments that enable, facilitate and motivate healthy nutrition and physical activity habits among adolescents. As part of this objective, EAT will engage adolescents through meaningful inclusion in dialogue with policymakers, representatives from businesses and other relevant stakeholders about their health and welfare.

Based on a preliminary prototype developed during spring 2019, this report provides a comprehensive model for establishing, executing and following up on multi-actor dialogue forums, with the aim of co-creating policies across generations and sectors. The dialogue forum process is inspired by and in compliance with Article 12 of the UN Convention on the Rights of the Child and the nine UN Principles for Meaningful Child Engagement.

The dialogue forum is an opportunity for youth to discuss and refine food and physical activity policy ideas that they have developed during their involvement in the CO-CREATE Youth Alliances. The Youth Alliances are groups of adolescents aged 16 – 18 years established across five case countries – Norway, the Netherlands, the UK, Portugal and Poland – who will work to develop science- and experience-informed policy ideas to contribute to upstream obesity prevention.

To facilitate scaling and consistency across dialogue forums (local, national and regional) and to optimize dissemination of the dialogue forum model, a multimedia package was designed. It consists of a Guidebook explaining how to organize a dialogue forum, and a Resource Library containing all relevant materials and resources. This multimedia package aims to make it easier for youth, youth organizations and other stakeholders to hold dialogue forums beyond the CO-CREATE project.

This report outlines how the preliminary dialogue forum prototype was tested and revised, and how the Guidebook and the complementary Resource Library were developed. As the dialogue forum gathers different stakeholders with different interest, particular attention has been given to ensuring a safe and empowering dialogue forum and including measures to minimize conflicts of interest and undue influence during the dialogue forum process.

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List of acronyms / abbreviations

CFCI: Child Friendly Cities Initiative

COI: Conflicts of Interest

LSHTM: London School of Hygiene and Tropical Medicine

NIPH: Norwegian Institute of Public Health

SOWC: State of the World's Children

SDGs: Sustainable Development Goals

UNICEF: United Nations Children's Fund

UvA: University of Amsterdam

WCRFI: World Cancer Research Fund International

WHO: World Health Organization

WOF: World Obesity Federation

WP: Work Package

Introduction

Deliverable description

As outlined in the grant agreement number 774210 for Confronting Obesity: Co-creating policy with youth (CO-CREATE), deliverable D6.2 is described as follows:

D6.2: Refine prototype and define principles for scaling the model across a broad range of European countries. The developed prototype will be refined, and principles for scaling the model across a broad range of European countries defined. Multimedia package materials 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.).

WP6 objectives directly addressed by this deliverable

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

O62: 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.

O6.5: 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.

Objectives of deliverable

The objectives of this deliverable are to 1) refine the prototype of a multi-actor dialogue forum developed as part of D6.1, including to identify the necessary services required to deliver a dialogue forum, 2) define governance principles to minimize undue influence or conflicts of interest, and 3) identify principles for scale-up to regional level.

Background

There are currently few examples of young people being included as active agents in formulating policies and prevention strategies for tackling adolescent overweight and obesity. 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. To help achieve this objective, EAT will engage adolescents through meaningful inclusion in dialogue with policymakers, representatives from businesses and other relevant stakeholders about their health and welfare.

EAT began by developing a prototype of a novel, easy to use, safe, scalable, action-focused and youth-led dialogue forum model to co-create policies across generations and sectors, as outlined in deliverable D6.1 submitted in July 2019. The dialogue forum is an opportunity for youth to present, discuss and refine food and physical activity policy ideas that they have developed during their involvement in the CO-CREATE Youth Alliances. The Youth Alliances are groups of adolescents aged 16 – 18 years established across five case countries (Norway, Netherlands, Portugal, Poland, and the

U.K.), who work to develop transferable, novel, context-specific and science- and experience-informed policy ideas that will contribute to upstream overweight prevention.

The work outlined in this deliverable has focused on refining the dialogue forum prototype into a comprehensive model for establishing, executing and following up on a multi-actor dialogue forum. Because the dialogue forums gather different stakeholders with different interests, it is critical to promote a dialogue that is both a safe and empowering space for all participants, especially youth. To ensure this, EAT has developed several resources to minimize conflicts of interest (COI), undue influence and possible power disparities in the dialogue forum process. During this work, the scope of the dialogue broadened from counteracting possible power disparities in the public-private-adolescent nexus to also include meaningful youth participation, in compliance with Article 12 of the UN Convention on the Rights of the Child.

To easily communicate the dialogue forum process to CO-CREATE partners in each of the five case countries, as well as to other youth or stakeholders that would like to hold a dialogue forum, EAT has worked with the subcontracted firm Dalberg to develop a Guidebook that clearly outlines how to successfully execute a dialogue forum. The Guidebook is complemented by a Resource Library, including all the necessary materials for the dialogue process. Both resources, as well as all other dialogue forum materials, have been designed to enable youth organizations and other stakeholders to hold and facilitate dialogue forums, and to meaningfully include youth in formulating policies and strategies, independently beyond the CO-CREATE project. These resources will significantly contribute to the sustainability of the project.

After completing a first prototype of the dialogue forum, EAT identified some key questions that have now been addressed in this report, including how to ensure representative participation, how to identify and address potential conflicts of interest in the dialogue forums, and how to facilitate scaling of the dialogue model. Limitations faced during the completion of the work outlined in this report will be addressed under each sub-heading.

Refinement of the dialogue forum tool and process

The dialogue forums are an integrated part of the CO-CREATE Youth Alliances. They enable youth to collectively refine the policy ideas they have developed from multiple perspectives, advocate for policy change with policymakers, and mobilize private and civil society action based on their ideas.

The refinement process (D6.2) has focused on refining the dialogue tool prototype into a comprehensive model for establishing, executing and following up on a multi-actor dialogue forum. To effectively communicate this model to the CO-CREATE country partners, the youth alliances and other potential users, such as policymakers interested in co-hosting a dialogue forum, a key output of D6.2 is a Guidebook on how to establish multi-actor dialogue forums. The Guidebook explains not only the processes involved but also helps ensure that the dialogues are held in a way that empowers youth through meaningful inclusion in dialogue forums.

EAT was responsible for the overall objectives and structure of the Guidebook. To finalize the work, EAT subcontracted Dalberg (please see the D6.1 report for the rationale and process for sub-

contracting), who provided relevant background research and focused their contribution on the “Plan” and “Act” sections of the Guidebook. The digital Guidebook is complemented by, and integrates with, an online [Resource Library](#), which provides a digital back-end for the dialogue forums. This digital backend will include access to all necessary materials, templates and resources, online video tutorials for moderators on how to use the dialogue tool, as well as an information management system to ensure effective handling and secure storage of information and data. The Resource Library can be accessed through the Guidebook, and vice versa. Together, these two resources constitute a multimedia package to help scale dialogue forums in, and beyond, CO-CREATE.

Testing

The dialogue forum prototype outlined in D6.1 was tested during a side event at the EAT Stockholm Food Forum in June 2019. EAT found it important to do additional testing with relevant stakeholders, to better understand which elements of the model should be refined. Below is a short overview of the different testing events that EAT held during fall 2019. In total, ten young people was engaged in these events.

WP5 facilitator training

In September 2019, the University of Amsterdam organized a training for all Youth Alliance facilitators from the CO-CREATE case countries. EAT held a small workshop with personnel from the University of Amsterdam (UVA) and facilitators from Norway, Portugal and Poland, where the tool was tested. EAT received valuable feedback and comments from the participants and significant time was spent on reflection among the groups, which was documented in writing and shared among partners after the workshop.

UNICEF Child Friendly Cities Summit

In collaboration with UNICEF, EAT tested the dialogue tool at a side event at the UNICEF Child Friendly Cities Summit in Cologne on October 15, 2019. The Child Friendly Cities Initiative (CFCI) is a UNICEF-led initiative that supports municipal governments in realizing the rights of children at the local level. Youth participation and listening to the voices, needs and priorities of children and young people are important aspects of being a child-friendly city – many cities in this initiative therefore have dedicated youth advisors involved in their activities.

A selection of policy ideas was prepared by EAT and UNICEF, based on the 2019 UNICEF State of the World’s Children (SOWC) report and recommendations from the report by the EAT-Lancet Commission. Some of the CFCI youth advisors helped shape the event by selecting which policy ideas they wanted to discuss. The session focused on healthy and sustainable school environments for obesity prevention. It was attended by eight CFCI youth advisors across different ages and geographies, and 12 stakeholders from different sectors; participants were spread over three tables/dialogues. The results from the session were highlighted at a plenary session on urban food environments that EAT and UNICEF held at the main conference two days later, where two of the CFCI youth advisors presented on stage.

Many of the participants, including both youth and other stakeholders, expressed great interest and enthusiasm for the tool and the way it structured and directed the conversation. Some of the UNICEF

staff that were part of the dialogue, were interested in using it in their own work in their respective country offices. A brief survey was distributed among the youth after the event and the feedback captured was incorporated in the design refinement process.

Norwegian launch of the SOWC report

In October 2019, UNICEF launched their 2019 SOWC report, focusing on children, food and nutrition. EAT participated in the launch event in Norway by contributing to a panel discussion. EAT and UNICEF also used the dialogue tool to structure a preparatory conversation ahead of the panel debate, exploring different views of what can be done to improve children's health and nutrition in Norway. Participants included youth, policymakers and representatives from businesses.

CO-CREATE project meeting in Oslo

In November 2019, the CO-CREATE consortium gathered in Oslo for a project meeting. EAT organized a workshop with Youth Alliance facilitators, as well as other staff from the project partners. The workshop included a run-through of the dialogue tool and a feedback and brainstorming session where the different groups identified challenges and opportunities with the tool. Considering the facilitators of the Youth Alliances will be part of providing training to youth on the dialogue forum model, it was particularly important to have them understand and experience the tool at this meeting. All feedback was gathered in writing through Post-It notes, writing on flip charts and EAT staff taking notes during the workshop.

Feedback from testing

The feedback received from the various testing opportunities was gathered to inform an evaluation of the current design and structure of the tool. Some of the positive feedback included: 1) the dialogue enabled all participants to share their perspectives, 2) participants felt listened to and that their perspective was valued and respected, 3) the co-creation process and the diversity of stakeholders present allowed participants to gain new insights and understanding of different perspectives. Some of the constructive feedback on areas requiring further development included: 1) lack of resources and support for the moderator to lead the dialogue, 2) stakeholders are not familiar with the policy idea developed by youth and the context of which they are developed, 3) some of the physical materials were not fit for purpose (need for smaller canvas, bigger space to write on etc.), 4) lack of an appropriate system to document outcomes from each table, and 5) co-creating only one final policy idea proved to be challenging when wanting to include everyone's perspectives.

The dialogue forum Guidebook

The Guidebook represents a suitable format for outlining the dialogue forum process and is a preliminary version of a set of recommendations for how to host multi-actor dialogue forums with youth. The Guidebook version 1.0 (Appendix F) is addressed to organizers of dialogue forums within the CO-CREATE project. For the local, city-level and national dialogue forums, organizers will be the country partners in the five CO-CREATE case countries, who are also responsible for running the Youth Alliances, with the support of EAT. Necessary adjustments to the Guidebook will be made based on feedback from the Youth Alliances' experience with the dialogue forums and the Guidebook itself, anticipating an updated Guidebook version 1.1 to be developed during fall 2020.

In addition, EAT has initiated the development of a more comprehensive Guidebook version 2.0. This version will be addressed not only to partners within CO-CREATE and the Youth Alliances, but to (1) youth more broadly who want to include their perspectives in an ongoing policy process, (2) organizations working with youth, and (3) policymakers who want to include youth in a policymaking process in a meaningful way. The Guidebook 2.0 gives suggestions for how to move forward after the CO-CREATE Youth Alliance timeline ends, when the policy ideas may need to be taken forward by new alliances of youth, and dialogue forums may want to be co-hosted with relevant stakeholders such as a ministry or public agency. Potential allies and co-hosts will presumably require a more comprehensive overview of what a dialogue forum is, why it is important, and how it can be leveraged, which is included in the Guidebook. Such a format is also presumed to be more suitable for broad dissemination beyond the CO-CREATE project. Appendix G demonstrates the completed work on Guidebook 2.0 so far, to give an indication of the presumed scale and format of deliverable D6.6, due August 2021, which includes a set of recommendations for how to establish multi-actor dialogue forums.

The final Guidebook 2.0 will be developed based on the experiences of implementing 20 CO-CREATE multi-actor dialogue forums across Europe. Specific impact statements coming out of the CO-CREATE dialogue forums will be added to the Guidebook as they emerge.

Guidebook structure

The Guidebook is composed of three main sections: Plan, Discuss, and Act. These sections are complemented by a brief introduction, and two annexes: 1) the UN principles for Meaningful Child Engagement and 2) resources for sustaining the momentum after the dialogue forums. The Guidebook explains the rationale for a multi-actor dialogue forum, and the steps required to plan, execute and follow-up a dialogue forum in a comprehensive and practical manner. The Guidebook emphasizes practical step-by-step guidance.

The Guidebook is written in clear language aimed at being accessible to CO-CREATE's target age group (16 – 18). Each chapter, representing each of the three stages of a dialogue forum, is sub-divided into key steps, with their own checklist. All necessary materials, stored in the online Resource Library, can be accessed directly through hyperlinks in the Guidebook to facilitate easy access.

Key questions

After having completed the dialogue forum prototype, EAT identified a few key questions to be further addressed in this deliverable. Those most relevant to the Guidebook are addressed below.

How to ensure representative participation in the dialogue forums?

Representative participation in the context of youth participation has at least three dimensions to it: 1) demographic representativeness, 2) democratic representativeness, and 3) optimizing for diversity. Press and other youth leaders that EAT spoke with during the dialogue forum design process emphasized the importance of democratic representativeness. EAT recognizes that democratic youth networks represent a wide range of youth and could therefore satisfy all three dimensions. The CO-CREATE consortium has emphasized demographic representativeness (an accurate sample of the

population) for sampling reasons. Ultimately, the responsibility to ensure representative and relevant participation is up to the organizers of a dialogue forum.

In practical terms, the experiences from recruitment to the Youth Alliances, as well as EAT's own experience recruiting youth during the initial research phase of D6.1, underscored the practical challenges of recruiting for demographic representation among youth. In addition, youth alliances have so far not been set up to extensively collaborate with existing youth organizations. As youth organizations could cover all three dimensions of representativeness, EAT is encouraging organizers to work with youth organizations whenever possible, to ensure as broad representativeness as possible.

Inviting the right people around the table is key – the more diverse the participants are, the more insightful and powerful the dialogue is likely to be. EAT's approach has been to provide guidance on how to invite the right stakeholders in the Guidebook and Resource Library. Key points emphasized are to ensure that half the participants are young people, to allow each table to have a 50/50 split. This will prevent the illusion of a singular "youth perspective" to emerge, while also being more inclusive of a diversity of youth perspectives. If possible, organizers should strive for a mix of youth from youth organizations (who often have a mandate to represent their members), youth who are closely affected by the policy under discussion and youth with new ideas on how to address the issue under discussion. Similarly, organizers should strive to balance adult participation across sectors, by mixing politicians, public servants, community members, researchers, civil society representatives and business leaders. They should also strive to mix organizational sizes (e.g. corporations and start-ups).

How to facilitate scaling of the model, including making tools easily accessible online?

A guidebook format was deemed appropriate for the aim of communicating the totality of the dialogue forum process to potential hosts and co-hosts in an accessible manner, as well as to facilitate dissemination. As an online (and potentially physical) publication, a guidebook format was also deemed suitable to ensure the knowledge and insights learned throughout CO-CREATE could be sustained after the project comes to an end. To enable further adaptation, co-creation and use, the Guidebook will be made accessible under a Creative Commons Attribute Share-alike license. The Guidebook was written to maximize knowledge diffusion and to facilitate meaningful youth inclusion in policymaking processes in general, although concrete examples and impact statements will be included from CO-CREATE (i.e. focusing on health).

How to assess the quality of the dialogue forum model itself?

The quality of the dialogue forum is assessed in two ways – quality of experience and impact. To assess the quality of the dialogue experience, participants are given five minutes to complete a short survey on their dialogue experience at the very end of the dialogue forum itself. The survey combines quantitative and qualitative questions. Results of the quantitative questions are aggregated and shared on the screen for immediate, transparent feedback, or shared in the thank you email sent right after the dialogue forum. Participating in the survey requires a mobile device or a computer. Manual surveys will be made available for those without digital access. Integrating the evaluation in the dialogue forum itself will maximize the response rate, while also allowing for reflection at a time when insights and impressions are fresh and when the feedback is likely to be the most precise. Such granular feedback

is especially valuable to further refine the dialogue tool. The evaluation questions can be found in the [Resource Library](#).

Impact of the dialogue forums is assessed in two ways: 1) as part of the survey distributed to stakeholders participating in the dialogue forums, managed by University of Oslo, and 2) in response to the follow-up email organizers are required to send to all participants, including the action report which summaries the outcomes of the dialogue forum. In that email, participants are asked to report whether they acted on their commitments made during the dialogue forum, and what, if anything, resulted from those actions. To incentivize feedback, good stories will be posted on the Healthy Voices website.

[How to incorporate existing principles for youth engagement in the design principles?](#)

After a review of multiple youth engagement principles, EAT chose to focus on the principles for meaningful youth participation in the General Comment on Article 12 of the UN Convention on the Rights of the Children. These principles have a fundamental authority and are further addressed in the Guidebook. Furthermore, there is a strong overlap between these principles and the ones EAT and Designit (the design firm that was subcontracted to support D6.1) derived from the over 30 interviews conducted during the research phase of the development of the initial prototype.

EAT incorporated the above-mentioned principles throughout the design of the dialogue forum and adapted them in the context of CO-CREATE to include considerations for the policy refinement process (see appendix C). These principles especially guided the way certain parts of the dialogue forum are connected, for example, ensuring that dialogue forum organizers (for example CO-CREATE country partners, or a municipality co-hosting a CO-CREATE dialogue forum) are transparent in the pre-read about the policy-making process that the dialogue forum is situated in, including how outcomes from the forum will be used afterwards, hold hosts accountable to follow up on this, including providing an explanation if they are not able to. A significant part of the Guidebook is dedicated to these principles, and their impact on the overall design of the dialogue forum is visible.

[How might dialogue forums build on existing infrastructures for youth participation?](#)

EAT engaged the firm Dalberg to help develop the dialogue tool into a full-fledged dialogue forum, in large part due to their track record of working with young people, including their role in establishing UNLEASH – a global innovation lab for the Sustainable Development Goals¹.

In finalizing the contract with Dalberg, EAT emphasized the importance of actively engaging youth organizations as part of Dalberg's development process, with the aim of incorporating and building on youth organizations' current insights and experiences, and better positioning the dialogue forum as a tool for youth organizations. Unfortunately, Dalberg proved unable to deliver on this request, despite continuous emphasis on this from EAT's side. The unanticipated delay in recruitment of key EAT personnel was also a contributing factor. With regret, the emphasis of the Guidebook therefore pivoted towards existing best practice. Dalberg did allocate staff with significant youth advocacy background, conducted valuable background research, provided relevant suggestions for advocacy

¹ <https://www.dalberg.com/our-ideas/unleash-global-innovation-lab-sustainable-development-goals>

tools and approaches, and provided key recommendations for the design of the Guidebook, which EAT believes strengthened the end result considerably.

Design refinement process

The following section of the report focuses on the refinement of the dialogue tool. While the tool represents the central element of the dialogue forum, there are several activities that also need to be completed before and after the forum to support successful execution and meaningful youth inclusion. These activities are described in more detail in the Guidebook. The main design challenge during the refinement phase was to integrate the principles for meaningful youth participation (e.g. transparency and accountability) into the final design of the dialogue tool, so that it supported and justified key activities before and after the forum.

Design principles

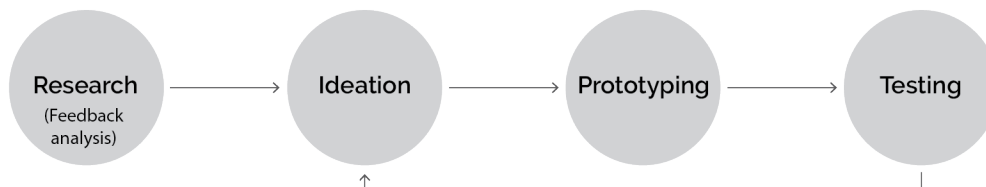
The design principles adopted for D6.1 helped guide the design refinement process, ensuring continuity throughout the development process. While the core values of the design were unaltered, the activities and formal aspects of the tool and dialogue forum process were modified to better satisfy the refinement needs identified during testing, and to incorporate youth and consortium input. The design principles (described in more detail in the D6.1 report) are as follows:

- 1. Youth-led (not equal)**
Youth should be seen to drive the conversation
- 2. Youth is always plural**
Multiple youth perspectives on the same issue should always be present
- 3. Get very human, very quick**
Connecting on a human level is key to a meaningful dialogue and action
- 4. Make everyone's perspective matter**
Give all participants ample and equal time to be listened to
- 5. Focus on outcomes (not what enables them)**
Talk about what connects us, not what divides us
- 6. Focus on building relationships**
Invest time in the precious little things
- 7. Focus on doing (not talking)**
Ensure every dialogue has tangible outcomes, however small

In addition to these principles, the dialogue forum also incorporates the nine UN Principles for Meaningful Child Engagement, which derives from Article 12 of the UN Convention on the Rights of the Child. All activities, processes and services that make up the dialogue forum process are responding to these principles, to ensure that youth engagement is done in a meaningful way. These are explained more thoroughly in the Guidebook introduction, which can be found in appendix E.

The novelty of complementing design principles with the UN Principles for Meaningful Child Engagement in the dialogue forum, is that it creates trust in the process: simply following all the steps described, organizers can trust that they are executing a youth-friendly dialogue process.

Design process



The design process to refine the dialogue tool included different stages: 1) go through the feedback from the different tests, to identify strengths and weaknesses of the first prototype, 2) ideate on how to tackle the main challenges the tool presented, 3) conduct an iterative process of prototyping and testing, which included two full tests internally at EAT, where staff across different age groups and geographies were engaged. In one of the tests a 14-year old also took part. EAT tried to organize a test of the refined version of the tool with Press, however, due to conflicting schedules this was not possible in time for this deliverable. A test with Press members will be organized in the beginning of March 2020. Small-scale, rapid testing was part of the process, to quickly determine how certain parts of the tool worked.



Image 1: Test of the new dialogue tool at EAT

In design processes, especially when co-creating with users and stakeholders, there is constant room for improvement, where each testing opportunity provides valuable feedback to continually improve the tool and make it more usable and adaptable to real life needs. The design of the tool presented in

this deliverable should therefore not be seen as final. The design will continue to evolve as needed with the dialogue forums conducted in the CO-CREATE Youth Alliances. Minor adjustments will be made when needed, while a structured review and update of the Guidebook 1.0 is planned for fall 2020.

Getting feedback from country partners and facilitators was a very important aspect in the design process. We emphasized understanding Youth Alliance needs for the tool and supporting materials, so that it could be easily adopted in each specific local context. As previously mentioned, on the CO-CREATE project meeting held in Oslo on November 2019, a test was conducted with facilitators and co-facilitators from the different countries. This was a great opportunity to understand their specific needs and concerns regarding the tool, which EAT has incorporated.

Results

The feedback from the testing opportunities described above provided not only clear goals for the refinement of the prototype, but also guidance on how to plan activities before and after the dialogue, as part of a comprehensive dialogue forum process. The main feedback received are listed below, followed by the chosen solutions that were either addressed in the dialogue tool itself, or in other parts of the dialogue forum process (see Guidebook, Appendix E).

1. Moderators need more support to lead the dialogue.

Proposed solutions:

- Activity Cards: These were designed to clearly guide the moderator through the flow of activities included in the tool. There are 11 cards, ordered chronologically, where in each one the moderator can find the activity title, duration, goal, a brief bullet-point description of the activity, and supporting illustrations. The activity cards can also be showed to the participants, so they can refer to the cards instead of asking all questions to the moderator.
- Canvas: The canvas is the base of the tool and guides the different activities of the dialogue (portrayed in image 2). It was redesigned to make it more visually intuitive for moderators and participants, providing a logical flow of the conversation that is visible at all times. This was done by writing the names for each activity on the canvas itself and providing clear spaces for each of them.

2. Stakeholders require comprehensive context about the policy ideas being discussed.

Proposed solutions:

- Invitation template and pre-read: These documents will give context to participants before the dialogue forum – further information and guidelines for developing these can be found in the [Resource Library](#).
- Introducing the policy idea with a statement of the problem and desired result: New cards which introduce not only the policy idea, but also the problem which it is derived from and the expected results from implementing the policy.

3. Some activities, materials and forms of the tool were not fit for purpose.

Proposed solutions:

- Replacement of the “converging node” (wooden box with strings): The wooden box, which was mainly used to rate the policy ideas, was replaced by a two-dimensional scale, which uses stickers as a rating system. This facilitates easy transport and reduces the costs of producing the tool.
- Redesign of printable materials: All printable material included in the tool were adapted to improve usability and ease of use.

4. Need for a system to document outcomes of the dialogue forum.

Proposed solution:

- Summary document: Outcome summary templates to be filled out by moderators at the end of each dialogue forum – can be found in the Resource Library.

5. Need to acknowledge more perspectives shared during the dialogue, which was difficult when co-creating only one policy idea.

Proposed solution:

- Three final policy ideas: The number of final policy ideas was increased from one up to three, which provides more space for participants to include and acknowledge everyone’s perspectives, but at the same time focus the conversation. However, there is no explicit requirement to end up with three ideas; the dialogue forum can still conclude with only refining the initial policy idea or discarding it for another.

6. Increase ease of use

Proposed solutions:

- Guidebook: Comprehensive guide on how to organize a dialogue forum, from beginning to end. It also explains all the steps of the dialogue tool and makes reference to materials that can be found in the Resource Library.
- Resource Library: Online platform that contains all the necessary materials to support the organization of a dialogue forum.

Following the refinement process described above, a full process for how to organize a dialogue forum was completed and described in the Guidebook.

The dialogue tool

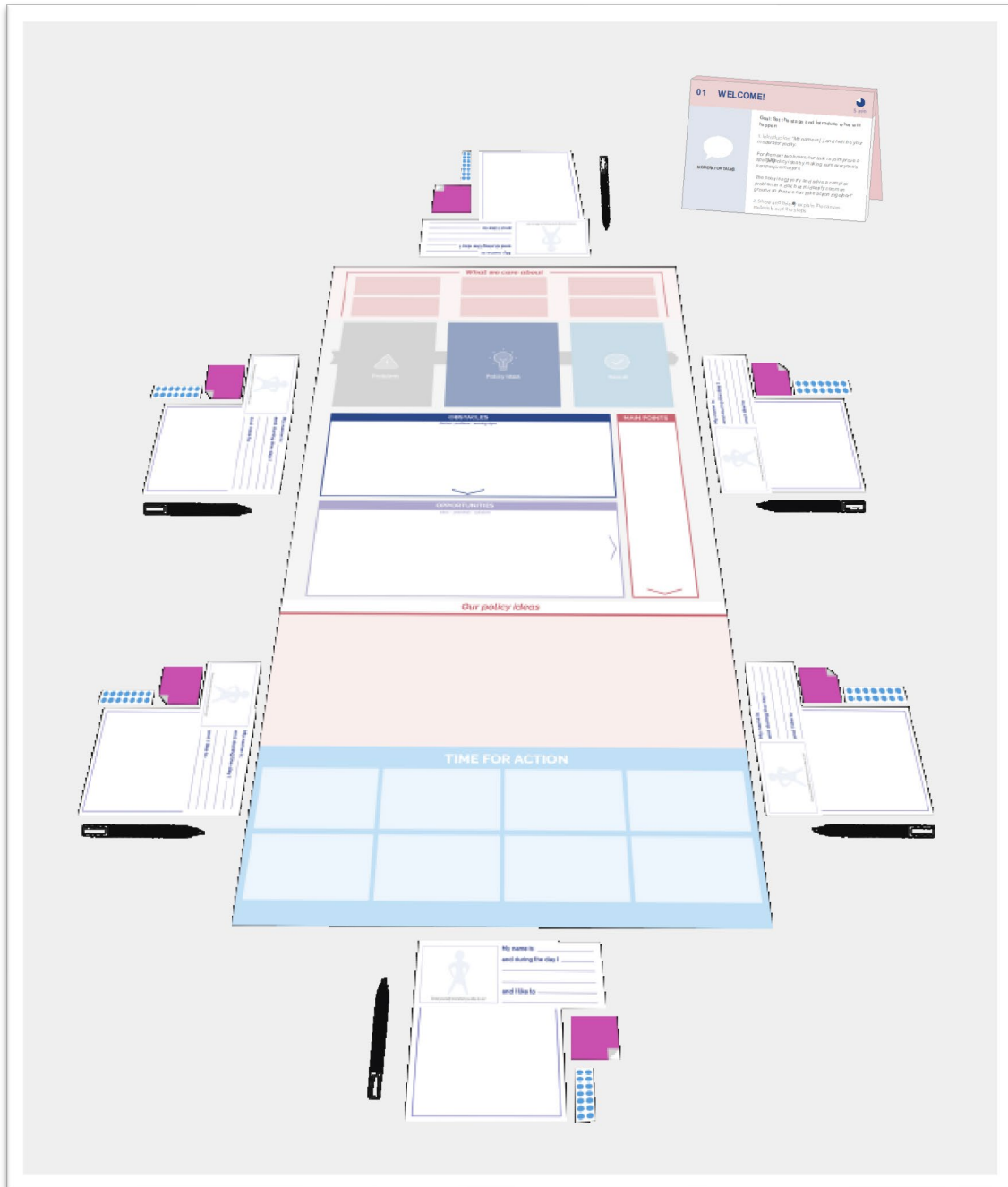
The dialogue tool is a method for moderating an inclusive multi-stakeholder dialogue. It combines a process and materials to make it easy for even an inexperienced moderator to guide and frame a conversation between six people. All materials (except stationary) can be printed using a standard office printer, except for the canvas which needs to be printed at a printing service center and are available online in the Resource Library for easy access.

The materials included in the tool are:

1. A 60x120 cm rectangular canvas, which visually shows the flow of activities in the dialogue, represented by different sections.
2. Eleven activity cards, which serve as guidance for the moderator to conduct the activities in the dialogue and maintain the correct flow.

3. Six name cards, which are to be filled in by participants, and folded in half to present themselves.
4. Six rectangular cards, titled “I care about”, which are to be filled in by participants to identify what element of the policy theme they care about.
5. Three policy introduction cards; problem, policy idea and results.
6. Six note-taking papers.
7. Ten action cards: which allows participants to write actions and offer them to other participants.
8. Six “I’ll take it” cards, which allows participants to take offers of action that other participants make.
9. Three “Our policy idea” cards, to fill in with the refined policy ideas.
10. Post-its, stickers and markers.
11. Moderator’s guide.
12. A box that fits all the materials described above.

A correct set up of the dialogue forum model is illustrated in image 2 below.



Resource Library

The Resource Library is an open online platform, which can be accessed by anyone with the relevant link; it includes all the materials needed to execute a dialogue forum from beginning to end. The Library is separated into three stages: plan, discuss & act. The Resource Library can be accessed here: <https://bit.ly/2Pancfu>

The purpose of the Resource Library is to serve as an integrated platform that provides everything that the CO-CREATE country partners and EAT need to plan, coordinate, and execute a dialogue forum. Eventually, access to the Resource Library will be made open and accessible to the broader public.

The Resource Library, currently in development, contains a variety of elements, including the relevant templates, guidelines, presentations forms and a checklist for each of the various stages of the dialogue forum process. As dialogue forums will be held in different countries, and each country will have different needs, all the materials were created as general guidelines and recommendations, so that each country partner has the opportunity to adapt them to their local context.

After each dialogue forum, EAT’s Dialogue Forum Coordinator will follow up with the country partner to the asses results captured, debrief on the overall experience, and ask what deviations and adaptations, if any, were made to the dialogue forum process.

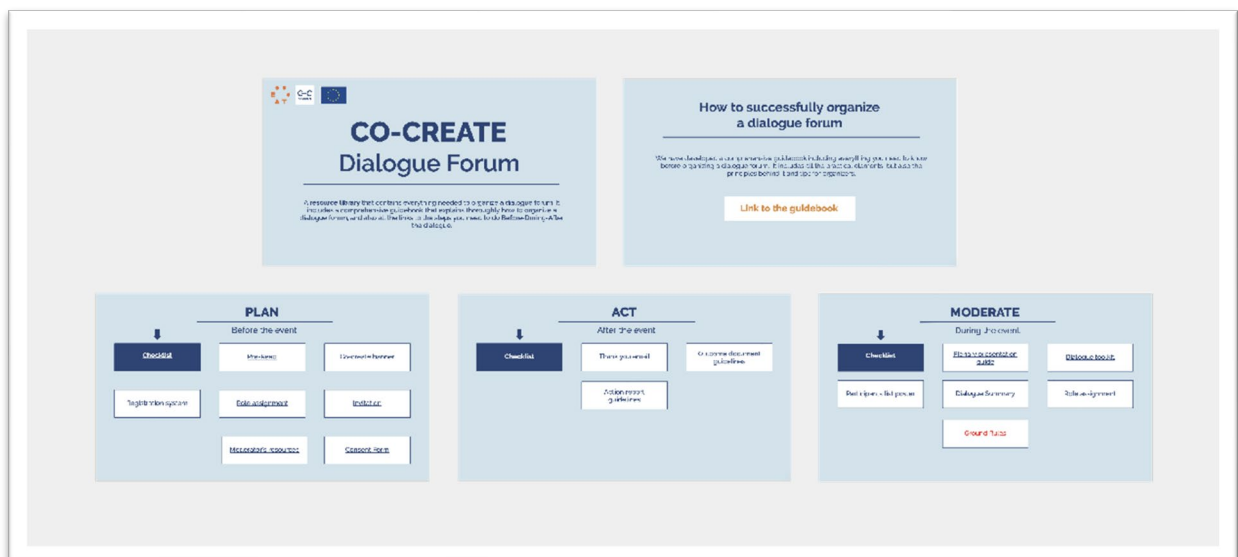


Image 2: Screenshot of the online Resource Library.

Limitations

One of the main objectives of the dialogue tool is to refine a policy idea that is developed by youth through a multi-stakeholder conversation. In real policy-making processes, a policy idea can take many forms with different levels of detail, varying from a one-page proposal to several pages. One of the main challenges of the design refinement process, which was also present for the work in D6.1, was the absence of a real example of a policy idea developed by members of the CO-CREATE Youth Alliances, so that activities in the dialogue tool could be planned accordingly. As a result of this, the design process based itself on assumptions of what the policy ideas could look like, which may result in the need for adaptation once the Youth Alliances start using the tool. One of the mitigation measures implemented was the inclusion in the dialogue process of more context when presenting the policy ideas (problem and expected results), so that youth have more space to explain and justify their ideas when engaging with stakeholders.

Measures to minimize undue influence and conflicts of interest

Background

Collaboration between public and private sector actors has been identified as a key instrument to successfully deliver the 2030 Sustainable Development Goals (SDG) agenda². As a cross-cutting issue that affects many of the SDGs, a complex system challenge like the obesity epidemic will require coordinated effort from policymakers, civil society organizations, and private sector actors to instil meaningful change. Multi-stakeholder dialogue forums hold great potential in delivering usable policies, as they draw upon the expertise and resources of various sectors to inform the feasibility and advance the implementation of a policy³.

While multi-stakeholder dialogues can be used as an effective tool in the policy process, a growing body of evidence would suggest that such forums may be vulnerable to conflicts of interest due to diverging interests, conflicting mandates, and power imbalances that arise⁴. This is particularly relevant to the CO-CREATE dialogue forums, where young people will engage in discussions with adult actors from the private sector, public sector and other relevant stakeholders. Strong conflict of interest mitigation measures is key to ensuring the success of the forums and safeguarding of the project and youth. However, these measures need to be balanced with some of CO-CREATE's core objectives, such as youth empowerment and the consideration of youth as an equally valuable stakeholder group.

Defining conflict of interest

The World Health Organization defines conflict of interest (COI) as the “potential for a secondary interest to unduly influence either the independence or objectivity of professional judgement or actions regarding a primary interest”⁵. In the case of CO-CREATE, a COI could arise if an individual or organization dismisses the primary public health interest of the dialogue forum, in favour of a

² United Nations Sustainable Development Goals (2015). Transforming our world: the 2030 Agenda for Sustainable Development. <https://sustainabledevelopment.un.org/post2015/transformingourworld>

³ Dodds, F., & Benson, E. (n.d.) Multi-stakeholder dialogue. http://www.civicus.org/images/PGX_D_Multistakeholder%20Dialogue.pdf

⁴ Committee on Food Security High-Level Panel of Experts (HLPE). (2018). Multistakeholder partnerships to finance and improve food security and nutrition in the framework of the 2030 Agenda. A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security, Rome (<https://ec.europa.eu/knowledge4policy/sites/know4pol/files/ca0156en.pdf>)

⁵ World Health Organization (WHO). (2017a). Draft Approach for the Prevention and Management of Conflicts of Interest in the Policy Development and Implementation of Nutrition Programmes at Country Level. (<https://www.who.int/nutrition/consultation-doi/nutrition-introductory-paper.pdf?ua=1>)

secondary interest such as financial gain. Other secondary interests could include academic advancement, desire for recognition, or personal benefit⁶.

While COIs can take many forms, it is important to recognize that both actual and perceived conflicts of interest have the ability to impact the objectivity and scientific integrity of the policies developed, as well as erode youth, stakeholder, and public trust in the outcomes of the dialogue forums.

Evidence

Sector-specific stakeholder considerations

In recent years, there is growing recognition of the need to safeguard against COI in public health research and policy development⁷. The impact of industry-funded research on food and physical activity studies has been well documented, and the outcomes criticized by many⁸. The policymaking process often requires the consultation of a variety of actors, including those from the private sector. While corporate actors have a role to play in informing feasibility of implementation, cost, and providing business intelligence, tensions may arise between profit and public health goals. In fact, evidence would suggest that during policy discussions, corporate actors often focus on individual responsibility, dismiss research, promote downstream interventions such as education rather than corporate or government action, and encourage deregulation^{4, 9}. Meanwhile, taking part in such conversations can help unhealthy commodity industries improve their apparent commitment to public health; it also provides them with an opportunity to leverage political influence and shape policy¹⁰.

With respect to the CO-CREATE dialogue forums, it is important to note that the private sector, specifically the food industry, is a heterogeneous group. The above-mentioned considerations may not apply to all actors and would potentially be less applicable to stakeholders like small-medium enterprises, farmers, and healthy commodity groups. EAT, in consultation with the CO-CREATE country partners, will play an active role in identifying private sector stakeholders who can contribute to a safe and empowering dialogue for youth, as set out below.

⁶ Institute of Medicine (US) Committee on Conflict of Interest in Medical Research, Education, and Practice. (2009). Conflict of Interest in Medical Research, Education, and Practice. Washington (DC): National Academies Press (US); 2, Principles for Identifying and Assessing Conflicts of Interest. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK22937/>

⁷ Cullerton, K., Adams, J., Forouhi, N., Francis, O., & White, M. (2019). What principles should guide interactions between population health researchers and the food industry? Systematic scoping review of peer-reviewed and grey literature. *Obesity Reviews*. doi: 10.1111/obr.12851

⁸ Nestle, M. (2016). Corporate Funding of Food and Nutrition Research. *JAMA Internal Medicine*, 176(1), 13. doi: 10.1001/jamainternmed.2015.6667

⁹ UK Health Forum (UKHF). (2018). Public health and the food and drinks industry: The governance and ethics of interaction. Lessons from research, policy and practice. <https://www.idrc.ca/sites/default/files/sp/Documents%20EN/ukhfcasebook-jan18.pdf>

¹⁰ Knai, C., Petticrew, M., Mays, N., Capewell, S., Cassidy, R., Cummins, S., ... & Katikireddi, S. V. (2018). Systems thinking as a framework for analyzing commercial determinants of health. *The Milbank Quarterly*, 96(3), 472-498.

While the literature on COI considerations in public health policymaking largely focuses on private sector stakeholders, particularly the food and beverage industry, it is important to acknowledge that all stakeholders present a certain degree of risk to the dialogue forum and safeguarding of youth. As previously noted, secondary personal or institutional interests such as academic advancement, personal gain, and desire for recognition have the potential to influence policymaking processes⁶, and in the case of CO-CREATE, the process and outcomes of dialogue forum. Mitigation measures must account for and address these risks.

Meaningful engagement of youth

The meaningful inclusion of youth in policymaking dialogues presents great opportunity but is also subject to a number of risks. Evidence suggests that when engaging in dialogue with youth, adults can inadvertently exert their power and influence to shift overall consensus, youth can be coerced into expressing views that go against their wishes or beliefs, and youth may leave feeling exploited or unable to express their views¹¹. The quality of involvement of youth is also subject to manipulation, decoration, and tokenism, unless efforts are made to ensure that meaningful engagement takes place¹². As outlined in Press' most recent publication on Child and Youth Participation in the Public Sector, "to participate without the opportunity to influence can be experienced as demotivating and creates a sense of powerlessness¹³". This further reinforces the need for greater accountability among adult dialogue participants and CO-CREATE partners to ensure meaningful engagement and inclusion.

The UN Convention on the Rights of the Child, specifically Articles 12 and 13, reinforce the rights that youth have to freedom of expression and to formulate and express his or her own views on an issue¹⁴. The protection and promotion of these rights have been included in the design and execution of the dialogue process to mitigate any unintended impact or influence. CO-CREATE goes beyond tokenism and is novel in its approach of meaningfully engaging and empowering youth at each stage. However, with greater inclusion, comes greater risk, and the need to put in place measures to minimize COIs and mitigate any negative impact on youth.

Empowerment of youth is an important objective of CO-CREATE. During the dialogue forum design process, interviews and workshops conducted with youth and youth representatives in Norway showed that some youth were sceptical towards being portrayed as a particularly vulnerable group that requires special measures for protection. They would rather be considered as active and equally valuable stakeholders with the ability to understand complex systems and engage in constructive multi-stakeholder dialogues. However, given that Norwegian youth are not a representative sample of all youth alliance members, and that CO-CREATE seeks to engage youth from different backgrounds,

¹¹ World Health Organization (2018). Global Consensus Statement: Meaningful Adolescent & Youth Engagement. <https://www.who.int/pmnch/mye-statement.pdf>

¹² Hart (1992), Children's Participation: From Tokenism to Citizenship.

¹³ PRESS (2020). Barn i byråkratiet: Om barns deltakelse i offentlige beslutningsprosesser <https://press.no/wp-content/uploads/2019/12/Barn-i-byråkratiet.pdf>

¹⁴ United Nations Human Rights: Office of the High Commissioner. Convention on the Rights of the Child. (2019). 12–39.

ages, and lived experiences, there is still a need to balance youth empowerment with the mitigation of potential risks, as described below.

Development of COI mitigation measures

In the fall of 2019, EAT developed a background note which outlined preliminary discussion points around risks and suggested measures to minimise undue influence from COI in the dialogue forum process. This background note was shared with the London School of Hygiene and Tropical Medicine (LSHTM) and the Norwegian Public Health Institute (NIPH) for input, and follow-up discussions were held at a side meeting at the November 2019 CO-CREATE project meeting in Oslo. While all parties agreed that the background note served as a solid foundation to the development of governance principles, it was acknowledged that proposed mitigation measures could benefit from the following: 1) consultation with youth organizations, 2) consultation with country partners, 3) synthesis of additional research, 4) assessment of risks and inclusion of suggested measures. It was also suggested that different guidelines may be provided for different levels of the dialogue forum (local, national and regional), strengthening as the dialogues scale. Finally, all parties acknowledged that the most prominent risks from including the private sector in the dialogue forum process were to youth, to the project more broadly, and to CO-CREATE personnel and institutions. Ultimately, NIPH, EAT and LSHTM agreed that consultation with youth organisations and CO-CREATE partners, as well as bolstering evidence, and expanding upon the risks and suggested measures would sufficiently inform the development of COI governance principles.

Consultation with youth organizations

To meaningfully engage youth organizations on select COI considerations, EAT developed a survey which sought to assess how youth organizations interact and engage with the private sector (appendix A). A decision was made to focus on private sector stakeholders to assess any relevant risks, opportunities, and considerations of enabling dialogues that bring together youth and business representatives. For the context of the survey, private sector organizations were defined as for-profit entities, which run independently of the government.

A mix of convenience and selective sampling was used to identify the relevant youth organizations to survey, based on an existing list of youth organizations provided by the consortium. Efforts were made to ensure representation from each CO-CREATE case country. The six-question survey was shared with a total of 16 organizations, who were provided with a one-week response time. Out of the 16 organizations, one respondent declined to answer, two respondents redirected the survey to other members of their organization, ten respondents did not reply, and three respondents completed and returned the survey. In-person interview requests were also sent to three Norwegian organizations based in Oslo, and of the three, one respondent agreed to an interview to explore their responses in greater depth.

While the number of survey responses prevents EAT from making generalizable findings about youth organizations' interaction with the private sector, some notable results emerged. While all organizations have currently or previously engaged in partnerships with the private sector, certain have more formal screening processes to assess the partnership, and others assess informally on a case-by-case basis. Most commonly, the partnerships result in the provision of in-kind funding, i.e. staff resources, material goods, etc. As for rationale for partnerships, lack of resources, desire to change the food environment, alignment of mission or programmatic priorities, and desire to partner

with influential organizations have all been identified as reasons for partnering with private sector actors.

Ultimately, although there were limited responses to the survey, the results point to the value of conducting stakeholder risks assessments, which has helped inform the COI governance principles.

Consultation and collaboration with CO-CREATE partners

The CO-CREATE consortium was consulted throughout the development of the COI governance principles to reflect the research and policy expertise of the partners. Some consortium members, such as NIPH and the LSHTM, were more intimately engaged on the evidence, risks, and suggested measures, given their content expertise on COIs. As previously mentioned, a meeting with NIPH and LSHTM was organised during the CO-CREATE project meeting in Oslo in November 2019, to discuss a first draft of the background note and suggested next steps. EAT sought input from the other consortium members in December once a revised draft of the COI background note was shared. Limited input was received from consortium members but included suggestions to expand evidence and considerations around COIs to all stakeholders, rather than a specific focus on private sector representatives.

Evidence review and synthesis

A review of the literature and best practices on conflicts of interest in policymaking, with an emphasis on youth and private sector engagement, was conducted in fall 2019. This included a breadth of literature from multilateral agencies, the business sector, government guidelines, and leading policy, health, and conflict of interest experts.

This evidence consolidation and synthesis was included in the revised background note previously mentioned. Feedback was assessed and integrated as appropriate and is reflected in the final mitigation measures.

Assessment of risks and suggested measures

The aforementioned consultations, outreach, and evidence review have all informed the identification and assessment of risks to the dialogue forum and suggested measures to mitigate any COIs to the policy refinement and meaningful engagement with youth. Through the development of resources, guidance, and refinement of the model, EAT sought to address relevant risks to promote a safe and empowering dialogue, all the while developing measures that promote the sustainability of this initiative by youth.

Risks identified and solutions proposed

The purpose of the dialogue forums is to discuss and refine youth-led policy ideas, and to advance action, with relevant stakeholders from multiple perspectives. This must be clearly communicated to all dialogue participants.

While EAT has identified the most salient risks to the tool, process, and dialogue forum, other risks may emerge throughout the development and execution of the forums. To account for these unanticipated risks, the following measures may be re-evaluated and revised, particularly through the scaling up of the dialogue forums from local to national to regional level. EAT also recognizes that each dialogue forum may be susceptible to unique risks and challenges and will remain flexible in providing support and solutions to the country partners.

All financial requirements for hosting the dialogue forums (venue, catering, transport, youth stipends) are funded by the European Union Horizon 2020 research and innovation program for Sustainable Food Security through the CO-CREATE Grant. The financial risk element should, however, be addressed for dissemination and exploitation of the dialogue tool's use beyond the CO-CREATE grant. EAT will seek guidance from World Obesity Federation (WOF) on how to address these financial risk considerations in the dissemination and exploitation of the dialogue forum tool.

The following sections set out the risks that may be encountered in the dialogue process, the principles for guiding action and the measures that can be taken to mitigate the risks.

Pre-dialogue forum

Risks:

1. Poor alignment between the objectives of CO-CREATE and those of a specific stakeholder or stakeholder group.
2. Risks to the ethical grounds of the project, when a stakeholder involved in the dialogue forum produces resources that potentially do harm at population-level or contribute to a certain activity (e.g. sales of a product) which may not align with the project's priorities and principles.
3. Lack of information or understanding of the risks of including a stakeholder or stakeholder group.

Guiding principles:

1. Ensure that the values and overarching objectives of invited business and policymakers are compatible with those of CO-CREATE.
2. Understand when stakeholder participation in the dialogue forum is likely to raise the risk of real or perceived conflicts of interest.

Suggested measures:

1. Develop a stakeholder risk assessment table (Appendix B) which allows dialogue forum organizers to identify which stakeholders present a high, medium, and low risk to participating in the forum. This risk assessment tool has been adapted from WOF's Financial Relationship Policy Stakeholder Risk Assessment Table and WHO's Tool for Safeguarding Against Conflicts of Interest in Nutrition Programmes and Policies, and includes high-risk stakeholders such as food manufacturers who promote foods that are high in saturated fat, sodium, and sugar, as well as fast-food restaurants with more than five outlets. The purpose of adapting such a table is to provide clear guidance for country partners and EAT when selecting stakeholders, and to promote the sustainability and feasibility of youth holding their own dialogue forums in the future.
2. Develop a code of conduct (Appendix D), which requires participants to provide consent and agree to the following as a condition of participation: "I understand that CO-CREATE is an EU obesity prevention initiative, and agree that my contributions will not reflect any conflicting financial, academic, or personal interests."

Dialogue forum

Risks:

1. Emergence of a power imbalance between the youth and adult public, and private sector actors.
2. Domination of a stakeholder position or agenda, resulting in a shifted narrative of the issue, watered down or redirected policy idea, or strengthened position of the more dominant actors at the expense of vulnerable actors such as youth who may be less inclined or able to share their views.
3. Risk of physical, verbal, or emotional harm to youth during their participation in the dialogue forum.

Guiding principles:

1. Level power imbalances that would otherwise unduly influence the narrative and have an impact on the participants and the outcomes of the dialogues.
2. Minimize all participants' ability to dominate the dialogue with their own agenda and pre-determined interests.

Suggested measures:

1. Ensure diversity of participants to avoid over-representation of any one stakeholder group and promote the inclusions of less powerful and visible actors. Youth and country partners have been provided with a one-page overview of the types of stakeholders that can be relevant to include in the dialogue forum, as well as their role, opportunities, and risks (appendix C).
2. Ensure balanced representation of youth and all relevant actors. This will be reflected in the makeup of each table with 50% youth and 50% other stakeholders.
3. Develop a code of conduct for the dialogue forum participants. These ground rules will help address relevant COI considerations such as the “do no harm” principle, as well as respecting and valuing the perspective of others.
4. Provide youth with a clear exit strategy in case they wish to cease participation and information about where they can seek help.
5. Provide communication guidance to all stakeholders in the pre-read to lessen any knowledge and language barriers, such as refraining from using too many abbreviations or technical terminology.

Post-dialogue forum

Risks:

1. Superficial involvement in CO-CREATE as a way to promote corporate social responsibility and establish relationships/contact with youth.
2. Stakeholder misrepresentation of their involvement in CO-CREATE, meaningful engagement with youth, and involvement in an EU obesity prevention initiative with leading scientific and academic organizations.
3. Lack of follow-up or action on the commitments made during the dialogue forum.

4. Lack of interest from youth or insufficient resources to maintain the sustainability of the initiative and promote policy co-creation by holding dialogue forums.

Guiding principles:

1. Manage stakeholder expectations regarding visibility and acknowledgement of their participation in the dialogue forum.
2. Oversee and document follow-up on commitments made in the dialogue forum to promote accountability.

Suggested measures:

1. Establish measures to ensure that CO-CREATE and/or youth involved in the dialogue forum are able to control the narrative when it comes to publicity and determine the extent to which stakeholder participation may be publicized, if at all. The code of conduct clearly outlines two statements to support editorial control including a) “I am not permitted to make public statements about my involvement in the dialogue forum (including on social media, online, or otherwise) without the explicit approval of CO-CREATE partners” and b) “I understand that CO-CREATE retains sole editorial control over / management of the outputs of the dialogue forum, e.g. policy ideas and ideas for their implementation, and how there are used in dissemination materials”. Participants are required to sign the code of conduct and provide consent. EAT will work with the WOF, who lead the CO-CREATE Dissemination and Exploitation Strategy, to explore appropriate branding and publicity measures and guidance.
2. Document follow-up on commitments made during the forum through a survey led by the University of Oslo (WP7) to assess the impact of participation on changes in attitudes and readiness for action among the adolescents and stakeholders before, just after, as well as 3 months after the dialogue forum. Other follow-up measures include e-mail correspondence.
3. As stated in the Grant Agreement, youth stipends could provide youth alliance members with an opportunity to continue to hold dialogue forums independently of those organized by EAT and the country partners, thus promoting the empowerment of youth, sustainability of the initiative, and continuous building of momentum on the issue. Guidance on how to hold dialogue forums, including COI considerations, will be provided in the Guidebook.

Limitations

CO-CREATE puts youth at the centre of the policy development process, empowering them to become agents of change in their communities and promote the youth-led sustainability of this initiative. While novel, this approach presents limitations to developing, implementing, and sustaining stronger and more stringent COI mitigation measures. In part, due to youths’ lack of content expertise on COIs and the affiliated risks to the policy development and youth engagement process. Nonetheless, consistent efforts were made to integrate COI mitigation strategies into the design of the tool and process, such as balanced representation of youth and adult stakeholders, thus limiting the need for numerous additional measures to safeguard youth and the policy refinement dialogue.

Another limitation faced in the identification of risks and proposal of suggested measures was country context. While the mitigation measures are meant to be transferable from alliance to alliance, country and cultural context may require that the relevant risks and proposed measures be adapted. The needs of each individual youth alliance in adapting the dialogue forum tool are also limited by the desire to maintain strong COI mitigation measures and safeguard youth and the project.

Current constraint and limited capacity from the country partners given the implementation and execution of the Youth Alliances has resulted in limited input from many members of the consortium on the COI mitigation measures. Similarly, limited input was received from the youth organization survey, thus resulting in measures that are more based on evidence than lived experience.

Ultimately, while traditional policymaking processes could benefit from stronger COI mitigation measures, putting youth in a position of power and ownership will promote the sustainability of CO-CREATE and build momentum on the issue of youth overweight and obesity prevention.

Impact and scaling-up strategy

Dialogue tool design

One of the requirements for designing the dialogue tool was the need for the model to be scalable. This guided all aspects of the tool and was addressed by making the tool as easy to use and moderate as possible, also reducing the cost of hiring an external facilitator and the learning time required in order to use a new tool. All materials in the tool can be easily printed, most of them by using a normal office printer, and clear printing instructions are included. There are a few materials which cannot be printed, but that can commonly be found in any stationary shop (e.g. post-its, stickers), or that can be easily replaced by other materials. All parts of the tool will be made available to download for free, as will all the supporting materials to organize the dialogue forum, which can be accessed in the Resource Library. This makes the dialogue forum model very cost-efficient.

Scaling strategy

The CO-CREATE Youth Alliances will be supported by the CO-CREATE consortium from fall 2019 to approximately summer 2020. The dialogue forums are considered an integral part of the Youth Alliance activities and EAT envisions the below timeline and strategy for the 20 dialogue forums and how they can possibly build on each other.

Local or city-level dialogue forums

A natural first step for the youth alliances will be to focus on developing policies related to their immediate environment and local surroundings. Should some of the youth prefer to focus on policies more suited to the national or regional level, they may do so. Local or city-level dialogue forums are therefore envisioned to be the first forums that the youth alliances are involved with. Following on-going dialogue with the country partners and the University of Amsterdam regarding the progress of the alliances, the forums will most likely be organized in spring, early summer or early fall of 2020, depending on the progress and interest of the alliance members to engage in a dialogue forum.

Country partners are encouraged to offer all alliance members the opportunity to participate and to aim for one dialogue forum per alliance. With approximately 15 youth alliance members, this will result in a dialogue forum with 30 participants (50 % youth and 50 % adults). The local dialogue forums will be led in a collaborative effort between EAT, the country partner and the youth alliance.

National dialogue forums

The national dialogue forums are planned to be organized in fall 2020, with at least one per country. EAT is foreseen to have a bigger role with the execution of the national dialogue forums, with country partners in a supporting role. The exact transition between local to national dialogue forums will be informed and shaped by the policies brought forward to the local dialogue forums, the willingness and interest from youth to continue with the alliance and work with the policy ideas, as well as their policy priority areas. There will be one or several meetings in the alliance after the local dialogue forum to evaluate and refine the policy idea and determine next steps. Based on the policy ideas that youth come up with during spring 2020 and the outcome of the local dialogue forums, EAT will develop and continuously update a draft national strategy for each CO-CREATE case country with the country partners, identifying possible opportunities for advancement to national level, as well as existing networks and contacts to build on. These will be discussed with youth and a joint plan will be established. EAT and the country partner will also identify opportunities for engaging youth if the alliances dissolve. The importance of building on existing youth infrastructure has consistently been highlighted by Press so EAT will therefore recommend working or connecting with existing youth networks, should the alliances disband. Such connections to local networks could also be valuable for alliances that do decide to further their work.

The CO-CREATE consortium will host a conference for all alliances in September 2020 in Oslo, for which the organization is led by Press. EAT identifies this conference as an important opportunity to discuss potential further engagement with youth, to build momentum working towards national and regional level dialogue forums and to identify opportunities for how they could jointly take their work to the next level. The conference is also seen as a great opportunity for establishing connections among youth across the countries, which could be valuable to create a sense of belonging to a bigger group or purpose, as well as to work towards a dialogue forum on a regional level. EAT is already in discussion with Press regarding the agenda for the conference and will in advance come up with various opportunities and strategies for how the alliance work and policy ideas could be further advanced, including specific events or conferences where a dialogue forum could be held. EAT will also look into building on the different avenues and opportunities for bringing a policy idea forward identified in the Guidebook, and in appendix F, a document developed by Dalberg, which outlines existing youth participation initiatives on European and global level.

Regional dialogue forums

The regional dialogue forums are projected to be organized in fall 2020 or spring 2021. EAT will aim to organize at least two and is foreseen to drive this process with input from Dalberg and the youth that continue to be engaged and interested taking part. Given anticipated challenges of attracting relevant and diverse stakeholders for independent regional dialogue forums, both in terms of stakeholders' busy schedules and lack of funding to support their travel, EAT is planning to align the regional forums

with existing relevant conferences or European platforms or initiatives. Possible opportunities for arranging regional dialogue forums are already emerging, including the EAT Stockholm Food Forum 2021, the CO-CREATE Youth Alliance conference in Oslo in September 2020 organized by Press, and possible engagements with the European Youth Parliament at their 94th International Session in Cyprus in fall 2020. EAT is also in contact with the organizing committee of the inaugural Cities Summit on Childhood Obesity that will be hosted in London in September 2020 regarding possible presence from the CO-CREATE consortium and the possibility to do a dialogue forum there. EAT is continuously looking out for international and regional opportunities and will do a more comprehensive scoping during spring 2020.

Providing support to youth

As noted in the CO-CREATE Grant Agreement: *“EAT has a small structured budget that will be allocated for the adolescents to take an active part in owning, iterating and scaling the forums. The 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”*. EAT has developed an initial plan and breakdown of this budget, based on potential support needed for the youth raised throughout various calls among consortium partners. The budget is planned to go towards a combination of supporting travel for youth for the dialogue forums, particularly for the national and regional forums, passes for youth for conferences that they might want to attend and hold a dialogue forums at, and a small contribution to youth that want to continue with the work or the alliance after the CO-CREATE supported alliances are done, functioning as an incentive for them to invest time and effort in this initiative. Travel and conference participation for the youth will be supported through reimbursements, while a structure for the contribution to youth to value their time and effort is yet to be developed. EAT will scope existing alternatives for this, as well as consult and seek feedback from NIPH and the country partners regarding the most efficient and economically sound solution.

Translation

EAT has a small budget to support translation services for the dialogue forums and translation of documents. To ensure the dialogue forums can be executed in youth’s native language, the dialogue tool will be translated to the four other CO-CREATE case country languages. Contingent on the capacity of the budget, EAT also aims to translate other key support materials such as moderation materials and training guide, code of conduct and invitation templates. The country partners have provided suggestions for local translators who EAT will reach out to as soon as possible to get initial estimates of costs and timelines.

Integration with the Youth Alliances

At the CO-CREATE project meeting in June, it was decided that the dialogue forums should be further integrated with the Youth Alliance process. The reasons for this decision was several, including 1) reducing attrition and lack of momentum among the youth between alliance activities and the dialogue forums, 2) capitalizing on the network and contacts that the youth have built up during their alliance activities, 3) limited resources for EAT in WP6 and with the country partners to substantially sustain

the Youth Alliances beyond CO-CREATE activities. During fall 2019, EAT developed a document outlining the different aspects of integration between the Youth Alliances and dialogue forum process and a timeline for these activities. This work will be reported on as part of D6.4, the execution and documentation of twenty dialogues forums established across Europe, including the regional, national or local level.

Integration of results from other work packages in CO-CREATE

One of the key questions identified to be further addressed in D6.1, was how EAT could fully integrate outputs from other work packages in CO-CREATE as inputs into the dialogue forums. This work is part of D6.3, which includes synthesizing findings of other work packages to develop content for the dialogue forums. Based on several meetings with the LSHTM, NIPH and World Cancer Research Fund International (WCRFI), it was decided to delay this deliverable, as the findings would not be completed in time. However, EAT is in contact with CO-CREATE partners regarding incorporating findings in the pre-read that is meant to be sent to dialogue forum participants in advance of the forum.

Multimedia package – 2022 revision

As stated in the Grant Agreement, deliverable 6.2 will include a “*Multimedia package materials will be provided including a) a few films showing the concept, how to host a dialogue forum and impact statements.*” In addressing a request for revision from the EU received on September 20th, 2021, EAT set out to develop and publish a Dialogue Forum video series. As a first step, EAT drafted a plan to revise D6.2 which included an outline of each video, timeline, budget, sources of footage and communication and dissemination plan (Appendix H). Then, in October 2021, EAT subcontracted a videographer from DSMedia to produce and edit five videos as part of the Dialogue Forum series:

- 1) Concept video: introduction to Dialogue Forum and tool and description of what it is, when it can be used, how it can be used, who can use it and why to use it
- 2) How to host a physical Dialogue Forum: descriptive video providing an “unboxing” of the physical tool as well as step-by-step instructions on how to use the tool
- 3) How to host a digital Dialogue Forum: descriptive video providing an “unboxing” of the digital tool as well as step-by-step instructions on how to use the tool
- 4) Impact statements: targeted interviews with CO-CREATE consortium members, youth and Dialogue Forum participants to discuss the power and potential of the tool
- 5) One-minute social media teaser

To conceptualize each video, EAT worked with DSMedia to develop a video storyboard, script and shot list. Between October 2021- March 2022, all original footage was recorded, with some videos supplemented by Zoom interview recordings due to the reemergence of COVID-19 restrictions. To support video 4 (impact statements), 21 interviews were conducted, where participants were asked to address the following questions:

1. What is one word you would use to describe the Dialogue Forum?
2. Why is it important that young people are involved in policies and decisions?

3. What is the value of young people and decisionmakers working together to co-create solutions?
4. How has the Dialogue Forum tool helped facilitate collaboration across generations and sectors?
5. What have been the outcomes or impact of the Dialogue Forum(s) you have been involved in?
6. What are your hopes for this tool once it is published? How do you see it being used beyond CO-CREATE?

In February and March 2022, an iterative editing and revision process was conducted, with EAT, DSMedia and Designit. Ahead of publishing, interviewees were sent the final videos to provide input and approval on their segment. On March 25th, the social media teaser was published on EAT's Instagram page as a communication activity ahead of the launch of the video series. On April 7th, all videos were published on the following websites and corresponding social media pages: [CO-CREATE](#), [EAT](#) and [Healthy Voices](#).

Conclusion

Through research, testing, and consultation, the refined dialogue forum model provides a comprehensive process for establishing, executing and following up on multi-actor dialogues, with the aim of co-creating policies across generations and sectors. The intricate balance of promoting youth empowerment and incorporating strong measures to safeguard against conflicts of interest in the dialogue forum

While the dialogue forum tool, process, and principles to safeguard against conflicts of interest will evolve and be informed by the local, national, and regional dialogue forums, the promise and potential of the dialogue forum is already becoming apparent. This is best illustrated by the recent outreach from a youth who took part in a dialogue forum at the UNICEF Child-Friendly Cities Summit in Cologne last October. The youth recently shared the following anecdote about following-up on commitments made at the forum:

“It was during a session concerning healthy food, and in the end, we made a deal in which I said that I will change the fact that there was no information about healthy food in my High School. I write this e-mail to tell you that I succeeded. I regularly take part in the organization of the school's events, so this time I proposed to principal to organize distributions of free fruits for the students to fight malnutrition. The schools buy the fruits to a local producer and give it to the students during the morning break. In the beginning, it was very hard to convince them, but I tried so much time that in the end they agreed and told me that they would finance the project. So I did a little more than what the deal asked me to do by doing sensibilization about malnutrition and trying to solve it. But it was worth it.”

This inspirational tale demonstrates the power and potential of meaningfully engaging youth in a policy co-creation process and the impact on EU food and physical activity environments.

Appendix

Appendix A – Youth Organization Survey

Appendix B – Stakeholder Risk Assessment Table

Appendix C – Principles of Engagement

Appendix D – Code of Conduct

Appendix E – Guidebook 1.0

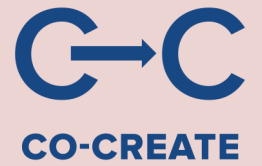
Appendix F – Dalberg research overview, existing youth participation initiatives

Appendix G – Outline of comprehensive Guidebook 2.0 (incomplete)

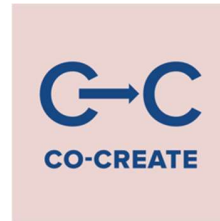
Appendix H – Revision plan 6.2



→ 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.



Youth Organization Survey: Private Sector Engagement



CO-CREATE is an EU research project aiming to reduce overweight and obesity among adolescents, by working directly with young people across different European countries to create policies and promote action. As part of this project, EAT will organize multi-stakeholder dialogues where youth, policymakers and private sector representatives will come together to refine innovative policy solutions developed by youth, to improve food and physical activity environments. The dialogues will gather different stakeholders with different interests, and it is critical that they are both a safe and empowering space for all participants.

EAT is looking to assess how youth organizations already engage or enter into partnerships with the private sector. A private sector organization can be defined as a for-profit entity, that runs independently of the government.

EAT would welcome your response to the questions below, please provide them on the following page by **January 31, 2020**. If you have any questions, please do not hesitate to e-mail Samantha Nesrallah at samantha@eatforum.org.

Thank you for your participation!

1. Does your organization have any private sector partners? If so, please characterize this partnership (formality of arrangement, terms of agreement/collaboration).
2. Please describe any funding sources that the private sector partner provides (monetary, value-in-kind, etc.).
3. Does your organisation have any risk assessment measures or guidance in place to assess collaboration with the private sector?
4. Does your organisation have any social media or communications guidelines to provide guidance on the promotion of the partnership or your organization's interaction with the private sector?
5. If your organization doesn't have any formal partnerships with the private sector, do you engage in conversation with this stakeholder group? If so, does your organization have any guidance on how to engage and meet with this group?
6. Does your organization work towards the same goals as parts of the private sector? If so, please elaborate on these goals.

If you would like to know more about CO-CREATE, please visit the [CO-CREATE website](#).

Appendix B – Stakeholder Risk Assessment Table

The following table has been adapted from the World Obesity Federation’s Financial Relationship Policy, specifically their risk assessment of proposed engagement, as well the WHO Tool to Safeguard Against Conflicts of Interest in Nutrition Policies and Programmes. This table has been adapted to include relevant stakeholders to the dialogue forums such as convenience store operators, policymakers, and education and research institutions. Actors with no commercial interests and whose mandate is aligned with the obesity prevention and broader public health goals of CO-CREATE have been identified as low risk. Actors with commercial interests in the healthy food and physical activity sector, or unrelated to the initiative, as well as civil society organizations which are more than 20% funded by tier 1 organizations have been classified as medium risk. Actors with commercial interests in manufacturing or promoting the sale of products high in sugar, sodium, or saturated fat, as well as fast-food restaurants with more than five outlets have been identified as high-risk. If in doubt, please assume a higher level of risk.

Tier	Risk	Sector
Tier 1	High	<p>Food manufacturers, as well as their councils and federations, with interest in promoting products in the following categories:</p> <ul style="list-style-type: none"> • Snack foods, confectionary products, breakfast cereals, chips, cookies, cakes, desserts and other high sodium, saturated fat and sugar-related commodities. <p>Fast-food restaurants with more than 5 outlets</p>
Tier 2	Medium	<ul style="list-style-type: none"> • Food manufacturers, as well as their councils and federations, with interest in promoting products in the following categories: <ul style="list-style-type: none"> ○ Whole, unprocessed, or limited processed foods such as fruit and vegetable products, meat, fish and dairy products. • Farmers • Food retailers and convenience store operators • Sporting goods manufacturers • Fast-food restaurants with less than 5 outlets • Marketing, public relations, and media companies • Civil society organizations (academic, professional bodies, non-profit organizations, charities and philanthropic bodies) which are more than 20% funded by one or more Tier 1 organization.
Tier 3	Low	<ul style="list-style-type: none"> • Policymakers • Public authorities and government agencies • Civil society organizations (academic, professional bodies, non-profit organizations, charities and philanthropic bodies) which are less than 20% funded by one or more Tier 1 organization. • Health Organizations • Education and Research Institutions

Appendix C – Principles of engagement for policy co-creation with youth

The following provides an overview of the seven principles of engagement that will guide the multi-stakeholder dialogue forums and define the extent to which the process and discussions are meaningful, participatory, and safe. Routed in Article 12 of the UN Convention on the Rights of a Child, these principles have been adapted from existing models and best practices for meaningful youth engagement and policy co-creation in a multi-stakeholder dialogue setting, as well as youth insights from the Designit workshops and interviews in D6.1. These principles have also informed the code of conduct which will be shared with all participants ahead of the dialogue forum and provides ground rules for participation.

- 1. Respectful:** All stakeholders' views must be treated with respect, and efforts should be made to promote mutual understanding amongst the participants. Given the multi-stakeholder nature of the dialogue forum, participants will be reminded that one opinion does not take precedence over another irrespective of age, sex, socioeconomic status, level of education or other relevant factors.

How to put this into practice?

- A code of conduct will be shared with all participants ahead of the dialogue forum, with a particular emphasis on conduct that promotes mutual respect.

- 2. Inclusive:** Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for all relevant stakeholders to be involved, regardless of sex, age, sexual orientation, socioeconomic status, geography or ethnicity. Specific efforts should also be made to include marginalized groups. It should be noted that youth are not a homogeneous group, and their contributions and insight will vary based on their lived experiences.

How to put this into practice?

- Country partners have made efforts to recruit youth from varying socioeconomic, geographic, and ethnic backgrounds for involvement in the youth alliances.
- Similar efforts will be made to promote the involvement of these diverse youth in the dialogue forums.

- 3. Voluntary:** Participation in the dialogue forum will be completely voluntary, and individuals can cease involvement at any stage without consequence.

How to put this into practice?

- The voluntary nature of the dialogue forum will be communicated to all participants at the beginning of the session.
- Youth will be provided with strategies on how to cease participation in the dialogue forum if they encounter situations of discomfort or distress.
- Youth should also never be coerced into expressing views against their wishes.

- 4. Open and transparent:** The dialogue forum is a space to share, listen and learn. To promote a participatory and productive dialogue, all stakeholders should have an equal opportunity to voice their opinions and views in a respectful and appropriate manner. Stakeholders should also be transparent about their interests and motivation to participate in the dialogue forum.

How to put this into practice?

- Clear roles, responsibilities and expectations will be shared with all participants ahead of the dialogue forum.
- Youth will be provided with information about their right to express their views freely and will be encouraged to share their perspectives.
- All stakeholders will be required to sign a consent form which outlines that by agreeing to participate, they consent to putting the primary public health interest of the initiative ahead of any conflicting financial, academic, or personal interests. Stakeholders will also consent to abiding by communication and exploitation guidelines regarding their involvement in CO-CREATE to mitigate any misrepresentation of their involvement.
- The purpose, process and anticipated outcomes of the dialogue should be communicated to all stakeholders involved in the forum to increase transparency. Organizers must however be cautious and mitigate unrealistic expectations of the outcomes and impact of the forum.

5. **Accountable:** A commitment to follow-up and evaluation is essential from both the organizers and participants. Follow-up action is a great way of showing how meaningful the engagement was, and which decisions were taken because of it. All stakeholders, particularly youth, are entitled to be provided with clear feedback on how their participation has influenced any outcomes.

How to put this into practice?

- All participants will be encouraged to follow-up on actions and commitments made at the dialogue forum.
- Outcomes of the dialogue forum will be shared with all participants through a summary report.
- All participants will be given the opportunity to provide clear feedback on the dialogue forum process through the WP7 survey. This could inform the scaling of the dialogue forums to national and regional level dialogues and improve future outcomes.
- Wherever appropriate, youth will be given the opportunity and encouraged to participate in follow-up processes or activities, specifically related to advancing their policy ideas to a national or regional level.

6. **Safe and sensitive to risk:** In certain situations, expression of views may involve risks. Adult participants have a responsibility to take every precaution necessary to minimize the risk to youth of violence, exploitation or any other negative consequence of their participation.

How to put this into practice?

- Youth will be informed of their right to be protected from harm, right to withdraw, and know where to go for help if needed.
- Safety measures that adult participants must abide by will be clearly communicated, such as not being alone with a young person in a room or closed space.

7. **Empowered:** All stakeholders should feel that their participation was meaningful and that they have the ability to affect the structure, process, and outcomes of a dialogue. Participants, including youth, should feel empowered to take action as a result of the forum.

How to put this into practice?

- Youth will be provided with opportunities to initiate ideas and activities and will be encouraged to act as moderators in the discussion.
- The outcomes and impact of the dialogue forum will be communicated to participants.

These principles have been Informed by the following external sources:

- [WHO Tool to Safeguard Against Conflicts of Interest in Nutrition Programmes:](#)
- [Press report on child and youth participation in public sector in Norway](#)
- [UN Convention on the Rights of the Child](#)
- [Ontario Centre for Excellence in Child and Mental Health](#)
- [World Bank Communication for Governance & Accountability Program](#)
- [UNICEF: Hart's Ladder of Young People's Participation](#)

Appendix D – Code of Conduct

The dialogue forum is meant to be a collaborative, productive, and safe space to share ideas, listen to the perspectives of others, and work together to refine a policy idea and advance action. By agreeing to participate, you agree to abide by the following ground rules of the dialogue:

Listen to each other: The dialogue is a space to share, listen and learn. Be mindful when another participant is giving his or her point of view, remember that all perspectives are valuable, and that everyone has the right to be listened to.

Build on each other's expertise: Before solving the problem, we first need to understand it. To build on each other's expertise and contributions to the discussion, and to show that all perspectives are valuable, we encourage every response to start with a "yes, and" rather than a "no, but". Every participant comes to the table with different perspectives, backgrounds, and experiences; embrace these differences.

Respect each other: Treat your fellow dialogue forum participants with respect. To promote a respectful space and dialogue, we ask that no phones, tablets, or other screens be used during the discussion.

Be real: The dialogue is meant to be an open and inclusive space; we encourage you to be honest and express what really matters to you.

Do no harm: The forum is a safe space. No form of physical, verbal, or emotional abuse will be tolerated by any participant. Any participant who displays such conduct will be asked to leave the forum.


Come prepared: Read the materials, familiarize yourself with the policy ideas being discussed, and be prepared to share your perspective.

Don't be afraid to ask difficult questions: Why do you see this challenge as an obstacle to introducing this policy? Why are you passionate about this policy? Don't be afraid to ask difficult and thought-provoking questions at the dialogue forum. But remember, no question is too simple or too complex, all will contribute to the discussion.

Don't be afraid to take action: We want you to leave the forum feeling empowered to take action! Do not be afraid to build on your experiences and relationships built at the forum to create real and meaningful change in your community.

Above all else, have fun!

For all external stakeholders being invited, the following table will be included as a second page of the code of conduct.

As a participant in the dialogue forum, I agree to the following terms:	
The dialogue forum is run under Chatham House Rules i.e. information disclosed during the dialogue forum may be reported by those present, but the source of that information may not be explicitly or implicitly identified.	
Stakeholders are not permitted to make public statements about their involvement in the dialogue forum (including in vivo, on social media, online, or otherwise) without the explicit approval of CO-CREATE partners.	
CO-CREATE retains sole editorial control over / management of the outputs of the dialogue forum, e.g. policy ideas and ideas for their implementation, how there are used in dissemination materials.	
Stakeholders will not be remunerated for their participation, either directly or in kind; they are there voluntarily as participants in the CO-CREATE project.	

I have read and I understand the dialogue forum code of conduct. By participating, you agree to abide by the rules described above and understand that you may be excused as a participant if you violate any of these rules.

Signature: _____

Date: _____

EAT CO-CREATE

AN OVERVIEW OF EXISTING
YOUTH PARTICIPATION
INITIATIVES

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1. INTRODUCTION

This document presents an overview of some of the existing policies, structures, initiatives and toolkits on youth participation in political life at EU level as well as globally (and online). It aims to highlight initiatives from key institutions, such as the EU or the UN, in order to better direct the project's overall focus.

Integrating youth voices and perspectives into policy dialogue and policy making is an important part of EU level and national political processes all over Europe and has been the focus of numerous organisations and initiatives for several decades. Young people around the world have been campaigning to be included in decision making processes that affect their lives and the need to improve youth participation and inclusion in political processes has been recognised by most international and national institutions. As a result, national governments, and international organisations and institutions such as the UN, the EU and INGOs have developed and implemented multiple engagement strategies and tools to share best practices, empower young people and encourage policy makers to better include youth voices into policy processes.

This document aims to inform the orientation of the Dialogue Forum project, in the interest of building on existing structures and resources in order to avoid duplication, and to improve usability by creating a product that is both easy to use and anchored in real needs of young people. Due to the focus of the CO-CREATE consortium, the document also includes a brief overview of initiatives concerning youth and health in particular.

It is worth noting that this overview is not exhaustive and has focused on the more obvious and influential organisations and initiatives. It is thus not a comprehensive list of initiatives but more of an overview of the most relevant of our research to inform the discussion on framing our project correctly.

2. OVERVIEW OF EU WORK WITH YOUTH PARTICIPATION

This section provides an overview of the most relevant of EU's current work with youth participation. The purpose of the section is to enable an informed discussion on where our projects sits in existing endeavours.

First, is an overview of policies and initiatives from the EU. Second is an overview of important EU organization and third, is an overview of other relevant initiatives and institutions that could deem relevant to this project.

2.1. POLICIES & INITIATIVES FROM THE EU

EU YOUTH STRATEGY (European Union)

Character: Policy

Implemented by: European Commission

Objective: Make EU policies more relevant to youth and improve youth political participation in EU.

Target Audience: Youth in Europe and policy makers at EU & National levels

The European Union has been running a dedicated **EU Youth Strategy** since 2002, which aims to fosters youth participation in democratic life, support social and civic engagement and ensure that all young people have the necessary resources to actively take part in society.

The current [EU Youth Strategy](#) is the framework for EU youth policy cooperation for **2019-2027**, based on the [Council Resolution of 26 November 2018](#). The EU Youth Strategy provides a framework of objectives, principles, priorities, core areas and measures for youth policy cooperation for all relevant stakeholders (*which include: the EU Member States, the relevant European Union institutions and other international organisations, such as the Council of Europe, local and regional authorities, youth councils, youth organisations, organisations working with young people, youth workers, youth researchers and civil society actors etc...*).

The EU Youth Strategy focuses on three core areas of action, around the three words:

- ✓ [Engage](#) (a meaningful civic, economic, social, cultural and political participation of young people)
- ✓ [Connect](#) (access to cross-border mobility opportunities; encourage young people's engagement in solidarity initiatives; engage young people and youth organisations in the design, implementation and evaluation of relevant EU funding programmes)
- ✓ [Empower](#) (develop and implement a European Youth Work Agenda for quality, innovation and recognition of youth work; support youth work activities, including grassroots, and recognise youth organisations as providers of competences development and social inclusion through youth work and non-formal education activities etc...)

EU YOUTH DIALOGUE (STRUCTURED DIALOGUE)

Character: Dialogue Forums for policy making

Implemented by: European Commission in collaboration with European Youth Forum and national youth bodies.

Objective: Include young Europeans in policy debates with policy makers that feed into policy making at EU level.

Target Audience: youth and policy makers at EU & National levels

Since 2010, the European Union has put in place dialogue mechanisms in the format of the **EU Youth Dialogue** which brings together young people and decision makers to discuss EU policies affecting young people. As part of the EU Youth Strategy, this mechanism is a way to ensure that the opinions, views and needs of young people and youth organisations are taken into account when defining the EU's youth policies. It aims at enabling young people to be involved in the shaping of policies that affect them, through continuous cooperation among youth representatives and decision-makers, and boosting young people's involvement in the democratic process by ensuring that their voices and opinions count.

How does it work? The EU Youth Dialogue happens in 18-month work cycles. Each cycle focuses on a different theme set by the Council of Youth Ministers. The current theme (from 2019 to mid-2020) is "Creating opportunities for Youth" with three sub-themes, focusing on: → Future of work and quality employment; → Access to youth work and education and training of youth workers; → Opportunities for rural youth. These topics are discussed on a regional, national and European level. For joint discussions on a European level, EU Youth conferences are held every 6 months. The results from these dialogues feed into youth policy at local, regional and European levels.

How to get involved? National working groups in every Member State are in charge of conducting consultations and activities in their country with young people, youth organisations and policy makers. The Trio Presidency takes the lead role with regard to steering the implementation of the EU Youth Dialogue, in close cooperation with the European Commission and the National Agencies, as well as with the [European Youth Forum](#) and other youth civil society representatives. In order to get involved in these EU Youth Dialogues, a young person must either contact directly the youth representative of their country, or join a youth organization which takes part in the process.

*Between 2010 and 2018, this process was called **the Structured Dialogue**.*

Read more at: https://europa.eu/youth/eu/article/266/66786_en
https://europa.eu/youth/EU/have-your-say/eu-youth-dialogue_en

EUROPEAN UNION YOUTH CONFERENCES

Character: Conferences & Dialogue Forums for Policy making

Implemented by: European Commission in collaboration with European Youth Forum and national youth bodies.

Objective: Set priorities and way forward with young people and policy makers to recommend policy change at EU level.

Target Audience: Youth and policy makers at EU level

EU Youth Conferences are organised in line with the EU Youth Dialogue structures.

The overall aim of EU Youth Conferences is to shape youth policy in the European Union and its member states by bringing together representatives of the biggest institutional participatory process at European level with governmental representatives who have the power to influence youth policy. This conference enables direct encounters and dialogue on equal terms between decision makers and young people, and strengthens a culture of participation as well as link political processes on different levels.

3 EU Youth Conferences take place during each 18 months dialogue cycle. The first Youth Conference is designed as a space for encounters and determining topics for the national consultation processes, the second one deals with the results of the surveys and aims at defining specific outcomes, the third and final one concludes with questions regarding the implementation and a further follow-up.

THE 11 EU YOUTH GOALS

Character: Policy Recommendations from youth to EU policy makers

Issued by: Youth representatives in structured EU Dialogue forums and youth organisations.

Objective: Set priorities and way forward with young people and policy makers to recommend policy change at EU level.

Target Audience: Policy makers at EU level

During a 2017-2018 dialogue process which involved young people from all over Europe, [11 European Youth Goals](#) were developed. These goals, published in April 2018, identify cross-sectoral areas that affect young people's lives and point out challenges. The goals reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue. *Read more at:* www.youthgoals.eu

1. **Connecting EU with Youth:** Build a bridge between the EU and young people to regain trust and increase participation. Thematic report available [here](#).
2. **Equality of All Genders:** Ensure equality of all genders and gender sensitive approaches.
3. **Inclusive Societies:** Enable and ensure the inclusion of all young people in society.
4. **Information & Constructive Dialogue.** Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue. Thematic report available [here](#).
5. **Mental Health & Wellbeing:** Achieve better mental wellbeing and end stigmatisation of mental health issues. Thematic report available [here](#).
6. **Moving Rural Youth Forward:** Enable young people to fulfil their potential in rural areas.
7. **Quality Employment for All:** Accessible labour market with quality jobs for young people.
8. **Quality Learning:** Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.
9. **Space and Participation for All:** Strengthen young people's democratic participation and autonomy and provide dedicated youth spaces in all areas of society. Thematic report [here](#).
10. **Sustainable Green Europe:** Encourage all young people to be environmentally active, educated and able to make a difference in their everyday lives.
11. **Youth Organisations & European Programmes:** Ensure equal access for all young people to youth organisations and European youth programmes.

2.2. EU LEVEL ORGANISATIONS & INITIATIVES

EDUCATION, YOUTH, CULTURE & SPORT COUNCIL (EYCS) (part of Council of the European Union)

Character: Policy Making body | European Institution

Objective: Set priorities and issue recommendations for youth policies in Europe and monitor progress in national contexts.

The [EYCS Council](#) mostly adopts **incentive measures** and **recommendations**, and in some cases legislative acts (*for ex: mutual recognition of diplomas*) concerning youth issues in Europe. The EYCS Council also **monitors the progress** of the education and youth aspects of the **Europe 2020** strategy.

The EYCS is composed of the ministers responsible for education, culture, youth, media, communication and sport from all EU member states. Council meetings are also attended by a representative from the European Commission - usually the Commissioner for education, culture, multilingualism and youth. The EYCS Council meets three or four times a year.

EUROPEAN YOUTH FORUM

Character: Youth organisation | Youth Representation at EU level

Made up of: Secretariat based in Brussels and national youth organisations as members.

Objective: Represent youth priorities at EU level and defend youth rights.

Target Audience: Policy makers at EU level + Youth organisations across Europe

The [European Youth Forum](#) is the principal platform for youth organisations in Europe, representing over 100 youth organisations. The EYF works on youth inclusion and participation, youth rights, empowerment of youth and youth organisations, sustainable development and agenda setting. The EYF works to empower young people to participate actively in society by representing and advocating their needs and interests and those of their organisations. EYF has three main goals: 1. Greater youth participation | 2. Stronger youth organisations | 3. Increased youth autonomy and inclusion.

Member organizations are at the core of the EYF. Currently, there are 41 National Youth Councils and 65 International Non-Governmental Youth Organizations. Full overview of members [here](#).

The Youth Forum Book of Practice. The EYF have created a space to gather and showcase ideas and best practices from different countries to support youth advocacy work. One needs to be a member to get access: <https://www.youthforum.org/for-our-members>

Example of resources: Youth Rights toolkit: <http://tools.youthforum.org/youth-rights-info-tool/>

2.3. OTHER RELEVANT INITIATIVES AVAILABLE AT THE EUROPEAN LEVEL

- **European Youth Parliament:** <https://eyp.org/>

The European Youth Parliament provides a forum for young people to meet and debate pressing issues and develop and express their opinions on a wide range of topics. The EYP aims at empowering young Europeans and give them key skills to be open-minded, tolerant and active citizens.

- **European Commission's Youth Portal:** https://europa.eu/youth/EU_en

European Union's webpage to share Information and opportunities for young people across Europe.

- **European Youth Wiki:** <https://eacea.ec.europa.eu/national-policies/en/youthwiki>

The Youth Wiki is an online platform presenting information on European countries' youth policies.¹

- **European Union Mutual Learning and Expert Groups:**

https://ec.europa.eu/youth/policy/youth-strategy/mutuallearning_en

EU level working groups with representatives from Member States, the EC and relevant stakeholders to develop policy guidance, practical tools and share good practices on youth policies and youth work. Through the EU youth strategy 2019-2027, these expert groups conduct peer learning activities, high-level forums, analysis and studies and develop toolkits and resources to improve youth policy in the EU.

¹ At the national level in European countries, youth have numerous ways of participating in the political systems that differ according to national youth policies and structures in place in each country. If the project was to focus on specific countries, conducting further research on existing structures in targeted countries will be crucial to adapt the content of the project to local and national realities.

3. OVERVIEW OF INITIATIVES & TOOLS

In the second section, is an excerpt of some of the existing initiatives and tools with a similar purpose and/or audience. These should either be directly leveraged, used as inspiration and/or be something that we differentiate from. First, we present the global and/or online tools for youth participation. Second, we present initiatives focusing specifically on the health sector.

3.1. GLOBAL & ONLINE TOOLS FOR YOUTH PARTICIPATION

ADVOCACY TOOLKIT - PLAN INTERNATIONAL

Character: Online Advocacy Toolkit
Produced by: Plan International, A World at School, Youth Advocacy Group
Objective: Help children and youth effectively advocate for their right to an education
Target Audience: Children and youth at the global level

This [advocacy toolkit](#), produced by PLAN International in partnership with A World at School and the Youth Advocacy Group of the Global Education First Initiative, has been developed for young people, by young people. Packed full of ideas, tools and inspiring stories, the resource helps children and youth to effectively advocate for their right to an education. Additionally, Plan International developed a guide for facilitators to ensure the toolkit can be used on its own.

Explore the toolkit at: <https://plan-international.org/publications/advocacy-toolkit>

VOICES OF YOUTH - UNICEF

Character: Online platform for Capacity building | Advocacy toolkit
Created by: UNICEF
Objective: Create a space to help young people develop into active global citizens equipped to communicate and collaborate effectively to make a positive difference in their countries and communities.
Target Audience: Children and youth at the global level.

Voices of Youth is an online global platform for young people to learn about development issues (such as Environment, Education, Human Rights, etc) and to express their opinions. It seeks to create a space for equip young people to communicate and collaborate effectively to develop into active global citizens. On VOY, young people can explore key thematic issues affecting young people around the world, and access easy-to-use tools and guidebooks that can help to sharpen one's multimedia, communication and advocacy skills. <https://www.voicesofyouth.org/tools-resources>

Resources available on the website include:

- ✓ **Youth Advocacy Guide and workbook:** This [guidebook](#) and its accompanying [workbook](#) help young people tackle the problems they see in their communities, by encouraging them to participate in policy change, and navigate advocacy activities, including fact-finding, planning, engaging with policy, building momentum, and engaging with decision makers. It has a special focus on youth in Africa and was co-created through an extensive consultative process, which brought together the voices of young people from various parts of Africa. Read more at: <https://www.voicesofyouth.org/tools-resources/youth-advocacy-guide>
- ✓ **How to do digital advocacy:** This [resource](#) gives tips and tricks on how to build a digital advocacy campaign.
- ✓ **The Lazy Person's Guide to Saving the World:** This short step by step [guide](#) helps young people take small steps towards the sustainable development goals.

YOUTH ADVOCACY TOOLKIT - UNICEF

Character: Advocacy toolkit

Created by: UNICEF

Objective: Help children and youth effectively advocate for an issue they want to change.

Target Audience: Children and youth in the UK context

The **Youth Advocacy Toolkit** (designed for the United Kingdom context) help children and youth choose and explore an issue they want to campaign to change, so that they can create an Advocacy Plan. The *Engaging Political Decision Makers* resource can help them find and contact their local councillor or Member of Parliament or Assembly Member so that they can raise the profile of their issue among the people who hold power in local government. The *Engaging Local Media* resource guides them on how you might be able to get media coverage for their campaign. The toolkit was recently distributed during UNICEF's [Child Friendly Cities Summit](#) in Cologne, October 2019.

- ✓ [Youth Advocacy Toolkit](#): for everyone who wants to start their own advocacy campaign
- ✓ [Engaging political decision makers](#)
- ✓ [Engaging local media](#)

Explore the toolkit at: <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

YOUTH POLICY TOOLBOX - UNITED NATIONS

Character: Online Platform & Toolkit

Created by: UN ESCAP, ECA, ESCWA

Objective: Enhance information sharing, communication, and collaboration among policymakers and young people

Target Audience: Young people and policymakers in Africa, Asia and the Pacific.

The UN Economic and Social Commission for Asia and the Pacific (ESCAP), the UN Economic Commission for Africa (ECA) and the UN Economic and Social Commission for Western Asia (ESCWA), have jointly launched the Youth Policy Toolbox, an online platform regrouping information and resources that aim to enhance collaboration between policymakers and young people (special focus on Africa, Asia & Pacific).

The Youth Policy Toolbox has a specific section dedicated to policy makers with trainings and best practices on how to include youth voices in policy making processes. The Youth Policy Toolbox includes e-learning and training modules, publications and other resources specifically tailored to the needs of policymakers and youth. E-training modules include “ESCWA Capacity Building Training Material on Youth Participation in Decision-Making” and “Engaging Youth to Build Better Policy”. The Toolbox also provides a contact database of all relevant United Nations bodies/agencies, government ministries, and youth organisations, for users to find more information and become further involved. To access some resources, such as e-trainings, a login is required.

Explore the platform at: <https://yptoolbox.unescapsdd.org/>

TOOLKIT FOR LOCAL GROUPS AND STUDENT SOCIETIES - OXFAM

Character: Advocacy & Campaigning toolkit

Created by: Oxfam

Objective: Help local groups and student societies advocate for an issue they want to change.

Target Audience: Local youth groups and student societies

A [guide](#) developed by Oxfam targeting youth audiences giving 11 advocacy tips ranging from how to plan a campaign, how to promote your campaign, how to gain public support, how to influence the political process and how to spread your message in the media.

3.2. YOUTH AND HEALTH INITIATIVES

HEALTHY VOICES - WORLD OBESITY FEDERATION

Character: Online Platform for Capacity Building & Knowledge Sharing

Created by: World Obesity Federation

Objective: Provide young people with the necessary knowledge and advocacy tools to promote their engagement in addressing health-related challenges.

Target Audience: Young people globally

The [World Obesity Federation](#) created the website [Healthy Voices](#) that provides young people with knowledge and advocacy tools to promote their engagement in addressing health-related challenges. It is an educational, capacity-building platform and provides a space for blogs and discussions. *Healthy Voices will use results and learnings from STOP and CO-CREATE projects to sustain youth engagement.*

1. **Learn:** This section provides interactive tools to better understand key considerations and challenges surrounding obesity-relevant policies and ask questions to experts. Tools include: Respect in the Media, Q&A Platform, Policy Summaries, Videos and Podcasts, Infographics.
2. **Discuss:** This section provides a space for young people to share their views in blog or video format.
3. **Advocacy tools:** The website provides external advocacy tools developed by other organisations on how to become a strong advocate for a cause. These tools include:
 - ✓ [Advocacy Toolkit](#) by Plan International (see above)
 - ✓ [Advocacy Agenda](#) by NCD Alliance
 - ✓ [Community Conversation Guide](#) by NCD Alliance (see below)
 - ✓ [Social Media Basics: A guide on using digital channels to achieve change on NCDs](#) by NCD Alliance

YOUTH HEALTH ORGANISATION

Character: Youth Organization | Youth Conferences

Supported by: the European Commission, WHO, Slovenia Ministry of Health, Eurocare, European Network for Smoking and Tobacco Prevention, The Partnership for Maternal, Newborn and Child Health.

Objective: Building capacity of youth organisations in youth research, advocacy and behavior-change strategies that improve young people's health and wellbeing.

Target Audience: Young people

The [International Youth Health Organization](#) (YHO) empowers young people to work on Youth Health. They educate, train, connect and financially support youth to actively participate in prevention programmes, research, policy and leadership on Youth Health. YHO also organises events and conferences on youth health, including **NCD Youth Conference** (Slovenia | 6 – 9/12/2019).

NCD CHILD

Character: Health Organization focusing on youth | Advocacy Resources

Stakeholders: American Youth Understanding Diabetes Abroad (AYUDA); Caring and Living as Neighbours (CLAN); Harvard Global Equity Initiative (HGEI); International Pediatric Association (IPA); American Academy of Pediatrics (AAP); Johns Hopkins Bloomberg School of Public Health (JHSPH); International Association for Adolescent Health (IAAH); Medtronic Foundation; Public Health Institute (PHI); Save the Children; The Geddes Group; and UNICEF.

Objective: Advocating for the rights and needs of children and young people who are living with NCDs.

[NCD Child](#) is a global multi-stakeholder coalition advocating for the rights and needs of children, adolescents, and young people who are living with or at risk of developing non-communicable diseases (NCDs). The coalition began as a child-focused working group of the [NCD Alliance](#) ahead of the first United Nations High-Level Meeting (UN HLM) on NCDs in September 2011.

NCD [Advocacy Resources](#) for Youth by Youth:

- ✓ [Template letters to government](#): Developed to be sent from young people to government officials and making key asks – proposing intergenerational collaboration for NCD policies as well as include a young person in their official country delegation to the UN High Level Meeting on NCDs.

[Talking points on NCDs & young people](#): Highlight key messages related to the prevention, treatment, and management of NCDs in young people. The information can be used in a variety of platforms, including but not limited to, social media, advocacy at high-level meetings, outreach to government, and collaborations with important civil society partners.

NON-COMMUNICABLE DISEASES ALLIANCE (NCD Alliance)

Character: Health Organisation | Advocacy resources | Community Conversation Forums

Stakeholders: NCD Alliance comprises of [more than 2,000 organisations](#) in 170 countries, including global and national NGOs, scientific and professional associations, academic and research institutions, private sector entities etc..

Objective: Influence NCD policy and practice

Target Audience: Policy makers, civil society movements, UN agencies, youth and people at risk of or living with NCDs.

[NCD Alliance](#) is an umbrella organisation leading initiatives and research on NCD policy and practice and advocating for people at risk of or living with NCDs. The NCD Alliance organizes community conversations and online consultations.

Our Views, Our Voices is an initiative by the NCD Alliance and People Living with NCDs that seeks to invite people from all over the world living with a range of different NCDs to share their views, act, to inform and shape the advocacy agenda of People Living with NCDs. [Community Conversations](#) and conduct [online consultations](#) are conducted around the world to build thoughtful, constructive,

collaborative, empowering dialogue among people living with and affected by NCDs. NCD Alliance developed a [guide](#) which provides all the information and materials needed to host a community conversation.

Global NCD Forum February 2020: The third [Global NCD Alliance Forum](#) is scheduled for 9-11 February 2020, in Sharjah, UAE. It aims to unite and mobilise NCD civil society to monitor governments' progress and advocate for action to implement global pledges five years ahead of the next UN HLM and the 2025 date for globally agreed NCD targets.

EU HEALTH AND POLICY PLATFORM

Character: Online discussion platform

Created by: Health & Food Safety DG European Commission

Objective: Interactive tool to boost discussions about public health concerns, share knowledge and best practices.

Target Audience: Health stakeholders active in the field of health or interested in EU Health Policy

The [EU Health Policy Platform](#) is an interactive tool to boost discussions about public health concerns, share knowledge and best practices. The platform invites users to exchange with others, pool their expertise in joint statements and disseminate actions among a wide audience.

One initiative it supports is handing out the [EU Health Award](#). This rewards initiatives of cities, NGOs and schools seeking to prevent and reduce obesity in children and young people (6-18 years).

EUROPEAN OBESITY DAY - European Association for the Study of Obesity

Keywords: Awareness-raising day

Stakeholders: European Association for the Study of Obesity

Objective: Bring together people who want to raise awareness about obesity.

Target Audience: Healthcare communities, patients and political bodies working on health issues

European Obesity Day brings together healthcare, patient and political communities who are keen to raise awareness of obesity and the many other diseases on which it impacts.

The [European Obesity Day](#) is a campaign platform of the European Association for the Study of Obesity ([EASO](#)). EASO is a federation of professional membership associations from 32 European countries, representing the European obesity community, including scientists, health care practitioners, physicians, public health experts and patients. EASO works with the World Health Organisation (WHO) Regional Office for Europe and is a founding member of the EU Platform on Diet, Physical Activity and Health.

EASO facilitates and engages in actions that prevent and combat the epidemic of obesity. EASO promotes advocacy, communication, education and research. It contributes to high level European and National scientific consultations, hosts the annual European Congress on Obesity ([ECO](#)), has active topic specific Task Forces and Working Groups, and coordinates obesity education across Europe.

ANNEX: EXISTING REPORTS ON YOUTH PARTICIPATION & INCLUSION

Youth participation and inclusion in policy processes is a key focus for many organisations operating at local, national, EU and global levels. Several reports have been published on the subject that outline why including youth voices in policy processes is crucial and share best practices and recommendations on how to improve youth participation in political processes. It is worth noting that with more time dedicated to research, further institutional and academic reports could be shared.

Such reports include for instance:

- [World Youth Report – United Nations \(2018\)](#)
- [EU Youth Report 2015 – European Commission \(2016\)](#)
- [European youth: Participation in democratic life – European Commission \(2013\)](#)
- [World Programme of Action for Youth \(WPAY\) – United Nations \(2010\)](#)
- [Youth, political participation and decision-making - UNDP](#)
- [Enhancing Youth Political Participation throughout the Electoral Cycle: A Good Practice Guide – UNDP \(2013\)](#)
- [Meaningful Youth Engagement: Sharing Power, Advancing Progress, Driving Change - Women Deliver](#)
- [Youth Spaces and Everyday participation – EU Youth Goals | Structured Dialogue](#)
- [Youth participation in national parliaments - Inter-Parliamentary Union \(2016\)](#)
- [Youth progress index 2017: measuring young people’s social progress globally – European Youth Forum \(2017\)](#)
- [International Youth Strategy 2017-2020 – Amnesty International](#)

OTHER REPORTS

It is worth noting that many guidelines and toolkits give insights and best practices on how to create meaningful youth participation programmes, targeted at organisations and institutions that work on developing such programmes. These include for instance:

- ✓ Save the Children: Best Practice Toolkit on Youth Participation [Part 1](#) and [Part 2](#)
- ✓ No Lost Generation: [Toolkit for Adolescent and Youth Engagement](#)
- ✓ EuroChild: [Training Tool on engaging children in advocacy work on their right to participate in decision-making processes.](#)

CO-CREATE

Dialogue Forum

A PRACTICAL GUIDE TO CREATING A
TRULY INCLUSIVE SPACE FOR DIALOGUE



YOUTH INCLUSION IS NOT ONLY A LEGITIMATE RIGHT, YOUTH INCLUSION CAN FUNDAMENTALLY CHANGE OUR SOCIETY

The CO-CREATE Dialogue Forum model and materials have been developed by EAT 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). EAT would like to especially recognize DesignIt, PRESS and Dalberg for their contributions to the final design.



We believe that young people can be the key towards a more healthy, equal and sustainable world.

Why host a Dialogue Forum?

In the second decade of the 21st century, people under the age of 30 constitute the majority of the world's population. Four in ten people - 42% of the global population - are under the age of 25¹. Despite their demographic dominance, young people are marginalized in policymaking. In all the world's parliaments, only 2.2% of the members are under 30.² This means that those with the most to lose over time from short-sighted policymaking, have the least say.

Children and youth have a legitimate claim to be included and heard in *all* decision-making processes that affect their wellbeing. Deepening youth participation in policymaking is also an investment in democratic capacity building. Enabling citizens to engage the actions and decisions affecting their lives creates a deeper sense

of ownership and increased trust in the public sector³.

The Dialogue Forum was developed to fill a democratic gap: a truly inclusive space for dialogue across generations and sectors.

Meaningful youth engagement does occur, but not nearly enough. When done right, youth participation is often the result of careful planning by highly skilled moderators. This also makes such engagements costly and difficult to plan, placing them outside the financial reach of most local policymakers and youth organizations.

Attempts at youth participation shortcuts, however, rarely work. Most youth leaders can share multiple horror stories of poorly executed dialogues, where youth are involved in the wrong format and too late in the policymaking process for their perspectives to have much impact. In the worst of cases, young people reported feeling disempowered, patronized or 'youthwashed'. As one youth leader from Norway described it:

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

Fortunately, most youth leaders can also recall instances of truly meaningful youth

A HUMAN RIGHT

Our world leaders have on several occasions reaffirmed the point in resolutions and conventions, and it is clear that youth have a **legitimate right** to partake in policy making at a local, national and global level. For example, this legitimate right was recently adopted in the UN Security Council resolution 2250^[1] that recognises *“the important and positive contribution of youth in efforts for the maintenance and promotion of peace and security”*. Article 12 of the UN Convention on the Rights of the Child^[1] states that *“state parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child”*.

¹ <https://blogs.worldbank.org/opendata/chart-how-worlds-youth-population-changing>

² Youth participation in national parliaments: 2018, Inter-Parliamentary Union. The Nordic countries lead much of the

world in electing younger MPs: the share of MPs under age 30 exceeds 10 per cent in Norway, Sweden and Finland.

³ Torfing, Sørensen & Røiseland, *Transforming the Public Sector Into an Arena for Co-Creation: Barriers, Drivers, Benefits and Ways Forward* 2019; p.809.

participation. These experiences were described as truly inclusive spaces for dialogue across generations and sector.

This guidebook captures the essence of these meaningful experiences and makes them accessible to anyone wishing to co-create better solutions across generations and sectors. Dialogue Forums create spaces for dialogue and ideation that is truly inclusive and respectful of all stakeholders' perspectives.

The guidebook is written for people who want to see meaningful youth inclusion become the norm. It provides a practical step-by-step process on how to **prepare**, **moderate** and **act** upon a Dialogue Forum.

The guidebook is addressed to policymakers, organizations working with and for youth, and young people wishing to assert their right to be included in policymaking processes.

We have focused on creating an easy and affordable format for how to host meaningful dialogues across generations and sectors to refine a specific policy idea, in accordance with the requirements of Article 12 of the UN Convention on the Rights of the Child on meaningful youth participation (see page XX)

Dialogue Forums aim to go beyond mere consultation of youth. There is a gap in

policymaking for genuine policy co-creation with young people. Co-creation is a powerful tool that holds the potential to completely change the way policymaking is done. We believe that including youth more deeply and consistently in policymaking holds the key to more innovative solutions to challenges that are becoming increasingly complex.⁴

Giving youth opportunity and support to participate in policy making enables them to be active citizens and drivers of change.

Elements to include:

- By adding 'forum' it also does not claim to be a complete co-creation process (which it is not), but rather a key step in a broader co-creation journey.
- Add key insights from youth research
- Scaling strategy
- One-stop-shop
- Private-sector involvement, and opportunity to break policy lock-ins

⁴ <https://hbr.org/2011/08/the-world-really-is-more-compl.html>
<https://www.un.org/press/en/2015/sc12149.doc.htm>

INTRODUCING THE DIALOGUE FORUM

SIMPLE, AFFORDABLE AND
RESPONSIBLE YOUTH INCLUSION



INTRODUCTION

This guidebook describes everything you need to do in order to prepare, execute and follow-up a Dialogue Forum in an accessible, easy to use, and practical format.

In this Introduction, we explain who the Dialogue Forum is for, when and how best to use it, and how the Dialogue Forum integrates and safeguards the UN principles for meaningful youth engagement.

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READERS GUIDE

This guidebook is meant to support anyone who wish to organize a Dialogue Forum to discuss policy ideas, recommendations and issues with stakeholders. As such, as a reader, you might find yourself in a situation where some of the tips and insights fit with your situation and others might not be relevant to you. A key distinction is of course if you want to include youth or if you are a representative of youth who wish to be included in a policy process.

Keep this in mind when you read through the guidebook as some of the recommendations in it will be directed at those who wish to include youth, while others will be directed at young people wanting to be part of or initiate a policy dialogue.

How does a Dialogue Forum work?

A Dialogue Forum starts with a clear outline of what policy suggestion needs to be discussed. It can be a suggestion for a policy concerning an emerging issue or a suggestion for a change or amendment to an existing policy which is being debated in the public or a political sphere, such as parliament.

To make Dialogue Forums as accessible as possible, we have emphasized ease of use, affordability, openness and brevity.

During a Dialogue Forum, participants are invited to share their perspectives through a carefully planned sequence of activities. This system of activities has been designed to ensure that even inexperienced moderators (adults and young people alike) can guide an inter-generational dialogue in a constructive and meaningful way, respecting the UN Principles of meaningful youth participation (See section [hyperlink](#)).

By democratizing moderation, Dialogue Forums can be held without the need to

engage professional moderators. By limiting the time of a Dialogue Forum to 2.5 hours, Dialogue Forums can be held outside school hours to facilitate youth participation, while also increasing the likelihood of high-level participation.

All Dialogue Forum methods and materials can be used free of charge, and are licensed under a Creative Commons Attribution, Share-Alike license. This means that anyone can remix, tweak, and build upon this work non-commercially, as long as they credit CO-CREATE and EAT and license their new creations under the identical terms.

Who can host a Dialogue Forum?

Anyone working on issues that affect young people, or young people affected by an issue under discussion, can organize a Dialogue Forum.

Because they only take 2.5 hours to host, Dialogue Forums can also be integrated into larger conferences and events, to facilitate youth access to forums they might not otherwise be included in.



Policymakers and relevant governmental bodies: If you are a policy maker, or work for a public institution with authority to design and implement policies that affect youth, you can use this tool to build a consultative process and dialogue with young people and other stakeholders. This can help you improve and strengthen your policy ideas, learn from different perspectives and connect with relevant citizens and organisations.

Youth and youth organisations: If you are a young person wanting to be include in policy processes, or are involved within a youth organisation that works for better youth participation and inclusion, this tool can be used to encourage policy makers and organisations to take part in a meaningful dialogue with you or your organisation.



Organisations working with and for youth: If you are working for an organization working with youth, you can use this guidebook to organise a dialogue between young people, your organisation and other relevant stakeholders from the public and private sector. For example, Dialogue Forums can be used as part of advocacy campaigns targeting both policy makers and business leaders.

When should a Dialogue Forum be used?

Whenever you need multiple stakeholder perspectives on a policy or a suggestion for a policy. Alternatively, when you as a young person wishes to be heard on an important matter affecting your life.

Dialogue Forums can be used at all levels of policy making, whether it is at a local level to discuss a particular policy affecting a municipality, or whether it is used at the European level, or during a large international conference to discuss international and regional policies. A Dialogue Forums can be used as a one-off or as a series of policy refinement dialogues.

Dialogue Forums are best used as key steps in a broader co-creation process. They empower participants to collectively refine policy ideas, learn from one another's perspectives and connect with potential allies for joint action.

Who can be invited to take part in a Dialogue Forum?

Anyone can be invited to a Dialogue Forum. Participants can range from policy makers, governmental bodies, civil society actors to private sector representative, NGO staff and community members. However, to ensure youth participation is meaningful, **young people should make up at least 50% of total participants.**

Ensuring balanced youth participation means including a diversity of youth perspectives. Diversity in turn facilitates a richer and more insightful exchange between a variety of perspectives and people affected by the policy on the table.

A more detailed consideration of whom to invite, and the opportunities and risks of inviting certain stakeholders, is included in the PLAN section. [\[hyperlink\]](#)

KEY TERMS AND DEFINITIONS

Youth: The United Nations defines youth as persons between 15 and 24 years of age

Adolescents: The United Nations defines adolescents as persons between 10 and 14 years of age

Young People: Young people include adolescents and youth and means persons between 10 and 24 years of age

Adolescent & Youth Participation: Participation is a fundamental human right as noted in guiding Conventions on children, women and people with disabilities (CRC, CEDAW and CRDP) and serves to build citizenship, strengthen capacities and confidence, promote democratic engagement and the rule of law, and enhance policy making.

A DIALOGUE FORUM IS DEVELOPED IN THREE STEPS

PREPARE, MODERATE, ACT



PREPARE

The first section will guide you through the concrete steps to consider when you are planning a dialogue forum. This will include determining your objective, as well as mapping out and inviting relevant stakeholders. The section includes useful tips on moderation and logistical considerations as well.

MODERATE

The second section will guide you through a step-by-step process of how to host and moderate a Dialogue Forum. A detailed description of each activity is given alongside practical considerations.

ACT

The third section will guide you towards maximizing learning and impact of the dialogue. The sections give you top tips and steps to follow to ensure your dialogue forum is effective in taking the results forward and being accountable to participants.

UN principles for meaningful youth engagement

The United Nations⁶ has defined nine principles for effective and meaningful youth participation and Dialogue Forum has been explicitly designed to satisfy all nine principles when involving youth in policymaking. By following the steps laid out in this guidebook, initiators of a Dialogue Forum can feel safe that they are addressing the most important aspects of meaningful youth participation.

It is important to understand and adopt youth participation principles and ethical considerations that shape meaningful engagement with youth. Sometimes, following these principles can seem complicated, however, this section will outline the key principles to follow, and give easy tips and guidelines on how to respect them.

At the end of this section you will see a journey map of the Dialogue Forum illustrating how these Principles have been incorporated into the design of the Dialogue Forum itself (and why we strongly advise that you do not skip any of the steps).

UN CONVENTION ON THE RIGHTS OF THE CHILD

The United Nations Convention on the Rights of the Child covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to¹.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

⁶ UN Committee on the Rights of the Child based on Article 12 of the Convention on the Rights of the Child.



TRANSPARENT AND INFORMATIVE

Youth must be provided with accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and their views to be given due weight, and how this participation will take place, its scope, purpose and potential impact.

How to put this in practice? When reaching out to young people, make sure you are able to provide clear and tangible information about the context and key issues, as well as clear objectives you are looking to reach with them. Once they have agreed to participate, continue to provide concrete and well-informed information before and during the dialogue forum. All participants, and especially youth, need to be told the tangible results of an engagement process after it is completed, if there are any, if not there should be an explanation of why this didn't happen.



VOLUNTARY

Youth should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage.

How to put this in practice? When engaging with youth, make sure to inform them that their participation is voluntary, making clear that they can opt out of the engagement at any stage of their involvement without any consequence. It should also be clearly stated that they should be cautious sharing personal stories as it potentially could do them harm in other contexts.



RESPECTFUL

Youths views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities.

How to put this in practice? Conditions should be put in place to ensure that all individuals feel their views and contributions have been acknowledged, valued and taken seriously. Organiser must be especially aware of power dynamics to ensure a constructive dialogue can take place and discuss these dynamics with the moderator. Ways to do this during engagement is listening closely to what young people have to say, making eye contact and asking relevant questions. **Follow up actions [CV1] is a great way of showing how important this engagement is, and which decisions were taken because of it.**



RELEVANT

The issues on which youth have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, space needs to be created to enable youth to highlight and address the issues they themselves identify as relevant and important.

How to put this in practice? Organizers of the dialogue forum should be able to identify which issues matter and are relevant for young people when asking them to participate. The identified theme must be clearly communicated to the participants along with the associated expectations. It is important to design the appropriate conditions (space and time) where young people can fully express themselves on issues that feel important to them, and where adults can really listen to what they have to say.



CHILD OR YOUTH FRIENDLY

Environments and working methods should be adapted to young people's capacities. Adequate time and resources should be made available to ensure that youth are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that youth will need differing levels of support and forms of involvement according to their age and evolving capacities.

How to put this in practice? Specific actions should be taken to ensure young people feel supported and confident to fully express themselves by leveling differences. Some simple ways adults can do this when engaging, is presenting themselves in a less formal manner, wearing casual clothing rather than suits and ties, sitting with youth instead of standing in front of the group and using language that is accessible to all. Also encounters should happen at times that are appropriate for the lifestyle of young people, such as after school or in the weekends, and the duration of the interaction should also consider their specific needs. If you are partnering with a youth organization, ask them what would help their participants in getting the most out of the dialogue forum.



INCLUSIVE

Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized youth to be involved. Adolescents and youth are not a homogenous group and their perspectives can vary according to a young person's sex, legal status, geography, origin, ethnicity, sexual orientation, disability among others. Each category of young people might face specific barriers to participation. Additionally, intersectionality - or thus the interplay of identifying with multiple categories - and the challenges it brings has to be taken into account. Participation needs to provide for equality of opportunity for all, without discrimination on any grounds. Initiatives also need to ensure that they are culturally sensitive to youth from all communities.

How to put this in practice? The organizer of the dialogue forum should develop appropriate methods of outreach and communication for young people and their parents with a particular awareness of the barriers that might restrict certain young people in their participation. Young women and girls, young people with disabilities, refugee youth, or youth in socially excluded areas for instance, are likely to face exclusion from existing participation structures and initiatives. It is vital to proactively reach out to young people who are excluded and support their engagement in ways that enhance their inclusion as these missing voices have the most potential to offer unique insights. This can be easier to do with the support of a youth organization who might be able to advise on various approaches.



SUPPORTED BY TRAINING

Adults need preparation, skills and support to facilitate youth participation effectively, to provide them, for example, with skills in listening, working jointly with youth and engaging youth effectively in accordance with their evolving capacities. Youth themselves can be involved as trainers and facilitators on how to promote effective participation; they require capacity-building to strengthen their skills in, for example, effective participation awareness of their rights, and training in organizing meetings, raising funds, dealing with the media, public speaking and advocacy.

How to put this in practice? Organizers of the dialogue forum should be able to identify which issues matter and are relevant for young people when asking them to participate. The identified theme must be clearly communicated to the participants along with the associated expectations. It is important to design the appropriate conditions (space and time) where young people can fully express themselves on issues that feel important to them, and where adults can really listen to what they have to say.



SAFE AND SENSITIVE TO RISK

In certain situations, expression of views may involve risks. Adults have a responsibility towards the youth with whom they work and must take every precaution to minimize the risk to children and youth of violence, exploitation or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear protection strategy which recognizes the particular risks faced by some groups of children and youth, and the extra barriers they face in obtaining help. Youth must be aware of their right to be protected from harm and know where to go for help if needed. Investment in working with families and communities is important in order to build understanding of the value and implications of participation, and to minimize the risks to which youth may otherwise be exposed.

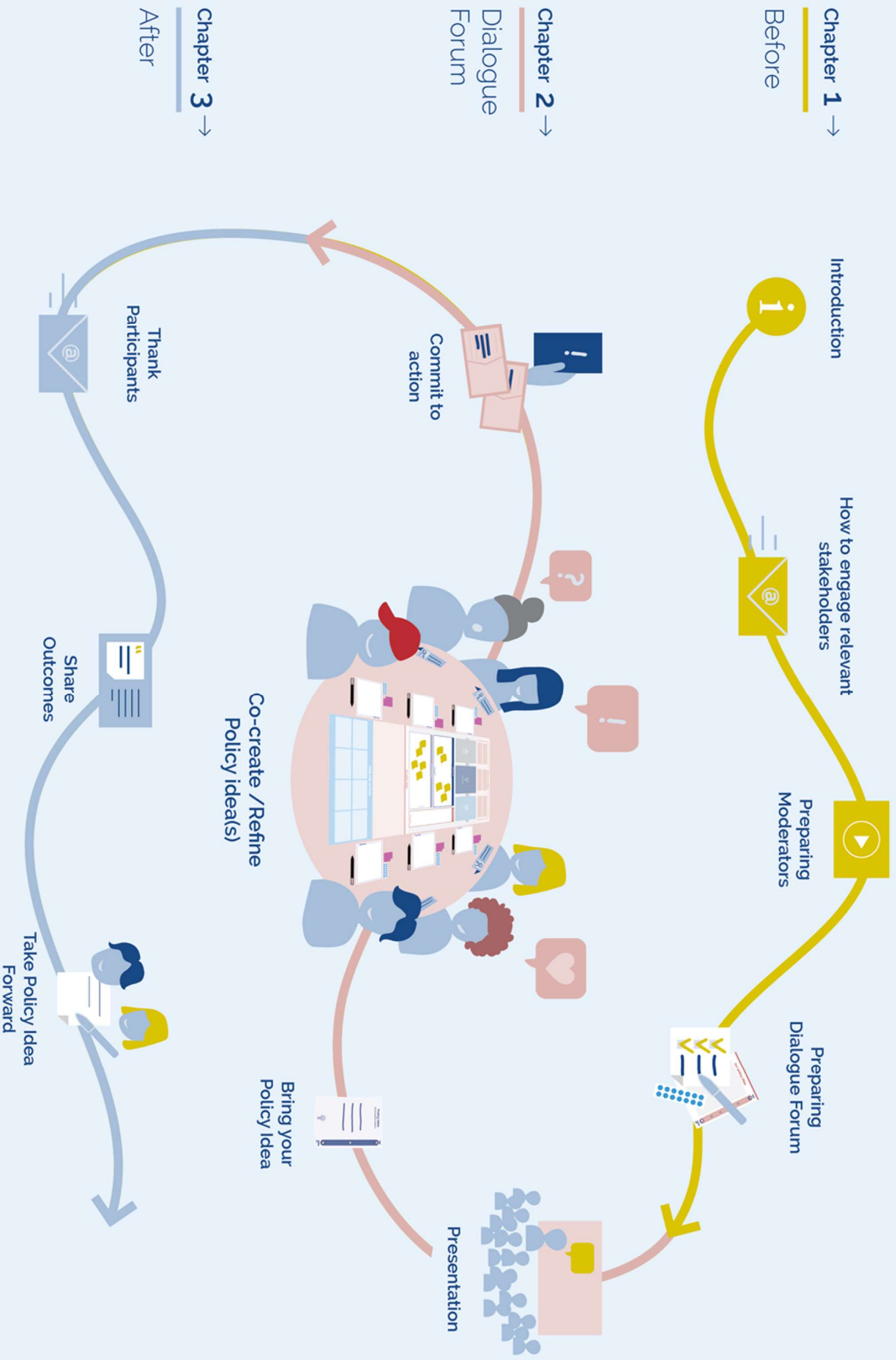
How to put this in practice? Specific considerations of child protection measures have to be taken to ensure young people's safety according to the context you are working in. These conditions will also vary according to individual circumstances of young participants; depending on identity, physical ability, gender, nationality, ethnic background legal status, sexual orientation etc, young people can feel vulnerable in different ways. It is crucial to understand these differences and cater to needs accordingly. It could be dangerous for a young person to be seen taking part in a CO-CREATION FORUM for instance. In this case, organizers must be aware of protection the child's identity, through asking consent to take photographs, preparing confidentiality principles for organizing staff and taking appropriate measures to reduce visibility of the event. Sharing personal stories, although sometimes very valuable for a dialogue of this nature, can be disturbing and harmful to a young participant. Strict rules in moderation and expectation setting can help to mitigate these risks. Safety measures for adult participants need to be clearly communicated, such as not being alone with a young person in a room or closed space.



ACCOUNTABLE

A commitment to follow-up and evaluation is essential. For example, in any consultative process, youth must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Youth are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, youth should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of youth participation needs to be undertaken, where possible, with youth themselves.

How to put this in practice? After the CO-CREATION FORUM, organizers should provide follow up actions with young people, so they know how their participation has had an impact. Sending a follow-up email with information on how the results of the CO-CREATION FORUM will be used is a good first step for instance. It is important to recognize that policy makers do experience constraints in their capacity to make decisions (e.g wider political agendas), and they should clearly communicate this to participants. Explore our top tips on how to follow-up after a CO-CREATION FORUM to ensure accountability.



Introduction

How to engage relevant stakeholders

Preparing Moderators

Preparing Dialogue Forum

Presentation

Bring your Policy Idea

Co-create / Refine Policy idea(s)

Commit to action

Thank Participants

Share Outcomes

Take Policy Idea Forward

Chapter 1 →

Before

Chapter 2 →

Dialogue Forum

Chapter 3 →

After

PREPARING THE DIALOGUE FORUM

CREATING A TRULY INCLUSIVE
SPACE FOR DIALOGUE AND CO-
CREATION

PREPARE

Good preparation is often overlooked cornerstone of a good dialogue. Planning well will save you time, prevent mistakes and make your participants' experience much, much better.

This section outlines the minimum steps you should take to ensure you set the right objectives for the Dialogue forum, invite the right stakeholders, provide them with sufficient information, and think through the most salient risks when including youth in policymaking. Investing the right amount of time to get these few things right will drastically improve your chances of hosting a successful dialogue.

The [CO-CREATE Resource Library](#) is a digital repository that contains links to everything you need to plan, moderate and follow-up after a Dialogue Forum,

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DIALOGUE FORUM FOCUS

The first important step in the planning a Dialogue Forums is define **WHAT** you want to discuss and the objective of having that discussion. This will help you determine who to invite and to be transparent and informative about the purpose when engaging with the participants.

“We need to be upfront about the purpose of engaging. Is it for getting feedback on solutions or framing challenges?”

- Civil servant, statement from Youth Participation study

This section will guide you through defining the objectives and focus of the Dialogue Forum you plan to host. Once both are defined, background information for the participants can be prepared and shared.

Objectives of the Dialogue Forum

This guidebook will focus on the key objective of **refining a policy recommendation**. Whether you want to further inform an existing policy issue, refine a policy suggestion that is already up for discussion, or reframe the results the policy is trying to achieve, you can use a Dialogue Forum as a way of bringing in new perspectives and suggest specific improvements.

Depending on who you are, your ability to influence decisions and your objective, your way into the planning might differ. Do you have direct policy making power? Or do you seek to influence policy making? Would you benefit from engaging the media? Your actual role in the policymaking process will greatly influence how you can best use the inputs and results of the Dialogue Forum afterwards.

As a host inviting young people to a Dialogue Forum, you have a responsibility to manage expectations. Always be cautious not to unduly raise participants’ expectations of the potential outcomes and impact of the Dialogue Forum you are inviting them into.

DIALOGUE FORUM



POLICY RECOMMENDATIONS

- For direct input to policy making processes
- or*
- As basis for informed advocacy initiatives

POLICYMAKERS

As a policymaker or representative of an official policymaking authority you can obtain valuable input for your policy ideas from stakeholders during a Dialogue Forum.

POLICY ADVOCATES

As a policy advocate or member of an organization working on youth issues, but without formal policy-making power, you can co-create policy recommendations to inform policy makers.

EXAMPLES:

- Municipality is proposing a policy change for school meals in their district: The Dialogue Forum is used by the municipality to get inputs from youth and other relevant stakeholders to refine the policy idea and ensure that it will be both welcome efficient before it is implemented.
- EU parliament is debating an EU-wide tax on sugar EU to combat rising rates of adolescent obesity: The EU parliament uses a Dialogue Forum to consult relevant stakeholders on this policy suggestion in order to include new perspectives to the debate at the EU parliament level.
- A youth organization is advocating a national ban on vending machines in schools: It initiates a Dialogue Forum with Parliament to build momentum and alliances for their advocacy campaign.
- A student council is observing the processes of a new law that will change school regulations on absenteeism: A group of students uses the Dialogue Forum to assert their influence by inviting key stakeholders for consultation.

How to (re)frame a policy recommendation for a Dialogue Forum

The preparation phase will help refine what aspects of a policy idea you want to address during the Dialogue Forum. The more specific your framing is, the easier it will be for your participants to exchange ideas and solutions and create recommendations.

Narrowing down your issue and clearly stating it for participants is not always straightforward, so this section will guide you through a few exercises on how to frame your policy idea in a systematic and clear way.

It is **very important that you (re)frame your policy idea** in a way that facilitates meaningful discussion. The Dialogue Forum methodology depends on it.

Policy ideas can be quite comprehensive. When discussing a policy idea across multiple perspectives, it cannot be assumed that all participants will have equal opportunity to fully understand all the details—especially not in the midst of a dialogue. To overcome this problem, the Dialogue Forum does three important things.

First, it puts the more detailed context for the dialogue in a Pre-Read that is sent to all participants well in advance of the Dialogue Forum.

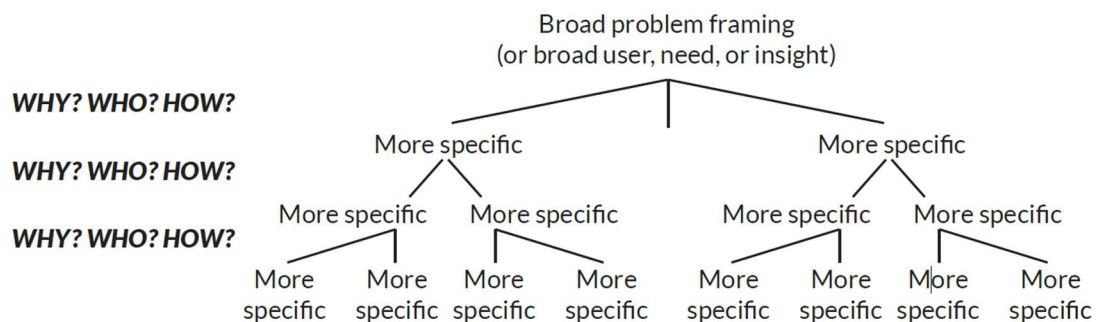
Second, it breaks a policy idea down into three distinct parts: What is the **PROBLEM**? What is the desired **RESULT**? And what is the **IDEA** for achieving that result?

Third, it summarizes the key information in a set of bulletpoints that are easy to grasp, and require little to no background knowledge to understand.

As you will see in the **REFINE** section, this format allows for a more inclusive dialogue across age and expertise. Importantly, it also focuses the conversation on including what matters to each of the participants, rather than how best to solve a problem. After all, problems worth solving are too complex to be solved in just one conversation. But you can use that first conversation to build the trust you will need to take action together.

How to narrow down your issue - build a problem framing tree

Summarizing a policy idea into a set of bullet points is very difficult, but the effort spent in



preparation for the dialogue will pay off when it makes it easier for the participants to focus on the issues that matter the most.

This exercise will help you narrow down the problem in order to formulate a concrete and specific policy recommendation to respond to your challenge.

1. Write your current problem / challenge at the top of a large piece of paper. Your issue is likely still broad and could encompass multiple facets.
2. Ask “why?” “who?” or “how?” to go deeper. Write these more specific answers as branches on your tree, underneath the top-level statement. You will often have multiple options for more specific answers, and so you will create multiple branches on your tree.
3. Continue going deeper and narrower by asking “why?” “who?” or “how?” to increasingly arrive at the specific underlying causes and motivations of the issue.

Keep in mind that while this exercise is useful in arriving at the core cause(s) of an issue, it may result in multiple underlying causes depending on the complexity of the issue you are working on. Try to visualize relationships by connecting the answers.

Depending on your time available to plan it might make sense to research about solutions that have been tried in similar contexts. If possible, contact people who were involved to see if they can share lessons learned that could help your problem framing.



Understand the affected people

Understanding whom the policy will affect is an important part of narrowing down the issue to be worked on during a Dialogue Forum, as well as to identify whom to invite as a participant. This understanding is best attained by talking directly to citizens, civil society movement leaders, young people or other actors who are directly impacted by the issue.

Exploring the needs of different groups affected by a policy can take a long time. If you want to focus your Dialogue Forum on a specific policy recommendation, you can identify key targets group - those who will be the most affected by the policy.

You can outline characteristics of each group, their needs, motivations and challenges using the following table:

User Profile	Challenges they face	Needs	Motivations
Eg: Young girls suffering from obesity	Eg. Low self-confidence	Eg. A role model	Eg. Recognition and friendship

Once you have explored the problem and considered the affected people you can summarize your findings and understanding in the below format. This will give you a clearer picture and focus to use for the Dialogue Forum.

A well-defined policy issue requires a specific target group, a challenge, and the cause of the challenge. Try to draft the focus of your topic as follows:

Target Group	Young girls between 13 and 16 years old in rural France
Challenge	Suffer from obesity related health issues
Cause	[because] Funding to combat obesity in young people is directed towards bigger cities and efforts have a special focus on sport activities which is more appealing to boys.

Prepare a Pre-Read to share with participants

To give all participants the best possible experience it is important to share background information about the issue and topic for discussion in good time before the Dialogue Forum. This will help everyone - especially young people - to participate in the dialogue with more confidence, based on a common knowledge base. Remember: the rapid sequence of activities in the Dialogue Forum is intentional, designed to keep the conversation focused on core issues (covered in the Pre-Read) and the sharing of perspectives - and to prevent technical experts from dominating the conversation.

Limit the written brief to 2 to 3 pages and, if possible, include interactive materials or short videos (if available) to make it easier for participants to understand the context and familiarize themselves with the topic.

The Pre-Read should contain the following sections:

- The main objective for holding the Dialogue Forum
- Introduction of the overall policy theme for the Dialogue Forum
- Description of the policy process this Dialogue Forum is a part of (or hopes to influence), what has already happened, and what the next steps will be
- Consent form

One page per policy idea:

- Problem - The challenge we want to address and why it is important
- Result - What we want to achieve
- Idea - How we propose to address the problem to achieve those results

Some Dialogue Forums may discuss multiple policy ideas within the same policy theme. In those cases, send no more than 2 pages to describe the objective, overall theme, and policy process, and include a list of the IDEAS to be discussed. Spend no more than 1 page per policy idea to summarize the problem, the result and the idea.

TIP: To save time, you can prepare the Pre-Read after you have invited participants.



INVITING THE RIGHT PEOPLE

A dialogue is never better than its participants. Inviting the right people around the table is key. The more diverse the participants, the more insightful and powerful the dialogue.

Identifying key stakeholders

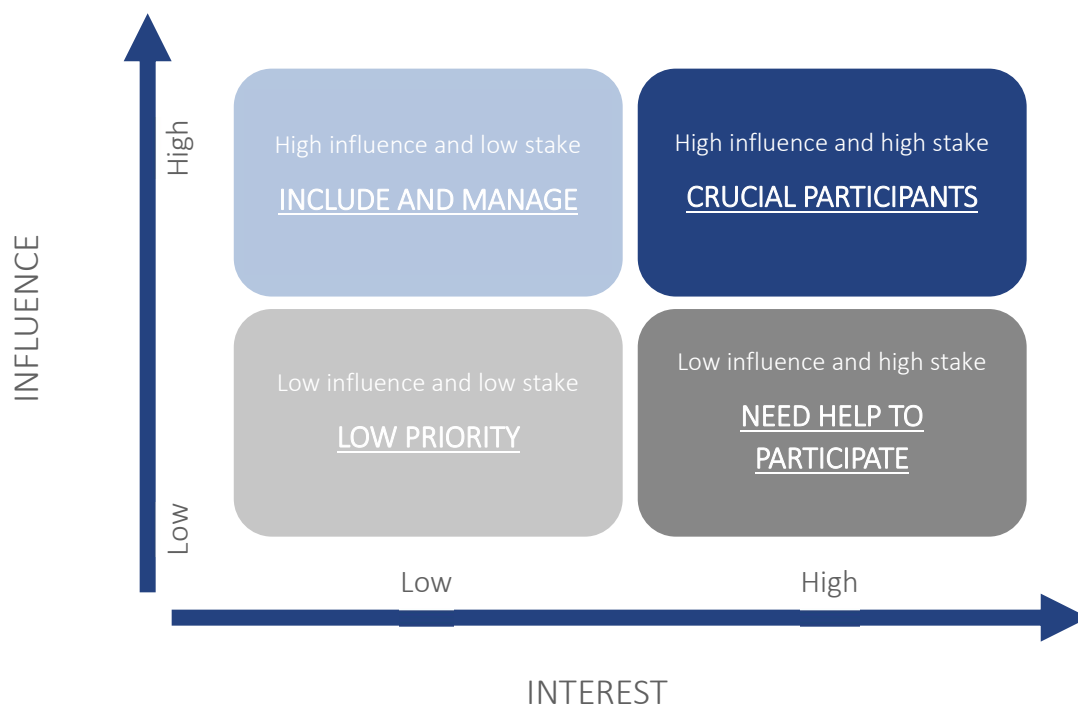
It is normally not necessary to do an extensive mapping of key stakeholders. It's a very time-consuming process to do properly, and at the end of the day you cannot control who will accept your invitation. Your time is better spent making an engaging invitation and Pre-Read, and in properly planning the Dialogue Forum.

Instead of stakeholder mapping, we instead suggest that you invite for diversity to maximising the variety of perspectives.

Ensure half of all participants are young people to allow each table to have a 50 / 50 split. This will prevent the illusion of a singular “youth perspective” to emerge, while also being more inclusive of a diversity of youth perspectives. If possible, strive for a mix of youths from youth organizations (who often have a mandate to represent their members), youth who are closely affected by the policy under discussion and youth with new ideas on how to address the issue under discussion.

Similarly, strive to **balance adult participation across sectors**, by mixing politicians, public servants, community members, researchers, civil society representatives and business leaders. Try to mix organizational sizes (e.g. both corporations and startups).

1. List all the stakeholders directly linked to your policy issue using the research you have done. This could include various groups of citizens, businesses, civil society groups or professionals. Write each stakeholder group on a post-it note.
2. On a large piece of paper, place each of the stakeholder post-its. You can use the below template for mapping.
3. Add some unusual suspects to broaden the perspective (e.g. farmers when discussing school meals; online gamers when discussing physical activity)
4. Consider the ability of different stakeholders in influencing decisions on the policy or issue. You can also visualize relationships by drawing connection between the stakeholders on the map.



Divide the stakeholders into participant groupings

Once you have mapped the key stakeholders you can divide them into six categories which ideally should be represented during a Dialogue Forum. This facilitates more balanced participation which in turn helps manage potential conflicts of interest.

1. Young people

Young people affected by the policy issue, should be invited as they bring relevant perspectives to the table and inviting them to influence the decisions affecting their lives help create a sense of ownership and increases trust. Note that young people are at risk of not being taken seriously due to their young age and lack of experience compared to other participants.

2. Public policy officers / civil servants

As key stakeholders making policy, they should be included to provide critical insights into the process of instituting and implementing the recommendation. Further they play a critical role as enablers of making the recommendation a reality. Note that policymakers may have an interest in shifting the policy to advance the government's existing agenda

TIP: If your aim is to influence a high-level politician, invite their political advisors instead. Political advisors/secretaries are often the real gatekeepers in practical policymaking.

3. Professionals / experts

Experts and professionals with in-depth knowledge can support the development of strong, evidence-based policy. They can provide context to the issue, and evidence to support the ideas discussed. Note that experts heighten the power imbalance of the dialogue, given that experts are likely most informed on the issue, and may want to drive the conversation.

4. Civil society organizations / social movements

Civil society organizations or NGO's can bring important insights and understanding of issues faced by different communities to the discussion. Note that like policymakers, civil society organizations may want to shift the policy to advance their current agenda.

5. Business representatives

As active members of the community, business representatives can share their perspective on how policy influences them and how they can support the implementation of ideas. Note that if a policy impacts their opportunity to do business, they might be less likely to support the policy, or may try to reframe it.

6. Other community members

As directly affected by the policy issue, members of the community should be invited to have a say in the discussion. Depending on the issue community members can come from many parts of the public.

DEFINING YOUTH

“Young people” is a concept which to a varying degree of success tries to cover a great number of nuances and realities. The identity of everyone is multifaceted and can be categorized differently at any given moment. A young person could also be categorized as an expert, professional, business representative, NGO employee, or policymaker. It is important to be mindful of this complexity, when trying to determine people's connections to an issue simply by looking at age as a factor.

Inviting participants: Describing benefits and channel selection

After mapping out which actors would bring added value to your Dialogue Forum and what role they should play, it is time to think about ways to invite them. Invitations should clearly state the objective of the Dialogue Forum, while also giving a clear incentive to attend. Ideally the invitation to the dialogue forum will appeal to all participants through the clear identification of **what** a dialogue forum is about, **why** it is needed and **how** the participants will benefit from participating.

Reaching out to participants

INCLUDE THE EXCLUDED

Inclusion of youth who are usually excluded or otherwise disenfranchised is an important part of the Dialogue Forum format. Reach out to organizations and structures that may help you invite young men and women who might not often be included in decision-making processes, but who will bring valuable insights to your discussion. Including them is an end in itself. Keep the principles for meaningful engagement in mind when drafting your invitation.

Find the best channel to reach a certain participant. You can use a combination of different channels since your group of stakeholders should be diverse. Consider building alliances with a youth organization or other stakeholders. This can help you to expand your network, recruit participants more easily and gain legitimacy for your cause.

Some options include:

- ✓ Set up a social media event and campaign to promote it and secure attendance - be sure to identify if the event is public or private within the group settings
- ✓ Build alliances with youth organizations to reach young people through their existing networks
- ✓ Leverage your own network
- ✓ Leverage references or connections to determine who should send the invitations - this is particularly useful when inviting VIPs
- ✓ Send emails if contact information is publicly available.

Managing information effectively

Keeping track of information can save you a lot of time. To help you, we have developed a simple [Information Management System](#) for you to communicate with participants and store important information, based on free and open software, such as Google Drive and Eventbrite.

We have intentionally kept these steps simple to ensure that you cover the basics in an **integrated** manner, while giving you the freedom to adapt when relevant. By following our recommended steps, you will be able to handle invitations, pre-reads registration, documentation of outcomes, and follow-up after the Dialogue Forum almost seamlessly, avoiding hours of manual work and preventing bottlenecks. After all, when three people who were seated at the same table suddenly cancel at the last minute, you want to have a plan ready for how to quickly update your registration form and reallocation people across tables.

Inspiration for incentives for different stakeholder groups

Below we have listed some key incentives for different stakeholders to participate that you can use as inspiration when drafting the invitation.

How do **young people** benefit from participating in a Dialogue Forum?

- ✓ **Right to be heard:** Exercise the right to be heard and included in decision making processes.
- ✓ **Unlock creativity:** Have unique generational insights to share and can bring bold and unconstrained ideas to the table.
- ✓ **Network building:** Get the opportunity to engage in serious conversations with professionals, policy makers and other young people.
- ✓ **Capacity building:** Be empowered to shape policy that affects them through connecting on meaningful dialogue.

How do **experts** benefit from participating in a Dialogue Forum?

- ✓ **Network building:** Get the opportunity to engage in serious conversations with young people, policy makers and other professionals.
- ✓ **Knowledge sharing:** Enlighten others about a certain policy issue, share their expertise and make their knowledge heard by public policy officers and youth.
- ✓ **Access to new ideas:** Be part of an inspiring co-creation process where new ideas and insights will be shared that can strengthen their work.

How do **policymakers** benefit from participating in a Dialogue Forum?

- ✓ **Include youth voices:** Learn from young people and incorporate their perspectives in their work.
- ✓ **Network building:** Engage in serious conversations with young people, professionals and other decision makers.
- ✓ **Access to new ideas:** Be a part of an inspiring co-creation experience where a variety of stakeholders and citizens will share new ideas and perspectives.

How do **civil society organizations** benefit from participating in a Dialogue Forum?

- ✓ **Advocacy and network building:** Engage in serious conversations with young people, professionals, policymakers, business representatives and community members.
- ✓ **Knowledge sharing:** Share their expertise and experience on a specific issue, and make their ideas heard by policymakers and other relevant stakeholders.
- ✓ **Access to new ideas:** Be a part of an inspiring co-creation experience where a variety of stakeholders and citizens will share new ideas and perspectives.

How do **business representatives** benefit from participating in a Dialogue Forum?

- ✓ **Network building:** Engage in serious conversations with young people, professionals, policymakers and other relevant stakeholders.
- ✓ **Knowledge sharing:** Share expertise with others about how a certain policy issue is rooted in the business reality and engage in constructive discussions with affected stakeholders.
- ✓ **Access to new ideas:** Be part of an inspiring co-creation process where new ideas and insights will be shared that can strengthen their businesses.

How do **community members** benefit from participating in a Dialogue Forum?

- ✓ **Right to be heard:** Exercise the right to share their perspectives and be included in decision making processes about policies that shape their lives.
- ✓ **Capacity building:** Be empowered to shape policy that affects them through connecting on meaningful dialogue.
- ✓ **Network building:** Engage in serious conversations with relevant stakeholders and connect during and after the Dialogue Forum if they want to continue to be involved in the policymaking process.

ENGAGE MEDIA

Gaining media visibility can help you spread the word about your policy recommendation, attract people to participate in future Dialogue Forums, raise awareness and encourage uptake of the recommendation. Keep in mind your objectives and what you want to get out of the media coverage. How will it help you after the Dialogue Forum? Is it meant to kick-off your campaign, do you want people to come to an event or to sign a petition? Think carefully about the audience you need to reach and the key message you have resolved to share.

In order to engage media, the following step-by-step approach⁷ can be used as guideline:

- 1 **Create a plan:** Define your target audience and key message.
- 2 **Research:** Look at what other campaigns have done and research your journalists. Who is interested in your issue? What kind of stories are they covering?
- 3 **Making the news:** In order to get media coverage for your campaign you will need a 'hook', something that helps it stand out as new, interesting, surprising or of public interest.
- 4 **Press releases:** Write a press release and send it to journalists to tell them about your story. You will email this to individual journalists, news agencies, and the 'news desks' and 'forward planning desks' of papers, TV stations and radio.
- 5 **Pitch:** Many journalists prefer to be contacted by email. However, to give your story the best chance of getting coverage, you can also pick up the phone and 'pitch'.
- 6 **Interview:** Once the media outlet or newspaper agrees to share your story, they may ask to interview you.



Explore further

If you want to learn more about how to approach and work with the press, explore these useful guidebooks with more information:

- [Plan International's Advocacy Toolkit](#) pp.114-119.
- UNICEF's [Youth Advocacy Guide](#), pp.38.
- UNICEF UK's [Engaging Local Media](#).

⁷ Unicef, Engaging local media, <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

Moderator Guidelines

Moderating a discussion where people are invited to present their different perspectives can both an entertaining and challenging experience. The following guidelines are meant to help you understand some basic reference points moderators should consider.

Assert the ground rules

- No screens
- Yes, and questions
- Respectful
- Authority to break of the discussion

Encourage open discussion

Try to encourage people to speak up if they seem reluctant to disagree with a speaker: “On difficult issues, people disagree. Does anyone have a different point of view?”

Use open-ended questions

Open-ended questions helps the moderator avoid yes / no answers. “We seem to be having trouble here. What do you think we should do?” “Could you say more about that?” “What do you mean when you say . . . ?”

Encourage but don't force people to speak

Look out for people who are not participating and invite them into the conversation by asking them what they think about a point or how they see the issue at hand from their perspective. It can be an easy question like “what do you think about this?” or “how would this look from your perspective?”

Keep the conversation on-topic

The moderator should have the right to ask people to keep their comments short and urge them to get back on track if they start to go off in a different discussion than what is being discussed The activity cards helps the moderator keeping a focus on what is being dealt with at different times during the Dialogue Forum.

Use humor

To get to a friendly tone around the table, smile and use humor.

Paraphrase

To recap discussion ty to restate briefly the point that someone has just made this helps keep the converstion on track and ensure that people are heard. “Let me see if I'm understanding you correctly. . .”

Dealing with difficult behavior

- Flare-ups: When two members get into a heated discussion, summarize the points made by each and then turn the discussion back to the group.
- Grandstanding: Interrupt the one-person show with a statement that gives credit for his or her contribution, but ask the person to reserve other points for later.
- Broken recording: Paraphrase the contribution of someone who repeats the same point over and over. This lets the person know they have been heard.
- Interrupting: Step in immediately. “Hold on, let xx finish what she/he has to say.”
- Continual criticizing: Legitimize negative feelings on difficult issues. You might say, “Yes, it will be tough to so but there might be ideas about how to go about it”
- Identify areas of common ground.
- Summarize differences in points of view, and note where there is common ground. For instance, you might begin, “It seems we agree that . . . ”

TIPS FOR EFFECTIVE PLANNING AND EXECUTION

Set up registration system

Ask for RSVPs of all participants and make sure you use an integrated solid registration to monitor registered attendees and information flow in one place or process. Doing so prevents mistakes and saves a great deal of time. Ensure you obtain and can document participants' informed consent in order to use photos, videos and quotes. To help with this, we have devised a simple online [Information Management System](#) accessible in the [Resource Library](#).

Focus on dialogue not monologue

In order to guarantee a constructive conversation, the Dialogue Forum should last between 2-3 hours. Depending on whom you want to reach, and how much context you wish to share, you can add plenary presentations before the dialogue itself. To minimize speaking time, include key information in the Pre-Read.

VIPs attract VIPs

Offering a VIP a speaking slot to open the Dialogue Forum can be an effective strategy to ensure their participation. Having them listed on the agenda in the invitation can also help attract additional high-level participants. If VIPs accept a speaking role, ensure they agree to stay for and participate in the whole dialogue. Young people especially are sensitive to decision-makers giving the appearance of only staying for 'self-promoting selfies'.

Set time and date outside of school hours

The date and time can make or break the overall success of the Dialogue Forum. Make sure the meeting does not conflict with any other events taking place in your area, or any major holidays and consider constraints to participants such as school hours or other activities they are attending.

Select an accessible location

The location is a third critical success factor. Make sure that the location is easily accessible to all participants. Keep in mind that some might not have a driver's license or a car at their disposal. Therefore, a good public transport connection is desirable, and a central location is ideal. Think about the time your stakeholders must commute in order to attend the Dialogue Forum and consider if this might require too much effort, time or resources.

Optimize your resources

The Dialogue Forums are designed to be easy to organize and cheap to execute, but costs for venue and materials should be considered. Consider looking for free venues (e.g. schools, libraries, youth clubs) or asking for a small participation fee, a sponsorship or subsidies from your (local). Adding food at the beginning helps set a more informal inclusive tone and will be important if arranging Dialogue Forums right after school.

Find support

In terms of people you might need, list all the 'roles' you are still missing to make your Dialogue Forum a success. Some optional people to be invited are:

- Volunteers. Attract volunteers who can help as runners, setting-up and breaking down the Dialogue Forum, etc.
- Media. Media coverage can ensure uptake of the actual policy recommendation after the Dialogue Forum.
- Sponsors. Consider engaging sponsors to support with venue or food if desired.

MODERATING FOR PARTICIPATION VALUING EVERYONE'S PERSPECTIVES EQUALLY

MODERATING A DIALOGUE FORUM

This section explains the Dialogue Forum’s novel approach to dialogue. It provides an overview of the role of the moderator, and a detailed step-by-step guide to how to moderate a Dialogue Forum, and how to evaluate the results.

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CHECKLIST

- Setting up the room
- Plenary presentation
- Technology check (audio, visuals)
- Food & drinks station(s)
- Dialogue Toolkit(s) – other materials needed for the event
- Setting up each table with a Dialogue Toolkit
- Walkthrough & roleplay with moderators
- Personnel assistance (volunteers, moderators, floaters, etc.)
- Registration of guests
- Summary Document for each table
- Pack dialogue toolkit and recycle non-reusable materials
- Collect all Outcome Documents during Moderator Debrief
- Celebrate!

A NOVEL APPROACH TO DEMOCRATIZING DIALOGUE

What makes the Dialogue Forum different?

Good moderation is crucial for any effective dialogue and co-creation initiative in order to sustain the conversation's flow and direction and balance power asymmetries.

Because good moderation is so important, good moderators tend to be expensive. The best moderators will rightly tell you that careful planning is key to good dialogue, especially when co-creating policies across generations and sectors. This takes time, and time costs money. Unfortunately, this places good moderation out of reach for most youth organizations or local councils. Without the safety of good moderation, policymakers are justifiably hesitant to engage young people in policymaking. The resulting lack of access to good moderation represents a democratic gap that disproportionately affects young people.

We believe that to truly empower young people to co-create policies across both generations and sectors, even inexperienced youth should be given the opportunity to both create and moderate a truly inclusive dialogue.

To overcome this crucial structural barrier, we have intentionally designed the Dialogue Forum to **enable consistently good moderation independently of the skill of the individual moderator**. By working with expert facilitators to incorporate fresh research on design-led facilitation,⁸ we believe that we have found a novel way to achieve this, by breaking down the dialogue into a series of pre-defined and carefully thought-out steps.

While our chosen approach places constraints on function and flexibility of the Dialogue Forum (it is designed for a very specific purpose), it enables even inexperienced people the opportunity to try their hands at moderation, with very low risk of failure or embarrassment. The effects of this is especially powerful to observe when young people themselves moderate the discussion, based on limited training. We believe the consistency of quality, increased accessibility and safety this approach provides far outweighs these disadvantages.

What is the role of a moderator?

The key role of the moderator is to drive the dialogue forward and create a comfortable space where participants of all ages can focus on content, rather than the processes, of the discussion.

- ✓ Ensure **Ground Rules are followed** (presented at the start of every Dialogue Forum)
- ✓ Keep time
- ✓ Introduce and run each dialogue activity in the correct sequence
- ✓ Summarize the main points of discussion when moving to the next activity
- ✓ Ensure everyone contributes equally, and that no one dominates the conversation
- ✓ Tap into young participant's creativity in particular, by giving them confidence and encouraging their participation.
- ✓ Engage Floaters to help resolve conflicts and tensions if they occur.
- ✓ Summarize and capture the outcomes and insights of each dialogue

⁸ Aguirre et. al. *Design Facilitation as Emerging Practice: Analyzing How Designers Support Multi-stakeholder Co-creation*. She Ji: The Journal of Design, Economics, and Innovation Volume 3, Issue 3, Autumn 2017, Pages 198-209
<https://doi.org/10.1016/j.sheji.2017.11.003>

Who can be a moderator?

When planning the dialogue forum several options for moderation exist depending on budget, ambition and the tone you wish to strike.

- Moderators can be community members or young people willing to learn basic moderation.
- Moderators can be trained professionals who have experience facilitating exercises and dialogue with young people.
- Moderators can be staff of the hosting organization

Regardless of experience, it is important that all moderators familiarize themselves with this guidebook, and follow the appropriate training, which consists of a detailed Moderator's Guide, an Online Tutorial, Activity Cards and at least one Roleplay Session (typically held just prior to the Dialogue Forum itself). All Moderator's Resources are accessible [in one place](#) in the Resource Library.

The important role of floaters

One must always plan for the unexpected. That is why every Dialogue Forum must have at least one floater per every 5 tables. As the name suggests, Floaters move between tables, having no fixed role at any. Floaters **problem solve**; they step in when things do not go according to plan to, so that moderators don't have to interrupt the flow of their conversation. This can range from handling a technical problem to helping a moderator answer a moderation question to resolving conflicts or tensions between participants.

Floaters also **ensure safe participation**. As stated in the Ground Rules, any participant who for any reason feels uncomfortable in the dialogue need only raise their hand and the Floater will approach them and take them aside. Floaters are there to listen to any concerns, and to escort participants from the Dialogue Forum if they so desire. Floaters will also follow up participants afterwards to ensure proper care and are a general point of reference for anyone wishing to comment on anything relating to the Dialogue Forum or the follow-up afterwards.

Finally, Floaters are well placed to **visually document** the Dialogue Forum as it occurs, key to effective communication and reporting.

To ensure all participants know who the Floaters are, all Floaters and their roles will be introduced right after the plenary presentation of the Ground Rules.

Making moderation tangible

Keeping track of time and sequence of unfamiliar activities can be challenging even for experienced moderators. To overcome this hurdle, the Dialogue Forum equips moderators with physical and highly visual tools to guide the dialogue. Each dialogue takes place around a large canvas, using artefacts specifically designed for such use. In addition, moderators use specific Activity Cards summarizing each activity. These cards have been written to be highly legible also for other participants (and moderators with mild visual impairment), ensuring all participants are literally on the same page.

Materializing each activity not only lessens the demands on the moderator, it also helps ensure consistency across different dialogues by reducing the likelihood that a crucial step is missed or misrepresented. Finally, the clarity that visual tools provide make it possible for the Activity Cards to contain less text, focusing on the key points rather than specific

details. This encourages moderators to describe each activity in their own words, creating a more natural and inclusive tone (as opposed to a wooden recital of written text).



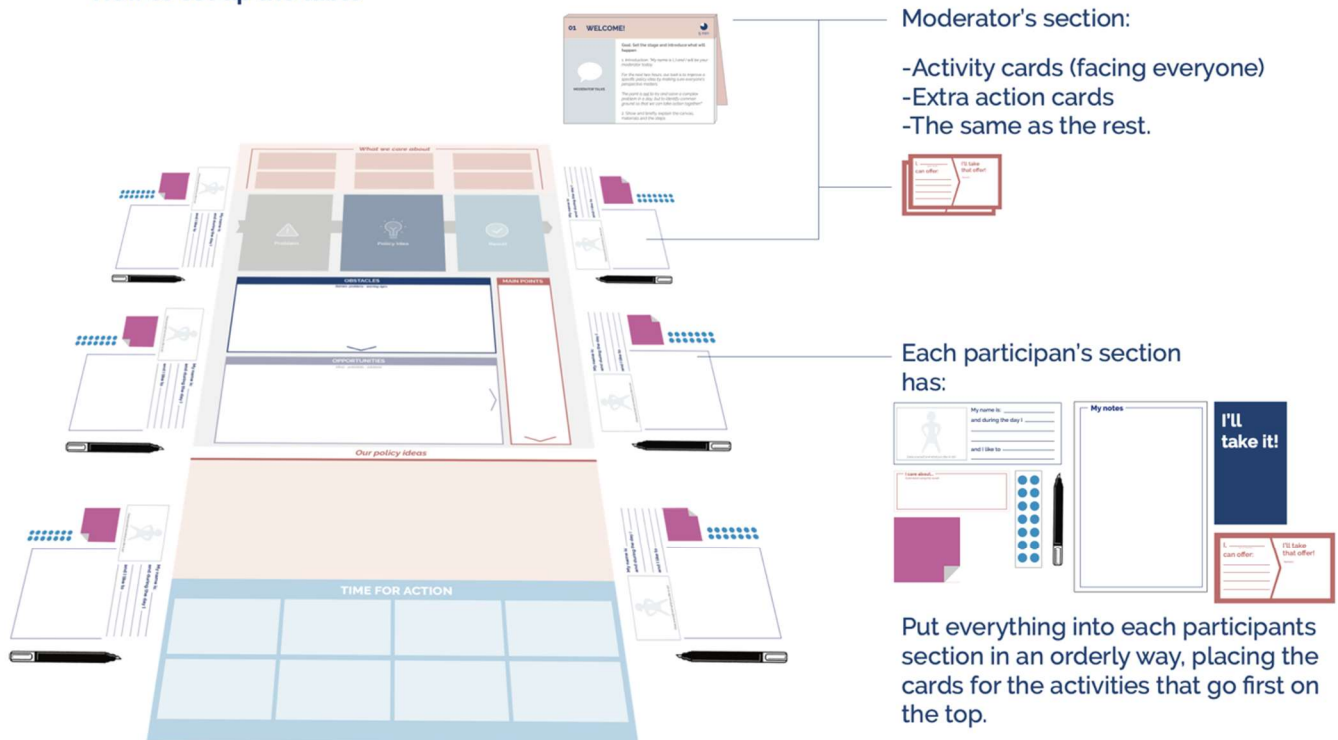
Each toolkit box contains all the necessary materials to hold a dialogue with six participants.

Next is a guide of all the materials included and how to set up the tables in your dialogue forum. Before you organize a dialogue check this section to make sure you have everything you need.

The toolkit



How to set up the table



ENABLING ADULTS TO LISTEN

Meaningful youth inclusion is less about empowering youth (many of whom are extremely resourceful), and more about enabling adults to listen. What follows are a few Dos and Don'ts from youth leaders on how adults can facilitate a more inclusive space for dialogue.

[List key insights from Designit research]

How does the Dialogue Toolkit work?

Two hours is not enough to solve a complex problem. But two hours is just enough time to **learn** something new, use that knowledge to **refine** a policy idea, and through this process build enough trust around the table to commit to collective **action**. For these reasons, Dialogue Forums are most powerfully used as a first step in a longer policy co-creation process. To achieve these three overarching outcomes, Dialogue Toolkit focuses on what participants have in common, not what sets them apart.

[Insert quote on less talk, more action]

Agenda

The dialogue itself takes 120 minutes to complete, starting and ending with a 5 minute plenary presentation. An additional 30 minutes can be useful to provide a sufficient context and background for the Dialogue Forum including (optional) serving a light meal.

120 min for main canvas activities



00:00 Overview of Dialogue Process and Ground Rules

00:05 1. Welcome to the table

00:10 2. Who are we?

00:20 3. What do we care about?

00:35 4. What are we refining?

00:45 5. Obstacles & opportunities

00:55 6. Overcoming obstacles

01:15 7. Our main points

01:20 8. Our policy ideas

01:45 9. Final Recap

01:47 10. Time for Action

02:07 11. Wrap=up and Next Steps

02:12 End

Ground Rules

Establishing Ground Rules clarifies shared expectations on conduct from dialogue participants. Ground Rules makes it easier for moderators to intervene in the conversation when necessary without seeming pushy, and for participants to correct themselves. It's a simple but important first step in the Dialogue Forum.

1. Support your moderator

The Dialogue Forum has been designed so that even inexperienced moderators can lead a conversation. Trust the process and let them guide you through it. Support them by listening closely to and following their instructions. If a step is missed or a participant speaks too much, resist the temptation to intervene on the moderator's behalf. Instead ask the moderator: Can I help you with anything?

2. No screens

We are here to share our perspectives, and to listen. That means being present for one another. Leaving your phone on the tables signals that other things are more important than the conversation you are part of. Don't.

3. Every perspective matters (Yes, and...)

The Dialogue Forum has been carefully designed to enable everyone's perspective to be shared and listened to. Equally. The best way to appreciate someone else's perspective is to listen with attention. Avoid back-and-forth discussion by building on what others say, even if you disagree with the premise. Use "Yes, and..." sentences, not "No, but..."

4. Share the time

If you have already spoken, let others speak first before you speak again.

5. Leave when you want

Participating in a Dialogue Forum is voluntary. Always. If at any time you feel uncomfortable, either raise your hand and wait for a Floater to find you and take you aside, or leave the table and grab hold of a Floater. Or if you just want to leave, just do it. You can always reach out to a Floater afterwards to speak in confidence about what bothered you. Or not. You decide. Always.

6. Share your perspective, not your secrets

Stories can be a powerful way to communicate one's perspective. But some stories can also make you vulnerable. Avoid sharing deeply personal stories about harm, suffering or other sensitive issues that are best shared in close confidence. Remember: Dialogue Forums are public events.

7. Make today count

Whenever you share your perspective or view, ask yourself: am I enabling a solution, or merely dwelling on the problem. Assume the others around the table are here to take action, not just talk. Search for common ground, and an action you can take together with others to make a small dent in the universe. Actions speak louder than words. Act.



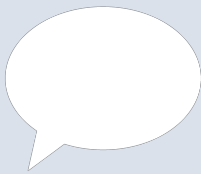
Get human, fast

The first set of activities (1-3) focuses on getting to know participants on a human level. Rather than focusing on titles or expertise, it asks participants what they care about and why. These activities also establish and cultivate, in an almost ritual fashion, a focus on listening. Each participant presents in turn their perspective, while the others listen without interruption. This facilitates a culture of deeper listening, while (crucially) reduces the need for skilful moderation to interrupt participants with a dominant speaking style. Finally, it creates an atmosphere that encourages reticent or less confident participants to speak and feel listened to.

You can access the corresponding online tutorial by clicking directly on each Activity Card.

01 WELCOME!


5 min



MODERATOR TALKS

Goal: Set the stage and introduce what will happen

1. Introduction: *“My name is [.]and I will be your moderator today.*

For the next two hours, our task is to refine a policy idea by making sure everyone’s perspective matters.

The point is not to try and solve a complex problem in a day, but to identify common ground so that we can take action together!”

2. List the different activities using the canvas and explain the materials each person has. You can use the one pager for help.

02 WHO ARE WE?


10 min

1 FILL IN



My name is: _____
and during the day I _____
and I like to _____

2 PRESENT



My name is: ANNA
and during the day I GO TO HIGHSCHOOL
and I like to PLAY
BASQUETBALL

Goal:

- Get to know the people around the table.
- Set a relaxed, creative tone for the event.

1. *Fill in the name cards and draw yourself doing something you like.*
2. *After filling in the cards, place the cards in front of you and then we will go around the table to present ourselves.*

Moderator's example: Hi, I'm [Anna], and during the day I [go to highschool], and I like to [play basquetball].

03 WHAT WE CARE ABOUT?


10 min

1 RECAP

TODAY'S MAIN
THEME IS...

2 REFLECT & WRITE



I care about...

- Inclusion of minorities
- Health impact
- My family's wellbeing

3 SHARE

I CARE
ABOUT...

4 CANVAS



What we care about

I care about...

- Inclusion of minorities
- Health impact
- My family's wellbeing

Goal: Learn from one another and find common ground

1. State the dialogue's **main theme**.
2. *Do a personal reflection on **what do you care about the most** regarding this theme. You can take notes on the note card and write a summary or bullet points in your "I care about card". (5 min)*
3. *Now, we will go around the table to **share** what we care about and why. (2 min per person)*
4. *Place your card in the "we care about" part of the canvas.*

Find common ground

The second set of activities (#-#) introduces the idea under discussion in a simplified, high-level way in order to shift the conversation towards the results to be achieved, rather than the specific way to achieve it. This may seem counter-intuitive when the purpose is to refine a policy idea. The reasoning behind this, however, is two-fold. From a practical (moderation) perspective, a focus on results reduces the risk of technical discussions, where those individuals with the most technical expertise tend to dominate. Back-and-forth discussions on technicalities tends to unintentionally silence less confident participants, while also risking a back-and-forth dynamic that breaks with the deep listening dynamic carefully created through the first set of exercises, and that can be hard for an inexperienced moderator to regain control over. The value of these technical discussions are also very limited, as complex problems are not solved in two-hour workshops.

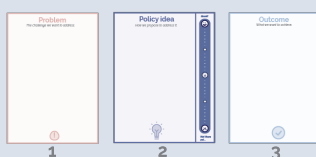
From an outcome perspective, the focus on results is also necessary in order to find the common ground necessary to take collective action (final set of activities). In general, people tend to agree more on what a good success looks like, than how best to achieve it. When notions of success do differ, it is often because people have failed to include other people's perspectives - not because they dismiss them. For example, a young environmental activist and a minister of energy will likely agree that both climate resilience and job creation are important outcomes for inclusive climate policies. Where their opinions are more likely to differ (at least initially) is on how best to achieve both results and (which often happens before real trust is established) how to weigh these two desired results against one another if both cannot be achieved equally. By first establishing common ground through empathy (by listening to understand each other's perspectives), follow-up conversations are more likely to happen where their different perspectives can be combined to come up with hitherto unimagined policy ideas. And even if such breakthrough ideas do not materialize, both parties may continue making their respective policymaking processes more attuned to the needs and desires of others.

04 POLICY IDEA INTRODUCTION



10 min

1 PRESENT



2 ASK



3 RATE



Goal: Link what we care about to the theme.

1. **Present** the idea to be discussed. (3 min)
 1. The problem.
 2. The proposed policy idea.
 3. The expected results.
2. Ask the participants if anything is unclear.
3. *In its current form, **what do you think about this policy idea?** Place your sticker on the rating scale to indicate what you think. (5 min)*

05 OBSTACLES & OPPORTUNITIES


10 min

1 WRITE

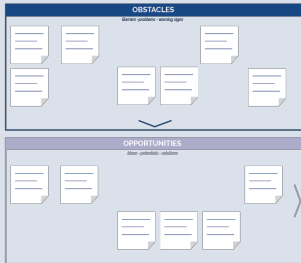


Goal: Explore the policy idea from different perspectives.

1. **Write** obstacles and opportunities you see regarding this policy idea on post-it notes. One point per post-it. (3 min)

Obstacles: barriers, problems, warning signs.
Opportunities: ideas, potentials, solutions.

2 PRESENT & BINGO



2. Now, we will go around the table to **share our obstacles and opportunities** – stick the post-its to the obstacles or opportunities part of the canvas when you present.

- Say **bingo!** if you had the same idea as someone else and place your post-it on top of the other one.

06 OVERCOMING OBSTACLES


20 min

1 REFLECT & WRITE



Goal: Open up new opportunities for the policy idea.

1. **Individually reflect** on the question: How can we address or solve this obstacles? Write new ideas on post-its. (3 min)
2. **Present** around the table – stick the new opportunities into the canvas.
3. **Discuss as a group:** Can any of these ideas build over each other or be combined? Read your post its and group them if needed. **Remember groundrules.** (10 min)

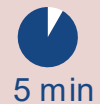
2 PRESENT



3 DISCUSS



07 OUR MAIN POINTS



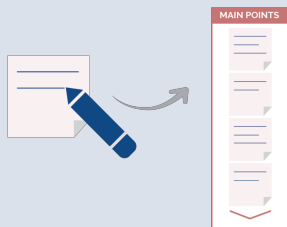
1 IDENTIFY



Goal: Identify the main points discussed taking into account everyone's perspective.

1. Group exercise: **Identify the main issues** discussed. Remember that everyone's perspective matters.
2. **Write the main points** in new post-its, and stick them to the canvas.

2 WRITE & CANVAS



Embrace variability

In many parts of the world, policymaking is increasingly seen as a battle between competing policy ideas. Policy advocates tend to argue for “their” policy idea to “win”, rather than ask how their idea can be more inclusive of others’ perspectives. In some situations, stakeholders do have irreconcilable interests where one person’s gain is another’s loss. Dialogue Forums, however, assume that this is the exception rather than the rule. Especially in the context of young people, where youth perspectives are rarely included, poor policy making is more likely to be a result of a passive failure to truly listen, understand and include youth perspectives, rather than an active dismissal of them. Herein lies the opportunity to make policy-making more inclusive.

The third set of activities (8-9) focus on opening up the initial policy idea. The attentive host of a Dialogue Forum gains the opportunity to not only refine their proposed policy idea, but to also deepen their understanding of the problem they are trying to solve, and which outcome indicators to include to make the policy appealing to a broader range of constituencies. In the context of politics, such perspectives are often more valuable than the policy proposal itself, as it allows them to pivot to entirely new ideas. Youth in particular are often included in policymaking at a relatively late stage, where the problem to be solved has often been defined without proper youth consultation. By focusing not only on the idea, but opening up the discussion to include how the problem has been framed and the insights that it is based on, youth are given a second chance to reframe the policy process as a whole.

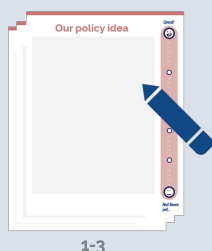
[Placeholder for CO-CREATE example, e.g. the emergence of mental health as part of obesity prevention and reduction]

Variability is embraced by adding perspectives to the Problem, Results and Idea sheets, alongside the opportunity to propose and co-create complementary policy ideas. It invites participants to link their unique perspectives not just to the idea itself, but to how the problem has been understood and what results can be achieved. Rather than attempt the merge of multiple perspectives into a new synthesis (a difficult task for an inexperienced moderator), which may furthermore result in uninspiring compromise, variability allows participants to focus their attention on the idea or ideas that most closely resonates with what matters to them (which is hard to predict in advance of the dialogue).

08 OUR POLICY IDEA(S)

 25 min

1 WRITE

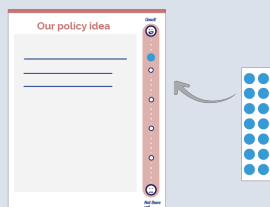


Goal: Refine the policy idea or create new ones that takes everyone's perspective into consideration.

1. Based on the main issues identified, **fill in 1-3 policy idea cards**. You can either add or change things to the existing one, or create new ones.

Tip: Write them down as a group or each person can grab a paper and draft. You decide!

2 RATE



2. **Rate the new policy ideas**. One rating per idea. Follow the same method as before.

Committing to Action

Real change doesn't happen in meetings, but between them. That is why all the previous activities have led up to this final step: converting empathy into action.

Attempting to solve a complex problem in the span of two hours is hubris, yet many workshops are designed to do just that. In contrast, Dialogue Forums encourage participants to commit to action, together. Action can range from sharing networks to having a follow-up meeting to committing resources towards solving an important problem. If the initiator of a Dialogue Forum has done a good getting key stakeholders to attend the dialogue, these participants often have in-depth knowledge of the issue under discussion. What persuades them to commit to action is less new knowledge, but rather a new perspective gained from listening to others. Such participants often describe the experience as something 'clicking', meaning their assessment of the relative importance of a known fact has shifted. A not unusual example will be an adult seeing the value of youth inclusion in a new, perhaps

richer, fashion. Intellectually, they already knew this; why else participate in a Dialogue Forum? Yet knowing something, and experiencing it, are two very different things. Few dialogues enable meaningful exchange of perspectives across generations. The lived experience of such a dialogue can be a transformative experience. Even when the experience is not transformative in itself, participants often join dialogues in order to broaden their network. Despite this, workshops and dialogues rarely design to optimize participants opportunity to take action together.

To savour the experience of having established a deeper level of understanding with others, and give the resulting momentum direction, the final set of activities (10-11) are designed to enable participants to commit to action, together, and hold one another to it. That is why more than 20% (25 minutes) of the dialogue’s duration is defined as Time for Action and Wrap Up, and why a key follow-up activity helps participants follow through on commitments made.

10 TIME FOR ACTION!


20 min

1 REFLECT & WRITE



Goal: Commit to real action

1. *Individually reflect upon what specific actions you can offer in order to take this idea further. **Write it in your action card. One offer per card.** (5 min)*

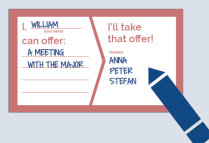
2 SHARE OFFERS



2. *Go around the table so everyone can **present** their offers and put them on the canvas.*

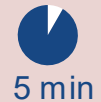
1. To participate or collaborate on that action, raise your “I’ll take it!” card to accept the offer.
2. Add your name(s) under “I’ll take that offer” on the action card

3 WRITE YOUR NAME



Give examples, maybe connect with what dalberg says.

11 WRAP UP



MODERATOR TALKS

Goal: Set expectations for what comes after the dialogue

1. **Thank participants.**
2. **Explain** to participants what the next steps are after the dialogue and what they should expect.
 1. Next week: Summary email with evaluation survey.
 2. Over the next months: Outcome document with results from the dialogue.

CAPTURING OUTCOMES

The moderator's final task is to summarize the dialogue's outcomes in the form of a [Dialogue Summary](#). Moderators should set aside 30 minutes to complete this task, right after the Dialogue Forum has ended. The exercise is finished with a shared debrief by all moderators.

...and a collective High Five! You've just created an truly inclusive space for dialogue.

Evaluate the experience of participants

Having a structured system for reviewing and continuously improving the process of youth participation is crucial. Evaluating the Dialogue Forum is a useful way to understand the success and shortcomings of the exercise and allow participants to share their views of the activities.

If possible, prepare and distribute evaluation forms at the end of the Dialogue Forum. Rates of completion will be a lot higher when participants are given 10min at the end of the event to complete an evaluation form, rather than if it is sent to them later.

If you have not been able to distribute evaluation forms during the event, include them in your first follow-up email highlighting the importance of receiving participant feedback.

Consider including questions about expectations for next steps and whether participants felt the Dialogue Forum was a valuable way to share their perspectives and participate in policy making.

**”WE SHOWED THAT
WE ARE UNITED, AND
THAT WE, YOUNG
PEOPLE, ARE
UNSTOPPABLE”**

- Greta Thunberg



INTRODUCTION

PREPARE

MODERATE

ACT

A well-executed Dialogue Forum can generate great momentum for action and excitement about a policy idea or a new initiative for change.

Such feelings of inspiration and ownership deserve recognition and should be leveraged to move from talk to action on the insights and suggestions resulting from the Dialogue Forum.

It is essential that you, as an organizer, inform participants of how their inputs are being used and clearly explain what the results of the Dialogue Forum have led to. In the Pre-Read you will already have described specifically how you planned to make use of the Dialogue Forum outcomes. Now is the time to make good on that promise.

“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.”

- Youth Leader

If you find yourself unable to fulfill your promise, that is okay as long as you clearly communicate the reasons for why this promise is not achievable. Detail the attempts you made, and perhaps consider asking for support and advice from the Dialogue Forum community.

Having an inclusive and structured follow-up process ensures that you are accountable to the process and can get feedback from participants. During the Dialogue Forum, commit to a timeline outlining when you will inform participants how the results of their inputs have (or have not) influenced the policy process. That date can be set several weeks or even months after a Dialogue Forum. The duration is less important, as long as you keep your promise.

UN YOUTH PARTICIPATION PRINCIPLE

“Accountable: A commitment to follow-up and evaluation is essential. Adolescents are entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, they should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of adolescents’ participation needs to be undertaken, wherever possible, with adolescents themselves.”

Depending on who you are as an organizer of a Dialogue Forum, the course of action after a Dialogue Forum might be different. If you hold policy making power, as a Member of Parliament, a member of a city council, a government representative or otherwise in a position to influence policy directly, the outcomes should either feed into your policy making process, or you should explain why they did not.

If you do not hold direct policy making power, such as an NGO, a community group, a youth organization, student body council etc., then the outcomes of a Dialogue Forum can enable

you to influence policy making through more traditional advocacy efforts. Explain how you the outcomes helped your cause, or why you chose not to act on them. The key point is not whether you succeed or not, but that you treated the perspectives shared with dignity.

This section will help you plan the next steps after a Dialogue Forum. This includes how to utilize the inputs from a Dialogue Forum to develop policy recommendations, how to include participant perspectives in concrete policymaking and how to increase the chances of successful impact resulting from the dialogue.

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CHECKLIST

- Set time for Action Report
- Thank you email to participants
- Communicate outcomes
- Follow-up action commitments (offers made at the dialogue)
- Draft and share an Action Report (with feedback mechanism)
- Take your policy ideas further

Engage participants

Send thanks

Acknowledge the value of each participant's contribution to the Dialogue Forum by thanking all participants for giving their time to the Dialogue Forum. Sending a follow-up email the day after the event to thank participants for attending and highlight the key results and value their perspective has brought to the process is a great way to make participants feel valued and appreciated.

Consider including in your email:

- Description of the specific value participants brought to the discussion
- Brief summary of the results from the Dialogue Forum
- Identified next steps for the policy process, including dates and a clear follow-up process for you as organiser but also for participants who committed to take action, in order to facilitate the follow-up procedure for all participants

Following up on commitments

During the Time for Action activity, participants committed to take specific actions together. Help them follow through. Create an accessible online space where a photo of each card can be uploaded and made visible to all participants. You can also create an easy table where each participant can enter their offer, name, contact and deadline to achieve this commitment in a google sheet, in order to facilitate follow-up.

Action Reports: sharing outcomes with participants

It is important to share a clear summary of the results from the Dialogue Forum and/or a final draft of the policy recommendation or idea you have been working on with participants. The timing of this can vary, but you should commit to a specific date for this in the plenary during the Dialogue Forum.

"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."

- Youth Leader

An official Action Report from a Dialogue Forum (preferably with pictures) will help you take your policy idea or agenda forward. When sharing the Action Reports, it is important that you clarify how participants will have the opportunity to provide feedback on the information shared to ensure you haven't missed anything or misinterpreted some of the inputs.

Depending on the objective of the Dialogue Forum, the brief Action Report should include what happened during the Dialogue Forum, what perspectives were shared and what results came out of it. The report should be as complete as possible and cover the main conclusions.

Here are some tips on how to write a simple and comprehensive summary Action Report:

- Ensure that notetakers capture the discussions and inputs from named stakeholders
- Summarise the notes from each table, including the final policy recommendations drafted during the Dialogue Forum, ensuring that all key inputs are included, as well as summarising clearly the end results that were agreed upon.

- Include in your report clear steps for the follow-up process including links to photos and an online space where participants can follow up with commitments, and next steps describing how the inputs will be used in the policy-making process.
- Give participants the option to give feedback on your report and communicate clearly how you are using this feedback.

ACTION REPORTS

Recap of the WHAT and the WHY for the Forum

WHAT was the main topic and WHY was it discussed?

Participants

Brief description of who participated and their role.

Key Insights from the discussions

1-2 main conclusions, ideas, concerns, actions or suggestions from each table.

Next Steps

Description of the planned action.

Invitation for inputs

A clear invitation and process for feedback and input in case of comments, questions or disagreement with content in the report.

Communicate the impact

Today, the easiest way to raise awareness and communicate the (potential) impact of a Dialogue Forum is through social media. If using hashtags, remember to communicate these at the very start of the Dialogue Forum.

TIPS FOR COMMUNICATING IMPACT

TIPS FOR SOCIAL MEDIA

- Create a social media page/group and invite people to join (i.e. Twitter, Facebook or Instagram).
- Identify and create useful hashtags.
- Produce and share content.
- Collaborate with social media influencers

TIPS FOR IMPACT CONTENT

- Get a quote of commitment from a decision maker
- Find someone who has benefitted from a policy change and let them tell their story
- Share the new/updated policy with participants
- Document how you use the input from the Dialogue Forum
- Track how the debate about the policy issue picks up after the Dialogue Forum and share with participants

[More tips can be found here on page 43.](#)



**TAKE THE POLICY
IDEA FORWARD**

TAKE THE POLICY IDEA FORWARD

Draft the Policy Recommendation

If the aim of your Dialogue Forum is to have a final draft of a policy recommendation or idea(s), and to share the final draft with participants as part of the Action Report. Use the Dialogue Summaries to base your analysis on. Encourage participants to provide feedback and corrections, in order to ensure you have not missed or misinterpreted anything.

You can follow this recommended structure when finalizing your refined policy recommendation/idea⁹:

1. Title

One sentence or statement to grab the attention of the reader and communicate the essence of your message.

2. Executive Summary

A short summary (1 paragraph max.) of the issue encountered and suggested solutions you are putting forward. What was discussed? Why was it discussed? What results came out of the discussion? Keep it succinct and high-level so the executive summary gives a quick overview of the document.

3. Context of the Policy & Rationale for action

Highlight what the context of the policy area is, summarize core issues of this policy area and research and consultation findings.

4. Policy Idea(s)

Put forward the policy you have been working on / discussed and how it responds (or does not respond) to the issues explained in part 3.

5. Policy Recommendations

Outline all the specific set of actions and changes you are suggesting in order to improve the policy. Point to how these recommendations help the policy address the issues in part 3 better.

6. Sources consulted or recommended

Reference the Dialogue Forum and specific participants. This helps with building legitimacy around your recommendations.

7. Link to original research/analysis

For further background understanding of the issue, you can link to further resources or add annexes with research and analysis.

8. Contact details

Include your contact details in order to facilitate follow-up and meetings.

Bringing the results into policy processes

Whether you are a policymaker, an employee of a governmental or policy-making body, part of a non-governmental organization or civil society group, the Dialogue Forum you initiated will most likely be connected to either an existing policy process or address a policy debate. After a Dialogue Forum is completed, it is your responsibility to ensure that you and the participants can take the ideas that were shared during the Dialogue Forum forward to influence the policy process.

⁹ Source: https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/icpa_policy_briefs_essential_guide.pdf

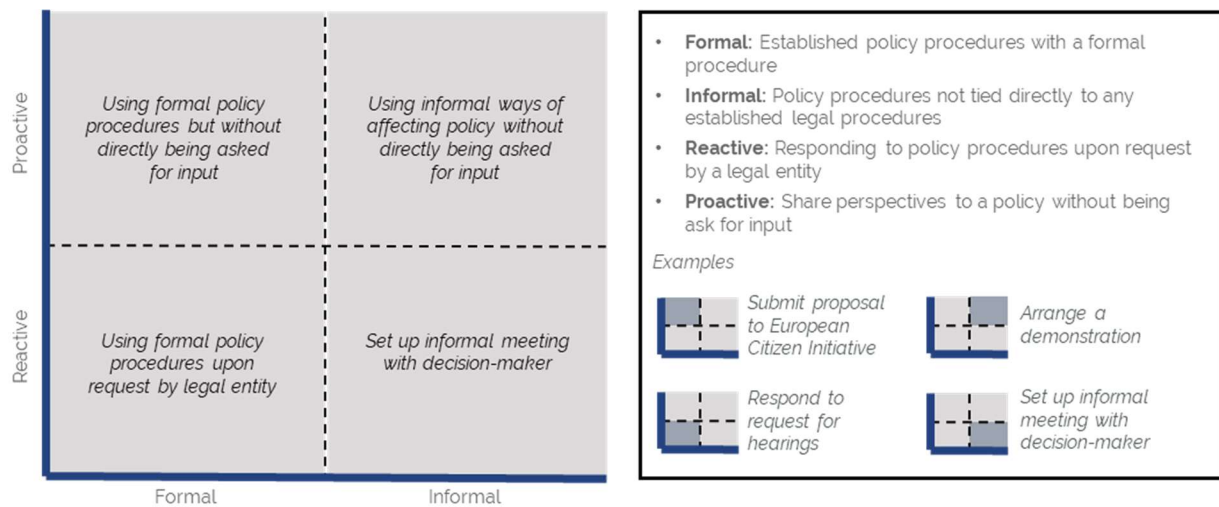
The recommendations and action reports can be used directly, if you are part of the policy-making process and have the power to influence a governmental agency, parliament or other state body for instance. In this case, the policy recommendation can feed directly into the policy development or the policy debate you are a part of.

If you are working on the outside of policy making structures, as a young person, with an NGO, a school or in other ways wish to influence policy you will first need to identify which political process you can engage with and map out the ways to reach that process. This is a more traditional advocacy approach, where the Dialogue Forum helps you build insights, legitimacy and leverage.

There are many ways to become part of a policy processes (and you can be creative - the most effective campaigns are those that have never been seen before), and it can often be good to pursue several approaches. However, they can overall be structured around the proactive and reactive ways as well as formal and informal ways.

A good exercise to take on when identifying ways of influencing is the following:

1. Use your stakeholder map to begin this exercise and identify where you could position the inputs from the Dialogue Forum.
2. Draw up the below chart on a paper or board. Write down at least three different specific approaches within each of the four boxes describing ways of influencing below. At this point, think big - and do not limit yourself to what you believe is possible or feasible.



3. Take all the post its off the paper and discuss each of them with feasibility and impact in mind and place them on the feasibility / impact chart.
4. Think in ways of increasing either the impact or the feasibility of the approaches and chose which one of them that you want to pursue. Remember that it is a good idea to pursue more approaches.

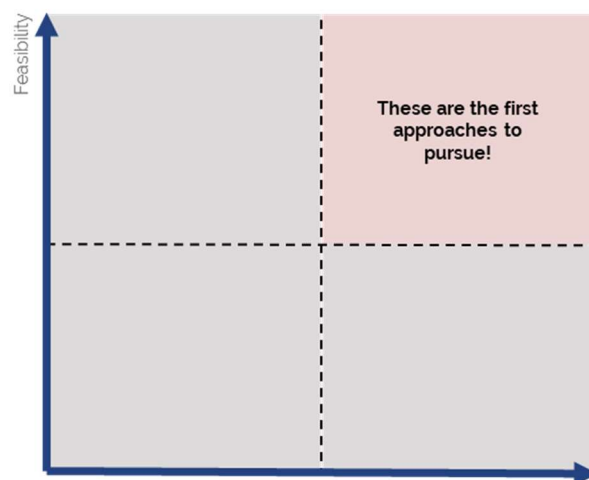


Illustration 1 - Feasibility / impact chart

Leverage your alliances

Getting a policy idea or recommendation through to actual adoption is not always a simple process. Strategic communication and leveraging your network is crucial. During the Dialogue Forum, you may have met key stakeholders who can help you in the process or build action groups willing to support your efforts. Here are a few key tips on how to leverage these alliances:



Share contacts: During the Dialogue Forum, create a simple and easy-to-use contact exchange system, which you and other participants can use after the Dialogue Forum to get in touch with key stakeholders.



Map out your stakeholders: You might have created a stakeholder map prior to the Dialogue Forum to map out which key stakeholders would be important to consider and invite. Use this map, or alternatively, draw a new one! (See the Stakeholder Mapping in section 1). Map out which stakeholder might have leverage in which areas and how to reach them. This will help you map out who may be able to help you get your policy idea through, and how to approach them. You can keep referring back to this map as your process continues and new potential collaborations appear.



Establish an action group: If a large group of people endorse an idea, this can build legitimacy for the idea to be presented at a higher political level. A Dialogue Forum is a great opportunity to build action groups, rallying several stakeholders and organizations to build momentum for an idea. Through these action groups, participants might be able to identify where and how they can help get the policy idea through.



Engage a high-level policy maker: Visibility can be a very effective way to push your idea forward. If you are able and have the ability to reach out to a high-level stakeholder, you can consider inviting them to 'receive' the results of a Dialogue Forum in a public, visible space. This could be done at the end of a Dialogue Forum, or afterwards, during a political event, or in front of the press. The engagement of a visible policy maker can attract more attention to your policy idea and ensure it is onboarded into an official channel of policy making.

Gaining media visibility can help you spread the word about your policy recommendation, attract people to participate in future Dialogue Forums, raise awareness and encourage uptake of the recommendation

Advocacy Tools

Build a campaign

A campaign aims at raising awareness and educating people about your policy area. At the same time, your organization gains visibility and can profile itself. This way your number of supporters will likely increase, and you can recruit people to actively make the campaign a success. Starting a public debate about the policy can increase public pressure on decision makers.

Some popular public campaign methods ¹⁰ include:

RALLIES AND MARCHES

These are great ways to get noticed, draw attention to the policy issue while showing strength by gathering a support base. The larger the group of people that are brought together, the stronger the signal and the visibility.

PUBLIC STALL AND EXHIBITIONS

This public exposure will contribute to raising awareness, growing local support and maybe even motivating people to take action. Pick your spot strategically! Think about places where people pass by or come anyway. Brand your stall clearly and make information easily accessible to passers-by.

HIGH-PROFILE STUNTS

This draws a lot of (media) attention to your message! Don't be afraid to think big and use a creative approach. Plan this just before an important political gathering in order to increase the chances of being noticed and influencing the agenda.

NON-VIOLENT DIRECT ACTIONS

This is a manner of using collective anger positively by sharing demands and forcing conversation. Make sure everyone understands what non-violent actions entail and know your rights. Examples include occupations and strikes, but "Methods of Non-Violent Action" can be found [here](#).

SOCIAL MEDIA CAMPAIGNS

If you set up a good social media campaign, you have the possibility to reach a big crowd.

¹⁰ Plan International, An Advocacy Toolkit: The Education We Want, p. 92 - 106, <https://plan-international.org/publications/advocacy-toolkit>

Other advocacy tools

START A PETITION

It's all about the numbers! The more signatures you get, the more support you can prove you have.

ORGANIZE A PERFORMANCE OR PUBLIC EXHIBITION

TRY TO GRASP PEOPLE'S ATTENTION IN A CREATIVE AND FUN WAY! RAISE AWARENESS AND GET PEOPLE EXCITED.

REQUEST MEETINGS

Connect with people who are working on similar issues and schedule a meeting with them.

HOST EVENTS

Raise awareness in your local community by inviting interesting speakers or organizations during an event. Be creative!

PITCH YOUR IDEA

Master telling a compelling story to an audience. This can be used in a variety of situations ranging from pitching a campaign to a random person or pitching your ideas to a policy maker.

Explore further

If you want to learn more about how to build and a conduct an effective campaign, explore these useful tools for more information:

- [Plan International's Advocacy Toolkit](#) pp.92.102.
- UNICEF's [Youth Advocacy Guide](#), pp.34-39.
- Advocates for Youth's [Youth Activist Toolkit](#)

EXAMPLE: EUROPEAN CITIZEN INITIATIVE

The European Citizens' Initiative is a unique way for you to help shape the EU by calling on the European Commission to propose new laws. Once an initiative has reached 1 million signatures, the Commission will decide on what action to take.

Read detailed step-by-step information [here](#).

TIPS FOR A COMPELLING PITCH

A good pitch tells a story. It tells your audience of an imminent challenge the world is facing, and convinces them that your solution is relevant, innovative, and that you can execute it. Start with the **why!** Pitches are most compelling when they start with “why” you are advocating for an issue or action. For example: Why is this a pressing global challenge? Why should your audience care about this problem? Why are your insights into the problem unique or interesting? Pitches that start with the “what” (e.g. what is your solution) are usually less compelling. Without motivating your audience as to why they should care about your “what”, your audience will be less interested in your solution. Do not assume that your audience feels the same passion about the problem, and therefore your solution, as you do.

Your pitch should include the following elements:

- **Insights and problem:** What are your unique insights into a global challenge? What is the policy you have defined to refine, and how big is this problem? Who is your user?
- **Solution:** What is your solution? What makes your solution unique? Who are your competitors? Why hasn't your solution been done before?
- **Progress:** What is your progress to date? How many users have you spoken to and what is their response? What is your implementation strategy?
- **Ask:** What are your next steps? What is your ask or call to action (e.g. access to network, advisors, ...)?

When giving pitches in formal situations - for example, in front of a policy maker- many choose to use supporting visual aids, such as Powerpoint slides. Slides can be a great tool for depicting your policy issue and recommendation. However, your slides should not detract attention from your spoken pitch or distract your audience

Preferably, you have prepared pitches of various lengths and types, since certain pitches are best suited to specific contexts. You also want to be able to give your pitch with and without supporting slides, because you may not always be in a situation where showing slides is possible.

Think alliance building. Co-creating a pitch can be a tangible action to offer or commit to during a Dialogue Forum. If a good idea emerges during the dialogue, use the opportunity to develop it into a pitch as a tangible opportunity to connect and take action.

Annex - Further Resources for Advocacy Tools



YOUTH ADVOCACY TOOLKIT
For any young person who wants to start their own advocacy campaign

UNICEF UNITED KINGDOM, YOUTH ADVOCACY TOOLKIT, [HTTPS://WWW.UNICEF.ORG.UK/WORKING-WITH-YOUNG-PEOPLE/YOUTH-ADVOCACY-TOOLKIT/](https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/)

ENGAGING MEDIA
Guide on how to get media coverage for your campaign

UNICEF United Kingdom, engaging local media, <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

ENGAGING POLITICAL DECISIONMAKERS
Find and contact the right person (applied to UK context)

UNICEF United Kingdom, engaging political decisionmakers, [tps://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/](https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/)

ADVOCACY TOOLKIT
For young people, by young people who want to advocate for the right to an education

Plan International, An Advocacy Toolkit: The Education We Want, June 2014, <https://plan-international.org/publications/advocacy-toolkit>

ADVOCACY TOOLKIT
For young Africans, by African young people and experts

UNICEF, Youth Advocacy Toolkit, July 2019, <https://www.voicesofyouth.org/tools-resources/youth-advocacy-guide-hi-res>

YOUTH ACTIVIST TOOLKIT
for youth activists that want to organize and act for change

Advocates for Youth
<https://advocatesforyouth.org/wp-content/uploads/2019/04/Youth-Activist-Toolkit.pdf>

HOW TO INTERACT WITH DECISIONMAKERS

Dansk Ungdoms Fællesråd, Tool: Dialogue with decisionmakers, <https://duf.dk/downloads/advocacy/>



CO-CREATE

Dialogue Forum

A PRACTICAL GUIDEBOOK FOR CREATING TRULY
INCLUSIVE SPACES FOR DIALOGUE AND ACTION

YOUTH HAVE NOT ONLY A
LEGITIMATE **RIGHT TO BE HEARD**
ON ALL MATTERS THAT AFFECT
THEM, CREATING POLICIES WITH
YOUTH CAN FUNDAMENTALLY
CHANGE OUR SOCIETY

The CO-CREATE Dialogue Forum model and materials have been developed by EAT 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). EAT would like to especially recognize DesignIt, PRESS and Dalberg for their contributions to the final design.

All Dialogue Forum methods and materials can be used free of charge, and are licensed under a Creative Commons Attribution, Share-Alike license. This means that anyone can remix, tweak, and build upon this work non-commercially, as long as they credit CO-CREATE and EAT and license their new creations under the identical terms.

Stage 1 →

PLAN

Introduction



How to engage relevant stakeholders



Preparing Moderators



Preparing Dialogue Forum



Stage 2 →

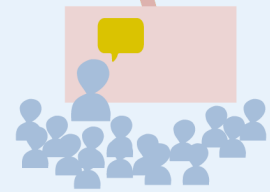
DISCUSS



Commit to action



Co-create /Refine Policy idea(s)



Presentation

Draft your policy idea



Stage 3 →

ACT

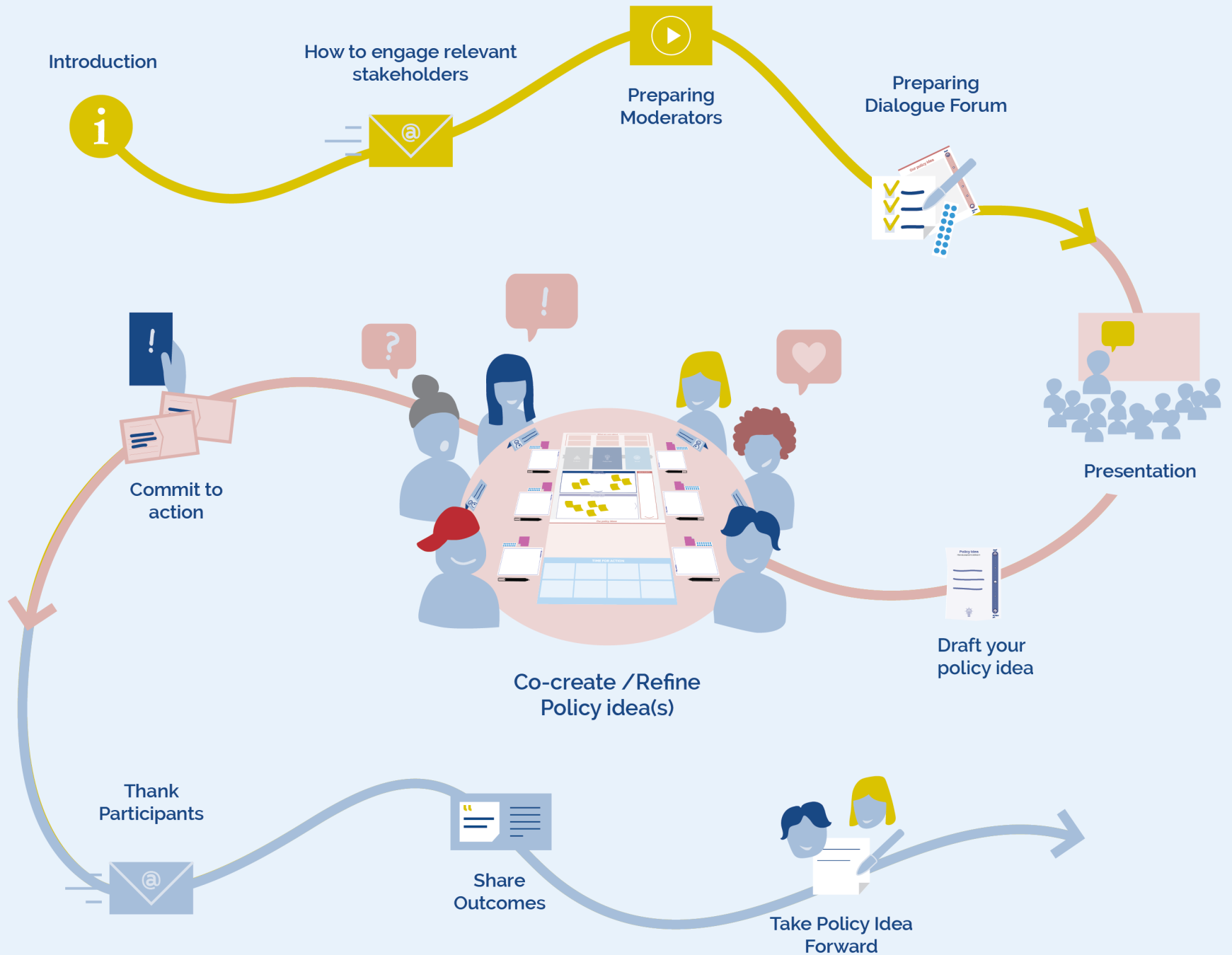
Thank Participants



Share Outcomes



Take Policy Idea Forward



HOW TO GET THE MOST OUT OF THIS GUIDEBOOK

Who is this Guidebook for?

This Guidebook has been written for organizers of a CO-CREATE Dialogue Forum. It provides practical guidance on how to plan, execute and follow up a Dialogue Forum.

How do you use it correctly?

The Guidebook has three chapters – Plan, Discuss, Act – corresponding to the three stages of a Dialogue Forum. Each stage contains multiple steps. These steps are intentional and integrated, meaning they should be followed to ensure a safe, inclusive and responsible space for dialogue.

The Discuss chapter contains detailed descriptions of the Dialogue Tool, which has been developed specifically for CO-CREATE.

The [Resource Library](#) is a digital repository that contains links to everything you need to plan, moderate and follow-up after a Dialogue Forum.

What is a Dialogue Forum?

Dialogue Forums are inclusive spaces for dialogue and co-creation across generations and sectors. Their purpose is to refine youth-led

policy ideas from multiple perspectives, and to turn talk into action.

A Dialogue Forum is a large space for many smaller conversations, with 6 people around each table. Each table requires a moderator. Dialogue Forums can be scaled to any size, but a good size is above 30 participants.

Dialogue Forums run over 2.5 hours. By keeping the time short, Dialogue Forums can be held outside school hours to facilitate youth participation, while also increasing the likelihood of high-level participation.

Dialogue Forums have been designed to satisfy the nine principles for effective and meaningful youth inclusion derived from Article 12 of the UN Convention on the Rights of the Child¹. They have also been designed to be both easy to organize and affordable, in order to make it easier for policymakers to co-create policy with young people.



When should you organize one?

Dialogue Forums are an integrated part of the CO-CREATE Youth Alliances. They enable youth to collectively **refine** policy ideas, **advocate** for policy change, and to mobilize **action**.

When organizing a Dialogue Forums, you should start with a clear idea about which policy or advocacy process you wish to inform. Having a **transparent impact strategy is key to managing expectations and being accountable** to participants about how you plan to use the outcomes of the Dialogue Forum.

Dialogue Forums are best used as recurring steps in a broader policy co-creation process. When well planned, they also serve to bridge local, national and regional policy processes.

The dialogue toolkit can also be used separately as a conversational tool, to hold multi-actor consultations throughout Youth Alliance's policy development process.

¹ See page [x] - Appendix

What is entailed in organising?

A Dialogue Forum must have an organizer, one moderator per table, and one Floater per three moderators.

Dialogue Forums need not cost anything other than the cost of printing the materials. The Dialogue Tool is designed to make good moderation consistent and easy. Enabling young people to moderate Dialogue Forums makes them more inclusive while also removing the main economic barrier to meaningful inclusion of youth in policymaking: dependency on professional moderators trained in youth engagement.

Who can be invited to take part in a Dialogue Forum?

Anyone can be invited to a Dialogue Forum. Participants can range from policy makers, governmental bodies, civil society actors to private sector representative, NGO staff and community members.

To ensure youth participation is meaningful, young people should make up at least 50% of total participants.

Ensuring balanced youth participation means including a diversity of youth perspectives. Diversity in turn facilitates a richer and more insightful exchange between a variety of perspectives and people affected by the policy on the table.

What data is collected?

Dialogue Forums are 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).

Dialogue Forums collect data on participants (contact information), insights from discussion (see [Summary Document](#)), pictures and video. All data must be stored in SAFE.

Good luck!

KEY TERMS AND DEFINITIONS

Youth: The United Nations defines youth as persons between 15 and 24 years of age

Adolescents: The United Nations defines adolescents as persons between 10 and 14 years of age

Young People: Young people include adolescents and youth and means persons between 10 and 24 years of age

Adolescent & Youth Participation: Participation is a fundamental human right as noted in guiding Conventions on children, women and people with disabilities (CRC, CEDAW and CRDP) and serves to build citizenship, strengthen capacities and confidence, promote democratic engagement and the rule of law, and enhance policy making.

PLAN

DISCUSS

Make a good plan	Invite the right people	Inform your participants	Get ready	Set up	Walkthrough	
<ul style="list-style-type: none"> State your objective(s) State your dialogue theme State which policy or advocacy process this dialogue aims to influence Select time and date Make an agenda Select a suitable venue Dialogue forum budget Register your dialogue forum by sending your impact strategy 	<ul style="list-style-type: none"> Set up a registration system Refer to the invitation resource for guidance on whom to invite List those you want to invite in the register Write invitation Upload above documents to your assigned Google Drive folder Invite participants via recommended system Assign roles to participants in the register Upload register to assigned SAFE folder 	<ul style="list-style-type: none"> Prepare Pre-read <ul style="list-style-type: none"> 1-2 weeks before the Dialogue Forum: send final confirmation to registered participants via recommended system Attach Pre-read and Code of Conduct Update Register with consent in SAFE 	<p>TRAIN MODERATORS</p> <ul style="list-style-type: none"> Assign moderators to policy idea in the Register Send Moderator's Guide to moderators Watch online video Tutorials Use Dialogue Tool in policy development to run multi-actor consultations (optional) Roleplay a dialogue session. <p>LOGISTICS</p> <ul style="list-style-type: none"> Print and prepare the right number of Dialogue Tools Visit the venue to ensure things are as promised Obtain keynote speaker presentation Finalize Plenary Presentation Print Register for participant registration 	<ul style="list-style-type: none"> Set up a registration desk Check if all the personnel you planned for is there. Use your Register. Arrange tables and chairs Check if your technology is working (audio, projector, microphones, wireless connection) Arrange your food & drinks station (optional) Register guests and direct them to their tables 	<ul style="list-style-type: none"> Set up dialogue tool at each table Roleplay with moderators Each moderator writes down problem, result & idea 	

ACT

	Plenary presentation	Have your dialogue	Call to action	Wrap up	Thank you	Communicate impact	Finalize policy idea
	<ul style="list-style-type: none"> ▪ Welcome guests and restate the theme of the dialogue forum. ▪ Practical information (bathrooms, exits...) ▪ Overview of the dialogue forum (step-by-step agenda) ▪ Explain roles (organizers, moderators, floaters) ▪ Explain ground rules ▪ Keep last slide projected at all times 	<ul style="list-style-type: none"> ▪ Moderator conducts all 10 activities that constitute the dialogue ▪ Welcome <ul style="list-style-type: none"> ▪ Who are we ▪ What we care about ▪ Policy idea introduction ▪ Obstacles & opportunities ▪ Enabling opportunities ▪ Our policy ideas ▪ Final recap ▪ Our achievements 	<ul style="list-style-type: none"> ▪ Table summaries ▪ Evaluation survey ▪ Explain next steps ▪ Commit to time for your Action Report ▪ Big applause and thank you ▪ Group picture 	<ul style="list-style-type: none"> ▪ Moderators fill in Summary Document for their table ▪ Moderators pack dialogue tool and recycle non-reusable materials ▪ Organizers debrief with moderators ▪ Celebrate! 	<ul style="list-style-type: none"> ▪ Day after event: send Thank You Email to participants ▪ Follow up on participants commitments ▪ Complete Debrief form and send to : samantha@eatforum.org 	<ul style="list-style-type: none"> ▪ Create a social media page/group and invite people to join ▪ Identify and create useful hashtags ▪ Produce and share content ▪ Collaborate with social media influencers 	<ul style="list-style-type: none"> ▪ Analyze Summary Documents in Google Drive ▪ Finalize your policy idea(s) ▪ Write and upload Action Report in Google Drive ▪ Send Action Report to all participants ▪ Set aside time to respond to and incorporate participant feedback

Stage 1:

PLAN

MAKE A GOOD PLAN

“We need to be upfront about the purpose of engaging. Is it for getting feedback on solutions or framing challenges?”

- Civil servant, statement from Youth Participation Survey

The first important step in planning a Dialogue Forum is clearly stating **WHY** you are inviting people into a dialogue in the first place. What is the impact you are trying to achieve? And how do you plan to achieve it?

To help you define the objectives and focus of the Dialogue Forum, as well as to cover key practical aspects, we have prepared an impact strategy template.

- State your objective(s)
- State your dialogue title (i.e. policy theme)
- State which policy or advocacy process this Dialogue Forum aims to influence, and how
- Select time and date
- Make an agenda
- Select suitable venue
- Dialogue Forum budget
- Register your Dialogue Forum by emailing **Impact Strategy** to samantha@eatforum.org

Handling information flow through one process prevents mistakes and saves time. Once your Dialogue Forum has been registered and approved, EAT will support you to establish your **Information Management System** consisting of an invitation and registration system, a Google Drive folder for information sharing, a SAFE folder for data protection, and user guidelines.

Useful tips

Set time and date outside of school hours

The date and time can make or break the overall success of the Dialogue Forum. Make sure the meeting does not conflict with any other events taking place in your area, or any major holidays and consider constraints to participants such as school hours or other activities they are attending.

Select an accessible location

The location is a third critical success factor. Make sure that the location is easily accessible to all participants. Keep in mind that some might not have a driver's license or a car at their disposal. Therefore, a good public transport connection is desirable, and a central location is ideal. Think about the time your stakeholders must commute in order to attend the Dialogue Forum and consider if this might require too much effort, time or resources.

VIPs attract VIPs

Offering a VIP a speaking slot to open the Dialogue Forum can be an effective strategy to ensure their participation. Having them listed on the agenda in the invitation can also help attract additional high-level participants. If VIPs accept a speaking role, ensure they agree to stay for and participate in the whole dialogue. Young people especially are sensitive to decision-makers giving the appearance of only staying for 'self-promoting selfies'.

Optimize your resources

The Dialogue Forums are designed to be easy to organize and cheap to execute, but costs for venue and materials should be considered. Consider looking for free venues (e.g. schools, libraries, youth clubs) or asking for a small participation fee, a sponsorship or subsidies from your (local). Adding food at the beginning helps set a more informal inclusive tone, and will be important if arranging Dialogue Forums right after school.

Find support

In terms of people you might need, list all the 'roles' you are still missing to make your Dialogue Forum a success. Some optional people to be invited are:

Volunteers: Attract volunteers who can help as runners, setting-up and breaking down the Dialogue Forum, etc.

Media: Media coverage can ensure uptake of the actual policy recommendation after the Dialogue Forum.

Sponsors: Consider engaging sponsors to support with venue or food if desired. Avoid conflicts of interest and prioritise sponsors that align with your overall policy theme.

INVITE THE RIGHT PEOPLE

A dialogue is never better than its participants. Inviting the right people around the table is key. The more diverse the participants, the more insightful and powerful the dialogue.

Ensure half the participants are young people to allow each table to have a 50 / 50 split. This will prevent the illusion of a singular “youth perspective” to emerge, while also being more inclusive of a diversity of youth perspectives. If possible, strive for a mix of youths from youth organizations (who often have a mandate to represent their members), youth who are closely affected by the policy under discussion and youth with new ideas on how to address the issue under discussion.

Similarly, strive to **balance adult participation across sectors**, by mixing politicians, public servants, community members, researchers, civil society representatives and business leaders. Try to mix organizational sizes (e.g. both corporations and start-ups).

- Set up registration system
- Refer to [Invitation](#) resource for guidance on whom to invite.
- List those you want to invite in the [Register](#)
- Write invitation
- Upload above documents to your assigned Google Drive folder.
- Invite participants via recommended system
- Assign roles to participants in the Register
- Upload Register to assigned SAFE folder

INFORM YOUR PARTICIPANTS

Policy ideas can be quite comprehensive. When discussing a policy idea across multiple perspectives, sectors and ages, detail can get in the way of a good discussion. When participants have different degrees of knowledge about an issue, those who know the most tend (often inadvertently) to dominate the conversation, while those who know less tend to speak less.

To facilitate a more balanced, inclusive dialogue you must provide all participants with access to the **same information**, in an **accessible format**, with **enough time** to properly prepare for the conversation.

In the Resource Library you will find a template for a Pre-read that you should send to all participants 1-2 weeks advance of the Dialogue Forum. The template provides guidance on what information to include, and in what format.

To provide a truly inclusive and safe space for dialogue, your Pre-Read must also include a Code of Conduct (containing Ground Rules, conflicts of interest, data handling, etc.) which all participants must consent to before having their participation confirmed.

1-2 weeks before Dialogue Forum:

- Finalize [Pre-read](#)
- Send final confirmation to registered participants via recommended system
- Attach Pre-read and [Code of Conduct](#)
- Update Register with consent in SAFE

Make your ideas easy to discuss

The Pre-Read asks you to break your policy idea down into three distinct parts:

- What are the Problems to be addressed?
- What are the desired Results?
- What is the Idea for achieving those results?

Each part is summarized in a set of bullet points that are easy to grasp and to build on, regardless of how much you know about an issue.

Condensing a complex issue into a set of bullet points can be a very challenging task to do. To help you along, we have prepared some resources in the Resource Library for you to use.

Putting your policy ideas into this format is a critical step in preparing for the Dialogue Forum. It is **very important** that you follow this format in order to use the Dialogue Toolkit properly.

GET READY

Train moderators

Good moderation is crucial for any effective dialogue and co-creation initiative. Moderators direct and sustain the flow of a conversation and create balance across power asymmetries. Moderators also summarize and capture the outcomes and insights of each dialogue.

We believe that lack of experience should not prevent young people from the opportunity to moderate a truly inclusive dialogue. By working with expert facilitators to incorporate fresh research on design-led facilitation,² we believe we have found a novel way to empower youth-led moderation. By breaking down the dialogue into a series of pre-defined and carefully thought-out steps, we can enable **consistently good moderation independently of the skill of the individual moderator**.

Everything a moderator needs to moderate a Dialogue Forum is contained in the dialogue tool box as well as in the resource library under Moderator's Guide. Each step is described in an Activity Card, which corresponds to an activity to be performed on a dialogue canvas. This enables even inexperienced people to try their hands at moderation, with very low risk of failure or embarrassment.

To prepare for using the Dialogue Tool, moderators receive a detailed Moderators' Guide,

access to brief online video tutorials, and a live demo session just before the Dialogue Forum.

Should moderators feel uncomfortable or uncertain during the Dialogue Forum, there will be Floaters on hand to assist and, if necessary, step in for the moderator.

- Assign moderators to Policy Idea in Register
- Send **Moderator's Guide** to moderators
- Watch online video **Tutorials**
- Use Dialogue Tool in policy development to run multi-actor consultations (optional)
- Roleplay a dialogue session

Logistics

By following the steps described above, most of the preparations for the Dialogue Forum has already been complete. What remains is:

- Print and prepare the right number of Dialogue Toolkits (incl. one extra as backup)
- Visit venue to ensure things are as promised
- Obtain Keynote Speaker presentation
- Finalize **Plenary Presentation**
- Print Register for participant registration

The important role of floaters

One must always plan for the unexpected. That is why every Dialogue Forum must have at least one floater per every 5 tables. As the name suggest, Floaters move between tables, having no fixed role at any.

Floaters **problem solve**; they step in when things do not go according to plan to, so that moderators don't have to interrupt the flow of their conversation. This can range from handling a technical problem to helping a moderator answer a moderation question to resolving conflicts or tensions between participants.

Floaters also **ensure safe participation**. As stated in the Ground Rules, any participant who for any reason feels uncomfortable the dialogue need only raise their hand and the Floater will approach them and take them aside. Floaters are there to listen to any concerns, and to escort participants from the Dialogue Forum if they so desire. Floaters will also follow up participants afterwards to ensure proper care, and are a general point of reference for anyone wishing to comment on anything relating to the Dialogue Forum or the follow-up afterwards.

Finally, Floaters are well placed to **visually document** the Dialogue Forum as it occurs, key to effective communication and reporting.

² Aguirre et. al. *Design Facilitation as Emerging Practice: Analyzing How Designers Support Multi-stakeholder Co-creation*. She Ji: The Journal of Design, Economics, and

Innovation Volume 3, Issue 3, Autumn 2017, Pages 198-209 <https://doi.org/10.1016/j.sheji.2017.11.003>



Engage Media

OPTIONAL

Gaining media visibility can help you spread the word about your policy recommendation, attract people to participate in future Dialogue Forums, raise awareness and encourage uptake of the recommendation. Keep in mind your objectives and what you want to get out of the media coverage. How will it help you after the Dialogue Forum? Is it meant to kick-off your campaign, do you want people to come to an event or to sign a petition? Think carefully about the audience you need to reach and the key message you have resolved to share.

In order to engage media, the following step-by-step approach³ can be used as guideline:

³ Unicef, Engaging local media, <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

Create a plan: Define your target audience and key message.

Research: Look at what other campaigns have done and research your journalists. Who is interested in your issue? What kind of stories are they covering?

Making the news: In order to get media coverage for your campaign you will need a 'hook', something that helps it stand out as new, interesting, surprising or of public interest.

Press releases: Write a press release and send it to journalists to tell them about your story. You will email this to individual journalists, news agencies, and the 'news desks' and 'forward planning desks' of papers, TV stations and radio.

Pitch: Many journalists prefer to be contacted by email. However, to give your story the best chance of getting coverage, you can also pick up the phone and 'pitch'.

Interview: Once the media outlet or newspaper agrees to share your story, they may ask to interview you.



Explore further

If you want to learn more about how to approach and work with the press, explore these useful guidebooks with more information:

- [Plan International's Advocacy Toolkit](#) pp.114-119.
- UNICEF's [Youth Advocacy Guide](#) pp.38.
- UNICEF UK's [Engaging Local Media](#).

Stage 2:

DISCUSS

Agenda

This is the recommended agenda for a Dialogue Forum.

The dialogue itself takes **02:30 hours**. In addition you will need 01:15 hours to prepare and 00:45 hours to wrap up.

Be mindful of time and try to follow this guideline as much as possible. The timing has been carefully planned and tested to ensure the best possible flow across activities.

Activities **marked in bold** are to be carried out by moderators only.

Walkthrough

- 01:15 **Prepare your table**
- 01:00 **Roleplay with organizers**
- 00:15 Registration opens

Plenary presentation

- 00:00 Welcome & practical information
- 00:02 Keynote: presenting the theme
- 00:10 Overview, roles and ground rules

Have your dialogue

- 00:15 **Welcome to the table**
- 00:20 **Who are we?**
- 00:30 **What we care about**
- 00:45 **Policy idea introduction**
- 00:55 **Obstacles and opportunities**
- 01:10 **Enabling opportunities**
- 01:30 **Our policy idea(s)**
- 01:55 **Final recap**
- 01:57 **Time for action**
- 02:15 **Our achievements**

Call to action

- 02:20 Table summaries
- 02:25 Next steps
- 02:29 Group photo
- 02:30 End

Wrap up

- +00:15 **Fill out summary document**
- +00:30 **Debrief with organizers**
- +00:45 **Celebrate!**

SET UP

Checking to make sure that everything you need for the day is in place is key to a good dialogue forum.. This section will outline the key tasks you need to do on the day of your event so that everything goes smoothly. Some of the tasks are only things you need to remember to do, while for others we will provide a simple guide on how to complete them **(marked in bold)**.

- Set up registration desk
- Check if all the personnel you planned for is there. Use your Register.
- Arrange tables and chairs
- Check if your technology is working (audio, projector, wireless connection)
- Arrange your food & drinks station (optional)
- Table set up of the dialogue tool up**
- Walkthrough and roleplay with moderators**
- Each moderator writes down Problem, Result & Idea**
- Register guests and direct them to their tables.

Table set up of the dialogue tool

Having your tables ready before your guests arrive is important so that everything looks nice and organized, and that you can be sure you have all the materials to start your dialogue.

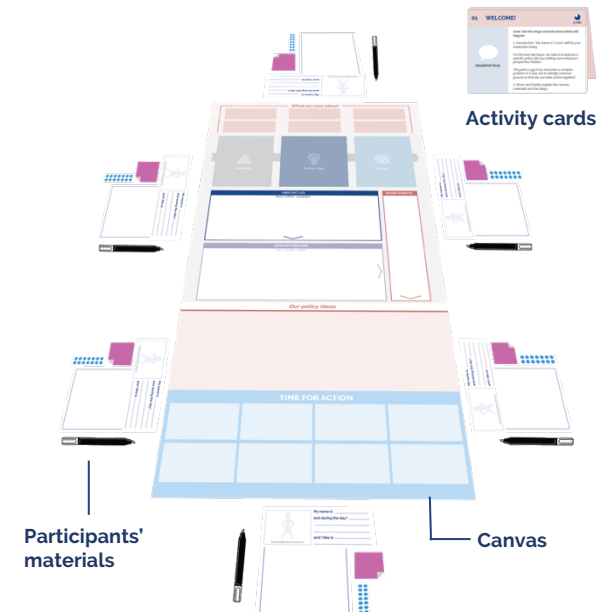
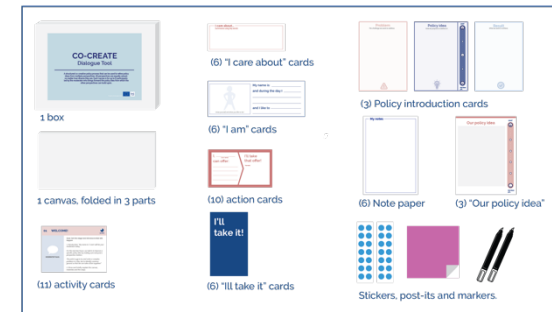
Moderators are responsible for setting their own tables and should allocate at least 15 minutes to do this well.

How-to guide

1. Place one dialogue tool box in each table and take out all the materials.
2. Unfold the canvas and place it centered on the table.
3. Arrange each participant's section with all the materials they need (Note paper, name card, I care about card, I'll take it card, action card, post-its, round stickers, marker, pen or both)
4. Arrange the moderator's section. This contains the same materials as the rest of participants, and you should add: (10) activity cards, (4) extra action cards, problem-policy idea-results card, (3) our policy ideas cards, and the moderator's one pager.

Here you can find the [Dialogue Tool](#)

Below you can see all the materials you will find inside the Dialogue Tool, and its correct setup. Depending on the shape of the table, you can adapt how participants are seated. Your aim is to create an inclusive group dynamic. Avoid seating people on rows opposite one another.



WALKTHROUGH

Roleplay with moderators

Roleplaying the Dialogue Tool activities with moderators before guests arrive helps moderators feel comfortable with their task and allows them to raise last-minute questions that could impact the quality of the dialogue. Make sure you have enough time to complete this before registration starts. 45 minutes should be sufficient.

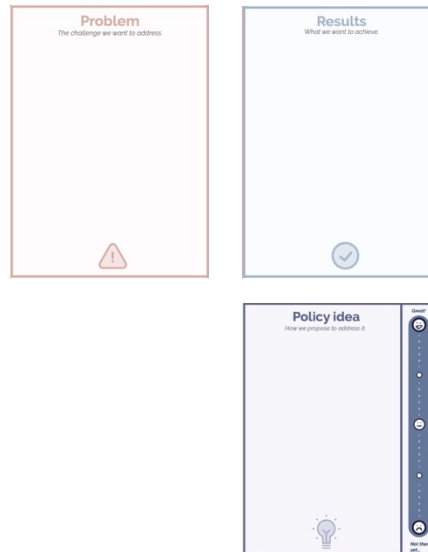
How-to guide

1. Make sure all your tables have been set up with a dialogue tool and choose one to use as a demo.
2. Gather all the moderators on the same table, and walkthrough all the materials in the table and the activities of the dialogue. Use the activity cards to do this, by making a quick demo on how to conduct each activity.
3. Give the moderators last minute tips and remind them to reach out for floaters if they need assistance.
4. Open up for questions and be prepared to answer them.

Each moderator writes down Problem, Result & Policy Idea

It is important to complete this task before the dialogue starts, so that everything is ready when guests arrive to each table. Inside each Dialogue Tool, there are cards labeled Problem, Results, and Policy Idea.

To fill in these cards correctly, Moderators should refer to Pre-read, which contains one-page summaries of each policy idea to be discussed. Write down the one your table has been assigned to discuss. If there have last minute changes, ask the organizers to provide you with the updated version.



PLENARY PRESENTATION

Once everyone has found their seat, begin your event with an engaging presentation which gives an overview of what the dialogue forum will consist of.

Keep the keynote short (maximum 8 minutes). Participants have already received the information they need in the Pre-read. Use this opportunity instead to inspire action. You can also invite an external person (policymaker, co-organizer, sponsor, etc.) to deliver the keynote.

Plenary presentations **must** include:

- Welcome guests and restate the theme of the dialogue forum.
- Practical information (exits, bathrooms, etc.)
- Keynote to inspire
- Overview of the dialogue forum (step-by-step agenda)
- Explain roles (organizers, moderators, floaters)
- Explain ground rules.
- Keep last slide projected at all times during the dialogue forum. This contains the theme and the ground rules.

Here is a [Plenary Presentation](#) template.

Note: To avoid technical difficulties remember to only use **one** presentation. If the keynote address requires additional slides, have these sent to you in advance so that you can merge their slides into the standard Plenary Presentation.

HAVE YOUR DIALOGUE




Two hours is not enough to solve a complex problem. But it is just enough time to **learn** something new, use that knowledge to **refine** a policy idea, and through this process build enough trust around the table to **commit** to collective action.

To achieve these three overarching outcomes, the dialogue tool activities focuses the conversation on what participants have in common, not what sets them apart.



Dialogue activities overview

Roles

-  Moderator
-  Organizer
-  Guests

120 min for main dialogue activities



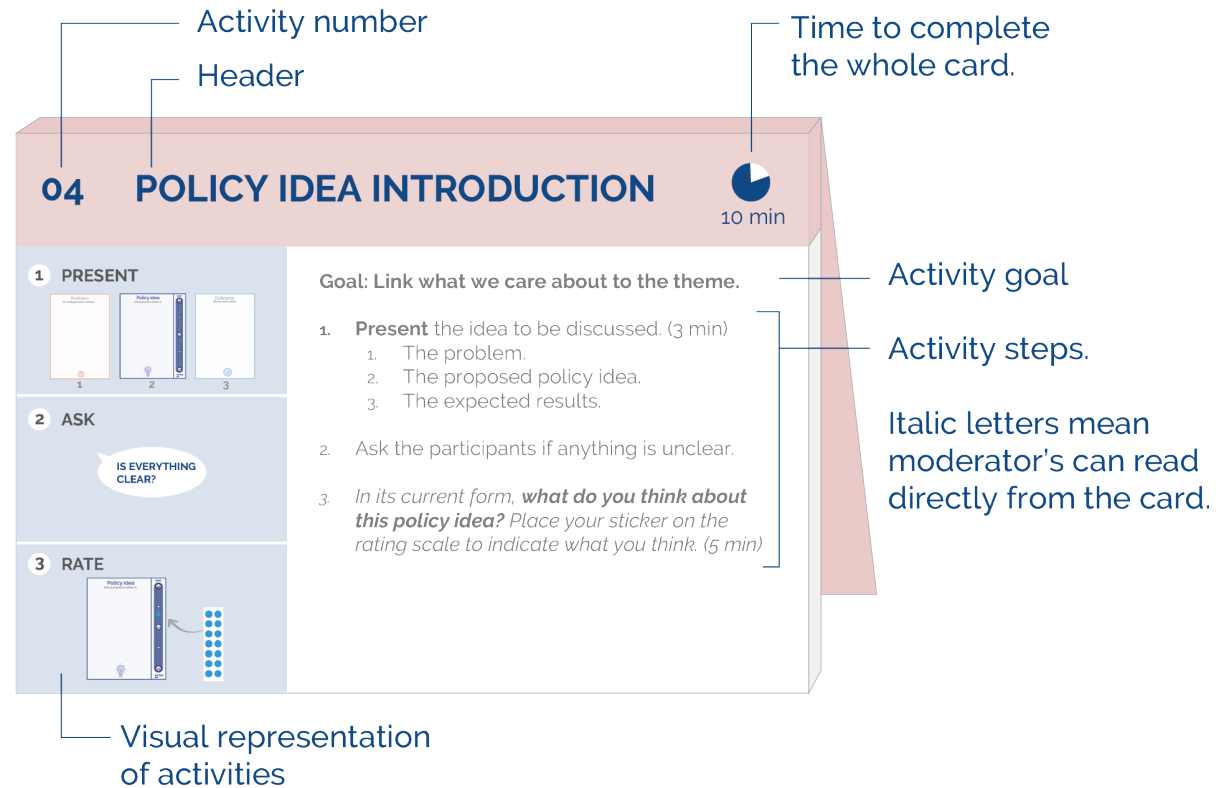
Activity cards

Activity cards guide all the activities you need to do throughout the dialogue. These are to be used and explained by moderators, so even if they forget one of the steps, they can easily consult these cards and get back on track.

Activity cards are also meant to be visible for participants at all times, so if they missed one of the instructions, they can easily reach out, without necessity of asking every question to the moderator. This reduces the pressure on the moderator of being "the one that knows everything", by democratizing the instructions and making everyone aware of these.

[Activity cards](#) can be found here.

In the next section you will find an explanation of the activity cards, which are grouped according to their purpose and objective. To understand how each card works, each section has a link to a specific video tutorial that shows the cards in action and provides tips for moderators.



Activities #1,2,3

Getting to know each other

The first set of activities focuses on getting to know participants on a human level. Rather than focusing on titles or expertise, it asks participants what they care about and why.

By repetition, almost like a ritual, these activities establish and cultivate a focus on listening. One by one, each participant presents their perspective, while the others listen without interruption. This establishes a culture of deeper listening, which makes the moderator's job to balance the conversation easier. Being listened to creates an atmosphere of inclusion that also encourages less confident participants to speak up and participate.



[Click here for video tutorials](#)

01 WELCOME!

5 min

Goal: Set the stage and introduce what will happen

1. Introduction: "My name is [..] and I will be your moderator today.

For the next two hours, our task is to refine a policy idea by making sure everyone's perspective matters.

The point is not to try and solve a complex problem in a day, but to identify common ground so that we can take action together!"

2. List the different activities using the canvas and explain the materials each person has. You can use the one pager for help.

MODERATOR TALKS

02 WHO ARE WE?

10 min

1 FILL IN

2 PRESENT

Goal:

- Get to know the people around the table.
- Set a relaxed, creative tone for the event.

1. **Fill in** the name cards and draw yourself doing something you like.

2. After filling in the cards, place the cards in front of you and then we will go around the table to **present ourselves**.

Moderator's example: Hi, I'm [Anna], and during the day I go to highschool, and I like to [play basketball].

03 WHAT WE CARE ABOUT

15 min

1 RECAP

2 REFLECT & WRITE

3 SHARE

4 CANVAS

Goal: Learn from one another and find common ground

1. State the dialogue's **main theme**.

2. Do a personal reflection on **what do you care about the most** regarding this theme. You can take notes on the note card and write a summary or bullet points in your "I care about card". (5 min)

3. Now, we will go around the table to **share** what we care about and why. (2 min per person)

4. **Place your card** in the "we care about" part of the canvas.

Activities #4,5,6

Finding common ground

The second set of activities introduces the policy idea in a simplified way, in order to focus the conversation towards the results to be achieved, rather than the specific way to achieve it.

This may seem counter-intuitive when the purpose is to refine a policy idea, but the logic behind is as follows:

Practically, a focus on results reduces the risk of technical discussions where those individuals with the most technical expertise tend to dominate. Back-and-forth discussions on technicalities tends to unintentionally silence less confident participants, while also risk breaking the deep listening dynamic that was carefully created through the first set of exercises, and that can be hard for an inexperienced moderator to regain control over. The value of these technical discussions are also very limited, as complex problems cannot be solved in two-hour conversations.

In terms of impact, the focus on results is also key to find the common ground necessary to take collective action (the final set of activities). In general, people tend to agree more on what a good success looks like, than how best to achieve it.



[Click here for video tutorials](#)

04 POLICY IDEA INTRODUCTION 10 min

1 PRESENT



2 ASK



3 RATE



Goal: Link what we care about to the theme.

- 1. Present** the idea to be discussed. (3 min)
 - The problem.
 - The proposed policy idea.
 - The expected results.
- Ask the participants if anything is unclear.
- In its current form, **what do you think about this policy idea?** Place your sticker on the rating scale to indicate what you think. (5 min)*

05 OBSTACLES & OPPORTUNITIES 15 min

1 WRITE



2 PRESENT & BINGO



Goal: Explore the policy idea from different perspectives.

- 1. Write** obstacles and opportunities you see regarding this policy idea on post-it notes. One point per post-it. (3 min)
Obstacles: barriers, problems, warning signs.
Opportunities: ideas, potentials, solutions.
- Now, we will go around the table to **share our obstacles and opportunities** – stick the post-its to the obstacles or opportunities part of the canvas when you present.
 - Say **bingo!** if you had the same idea as someone else and place your post-it on top of the other one.

06 ENABLING OPPORTUNITIES 20 min

1 REFLECT & WRITE



2 PRESENT



3 DISCUSS & IDENTIFY



Goal: Open up new opportunities for the policy idea.

- 1. Individually reflect** on the question: How might I address these obstacles? Each new idea is an opportunity, write them on post-its. (3 min)
- 2. Present** around the table – stick the new post-its into the opportunities section in the canvas.
- 3. Discuss and identify the main points** that engage the whole group. Remember that everyone perspective matters. **Write** the main points in new post-its and stick them to the Main Points section of the canvas. (10 min)

Activities #7,8

Embrace our perspectives

The third set of activities focus on opening up the initial policy idea. This is an opportunity to not only refine the proposed policy idea, but also to deepen the understanding of the problem that we are trying to solve.

The main points identified in the last set of activities are a representation of the different perspectives around the table, and an effort to collectively find common ground, which in result would make the policy appealing to a broader range of people. There is the opportunity to write up to three new policy ideas, so participants can choose how they want to approach this exercise.

By focusing not only on the idea, but opening up the discussion to include how the problem has been framed and the insights that it is based on, youth are given a second chance to reframe the policy process as a whole.




[Click here for video tutorials](#)


07 OUR POLICY IDEA(S)

25 min

1 WRITE



2 RATE



Goal: Refine the policy idea or create new ones that takes everyone's perspective into consideration.

1. Based on the main points identified, **fill in 1-3 policy idea cards**. You can either add or change things to the existing one, or create new ones.
Tip: Write them down as a group or each person can grab a paper and draft. You decide!
2. **Rate the new policy ideas**. One rating per idea. Follow the same method as before.

08 FINAL RECAP

2 min

MODERATOR TALKS

Thank you for a very engaging discussion so far, I would like to pause a bit and summarize what we have done so far.

- We have been introduced to an important topic today and deepened our understanding of it and shared what we care about
- Then we introduced a specific problem and a policy idea that should lead to a desired result
- We shared our perspectives and discussed possible solutions in the obstacles and opportunities part
- Before we refined the policy idea together.
- **Now it's time for some action!**

Activities #9,10

Committing to action

Real change doesn't happen in meetings, but between them. That is why all the previous activities have led up to this final step: converting empathy into action.

Dialogue forums encourage participants to commit to action, together. Action can range from sharing networks to having a follow-up meeting, to committing resources towards solving an important problem.

If the initiator of a dialogue forum has done a good job getting key stakeholders to attend the dialogue, these participants often have in-depth knowledge of the issue under discussion. What persuades them to commit to action is less new knowledge, but rather a new perspective gained from listening to others. Such participants often describe the experience as something 'clicking', indicating a shift in perception on something they *already* knew.

Committing to action is a crucial step in the dialogue, and emerges from the collective trust and personal knowledge shared to empower participants to use this to take personal, meaningful action.




[Click here for video tutorials](#)


09 TIME FOR ACTION!

20 min

1 REFLECT & WRITE



2 SHARE OFFERS



3 WRITE YOUR NAME



Goal: Commit to real action


1. **Individually reflect** upon what specific actions you can offer in order to take this idea further. **Write** it in your action card. One offer per card. (5 min)
2. Go around the table so everyone can **present** their offers and put them on the canvas.
 1. To participate or collaborate on that action, raise your "I'll take it" card to accept the offer.
 2. Add your name(s) under "I'll take that offer" on the action card

Give examples, maybe connect with what [dalberg](#) says.

10 OUR ACHIEVEMENTS

7 min

MODERATOR TALKS



Goal: Remind participants of what has been achieved in this dialogue forum.

1. **Summarize** what has been achieved.
 1. Thank participants for sharing their perspectives
 2. Recap the initial policy idea, and how it was refined.
 3. The actions that we committed to.
2. Explain that you will summarize these points quickly in the plenary, and ask if you have missed anything important.
3. Ask participants to **fill in** the evaluation survey.

CALL TO ACTION

After an inspiring dialogue, its time to have an engaging finish to your event.

Each table in the forum finishes their activities with a powerful message: from talk to action.

The goal of the next set of tasks is to reinforce that message: show how we have turned what we have learned from each other to better ideas, and how we have committed to action, together.

Plenary presentation

Finish up the dialogue forum by making a final presentation for everyone. Here is a checklist of what your presentation should include:

- Table summaries**
- Dialogue evaluation**
- Explain next steps**
- Commit to time for your [Action Report](#)**
- Big applause and thank you!
- Group picture

Evaluation Survey

If using the recommended digital platform for evaluating the dialogue, participants' assessment of the dialogue forum can be displayed as part of the plenary presentation. This helps reinforce the organizers' commitment to transparency and accountability. And, if the results are good, helps strengthen commitment to action.

Explain the next steps

Follow up after the dialogue is a crucial step to make everything you did matter. One of the principles for meaningful youth inclusion is being accountable and transparent about their participation, and this counts not only for youth, but for all your attendees.

Make sure to inform them of the follow up measures that will come, and the timeline for this.

Commit to time for your Action Report

An important part of being accountable is to let participants know if their participation mattered, and if they agree with how their input has been used. This is done in the form of an Action Report, which summarizes how the organizers have incorporated the input into refining their policy ideas, which actions have been taken and plan to be taken, and to give participants the opportunity to challenge how the organizers have analyzed and framed their input.

Most importantly, an Action Report is also an opportunity to follow up participants on which actions they have taken, and to invite them to help you take your policy agenda forward.

You can send Action Reports a week after an event, or up to a month. The specific time is less important. What matters is that you commit to a time and keep to it.

WRAP UP

These are the final tasks for the day of the event, but not for that less important. These will ensure that all the knowledge from the dialogue is adequately captured, which will allow you to continue with the process in a successful way.

Use this dialogue as a learning experience, where it's crucial that if you plan on having a second or third dialogue, you can change the aspects you thought didn't work that well and strengthen the ones that worked great.

- Moderators fill in [Summary Document for their tables](#)
- Moderators pack dialogue tool box and recycle non-reusable materials
- Organizers debrief with moderators
- Celebrate!

Moderators fill in Summary Document for their tables

The summary document is a key instrument to capture the outcomes of each tables by the moderators. It is a detailed template with spaces to fill in the main results of each activity, including participants names, what type of stakeholder they represent, the policy that was discussed, main obstacles and opportunities, final policy ideas and the committed actions.

Here is a snapshot of the Summary Document:

<p>Summary document Use this document to write the outcomes of each table right after the dialogue. This is to be used by moderators so they can capture the results of their tables.</p> <p>Moderator name: Organization / alliance: Date and place:</p>		<p>3. Initial ideas</p> <table border="1"> <thead> <tr> <th>Problem</th> <th>Policy idea</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Problem	Policy idea	Results																		
Problem	Policy idea	Results																						
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<p>2. What do we care about</p> <table border="1"> <thead> <tr> <th>#</th> <th>What I care about</th> </tr> </thead> <tbody> <tr><td>1.</td><td> </td></tr> <tr><td>2.</td><td> </td></tr> <tr><td>3.</td><td> </td></tr> <tr><td>4.</td><td> </td></tr> <tr><td>5.</td><td> </td></tr> <tr><td>6.</td><td> </td></tr> </tbody> </table>		#	What I care about	1.		2.		3.		4.		5.		6.		<p>5. Opportunities Write down the opportunities identified by the participants.</p> <p>•</p> <p>•</p> <p>•</p>								
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<p>6. Main points identified Write down the main points identified by the participants.</p> <p>•</p> <p>•</p> <p>•</p>		<p>7. Our policy ideas</p> <table border="1"> <thead> <tr> <th>Policy idea #1</th> <th>Policy idea #2</th> <th>Policy idea #3</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Policy idea #1	Policy idea #2	Policy idea #3																		
Policy idea #1	Policy idea #2	Policy idea #3																						

Organizers debrief with moderators

The purpose of this final debrief is to capture the experience of moderators. Ask questions like: how was the experience overall? What worked specially well? What could be improved for next time? Any other reflections? This are good starting points, but feel free to incorporate more. Be sure to allow moderators to express the strengths and weaknesses that they perceived, and give space for them to propose possible solutions to these.

Stage 3:

ACT

HOW TO TURN A GOOD CONVERSATION INTO IMPACT

Dialogue Forums are designed to generate great momentum for action and excitement about a policy idea or a new initiative for change. This chapter explains how you can turn a well-executed Dialogue Forum into impact.

Be accountable

"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."

- Youth Leader

It is essential that you, as an organizer, clearly explain what the results of the Dialogue Forum are. This includes being transparent about which inputs you have used, what conclusions you have drawn from them, how you plan to use those outputs and what, if any, change they have led to. Participants must be given the opportunity to correct any errors or perceived misrepresentations of the input they provided.

Having an inclusive and structured follow-up process ensures that you are accountable to the process and can get feedback from participants. In the Pre-Read and the Plenary Presentation you have described specifically how and when you plan to make use of the Dialogue Forum outcomes. Now is the time to make good on that promise.

If you find yourself unable to fulfil your promise, that is okay as long as you clearly communicate the reasons for why this promise is not achievable. Detail the attempts you made, and perhaps consider asking for support and advice from the Dialogue Forum participants.

UN YOUTH PARTICIPATION PRINCIPLE

"Accountable: A commitment to follow-up and evaluation is essential. Adolescents are entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, they should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of adolescents' participation needs to be undertaken, wherever possible, with adolescents themselves."

Thank you!

Send a Thank You email the day after the event to acknowledge the value participant brought by sharing their time perspectives. Highlight the key results from the Dialogue Forum (refined ideas and commitments made) is a great way to make participants feel that their contributions were valued and appreciated.

Specify how you plan to take these results forward, including dates and a clear follow-up process for you as organiser to take action. Specify when participants can expect an Action Report, showing how you have incorporated the insights and what, if any, results have come out of it.

- Day after event: send **Thank You** email
- Follow-up your commitments

Communicate impact

Incentivise action and facilitate data collection by providing participants with an opportunity to share how they followed up on their action commitments.

Today, the easiest way to raise awareness and communicate the (potential) impact of a Dialogue Forum is through social media. If using hashtags, remember to communicate these at the very start of the Dialogue Forum.

Tips for social media:

- Create a social media page/group and invite people to join (i.e. Twitter, Facebook etc.).
- Identify and create useful hashtags.
- Produce and share content.
- Collaborate with social media influencers

More tips can be found [here on page 43](#).

Finalize policy idea

If the aim of your Dialogue Forum is to have a final draft of a policy recommendation or idea(s), you should share final draft with participants as part of the Action Report.

Use the Dialogue Summaries to base your analysis on. Encourage participants to provide feedback and corrections, in order to ensure you have not missed or misinterpreted anything.

You can follow this recommended structure when finalizing your refined policy recommendation/idea⁴:

- Analyse Dialogue Summaries in Google Drive
- Finalize your Policy Idea(s)
- Write an Action Report
- Send Action Report
- Set aside time to respond to and incorporate participant feedback

Recommendations for finalizing a refined policy recommendation for effective communication to policymakers can be found [here](#).

⁴ Source: https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/icpa_policy_briefs_essential_guide.pdf

ANNEX: UN Principles for Youth Engagement

The United Nations⁵ has defined nine principles for effective and meaningful youth participation and Dialogue Forum has been explicitly designed to satisfy all nine principles when involving youth in policymaking. By following the steps laid out in this guidebook, initiators of a Dialogue Forum can feel safe that they are addressing the most important aspects of meaningful youth participation.

It is important to understand and adopt youth participation principles and ethical considerations that shape meaningful engagement with youth. Sometimes, following these principles can seem complicated, however, this section will outline the key principles to follow, and give easy tips and guidelines on how to respect them.

At the end of this section you will see a journey map of the Dialogue Forum illustrating how these Principles have been incorporated into the design of the Dialogue Forum itself (and why we strongly advice that you do not skip any of the steps).

UN CONVENTION ON THE RIGHTS OF THE CHILD

The United Nations Convention on the Rights of the Child covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to¹.

Article 12

- 1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.**
- 2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.**

⁵ UN Committee on the Rights of the Child based on Article 12 of the Convention on the Rights of the Child.

TRANSPARENT AND INFORMATIVE

Youth must be provided with accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and their views to be given due weight, and how this participation will take place, its scope, purpose and potential impact.

How to put this into practice? When reaching out to young people, make sure you are able to provide clear and tangible information about the context and key issues, as well as clear objectives you are looking to reach with them. Once they have agreed to participate, continue to provide concrete and well-informed information before and during the CO-CREATION FORUM. All participants, and especially youth, need to be told the tangible results of an engagement process after it is completed, if there are any, if not there should be an explanation of why this didn't happen.

The Pre-read ensures that all participants have access to the same information, in an accessible format, and have enough time to understand the information given. The Pre-read also requires organizers to be transparent about which policy process the Dialogue Forums are a part of, and be transparent about what participants can expect from taking part.

VOLUNTARY

Youth should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage.

How to put this into practice? When engaging with youth, make sure to inform them that their participation is voluntary, making clear that they can opt out of the engagement at any stage of their involvement without any consequence. It should also be clearly stated that they should be cautious sharing personal stories as it potentially could do them harm in other contexts.

The Code of Conduct and Ground Rules specify the voluntary nature of the Dialogue Forums. Floaters are there to ensure that these principles are implemented.

RESPECTFUL

Youth's views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities.

How to put this into practice? Conditions should be put in place to ensure that all individuals feel their views and contributions have been acknowledged, valued and taken seriously. Organiser must be especially aware of power dynamics to ensure a constructive dialogue can take place and discuss these dynamics with the moderator. Ways to do this during engagement is listening closely to what young people have to say, making eye contact and asking relevant questions.

Action Reports are a great way of showing how important this engagement is, and which decisions were taken because of it.

RELEVANT

The issues on which youth have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, space needs to be created to enable youth to highlight and address the issues they themselves identify as relevant and important.

How to put this into practice? Organizers of the CO-CREATION FORUM should be able to identify which issues matter and are relevant for young people when asking them to participate. The identified theme must be clearly communicated to the participants along with the associated expectations. It is important to design the appropriate conditions (space and time) where young people can fully express themselves on issues that feel important to them, and where adults can really listen to what they have to say.

The Dialogue Tool has been designed to create a truly inclusive space for dialogue and co-creation, based on the perspectives of the participants.

CHILD OR YOUTH FRIENDLY

Environments and working methods should be adapted to young people's capacities. Adequate time and resources should be made available to ensure that youth are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that youth will need differing levels of support and forms of involvement according to their age and evolving capacities.

How to put this into practice? Specific actions should be taken to ensure young people feel supported and confident to fully express themselves by leveling differences. Some simple ways adults can do this when engaging, is presenting themselves in a less formal manner, wearing casual clothing rather than suits and ties, sitting with youth instead of standing in front of the group and using language that is accessible to all. Also encounters should happen at times that are appropriate for the lifestyle of young people, such as after school or in the weekends, and the duration of the interaction should also consider their specific needs. If you are partnering with a youth organization, ask them what would help their participants in getting the most out of the CO-CREATION FORUM.

The Dialogue Forum has been designed specifically to satisfy this requirement in a comprehensive and integrated manner.

INCLUSIVE

Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized youth to be involved. Adolescents and youth are not a homogenous group and their perspectives can vary according to a young person's sex, legal status, geography, origin, ethnicity, sexual orientation, disability among others. Each category of young people might face specific barriers to participation. Additionally, intersectionality - or thus the interplay of identifying with multiple categories - and the challenges it brings has to be taken into account. Participation needs to provide for equality of opportunity for all, without discrimination on any grounds. Initiatives also need to ensure that they are culturally sensitive to youth from all communities.

How to put this into practice? Organizers of Dialogue Forums should develop appropriate methods of outreach and communication to young people and their parents with a particular awareness of the practical barriers that might prevent certain young people from participating. It is vital to proactively reach out to young people who are excluded and support their engagement in ways that enhance their inclusion as these missing voices have the most potential to offer unique insights. This can be easier to do with the support of a youth organization who might be able to advise on various approaches.

The Resource Library contains guidance on how to invite the right stakeholders, emphasizing diversity of perspectives.

SUPPORTED BY TRAINING

Adults need preparation, skills and support to facilitate youth participation effectively, to provide them, for example, with skills in listening, working jointly with youth and engaging youth effectively in accordance with their evolving capacities. Youth themselves can be involved as trainers and facilitators on how to promote effective participation; they require capacity-building to strengthen their skills in, for example, effective participation awareness of their rights, and training in organizing meetings, raising funds, dealing with the media, public speaking and advocacy.

How to put this into practice? Organizers should be able to identify which issues matter and are relevant for young people when asking them to participate. The identified theme must be clearly communicated to the participants along with the associated expectations. It is important to design the appropriate conditions (space and time) where young people can fully express themselves on issues that feel important to them, and where adults can really listen to what they have to say.

Youth Alliance members receive training as part of CO-CREATE, and all participants have access to the same information. The Dialogue Forum has been designed to require minimum preparation by young people. Moderators receive training as part of preparing for the dialogue.

SAFE AND SENSITIVE TO RISK

In certain situations, expression of views may involve risks. Adults have a responsibility towards the youth with whom they work and must take every precaution to minimize the risk to children and youth of violence, exploitation or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear protection strategy which recognizes the particular risks faced by some groups of children and youth, and the extra barriers they face in obtaining help. Youth must be aware of their right to be protected from harm and know where to go for help if needed. Investment in working with families and communities is important in order to build understanding of the value and implications of participation, and to minimize the risks to which youth may otherwise be exposed.

How to put this into practice? Specific measures to protect young people should be adapted to the context you are working in and the individual circumstances of the youth involved. Young people can feel vulnerable in different ways, depending on identity, physical ability, gender, nationality, ethnic background legal status, sexual orientation etc. Sharing personal stories, although valuable, can be disturbing and harmful. Safety measures for adult participants should be clearly communicated, such as not being alone with a young person in a room or closed space.

Dialogue Forums include a Code of Conduct and Ground Rules to identify and mitigate salient risks.

ACCOUNTABLE

A commitment to follow-up and evaluation is essential. For example, in any consultative process, youth must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Youth are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, youth should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of youth participation needs to be undertaken, where possible, with youth themselves.

How to put this into practice? Organizers should provide follow up actions with all participants, so they know how their participation has had an impact. Sending a follow-up email with information on how the results of the CO-CREATION FORUM will be used is a good first step for instance. It is important to recognize that policy makers do experience constraints in their capacity to make decisions (e.g wider political agendas), and they should clearly communicate this to participants.

This guidebook provides guidance on how to follow up a Dialogue Forum. Templates for the Pre-read, Plenary Presentation and Action Report ensures that organizers are accountable to their participants in recognition of their contribution.

ANNEX: HOW TO SUSTAIN MOMENTUM AFTER DIALOGUE FORUMS

Leverage your alliances

Getting a policy idea or recommendation through to actual adoption is not always a simple process. Strategic communication and leveraging your network is crucial. During the Dialogue Forum, you may have met key stakeholders who can help you in the process or build action groups willing to support your efforts. Here are a few key tips on how to leverage these alliances:

SHARE CONTACTS

During the dialogue forum, create a simple and easy-to-use contact exchange system, which you and other participants can use after the dialogue forum to get in touch with key stakeholders.

MAP OUT YOUR STAKEHOLDERS

You might have created a stakeholder map prior to the Dialogue Forum to map out which key stakeholders would be important to consider and invite. Use this map, or alternatively, draw a new one! (See the Stakeholder Mapping in section 1). Map out which stakeholder might have leverage in which areas and how to reach them. This will help you map out who may be able to help you get your policy idea through, and how to approach them. You can keep referring back to this map as your process continues and new potential collaborations appear.

ESTABLISH AN ACTION GROUP

This draws a lot of (media) attention to your message! Don't be afraid to think big and use a creative approach. Plan this just before an important political gathering in order to increase the chances of being noticed and influencing the agenda.

ENGAGE A HIGH-LEVEL POLICY MAKER

This is a manner of using collective anger positively by sharing demands and forcing conversation. Make sure everyone understands what non-violent actions entail and know your rights. Examples include occupations and strikes, but "Methods of Non-Violent Action" can be found [here](#).

REQUEST MEETINGS

Connect with people who are working on similar issues and schedule a meeting with them.

Build a campaign

A campaign aims at raising awareness and educating people about your policy area. At the same time, your organization gains visibility and can profile itself. This way your number of supporters will likely increase, and you can recruit people to actively make the campaign a success. Starting a public debate about the policy can increase public pressure on decision makers.

Some popular public campaign methods⁶ are listed in the table on the right.

EUROPEAN CITIZEN INITIATIVE

The European Citizens' Initiative is a unique way for you to help shape the EU by calling on the European Commission to propose new laws. Once an initiative has reached 1 million signatures, the Commission will decide on what action to take.

Read detailed step-by-step information [here](#).

⁶ Plan International, An Advocacy Toolkit: The Education We Want, p. 92 – 106, <https://plan-international.org/publications/advocacy-toolkit>

RALLIES AND MARCHES

These are great ways to get noticed, draw attention to the policy issue while showing strength by gathering a support base. The larger the group of people that are brought together, the stronger the signal and the visibility.

PUBLIC STALL AND EXHIBITIONS

This public exposure will contribute to raising awareness, growing local support and maybe even motivating people to take action. Pick your spot strategically! Think about places where people pass by or come anyway. Brand your stall clearly and make information easily accessible to passers-by.

HIGH-PROFILE STUNTS

This draws a lot of (media) attention to your message! Don't be afraid to think big and use a creative approach. Plan this just before an important political gathering in order to increase the chances of being noticed and influencing the agenda.

NON-VIOLENT DIRECT ACTIONS

This is a manner of using collective anger positively by sharing demands and forcing conversation. Make sure everyone understands what non-violent actions entail and know your rights. Examples include occupations and strikes, but "Methods of Non-Violent Action" can be found [here](#).

SOCIAL MEDIA CAMPAIGNS

If you set up a good social media campaign, you have the possibility to reach a big crowd.

START A PETITION

It's all about the numbers! The more signatures you get, the more support you can prove you have.

ORGANIZE A PERFORMANCE OR PUBLIC EXHIBITION

Try to grasp people's attention in a creative and fun way! Raise awareness and get people excited.

HOST EVENTS

Raise awareness in your local community by inviting interesting speakers or organizations during an event. Be creative!

PITCH YOUR IDEA

Master telling a compelling story to an audience. This can be used in a variety of situations ranging from pitching a campaign to a random person or pitching your ideas to a policy maker.

Policy Pitch

Master telling a compelling story to an audience. This can be used in a variety of situations ranging from pitching a campaign to a random person or pitching your ideas to a policy maker.

A good pitch tells a story. It tells your audience of an imminent challenge the world is facing, and convinces them that your solution is relevant, innovative, and that you can execute it. Start with the **why!** Pitches are most compelling when they start with "why" you are advocating for an issue or action. For example: Why is this a pressing global challenge? Why should your audience care about this problem? Why are your insights into the problem unique or interesting? Pitches that start with the "what" (e.g. what is your solution) are usually less compelling. Without motivating your audience as to why they should care about your "what", your audience will be less interested in your solution. Do not assume that your audience feels the same passion about the problem, and therefore your solution, as you do.

A good pitch typically includes the following elements:

Insights and problem:

What are your unique insights into a global challenge? What is the policy you have defined to refine, and how big is this problem? Who is your user?

Solution:

What is your solution? What makes your solution unique? Who are your competitors? Why hasn't your solution been done before? How can it be implemented practically?

Progress:

What is your progress to date? How many users have you spoken to and what is their response? What is your implementation strategy?

Ask:

What are your next steps? What is your ask or call to action (e.g. access to network, advisors, ...)?

When giving pitches in formal situations - for example, in front of a policy maker - many choose to use supporting visual aids, such as Powerpoint slides. Slides can be a great tool for depicting your policy issue and recommendation. However, your slides should not detract attention from your spoken pitch or distract your audience.

Preferably, you have prepared pitches of various lengths and types, since certain pitches are best suited to specific contexts. You also want to be able to give your pitch with and without supporting slides, because you may not always be in a situation where showing slides is possible.

Think alliance building. Co-creating a pitch can be a tangible action to offer or commit to during a Dialogue Forum. If a good idea emerges during the dialogue, use the opportunity to develop it into a pitch as a tangible opportunity to connect and take action.

Further Resources for Advocacy

YOUTH ADVOCACY TOOLKIT FOR ANY YOUNG PERSON WHO WANTS TO START THEIR OWN ADVOCACY CAMPAIGN

Unicef united kingdom, youth advocacy toolkit, <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

[Plan International's advocacy toolkit](#) pp.92.102.

Unicef's [Youth Advocacy Guide](#), pp.34-39.

Advocates for youth's [Youth Activist Toolkit](#)

ENGAGING MEDIA GUIDE ON HOW TO GET MEDIA COVERAGE FOR YOUR CAMPAIGN

Unicef United Kingdom, engaging local media, <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

ENGAGING POLITICAL DECISIONMAKERS FIND AND CONTACT THE RIGHT PERSON (APPLIED TO UK CONTEXT)

Unicef United Kingdom, engaging political decisionmakers, <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

ADVOCACY TOOLKIT FOR YOUNG PEOPLE, BY YOUNG PEOPLE WHO WANT TO ADVOCATE FOR THE RIGHT TO AN EDUCATION

Plan International, An Advocacy Toolkit: The Education We Want, June 2014, <https://plan-international.org/publications/advocacy-toolkit>

ADVOCACY TOOLKIT FOR YOUNG AFRICANS, BY AFRICAN YOUNG PEOPLE AND EXPERTS

Unicef, Youth Advocacy Toolkit, July 2019, <https://www.voicesofyouth.org/tools-resources/youth-advocacy-guide-hi-res>

YOUTH ACTIVIST TOOLKIT FOR YOUTH ACTIVISTS THAT WANT TO ORGANIZE AND ACT FOR CHANGE

Advocates for Youth <https://advocatesforyouth.org/wp-content/uploads/2019/04/Youth-Activist-Toolkit.pdf>

HOW TO INTERACT WITH DECISIONMAKERS

Dansk Ungdoms Fællesråd, Tool: Dialogue with decisionmakers, <https://duf.dk/downloads/advocacy/>