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D6.4: Implement and evaluate Dialogue Forums at regional, national and city levels

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Executive Summary

The CO-CREATE project aims to educate and empower youth to develop policies that promote healthy food and physical activity environments for young people across Europe. In support of this objective, EAT has developed a Dialogue Forum model which aims to bring together youth, policymakers and business representatives to discuss and refine policy ideas for healthier food and physical activity environments. Between June 2020 and March 2022, 20 Dialogue Forums were implemented and evaluated at the local, national and regional level. This deliverable describes the implementation process, methods of evaluation, as well as some of the key findings.

The findings of this report will also inform deliverable 6.6, a set of recommendations on how to establish multi-stakeholder Dialogue Forums and an analysis of the findings and their implications in the obesity policy and co-creation context.

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List of Acronyms/Abbreviations

EU: European Union

EYP: European Youth Parliament

WP: Work Package

WOF: World Obesity Federation

Introduction

Deliverable description

As outlined in the grant agreement number 774210 for Confronting Obesity: Co-creating policy with youth (CO-CREATE), Deliverable 6.4 is described as follows:

- Documentation on twenty Dialogues Forums established across Europe, including the regional, national or local level.

This report is one of four deliverables associated to the development, implementation and evaluation of the Dialogue Forums. Deliverable 6.2 (Refine prototype and define principles for scaling the model across a broad range of European countries), 6.5 (*Reports from each Dialogue Forum on the actions and commitments from policymakers and businesses*) and 6.6 (*A set of recommendations for how to establish multi-actor Dialogue Forums*) are closely linked with 6.4 and are all informed by one another. All four deliverables should be examined as a set.

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.
- O6.3: Prototyping outcomes, policies and solutions that policy and solutions that policy makers and businesses can respond to, based on engagement with, and feedback from adolescents. Moving from dialogue to implementation at a local, national and regional level.
- O6.4: Place adolescents at the centre of locally, nationally and regionally relevant policy interventions to change food and/or physical activity environments.
- O6.5: Develop a set of recommendations for how to establish multi-actor Dialogue Forums, including a section on conflicts of interest and strategies for counteracting possible power disparities in the public- private-adolescent nexus.

Objectives of deliverable

This deliverable aims to describe the process by which the Dialogue Forums were implemented and evaluated at local, national and regional/international levels.

Background and overview of Dialogue Forums

CO-CREATE aims to educate and empower youth to develop policies that promote healthy food and physical activity environments for young people across Europe. To support this objective, EAT developed an intergenerational dialogue tool, the Dialogue Forum, which allows youth to meaningfully engage with policymakers, business representatives and other relevant stakeholders to discuss youth-led policy ideas (more information can be found in D6.2). This action-focused tool supports the co-creation of policies across generations and sectors and helps bridge the gap between dialogue and action. Through the development of a prototype and a continuous consultation, testing and refinement process, a Dialogue Forum model was created to facilitate in-person conversations (physical tool). A digital adaptation was later developed through a similar, but expedited, process to facilitate digital Dialogue Forums in light of the restrictions related to the COVID-19 pandemic.

This deliverable provides insight into the planning, implementation and evaluation of 20 Dialogue Forums executed at the local, national and regional levels. The report is divided into three sections: 1) process of implementing Dialogue Forums, 2) Dialogue Forum evaluation, and 3) lessons learnt from implementing Dialogue Forums. In section 3, there is also be a brief discussion on the limitations of implementing Dialogue Forums, particularly in light of the COVID-19 pandemic and ripple effects on the project timeline and youth engagement. The broader learnings from this report

will be incorporated into report 6.6 and inform the recommendations on developing a multi-stakeholder dialogue model.

The Dialogue Forums were implemented and evaluated between June 2020 and March 2022, with 17 held using the digital tool and 3 held in-person with the physical tool. The distribution of the Dialogue Forums is as follows:

Poland

- Local: 4 digital
- National: 0

United Kingdom

- Local: 3 digital
- National: 0

Norway

- Local: 1 digital
- National: 1 physical

The Netherlands

- Local: 2 digital
- National: 0

Portugal

- Local: 3 digital
- National: 1 physical

Regional

- 4 digital and 1 physical

For a full description and reports from each Dialogue Forum, please see report D6.5.

[Impact of the restrictions related to the COVID-19 pandemic and contingency planning](#)

The Dialogue Forum tool and process, originally designed to facilitate in-person convenings, was significantly impacted by the COVID-19 pandemic and the digital shift that ensued. Specifically, the ability to implement and evaluate Dialogue Forums was affected by the:

- Inability to meet in-person and use the physical Dialogue Forum model
- Attrition in Youth Alliance membership, with significant drop-off in select countries
- Interruption of the Youth Alliance activities and sequencing of events (Dialogue Forum preparation, event and policy refinement afterwards)
- Period of adaptation to shift to digital meetings and digital activities

To address the primary issue of executing Dialogue Forums, EAT, in collaboration with a global design consultancy Designit, quickly developed, prototyped and tested a digital adaptation of the Dialogue Forum tool. Over a period of six weeks, EAT and Designit undertook a rapid design and testing process to assess the feasibility and user experience with different digital platforms and canvases. Ultimately, a tool which used a combination of Google Slides and Zoom was selected as the digital Dialogue Forum.

As a result of this shift, EAT was required to adapt the following: ethics applications due to additional data collection, consent forms, information letters to participants, guidance and templates for

organizers. In June 2020, EAT delivered the first of many training sessions on the use of the digital tool. The integration with WP5 and the youth alliance process also became more agile, since the level of youth engagement and frequency of meeting shifted from alliance to alliance. Therefore, select youth across the U.K., Norway, the Netherlands, and at the regional level did not reconvene after the Dialogue Forums to refine their policy idea and implement their action or commitment.

Process of implementing Dialogue Forums

The process of implementing the Dialogue Forums was divided into three phases: plan, discuss and act. The following section describes the specific steps and structures put in place to execute each phase. Select steps differed between the digital and physical Dialogue Forums. These discrepancies will be described below.

To facilitate organiser access to relevant documents and guidance, a [Resource Library](#) was created. Using Google Drive as a platform, the Resource Library served as a central repository for all templates, consent forms, presentations and relevant materials needed to plan, execute and follow-up on a Dialogue Forum. The link was shared with country partners/organisers in the initial planning stages of each Dialogue.

Phase 1: Plan

Integration with the Youth Alliances

The Dialogue Forum was originally designed as one of the sessions in the Youth Alliance sequence of activities. The logic would follow that Youth Alliance members would develop their policy ideas, then connect with relevant stakeholders (e.g., local/national policy makers, representatives of NGOs involved in promoting respective policies in the country/region, representatives of professional organizations, education and health services) in the Dialogue Forum to refine the idea, gain insight on the feasibility of the idea, and prompt action from all stakeholders by developing commitments to execute afterwards. Following the Dialogue Forum, Youth Alliance participants would use the remaining meeting(s) to revise and finalize their policy idea, reflect on the Dialogue Forum experience, and identify next steps they can take to advance their policy. A WP5 and WP6 integration plan and timeline were developed in collaboration with the University of Amsterdam and shared with all country partners (Appendix A). It should be noted that the COVID-19 pandemic impacted the integration plans and timeline, as many Youth Alliance activities were disrupted or discontinued. As a result, not all Dialogue Forums were integrated into the Youth Alliance sequence of activities as planned.

Youth recruitment for the Dialogue Forums

Given the WP5 and WP6 integration plans, the majority of youth who were recruited and were members of the Youth Alliances then participated in the Dialogue Forums. Participation in the Dialogue was optional, but presented as a relevant opportunity to gather stakeholder feedback on the policy proposals developed during the Youth Alliances, and support implementation efforts. Though Youth Alliance members were prioritized, if there was an insufficient number of interested youth, EAT and CO-CREATE partners pursued other recruitment methods, including:

- Engaging youth organizations or youth campaigns (PRESS, JOGG, Bite Back 2030, Act4Food Act4Change, etc.)
- Local organization engaging youth in the community (Councils of Bexley and Greenwich in the United Kingdom)
- Through a close affiliation with the European Youth Parliament (EYP) and its members

To support informed participation, young people were provided with an information letter, consent form, and a one to two-hour training on the Dialogue Forum process and tool.

For the majority of the Dialogues, young people were invited to engage in and/or lead all the planning, execution and follow-up; reinforcing the importance of co-creation. In select Dialogues, youth took complete ownership.

Stakeholder identification, recruitment & selection

The selection of stakeholders for the Dialogue Forums was informed by a number of factors, including youth interest, country partner and EAT's network, relevance, risk assessment, and availability of stakeholders. Given the Dialogue Forum's aim of bringing together a range of perspectives, diversity was also an important consideration. The following section will provide a brief description of each factor and how they were used to inform the selection of stakeholders.

Youth interest: Youth played an active role in selecting stakeholders of interest for the Dialogue Forums. Once a policy idea was developed, Youth Alliance facilitators provided young people with a brief presentation on the Dialogue Forum and a stakeholder category information sheet. The information sheet was designed to support a more informed selection, and provided a description of the different stakeholder categories and the role each could play in shaping food and physical activity policy (Appendix B). Following this, young people identified specific stakeholders or stakeholder categories of interest.

Risk assessment and relevance: Following youth selection, EAT and the country partners undertook a relevance and risk assessment. Assessing the relevance of stakeholders allowed us to promote a more informed Dialogue and increase impact by inviting people who have the power to influence the policy environment around the issue. Assessing risk allowed us to safeguard youth participants, avoid any undue influence on young people's policy ideas and mitigate any conflicts of interest. A risk assessment was conducted using the [Stakeholder Risk Assessment Table](#) (Appendix C) which categorized stakeholders as low, medium and high risk. This table was adapted from World Obesity Federation's Financial Relationship Policy and WHO Tool to Safeguard Against Conflicts of Interest in Nutrition Policies and Programmes. Organizers were encouraged to prioritize low and medium risk stakeholders, whose mandates were aligned with the broader policy issue, and did not have any conflicting financial or personal motives. To further mitigate any risks, all stakeholders were asked to sign a consent form (Appendix D) which included the following statement "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." Ultimately, organizers were required to balance youth interest/ownership and youth safety.

Country partner and EAT's network: After aligning youth interest, relevance and degree of risk, both EAT and country partners engaged their respective networks to identify prospective stakeholders. For local and national Dialogue Forums, the country partners played a bigger role in engaging their networks, while EAT played a bigger role in the regional Dialogue Forums.

Availability of stakeholders: The final factor for consideration was the availability of stakeholders. The shift to digital Dialogue Forums likely increased stakeholder availability, as the barriers of proximity to physical space and travel were eliminated. However, it should be noted that many Dialogue Forums took place in the evenings to accommodate young people's schedules, which could have resulted in decreased participation from stakeholders who reserve this time (after work) for personal commitments.

Selection of policy idea

The two main factors that influenced the selection of the policy idea were engagement of Youth Alliance vs. external youth and scale of the Dialogue Forum. On youth engagement, given that the Dialogue Forum model was developed to provide Youth Alliance members with a tool discuss and

refine their policy ideas, the selection of Youth Alliance policies was always prioritized. However, if levels of Youth Alliance engagement were low, the country partner or EAT would engage youth external to the project, and the selection of the policy idea was either decided by organisers or in consultation with youth. Examples of these exceptions are listed below:

- One U.K. local Dialogue Forum was designed to inform a research proposal on “shaping places” in the councils of Bexley and Greenwich. The research proposal aimed to assess young people’s sense of community belonging and strategies to improve it. Therefore, this was selected as the topic for the Dialogue.
- For three regional Dialogue Forums, policy ideas were selected from the CO-CREATE Youth Declaration, in an effort to bolster promotion and exposure of the declaration.
- For the WOF World Café, the policy idea was selected to align with the theme of meaningful youth involvement.
- European Youth Parliament Dialogue Forum: the policy idea was developed by the youth facilitators and aligned with EU priorities.

The scale of the Dialogue Forum also influenced the selection of the policy idea. At the local level, Dialogue Forums were based on the policy ideas developed by Youth Alliances, that often had a municipal or local focus. At the national level, EAT and country partners selected Youth Alliance policies that could be scaled, were nationally relevant, or were on the current government’s policy agenda. At the regional level, policies with international relevance or applicability (i.e. restricting marketing to children), were selected.



Moderator selection and training

The Dialogue Forum tool was designed to simplify and streamline the role of the moderator, so that any individual, regardless of age or experience, could moderate. This purposeful design was also created with CO-CREATE’s target audience in mind, so that youth participants could be given the opportunity to build capacity and skills in moderation by facilitating the Dialogue Forum.

In the lead up to the Dialogue Forums, all youth were presented with the opportunity of facilitating the session. For those who were interested, EAT and/or country partners would deliver a one-hour training on the role of the moderator, a walk-through of the Dialogue tool and programme, and of the moderator cards. The moderator cards provide a step-by-step instructions of each activity, speaking points for the moderator, visual depiction of the activity and length of time. For a full list of Dialogue Forums that were moderated by youth, consult 6.5.

Welcome and overview
2 minutes

Goal: Welcome participants and give a short introduction of tasks

<p style="font-size: x-small; margin: 0;">1. Welcome participants</p> 	<p style="font-size: x-small; margin: 0;">1. My name is and I will be your moderator today. Today, we will connect with others, discuss an idea, and collaborate on actions.</p>
<p style="font-size: x-small; margin: 0;">2. Point to canvas & cards</p> 	<p style="font-size: x-small; margin: 0;">2. Together, we will go through 5 activities in two hours: (Point to numbers on the canvas with corresponding cards)</p> <ol style="list-style-type: none"> 1. Get to know each other a little better. 2. Explore why we care about this idea. 3. Look at obstacles and opportunities of the idea 4. Identify relevant factors the idea needs to consider; 5. We will identify actions everyone can take, and actions each of you can do to create progress.

1

Participant preparation

In order to support an informed Dialogue Forum, all participants were provided with the following documents:

- **Pre-read:** offered background on CO-CREATE, the policy idea, objectives and intended outcomes of the session
- **Information letter and consent form:** provided information about logistics of the event, data collection, code of conduct, and a consent form
- In Poland and Portugal, youth under 18 require a parental consent form as well, and so a separate information letter and consent form were developed

All youth participants were provided with a one-hour training on the Dialogue Forum tool, information about the structure of the event, and an opportunity to ask the organizers questions. The week of the event, participants were provided with a reminder email with event logistics, agenda, prompt to sign the consent form, and any additional information.

Data collection

Additional considerations: physical vs. digital

Given the nature of physical vs. digital convenings, select steps differed in the Dialogue Forum planning process. For the physical Dialogue Forums, EAT and country partners were required to plan logistics such as venue, catering, transportation, equipment, and setting a budget. For the digital Dialogue Forums, the creation of a unique meeting link on Zoom, guidance to participants on downloading the Zoom desktop app, and an informational video on the annotation function used were provided before the Dialogue Forum.

Phase 2: Discuss

The second phase of the Dialogue Forums was focused on the execution itself. To execute a successful Dialogue, four roles were deemed necessary:

- 1) **Moderator:** guides participants through the Dialogue Forum activities, promotes equal participation and helps create a safe space where participants feel comfortable sharing.
- 2) **Participant:** engages in discussion, asks questions, and provides input.
- 3) **Notetaker/technical support:** to support the moderator and organiser, one person should be allocated to take notes and/or provide technical support in a digital forum.
- 4) **Organizer:** responsible for leading the planning, execution and follow-up of a Dialogue Forum. In the context of CO-CREATE, this role was played by EAT, country partners, or external partners.

Execution of Dialogue Forums

At the local and national level, the Dialogues were organized in collaboration with CO-CREATE country partners from the U.K., Poland, Portugal, Norway and the Netherlands, as well as Youth Alliance members. At the regional level, select Dialogue Forums were organized with external partners such as the Food Foundation, World Food Forum, World Obesity Federation, Act4Food Act4Change campaign, and the European Youth Parliament.

When the Dialogue Forum process was originally conceptualized, the sequencing and degree of ownership was as follows:

- Local

- Each country would organize 2-3 local Dialogue Forums, to correspond with the number of Youth Alliances
- Local country partners would lead the organization, with coordination support from EAT, as well as guidance, resources, and necessary training to execute the Dialogue Forum
- National
 - Each country to hold one national Dialogue Forum
 - 50/50 collaboration between country partners and EAT
 - Country partners to engage their networks and EAT to provide guidance, logistical support, funding, training to prepare and execute the Dialogue Forum
- Regional
 - EAT to lead the organization and execution of 2-3 Dialogue Forums

The background section of this report provides the actual distribution of 20 Dialogue Forums, with only two countries holding national Dialogue Forums and EAT holding five regional Dialogues. It should be noted that University of Cape Town is in the process of organizing three local Dialogues Forums in Cape Town and Johannesburg, which were delayed due to the COVID-19 pandemic.

Translation of tool

Select Dialogue Forums were held in the country's native language (see D6.5 for full list). To support this, the Dialogue Forum tool and associated materials (moderator cards, activity cards) were translated to promote youth moderation and ease of use by participants. As of March 2022, the Dialogue tool and materials were translated into Portuguese, Dutch and Polish.

Day of the event

On the day of the Dialogue Forum, organizers and moderators often met 30-45 minutes in advance of the event to address any last-minute questions, do a final run through of the programme and ensure logistics were set. In the case of physical Dialogue Forums, organizers often met over 1 hour before the event to set up the physical Dialogue Forum tools, and arrange catering, equipment, etc.

The typical agenda for a Dialogue Forum was as follows:

- Plenary session: welcome & overview, presentation on CO-CREATE, the policy idea, objectives of the session, intended outcomes and ground rules
- If there were more than six participants, they were divided into groups, with one moderator and one notetaker per table/breakout room
- Dialogue Forum discussion (1.5-2 hours)
- Plenary session: group summaries & next steps
- End of Dialogue Forum

At the end of the Dialogue Forum, participants were given an evaluation survey to assess their experience with the tool and process. This will be described in greater detail in the evaluation section below. For physical Dialogue Forums, organizers took pictures of the tool to document the discussion and contributions, and to support reporting requirements.

Stage 3: Follow-up

Following the Dialogue Forum, organizers were invited to complete the following steps to ensure proper follow-up with participants:

1. Send a thank you and follow-up email with the Dialogue Forum evaluation survey, the WP7 stakeholder survey (see evaluation section below for more information), a reminder of next steps and how participants can continue to engage post-Dialogue. The evaluation survey was

sent in the next day or two following the Dialogue, and stakeholders were sent two reminders to complete the WP7 stakeholder survey (if not completed).

2. Organize a debrief session with youth participants to discuss their experience, feedback and any next steps.
3. On a periodic basis, organizers followed-up with Dialogue Forum participants to assess progress on actions and commitments (full description in D6.5). The suggested timeframe for follow-up was every three months.
4. In March 2022, all Dialogue Forum reports were translated and sent to participants in the native language of the Dialogue.

Communication of Dialogue Forums process and outcome

Throughout the planning, execution and follow-up phases of the Dialogue Forum, the World Obesity Federation played an integral role in developing and supporting the communication and dissemination of the Dialogues. The process was as follows:

- When a Dialogue Forum was confirmed, EAT would engage country partners and WOF to develop content to be disseminated before, during and after the Dialogue
- WOF led on the development of content, which was shared for input with EAT and the country partner
- Content was distributed on the CO-CREATE Twitter, EAT Twitter, and at times, EAT Instagram account. This content was often accompanied by one or all of the following hashtags: #Youth4CC #CC4EU #YouthCanFixIt and #YouthChangingPolicy.
- In some cases, WOF joined the Dialogue Forum to live Tweet the event
- Following the Dialogue Forum, quotes were solicited from organizers and participants about their experience in the Dialogue
- For three Dialogue Forums, newsletter pieces were also developed after the Dialogue Forum to disseminate the key findings

For a full description of the communication and dissemination activities that took place for each Dialogue Forum, please see D6.5.

Dialogue Forum Evaluation

To support Dialogue Forum evaluation efforts, EAT developed an evaluation survey and organized two evaluation workshops. Additional efforts to measure stakeholder perspectives and Dialogue Forum impact were conducted by the University of Oslo through the development of a stakeholder survey which was distributed before, right after, and three months after the Dialogue Forum. Though limited, an analysis of these findings will be described in deliverable 7.7 (*a questionnaire for measuring attitudes/readiness for action towards policy measures to combat childhood obesity*).

Dialogue Forum evaluation survey

In March 2020, a Dialogue Forum survey was developed to assess participants' experience with the tool and process and inform the final version of the Dialogue tool. The survey was developed in consultation with Designit, to formulate questions that could help inform a revision of the tool. The survey was hosted on Google Forms. During digital Dialogue Forums, participants were provided with a link at the end of the session to complete the survey. For physical Dialogue Forums, paper copies were provided and then transcribed into the Google Forms to help centralize data collection and response analysis. In total, 61 participants completed the evaluation survey, with a response rate of approximately 53%. The survey was purposely designed to be brief in order to increase the response rate.

The survey included a mix of questions that sought to collect qualitative and quantitative data to assess participant experience. The quantitative questions used a Likert scale, with "1" corresponding

to “strongly disagree” and “5” corresponding to “strongly agree”. The questions were structured either as multiple choice questions (Questions 1-4) or open comment boxes (questions 5-7). The following section describes the seven questions and key findings. The full list of survey responses can be found in (Appendix E).

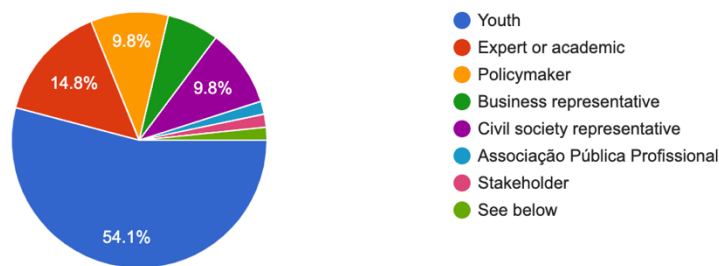
Question 1:

Are you a:

- Youth
- Expert or academic
- Policymaker
- Business representative
- Civil society representative
- Other

1) Are you a:

61 responses

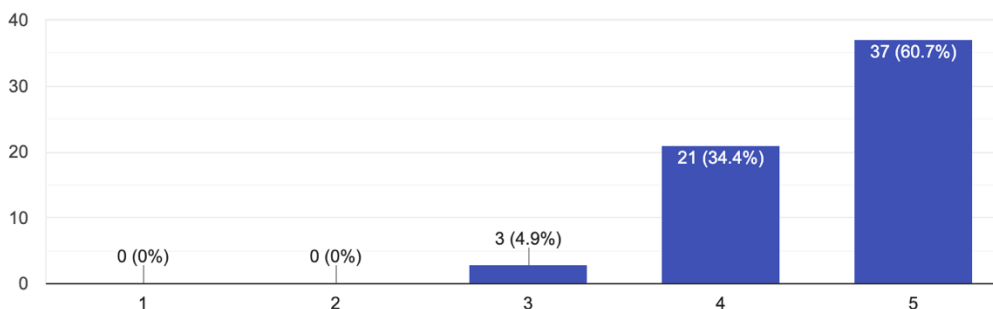


Question 2: How would you rate the overall experience of this Dialogue Forum? (Likert scale, very bad to excellent)

As shown below, 94.4% of respondents found their experience in the Dialogue Forum to be “good” (4) or “excellent” (5), showing a highly positive response.

2) How would you rate the overall experience of this Dialogue Forum?

61 responses

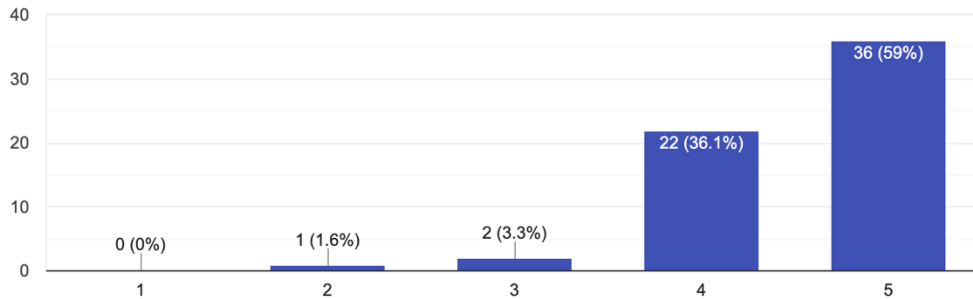


Question 3: I feel that the activities allowed us to discuss and refine the policy idea in a meaningful way (Likert scale, strongly disagree to strongly agree)

Over 95% of respondents agreed that the activities in the Dialogue Forum allowed them to discuss and refine the policy idea in a meaningful way.

3) I feel that the activities allowed us to discuss and refine the policy idea in a meaningful way

61 responses

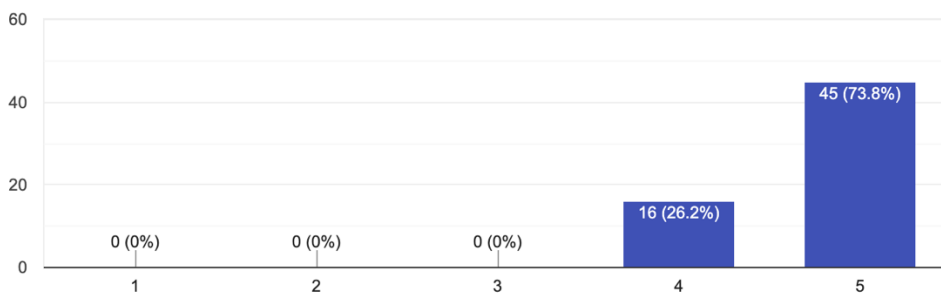


Question 4: I feel that the perspectives I shared were listened to and appreciated (Likert scale, strongly disagree to strongly agree).

100% of participants agreed that the perspectives they shared were listened to and appreciated. This confirms that the design principles focused on equal participation was successfully integrated into the tool and process.

4) I feel that the perspectives I shared were listened to and appreciated

61 responses



Question 5: Did the perspectives that you listened to change your thinking about this policy idea? If so, please explain how?

This question solicited a range of responses and could have been influenced by the idea discussed, the stakeholders present (and how aligned they were on the policy), the moderator and other factors. For some stakeholders, the discussion only reinforced or slightly enriched their own perspectives or introduced problems they hadn't considered. For others, the Dialogue highlighted the importance of including youth perspectives in these policy discussions.

Youth on the other hand found it valuable to engage with stakeholders to gather more information/evidence on the issue, insight into the implementation process, how broad the scope of the policy could be and what existing initiatives exist. For some youth, the discussion was also a reminder of how complicated the issue is, and how difficult implementation may be.

Question 6: What did you like most about this Dialogue Forum?

Participants largely provided responses related to the tool and process, or the connection/engagement with fellow participants. Below, you will find example responses for each category.

- **Tool/process:** participants enjoyed the defined order of activities, the interactive nature of the tool, how inclusive it was, how it supported focused discussion, the annotation function on the digital tool and how it promoted equal participation.
- **Connection/engagement:** participants enjoyed hearing different perspectives, the intergenerational nature, the creativity that emerged, and stakeholders enjoyed connecting with engaged youth.

Question 7: What would you encourage us to improve?

A range of responses were provided, including select participants suggesting that the tool is great and nothing should be changed. Some ideas on how to improve the Dialogue Forum included:

- Promoting a gender-balance in the participants
- Deliver equal training to stakeholders, as well as youth, on the Dialogue Forum process and tool
- More interactive activities, less writing
- Changing the colour of text and other visual elements of the digital tool
- More time
- Greater emphasis on discussion, rather than sharing answers
- More room for disagreement and debate

Dialogue Forum evaluation workshops

To solicit more in-depth feedback and help inform the final revision of the tool, EAT held two evaluation workshops, one in October 2021 and one in December 2021. The first workshop was held with employees at EAT and the second was held with the CO-CREATE consortium of partners. During these workshops, the first half of the session was dedicated to a mock Dialogue, so everyone would become familiar with the tool and process, and the second half was structured as an interactive discussion and feedback session. The questions asked in the second half were as follows:

- 1) What were your expectations of the Dialogue Forum tool?
 - Responses included: use the tool to gather feedback on a specific policy proposal, a formal discussion, safe space to bring diversity of views together, break down barriers on youth involvement, tool and dialogue as a leveller
- 2) What are the strengths of the tool?
 - Responses included: structured and linear process, opportunity for youth to be heard, content is the focus not only the participants, guided activities, questions are structured in a way where different perspectives are invited, allows everyone to contribute, simplicity, adaptability, good interaction with the canvas
- 3) What are the obstacles of the tool?
 - Responses included: push towards consensus building, not enough room for disagreement, systems perspective gets lost, more facilitation training is needed
- 4) How can this tool be used beyond CO-CREATE?
 - Responses included: can be used by youth organizations, schools, for policymakers to solicit youth input, in specific interventions
- 5) What actions can we take to improve this tool? How can we address the obstacles identified?
 - Responses included: make it more interactive, develop descriptive videos, consider using Jamboard as a platform, include a stronger focus on action/intervention

Both the evaluation survey and workshops findings provided critical information on how to revise and optimize the Dialogue Forum tool and process before it was made open access in April 2022.

Learnings from Dialogue Forum implementation and evaluation

Through the process of implementing and evaluating 20 Dialogue Forums, EAT has gained significant insight into how to hold multi-actor Dialogue Forums. Key recommendations are presented in deliverable 6.6, but the following section presents some reflections from the overall process, reveal some assumptions and how they were challenged, as well as some limitations.

Assumptions and how they were challenged

- Youth would be keen to moderate: often, even with training, youth were not comfortable taking on the role of moderator. Therefore, either a country partner, EAT employee, or Youth Alliance facilitator had to moderate. Additional tools and resources to support the moderator have since been developed and published in the [open access package](#).
- The digital tool was accessible to all: the need to download Zoom desktop app to enable the annotation function for the digital tool served as a barrier for many, and made the tool and engagement inaccessible. As a result, the use of different platforms such as Jamboard were explored as alternative options.
- Stakeholders would be able to use the tool with limited to no training: while stakeholders may serve as content experts, they were not always able to engage with the tool as easily as anticipated. Some stated that they could have benefited from a training session before. A series of videos and guidance materials have been developed and published to address this issue.

Challenges and limitations

- As previously described, the COVID-19 pandemic presented significant challenges with the shift to digital, Youth Alliance attrition and decreased levels of engagement. The development of the digital Dialogue Forum model was a contingency measure that helped address the issue.
- To promote greater accountability, actions and commitments from Dialogue Forum participants should have been published on an ongoing basis, rather than at the end of the 20 Dialogue Forums. GDPR considerations have presented challenges all along to releasing information that can help identify an individual.
- It was difficult to track follow-up after Dialogue Forums; participants need to be enabled to connect with each other independent of organizers.
- The survey was not translated into other languages, which could have introduced a barrier to non-English speaking participants and decreased response rate.

Reflections

- Co-creation is most powerful when youth are involved in every step: when youth were involved in each stage of the Dialogue Forum, this generally increased the sense of ownership, desire to engage, initiative taken to select and invite stakeholders, desire to moderate and follow-up on their actions after the Dialogue.
- Make room for disagreement and debate: the Dialogue Forums were most informative for youth and impactful externally when there were stakeholders present with different viewpoints and from different sectors. Diversity is key in a successful Dialogue.
- Scale and relevance: often, local policy issues feel more grounded in reality for young people, and solutions more feasible. The level of engagement with stakeholders after the Dialogue Forum was also higher at the local level. This suggests that young people may benefit from engaging in local issues with local stakeholders. Engaging with issues at the

local level first may enable young people to address more complex and abstract national issues.

Concluding Remarks

Through the implementation and evaluation of 20 Dialogue Forums across the local, national and regional level, EAT is well-positioned to extract key learnings and reflections on the Dialogue Forums. The development of a novel, safe, youth-centred dialogue tool will help promote the attainment of children's rights and secure meaningful youth engagement.

Additional research would be beneficial to assess how the degree of co-creation with youth (how involved they were in the planning and execution) influenced the outcomes of the Dialogue Forum on a longer-term basis, as well as mechanisms to better integrate follow-up and promote concrete outcomes. This could significantly increase impact. The findings of this report will inform a set of recommendations on how to establish multi-stakeholder Dialogue Forums and an analysis of the findings and their implications in the obesity policy and co-creation context.

Appendices

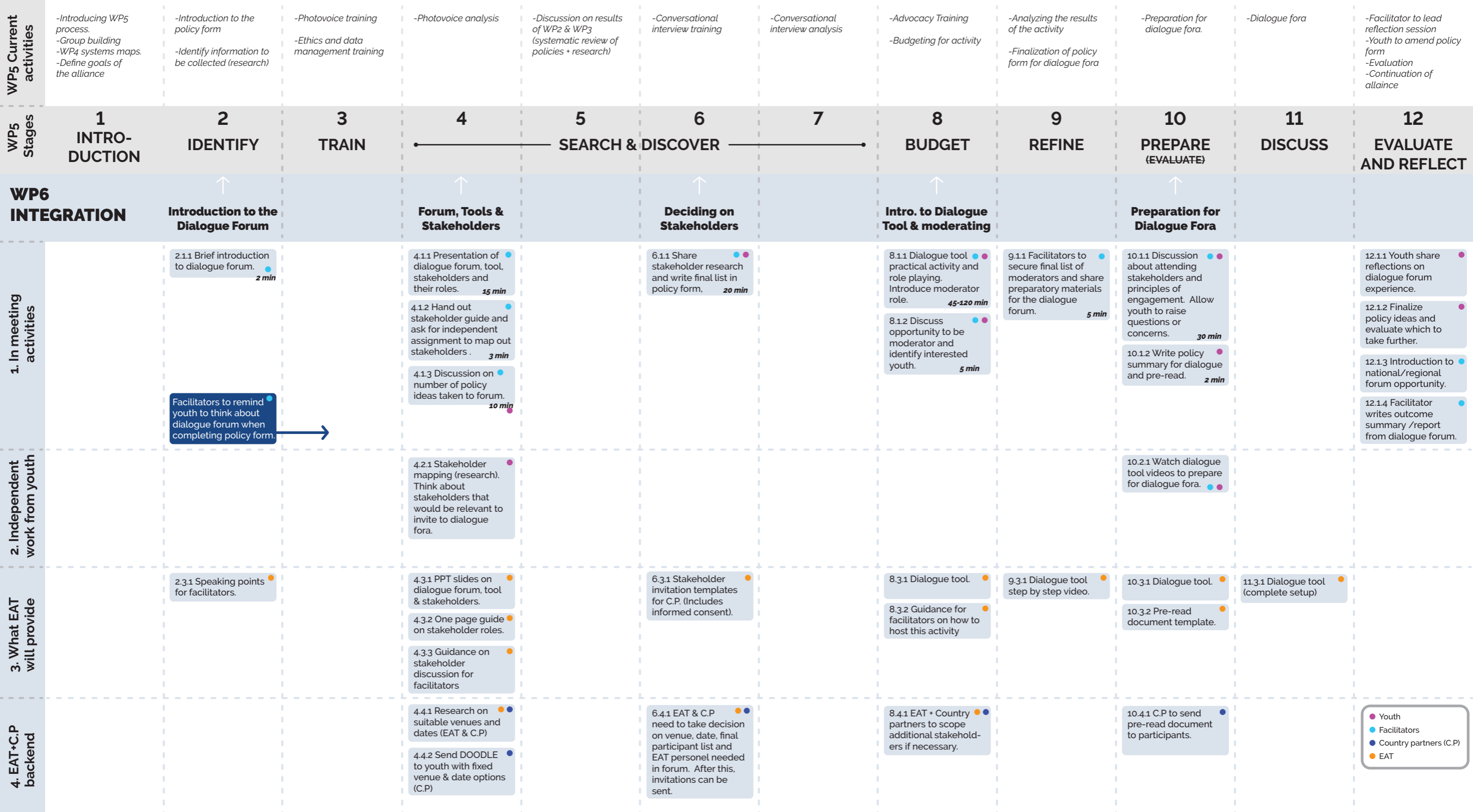
Appendix A - WP5 and WP6 integration plan

Appendix B - stakeholder category information sheet

Appendix C - [Stakeholder Risk Assessment Table](#)

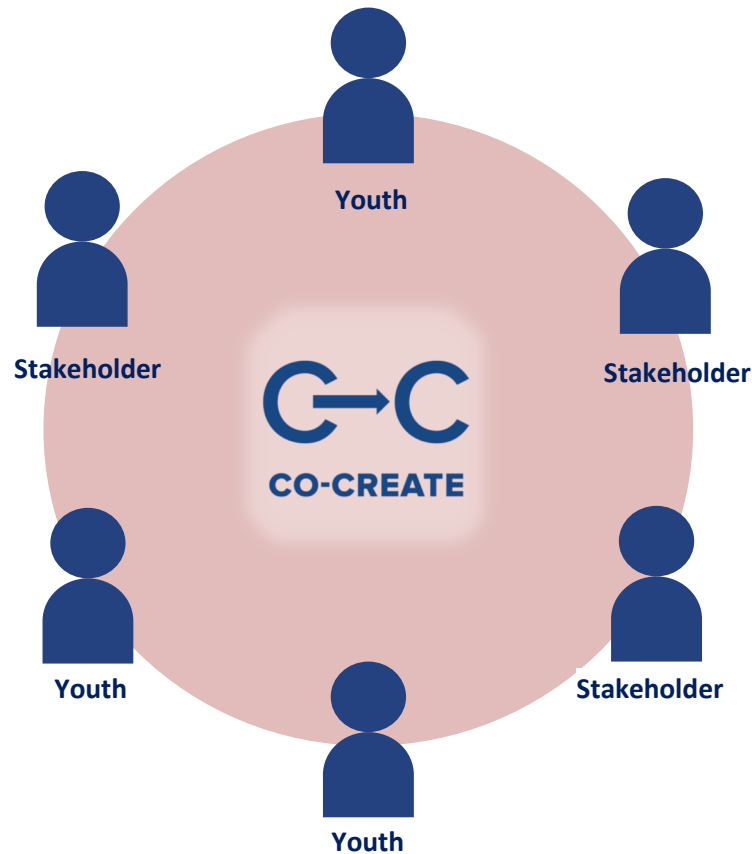
Appendix D – stakeholder consent form

Appendix E – Dialogue Forum evaluation survey results



Stakeholder Categories for the Dialogue Forum

This document provides an overview of the types of stakeholders that you can invite to the dialogue forum, and the role they play in shaping food and physical activity environments and policies.



Experts

Roles and opportunities: Experts in relevant fields such as nutrition, urban planning, and physical activity, generate and provide evidence to support the development of strong, evidence-based policies. At the dialogue forums, experts from these fields could help provide context into the issue, and evidence to support the refinement of the policy.

Risks: Might increase the power imbalance of the dialogue, given that experts are likely most informed on the issue, and may want to drive the conversation.

Examples: Professor, architect, urban planner, nutritionist, or sports therapist.



Policymakers

Roles and opportunities: Policymakers propose and develop food and physical activity policies to create healthier environments. At the dialogue forums, policymakers can inform the feasibility and relevance of a policy, the jurisdiction at which the policy should be proposed (local, state, or national), and recommend how to take the policy to the next step.

Risks: Policymakers may have an interest in modifying the policy to advance the government's existing agenda.

Examples: Local or national government policymaker, bureaucrat, politician, youth council representative, or member of parliament.

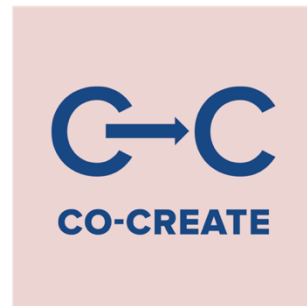


Business Representatives

Roles and opportunities: Businesses develop products and services that shape food and physical activity environments, such as sports equipment and restaurant meals. They also influence policy by providing industry-specific knowledge to policymakers and implementing the policies developed. At the dialogue forums, business representatives will be able to share their expertise on the products and services they provide.

Risks: Business representatives have an obligation to generate revenue to support the sustainability and growth of their organization. If a policy proposed could potentially impact their revenue or business practices, they may be less likely to support the policy, or may try to reframe it.

Examples: Sports equipment manufacturers, farmers, food companies, or chefs.



Youth and other Community Members

Roles and opportunities: In developing policy, policymakers have an obligation to speak with members of the community, such as youth, to understand how food and physical activity policies impact them, and which policies are needed to improve the population's health and wellbeing. Community members therefore have the ability to influence which policies are developed. Given the role they play in their community, they also have the ability to impact their local environment.

Risks: While community members can speak to their experiences about how food and physical activity policy impacts them, they may be limited in their ability to support and drive the implementation.

Examples: Teacher, principle, parent, youth, neighbor, media representatives, community groups, or other relevant community members.



Civil Society Organizations

Roles and opportunities: Advocate for and educate the public on important health, social, and cultural issues and policies. The presence of these organizations at the dialogue forums can help build on the existing advocacy training received during the alliance activities. At the forums, civil society organizations can help provide youth with appropriate advocacy tools, and insight into the right groups to engage to advance the policy.

Risks: Civil society groups may have a greater interest in participating if the policy is linked to an initiative that they are currently advocating for. Similar to policymakers, civil society organizations may want to shift the policy to advance their current agenda.

Examples: Health organizations, youth organizations, consumer associations, sports clubs or advocacy groups.

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



CO-CREATE

Dialogue Forum 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 sharing 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 and use language and terminology that is familiar to all.

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!

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.

Participant Consent Form

1.	I understand that my participation in the Dialogue Forum is voluntary, and that I can withdraw at any stage of the Forum without being penalized or disadvantaged in any way.	
2.	I understand that I will not be remunerated for my participation, either directly or in kind.	
3.	I understand that the 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.	
4.	I understand 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.	
5.	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.	
6.	<p>I understand that:</p> <ul style="list-style-type: none"> ● My written contributions as part of the Dialogue Forum will be collected as data and may be subject to research, including a brief post-Dialogue Forum evaluation survey ● My contributions will not be attributed to me as an individual. ● Verbatim quotations from the session may be used anonymously in reports and other publications, on the understanding that no information that could identify me or my organisation will be presented or published in any reports on the project. 	
7.	I understand that all data collected as part of the Dialogue Forum will be anonymized and may be subject to research and future publications under the CO-CREATE project.	
8.	I understand that this project operates under an open data access agreement and that my contributions to the Dialogue Forum may be made available to other researchers on request, but they will not be identifiable or traceable to me.	
9.	I understand that this session will be recorded and may be used for the purpose of documenting, researching and communicating about the Dialogue Forum process. My consent is given under the condition that video recordings and photos will not be used in a context that is offensive to me as an individual. Furthermore, my consent is given under the condition that video recordings and photos will not be used in new research projects.	
10.	I understand that all data collection practices will comply with the duties and obligations outlined under the General Data Protection Regulation.	
11.	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.	
12.	I agree to take part in the Dialogue Forum.	

Name of Participant

(in capitals)

Signature

Date

Funding and contact

If you have any queries or comments about this Dialogue Forum, please contact (name and contact information of country partner) or the EAT CO-CREATE team via Samantha Nesrallah at samantha@eatforum.org.

The CO-CREATE project has received funding from the European Union's Horizon 2020 research and innovation programme for Sustainable Food Security under grant agreement No 774210.

Timestamp,"1) Are you a:", "If other, please define here: ", "2) How would you rate the overall experience of this Dialogue Forum? ", "3) I feel that the activities allowed us to discuss and refine the policy idea in a meaningful way", "4) I feel that the perspectives I shared were listened to and appreciated", "5) Did the

2020/07/27 9:48:28 PM GMT+2,"Expert or academic", "Medical Doctor", "5", "5", "5", "There are more opportunities than barriers.", "I always get surprised with the

2020/07/27 9:48:40 PM GMT+2,"Youth", "Sou jovem do grupo da proposta.", "5", "5", "5", "Permitiu-me perceber que ainda hã um longo caminho para ser percorrido e que existem diversas entidades que poderã ser grandes aliadas na concretizaã do da proposta.", "Debater as diferentes ideias e

2020/07/27 9:48:50 PM GMT+2,"Youth", ". ", "5", "5", "4", "Sim. Fez com que percebesse que, de modo a abranger um maior ""pãblico"", temos que encontrar diversas maneiras de controlar a atividade fã-sica praticada pelos jovens (tempo, passos, responsãveis).", "Poder contactar com pessoas que jã tãam experiãncia

2020/07/27 9:49:00 PM GMT+2,"Youth", "participante", "4", "4", "4", "sim, trouxe algumas ideias que agora vou trabalhar com o meu grupo, e todas as oportunidades que este forum me trouxe nã sã para a proposta mas sim para o dia a dia", "as atividades que desenvolveram a conversa", "coisas mais simples, menos texto,

2020/07/27 9:49:01 PM GMT+2,"Youth", ". ", "5", "4", "5", "every idea was very much like my own, therefore my ideas didn't change very much, I was simply

2020/07/27 9:49:11 PM GMT+2,"Policymaker", "deputy councillor", "5", "5", "4", "The ideas I heard enriched my ideas", "Sharing young people's ideas", "A wider

2020/10/22 9:13:04 PM GMT+2,"Youth", "Jovem do projeto", "4", "4", "5", "sim mas de uma maneira positivo fazendo-me aperceber de alguns pontos

2020/10/22 9:13:56 PM GMT+2,"Expert or academic", ". ", "5", "5", "5", "No, the perspectives reinforced my previous thinking on these issues", "Listening to the ideas of youth and realising that they share public health concerns", "Maybe the presentation of the idea could be made by the youth developers"

2020/10/22 9:22:10 PM GMT+2,"Youth", "no other", "4", "5", "5", "Yes, they did, because there were professionals that worked in the area of our proposal , so they gave us new information", "The new ideas that popped up", "Maybe give a heads up to the stakeholders about how the dialogue forum works before the actual one"

2020/10/22 10:23:27 PM GMT+2,"Youth", ". ", "5", "5", "4", "Only slightly. The thing is a lot of the steps involve introducing new elements or improvements to the policy idea, however we, who made the policy in the first place, haf already thought about most things that are said, just didn't include it the actual name of the

2020/10/23 12:20:19 PM GMT+2,"Business representative", "no", "5", "4", "5", "No ", "No ", "Better define the objectives and make them realistic and possible to be

2021/02/05 10:29:22 PM GMT+2,"Youth", "- ", "5", "5", "5", "Yes. It made me think in a different way.", "Contact people with different points of view.", "Time should be

2021/02/05 10:30:13 PM GMT+2,"Youth", ". ", "4", "4", "4", "sim, percebi que ã mais complicado e que precisa de bastante trabalho e dedicaã", "das diferentes

2021/02/05 10:31:25 PM GMT+2,"Expert or academic", "expert", "5", "5", "5", "no", "partilha de ideias. Perceã da vontade de mudar ", "nada"

2021/02/05 10:32:49 PM GMT+2,"Youth", ". ", "5", "5", "5", "Yes. They cleared the way I saw the implementation of a new school subject, and also the way to do it.", "The opportunity to hear and to be heard.", "The writing in the screen is still difficult for the older participants. Find a way to make this easier. By them not

2021/02/05 10:33:54 PM GMT+2,"Associaã Pãblica Profissional", "Associaã Pãblica Profissional", "4", "4", "4", "Nã.", "Interaã e partilha de

2021/02/05 11:58:32 PM GMT+2,"Youth", ". ", "4", "4", "4", "yes, the way we will approach the political idea", "

I liked it because we could hear personalities who are outside the project but who are influential figures in the environment where we want to intervene", "nothing"

2021/02/15 9:00:11 PM GMT+2,"Civil society representative", "Civil society", "4", "4", "5", "no", "meeting engaged youth", "Maybe the possibility to practice the

2021/02/15 9:00:30 PM GMT+2,"Policymaker", "Member of Parliament", "5", "5", "5", "No", "Interactiv dialog", "Try to be gender balanced"

2021/02/15 9:02:00 PM GMT+2,"Civil society representative", "n/a", "5", "4", "5", "The value of collaboration was strongly confirmed", "To meet and discuss with

2021/02/15 9:02:45 PM GMT+2,"Policymaker", "And youth", "4", "4", "5", "It changed how I think we should work to get it done", "It connected us youth to adult people with experience in the area of our policy", "Change the colors yellow and white to for example red, because since the text box is white I could not see what I

2021/02/15 9:04:41 PM GMT+2,"Youth", ". + ", "5", "5", "5", "No, they are very much the same", "Listening to the adults' knowledge", "nothing, keep up the good

2021/02/16 11:29:12 AM GMT+2,"Youth","var medfasilitator en stund ","4","4","4","4","ga flere ideer og synspunkter, flere mÅter man kunne angripe situasjonen pÅ. kan fokusere pÅ at det er positivt for bedriftene Å gÅ foran som gode eksempler. at det var flere aktÅrer og bedrifter som allerede var inne pÅ dette og ville hjelpe, ga et mer positivt syn og mer motivasjon","Diskusjonen var veldig bra, det at man fikk hÅre flere syn pÅ saken, opplevde at folk var positive og ville

2021/04/14 5:35:34 PM GMT+2,"Youth",".", "4", "5", "5", "I got insight from others and their perspectives on healthy eating and what it means for them which was

2021/04/14 5:50:00 PM GMT+2,"Civil society representative", "N/A", "4", "4", "4", "Yes, listening to other views gave me greater knowledge and think about ways in

2021/04/14 8:48:46 PM GMT+2,"Expert or academic", "Nutritionist", "4", "5", "5", "Slightly, I hadn't thought about how large the scope could be, I tend to think locally first.", "That there were also young people present to discuss their thoughts.", "Not much I would change, maybe pace of forum to be a bit quicker."

2021/04/15 12:40:42 AM GMT+2,"Youth", ".", "4", "5", "5", "I got insight from others and their perspectives on healthy eating and what it means for them which was

2021/04/20 7:49:06 PM GMT+2,"Youth", "NONE", "5", "5", "5", "Yes, there's so much to say because we had a great discussion but it has made me more aware of my community and it's needs and possibly how I can solve those problems ", "How interactive it was and genuinely being there to listen to us ", "More :)"

2021/04/20 7:52:16 PM GMT+2,"Stakeholder", " Public health", "5", "5", "5", "it reinforced my position about people's voice", "the interactivity of the session", "Just

2021/04/20 7:58:11 PM GMT+2,"Youth", "youth", "5", "5", "4", "not really", "I like how it explores the different ways to improve and bring together the local community with different attributes. Not being restricted to one age group but to all so everyone feels more involved. It tackled anyone problems that would occur and found a way around them with a better outcome", "The dialogue was amazing , just need more strategies on how to fix a problem. For example to bring the

2021/04/20 8:05:13 PM GMT+2,"See below", "Community, Health and Wellbeing Lead for a Housing Association", "5", "4", "5", "Yes, I think it's valuable to discuss with peers and the mix of stakeholders and residents helped to portray and understand the different perspectives. It's can't be a one-size fits all approach and it's important at the first stage to take the time to listen to people. We've only just scratched the surface at Peabody with our Human Centred Design approach, and there are opportunities to embed this further and promote the idea better to ensure more local people know about these opportunities and how to get involved.

2021/04/29 7:34:23 PM GMT+2,"Youth", "N/a", "3", "4", "4", "Yes", "The interaction ", "Nothing "

2021/04/29 7:35:34 PM GMT+2,"Youth", "no", "4", "3", "5", "Yes i feel like hosting this at schools may be a more viable idea", "Being able to speak without

2021/04/29 7:39:57 PM GMT+2,"Expert or academic", "Not other", "5", "4", "5", "Simply by having the space to think about the idea with other people with vested interest in the issues. Idea of young people taking control as ambassadors and teachers - although tricky to think about how it fits into their busy lives. ", "Listening to young people ", "I suppose it wasn't really clear to me how it fitted into a larger whole - personally it appears there is a bigger project - there has been some ongoing dialogue - and not sure what I add by participating in this session. Is this just a moment in time where what the participants had to say was interesting but

2021/04/29 7:51:54 PM GMT+2,"Youth", "N/a", "3", "4", "4", "Yes", "The interaction ", "Nothing "

2021/04/29 11:43:10 PM GMT+2,"Youth", "N/a", "3", "4", "4", "Yes", "The interaction ", "Nothing "

2021/05/01 10:23:17 PM GMT+2,"Youth", "student", "4", "4", "4", "Yes, as there was more detail provided and explanation from different perspectives.", "Everyone was open to listen to each others ideas. Which made me feel comfortable.", "To be honest, nothing really. I quite enjoyed the dialogue forum."

2021/05/07 6:04:27 PM GMT+2,"Youth", "Not other", "5", "5", "5", "I got inspired ", "Everything!", "Maybe even more youth representatives"

2021/05/07 6:05:34 PM GMT+2,"Civil society representative", "N/A", "4", "4", "4", "Yes, really powerful to hear the thoughts of young people ", "Cross

2021/05/07 6:07:12 PM GMT+2,"Youth", "I am youth.", "5", "5", "5", "Yes. Made me realize that there are a lot of blind spots that need to be covered. ", "Get to know new perspectives about this policy idea, especially the blind spots that we missed while writing it.", "More time maybe (10 or 15 minutes more would be great :))"

2021/05/07 6:09:04 PM GMT+2,"Policymaker","none","5","5","5","I was involved on the writing of the policy and being in this dialogue allowed me to understand what people think about our work and everyone gave such good ideas on how to improve it, making it stronger to be implemented including a wide range of people.", "People giving their input and ideas, I'm inspired by everyone I heard and their experience and points of view, the amazing way people listened to each other.", "Listening to the perspectives of people from different scenarios. This is very productive to the ones developing and wanting to move on with the policy idea.", "If you want to share this platform with the world, I suggest you to create a strong manual/guide so the moderator can be really secure about

Other than that, I think this is a brilliant tool :)"

2021/05/07 6:17:29 PM GMT+2,"Business representative","n/a","5","4","5","It was really great to hear people's passion and enthusiasm for the topic. I also thought it was good to have some people with more expertise on the call to bring the conversation to a higher level. For me it did open up some other type of thinking I hadn't considered before, it's good to get out of your own "work bubble". "It was very interactive - especially the annotate worked really well. This way everyone's voice was heard, it made it very inclusive. ", "Perhaps maybe more discussion vs. only mentioning your own answer. This way you can really learn from others.", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/05/17 10:05:53 AM GMT+2,"Expert or academic","None","5","5","5","No","The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/09 5:03:27 PM GMT+2,"Youth", " ", "4","5","5","Their ideas enlightened us on the bureaucracy needed to implement contents in an existing subject. Also stakeholders taught us that it's very important to know how to teach to different ages and what content to teach. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/11 7:55:45 PM GMT+2,"Policymaker","N/A","4","2","5","Yes, namely the youth perspective ", "Having youth on the table ", "The environment and time for the discussion was good", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:21:51 AM GMT+2,"Youth","n/a","5","5","5","No","The opportunity to listen to others perspectives and experiences", "More meetings like these with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:24:08 AM GMT+2,"Youth","n/a","5","5","5","I still have the same perspectives as before, but some things changed because of new facts that I learned in the dialogue", "The way we all discussed around all themes and activities, and had good communication", "Have more stakeholders that would disagree", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:25:28 AM GMT+2,"Youth","n/a","5","5","5","I learned the importance about including students into decision making at school", "I like the dialogue with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:26:52 AM GMT+2,"Youth","n/a","5","5","5","They changed all the way through the discussion by simply listening", "Being able to talk in person with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:28:02 AM GMT+2,"Youth","n/a","5","5","5","They made me think of different aspects because they express their view", "That it was very clear, and the young people were heard", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:30:40 AM GMT+2,"Youth","n/a","5","5","5","Perhaps a challenge that people were too positive from the start. Interesting to see how the tool also could deal with disagreement", "n/a", "The time for action part was a bit odd. Perhaps an alternative could be to identify action points in general", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:32:27 AM GMT+2,"Youth","n/a","5","5","5","Only slightly", "The forum", "The last part (time for action - no one held up their "I'll take it" card)", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:46:38 AM GMT+2,"Expert or academic","n/a","5","5","5","no", "I liked the the tool because of the defined order of activities. The combination of writing led to a more organized communication. Also, that everyone spoke in turn led to a good communication flow between all", "No", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:48:16 AM GMT+2,"Policymaker","n/a","5","5","5","I agree with my fellow participants", "To look at the problem together. Reflect, discuss and then decide", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:50:19 AM GMT+2,"Expert or academic","n/a","4","3","4","No", "The possibility of engaging with youth/youth organizations", "Acknowledge voices of different sectors and that all at the table with the same voice is not always the best form of dialogue. Different stakeholders have different roles and consensus is important", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:52:20 AM GMT+2,"Expert or academic","n/a","5","5","5","No really", "It supports focused discussions and encourages pinpointed thinking", "Add a bit more structure", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:53:54 AM GMT+2,"Civil society representative","n/a","5","5","5","Yes, I was introduced to a problem that I had not thought about", "Meet new people", "The group discussion esp with the young people", "I liked the delivery and the way everyone's voice was heard, it made it very inclusive. ", "The fact that it was in person", "The DF's very important to know how to teach to different ages and what content to teach. ", "The DF's Also, the moderators could have a practise session where feedback could be given. "

2021/11/22 11:55:48 AM GMT+2,"Civil society representative","n/a","5","5","5","5","Yes, it was great to hear that all participants, despite different background, have a clear collective goal regarding school feeding. Very inspiring. ","The dialogue itself","I thought we were having a dialogue with youth directly (mixed groups). That

2021/11/22 11:56:29 AM GMT+2,"Business representative","n/a","5","5","5","5","Yes, it have me wider perspective of the problem","Listening to people in different

2021/11/26 12:10:12 PM GMT+2,"Business representative","no","4","4","5","no","The youth involvance","Maybe a bigger groupe of people per table"